

Course Catalog

2010–2011

Courses of Instruction

Africana Studies	Computer Science	History of Art	Peace & Justice Studies
American Studies	East Asian Languages & Literatures	International Relations	Philosophy
Anthropology	East Asian Studies	Italian Studies	Physical Education & Athletics
Arabic	Economics	Japanese Language & Literature	Physics
Architecture	Education	Japanese Studies	Political Science
Art	English	Jewish Studies	Psychology
Asian American Studies	Environmental Studies	Korean Language & Culture	Quantitative Reasoning
Astronomy	Experimental	Latin	Religion
Astrophysics	Extradepartmental	Latin American Studies	Russian
Biological Chemistry	First-year Seminar Program	Legal Studies	Russian Area Studies
Biological Sciences	French	Linguistics	Sociology
Chemistry	French Cultural Studies	Literature or Film	South Asia Studies
Chinese	Geosciences	Mathematics	Spanish
Chinese Studies	German	Media Arts & Sciences	Statistics
Cinema & Media Studies	German Studies	Medieval/Renaissance Studies	Studio Art
Classical Studies	Greek	Middle Eastern Studies	Theatre Studies
Classical Civilization	Health & Society	Music	Urban Studies
Cognitive & Linguistic Sciences	Hebrew	Neuroscience	Women's & Gender Studies
Comparative Literature	History		The Writing Program



Catalog Statement

The information contained in this catalog is accurate as of July 2010. However, Wellesley College reserves the right to make changes at its discretion affecting policies, fees, curricula or other matters announced in this catalog.

Disclosure of Graduation Rate

In accordance with the Student Right-to-Know and Campus Security Act (Public Law 101-542), the graduation rate for students who entered Wellesley College as first-year students in September 2002 on a full-time basis was 91%. (The period covered is equal to 150% of the normal time for graduation).

Nondiscriminatory Policies

Wellesley College admits students without regard to race, color, religion or national origins, to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. The College does not discriminate on the basis of religion, national origins or sexual orientation, in administration of its educational policies, scholarship or loan programs, athletic and other college-administered programs or in its employment policies.

Wellesley College, as an independent, undergraduate educational institution for women, does not discriminate on the basis of sex against its students in the educational programs or activities in which it operates and does not discriminate on the basis of sex in its employment policies, in compliance with the regulations of Title IX of the Education Amendments of 1972, nor does the College discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973.

Academic Calendar 2010–2011

Fall Semester

New international students arrive	Friday, August 27
New students arrive	Monday, August 30
Labor Day	Monday, September 6
First day of classes	Tuesday, September 7
Family & Friends and Homecoming Weekend	Friday, October 1 through Sunday, October 3
Fall Break—no classes	Monday, October 11
Tanner Conference—no classes	Wednesday, October 27
Thanksgiving recess	After last class on Wednesday, November 24 through Sunday, November 28
Last day of classes	Friday, December 10
Reading period	Saturday, December 11
Exam period*	Tuesday, December 14 through Monday, December 20 <i>Exams: 9–11:30am and 1:30–4pm</i>

Wintersession Monday, January 3 through Friday, January 21

Spring Semester

First day of classes	Monday, January 24
Presidents' Day—no classes	Monday, February 21
Spring Break	After last class on Wednesday, March 16 through Sunday, March 27
Patriots' Day—no classes	Monday, April 18
Monday schedule	Thursday, April 19
Ruhlman Conference—no classes	Wednesday, April 27
Last day of classes	Friday, May 6
Reading period	Saturday, May 7 through Monday, May 9
Exam period*	Tuesday, May 10 through Monday, May 16 <i>Exams: 9–11:30am and 1:30–4pm</i>
Commencement	Friday, May 27

*Although many final exams are self-scheduled, students should plan on being at Wellesley for the entire exam period and make travel arrangements accordingly.

Residence halls close for the fall semester 24 hours after the exam period ends and close for the spring semester 72 hours after the exam period ends. *All students must vacate their residence halls by these times.*

Contents

Academic Calendar 2009–10	1	Astrophysics	51	Latin American Studies	137
Inquiries, Visits, and Correspondence	3	Biological Chemistry	52	Legal Studies, Courses in	211
The College	4	Biological Sciences	53	Linguistics	73
Facilities and Resources	5	Chemistry	58	Literature or Film (from Language	
Division of Student Life	8	Chinese	81	Departments), Courses in	212
Campus Life	9	Chinese Studies	86	Mathematics	139
Student Government	10	Cinema and Media Studies	62	Media Arts and Sciences	142
Residential Life Philosophy	10	Classical Studies	68	Medieval/Renaissance Studies	144
Center for Work and Service	12	Classical Civilization	68	Middle Eastern Studies	146
Admission	12	Cognitive and Linguistic Sciences	73	Music	148
Criteria for Admission	12	Comparative Literature	75	Neuroscience	153
Admission Plans	13	Computer Science	77	Peace and Justice Studies	155
International and Transfer Students	13	East Asian Languages		Philosophy	157
Nontraditional Students	14	and Literatures	80	Physical Education and Athletics	161
The Academic Program	15	East Asian Studies	86	Physics	162
The Curriculum	15	Economics	87	Political Science	165
Academic Policies and Procedures	15	Education	92	Psychology	173
Additional Academic Opportunities	15	English	95	Quantitative Reasoning Program	178
Special Academic Programs	15	Environmental Studies	103	Religion	179
Academic Support	15	Experimental	106	Russian	185
Student Achievement	16	Extrdepartmental	106	Russian Area Studies	187
Academic Distinctions	16	First-year Seminar Program	107	Sociology	188
Costs	17	French	110	South Asia Studies	192
Comprehensive Fees	17	French Cultural Studies	115	Spanish	194
Billing and Payment	18	Geosciences	116	Statistics, Courses in	212
Refund Policy	19	German	119	Studio Art	45
Financing Options	20	German Studies	122	Theatre Studies	198
Financial Aid	20	Greek	71	Urban Studies, Courses in	213
Graduate Fellowships	22	Health and Society, Courses in	211	Women's and Gender Studies	201
Courses of Instruction	25	Hebrew	136	The Writing Program	206
Africana Studies	26	History	123	Faculty	214
American Studies	30	History of Art	39	Board of Trustees	222
Anthropology	34	International Relations	132	Presidents	223
Arabic	146	Italian Studies	133	Administration	223
Architecture	38	Japanese Language and Literature	83	Alumnae Association	225
Art	39	Japanese Studies	86	Index	226
Asian American Studies,		Jewish Studies	136	Campus Map	228
Courses in	210	Korean Language and Culture	80	Travel Directions	229
Astronomy	49	Latin	71		

Inquiries, Visits, and Correspondence

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

For those who would like to visit the College, the administrative offices in Green Hall and the Admission Office in Weaver House are open, Monday through Friday, 8:30am to 4:30pm. The Board of Admission is open on most Saturday mornings during the academic term. With the exception of a few holidays, arrangements can usually be made for prospective students to meet with Wellesley students during the College’s vacation periods. Student guides provide scheduled tours for visitors without appointments. However, visitors should check the schedule online at www.wellesley.edu/Admission/ or call the Board of Admission at 781.283.2270 prior to coming to Wellesley to obtain information regarding scheduled tours and to learn more about the College. A prospective student who wishes to arrange an interview with a member of the Board of Admission should make an appointment at least two weeks in advance.

Accommodations for alumnae and for parents of students or prospective students are available on the campus in the Wellesley College Club and may be reserved by calling the College Club at 781.283.2700. For a list of area hotels and inns, please visit the Admission Web site.

Wellesley College
106 Central Street
Wellesley, Massachusetts 02481

Tel 781.283.1000
Web www.wellesley.edu

For directions to Wellesley College, please visit www.wellesley.edu/admission/directions.html.

For Correspondence

President

General interests of the College

Dean of the College

Academic policies and programs, study abroad

Dean of Students

Student life advising, counseling and health, residence and student activities, MIT cross-registration, exchange programs, international students, religious and spiritual life, learning and teaching center, career service and internships

Class Deans

Academic advising

Director of Continuing Education

Davis Scholars, Postbaccalaureate students

Dean of Admission

Admission of students including Davis Scholars

Executive Director of Student Financial Services

Financial aid, student accounts, loan repayment, student employment, educational financing

Registrar

Transcripts of records

Director of Center for Work and Service

Graduate school, employment, undergraduate and alumnae career counseling, community service

Vice President for Finance

Business Matters

Vice President for Resources and Public Affairs

Gifts and bequests, external relations

Executive Director, Alumnae Association

Alumnae interests

The College

The mission of Wellesley College is to provide an excellent liberal arts education for women who will make a difference in the world.

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

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

Henry Fowle Durant, Wellesley's founder, was an impassioned believer in educational opportunity for women. His strong philosophy carries over to the present day. Throughout its 130-year history Wellesley has been one of the country's preeminent liberal arts colleges and a distinguished leader in the education of women.

The Liberal Arts Program

In some respects, the liberal arts curriculum at Wellesley has not changed significantly since the College was founded. Though the structure of distribution requirements has evolved, the requirement that each student should be acquainted with the main fields of human interest has remained a constant. The concept of the major—the opportunity for each student to establish mastery in a single area through concentrated study during her junior and senior years—has remained consistent as well. The College is committed to this framework because it emphasizes the essence of education: the ability to speak and write clearly, the knowledge

to manage quantitative data with ease, the confidence to approach new material, and the capacity to make critical judgments. These skills are essential—whatever the student chooses to do with her life.

Within this traditional liberal arts framework, the Wellesley curriculum is dynamic and responsive to social change and new fields of study. The dramatic expansion of information of the last decades has led to an increasingly interdisciplinary course of study. Single majors in traditional disciplines have been joined by double majors and specially designed interdisciplinary and interdepartmental majors. Some departments also offer minors.

The Faculty

The Wellesley faculty is a community of recognized scholars. Dedicated to teaching, they bring a vast range of academic and professional interests to the College. Many members of the faculty live on or near the campus. They are committed to all aspects of life in the Wellesley community and are accessible to students outside of the classroom.

Wellesley College has a student/faculty ratio of 9 to 1. The average class size ranges from 17 to 20 students. A few popular introductory courses enroll more than 100, but these classes routinely break into small discussion groups under the direction of a faculty member. Seminars typically bring together 15 to 18 students and a faculty member to investigate clearly defined areas of interest. The low student-faculty ratio offers an opportunity for students to undertake individual work with faculty or honors projects and research.

Academic Facilities

Excellent academic facilities support learning at Wellesley and all resources are available to students. Students have access to virtually all the collections on campus through a computerized library system totaling over 1.5 million items. The holdings include more than 200 electronic databases; 40,000 electronic journals; 200,000 electronic books; 14,000 films on VHS and DVD; and 8,000 music CDs. Among the special holdings are a world-renowned Browning Collection, a Book Arts Collection, and a Rare Book Collection. Interlibrary loans through the Boston Library Consortium augment the College's own holdings.

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

One of the first liberal arts colleges to establish a separate computer science department and computer science major, Wellesley remains at the forefront of technological development. Students and faculty in all disciplines use the College's academic computing facilities in their courses and research. The Knapp Media and Technology Center provides state-of-the-art technology for students in courses ranging from multimedia language instruction to graphic arts.

The well-known Wellesley Centers for Women, composed of the Center for Research on Women and the Stone Center for Developmental Services and Studies, produce work of national importance about issues facing women in contemporary society.

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

Life at Wellesley

Wellesley College is a community with a history and commitment to creating an environment of empowerment. Wellesley's mission supports a long tradition of cultivating student activism, and the College's motto, *Non Ministrari sed Ministrare* ("Not to be ministered unto, but to minister"), is deeply embedded in the consciousness of students. Wellesley students become empowered through their experiences, both in the classroom and beyond the Wellesley community. For generations, Wellesley women have been taught about the importance of public service. Many students participate in public and community service in government agencies and nonprofit organizations in the greater Boston area and throughout the world via the robust internship program. Through these experiences, students gain the confidence to engage and empower others in the world.

Wellesley students embrace opportunities to shape the quality of their campus experience. Student leaders have a voice in directing student activities, cultural affairs and events, student publications, and the administration of the Honor Code. In addition, students have an extraordinary opportunity to participate in many levels of decision-making that affect College life. Students serve, frequently as voting members, on committees of the Board of Trustees, as well as the Academic Council, the Board of Admission, the Committee on Curriculum and Instruction, and the Budget Advisory Committee.

Opportunities for student leadership and involvement are numerous. The Wellesley College Government Association is the official organization of all Wellesley students. Its officers and Senate (consisting of elected representatives from each residence hall and many student organizations) play active leadership roles throughout the College community. There are also over 150 student organizations (with more than 20 multicultural organizations) sponsored by the College that offer opportunities to fit nearly every interest, cultural or religious tradition.

Students are also encouraged to participate in two annual on-campus conferences that were established to foster community collaboration and to enhance the intellectual life of the College: the Ruhlman Conference which highlights student achievement on-campus and the Tanner Conference which focuses on students' experiential learning.

Alumnae Network

Each student who comes to Wellesley College joins an extended community of more than 35,000 alumnae. Some of them have been outstanding scholars and researchers, others have been businesswomen and leaders in politics and social issues, and still others have made important contributions to their communities through volunteer work. No matter how they have chosen to make their mark in the world, these women have proven that four years at Wellesley College is just a beginning.

Facilities and Resources

State-of-the-art academic facilities, ranging from creative arts media and advanced scientific research equipment, support Wellesley's curriculum. These facilities are available to all students.

Botanic Gardens

www.wellesley.edu/WCBG

Wellesley has a long history of excellence in plant science, supported by remarkable botanical facilities. The Alexandra Botanic Garden and the H. H. Hunnewell Arboretum showcase an extensive collection of hardy trees and shrubs and habitats ranging from wetlands to meadow to woodland. This 22-acre outdoor laboratory is complemented by the Margaret C. Ferguson Greenhouses, which contain a diverse array of plants from around the world, as well as rooms dedicated to courses and research. The gardens are an outstanding teaching facility and community resource visited by thousands each year.

Child Study Center

www.wellesley.edu/childstudy

The Child Study Center, a laboratory preschool under the direction of the psychology department, was originally designed in 1913 as a school for young children. Students and faculty from any discipline are encouraged to study, observe, conduct approved research, volunteer, or assistant teach in classes with children ages two to five. In addition to the observation and testing booths in the historic Anne Page Building, there is a developmental laboratory at the Science Center.

Classrooms

The three primary classroom buildings on campus are Founders Hall for the humanities, Pendleton Hall for the social sciences and arts, and the Science Center.

Computer Facilities

www.wellesley.edu/Computing/computing.html

Students have access to hundreds of computers across campus and wireless access in academic buildings and throughout residence halls, encouraging mobility and collaboration. Advanced computing and multimedia equipment and software are available in the Knapp Media

and Technology Center, located in the Margaret Clapp Library. Information Services provides support to students who use the high-speed, campus-wide wired and wireless network from their own rooms to access electronic resources both on campus and around the world. These resources include: the College Web site; the library online catalog and full-text electronic resources; centralized e-mail, calendar, and collaboration tools; Element K[®] online courses for desktop applications; and an array of instructional software.

Continuing Education (CE) House

www.wellesley.edu/NSP

A "home on campus" for Davis Scholars and Postbaccalaureate students, CE House is a place where students gather for programs, meetings, group study, or simply conversation.

Davis Museum and Cultural Center

www.davismuseum.wellesley.edu

Located at the center of the campus, the Davis Museum is a vital force in the intellectual, pedagogical, and social life of Wellesley College. The museum's goal is to create a challenging environment that fosters visual literacy; supports interdisciplinary study; inspires new ideas, research, discourse, and critical thinking. It is a dynamic venue where cultural pluralism forms a basis for an involvement with the arts in the academy and in life.

As the art museum of Wellesley, the Davis collects, preserves, exhibits, and interprets works of art for on- and off-campus audiences. Its collection of more than 10,000 works of art spanning 3,000 years of art history is an educational resource for the College and for the surrounding community. The museum offers innovative temporary exhibitions, newly installed permanent collection galleries in 2007, technology-based installations, films, lectures, podcasts, and publications.

Green Hall

The offices of the president, the deans, and others directly affecting the academic and business management of the College, as well as the Susan and Donald Newhouse Center for the Humanities, are located in Green Hall. The hall's Galen Stone Tower, a focal point of the campus, rises to 182 feet and houses the carillon, which is played regularly by student carilloneurs and for major College events.

Harambee House

www.wellesley.edu/Harambee/index.html

The cultural and social center for Wellesley students of African descent, Harambee House offers programs to the entire College community that highlight various aspects of African, African American, and African Caribbean culture. Harambee has a growing library dedicated to the history and culture of African and African American peoples and a library of classical jazz by Black artists, which is located in the Jewett Music Library. Harambee House also houses various organizations for students of African descent, and *Ethos Woman* (a literary magazine), as well as meeting and function rooms.

Houghton Chapel and the Multifaith Center

Since its dedication in June 1899, the historic Houghton Chapel has served as a center of community life at Wellesley College. The Chapel has also provided a critical venue for College ceremonies and traditions, for concerts, lectures, and other performances. For nearly the entire history of Wellesley College, Houghton Chapel has afforded the community a spiritual space, which supports and complements the pursuit of intellectual excellence and personal growth. As indicated by the three keys given to each president of Wellesley College as she takes office (to the library, the dormitory, and the Chapel), the Chapel reflects the College's commitment that the education of the whole person—intellectually, relationally, and spiritually—remains at the core of the mission of the institution.

The Multifaith Center is a global center of learning and discovery for all people, a place for prayer, meditation, study, worship, and education. By adding new sacred spaces to our existing facilities in the Chapel and Hillel Lounge (Billings Hall), the Center provides spaces for regular gathering for all of our religious communities including Baha'i, Buddhist, Christian (Protestant, Roman Catholic, Orthodox, and Evangelical), Hindu, Humanist, Jain, Jewish, Muslim, Native African, Native American, Quaker, Sikh, and Unitarian Universalist groups. The Center is also home to Wellesley's nationally recognized programs in Religious and Spiritual Life including "Beyond Tolerance," which engages community members in programs on interfaith understanding, dialogue and

conflict resolution, and "Education as Transformation," which offers opportunities for constructing meaning through spiritual reflection and practice.

Jewett Arts Center and Pendleton West

The Jewett Arts Center consists of the Mary Cooper Jewett Art Wing and the Margaret Weyerhaeuser Jewett Music Wing. The Art Wing, home of the art department, includes classrooms, studios, darkrooms, video and digital facilities, plus the Art Library, the Student Art Gallery, and the Visual Resources Collection. The Jewett Sculpture Court serves as a wireless student lounge and exhibition space. The Music Wing, home of the music department, holds the Music Library, listening rooms, practice studios, classrooms, and a collection of musical instruments from various periods available for student use. Music performances, theatre events, lectures, and symposia are held in the Jewett Auditorium, a 320-seat theatre. The arts facilities of Pendleton West include drawing and painting studios, sculpture studios and foundry, a print studio, a state-of-the-art papermaking studio, and a concert salon.

Nannerl Overholser Keohane Sports Center and Outdoor Fields Complex

www.wellesley.edu/athletics/

Classes for all indoor sports, aquatics, fitness, martial arts, and dance are conducted in the Nannerl Overholser Keohane Sports Center. The facility includes an eight-lane competition swimming pool; badminton, squash, and racquetball courts; two weight rooms; exercise/dance/yoga studios; volleyball courts; and an athletic training area. The Field House has a basketball/volleyball arena; indoor tennis courts; a 200-meter track, and a cardiovascular machine area. Included in the cardiovascular area are 39 new pieces of cardio/strength training equipment. Treadmills include a virtual-reality interface with iPod support.

The outdoor sports facilities include a state-of-the-art turf field for lacrosse and field hockey; an eight-lane track; a grass soccer playing field; a softball venue; and a recreation field. Outdoor water sports focus around the boathouse on Lake Waban, where the canoes, sailboats, kayaks, and crew shells are kept. Wellesley also maintains a nine-hole golf course, Nehoiden Golf Club, which is the oldest nine-hole course in New England.

Knapp Media and Technology Center

www.wellesley.edu/Knapp

The Knapp Media and Technology Center, located in the Margaret Clapp Library, contains 43 computer workstations capable of viewing and digitizing audio and video, scanning printed images, slides, film and negatives, and creating digital images and animations; audio- and video-production studios; a video-conferencing site; three computer and media-equipped project rooms; two video-editing rooms; a large format printer; and other multimedia equipment and software.

Information Services staff assist faculty, students, and staff in the use of these resources and collaborate in the development of multimedia projects.

The Knapp Center also provides support for course reserves, laptops, cameras, and other equipment available for check out.

Knapp Social Science Center

The Knapp Social Science Center at Pendleton Hall East integrates the social sciences and provides instructional space that is varied in design and layout. The physical space includes case-study classrooms, computer classrooms with individual student workstations, seminar rooms, traditional lecture halls, a video-conferencing facility, and an archaeology laboratory. Public spaces include a viewing room equipped with a large TV/DVD setup, wireless computing capability, and a two-story atrium with bleachers and informal seating.

Library

www.wellesley.edu/Library

The Wellesley College Library, consisting of the Margaret Clapp, Art, Astronomy, Music, and Science libraries, number over 1.5 million volumes in collections. The Library's physical holdings are supplemented by a wealth of online materials and through resource sharing with the Boston Library Consortium and NExpress.

The Library received the first nationwide "Excellence in Academic Libraries" award. Among its notable features are the College Archives, the Book Arts Lab, where typography and letterpress printing are taught, and the Special Collections, which contain rare books and manuscripts that support student research.

Research and instruction specialists staff service desks, help with in-depth research, and teach hands-on sessions for professors

and their classes. All libraries offer computer workstations, quiet and comfortable study space, help from knowledgeable staff, and information to enhance life and learning.

Susan and Donald Newhouse Center for the Humanities

www.wellesley.edu/NCH/

The Susan and Donald Newhouse Center for the Humanities at Wellesley College aims to create a dynamic and cosmopolitan intellectual community that extends from Wellesley College to the wider Boston-area community and beyond. By promoting and supporting innovative, imaginative, and influential research in the humanities, the Newhouse Center serves as a vibrant and exciting place of contact and connection between the Wellesley College humanities community and visiting scholars, artists, writers, and performers. Located on the second floor of Green Hall, the Newhouse Center provides office space for a collaborative research community of resident scholars and creative artists (including postdoctoral fellows, visiting scholars from other institutions, and Wellesley faculty on sabbatical leave), as well as generating an exciting and diverse array of programming and performances for the benefit of the community at large, including the Mary J. Cornille Distinguished Visiting Professorship in the Humanities, the Newhouse Distinguished Writers Series, the Elizabeth Jordan Lecture and Colloquium, and more.

Parking

Student parking by permit is available at the Davis Parking Facility and the Distribution Center lots. Because of limited parking on campus, resident first-year students are not permitted to have cars on campus. The chief of campus police, or designated representative, must approve any exemptions to this policy. The director of disability services must approve any temporary or permanent exemptions to this policy due to medical or accessibility circumstances. The parking fee for sophomores, juniors, and seniors is currently \$75 per semester or \$135 per year, and for off-campus students \$60 per semester or \$100 per year. The College may further restrict normal parking procedures to accommodate campus construction projects, or other special events as needed.

President's House

Formerly the country estate of Mr. and Mrs. Henry Fowle Durant, Wellesley's founders, the President's House is located on a hill bordering Lake Waban just south of the main campus. It is frequently the site of alumnae and trustee gatherings, and events for faculty, staff, and students throughout the year.

Residence Halls

www.wellesley.edu/ResLife/

Wellesley's 21 residence halls vary in size and house students from all four class years in a combination of single, double, triple, quad, and suite rooms. Many upperclass students are assigned single rooms if requested. However, first-year and sophomore students have one or more roommates. The residence halls are grouped in three areas of the campus: Bates, Freeman, McAfee, Simpson West, Cedar Lodge, Dower, French House, Homestead, Instead, and Stone-Davis are near the Route 16 entrance to the campus; Tower Court, Severance, Cervantes, Lake, and Claflin are situated off College Road on the west side of the campus; and Shafer, Pomeroy, Cazenove, Beebe, and Munger are located by the Route 135 entrance to the College.

Schneider Center

Schneider Center houses the following student groups: Wellesley News; Legenda, the college yearbook; WZLY; Spectrum; Mezcla; and Wellesley Asian Alliance (WAA). Other facilities and offices in Schneider include a lounge and kosher kitchen for Hillel; the Office of Religious and Spiritual Life; the Offices of the Asian Advisor and the Latina Advisor; the Advisor to Lesbian, Transsexual and Transgender Students; the Office of Residential Life; and the Office of Summer Programs.

Science Center

www.wellesley.edu/ScienceCenter/

The Science Center houses the Departments of Astronomy, Biological Sciences, Chemistry, Computer Science, Geosciences, Mathematics, Physics, and Psychology, as well as several interdepartmental programs such as Neuroscience and Biological Chemistry. The Center includes up-to-date teaching and research laboratories, extensive computer facilities, and modern classrooms. The Science Library

contains more than 120,000 volumes, maintains subscriptions to a wide array of print and electronic journals, and provides access to online databases.

The Science Center contains a variety of state-of-the-art instrumentation including: a con-focal microscope, two NMR spectrometers (one with a micro-MRI accessory), a MALDI-TOF mass spectrometer, energy dispersive X-ray fluorescence spectrometers, microcalorimeters, an automated capillary DNA sequencer, a high-power pulsed tunable laser, and a 16-node supercomputer equipped with state-of-the-art bioinformatics tools.

Slater International Center

www.wellesley.edu/SICISS/

Headquarters for international activities. Slater International Center is dedicated to encouraging greater understanding among all cultures through personal association and cooperative endeavor. The Center serves campus organizations, academic and administrative departments that have an interest in international issues, and helps sponsor seminars and speakers. The Office of the Advisor to International Students and Scholars is located in the Center. The advisor counsels international students, advises international organizations, and handles immigration matters for students and faculty. The Center also coordinates a peer-advising group of international students to help newcomers adjust to the United States. International students can also use the Center to study and meet informally.

Society Houses

Wellesley has three society houses: Shakespeare House, for students interested in Shakespearean drama; Tau Zeta Epsilon House, for students interested in art and music; and Zeta Alpha House, for students interested in literature. Each has kitchen and dining facilities, a living room, and other gathering areas.

Transportation

www.wellesley.edu/Housing

There are several modes of transportation for students on campus. The College offers an hourly bus service from campus to MIT in Cambridge which runs Monday–Friday between 7am and 12am, with subway connections to the Greater Boston area. The Wellesley-Olin-Babson Shuttle operates Monday–Friday from 7:40am until 6:10pm. On weekends the College pro-

vides bus service to Boston and Cambridge on an expanded schedule tailored to students' needs. Also available on Saturdays is a shuttle to transports students to the Naick Mall and nearby movie theatres.

The College also partners with Zipcar, a membership-based car sharing service. There are three Zipcars parked on campus. Students may join Zipcar by visiting www.zipcar.com/wellesley.

Diana Chapman Walsh '66 Alumnae Hall

Housing the largest auditorium on campus, Alumnae Hall also contains a large ballroom, a classroom and the Ruth Nagel Jones Theater. The building has been renovated and reopened in late spring of 2010. The renovations updated the seating, lighting, and technology for the 1000 seat auditorium, enhanced the acoustical characteristics of the whole building, provided accessibility throughout including the installation of an elevator, and established a primary entry for the Ruth Nagel Jones Theater at the main entrance to the building. This is the first comprehensive renovation in the more than 80-year history of the building.

Lulu Chow Wang Campus Center

www.wellesley.edu/WangCampusCenter/
The mission of the Wang Campus Center is to enable faculty, students, and staff as well as their friends and associates to play and work together in a common space; to give student organizations flexible meeting space; to allow small and large groups of students to gather spontaneously and for planned events. It is the gathering space for all members of the campus community.

The Campus Center offers services for all members of the community, including a bookstore that offers a variety of products and an information center where the master events calendar is kept and displayed. It is a place for fun and relaxation, and also a space where students, faculty, and staff can get things done: have a meeting, mail a letter, consult with a professor, purchase sundries, check email, or make photo-copies. The Center provides space and food offerings that demonstrate its purpose as a multiconstituency gathering place for coffee and meals, on weekdays, weekends, and late into the night. Also, the Center reinforces the strongly held Wellesley value of small group experiences, while under-scoring that those groups are part of the larger College community.

Wellesley Centers for Women

www.wcuonline.org

For more than 35 years, scholars at the Wellesley Centers for Women (WCW) have conducted social science research and developed training and evaluation programs that place women's experiences at the center of its work. WCW has informed public policy and programs by ensuring that findings reach policy makers, practitioners, educators, and other agents of change. The work at the Centers focuses on three major areas: the social and economic status of women and girls and the advancement of their human rights both in the United States and around the globe; the education, care, and development of children and youth; and the emotional well-being of families and individuals. Issues of diversity and equity are central across all the work as are the experiences and perspectives of women from a variety of backgrounds and cultures. Primarily self-funded, the WCW is one the largest and foremost organizations dedicated to gender-focused research in the country.

The WCW was formed in 1995, when the Center for Research on Women and the Stone Center for Development Services and Studies joined together to become a single organization. The Center for Research on Women was instituted by a grant from the Carnegie Corporation in 1974 to conduct social science research that grows from the lives and perspectives of women. The Stone Center for Developmental Services and Studies, founded in 1981 with a gift from Grace W. and Robert S. Stone, is dedicated to the prevention of psychological problems, the enhancement of psychological well-being, and the search for a better understanding of human development. The WCW maintains close ties with the College's counseling division—known as the Stone Center Counseling Service. Work and psychological-theoretical focus of WCW are incorporated into the clinical work and programs of the Stone Center Counseling Service, which are directed to the mental health needs and overall psychological well-being of Wellesley College students. The Stone Center Counseling Service is a part of the Division of Student Life and reports directly to the Office of the Dean of Students.

Wellesley College Club

www.wellesley.edu/CollegeClub

A center for faculty, staff, and alumnae, the Wellesley College Club's reception and dining rooms are open for lunch and dinner to members, their guests, and parents of students. Overnight accommodations are available for all members, alumnae, and parents of current and prospective students.

Whitin Observatory

www.wellesley.edu/Astronomy/

The Whitin Observatory contains lecture and laboratory classrooms, a research project room, and the Astronomy Library. Located on campus, its fleet of telescopes is used nearly every clear night for teaching and research. In addition to 6- and 12-inch telescopes best suited for visual observing, the Observatory has a fleet of six 8-inch computer-controlled telescopes for student use. The 24-inch Sawyer telescope is a research-grade instrument with state-of-the-art cameras, electronics, and computers, and is used for advanced observing classes and faculty-supervised student research. The Observatory is undergoing renovations and will be reopened in January 2011.

Division of Student Life

The Division of Student Life guides and fosters the intellectual, ethical, personal and social development of Wellesley students as they explore their place and purpose as learners engaged in a diverse and interdependent college and world.

The Division of Student Life provides services and support to students and creates a community environment in which the curricular and co-curricular experiences of students are integrated. With a deep commitment to creating community as well as the growth and development of each student, the division aims to promote well-being, encourage personal integrity, foster a sense of individual responsibility and accountability, and to provide services and support to position students for the best possible educational experience.

The professionals in the division work in the following areas: Dean of Students

Office, Center for Work and Service, Advising and Academic Support Services, Religious and Spiritual Life, Residential Life and Student Activities, Pforzheimer Learning and Teaching Center, Disability Services, the Davis Degree Program, Health and Counseling Services, and student advising for: International Students, Latina Students, Students of African Descent, Students of Asian Descent, and Lesbian, Bisexual, and Transgendered Students.

Campus Life

Student Organizations

Wellesley sponsors over 150 student organizations that reflect a variety of student interests and offer ample opportunities to get involved. Our organizations range broadly from the arts, club sports, and journalism to professional, volunteer and religious projects, including political, cultural, and social action efforts. Several disciplines such as astrology, biology, history, Russian, East Asian Studies, and several others have student organizations connecting curricular and co-curricular activities. Students can learn about careers through organizations such as the Consulting Club, the Hippocratic Society, the Society of Black Engineers, pre-dental, pre-veterinary, and pre-law societies, as well as Women for Public Health. To learn more, please visit www.wellesley.edu/StudentActivities.

Service

The College's motto, *Non Ministrari sed Ministrare* (not to be served, but to serve), inspires Wellesley students to engage in community service. The Center for Work and Service assists students in connecting with term-time volunteer opportunities at organizations with which Wellesley College is affiliated in Greater Boston, including local public school systems, health care programs, and women's advocacy groups. Students may apply for grants for short-term domestic and international alternative break service projects; funding is available for summer opportunities as well.

Physical Education, Recreation, and Athletics

Since its founding, Wellesley College has considered physical activity instrumental to a sound liberal arts education, and athletics, recreation, and fitness have become

a significant part of life at Wellesley. The physical education department offers more than 90 courses each year, including classes in aquatics, dance, fitness, martial arts, sports, and yoga. Varsity student-athletes are frequent trophy winners in NCAA, Division III, and other intercollegiate events in the College's 13 sports: basketball, crew, cross-country, fencing, field hockey, golf, lacrosse, soccer, softball, squash, swimming/diving, tennis, and volleyball. For students interested in non-varsity athletics, the College supports several competitive club sports, including equestrian, ice hockey, rugby, sailing, Nordic skiing, ultimate Frisbee, and water polo. Wellesley also sponsors a wide array of recreational activities, ranging from cultural dance clubs to student-led fitness classes to intramural offerings in crew, touch football, basketball, soccer, dodgeball, and volleyball. The Nannerl Overholser Keohane Sports Center and outdoor fields complex provide facilities for physical education, varsity and club sports, intramurals, and recreation. (See *The Campus* for details.) Lake Waban is used for sailing, canoeing, and kayaking, and Nehoiden Golf Course is available to students as well.

The Arts

Traditionally the arts are an essential part of the Wellesley experience. Students with musical interests can explore the Wellesley College Orchestra, the Prism Jazz Ensemble, Yanvalou Dance and Drum Ensemble, the Guild of Carillonners, and the MIT Orchestra, as well as a capella groups such as: the Tupelos, the Blue Notes, the Toons, the Widows, and Graceful Harmony. Those with theatrical interests can choose from the Wellesley College Theatre and the Shakespeare Society. At the Jewett Arts Center's Student Gallery, students can exhibit their work or organize and curate shows. The Multifaith Center sponsors a series of Art and Soul programs each semester that include guest artists and student performance on themes that reflect the College's historic belief that education is a spiritual as well as an intellectual journey. To take advantage of the extensive opportunities offered by the Boston Museum of Fine Arts whose collections accord it a world ranking, free entry has been purchased for all students thanks to the generosity of Marion Burr Sober '30.

Technology

An important extension of both social and academic life, technology is integral to the Wellesley experience. The entire College community has access to electronic collaboration tools. Every student has access to the Internet, e-mail, and the campus-wide network through wired and wireless connections in residence halls and academic buildings. In addition, computer labs are located in the Knapp Media and Technology Center, the libraries, Pendleton, and the Science Center.

Wellesley Traditions and Centers

A number of traditional events are part of life at Wellesley. Flower Sunday first held in 1876, celebrates the community through an interfaith, nondenominational program. Stepsinging, first held in 1899, happens at the beginning and end of each academic year. This is a fun and competitive program with traditional class songs that encourage class spirit and celebrate the institution's history. A Day to Make a Difference, started in 2000, invites all members of the community and alumnae worldwide to spend a day doing volunteer work. Lake Day, planned by students, encourages relaxation and fun on Severance Green, by the lake. Family and Friends Weekend/Homecoming is a visiting weekend full of campus activities and athletic events, including a class tree planting ceremony first done in 1877. Spring Week, hosted by the Schneider Board of Governors, the campus activities board, includes concerts, movies, and a carnival. In the spring, seniors participate in Hoop Rolling, started in 1895. Students roll wood hoops through a racecourse; the winner is then thrown into the lake by her classmates. Tradition holds that the winner will be the first to find success in life. A plethora of other traditional events mark Wellesley's community life.

There are a variety of social centers on campus. The Lulu Wang Campus Center serves as the focal point of community activities. Slater International Center is the frequent setting for international and multicultural events and celebrations. Harambee House, the social and cultural center of Wellesley's African American community, sponsors lectures and music and dance performances. The Davis Museum and Cultural Center, with its Collins Cinema and Café, is a place to relax with friends, view domestic and

international films, and listen to lectures and live performances. The new Multifaith Center is a place of practice for the people of the many religious and spiritual traditions that make up the Wellesley College community. It is also a place of encounter and education around issues of inter-religious and cultural understanding, dialogue, and conflict resolution. In addition, the Multifaith Center has become a gathering place as well as a popular venue to host lectures, performances, and meetings.

Student Government

Honor Code

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

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

As a member of the student body of Wellesley College both on and off the campus, each student is expected to subscribe to the following Honor Code:

As a Wellesley College student, I will act with honesty, integrity, and respect. In making this commitment, I am accountable to the community and dedicate myself to a life of honor.

She/he should also remember that she/he is subject to federal, state, and local laws that are beyond the jurisdiction of Wellesley College.

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

College Government

Responsibilities of College Government include governance of all student organizations, appointment of students to College committees, and allocation of the student activity fund. The Senate, the elected legislative body of College Government, which also provides the official representative voice of the student body, assumes many of these responsibilities. Violations of the Honor Code are adjudicated through Honor Code Council.

Residential Life Philosophy

The philosophy of the Office of Residential Life at Wellesley College closely follows the mission of the College.

Our mission is to share and model a commitment to the education of women through our various roles on campus. In these roles we:

1. Foster inclusive learning communities where each member contributes her own unique history, culture, perspective, talents and creativity, and where each member appreciates the contributions of other community members.
2. Challenge each other to think critically and reflect upon the many aspects of life as we move from one stage to another.
3. Model all of the above in our own lives and in our work with each other.

The operations of the residential life team are grounded in two related theoretical assertions: that individuals grow and change over time and that a supportive community fosters healthy growth. Our professional team utilizes theories of student development to form the basis of the residential life department mission. We support, encourage, and serve as nonpeer resources so that students may safely challenge their own limitations and fears.

Eighty-eight student staff members, who are the resident assistants, residence managers and house presidents, assist the professional staff. Our role is crucial to providing the comfort and structure, which permits and allows residential life to flourish.

The residential life team also works to build strong communities within each residence hall. A strong community is a place that practices hospitality, holds all members to the same standard of accountability, and develops a trusting and respectful space that celebrates its members. Living

in a community establishes a model of civic responsibility within the Wellesley community. The staff and students work together to create an environment where learning can occur.

Residence Halls

Each residence hall has a distinctive character and structure. Resident directors and Area Coordinators are professionals trained in working with young women and issues that arise from living in a small community. Each professional staff member supervises resident assistants who live on each floor of the building, as well as, a house president. The resident assistants and house presidents are trained in community programming and act as resources and referral agents for all students. The smaller halls each house fewer than 20 upperclass students and are staffed by student resident assistants and offer more independent government.

Many opportunities exist for students to assume leadership positions. Students in the larger residence halls elect a house council that administers the hall government. The house council in each hall plans a variety of social, cultural, and educational events throughout the year. Each residence hall also elects representatives to the College Government Senate. These students consult with members of the residence hall on campus-wide issues and convey opinions of their constituencies to the student government.

Most of the residence halls contain single, double, and triple rooms and some suites. All incoming first-year students and sophomores are placed in double or triple rooms. The cost of all rooms is the same, regardless of whether they are shared, and students are required to sign a residence hall agreement. Each large hall has a spacious living room, smaller common rooms, and a study room. There are five dining halls on campus and each offers vegetarian entrees; Pomeroy serves kosher/vegetarian food at all meals, and Tower is a nut-free dining area. There are kitchenette facilities in each hall for preparing snacks. Each building is equipped with coin-operated washers and dryers.

The College supplies a bed, a desk, a chair, a lamp (halogen and 5 prong lamps are not allowed), a bookcase, and a dresser for each resident student.

Services for Students with Disabilities

www.wellesley.edu/DisabilityServices/DSHome

Wellesley College is committed to providing students with disabilities the access and support they need to achieve their academic potential and to participate fully in Wellesley's activities.

Each student is viewed as an individual with a unique set of strengths and abilities. Disability services professionals, who are part of the Division of Student Life, are available to provide individualized assistance and information to students. The director of disability services works with all students with disabilities, temporary or permanent, and is the first contact point for students with physical disabilities, learning disabilities, and attention disorders. The director of disability services receives support from the director of the Stone Center Counseling Services who assists students with psychological and emotional disabilities and from the Director of the Health Service who helps students who identify as having health or medical disabilities. These staff members work collaboratively with faculty and other campus members to assist the director of disability services to coordinate services for students with disabilities.

Students with disabilities are encouraged to explore more information about services and resources confidentially and in-person or through our Web site.

Stone Center Counseling Services

www.wellesley.edu/Counseling

Many students benefit from talking with a professional about personal matters affecting their daily life or their basic sense of purpose and direction. The Wellesley College Counseling Service, part of the Division of Student Life, is located in the Stone Center and is affiliated with the Wellesley Centers for Women. It provides short-term individual and group counseling for Wellesley College students who need or desire this support. The Counseling Service also provides educational programs, training sessions, and workshops to the College community that address mental health and developmental issues.

Licensed clinical staff members include psychologists, social workers, a psychiatrist, and clinical nurse practitioners. Time-limited therapy is provided to the students at no cost. For long-term treatment, students are referred to private, clinical professionals and agencies in the community. Professional confidentiality is maintained at all times in accordance with the law.

The Counseling Service offers a clinical training program for advanced-level graduate students in the fields of social work and psychology in collaboration with the Wellesley Centers for Women's Jean Baker Miller Training Institute. The clinical training program includes advanced practicum training for social work and psychology students and internship-level training for psychology students. The clinical work of the Counseling Service is informed by the Relational Cultural model developed by the Jean Baker Miller and colleagues.

Religious and Spiritual Life

www.wellesley.edu/RelLife

Wellesley's Office of Religious and Spiritual Life fosters a sense of community by supporting the diverse religious traditions and spiritual perspectives represented in the Wellesley community and offering all students the opportunity to deepen their understanding of the religious and spiritual traditions of the world, as well as gain skills in interreligious dialogue and spiritual growth.

The religious life team includes a Buddhist Chaplain, a Hindu Chaplain, a Hillel Director and a Jewish Chaplain, a Muslim Chaplain, a Newman Catholic Ministry Director, a Protestant Christian Chaplain, a Liaison to the Evangelical Christian community, and a Unitarian Universalist Chaplain. The program also includes advisors and student groups for the Baha'i, Humanist, Jain, Native African, Native American, Pagan, Sikh, and Zoroastrian communities, to name just a few. Chaplains and advisors are available for religious and pastoral counseling. Students, faculty, and staff are invited to take part in one or more of these faith communities for worship, meditation, practice and discussion on a weekly basis, as well as in educational and social activities throughout the academic year. In addition, the dean of religious and spiritual life coordinates a program that examines the

role of spirituality in the educational process at Wellesley and officiates at multifaith community worship.

Many opportunities are available for students to express their spirituality. Flower Sunday, one of Wellesley's oldest traditions, is a multifaith celebration held at the beginning of each academic year. Religious and spiritual spaces on campus include: Houghton Chapel and Multifaith Center, the Hillel Lounge and Kosher Kitchen located in Billings Hall, and the religious and spiritual life offices also in Billings Hall.

College Health Service

www.wellesley.edu/Health

The College Health Service is a licensed outpatient clinic staffed by physicians, nurse practitioners, and nurses. The services provide primary medical, gynecological care, nutrition counseling and physical therapy care to all students. There is also a small on-site laboratory. When required, consultation with a specialist is available both locally and in Boston.

Emphasis on education and preventive measures to promote healthful lifestyles are integral to the health service philosophy. The health service collaborates with other College services such as counseling service, residential life, physical education, and recreational athletics.

The confidentiality of the clinician-patient relationship is carefully maintained; a student's medical information is not shared with College authorities or parents without the student's specific consent. When there is concern about a student's safety, however, that concern takes precedence over issues of confidentiality. Information may also be disclosed to meet insurance claims or legal requirements.

There is no charge for outpatient visits to a nurse, nurse practitioner, or physician at the health service. There are charges for laboratory tests, immunizations, and some procedures. A college-sponsored Student Accident and Sickness Insurance Program is available to cover most of these charges. For more details on the insurance program, please visit www.wellesley.edu/Health/Information/insurance.html.

Center for Work and Service

www.wellesley.edu/CWS

The Center for Work and Service empowers Wellesley women to translate the liberal arts into action in the world. Through our programs and services, we encourage students and alumnae to:

- develop a clearer and evolving sense of self and the ability to determine their own definition of success;
- gain a comprehensive set of skills that can be used for lifelong career development;
- develop a broad perspective and sense of ethical citizenship through their engagement in the world;
- develop a lifelong sense of connection to Wellesley and each other for support and resources.

A staff of experienced professionals counsels students and alumnae at all stages of career exploration—from finding a job or internship to applying for graduate study and fellowships, engaging in civic opportunities, or making a career transition.

Students explore various professions, educational options, internships, and community service opportunities using the resources of the Center for Work and Service. Students create a career profile on *MyCWS*, an individualized portal that enables them to schedule advising appointments, view job and internship listings, take note of CWS events, receive announcements for programs of interest, and register for programs. Among the CWS offerings are:

- career advising and inventories
- internship search and funding resources
- community service programs and funding resources
- fellowship and graduate school advising
- prelaw and prehealth advising
- job and internship recruiting programs
- not-for-profit and public service job search track
- career fairs for science majors and students interested in public service
- alumnae panel presentations
- workshops
- online W Network (over 34,000 Wellesley graduates are contacts for career exploration)
- online job, internship, and community service databases
- a robust Web site as well as a career library

In addition, the CWS offers two intensive leadership programs during Wintertession for our students: (1) the Madeleine Albright Institute for Global Affairs, which fosters appreciation for the forces of globalization, the complexities of leadership, and the importance of citizenship and (2) Management Basics, which addresses a broad range of topics related to managing for-profit and not-for-profit businesses. Through these programs as well as others, the CWS is aligned more closely with the educational core of the College. Faculty and CWS staff collaborate to help integrate the student's overall career decision-making process and to amplify the connection between her academic experience and life outside the classroom.

After graduation, the CWS remains a resource for alumnae by offering career counseling, fellowship advising, graduate and professional school advising, job listings, Web and library resources, and a reference file service.

Admission

www.wellesley.edu/admission

Wellesley College encourages qualified applicants from a wide variety of cultural, economic, and ethnic backgrounds to join its diverse multicultural student population. Each application is evaluated on its own merits, without regard to race, religion, color, creed, national origin, or sexual orientation.

The Board of Admission admits students who will benefit from the education Wellesley offers and who will be able to meet the graduation requirements. Consideration is given to creativity, high motivation, and strong academic potential. The Board includes faculty, administration, and students. In selecting candidates for admission, the Board considers several factors: high school records; rank in class; standardized test scores; letters of recommendation from teachers, guidance counselors, or principals; the student's own statements about herself and her activities; and interview reports when available from the staff or alumnae.

The Board values evidence of unusual talent and involvement in all areas of academic and social concern. The admission

decision is never based on a single factor. Each part of the application contributes to a well-rounded appraisal of a student's strengths and helps determine whether Wellesley would be the right place for her to continue her education.

Criteria for Admission

General Requirements for First-year Student Applicants

Wellesley College does not require a fixed plan of secondary school course preparation. Entering students normally have completed four years of college preparatory studies in secondary school that includes training in clear and coherent writing and in interpreting literature; history; training in the principles of mathematics (typically four years); competence in at least one foreign language, ancient or modern (usually four years of study); and experience in at least two laboratory sciences.

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

There are often exceptions to the above, and the Board will consider an applicant whose educational background varies from this description. Wellesley's applicant pool has been consistently strong. As a result, not all applicants who are qualified are admitted. For more information about the admission process, please visit our Web site.

The Application

The Wellesley application consists of the Common Application plus the Wellesley supplement. You may apply online at the Common Application Web site at www.commonapp.org or you may download the application from the Board of Admission Web site at www.wellesley.edu/admission/application.html.

The Interview

While Wellesley does not require a personal interview for the first-year application, prospective students are strongly recommended to arrange one. An interview is required of transfer applicants, accelerating candidates and Davis Degree candidates (see related sections). If a candidate cannot come to the College, and would like

to request an off-campus interview with an alumna in her area, she should complete the off-campus interview request form www.wellesley.edu/Admission/offcampusinterview.

Campus Visit

Students who are seriously considering Wellesley will have a better understanding of student life here if they can arrange to spend a day on campus. Candidates are welcome to attend classes, have meals in the residence halls, and talk informally with Wellesley students. Prospective students who plan to visit are urged to notify the Board of Admission at least two weeks in advance so that tours, interviews, meals, and class attendance can be arranged.

Standard Tests

Applicants must take either the College Board Scholastic Assessment Tests (SATs) or the ACT Assessment. If an applicant is taking the SATs, she must take the SAT Reasoning Test and two SAT Subject Tests. Wellesley recommends one Subject Test to be quantitative (math or science). If she is taking the ACT, she must take the ACT with Writing Test.

The applicant may register online or obtain the registration form at school. Each applicant is responsible for arranging to take the tests and having the test results sent to Wellesley College. The College Board and ACT send the publications and the registration forms for the tests to all American secondary schools and many centers abroad.

Students should register six weeks before the College Board test dates. Limited walk-in registration may be available at some centers. For the ACT, students should register four to six weeks prior to the test date. No walk-in registration is available.

The latest test date from which scores can be used for September admission is December of the previous year.

The College Board Code Number for Wellesley College is 3957. The ACT Code Number for Wellesley College is 1926.

Admission Plans

Regular Decision

Candidates applying under the regular decision plan must file an application by January 15 of the year for which they are applying. Applicants will be notified of the Board of Admission's decisions in April. Applicants for regular decision may

take SATs or the ACT any time through December of the senior year. Results of tests taken after December arrive too late for consideration.

Early Decision

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

Applications must be submitted by November 1 and indicate that they are intended for the early decision plan. Although College Board tests taken through the November test date or ACT tests taken through the October test date may be used, it is preferred that students complete the tests by the end of their junior year. Decisions on admission and financial aid will be mailed no later than mid-December.

Early Evaluation

Candidates whose credentials are complete by January 1, and who select this plan on the Wellesley Supplement form, will receive an early evaluation notice of their chances for admission. These evaluations will be sent by the end of February. Candidates will receive the final decision from the Board of Admission in April.

Accelerating Candidates

Candidates who have demonstrated academic strength and personal/social maturity may apply to enter college after completing their junior year of high school. These candidates are considered with other applicants in the regular decision plan but are requested to identify themselves as accelerating candidates in their correspondence with the Board of Admission. An interview is required, preferably at the College. Accelerating candidates are not eligible for early decision or early evaluation. In all other respects they follow the same procedures as the regular decision plan.

Deferred Entrance

Some students who apply successfully to Wellesley may then desire to defer their entrance to the first-year class for one year. If so, they should accept the offer of admission by May 1, and submit their deposit. At that point, the request for

deferral should be made to the dean of admission in writing. Students who attend another American college full-time during the year between high school and their entrance to Wellesley are not considered deferred students but must reapply for entrance as transfers. Ordinarily, transfer students may not defer entrance to the following semester or year. This also applies to international students.

International and Transfer Students

Through the years Wellesley has attracted a large international student population. The resulting cosmopolitan atmosphere has benefited the entire campus. The College also seeks highly qualified transfer students who believe that Wellesley's special opportunities will help them achieve specific goals. For international and transfer students there are some additional and different application procedures and deadlines.

International Students

All non-U.S. citizens attending secondary schools or universities outside of the United States and all U.S. citizens who are completing their high school diploma in a school system abroad should complete all sections of the application for admission that pertain to international students.

Admission is considered for September entrance only. The application and all required credentials must be received by January 15 in the year in which the student plans to enter. The application form should be returned with a nonrefundable \$50 application fee drawn on a U.S. bank, or a fee waiver request from the secondary school. The application fee is waived for students who apply online.

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

The SAT Reasoning and Subject Tests or the ACT with Writing Test are required of all international students in addition to predicted or, if completed, final results of their own national examinations. The TOEFL (Test of English as a Foreign Language) is strongly recommended for all students for whom English is not their

first language and who have been studying in English for less than five years. The TOEFL is not needed if English is the candidate's first language. The official ACT or the official SAT Reasoning Test and SAT Subject Tests score reports must be forwarded directly to Wellesley College by the College Board, using Wellesley's Code Number 3957 on the College Board registration form. If the ACT or the SAT Reasoning and Subject Tests are not administered in an applicant's country, she may take only the TOEFL.

Interested students are encouraged to initiate the application process one full year in advance of the planned entrance date. For more information, please contact the Board of Admission or complete the online form in the "Contact Us" section of the Admission and Financial Aid Web site. Students may also apply electronically at www.commonapp.org. Inquiries should include the student's country of citizenship, present school, academic level, and the year of planned college entrance. Our fax number is 781.283.3678.

International Students Applying from U.S. High Schools

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

Admission of Transfer Students

Wellesley College accepts transfer students from accredited four- and two-year colleges. They must offer an excellent academic record at the college level and strong recommendations from their dean and college instructors. Students wishing to transfer into Wellesley should apply by March 1 (and by January 15 for international students seeking financial aid) for entrance in September and by November 1 for January entrance. Notification is in mid-May and December, respectively. The application forms should be returned with a nonrefundable \$50 application fee or a fee waiver request authorized by a financial aid officer or college dean. The application fee is waived for students who apply online.

The College will accept for transfer credit only those courses that are comparable to the ones offered in the liberal arts curriculum at Wellesley. Candidates accepted for transfer will be given a tentative evaluation of their credit status at the time of admission. Transfer credit for studies completed outside of the United States will be granted only when the registrar's office has given specific approval of the courses taken, as well as the institutions granting the credit. To receive a Wellesley degree, a transfer student must complete a minimum of 16 units of work and two academic years at the College, so ordinarily only incoming sophomores and juniors are eligible to apply. A Wellesley unit is equivalent to four semester hours. Some transfer students may need to carry more than the usual four courses per semester in order to complete their degree requirements within four years. Incoming juniors, in particular, should be aware that Wellesley requires evidence of proficiency in one foreign language before the beginning of the senior year. In addition, all transfer students should note Wellesley's course distribution, quantitative reasoning and writing requirements, which must be fulfilled for graduation (see The Curriculum section of this catalog). Incoming junior transfer students may not take part in the Twelve College Exchange Program or Junior Year Abroad. All transfer students may elect to take courses through the cross-registration program with MIT.

For International Transfer Applicants

If you are a non-U.S. citizen attending a college or university outside the United States and you wish to transfer to Wellesley, you may only apply for admission as a first-year student and for September entrance only. The application deadline is January 15. After successfully completing one year of study at Wellesley, you may be eligible for transfer credit for courses from your previous institution. Please note that financial aid funding is available for a very limited number of international students studying outside the United States, and admission is very competitive.

If you are a non-U.S. citizen attending a college within the United States and you are not seeking financial assistance, you may apply as a transfer candidate for entrance in September or January. The application deadline for September entrance is March 1, and the deadline for

January entrance is November 1. If you are a non-U.S. citizen attending a college within the United States and you are seeking financial assistance, you may apply for entrance in September only. The application deadline for September entrance is January 15. Please note that because financial aid for non-U.S. citizens is limited, admission for international students is very competitive.

Nontraditional Students

Wellesley College offers two programs for students beyond traditional college age: the Elisabeth Kaiser Davis Degree Program and the Postbaccalaureate Study Program. The Davis Degree Program is designed for women who have not yet completed their Bachelor of Arts degree. The Postbaccalaureate Study Program is available for women and men who already have a bachelor's degree and seek non-degree coursework. Students in both programs enroll in the same courses as the traditional-age undergraduates.

For more information about any of the programs described in this section, please visit the admission Web site.

Elisabeth Kaiser Davis Degree Program

Candidates for the Davis Degree Program are women, usually over the age of 24, whose education has been interrupted for at least two years or whose life experience makes enrollment through the Davis Degree Program the logical avenue of admission. These students, known as Davis Scholars, meet all degree requirements of the College, but the flexibility of the Davis Degree Program allows a woman to combine school with work and family responsibilities. Some Davis Scholars live on campus, usually in small residence halls especially reserved for Davis Scholars. Each Davis Scholar in residence must carry a full academic course load of four courses a semester and should consult with her class dean to determine how many semesters she will have to complete her degree. Nonresident Davis Scholars, other than international students, may enroll on a full-time or part-time basis and have no time limit for completing their degrees. International Davis Scholars must be full-time students whether or not they are in residence.

Many applicants to the Davis Degree Program have not experienced a traditional college-preparatory secondary-school pro-

gram, or their transcripts from the past are not an accurate reflection of current abilities. Such applicants are urged to complete at least four college-level courses for credit to strengthen their academic skills and credentials before applying to the program.

An applicant must demonstrate strong writing skills and the ability to think coherently and analytically. She also needs to show training in the principles of mathematics, including algebra and trigonometry. A student who has never pursued a foreign language should also complete some course work for credit in a foreign language prior to applying.

The College will accept courses for transfer credit only if they are comparable to ones offered in the liberal arts curriculum at Wellesley and if a grade of C or better was earned. Course work presented for transfer credit must be accompanied by an official transcript from an accredited college, descriptions of courses at the time they were taken, and the degree requirements of the institution. All information should be sent with the application for admission. For additional information, please contact the Admission Office or visit the admission Web site.

Postbaccalaureate Study Program

Candidates for the Postbaccalaureate Study Program are men and women who already have a bachelor's degree and wish to do further undergraduate work. Postbaccalaureate students may, for example, take courses to prepare for graduate school or a career change or to enrich their personal lives. The Premedical Study program is a popular choice. The Postbaccalaureate Study Program does not offer a degree, nor is there campus housing or financial aid for students in the program. For more information, please contact the Board of Admission or visit the admission Web site.

Admission

Applications for the Elisabeth Kaiser Davis Degree Program are considered once a year for fall semester entrance only. The application deadline is March 1 for admission in the fall. The deadline for international applicants for this program is January 15. Candidates for the Davis Degree program may apply online at www.wellesley.edu/admission/application.

Official transcripts, essays, and letters of recommendation must be submitted before a candidate is considered. A personal interview is also required. The Board of Admission looks for evidence such as work, volunteer experience, and especially recent course work that demonstrates a candidate's intellectual ability and initiative.

The application deadlines for postbaccalaureate applicants are November 15 for January admission and March 1 for September admission.

The Academic Program

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

The Curriculum

The curriculum at Wellesley is structured to provide strong guidance and to allow, at the same time, great personal choice. By the time a Wellesley student has earned the Bachelor of Arts degree, she should be acquainted with the main fields of human inquiry, capable of integrating knowledge from various fields, and prepared for continuous scholarly and personal growth. In her major field, the student is expected to demonstrate maturity of thought, acquaintance with recognized authorities in the field, and general competence in dealing with sources of research or analysis.

Information about Wellesley College courses and degree requirements is available at www.wellesley.edu/Courses/home.html.

Academic Policies and Procedures

The academic policies and procedures of the College have been subject to continuous change and examination throughout the College's history, responding to changes in student lifestyles and innovations in the curriculum. The policies and procedures that govern most routine aspects of academic life are available at www.wellesley.edu/Courses/home/html.

Additional Academic Opportunities

Although Wellesley's liberal arts curriculum provides a basis for a student to explore the full range of human learning broadly, there are sample opportunities within the curriculum to delve deeply into a student's particular interests and to prepare for any number of career options. Wellesley faculty and staff are readily available to support students' individualized research projects and pre-professional planning. Many of these opportunities are detailed at www.wellesley.edu/DeanStudent/Handbook/acad.html.

Special Academic Programs

Many special academic programs enrich the traditional four-year curriculum offered at Wellesley. The College administers some programs while other programs run by other institutions, in which Wellesley students may participate. Students may participate in some while in residence at the College; others involve living at other colleges or abroad for a semester or a year. For more information, visit www.wellesley.edu/DeanStudent/Handbook/acad.html.

Academic Support

Academic Advising

At Wellesley, class deans and the faculty provide academic advising. The class deans are central sources of information about degree requirements, academic legislation, and resources available at the College

to help students achieve their academic goals. They advise students about course selections and sequences and are available throughout a student's years at Wellesley for consultation about matters of more general intellectual and personal concern.

Starting with Orientation, the faculty serve as mentors about the liberal arts experience, helping first-year students discuss their academic interests, goals, and experiences during their first year at Wellesley and introducing them to areas of the curriculum about which they may lack knowledge. In addition, each first-year student is assigned a faculty advisor to ensure that she has an opportunity to explore her individual interests and concerns about the degree.

Faculty and the class deans share the advising of juniors and seniors. This arrangement provides for systematic and equitable supervision of each student's progress toward the BA degree. In addition, it has the double benefit of specialized advice from faculty in the major field and detailed examination of the student's overall program.

The Pforzheimer Learning & Teaching Center

The Pforzheimer Learning & Teaching Center, located in the Margaret Clapp Library, plays a significant role in supporting the intellectual life of both students and faculty on the Wellesley campus. The mission of the Center is to provide students with a variety of programs and services designed to help them realize their academic potential and to give faculty members the opportunity to explore issues in higher education, teaching methodologies, and the academic culture of Wellesley College.

Tutoring is the heart of the Center's academic support services. The PLTC offers a variety of tutorial programs focused on individualized peer tutoring, supplemental instruction and study skills instruction. Peer tutors and PLTC staff help students build on their academic strengths, overcome difficulties, and develop effective strategies for academic success. Faculty members participate in programs that enable them to share insights, refine teaching skills, and implement pedagogical innovations.

Student Achievement

The Ruhlman Conference

www.wellesley.edu/DeanCollege/Ruhlman

Founded in 1997 as a forum for students to present their work in public, the Ruhlman Conference provides an opportunity for students, faculty, staff, friends, family, and alumnae to gather and celebrate student achievement.

Students submit presentation proposals for consideration at the end of the fall semester. Sensitive to the diversity of student interest and accomplishment, the conference allows a variety of presentation formats: talks, colloquia, panels, poster sessions, exhibitions, musical and theatrical performances, and readings of original work. By providing an opportunity for public presentation of what is often a private, isolated activity, the Ruhlman Conference underscores the idea that research can be part of an ongoing conversation in a community of scholars.

Held each spring, the conference has been made possible by the Barbara Peterson Ruhlman Fund for Interdisciplinary Study.

The Tanner Conference

www.wellesley.edu/CWS/Tanner/index.html

Established through the generosity of alumna Estelle "Nicki" Newman Tanner, the Tanner Conference celebrates the relationship between the liberal arts classroom and student participation in an increasingly diverse and interdependent world. The Tanner Conference provides a venue for students and alumnae to analyze and share their off-campus experiences with others in the College community.

Encompassing the diversity of off-campus experiences of students, the conference explores the learning that occurs through internships, service learning experiences, student teaching, study abroad, international Wintersession programs, experiential learning in courses, and independent study and research conducted away from Wellesley. Held each fall, the conference also presents an opportunity for alumnae to return to campus to discuss how their participation in these experiences as Wellesley students has enriched their lives.

Academic Distinctions

The College confers a number of academic distinctions to give recognition for superior or advanced work, either upon graduation or during the student's career. These opportunities are also detailed at www.wellesley.edu/DeanStudent/Handbook/acad.html.

Honors in the Major Field

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

Other Academic Distinctions

Latin Honors

Students with an average of 3.60 or higher will be Wellesley College Scholars *cum laude*; those with an average of 3.75 or higher will be Durant Scholars *magna cum laude*; students with a 3.90 or higher average will be Durant Scholars *summa cum laude*. Details about eligibility for Latin Honors are available at: www.wellesley.edu/DeanStudent/Handbook/otherhonors.html.

Other Honors

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

A special fellowship is available to seniors carrying out independent work: the Pamela Daniels '59 Fellowship is a merit award, meant to provide an opportunity for a senior to envision and carry out a piece of work that the student would love to do before graduation. Friends and former students of Pamela Daniels '59, Class Dean from 1981 to 2000, endowed the fellowship.

On recommendation of the faculty, the trustees award the title of Trustee Scholar to four seniors who intend to pursue graduate studies. The awards are made on a competitive basis; the title is honorary. Certain prizes have been established at the College for the recognition of excellence in a particular field. The appropriate academic department selects the recipients; each award carries a small stipend or gift and usually bears the name of the donor or the person honored.

Costs

www.wellesley.edu/SFS

Wellesley offers a variety of payment plans and financing options to assist all students and their families in meeting the costs of a Wellesley education. In addition, through financial aid, the College is able to offer its education to all students regardless of their financial circumstances (please refer to the Financial Aid section on page 20 of this catalog).

Information and communications about payments are directed to the student, rather than a parent or guardian. If a parent or other individual handles the educational finances, it is the student's responsibility to make the information contained in this catalog available to the person who is responsible.

Comprehensive Fees

As a part of the registration process, all students will be required to acknowledge the cost of tuition and relevant fees prior to online registration for each term. When registering for classes online, students will be prompted with a screen that will state:

"By my registration, I acknowledge that I am responsible for payment of my tuition account and related expenses by the published payment due date. I agree to pay all reasonable collection costs including attorney fees and other charges necessary for collection of this debt."

Students must agree to this statement by clicking on the "I agree" button and clicking on the "DONE" button before they may register for classes. This acknowledgement may be completed prior to the start of on line registration.

Fees and Charges

The Comprehensive Fee for 2010–11 resident students is \$51,950. All fees are subject to change without prior notice. The breakdown is as follows:

Traditional Students & Resident Davis Scholars	Resident Students	Off-Campus Students
Tuition	\$39,420	\$39,420
Room	6,234	N/A
Board	6,050	N/A
Student Activity Fee	246	246
Comprehensive Fee	\$51,950	\$39,666

Nonresident Davis, Postbaccalaureate, Special Student

Tuition—Per Credit/Course	\$4,928
Student Activity Fee—Per Credit/Course	31
Tuition—Per Half Credit/Course	2,464

All resident students must have a meal plan. Students who live in cooperative housing and choose a co-op meal plan pay the College a kitchen usage fee of \$970 instead of the board charge.

Students may be exempt from purchasing the food portion of the board charge only upon approval by the dean of students. Approved exemptions are required to pay the indirect costs of food service. The dean of students determines this cost.

Wintersession (January)

Tuition (Nonresident Davis Scholars only)	\$4,928
Course Fee*	Variable

**Course fee varies depending on study away program.*

Tuition for Wintersession is included in the regular yearly tuition for all students except for nonresident Davis Scholars who pay by the course.

Summer School 2010 (per four-week session)

Tuition—Standard Course	\$2,150
Tuition—1.25 Unit Course	2,687.50
Tuition—.5 Unit Course	1,075
Audit Fee	800
Nonrefundable Registration Fee (per four-week session)	50
Room (per week)	150

Student Activity Fee

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

Student Accident and Sickness Insurance Program

Students enrolled at least $\frac{3}{4}$ time are required by Massachusetts State law to enroll in the Student Accident and Sickness Insurance Program. The policy is a comprehensive plan designed to meet the needs of Wellesley students. All Davis Scholars are assessed Insurance. All students enrolled in courses at Wellesley College may see a physician, nurse practitioner, or nurse at the Health Services office without charge; however, charges are incurred for certain procedures, treatments, and laboratory tests. The Student Accident and Sickness Insurance Program covers most of these charges and all inpatient charges in the College infirmary. Insurance coverage for the 2010–2011 academic year is effective from August 15, 2010 to August 14, 2011.

Information about the insurance program is mailed to the students each year and is also available on the Web at www.gallagherkoster.com.

The insurance rate for 2010–2011 is \$1,475. The fee for insurance appears on the first E-bill of the fall semester.

If you are covered by other comparable insurance and do not wish to participate in the College plan, you may waive the coverage. To do so, complete the waiver form. Coverage cannot be waived if the online waiver form is not submitted by August 1, 2010.

To waive the Student Injury and Sickness Insurance Plan for the 2010–2011 policy year, log onto www.gallagherkoster.com.

If an online form is not completed by the deadline, you will automatically be enrolled in and billed for the student insurance plan for the entire policy year.

For more information, contact Gallagher Koster at 617.769.6062 or 800.471.7069 or by email to WellesleyStudent@gallagherkoster.com.

Financial responsibility for all medical and dental expenses rests with the student and her family. Wellesley College does not assume financial responsibility for injuries incurred in instructional, intercollegiate, intramural, or recreational programs. The College carries an NCAA policy to provide limited supplemental coverage for students injured while participating in intercollegiate athletics under the auspices of the Department of Physical Education, Recreation, and Athletics.

General Deposit

A nonrefundable general deposit of \$300 paid by each entering student will be credited to the student's account.

Tuition Refund Plan (Optional)

The Tuition Refund Plan, sponsored by A.W.G. Dewar, Inc., is designed to protect the family from the loss of funds paid for tuition, fees, room and board should the student find it necessary to withdraw due to medical reasons. The Plan complements the Wellesley College refund policy and covers not only payments made by the student or parent, but also any loans and grants received.

The cost of the Plan is based on the amount of tuition and fees or tuition, fees, room and board.

The 2010–2011 resident student option plan is \$364 and the off-campus option is \$278.

You must enroll in the plan before the first day of classes for the semester.

Billing and Payment

Billing

E-bill is Wellesley College's official method for sending student account statements. Fall Semester E-bill statements will be generated in early July. Wellesley College must receive payment by August 1. Spring Semester E-bill statements will be generated in early December. Wellesley College

must receive payment by January 2. E-bill statements will be generated any month in which there is an outstanding balance on the student account.

You may visit E-bill to make and confirm payments, view statements, and add shared users. Current students may view their account detail online 24 hours a day through Banner Self Service.

Charges incurred after the payment deadline, including those as a result of add/drop, music charges, parking and library fines, etc., are due immediately and subject to late payment fees.

As a part of the registration process, all students will be required to acknowledge the cost of tuition and relevant fees prior to online registration for each term.

Payment Procedures

Full payment and/or acceptable documentation demonstrating that your balance will be paid in full must be received prior to the published deadline. Acceptable documentation includes enrollment in the monthly payment plan, a copy of an award letter for an outside scholarship, or a copy of a billing authorization or sponsorship letter. Please note that loans based on the credit worthiness of the borrower may not be deducted without approval from the lender. A copy of an approval notice, including fund disbursement dates and amount, will be accepted as documentation for this type of loan.

Please include the student's name and Wellesley College ID on all payments and correspondence. Please make your check payable to Wellesley College.

You are responsible for monitoring your account balance and for keeping track of payment due dates even if someone else is handling the finances for you. As you may be the only recipient of monthly statements, you need to communicate your account status with anyone paying your charges other than yourself.

There are potential consequences of which you should be aware if you do not meet your payment responsibilities. Monthly late fees may be assessed on any balance remaining unpaid after the payment deadline and your account could be placed for collection. Wellesley College also reserves the right to withhold services if you have not fulfilled your financial obligation. You could be prevented from participating in the housing process, registering for classes, accepting a place in an associated leave program (i.e., Junior Year

Abroad program), receiving transcripts, or receiving your diploma. In addition, the College reserves the right to have you administratively withdrawn if a balance continues to remain unpaid.

Inquiries regarding late payment fees may be resolved after the account has been settled. Late fee disputes can be reviewed only if a written petition has been received. The petition should include the student's name and ID number, the term the late fee was charged, and the circumstances to be reviewed.

If any overdue obligation is referred to an outside agency or attorney for collection efforts, and/or legal suit, the debt is increased to cover all reasonable cost of collection, including collection agency fees and court costs. By registering for any class in the College, each student accepts and agrees to be bound by the foregoing College policy as applied to any preexisting or future obligation to the College.

Students placed on financial leave or placed with an outside collection agency must contact Student Financial Services once their account balance has been resolved to remove any financial conditions from their leave.

Outside Scholarships or Grants

If a student receives a scholarship or other outside award not previously considered in the determination of her financial aid award, federal regulations require her to notify Student Financial Services. These awards will not be reflected on a student's account or billing statement until the College has received the funds. *Please note, unless specifically stated in the sponsorship letter, all outside scholarships will be evenly applied to the fall and spring semesters.*

Cash, Check, or Money Order

By Mail (*Do not mail cash*):

Cashier's Office
Wellesley College
106 Central Street
Wellesley, MA 02481-8203

In Person:

Cashier's Office
139 Green Hall
Monday–Friday

For security reasons, we urge students not to carry large sums of cash.

Wellesley College does not accept credit card payments; however, you may charge your semester bill on MasterCard

or Discover by visiting the Tuition Management Systems web site at www.afford.com or by phone at 800.722.4867. *Please note, a teleprocessing fee is assessed.*

Online via E-bill: www.afford.com
(online check payments via TMS)

Contact TMS (www.afford.com) for credit card payment option.

Wire Transfer

Wire transfer of funds electronically from a U.S. or international bank to Wellesley College's bank involve bank fees which are deducted from the funds wired to Wellesley College. The net amount applied to the student account will be the amount of the wire transfer less the bank fees. Please remember to reference the student's name and Wellesley College identification number. For security purposes, students must email the "Student Wire Account Info" conference using their Wellesley-provided email account to receive the information necessary to conduct a wire transfer.

Monthly Payment Plan

If you plan to use your savings and/or current income to cover all or part of your educational expenses, the Interest-Free Monthly Payment option offered through Tuition Management Systems (TMS) helps by providing more manageable cash flow and greater budgeting flexibility. Instead of lump-sum payments, the TMS plan allows you to pay all or part of your educational expenses in manageable monthly installments. You may use the TMS plan to pay your balance after financial aid or in combination with other loans. By enrolling in the TMS Monthly Payment Plan, your student account will receive a credit each semester representing $\frac{1}{2}$ of the full amount of your contract. We will credit your student account in advance of your making all of your payments to TMS. Although Student Financial Services can provide assistance, you are responsible for determining the contract amount. TMS is not responsible for this decision and will make changes only upon your request.

The toll free number is 800.722.4867 (if calling from outside of the United States, please use 401.849.1550) or you may visit their Web site at www.afford.com.

Tuition Stabilization Plan

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

Please contact Student Financial Services for enrollment information.

Refund Policy

To be eligible for a refund the student must notify her class dean in writing that she is leaving Wellesley. The effective date of leave or withdrawal is the date the written notice is received by the dean or the date the College determines that the student has gone on leave or withdrawn.

Refunds are made for withdrawal or leave of absence prior to the ninth week of the semester. The comprehensive fee is prorated on a calendar week basis. No refund is made after the eighth week.

Refunds are prorated among the sources of original payment. Scholarships, grants, and educational loans are refunded to the grantor or lender.

Wellesley College maintains credit balances for returning students and applies the credit to future charges. A student may request a refund of a credit balance by submitting a written request to Student Financial Services.

A student who leaves Wellesley during her first semester at the College has her charges prorated based on the number of weeks in attendance until the tenth week. Students who complete ten weeks but do not complete the first full semester are not eligible for a refund.

An off-campus Davis Scholar or Post-baccalaureate student who withdraws from a course prior to the end of the add period receives a full refund. Charges are prorated on a calendar basis thereafter until the eighth week.

All other students have charges refunded as follows:

If student leaves	Refund %
Prior to the first day of class	100
Before the end of the 1st week of classes	93
Before the end of the 2nd week of classes	87
Before the end of the 3rd week of classes	80
Before the end of the 4th week of classes	73
Before the end of the 5th week of classes	67
Before the end of the 6th week of classes	60
Before the end of the 7th week of classes	53
Before the end of the 8th week of classes	47

Please contact the appropriate department for the withdrawal/refund schedules for off-campus, summer, or Wintersession programs.

High School Student Fees and Refunds

High school students taking courses at Wellesley pay the per course semester fees; for refunds, charges are prorated on a calendar week basis until the eighth week. High school students also pay the General Deposit, but are not eligible for Student Insurance.

Financing Options

To finance a Wellesley education, several options are available whether or not a student has been awarded financial aid, other scholarships, or loans. Detailed information can be obtained from the Office of Student Financial Services or by visiting www.wellesley.edu/SFS/EducationalFinancing.html.

Federal Parent Loan for Undergraduate Students (PLUS)

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

Monthly repayment begins a minimum of 30 days after the 2nd disbursement; however, repayment of the loan principal

and, under certain circumstances, interest, may be deferred while the borrower is a full-time student or experiencing economic hardship.

MEFA

This joint loan program of the Massachusetts Educational Financing Authority and Wellesley College provides fixed or variable low interest rate loans and convenient repayment terms. The full cost of education or tuition stabilization may be borrowed and a home equity option is available in most states.

Federal Unsubsidized Stafford Loan

Under this federally guaranteed loan program, a student with attendance costs not met by financial aid who is not eligible (based on federal rules for determining financial need) to borrow up to federal maximums under the Federal Subsidized Stafford Loan Program, may borrow the difference between her subsidized Stafford Loan (if any) and the Unsubsidized Stafford program limits.

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

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

First-time Federal Stafford borrowers must complete an online entrance interview and e-sign a Master Promissory note before funds may be disbursed to her student account.

Alternative Educational Loans

Please visit www.wellesley.edu/SFS/EducationalFinancing.html to view borrower benefits, preferred lenders, and loan application links, or contact the Student Financial Services for assistance.

Financial Aid

The Wellesley College financial aid program opens educational opportunities to able students of diverse backgrounds, regardless of their financial resources. Admission is need-blind for U.S. citizens and permanent residents. Financial aid is also available for many international students. Over 50 percent of all Wellesley students receive financial aid, based on need, from the College. Wellesley meets 100% of a student's need as defined through the College's financial aid policies.

Amounts of aid vary in size according to the resources of the individual and her family and may equal or exceed the comprehensive College fee. Although aid is granted for one year at a time, the College expects to offer aid as needed throughout the student's four years, as long as the student continues to have need as defined by Wellesley's policies. Applicants to the College and continuing students must file the aid application on time to receive full consideration for grant aid.

Determining the amount of aid begins with the examination of family financial resources. Using both federal and institutional methodologies, the financial aid staff establishes the amount the parents can reasonably be expected to contribute. The staff also looks at the amount that the student can contribute from her earnings, assets, and benefits. Each year, the Financial Aid Committee determines a standard amount expected from the student's summer and vacation earnings. **For 2010–2011 the summer/vacation amounts are: \$1,250 for first year students, \$1,900 for sophomores, \$1,950 for juniors and seniors.** The total contribution from the family is then subtracted from the student's cost of attendance. For the typical dependent student residing on campus, the cost of attendance is composed of the College's comprehensive fee, a standard amount for books and personal expenses, and a standard amount for travel based on the student's home state. The remainder equals the financial need of the student and is offered in aid. The financial aid is packaged in a combination of three types of aid: work, loan, and grant.

Work

Generally, a portion of a student's financial aid is met through a job on or off campus, usually as part of the Federal Work Study Program. Students are expected to work up to ten hours a week. **For 2010–2011, first-year students and sophomores are expected to earn \$2,100; juniors and seniors, \$2,300.** The Student Employment Office maintains listings of on- and off-campus part-time job opportunities.

Financial aid students receive priority for on-campus jobs during the first two weeks of the semester. Students can work in academic and administrative offices, museums, libraries, and in a variety of off-campus nonprofit and community service agencies. Some off-campus jobs are restricted to students with federal work-study.

Loans

The next portion of a student's financial aid is met through low-interest educational loans. The College packages loans in relation to the family's finances. Information about loan levels and programs is available online at www.wellesley.edu/SFS/. The suggested loan amount and loan program are specified in the aid offer. Higher loan amounts are packaged in certain circumstances, such as late filing of aid applications. In addition, students studying away from Wellesley on an approved program usually borrow an additional loan amount to make up for the lack of work-study.

First-time borrowers must complete an entrance interview online and sign a promissory note before the College is permitted to disburse loan funds to her student account.

Repayment of Student Loans

A student who has received a loan enters repayment if she enrolls less than half time, withdraws, graduates, or takes a leave of absence for more than six months. Before she leaves the College she should make arrangements for an online exit interview by emailing edfinance@wellesley.edu or by visiting the Office of Student Financial Services. In the loan exit interview, she will learn about her rights and responsibilities regarding the loan and be given a repayment schedule.

Students with Students' Aid Society Loans conduct entrance and exit interviews with the Students' Aid Society.

In order to be eligible for financial aid from the College, transfer students and Davis Scholars who have been enrolled elsewhere cannot be in default on prior educational loans. The College will not offer any federal, state, or institutional aid to students in default on prior educational loans.

Grants

The remaining portion of the student need is awarded in grants by the College from its own resources, from the federal government through the Federal Supplemental Educational Opportunity Grant, Federal Pell Grant, Federal Achievement Grant, Federal SMART Grant, or from outside agencies.

Students who apply for aid from Wellesley College are required to apply for state and federal grants. If the student does not apply or fails to apply on time, the College will not replace the amount she would have received. In addition, whenever possible, students should seek grants from local programs, from educational foundations, and from other private sources. Students who qualify for nongovernmental outside scholarships usually benefit from loan and work reductions.

Applying for Financial Aid

Applicants for admission who intend to apply for financial aid must file five forms: the Wellesley College Application for Financial Aid, the Financial Aid Profile of the College Scholarship Service (CSS), the Free Application for Federal Student Assistance (FAFSA), and signed copies of all pages and schedules of both the parents' and the student's most recent federal tax returns and W2s. Applicants may also be asked to have the IRS send a tax transcript directly to Student Financial Services. Additional documents are required if parents are no longer together.

The College considers information from both parents regardless of their marital status. Students are expected to furnish information from parents in their initial year and all remaining years. Students in the Davis Degree Program who satisfy federal guidelines for self-supporting students and are not dependent upon their parents for support are exempt from this requirement. Davis Scholars who are supported by their parents file the aid application with parental information.

Application Due Dates

The due dates for applications are posted to the Student Financial Services Web site.

Academic Requirements for Financial Aid

The Academic Review Board evaluates all students' academic records at the end of each semester. Eligibility for financial aid is reviewed on a semester basis. Students must make satisfactory progress toward the degree and maintain a C average. No credit is associated with course incompleteness, course withdrawal, noncredit remedial courses or course repetition; therefore, these courses do not count in establishing satisfactory progress. If a student has not maintained a C average, she may have a probationary semester for federal and state aid during which she has the opportunity to bring up her average.

Ordinarily, a full-time undergraduate student completes the requirements for the B.A. degree in eight semesters. The Academic Review Board will consider special circumstances and may permit a student to have additional time to complete the degree. A student may request financial aid for additional semesters if the Academic Review Board has approved the extension. In matters concerning satisfactory progress, Student Financial Services works with the class deans.

Verification of Data in the Aid Application

Student Financial Services is required by federal law and Wellesley College policy to verify data on the financial aid application. Students must respond within 30 days of the request for information in order to insure that aid will be available and student accounts credited in time for registration and other College services.

Town Tuition Grants

Wellesley College funds ten Town Tuition Grants to residents of the town of Wellesley who qualify for admission and who meet the town's residency requirements. Application is made to the Board of Selectmen. Recipients may live at home or on campus, but the Town Grant is credited to tuition only. Grants are awarded on the basis of financial need.

ROTC Scholarships

ROTC admission criteria conflict with the nondiscrimination policy of Wellesley College (see inside front cover). Students, however, may enroll in ROTC programs

offered at MIT through the College's cross-registration program. Wellesley students may apply for scholarship aid from the Air Force and Army. Interested students should contact the appropriate service office at Massachusetts Institute of Technology, Cambridge, MA 02139, or call: Air Force, 617.253.4475; Army, 617.253.4471.

Financial Aid for International Students
Aid is available to international students, but its amount is limited. If an international student enters without aid, she will not be eligible for it in future years. Although aid is limited, the College is able to assist a number of international students.

Financial Aid for Davis Scholars
Students in the Elisabeth Kaiser Davis Degree Program are admitted on a need-blind basis. The cost of education will vary for Davis Scholars living off campus in accordance with the number of courses for which they are enrolled during first and second semesters and during Winter session. In order to be eligible for aid during a semester, students must take at least two units. Financial aid is not necessarily available to meet the full costs of living off campus, but staff will work with students to see if financing plans are applicable. For students with dependent children, we can actually cover many of these costs.

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

Assistance for Families Not Eligible for Aid
Wellesley has special concern for middle- and upper-income families who find it difficult to finance the cost of education through current income. The Office of Student Financial Services is available to assist all families, including families not qualifying for financial aid.

The College assists nonaided students and parents ineligible for aid in several ways. Jobs on campus may be available to nonaided students. Student Financial Services will furnish information and advice on obtaining student and parent loans. The College offers three payment

programs: a Semester Plan, a Monthly Plan, and a Prepaid Tuition Stabilization Plan. For more information, please visit the student financial services Web site.

Graduate Fellowships

Wellesley College offers a number of fellowships and scholarships for graduate study, research, or work that are open to graduating seniors and Wellesley alumnae. Two of these are open to women graduates of any American institution. Awards are usually made to applicants currently enrolled in or applying to graduate school for the following year. Preference in all cases, except for the Peggy Howard Fellowship, will be given to applicants who have not held one of these awards previously. Decisions are based on merit and need, with the exception of the Knafel and Trustee awards, which are determined on merit alone. U.S. tax laws apply. Please note that the awards are for study at institutions other than Wellesley College and are open to all nationalities. For more information about graduate fellowships and graduate school, visit the CWS Web site www.wellesley.edu/CWS.

For Wellesley College Graduating Seniors

Jacqueline Krieger Klein '53 Fellowship in Jewish Studies
Encourages all seniors to pursue further education in the field of Jewish studies. This fellowship is open to seniors graduating in any field. Award: Up to \$8,000

Susan Rappaport Knafel '52 Scholarship for Foreign Study
Awarded to a member of the graduating class who displays a desire for learning and an ability to impart knowledge and judgment to others. The scholarship will fund a year of study in a foreign institution to pursue a specific subject that requires contact with foreign scholars, libraries, or other resources. Award: \$25,000

Susan Rappaport Knafel '52 Traveling Fellowship

Awarded to a member of the graduating class who displays an interest in and an acceptance of others, and who displays the ethos of a Wellesley education. The fellowship will fund a year of purposeful travel abroad to explore a particular interest, with the requirement that the recipient not remain in the same area for more than two months. Award: \$25,000

Trustee Scholarships

Awarded on a competitive basis to graduating seniors who are currently applying to graduate school. To be considered a candidate, a senior must apply for a Trustee Scholarship or for any of the Wellesley College Fellowships for Graduate Study. The title Trustee Scholar is honorary. In cases of financial need, an award of up to \$3,000 may be given.

For Graduating Seniors and Graduates of Wellesley College

Anne Louise Barrett Fellowship

For graduate study or research, preferably in music, with emphasis on study or research in musical theory, composition, or the history of music abroad or in the United States. Award: Up to \$17,000

Margaret Freeman Bowers Fellowship

For the first year of study in the fields of social work, law, or public policy/public administration, including MBA candidates with plans for a career in the field of social services. Preference will be given to candidates demonstrating financial need. Award: Up to \$10,000

Eugene L. Cox Fellowship

For graduate study or research in medieval or renaissance history and culture, abroad or in the U.S. Award: Up to \$10,000

Professor Elizabeth F. Fisher Fellowship

For research or further study in geology or geography, including urban, environmental, or ecological studies. Preference is given to geology and geography. Award: Up to \$3,000

Ruth Ingersoll Goldmark Fellowship

For graduate study in English literature, English composition, or the classics. Award: Up to \$3,600

Horton-Hallowell Fellowship

For graduate study in any field, preferably in the last two years of candidacy for the Ph.D. degree or its equivalent, or for private research of equivalent standard. Award: Up to \$11,000

Peggy Howard Fellowship in Economics

Provides financial aid for graduate study in economics. Administered by the economics faculty. Award: Up to \$4,000

Edna V. Moffett Fellowship

For a young alumna, preferably in the first year of graduate study in history. Award: Up to \$15,000

Alice Freeman Palmer Fellowship

For study or research abroad or in the United States. The holder must be no more than 26 years of age at the time of her appointment and unmarried throughout the whole of her tenure. Award: Up to \$30,000

Kathryn Conway Preyer Fellowship

Formerly Thomas Jefferson Fellowship, for advanced study in history. Award: Up to \$15,000

Vida Dutton Scudder Fellowship

For study or research in the field of social science, political science, or literature. Award: Up to \$15,000

Harriet A. Shaw Fellowship

For study or research in music, art, or allied subjects, abroad or in the United States. Preference is given to music candidates; undergraduate work in history of art required of other candidates. Award: Up to \$13,000

Mary Elvira Stevens Traveling Fellowship

For up to a year of travel or study outside the United States in order to benefit from the knowledge and understanding of a global education. Any scholarly, artistic, or cultural purpose may be considered. Except under unusual and compelling circumstances, the committee in recent years has not chosen to fund formal graduate study or Ph.D. dissertation research. Candidates must be at least 25 years of age in the year of application, 2010. Award: Up to \$25,000

Maria Opasnov Tyler '52 Scholarship in Russian Studies

For graduate study in Russian studies. Award: Up to \$2,000

Sarah Perry Wood Medical Fellowship

For the study of medicine at an accredited medical school approved by the American Medical Association. Award: Up to \$70,000

Fanny Bullock Workman Fellowship

For graduate study in any field. Award: Up to \$20,000

For Women Graduates of Any American Institution**Mary McEwen Schimke Scholarship**

A supplemental award to provide relief from household and child care expenses while pursuing graduate study. The award is made on the basis of scholarly expectation and identified need. The candidate must be over 30 years of age, currently engaged in graduate study in literature and/or history. Preference is given to American Studies. Award: Up to \$1,700

M.A. Cartland Shackford Medical Fellowship

For the study of medicine with a view to general practice, not psychiatry. Award: Up to \$11,000

For Wellesley College Graduates: Opportunities in Asia**Elisabeth Luce Moore '24 Wellesley-Yenching Program**

The Wellesley-Yenching Program is a lasting example of Wellesley College's long tradition of interest and involvement in China, dating from 1906. In 1999, Wellesley received a generous grant from the Henry Luce Foundation to honor Elisabeth Luce Moore '24 who was born in China and was a strong supporter of the College's ties to Asia. Part of this grant was used to endow the Wellesley-Yenching Program and to strengthen the following three opportunities to work in Asia:

Wellesley-Yenching Graduate Fellowship at Chung Chi College in Hong Kong

The fellow's time may be divided between helping to organize and promote English language activities at Chung Chi College as a whole, and serving as a teaching or research assistant for an academic department.

Wellesley-Yenching Graduate Fellowship at Ginling College in Nanjing, China

The fellows teach English in the classroom for approximately 12 to 14 hours each week with office hours three to four times a week.

Wellesley-Yenching Graduate Fellowship at the National Palace Museum (NPM) in Taipei, Taiwan

Approximately one-half of the fellow's work will be with the NPM Secretariat where she will write, translate, and revise English documents for various departments. The other half of the fellow's work will be with one of the Museum's other departments.

Application information is available in the Center for Work and Service, 106 Central Street, Wellesley, MA 02481 or it can be found online at www.wellesley.edu/CWS. The deadline is February 21, 2011.

Instructions for Applying

Applications for the Peggy Howard Fellowship may be obtained by contacting the Economics Department, Wellesley College, or online at www.wellesley.edu/Economics/Beyond/peggy.html. Applications and supporting materials are due by April 1.

Applicants for the Jacqueline Krieger Klein '53 Fellowship should send a resume and a brief description of their program to Professor Frances Malino, Department of Religion.

Applications for the Knafel awards and the Mary Elvira Stevens Traveling Fellowship may be found online at www.wellesley.edu/CWS. Applications and supporting material for the Mary Elvira Stevens Fellowship must be received by December 1, 2010. Applications and supporting material for the Knafel awards must be received by February 10, 2011. Applications and supporting material for all other fellowships must be submitted online no later than January 10, 2011.

Courses of Instruction

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

Legend

- N/O Not offered in 2010-11
[] Numbers in brackets designate courses listed only in earlier catalogs
A Absent on leave for the 2010-11 academic year
A1 Absent on leave during the first semester
A2 Absent on leave during the second semester
H Designates 0.5 unit courses
TBD To be determined
TBA To be announced

Department of Africana Studies

Professor: *Cudjoe (Chair), Steady*

Associate Professor: *Obeng^{AI}*

Assistant Professor: *Patterson*

Visiting Lecturer: *Wabuyele*

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."

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

Goals for the Major

- To ensure an understanding of 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 a mandatory colloquium;

- To develop students' 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 provide students with 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; apply methodological tools and use modern technology to discover information and to interpret data;
- To attend the compulsory "Africana Colloquium: The Common Intellectual Experience" and provide students with 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.

SWA 101-102 Elementary Swahili

Wabuyele

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 towards achieving communicative competence. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None

Distribution: None

Semester: Fall, Spring

Unit: 1.0

SWA 203 Intermediate Swahili (Intensive)

Wabuyele

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 and highlighted as necessary components towards increasing communicative competence.

Prerequisite: SWA 101-102

Distribution: Language and Literature

Semester: Spring

Unit: 1.25

AFR 105 Introduction to the Black Experience

Patterson

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

Prerequisite: None

Distribution: Historical Studies or Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

AFR 201 The African American Literary Tradition

Cudjoe

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, auto-

biography, literary criticism, poetry, drama, and essays as they have been used as vehicles of expression for Black writers during and since the slave experience.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

AFR 202/PHIL 202 Introduction to African Philosophy

Menkiri (Philosophy)

Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative. *Students may register for either AFR 202 or PHIL 202 and credit will be granted accordingly.*

Prerequisite: Open to seniors, juniors, and sophomores without prerequisite, and to first-year students who have taken one other course in philosophy.

Distribution: Religion, Ethics, and Moral Philosophy or Epistemology and Cognition

Semester: Spring

Unit: 1.0

AFR 204 "Third World" Urbanization

Steady

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

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

AFR 206 Introduction to African American History (from 1500)

Patterson

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.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

AFR 207 Images of Africana People Through the Cinema

Obeng

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 post-colonial experiences and responses of Africana people. Films shown will include *Sugar Cane Alley*, *Zan Boko*, and *Sankofa*.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

AFR 208 Women in the Civil Rights Movement*Patterson*

NOT OFFERED IN 2010-11. A social and historical examination of the role of women in the Civil Rights Movement in the United States. Particular attention will be paid to the interplay between historical and social factors. Women's impact on the Civil Rights Movement and the effects of the Movement on the women involved, are the foci of this course.

Prerequisite: None
 Distribution: Historical Studies or Social and Behavioral Analysis
 Semester: N/O

Unit: 1.0

AFR 211 Introduction to African Literature*Cudjoe*

NOT OFFERED IN 2010-11. 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.

Prerequisite: None
 Distribution: Language and Literature
 Semester: N/O

Unit: 1.0

AFR 212 Black Women Writers*Cudjoe*

NOT OFFERED IN 2010-11. The Black woman writer's efforts to shape images of herself as Black, as woman, and as artist. The problem of literary authority for the Black woman writer, criteria for a Black woman's literary tradition, and the relation of Black feminism or 'womanism' to the articulation of a distinctively Black and female literary aesthetic.

Prerequisite: None
 Distribution: Language and Literature
 Semester: N/O

Unit: 1.0

AFR 214 Internationalization of Black Power*Patterson*

NOT OFFERED IN 2010-11. Influenced by global intellectual and political exchange, this course considers the events, theories, and people critical to the Civil Rights and Black Power struggles of the 1950s through the 1970s. Personalities/topics include Stokely Carmichael (Kwame Ture), Malcolm X, Martin Luther King, Elaine Brown, Majhemout Diop, Walter Rodney, Frantz Fanon, Patricia Lumumba, the Black Panther Party, and SNCC.

Prerequisite: None
 Distribution: Historical Studies
 Semester: N/O

Unit: 1.0

AFR 217 The Black Family

NOT OFFERED IN 2010-11. 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.

Prerequisite: None
 Distribution: Social and Behavioral Analysis
 Semester: N/O

Unit: 1.0

AFR 222 Blacks and Women in American Cinema*Obeng*

NOT OFFERED IN 2010-11. 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.

Prerequisite: None
 Distribution: Arts, Music, Theatre, Film, Video
 Semester: N/O

Unit: 1.0

AFR 225 Introduction to Black Psychology

NOT OFFERED IN 2010-11. Issues and perspectives in the study of the psychological development of Black people in America, past and present. Special consideration is given to such issues as the Afrocentric and Eurocentric ethos, the nature of Black personality as affected by slavery and racism, psychological assessment, treatment and counseling techniques, and the relationships between psychological research and social policy in American research.

Prerequisite: None
 Distribution: Social and Behavioral Analysis
 Semester: N/O

Unit: 1.0

AFR 226 Environmental Justice, "Race," and Sustainable Development*Steady*

NOT OFFERED IN 2010-11. An investigation of the extent to which the causes and consequences of environmental degradation are influenced by social inequality and the devaluation of indigenous peoples. The course will examine how the poor, indigenous peoples and people of color are subjected to environmental hazards. Topics include the link between negative environmental trends and social inequality; the social ecology of slums, ghettos and shanty towns; the disproportionate exposure of some groups to pollutants, toxic chemicals, and carcinogens; dumping of hazardous waste in Africa and other Third World countries; and industrial threats to the ecology of small island states in the Caribbean. The course will evaluate Agenda 21, the international program of action from the Earth Summit designed to halt environmental degradation and promote sustainable development.

Prerequisite: None
 Distribution: Social and Behavioral Analysis
 Semester: N/O

Unit: 1.0

AFR 229 Rap Music and the African American Poetical Tradition*Cudjoe*

NOT OFFERED IN 2010-11. This course examines the African American poetical tradition from its roots in African oral literature to its contemporaneous manifestation in rapping, a showcase for African American braggadocio, and the art of verbal dexterity and storytelling. The connection of this literary tradition with American cultural values will also be explored. The course will examine the works of Phyllis Wheatley, Langston Hughes, James Weldon Johnson, Melvin Tolson, Gwendolyn Brooks, Robert Hayden, Derek Walcott, Gill Scott-Heron, the Last Poets, Nikki Giovanni, Public Enemy, Run-D.M.C., Tupac, and other artists.

Prerequisite: None
 Distribution: Arts, Music, Theatre, Film, Video
 Semester: N/O

Unit: 1.0

AFR 234 Introduction to West Indian Literature*Cudjoe*

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 offered. Authors to include V.S. Naipaul, Derek Walcott, Wilson Harris, Jean Rhys, and others.

Prerequisite: None
 Distribution: Language and Literature
 Semester: Fall

Unit: 1.0

AFR 235 Societies and Cultures of Africa*Steady*

NOT OFFERED IN 2010-11. The objective of this course is to provide students with an introduction to the richness, diversity, and complexity of African societies and cultures while appreciating their unifying features. Topics to be discussed include forms of social organization, the importance of kinship and marriage systems, the centrality of religion, the position of women, urbanization and problems of development, democratization, and political transformation, political instability, and armed conflicts. In order to understand a people's view of themselves and their relationship to the outside world, an in-depth case study will be made of one ethnic group—the Yoruba of southwestern Nigeria.

Prerequisite: None
 Distribution: Social and Behavioral Analysis
 Semester: N/O

Unit: 1.0

AFR 236/POL2 203 African Politics

NOT OFFERED IN 2010-11. An investigation of politics across sub-Saharan Africa since the defeat of Portuguese colonialism in the mid-1970s. The economic stagnation of the 1980s, the impact of structural adjustment programs, the end of the Cold War, the genocide in Rwanda and the resulting wars will be discussed along with the liberation of Southern Africa and the recent wave of democratization. Emphasis on developing the method of empathetic understanding to become knowledgeable about the opportunities and constraints faced by African citizens and governments. *Students may register for either AFR 236 or POL2 203 and credit will be granted accordingly.*

Prerequisite: One unit in political science, economics, history, or Africana Studies. Open to Juniors and seniors without prerequisite.

Distribution: Social and Behavioral Analysis
 Semester: N/O

Unit: 1.0

AFR 239 Islam in Black America: From Slavery to the Present*Patterson*

This course commences with a detailed exploration of Islamic worship practices transferred and retained during slavery. The course continues by chronicling the historical and sociopolitical implications of nineteenth- and twentieth-century Islamic practice as it relates to African American communities.

Prerequisite: None
 Distribution: Historical Studies
 Semester: Fall

Unit: 1.0

AFR 242 New World Afro-Atlantic Religions*Obeng*

NOT OFFERED IN 2010-11. 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, sociocultural critique, and for reshaping the religious and cultural landscapes of the Americas.

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

AFR 243 The Black Church

Obeng

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

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy or Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

AFR 251 Religion in Africa

Obeng

NOT OFFERED IN 2010-11. An examination of African experience and expression of religion, the course surveys African religions among the Akan of Ghana, Yoruba of Nigeria, Nuer of the Sudan, the Zulu of South Africa, and the Bemazava-Sakalava of Madagascar. The course will focus on how gender, age, status, and cultural competence influence Africans' use of architecture, ritual, myth, dance, and music to communicate, elaborate on the cosmos, and organize their lives. Special attention will be paid to the resiliency of African deities and indigenous cultural media during their encounter with Christianity and Islam.

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

AFR 252 Francophone Africa

Patterson

NOT OFFERED IN 2010-11. This course studies the history of Francophone Africa in the eighteenth through twentieth centuries, focusing on cultural and political transformations. "Francophone Africa" is far from a monolithic place. It covers peoples and cultures from the Mediterranean Sea to the Congo basin, from the Atlantic to the Red Sea. It also had two colonial powers, France and Belgium, whose theories and practices would impact all aspects of life during and after the imperial period. Themes may include slavery; Christianity, Islam, *négritude*, the Rwandan genocide, and "Eurafrican" exchange.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

AFR 265 African American Autobiographies

Cudjoe

NOT OFFERED IN 2010-11. 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.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

AFR 266 Black Drama

Cudjoe

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.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

AFR 280 Winternession in Ghana

Obeng, Cudjoe

This course is an introduction to Ghanaian history and society, with two foci: spirituality (Christianity, Santonofa, and Islam etc.) and women. Based at the University of Ghana in Legon, students will attend lectures by university professors, will visit historic sites around Accra, and will travel to the coast (Cape Coast and Elmina) and inland (to Kumasi and parts of the historic Ashanti region) to visit other historic sites as well as to study village and rural life. *Not offered every year. Subject to Dean's office approval.*

Prerequisite: By permission of the department. Application required.
Distribution: Epistemology and Cognition
Semester: Winternession Unit: 1.0

AFR 297 Medical Anthropology:

A Comparative Study of Healing Systems

Steady

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.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

AFR 299 Women in the Caribbean

NOT OFFERED IN 2010-11. This course is a sociological exploration of the lives of women in Caribbean societies. While the emphasis is on contemporary English-speaking Caribbean (e.g., Barbados, Jamaica, Trinidad and Tobago, St. Lucia, Nevis), attention will be given to the historical background of the current situation and to the French-speaking (e.g., Martinique, Guadeloupe, Haiti) and Spanish-speaking (Cuba, the Dominican Republic and Puerto Rico) Caribbean. Women's work in the formal and informal sectors, activism, roles in development and familial relationships are some of the topics to be explored.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

AFR 300 Heritage and Culture in Jamaica: A Winternession Experience

Steady

NOT OFFERED IN 2010-11. Jamaica is a country that provides a unique opportunity for the study of multiculturalism in action. Its national motto is "Out of many, one people." The study abroad Winternession course in Jamaica will explore the history, culture, and political economy of the country and promote an understanding of the Caribbean as a whole through seminars, participatory field research, and internships. The program will give students an opportunity for total immersion in the Jamaican environment and allow them to participate in several community-based projects that will add experiential value to their classroom-based education. *Not offered every year. Subject to approval of the Dean's Office.*

Prerequisite: By permission of the department. Application required.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 0.5

AFR 301 Seminar: South Africa

Steady

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.

Prerequisite: A 200-level course of relevance to Africana Studies or permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

AFR 302 Caribbean Intellectual Thought in the Twentieth Century

Cudjoe

NOT OFFERED IN 2010-11. During the twentieth century the Anglophone Caribbean produced a rich body of ideas that had an enormous impact upon the colonial and post-colonial worlds. These ideas cover fields such as history, politics, economics and culture. This course traces the development of these ideas, examines their applicability to the specific circumstances in the Caribbean and analyzes how they resonated in the

larger world of ideas. We will look at the works of writers and thinkers that could include: A.R.E. Webber, Marcus Garvey, Arthur Lewis, Eric Williams, C.L.R James, Amy Ashwood Garvey, Jamaica Kinkaid, Patricia Mohammed, Erna Brodber, Cheddi Jagan, Walter Rodney, Maurice Bishop, and Michael Manley.

Prerequisite: One 200-level course of relevance to Africana Studies or permission of the instructor.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

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

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.

Prerequisite: One 200-level course of relevance to Africana Studies or permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

AFR 310 Seminar. Black Literature
Cudjoe

NOT OFFERED IN 2010-11.

Prerequisite: One 200 level course of relevance to Africana Studies or permission of instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

AFR 318 Seminar. African Women, Social Transformation, and Empowerment
Steady

NOT OFFERED IN 2010-11. 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.

Prerequisite: One 200-level course of relevance to Africana Studies or permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

AFR 320/AMST 320 Seminar. Blackness in the American Literary Imagination
Cudjoe

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?" *Students may register for either AFR 320 or AMST 320 and credit will be granted accordingly.*

Prerequisite: Permission of instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

AFR 340 Seminar. Topics in African American History
Patterson

Topic for 2010-11: Health, Medical Professionals, and the Body in the African Diaspora. This course examines the major nineteenth- and twentieth-century local and global health developments that have impacted the public and private lives of people of African descent. The course includes an assessment of how pharmacists, nurses, and physicians navigate their respective medical fields in the African-Atlantic world, with emphasis on the United States, Senegal, and Cuba. This course considers how traditional and modern medical philosophies converge and diverge in urban planning, disease management, and public health policy. It further considers how individuals and communities respond to these policies.

Prerequisite: One 200-level course of relevance to Africana Studies or permission of instructor.
Distribution: Historical Studies or Social and Behavioral Analysis
Semester: Spring Unit: 1.0

AFR 341 Seminar. Topics in Africana Social Science
Obeng

NOT OFFERED IN 2010-11.

Prerequisite: One 200-level course of relevance to Africana Studies or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

AFR 344 Advanced Africana Seminar
Cudjoe

NOT OFFERED IN 2010-11. This course examines through interdisciplinary approaches key texts that shape our understanding of Africana Studies. The major theories, ideas, issues and significant writings that shape Africana Studies will be examined. Consideration will also be given to approaches to Africana Studies, concepts of Afrocentricism and how the text that is selected allows us to understand the discipline in a critical manner. This seminar will be placed within the multicultural, multiracial and religiously plural landscapes of Africana people.

Prerequisite: One 200-level course of relevance to Africana Studies or permission of instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

AFR 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

AFR 350H Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

AFR 360 Senior Thesis Research

Prerequisite: By permission of the department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

AFR 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Courses for Credit Toward the Major

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

AMST 152 Race, Ethnicity, and Politics in America

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

ARTH 316 Topics in African/African American Art

HIST 264 The History of Pre-colonial Africa

HIST 266 The Struggle Over North Africa, 1800 to the Present

HIST 365 Seminar. Research in African History

MUS 209 A History of Jazz

SOC 251 Sociology of Race

WGST 305 Seminar. Representations of Women, Natives, and Others

Requirements for the Major

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

By the end of the junior year, each major must take AFR 105, which introduces her to the content and methodology of Africana Studies. She must also attend the "Africana Studies Colloquium: The Common Experience" that is offered each semester. Of the nine units required for an Africana Studies major, at least two must be at the 300 level and 344 is strongly recommended. Ordinarily, not more than two units may be taken outside the department.

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, 340, HIST 265
- Social Sciences: AFR 204, 235, 236/POL2 203, 280, 297, 301, 306, 318, 341
- Humanities: SWA 101-102, AFR 202/PHIL 202, 207, 211, 222, 251, ARTH [209], 241, 316, FREN [218], 330, MUS 209, 224/REL 224

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

History: AFR 340

Social Sciences: AFR 105, 299, 300, 306

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

The United States: As with the other concentrations, students who choose the United States should approach their study of African America through many disciplines. The concentration requires five courses focusing on the United States: one in history, one in the humanities, one in social science, and two in the discipline in which the student chooses to concentrate. (See the Africa concentration for the specific disciplines considered “humanities” and “social sciences.”) To ensure students’ breadth of knowledge of the African 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, 206, 208, 214, 239, 340

Social Sciences: AFR 214, 217, [219], 225, 306, [315], POL1 337S

Humanities: AFR 201, 212, 222, ARTH [322], MUS 209, 224/REL 224, 300

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

Requirements for the Minor

A minor in African Studies will consist of five units, including one 300-level course. A student who minors in African Studies is required to take AFR 105 and must attend the “African 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.

Honors

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.

American Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Imber (Sociology)*

Assistant Professor: *Fisher, Jeffries*

Advisory Board: *Cain (English), Creff (Women's and Gender Studies), Kodera (Religion), Lee⁹¹ (English), Reveryby (Women's and Gender Studies), Shetley (English)*

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

Goals for the Major

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

AMST 101 Introduction to American Studies

Fisher

An interdisciplinary examination of some of the varieties of American experience, aimed at developing a functional vocabulary for further work in American Studies or related fields. After a brief, intense review of American history, the course will direct its focus towards important moments in that history, investigating each of them in relation to selected cultural, historical, artistic, and political events, figures, institutions, and texts.

Prerequisite: This course is required of American Studies majors and should be completed before the end of the junior year.

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

AMST 120 Sport and Society

Jeffries

Commonplace understandings of sport tend to assign either an entertainment or recreational value to participation and attention paid to such activities. A closer look at competitive athletics reveals that its meaning and significance stretches far beyond entertainment and recreation. Sport studies tell us about ourselves and our society, as

its impact extends to the business world, to community building and child socialization, to race, gender, and sexual politics. This course introduces the academic study of sport, touching on a wide range of topics primarily through a sociological lens. Students are encouraged to think critically about their own experiences and to follow current events and pop cultural debates about sports, in order to apply methods and theory from the readings to their everyday sports lives.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

AMST 151 The Asian American Experience

Kodera (Religion)

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

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

AMST 152 Race, Ethnicity, and Politics in America

Jeffries

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?

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

AMST 212 Korean American Literature and Culture

Widmer (East Asian Languages and Literatures)

NOT OFFERED IN 2010-11. This course introduces a group of fictional and dramatic writings by Korean-American writers. These are our main focus, but most class assignments will also include an article on some aspect of Korean-American experience. Videos will constitute another facet of the course. Not all videos are directly about Korean-Americans; if not they represent the work of Korean-American producers, authors, and artists. Together, the three streams—literary writing, descriptive writing, and videos—aim to concoct a picture of the Korean-American experience since the beginning of the twentieth century, but with primary emphasis on the past two decades.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

AMST 240/ENG 266 The Rise of an American Empire: Wealth and Conflict in the Gilded Age

Fisher

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. *Students may register for either AMST 240 or ENG 266 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Historical Studies or Language and Literature
Semester: Spring Unit: 1.0

AMST 249/SOC 249 Celebrity, Fame, and Fortune

Imber (Sociology)

A critical examination of the concept of status in sociological and social-scientific thinking. Focus on the historical rise of fame and its transformation into celebrity in the modern era. The relationship of status and violence. The meaning of sudden changes in good and bad fortune as attributes of status, including contemporary examples such as lottery winners, disgraced politicians, and media-driven attention to the powerful and pathetic. Fame and celebrity among women and minorities. The psychopathologies of leadership and conformity in political, religious, and educational institutions. *Students may register for either AMST 249 or SOC 249 and credit will be granted accordingly.*

Prerequisite: One 100-level unit or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

AMST 286/ENG 286 New Literatures

Fisher

Topic for 2010-11: Lesbian and Gay Writing from Sappho to Stonewall. This course will explore significant lesbian and gay literature from classical times to the present, including contemporary transformations of society, politics, and consciousness. The course will introduce elements of "queer theory" and gender theory; it will address issues of sexual orientation and sexual identification in works of poetry, autobiography, and fiction. Readings will include such writers as Sappho, Plato, William Shakespeare, Thomas Mann, Virginia Woolf, James Baldwin, Audre Lorde, Adrienne Rich, David Leavitt, Leslie Feinberg, Shyam Selvadurai, and Jeanette Winterson. *Students may register for either AMST 286 or ENG 286 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

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

Jeffries

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 comprised of the following four elements: DJing, MCing, break dancing, and graffiti art. Once a common understanding of hip-hop's genesis and history is established, attention is turned to how hip-hop is studied in the academy. This section of the course features a wide range of interdisciplinary studies of hip-hop music and culture in order to demonstrate the different methodological and theoretical frames used in hip-hop scholarship. In the final section of the course, we focus on hip-hop-related debates and discussions in popular culture, such as black authenticity, non-black consumption of hip-hop, concerns about the new black "hyperghetto," prison, and the representation of sexism and gender scripts within hip-hop culture.

Prerequisite: Permission of the instructor. Preference given to American Studies majors and juniors and seniors.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

AMST 317 Seminar. Advanced Topics in American Studies

Jeffries

Topic for 2010-11: 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 the representation of Obama during and after the election. Instead of only situating President Obama in American history, or giving his supporters a platform to celebrate his ascendance, this class will ask students to unpack that ascendancy over the past two years and to engage the broader discourses that make him a political and cultural lightning rod.

Prerequisite: Permission of the instructor. Enrollment is limited and preference is given to American Studies majors.
Distribution: Historical Studies or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

AMST 320/AFR 320 Seminar. Blackness in the American Literary Imagination

Cudjoe (Africana Studies)

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?" *Students may register for either AMST 320 or AFR 320 and credit will be granted accordingly.*

Prerequisite: Permission of instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

AMST 340/ARTH 340 Seminar. Disneyland and American Culture

NOT OFFERED IN 2010-11. 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. *Students may register for either AMST 340 or ARTH 340 and credit will be granted accordingly.*

Prerequisite: Permission of the instructor required. Enrollment is limited and preference is given to Art and American Studies majors. Not open to students who have taken this course as a topic of AMST 317. Distribution: Arts, Music, Theatre, Film, Video or Historical Studies Semester: N/O Unit: 1.0

AMST 344/SOC 344 Greed in America
Cushman (Sociology)

A sociologically grounded examination of acquisitiveness in American society, examining the history of social thought on the "sin" of avarice and the "virtues" of thrift and self-control, as a backdrop for understanding the ongoing tension between morality and acquisition of material wealth in the United States from its earliest history to the present. Focus on the moral critique of greed; the representation of greed in popular culture; and the cultural contradictions of American capitalist society in which the profit motive competes with values and norms of restraint and temperance. Students will read classical and contemporary theoretical social science texts from Adam Smith, Karl Marx, Max Weber, Thorstein Veblen, R.H. Tawney—and apply the insights to the interpretation of acquisitiveness in American life. *Students may register for either AMST 344 or SOC 344 and credit will be granted accordingly.*

Prerequisite: Open to juniors and seniors only. Permission of the instructor required. Enrollment is limited and preference is given to American Studies and Sociology majors. Distribution: Historical Studies or Social and Behavioral Analysis Semester: Spring Unit: 1.0

AMST 363/CAMS 346/ENG 363 Advanced Studies in American Literature

Sherley (English)

Topic for 2010-11: Hawks and Hitchcock.

Intensive study of two directors who seem at first to define opposite poles of studio practice. Howard Hawks worked in almost every Hollywood genre: musical, western, gangster picture, adventure story, screwball comedy, war film. Hitchcock, as Sidney Lumet remarks, "always essentially made the same picture," a romantic thriller, leavened with comedy, with glamorous stars. Yet, in the first issue of the British film journal *Movie* (May 1962) only Hawks and Hitchcock were honored as "Great" directors. This course will explore the work of these two directors by looking at their films, at theories of film authorship, and at the extensive literature on both filmmakers. We'll focus on understanding the unity within Hawks's wildly varied output, and the variety

within Hitchcock's seemingly homogeneous oeuvre. *Students may register for either AMST 363, CAMS 346, or ENG 363 and credit will be granted accordingly.*

Prerequisite: Permission of the instructor. Distribution: Arts, Music, Theatre, Film, Video or Language and Literature Semester: Spring Unit: 1.0

AMST 350 Research or Individual Study

Prerequisite: Open by permission of the director to juniors and seniors. Distribution: None Semester: Fall, Spring Unit: 1.0

AMST 360 Senior Thesis Research

Prerequisite: By permission of director. Students eligible for honors work and considering doing a thesis during their senior year should plan to identify a thesis advisor, specify their project, and aim to begin work before the end of their junior year. See Academic Distinctions. Distribution: None Semester: Fall, Spring Unit: 1.0

AMST 370 Senior Thesis

Prerequisite: 360 and permission of department. Distribution: None Semester: Fall, Spring Unit: 1.0

Courses for Credit Toward the Major

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

AFR 201 The African American Literary Tradition

AFR 206 Introduction to African American History (from 1500)

AFR 207 Images of Africana People Through the Cinema

AFR 208 Women in the Civil Rights Movement

AFR 212 Black Women Writers

AFR 217 The Black Family

AFR 222 Blacks and Women in American Cinema

AFR 225 Introduction to Black Psychology

AFR 229 Rap Music and the African American Poetical Tradition

AFR 239 Islam in Black America: From Slavery to the Present

***AFR 243** The Black Church

AFR 265 African American Biographies

***AFR 266** Black Drama

AFR 310 Seminar. Black Literature

AFR 340 Seminar. Topics in African American History

ANTH 220 Identity and Community Formation: Asian American Perspectives

ARTH 205 Breaking Boundaries: The Arts of Mexico and the United States

ARTH 225 Modern Art Since 1945

ARTH 226/CAMS 207 History of Photography: From Invention to Media Age

ARTH 228 Modern Architecture

ARTH 230 Frank Lloyd Wright and the American Home

ARTH 231 Architecture and Urbanism in North America

ARTH 232 American Painting

ARTH 236 Art, Architecture, and Culture in the Ancient Americas

ARTH 318 New England Arts and Architecture

ARTH 319 Seminar. Sentimentality and Anti-Sentimentality in American Art

ARTH 320 Seminar. American Architecture

ARTH 336 Seminar. Museum Issues

ARTH 340 Seminar. Topics in American Art

CAMS 207/ARTH 226 History of Photography: From Invention to Media Age

CAMS 208 Contemporary Hollywood Romantic Comedy

CAMS 211 Hollywood in the 1970s

CAMS 240/WGST 223 Gendering the Bronze Screen: Representations of Chicanas/Latinas in Film

CAMS 241/WGST 249 Asian American Women in Film and Video

CAMS 308/ARTH 338 Seminar. Imagining Mexico and the Border in Film

ECON 215 Tax Policy

ECON 225 Urban Economics

ECON 232 Health Economics

ECON 238 Economics and Politics

ECON 243 The Political Economy of Gender, Race, and Class

ECON 306 Economic Organizations in U.S. History

ECON 310 Public Economics

ECON 311 Economics of Immigration

ECON 318 Economic Analysis of Social Policy

EDUC 117 Diversity in Education

EDUC 212 Seminar. History of American Education

EDUC 215 Understanding and Improving Schools

EDUC 216 Education and Social Policy

EDUC 312 Seminar. History of Childhood and Child Welfare

EDUC 334 Seminar. Education, Immigration, and Social Mobility

EDUC 335 Seminar. Urban Education

EDUC 339/POLI 339S Seminar. The Politics of Urban Public Schools

ENG 114 Topics in American Literature

ENG 251 Modern Poetry

ENG 253 Contemporary American Poetry

ENG 262 American Literature to 1865

ENG 266 American Literature from the Civil War to the 1930s

ENG 267 American Literature from the 1940s to the Present

ENG 269 Asian American Literature

ENG 281 American Drama and Musical Theater

ENG 283 Southern Literature

ENG 365/SOC 365 Images of the American City

FREN 229 America Through French Eyes: Perceptions and Realities

HIST 203 Out of Many: American History to 1877

HIST 204 Freedom's Empire: United States History, 1863–2001

HIST 245 The History of American Capitalism, 1785–1929

HIST 253 Native America

HIST 256 Brave New Worlds: Colonial American History and Culture

HIST 257 Women, Gender, and the Family in American History

HIST 260 Pursuits of Happiness: America in the Age of Revolution

HIST 267 Deep in the Heart: The American South in the Nineteenth Century

HIST 299/ES 299 U.S. Environmental History

HIST 312 Seminar. Understanding Race in the U.S., 1776–1918

HIST 317 Seminar. The Historical Construction of American Manhood, 1600–1900

HIST 319 Seminar. Fear and Violence in Early America

MUS 120 Jazz Theory

MUS 209 A History of Jazz

MUS 276 American Popular Music in the Twentieth Century

PHIL 210 Philosophy of Business

PHIL 222 American Philosophy

POL 120 American Politics

POL 1210 Political Participation and Influence

POL 1212 Urban Politics

POL 1215 Courts, Law, and Politics

POL 1247 Constitutional Law

POL 1303 The Politics of Crime

POL 1313 American Presidential Politics

POL 1314 Understanding How Congress Works

POL 1315 Public Policy and Analysis

POL 1316 Mass Media in American Democracy

POL 1317 Health Politics and Policy

POL 1319S Seminar. Campaigns and Elections

POL 1320S Seminar. Inequality and the Law

POL 1324S Seminar. Gender and Law

POL 1330S Seminar. Race, Gender and Representation

POL 1331S Seminar. Political Organizing: People, Power, and Change

POL 1334 Disability in American Society: Politics, Policy, and Law

POL 1335S Seminar. The First Amendment

POL1 337S Seminar. The Politics of Minority Groups in the United States

POL1 339S/EDUC 339 Seminar. The Politics of Urban Public Schools

POL1 381/ES 381 U.S. Environmental Politics

POL3 227 The Vietnam War

POL3 321 The United States in World Politics

POL3 328S Seminar. Selected Topics in World Politics: Anti-Americanism as Politics and Performance

POL4 340 American Political Thought

PSYC 330 Psychology of Law

REL 218 Religion in America

REL 220 Religious Themes in American Fiction

REL 221 Contemporary Catholicism

REL 319 Seminar. Religion, Law, and Politics in America

SOC 103 Social Problems of Youth: An Introduction to Sociology

SOC 205/WGST 211 American Families and Social Equality

SOC 209 Social Inequality: Class, Race, and Gender

SOC 306/WGST 306 Seminar. Women and Work

SOC 311/WGST 311 Seminar. Family and Gender Studies: The Family, the State, and Social Policy

SOC 314 Global Health and Social Epidemiology

SOC 334 Consumer Culture

SOC 348 The Sociology of Conservatism

SOC 365/ENG 365 Images of the American City

SPAN 255 Chicano Literature: From the Chronicles to the Present

SPAN 305 Seminar. Hispanic Literature of the United States

THST 210 Echoes of the Homeland

WGST 211/SOC 205 American Families and Social Equality

WGST 214 Women and Health

WGST 216 Women and Popular Culture: Latinas as Nannies, Spitfires, and Sex Pots

WGST 217 Growing Up Gendered

WGST 219 Gender in the Workplace

WGST 220 American Health-Care History in Gender, Race, and Class Perspective

WGST 222 Women in Contemporary American Society

WGST 223/CAMS 240 Gendering the Bronze Screen: Representations of Chicanas/Latinas in Film

WGST 240 U.S. Public Health: Theory and Practice

WGST 249/CAMS 241 Asian American Women in Film

WGST 305 Seminar. Representations of Women, Natives, and Others

WGST 306/SOC 306 Seminar. Women and Work

WGST 311/SOC 311 Seminar. Family and Gender Studies: The Family, the State, and Social Policy

WGST 317 Seminar. History of Sexuality: Queer Theory

WGST 324 Seminar. History, Memory, and Women's Lives

WGST 326 Seminar. Crossing the Border(s): Narratives of Transgression

Requirements for the Major

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

To ensure some concentration in a field of American society and culture, at least three courses should be elected in one department. In consultation with the director, a student may choose to focus her concentration in an area or field, such as law, women, or Asian America, assembling her group of three or more courses in this topic from two or more departments. American Studies majors with an Asian American concentration are encouraged to take courses that specifically address Asian American issues, such as AMST 151, AMST 212, ENG 269, HIST 277, WGST 249/CAMS 241, and WGST 305.

Within this structure, students are encouraged to explore the diversity of American culture and the many ways to interpret it. Most courses at the College that are primarily American in content may be applied to the American Studies major. 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 203/204, ENG 262/266, ARTH 231/232) and a course on the U.S. Constitution and political thought (for example, POL 4340). 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, SOC 301).

Honors

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.

Department of Anthropology

Professor: *Karakasidou (Chair), Kohl^A*

Assistant Professor: *Van Arsdale*

Instructor: *Matzner*

The study of anthropology provides a broad perspective on human cultural and biological variation across time and space. This includes a natural historical perspective on the history of humanity that documents the evolution and contemporary biological diversity of *Homo sapiens* from its origins in Africa to its current position as the dominant species on earth. It also traces the cultural and technological changes that have accompanied human development for millennia through the Stone, Bronze, and Iron Ages to the emergence of early complex civilizations in both the Old and New Worlds. Anthropologists study cultures throughout the world at various levels of cultural and technological development from mobile hunting and foraging bands to highly stratified agrarian societies and contemporary ethnically diverse nation states. Western and non-Western cultures are appreciated in terms of their own values and unique historical trajectories. The perspective of anthropology is inherently multicultural and multidisciplinary, and, as such, students are "led out" (*educio*) of their own personal backgrounds to appreciate the incredible cultural diversity of humanity, receiving an exceptionally broad liberal arts education.

Goals for the 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

ANTH 104 Introduction to Cultural and Social Anthropology

Karakasidou, Matzner

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.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

ANTH 110 The Anthropology of Food

Van Arsdale

NOT OFFERED IN 2010-11. This course will provide an introduction to the discipline of anthropology through the exploration of food. What we eat and how we eat reveals a lot about our evolutionary origins and the structures that support social institutions. This course will explore both the history of human cuisine and the how contemporary diets informs areas such as gender, power, labor and health. The course will be structured around a series of "meals" and will include an ethnographic project, archival research into prehistoric food culture, and a computer based exploration of your diet at Wellesley. As such, the course offers not just an introduction to anthropology through food, but also an introduction to Wellesley through food.

Prerequisite: None. Open only to first-year students.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ANTH 203 Indigenous People, Global Development, and Human Rights

NOT OFFERED IN 2010-11. The course focuses on the processes and consequences of the encroachment of Western societies on indigenous peoples. We will examine issues raised by colonial enterprises that continue to be crucial to the current situations of indigenous societies vis-à-vis nation-states: political power, economic development, cultural difference, gender relations, health, education and religion. We will study ethnographic cases drawn from different parts of the world and analyze these topics from a historical and comparative perspective. Special attention will be given to indigenous peoples and ongoing struggles in Latin America. Key to this course will be issues of indigenous autonomy, development, and rights within human rights movements, international law, and global politics.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ANTH 204 Physical Anthropology

Van Arsdale

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 interrelationship 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.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

ANTH 206 Archaeology

Kohl

NOT OFFERED IN 2010-11. A survey of the development of archaeology. The methods and techniques of archaeology are presented through an analysis of excavations and prehistoric remains. Materials studied range from early hominid sites in Africa to the Bronze Age civilizations of the Old World and the Aztec and Inca empires of the New World. Students are introduced to techniques for reconstructing the past from material remains. The course includes a field trip to a neighboring archaeological site.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ANTH 207 Hominid Evolution

Van Arsdale

The hominid fossil record provides direct evidence for the evolution of humans and our ancestors through the past five to seven 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.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

ANTH 209 Forensic Anthropology

Van Arsdale

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.

Prerequisite: None

Distribution: Natural and Physical Sciences

Semester: Fall

Unit: 1.0

ANTH 211/RAST 211 Wintersession Program in the Republic of Georgia

Kohl

NOT OFFERED IN 2010-11. Students travel to Tbilisi, Georgia, for Wintersession. They attend lectures in English at Tbilisi State University on Georgian history, language and culture and on contemporary political developments there and visit sites of historical interest in and around Tbilisi. They live with Georgian families and spend three weeks completing a self-designed internship with a local organization. *Students may register for either ANTH 211 or RAST 211 and credit will be granted accordingly. Not offered every year. Subject to Dean's Office approval.*

Prerequisite: One course in anthropology or Russian Area Studies. Application required.

Distribution: Social and Behavioral Analysis or Historical Studies

Semester: N/O

Unit: 0.5

ANTH 214 Race and Human Variation

Van Arsdale

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.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

ANTH 217 Peoples, Histories, and Cultures of the Balkans

Karakusidou

NOT OFFERED IN 2010-11. 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 nationalisms during the last decade of the twentieth century.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ANTH 220 Identity and Community Formation: Asian American Perspectives

NOT OFFERED IN 2010-11. This course offers analytic tools for grappling with the historical and contemporary complexities of Asian American identification and community formation. Each section of this course introduces students to different theoretical frames for exploring the meaningful contours of the term "Asian American" in relation to other racialized and ethnic groups in the U.S. We will pay particular attention to the historical conditions and ongoing processes for the social formation of persons and collectivities under the rubric of "Asian American" as well as examine multiplicities, contradictions, and gaps of Asian American identifications and politics. Students will learn to think critically about Asian American identification in the wider contexts of orientalism, U.S. imperialism and nationalism, racialization and racism, state governmentality, economic restructuring, transnationalism and other social processes.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ANTH 223 Contemporary Chinese Society

NOT OFFERED IN 2010-11. This course draws from anthropological and cultural-historical frameworks to explore the contemporary terrain of China in relation to an emergent "New World (Dis)Order." While introducing students to key concepts and major historical developments in twentieth-century China, the course will focus largely on ethnographic studies of social change and everyday life betwixt and between the Mao (1949-1978) and post-Mao (1978 to the present) eras. Topics examined include nation-building, Chinese modernities, capitalist development, gendered desires, class inequalities, religious revivalism and cosmopolitan identities. Students will be asked to critically and creatively think about change and continuity in contemporary China not only in terms of the organization of Chinese political institutions, but also in relation to the role of Chinese diasporic populations and other transnational and globalizing forces in producing spatial-temporal imaginaries.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ANTH 224 Ancient China: From the Neolithic to Imperial Unification

NOT OFFERED IN 2010-11. This course explores the development of social, economic, political and cultural systems in ancient China, from the Neolithic period through the Han dynasty. Drawing on archaeological data and historical texts, we will examine the emergence of state-level polities and their subsequent unification under imperial authority. Special attention will be devoted to political economy, social organization, ritual exchange, and notions of power and rulership expressed in philosophical thought.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ANTH 232 Anthropology of the Media

Matzner

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 television 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.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

ANTH 233 Language and Culture

NOT OFFERED IN 2010-11. An introduction to linguistic anthropology. We will explore the interaction of language and culture, learning how anthropology adds to our understandings of language, and how linguistic tools and concepts likewise help us understand culture. Topics to be examined include: the nature, origin, and history of language; folk understandings of language; orality versus literacy; how culture mediates communication, cognition, and meaning; the ethnography of speaking; language's mediation of gender and ethnic/racial/national identity; the politics of bilingualism; and the power of language. Case studies will deal with languages from around the world, with emphasis on the Americas. Assignments (including basic fieldwork) will offer training in linguistic-anthropological methodologies.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ANTH 234/ES 234 Cultural Ecology

NOT OFFERED IN 2010-11. This course explores theoretical and methodological issues in the study of human culture and social activity in relation to ecological systems and the environment. Readings include both classic studies as well as contemporary research, with particular emphasis placed on the various dimensions and scales of social organization and activity, and on the role of cultural, religious, and political institutions in shaping ecological relationships as well as economic behavior. *Students may register for either ANTH 234 or ES 234 and credit will be granted accordingly.*

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ANTH 238 The Vulnerable Body: Anthropological Understandings

NOT OFFERED IN 2010-11. 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 around 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.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ANTH 242 "Civilization" and "Barbarism" during the Bronze Age, 3500–2000 B.C.E.

Kohl
NOT OFFERED IN 2010-11. A review of the earliest emergence of state-stratified societies in the Old World (Pharaonic Egypt, Mesopotamia, the Indus Valley, and Shang China) and their integration through trade, conflict, migrations, and diffusions of technologies, particularly metalworking, with neighboring illiterate societies on their peripheries. The course concludes with a comparison with core-periphery relations in pre-Columbian Mesoamerica and Peru.

Prerequisite: None
Distribution: Historical Studies or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ANTH 247 Societies and Cultures of Eurasia

Kohl
NOT OFFERED IN 2010-11. A survey of the non-Russian, largely non-European peoples of the former Soviet Union (particularly ethnic groups in Transcaucasia, Central Asia, and Siberia). The course will review how traditional cultures in these areas changed during the years of Soviet rule and will examine the problems they face today with newly gained independence or greatly increased autonomy. Nationality policies of the former Soviet Union will be discussed with a particular emphasis on how they affect the current territorial disputes and conflicts among different ethnic groups (e.g., the undeclared war between Armenia and Azerbaijan over the enclave of Nagorno-Karabagh).

Prerequisite: One unit in anthropology, economics, history, political science, or sociology.
Distribution: Historical Studies or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ANTH 250 Research or Individual Study

Prerequisite: 104 and permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ANTH 250H Research or Individual Study

Prerequisite: 104 and permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 0.5

ANTH 251 Cultures of Cancer

Kankasidou
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.

Prerequisites: None
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ANTH 255 Paleoanthropology (with field work)

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

Prerequisite: 207 or 209 or permission of instructor
Distribution: Social and Behavioral Analysis. Does not satisfy the laboratory requirement.
Semester: Summer Unit: 1.25

ANTH 256 A History of Archaeological Thought

NOT OFFERED IN 2010-11. A History of Archaeological Thought is an intermediate level course intended to introduce students to the development of archaeological theory from the early nineteenth-century realization that the remote past could be reconstructed solely on the basis of the archaeological record to later developments, such as attempts to identify ethnic/linguistic groups exclusively from material remains. It will trace the emergence of archaeology as a subfield within anthropology and its continuing close interaction with broader developments in anthropological theory. The course contrasts perspectives that emphasize internal social evolution and adaptation to local environmental settings with postmodern responses that stress multiple perspectives on a contingent past. Students will be introduced to different theoretical approaches to interpreting the archaeological record, such as cultural ecology, feminist or engendered archaeology, Marxist historical materialism, world systems theory, and so-called symbolic/cognitive archaeology. The suitability of these theoretical approaches for interpreting the archaeological record will be critically examined.

Prerequisite: 104 or 206 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ANTH 260 Cultures and Peoples of Mesoamerica

NOT OFFERED IN 2010-11. This course explores the complex history, politics, and cultures of the region that includes Mexico, Guatemala, El Salvador, Honduras, Belize, and Nicaragua. Critically examining diverse scholarship, we will examine ancient, colonial, and "post-colonial" Mesoamerican civilizations, and their continuing influence on North American society. Topics include: the legacies of pre-Hispanic civilizations; colonization and conflict; indigenous identity and activism; political-economic changes; ethnicity and gender; and transnational flows of people, commodities, and ideas. Special attention is given to the Maya Area and to recent political and cultural activism in Chiapas, Guatemala, and Mesoamerican enclaves in North America. Lectures, readings, and discussions will draw parallels to other parts of the world.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ANTH 274 Anthropological Genetics

Van Arsdale
NOT OFFERED IN 2010-11. 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.

Prerequisite: BISC 110, or BISC 111, or permission of instructor
Distribution: Natural and Physical Sciences
Semester: N/O Unit: 1.0

ANTH 300 Ethnographic Methods and Ethnographic Writing

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

Prerequisite: 301 or two 200-level units in anthropology, economics, history, political science, or sociology, or permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ANTH 301 History and Theory in Anthropology*Karakasidou*

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.

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

Distribution: Social and Behavioral Analysis
Semester: Fall

Unit: 1.0

ANTH 305 Ethnographic Film*Karakasidou*

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.

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

Distribution: Social and Behavioral Analysis
Semester: Spring

Unit: 1.0

ANTH 314 Human Biology and Society*Van Arsdale*

NOT OFFERED IN 2010-11. 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.

Prerequisite: 204, 214, or permission of the instructor

Distribution: Social and Behavioral Analysis
Semester: N/O

Unit: 1.0

ANTH 319 Nationalism, Politics, and the Use of the Remote Past*Kohl*

NOT OFFERED IN 2010-11. 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.

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

Distribution: Historical Studies or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ANTH 344 The Middle East: Anthropological Perspectives

NOT OFFERED IN 2010-11. This course discusses traditional subsistence economies (e.g., irrigation agriculture, pastoral nomadism) and tribal forms of social organization and analyzes their transform with the emergence of independent territorial nation-states and the advent of oil wealth during the twentieth century. The course considers different sects and expressions of Islam in specific countries and discusses kinship structures and family relationships, including the varying roles of women in specific societies. Contemporary political and economic issues and conflicts in Afghanistan, Iran, Turkey, Iraq, and Israel/Palestine will be studied from an anthropologically informed perspective of cultural continuity and change and the continuous refashioning of religious, ethnic, and national identities over time.

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

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ANTH 350 Research or Individual Study

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

Distribution: None

Semester: Fall, Spring

Unit: 1.0

ANTH 350H Research or Individual Study

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

Distribution: None

Semester: Fall, Spring

Unit: 0.5

ANTH 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

ANTH 370 Senior Thesis

Prerequisite: 360 and permission of department.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Courses for Credit Toward the Major

AFR 235 Societies and Cultures of Africa**AFR 297** Medical Anthropology: A Comparative Study of Healing Systems**LING 114** Introduction to Linguistics**MIT 3.985** Archaeological Sciences**PEAC 259** Peace and Conflict Resolution**WGST 205** Love and Intimacy: A Cross-cultural Perspective*Attention Called*

AFR 226 Environmental Justice, "Race," and Sustainable Development**ARTH 236** Art, Architecture, and Culture in the Ancient Americas**Requirements for the Major**

A major in anthropology consists of a minimum of nine units (which may include courses from MIT's anthropology offerings), of which 104, either 204 or 206, 300 and 301 are required. For students who entered prior to fall of 2007, a major in anthropology consists of a minimum of eight units (which may include courses from MIT's anthropology offerings), of which 104, 300 and 301 are required. Students may also elect other relevant statistics or calculus courses, depending on the particular need and interest of the student. Majors are encouraged to take other courses that have a cultural or multicultural focus.

Requirements for the Minor

A minor in anthropology consists of five units: 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.

Honors

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.

Arabic

For elementary and Intermediate Arabic see Middle Eastern Studies.

Architecture

AN INTERDEPARTMENTAL MAJOR

Directors: *Rivera (Studio Art), Tolme (Art History)*

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.

Goals for the Major

The goals of the Architecture major are threefold:

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

ARCH 301 Introduction to AutoCAD 2008

NOT OFFERED IN 2010-11. This course explores the use of computer aided design and drafting techniques. The primary aim is to provide students with solid working knowledge of AutoCAD 2008 and its applications in architecture and design.

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

Distribution: None
Semester: N/O

Unit: 0.5

ARCH 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring

Unit: 1.0

ARCH 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.

Distribution: None
Semester: Fall, Spring

Unit: 1.0

ARCH 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None

Semester: Fall, Spring

Unit: 1.0

Courses for Credit Toward the Major

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

History of Art

ARTH 100 Introduction to the History of Art
Part I: Ancient and Medieval Art

ARTH 101 Introduction to the History of Art
Part II: Renaissance to the Present

ARTH 200 Architecture and Urban Form

ARTH 201 Medieval Art and Architecture

ARTH 202 Byzantine Art and Architecture

ARTH 211 African Art and Architecture

ARTH 227 Islamic Architecture in the Age of the Caliphates

ARTH 228 Modern Architecture

ARTH 230 Frank Lloyd Wright and the American Home

ARTH 231 Architecture and Urbanism in North America

ARTH 236 Art, Architecture, and Culture in the Ancient Americas

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

ARTH 240 Asian Art and Architecture

ARTH 243 Art and Society in the Roman World: Sex, Sacrifice, Banquets, Baths, and Death

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

ARTH 247 Islamic Art and Architecture

ARTH 259 The Art and Architecture of the European Enlightenment

ARTH 267 Cross-Cultural Encounters in the Medieval Mediterranean

ARTH 268 Art, Architecture, and Pilgrimage in the Medieval World

ARTH 289 European Art and Architecture, 1750-1900

ARTH 309 Seminar. Problems in Architectural History

ARTH 311 Envisioning Empire

ARTH 318 New England Arts and Architecture

ARTH 320 Seminar. American Architecture

ARTH 325 Seminar. Rococo and Neoclassical Interiors

ARTH 330 Seminar. Italian Renaissance Art

ARTH 332 Seminar. Topics in Medieval Art

ARTH 335/CAMS 308 Seminar. Topics in Modern Art

ARTH 338 Seminar. Topics in Latin American Art

ARTH 340 Seminar. Topics in American Art

ARTH 344 Seminar. Topics in Islamic Art

Studio Art

ARTS 105 Drawing I

ARTS 109/CAMS 139 Basic Two-Dimensional Design

ARTS 113 Basic Three-Dimensional Design

ARTS 207 Sculpture I

ARTS 216 Spatial Investigations

ARTS 217 Life Drawing

ARTS 218 Introductory Painting

ARTS 219 Introductory Print Methods: Lithography/Monotype

ARTS 220 Introductory Print Methods: Intaglio/Relief

ARTS 221/CAMS 239 Digital Imaging

ARTS 255 Dynamic Interface Design

ARTS 307 Sculpture II

ARTS 313 Virtual Form

ARTS 314 Advanced Drawing

ARTS 315 Advanced Painting

ARTS 317 Seminar. Topics in the Visual Arts

ARTS 322 Advanced Print Concepts

CAMS 139/ARTS 109 Basic Two-Dimensional Design

CAMS 239/ARTS 221 Digital Imaging

CAMS 308/ARTH 335 Seminar. Topics in Modern Art

MIT

4.111* (formerly 4.101*) Experiencing Architecture Studio

4.112* (formerly 4.191*) Integrated Architecture Design Studio or 4.12A (an IAP version of the same course)

4.113 Applied Architecture Design Studio

4.411 Building Technology Lab

4.401 Introduction to Building Technology

4.500 Introduction to Design Computing

4.114 Applied Architectural Design Studio II

4.115 Applied Architectural Design Studio III

4.440 Basic Structural Design

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

Mathematics

MATH 115 Calculus I

MATH 116 Calculus II

MATH 120 Calculus IIA

MATH 205 Multivariable Calculus

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

Physics

PHYS 104 Fundamentals of Mechanics with Laboratory

PHYS 107 Principles and Applications of Mechanics with Laboratory

Theatre Studies

THST 209 Introduction to the Art of Scenic Design

Requirements for the Major

Each student designs her program of study individually in consultation with the directors. Majors are required to take ARTH 100-101 and ARTS 105. In addition, four units of course work above the 100 level and two 300-level units of course work must be taken in the Department of Art. At least three of these art units (including one at the 300 level) must be taken at Wellesley College.

Students are encouraged to consider study or travel abroad as part of their education in architecture. Majors should be aware, however, that study abroad credits usually do not transfer in at the 300 level.

Honors

In extraordinary circumstances, students who meet the college's eligibility requirements for honors may, with the permission of the directors, elect 360/370 independent work as a path to honors. This is the program's only path to honors.

Transfer Credit

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

Department of Art

Professor: *Berman (Chair), Carroll^{A1}, Dorrien, Friedman, Harvey, McGibbon (Director of Studio Art), Mekuria^{A2}*

Associate Professor: *Liu, Musacchio^{A2}*

Assistant Professor: *Bedell, Cassibry, Martin, Olsen, Rivera, Tahme*

Senior Lecturer: *Meng, Oles*

Cornille Visiting Professor: *Klimburg-Salter*

Visiting Lecturer: *Lieu, Mowbray, Rogers, Vendryes*

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

The Department of Art offers majors in the history of art and studio art as well as minors in the history of art and studio art. It is also possible to double major in studio art and the history of art.

The art department encourages students to explore opportunities for study abroad. For further information on study abroad programs, please see your advisor as well as the Office for International Studies.

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

Goals for the Majors

The art department program is an integral component of a strong liberal arts curriculum. Our majors in art history and in studio are structured to provide the following:

- Development of critical thinking about visual culture coupled with a solid foundation in visual literacy for future study in any field requiring close observation of visual material or data
- Development of a sophisticated appreciation of art and its history through an understanding of the philosophical and cultural significance of art in any society
- Development of an understanding of the breadth of knowledge and appreciation for the degree of difficulty and complexity of art and its global practice
- A wide range of courses that provide depth and global coverage in both temporal and spatial media, recognizing the interdisciplinary nature of their chosen field
- Development of a solid body of work, written and/or visual, as part of preparedness for advanced study

History of Art

ARTH 100 Introduction to the History of Art Part I: Ancient and Medieval Art

Staff

A broad multicultural survey of the art of the ancient and medieval worlds. This team-taught course focuses upon major monuments and masterpieces, including the Egyptian pyramids, the temples and sculptures of Greece and Rome, the Buddhist shrines of India, the painted scrolls of China and Japan, the mosques of the Islamic Near East, and the Gothic cathedrals of Europe. Two lectures and one conference per week. Conferences emphasize the interpretation of original works of art, and offer hands-on sampling of historical materials and techniques. *Required course for all*

art history, architecture, and studio art majors, who should plan to elect both ARTH 100 and 101 in their first or second year at Wellesley.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 100/WRIT 125 Introduction to the History of Art Part I: Ancient and Medieval Art *Bedell*

See description for ARTH 100 above. Students in this section of ARTH 100 will attend the same twice-weekly lectures as the other ARTH 100 students, but their assignments will be different, and they will attend two special WRIT 125 conferences each week instead of the regular ARTH 100 conferences. Through writing about art, students in 100/125 will develop skills in visual and critical analysis. Enrolling in this course automatically enrolls one in ARTH 100. There is no need to register separately for either ARTH 100 or an ARTH 100 conference. *This course satisfies the WRIT 125 requirement and counts as a unit towards a major in art history, architecture, or studio art.*

Prerequisite: None. Open only to first-year students.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 101 Introduction to the History of Art Part II: Renaissance to the Present *Staff*

A foundation course in the history of art from Michelangelo to media culture. This team-taught course introduces visual culture beginning with the European Renaissance, using key issues and monuments as the focus of discussion. Two lectures and one conference per week. Weekly conferences emphasize observational and analytical skills and are normally given in the Davis Museum and Cultural Center. *Required course for all art history, architecture, studio art, and media arts and sciences majors, who should plan to elect both ARTH 100 and 101 in their first or second year at Wellesley.*

Prerequisite: ARTH 100 and 101 can be selected separately, but students are advised to elect 100 before 101.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 101/WRIT 125 Introduction to the History of Art Part II: Renaissance to the Present *McNamara*

See description for ARTH 101 above. Students in this section of ARTH 101 will attend the same twice-weekly lectures as the other ARTH 101 students, but their assignments will be different, and they will attend two special WRIT 125 conferences each week. Through writing about art, students in 101/125 will develop skills in visual and critical analysis. Enrolling in this course automatically enrolls one in ARTH 101. There is no need to register separately for either ARTH 101 or an ARTH 101 conference. *This course satisfies the WRIT 125 requirement and counts as a unit towards a major in art history, architecture, studio art, or media arts and sciences.*

Prerequisite: None. Open only to first-year students.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 200 Architecture and Urban Form *Friedman*

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

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 201 Medieval Art and Architecture *Tahme*

This course aims to develop an understanding of the major artistic cultures of medieval Europe and the Mediterranean. Topics include: responses to artistic and architectural heritage; religious art and architecture; the ceremonial art and architecture of medieval palaces; domestic art; manuscript illumination; as well as cultural contacts between and among various groups. *Normally offered in alternate years.*

Prerequisite: None. ARTH 100 and 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 202 Byzantine Art and Architecture *Tahme*

NOT OFFERED IN 2010-11. This course serves as an introduction to the arts of Byzantium (312–1453 C.E). Through the examination of diverse media, including buildings, mosaics, icons, manuscripts, and liturgical arts, this course aims to develop an understanding of the Byzantine culture within the larger context of medieval Europe and the Mediterranean.

Prerequisite: None. ARTH 100 and 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 205 Breaking Boundaries: The Arts of Mexico and the United States *Bedell, Oles*

NOT OFFERED IN 2010-11. An artificial boundary has long divided the art histories of Mexico and the United States, placing them in separate textbooks, classes, and exhibitions. This lecture course breaks that model. We will compare and contrast the arts of these two nations, beginning with the independence movements of the eighteenth century and ending with the rise of modernism in the 1950s. Topics include representations of native peoples, responses to the machine age, and the battle of women artists like Frida Kahlo and Georgia O'Keeffe for a respected place in the art world.

Prerequisite: None. ARTH 100 and 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 211 African Art and Architecture

NOT OFFERED IN 2010-11. A survey of the art and architecture of Africa, from ancient times to the present. The course will consider the traditional arts and contemporary developments, as well as issues of display and exhibition. Museum visits to the Peabody Museum at Harvard, the MFA in Boston, and the Museum of African Art in New York.

Prerequisite: None. ARTH 100 and 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 218 From Van Eyck to Bruegel: Painting in the Netherlands in the Fifteenth and Sixteenth Centuries *Carroll*

NOT OFFERED IN 2010-11. Focusing on the works of Jan van Eyck, Hieronymus Bosch, and Peter Bruegel the Elder, this course surveys the development of devotional panel painting and the emergence of the independent genres of portrai-

ture, landscape, and scenes from daily life. Of special interest will be the changing role of art in an era of momentous political and religious change, and the ways in which that change is registered in the works of these particularly "engaged" artists.

Prerequisite: None. ARTH 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 221 Seventeenth-Century Dutch and Flemish Painting *Carroll*

NOT OFFERED IN 2010-11. The course focuses on Flemish artists painting for the Baroque courts of Europe (Rubens and van Eyck) and on Dutch artists painting during the Golden Age of the Dutch Republic (Rembrandt, Vermeer, Ruisdael). *Normally offered in alternate years.*

Prerequisite: None. ARTH 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 224 Modern Art to 1945 *Berman*

NOT OFFERED IN 2010-11. 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.

Prerequisite: None. ARTH 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 225 Modern Art Since 1945 *Berman*

A survey of art since World War II, examining painting, sculpture, photography, performance, video, film, conceptual practices, social and inter-medial 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. *Normally offered in alternate years.*

Prerequisite: None. ARTH 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 226/CAMS 207 History of Photography: From Invention to Media Age *Berman*

NOT OFFERED IN 2010-11. 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. *Normally offered in alternate years. Students may register for either ARTH 226 or CAMS 207 and credit will be granted accordingly.*

Prerequisite: None. ARTH 100 and 101 strongly recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 227 Islamic Architecture in the Age of the Caliphates

Tobme

NOT OFFERED IN 2010-11. This course serves as an introduction to the architecture of the Islamic world from the rise of Islam in the seventh century to the Mongol invasions in the thirteenth. Through specific examples, it explores the development of an Islamic architectural tradition, its continuities, regional variations, and exchanges with contemporary and past cultures. *Normally offered in alternate years.*

Prerequisite: None. ARTH 100 and 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 228 Modern Architecture

Friedman

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

Prerequisite: None. ARTH 100 and 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 230 Frank Lloyd Wright and the American Home

Friedman

NOT OFFERED IN 2010-11. An investigation of Wright's domestic architecture in its cultural and historical context. *Normally offered in alternate years.*

Prerequisite: None. ARTH 100 and 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 231 Architecture and Urbanism in North America

McNamara

NOT OFFERED IN 2010-11. 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 to nature.

Prerequisite: None. ARTH 100 and 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 232 American Painting

Bedell

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

Prerequisite: None. ARTH 100 and 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 236 Art, Architecture, and Culture in the Ancient Americas

Oles

NOT OFFERED IN 2010-11. Before the arrival of the Europeans in the late fifteenth century, several brilliant civilizations emerged in North and South America, including the Maya, Aztec, Moche, and Inca. Incorporating the tools of art history, cultural studies, and archaeology, this course explores the visual culture of these Pre-Conquest peoples. Lectures that introduce the broader aspects of each civilization will be accompanied by workshops that explore cutting-edge issues. We will also work extensively with objects on display in the Davis Museum. *Normally offered in alternate years.*

Prerequisite: None. ARTH 100 and 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

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

Oles

A survey of visual culture in Mexico from the Spanish conquest in the 1520s to current developments in contemporary art. Against a rich spectrum of historical events, we will examine key works of art and architecture, from colonial manuscripts to Frida Kahlo's self-portraits to recent videos, focusing on how art has served to build a sense of cultural or national identity. Specific topics to be addressed include the construction of race and gender, official patronage of public art, and the myths that have shaped, and continue to shape, what it means to be "Mexican." Note: In Spring 2011, this course will emphasize the twentieth century in a conjunction with a major exhibition of modern Mexican art to be on exhibit at the Davis Museum. *Normally offered in alternate years.*

Prerequisite: None. ARTH 100 and 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 239 Art and Architecture of South Asia

NOT OFFERED IN 2010-11. This course will explore the visual cultures of India from the ancient Indus Valley civilization through the mid-seventeenth century C.E. Using a contextual approach, we will examine the relationship between the works of art and the political, economic, social, and cultural conditions that have shaped the direction of the visual arts. Fundamental to this course will be the meaning and symbolic content of the works of art, specifically in relation to the major religious traditions of India, in this case, primarily Hinduism, Buddhism, and Islam. Issues of styles, iconography, methodological approaches, and current discourses will also be addressed.

Prerequisite: None. ARTH 100 and 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 240 Asian Art and Architecture

Liu

This course surveys the major artistic traditions of Asia from prehistory to the turn of the twentieth century in India, Southeast Asia, Tibet, China, Korea and Japan. It will study monuments with emphasis on the way in which artistic creativity and style are tied to religion, philosophy, social and political change, and other historical contexts. *Trips to the Museum of Fine Arts and the Harvard's Sackler Museum. Normally offered in alternate years.*

Prerequisite: None. ARTH 100 and 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 241 Egyptian Art and Archaeology

NOT OFFERED IN 2010-11.

Prerequisite: None. ARTH 100 and 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 242 Art and Identity in the Greek World: Warriors, Wine-lovers, and Priestesses

Cassibry

This course will survey the art and architecture of ancient Greece. We will analyze the international aspects of Greek art, including the representation of foreign military campaigns, responses to artworks imported from the east, and the legacy of Greek colonies in Italy. We will review evidence of the active role women played in Greek society. We will also consider how interests in narrative and in the viewer's experience motivated the development of naturalistic styles in painting and sculpture. Frequent class-trips to the Museum of Fine Arts, Boston.

Prerequisites: None. ARTH 100 or one unit of classical civilization recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 243 Art and Society in the Roman World: Sex, Sacrifice, Banquets, Baths, and Death

Cassibry

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

Prerequisites: None. ARTH 100 or one unit of classical civilization recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

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

Musacchio

NOT OFFERED IN 2010-11. 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. *Normally offered in alternate years.*

Prerequisite: None. ARTH 100 and 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 246 Baroque Art in Italy: Collectors, Saints, and Cheese Eaters

Musacchio

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. *Normally offered in alternate years.*

Prerequisite: None. ARTH 100 and 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 247 Islamic Art and Architecture

Tobme

NOT OFFERED IN 2010-11. This course offers an introduction to the history of Islamic art and architecture from the seventh century to the nineteenth century. The course will address such themes as stylistic change, figural representation, sacred space, and ornament within contemporary political, religious, and social context. *Normally offered in alternate years.*

Prerequisite: None. ARTH 100 and 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 248 Chinese Painting

Liu

NOT OFFERED IN 2010-11. Chinese painting is the only tradition in world art that can rival the European painting tradition in the quantity and diversity of its output, the number of recorded artists of note, the complexity of aesthetic issues attached to it, and the sophistication of the written literature that accompanies it through the centuries. This course will examine 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, and functions of Chinese painting. Special attention will be given to: imperial patronage; the relationship between painting, calligraphy, and poetry; amateurism versus professionalism; gender in painting; and the tension between tradition and creativity. *Trip to the Museum of Fine Arts, Boston. Normally offered in alternate years.*

Prerequisite: None. ARTH 100 and 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 249 Japanese Art and Architecture

Liu

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

Prerequisite: None. ARTH 100 and 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 250H Research or Individual Study

Prerequisite: ARTH 100 or ARTH 101 or permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 0.5

ARTH 251 The Arts in Renaissance Italy, 1300-1500

Musacchio

NOT OFFERED IN 2010-11. 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. *Normally offered in alternate years.*

Prerequisite: None. ARTH 100 and 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 255 Twentieth-Century Chinese Art

Liu

NOT OFFERED IN 2010-11. This course examines Chinese art in the socially and politically tumultuous twentieth century that has witnessed the end of the more than 2000-year-long imperial China, the founding of the Republic, the rise of the People's Republic, the impact of the West, and the ongoing reform. Critical issues of examination include the encounters of East and West, the tensions of tradition and revolution, the burdens of cultural memory and historical trauma, the interpretations of modernism, the emergence of avant-garde, and the problems of globalization and national identity. The major theme is art and society. The focus is from the Cultural Revolution (1966-1976) to the turn of the twenty-first century. The course is designed to develop an understanding of the diverse threads of twentieth-century Chinese art.

Prerequisite: None. ARTH 100 and 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 259 The Art and Architecture of the European Enlightenment

Martin

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

Prerequisite: None. ARTH 100 and 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 267 Cross-Cultural Encounters in the Medieval Mediterranean

Tobme

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

North Africa, Islamic Spain, and crusader Palestine. *Normally offered in alternate years.*

Prerequisite: None. ARTH 100 and 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 268 Art, Architecture, and Pilgrimage in the Medieval World

Tobme

NOT OFFERED IN 2010-11. This course examines the phenomenon of medieval pilgrimage and its various components. It considers specific types of journeys, as well as theoretical approaches to pilgrimage in general. In addition to examining architecture and art of particular pilgrimage sites, this course also considers their social, political, theological and economic contexts. While the primary area of inquiry will be the medieval Christian pilgrimage experience, both Byzantine and Western European, we will also explore Muslim pilgrimage. *Normally offered in alternate years.*

Prerequisite: None. ARTH 100 and 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 289 European Art and Architecture, 1750-1900

Martin

NOT OFFERED IN 2010-11. This course surveys art and architecture in Europe from 1750-1900, focusing on such major movements as Neoclassicism, Romanticism, Realism, and Impressionism. We will examine the relationship of art to tradition, revolution, empire, social change, technology, and identity. Particular 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 exhibition. Topics include the expanded audience for art, Orientalism, gender and representation, and the aesthetic expression of leisure. *Normally offered in alternate years.*

Prerequisite: None. ARTH 100 and 101 recommended.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 299 History of the Book from Manuscript to Print

R. Rogers (Special Collections Librarian)

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.

Prerequisite: ARTH 100 or 101 or permission of the instructor. Not open to first year students.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 305 Seminar. History of Prints*Carroll***NOT OFFERED IN 2010-11.**

Prerequisite: ARTH 101 or permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 309 Seminar. Problems in Architectural History*Friedman***Topic for 2010-11: Architecture and the Spirit****Modern Houses of Worship.** This seminar will focus on the ways in which twentieth-century architects and clients in various cultures have responded to the challenge of designing buildings for worship, study, and community. We will look at the traditions of building within various religious and spiritual communities, examining how these have changed and how they have remained the same.

Prerequisites: ARTH 228 and permission of the instructor required.

Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 311 Envisioning Empire*Martin***NOT OFFERED IN 2010-11.** This seminar examines the complex, dynamic relationship between European art and imperialism and colonialism in the eighteenth and nineteenth centuries. We will emphasize the active role that visual culture played in shaping, and at times undermining, imperial practices, aesthetics, and beliefs. Each week focuses on a different encounter between Europeans and a colonial or foreign territory, including India, Africa, the Near and Far East, and North America. Topics include the representation of landscape and native populations; luxury goods and the slave trade; colonial portraiture and identity; the spectacle of empire; and the imagery of military conquest and defeat. We will also explore how such contemporary artists as Yinka Shonibare and Kara Walker have responded to the visual history of empire to their work.

Prerequisite: ARTH 101 or permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 316 Seminar. Topics in African/African American Art*Vendryes***Topic for 2010-11: African Art and****Contemporary Diaspora.** Beginning with a survey of the historical African art canon and the changing role of African arts in Western art history of the last two decades, this seminar investigates the convergence of tradition and invention in contemporary productions by selected artists of African descent working outside of Africa. Reclaimed vernacular practices, hybrid ethnicities, changing gender dynamics, class struggles, and race conflicts are among the issues that inform this art and in turn will guide seminar discussions and off-campus meetings. We will focus on, but not be limited to, notable artists working in Europe and the U.S.

Prerequisites: ARTH 101 or permission of the instructor.

Distribution: Arts, Music, Theater, Film, Video
Semester: Spring Unit: 1.0

ARTH 318 New England Arts and Architecture*McNamara*

This seminar course 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.

Prerequisite: ARTH 101 or permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 319 Seminar. American Art*Bedell***Topic for 2010-11: Sentimentality and Anti-Sentimentality in American Art.** Why is "sentimental" considered such a derisive term when applied to art today? This was not always the case. In the nineteenth century sentimental art was valued for its ability to increase attachments to home and country, evoke sympathy for the less fortunate, and urge action on issues from abolition to temperance. With the advent of modernism, however, critical attitudes towards sentimentality became decidedly hostile. This seminar will examine sentimental and anti-sentimental themes in American art from the eighteenth century to the present. We will look at painting, sculpture, architecture, and film. Artists examined will include Winslow Homer, Mary Cassatt, John Singer Sargent, Frank Lloyd Wright, Norman Rockwell, Stephen Spielberg, Thomas Kinkade, and Kiki Smith.

Prerequisite: A 200-level course in the art of the 18th, 19th or 20th centuries

Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 320 Seminar. American Architecture*Friedman***Topic for 2010-11: Mid-Century Modern:****The American Style.** This course focuses on American design and its historical contexts in the period from 1930 to the late 1960s. Topics include: Art Deco and the American city; the Museum of Modern Art and its influence; Frank Lloyd Wright; Mies van der Rohe and American Modernism; tourism, travel and tropical style; the suburban house; modern furniture and interior design, and the roots of Postmodernism.

Prerequisite: ARTH 101 or by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 325 Seminar. Rococo and Neoclassical Interiors*Martin*

This seminar explores the eighteenth-century European interior through an analysis of architecture, painting, sculpture, and decorative arts. By focusing on domestic interiors as well as garden pavilions, theaters, and political arenas, we will examine the role that objects and spaces played in the formation of eighteenth-century ideas of desire

and identity. Specific patrons and artists discussed include Marie-Antoinette, François Boucher, Robert Adam, and Claude-Nicolas Ledoux. We will also examine the Rococo's revival in later periods—including nineteenth-century France and Gilded Age America—and its relevance for contemporary art. Museum visits will allow us to explore the phenomenon of the "period room."

Prerequisites: ARTH 101 and permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 330 Seminar. Italian Renaissance Art*Musacchio***Topic for 2010-11: Dinner with Michelangelo:****Art and Food in Renaissance Italy.** This seminar will analyze the role of food in the art 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 and sculptures from circa 1300 to 1650. This will entail a close look at the representation of food in diverse works of art as setting, subject, and symbol, as well as the material culture surrounding production and consumption. Additional topics will include illustrated herbals, the relationship of recipes and representations, courtly and everyday dining habits and etiquette, and food as sexual metaphor. Assignments will require reading in a variety of interdisciplinary sources as well as research in the Wellesley greenhouses and analysis (and in some cases adaptations) of Renaissance-era recipes.

Prerequisites: ARTH 101 or permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 331 Seminar. The Art of Northern Europe*Carroll***NOT OFFERED IN 2010-11.**

Prerequisites: ARTH 101 or permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 332 Seminar. Topics in Medieval Art*Tobme***NOT OFFERED IN 2010-11.**

Prerequisite: At least one of the following: ARTH 100, 201,

227, 247, 267, or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 333/CAMS 343 Seminar. Visual Analysis of Film*Carroll***NOT OFFERED IN 2010-11.**

Prerequisite: ARTH 101, or 224 or 226/CAMS 207, or

CAMS 101, or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 334 Seminar. Paris, Capital of the Nineteenth Century*Martin***NOT OFFERED IN 2010-11.** This seminar examines the art, architecture, and material culture of Paris from the French Revolution to the Universal Exposition of 1900. We will explore how the city became the undisputed arts capital in this era as well as a catalyst for political activism, urban change, aesthetic innovation and modernity. Topics discussed include Haussmannization; the growth of mass media; cross-cultural encoun-

ters; and the rise of the avant-garde. We will also consider the relationship of art and architecture to literature and criticism as expressed in the writings of Baudelaire, Zola and Victor Hugo, among others. Artists discussed include Ingres, Garnier, Degas, Cassatt, Rodin and Guimard.

Prerequisites: ARTH 101 or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 335 Seminar. Topics in Modern Art *Berman*

NOT OFFERED IN 2010-11.

Prerequisite: 200-level courses in ARTH, ARTS, or CAMS, or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 336 Seminar. Museum Issues

Fischman (Davis Museum and Cultural Center)

This seminar will examine the art museum, from both a historical and a theoretical perspective. Topics will include the evolution of the institution and its architectures, the philosophical and social implications of categorizing, collecting and display, ethical issues in museum practice, the rights of the work of art, the competing demands of new and traditional stakeholders, and contemporary challenges. The goal will be to achieve a well-founded and critical understanding of the art museum's problematic, but productive role in structuring and facilitating experience and knowledge for a variety of constituencies.

Prerequisite: ARTH 100 or 101 or permission of the instructor required. Preference given to junior and senior art majors.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 337 Seminar. Topics in Chinese Art

Liu

NOT OFFERED IN 2010-11.

Prerequisite: ARTH 100 or 240 or 248 or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 338/CAMS 308 Seminar. Topics in Latin American Art

Oler

Topic for 2010-11: Imagining Mexico and the Border in Film. This seminar explores how Mexico and the U.S.-Mexican border have been represented in the (mainly) commercial cinema. We will study about 12-15 films in depth, by directors ranging from D.W. Griffith to Sergei Eisenstein to Emilio "El Indio" Fernández. From the earliest moving pictures of Mexico (produced by Thomas Alva Edison in 1898) to recent productions, certain themes are repeated and transformed: idealized images of the peasant and traditional culture; Revolution, bandits, and violence; and the moral and social complexity of the border region. We will also consider how positions on race, gender, and national identity are negotiated in these movies. Along with understanding the complexities of plot and characterization, the seminar will focus on the formal language of the medium itself. *Students may register for either ARTH 338 or CAMS 308 and credit will be granted accordingly.*

Prerequisite: Permission of the instructor required.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 340/AMST 340 Seminar. Disneyland and American Culture

Bedell

NOT OFFERED IN 2010-11. 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. *Students may register for either ARTH 340 or AMST 340 and credit will be granted accordingly.*

Prerequisite: Instruction of the instructor required. Enrollment is limited and preference is given to Art and American Studies majors. Not open to students who have taken this course as a topic of AMST 317.
Distribution: Arts, Music, Theatre, Film, Video or Historical Studies
Semester: N/O Unit: 1.0

ARTH 341 Seminar. The Landscape Painting of China, Korea, and Japan

Liu

The landscape painting of China, Korea, and Japan is among the great traditions of world art. What did it mean? How was it used? Why is landscape still a popular subject in modern Chinese, Korean, and Japanese art? Following the development of landscape painting from the early period to the twentieth century, the course will examine issues such as landscape and national development, ideology 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, and American landscape painting to provide a global perspective.

Prerequisite: ARTH 101 or 240 or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 342/CAMS 342 Seminar. Domesticity and Its Discontents

Carroll

This class will study changing representations of the family and the home from the late Middle Ages through the present. The first part of the course will focus on paintings of family life and domestic interiors from the fifteenth through the nineteenth centuries. The second part will focus on the analysis of films that take up domestic themes. *Students may register for either ARTH 342 or CAMS 342 and credit will be granted accordingly.*

Prerequisite: ARTH 101, CAMS 101, or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 343 Seminar. Topics in Ancient Art

Cassibry

Topic for 2010-11: Monuments of Ancient Rome. This seminar will consider the ancient and modern lives of Rome's most famous monuments, including (but not limited to) the newly restored House of Augustus; the Ara Pacis, which has been reconstructed in a new museum designed by Richard Meier; and Trajan's Column, which

has inspired artists since antiquity. Each meeting will focus on one ancient monument in the city of Rome. We will analyze its ancient significance by reading a range of critical interpretations by leading scholars. We will also consider the monument's post-classical reception in European art and literature. The seminar will begin by reading Alois Riegl's classic "Modern Cult of Monuments" essay as a starting point for considering issues of commemoration, conservation, and the romantic appeal of the ruin.

Prerequisite: ARTH 100 or a course in Classical Civilization, or permission of the instructor. Classical Civilization majors are encouraged to enroll.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 344 Seminar. Topics in Islamic Art

Tobme

Topic for 2010-11: Palaces, Gardens, and Court Culture in the Islamic World. This seminar explores the architectural spaces, art and ceremonial practices in the Islamic World from the eighth to the seventeenth centuries. Each week we will discuss a specific tradition such as the desert-castles of the Umayyads, the palaces and gardens of medieval Andalusia, the courts of Baghdad and Samarra, the tent palaces of the Timurids in Central Asia, as well as the palaces and gardens of the Safavids, Ottomans and Mughals.

Prerequisite: ARTH 101 or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 345 Seminar. Methods of Art History

Marin

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

Prerequisite: ARTH 100 or 101 and one 200-level course, or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 347 Seminar. Topics in South Asian Art

Klimburg-Salter

Topic for 2010-11: Buddhist Art in India and Tibet Tenth and Fifteenth Centuries. Buddhist art in India and Tibet was for the most part associated with monasteries. We will therefore examine both the artistic programs of the assembly halls of the main temples, meant for lay people and monks, as well as the portable paintings with tantric themes intended as a focus for ritual and meditation. We will concentrate on two themes: the representations of the patrons—lay people and royal priests and the mandala at Tabo and Alchi Monasteries in India and in portable paintings from India and Tibet. These themes will be explored through visits to the Museum of Fine Arts, Boston (Tibetan paintings), classroom discussion, and research assignments.

Prerequisite: ARTH 100, or any 200-level course in Asian art or religion, or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 350 Research or Individual Study

Prerequisite: ARTH 100 and ARTH 101 or permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ARTH 350H Research or Individual Study

Prerequisite: ARTH 100 and ARTH 101 or permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 0.5

ARTH 360 Senior Thesis Research

Prerequisite: By permission of the department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ARTH 364/CAMS 328 Women Filmmakers: History and Theory of Subversion

Mekuria

NOT OFFERED IN 2010-11. A survey of the history of women making films and an exploration of the issues of representation using films directed by women from around the world. We will review the history and emergence of women/feminist filmmakers and examine the impact of feminism and feminist film theory on women filmmakers in particular, and the film industry in general. Required activities include weekly screenings of films, written analytical reports, and classroom presentations. *Students may register for either ARTH 364 or CAMS 328 and credit will be granted accordingly.*

Prerequisite: One of the following courses: ARTH 224, 225, ARTH 226/CAMS 207; or WGST 120 or 222; or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 369 Seminar. Conservation Studies: The Materials and Techniques of Painting and Sculpture

NOT OFFERED IN 2010-11. 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.

Prerequisite: ARTH 100 or 101 or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ARTH 391/CAMS 341 Persuasive Images

Berman

NOT OFFERED IN 2010-11. 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 visual arts, 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. *Students may register for either ARTH 391 or CAMS 341 and credit will be granted accordingly.*

Prerequisite: 200-level courses in Art or Media Arts and Sciences.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

Courses for Credit Toward the Major

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

AFR 207 Images of Africana People through the Cinema

AFR 222 Blacks and Women in American Cinema

CAMS 101 Introduction to Cinema and Media Studies

CAMS 203/CHIN 243 Chinese Cinema (in English)

CAMS 205/JPN 256 History of Japanese Cinema (in English)

CAMS 228 Avant-garde Film

CAMS 241/WGST 249 Asian American Women in Film and Video

CHIN 243/CAMS 203 Chinese Cinema (in English)

FREN 222 French Cinema from the Lumières Brothers to the Present: The Formation of Modernity

ITAS 261 Italian Cinema (in English)

JPN 256/CAMS 205 History of Japanese Cinema (in English)

PHIL 203 Philosophy of Art

SPAN 265 Latin American Cinema

WGST 249/CAMS 241 Asian American Women in Film

Studio Art

A student registered for a studio art course must attend the first class meeting in order to retain her spot in the course. Due to the hands-on nature of studio-based instruction, enrollments must be limited. Note that some courses require students to file an application with the art department before pre-registration.

ARTS 105 Drawing I

Staff

An introduction to the fundamentals of drawing with attention to the articulation of line, shape, form, gesture, perspective, and value. Studio work introduces a range of traditional drawing tools and observational methods while exploring a variety of approaches to image making and visual expression. In-class drawing exercises and weekly home-

work assignments address a range of subjects with brief attention given to the human figure.

Prerequisite: None. Not open to seniors except by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring, Summer Unit: 1.0

ARTS 106 Introduction to Chinese Painting

Meng

This course introduces the basic concepts and techniques of traditional Chinese painting. Class activities will emphasize the theoretical and aesthetic principles associated with the use of brushstroke, composition, ink, and color. Subjects include Chinese calligraphy as well as the three major categories of traditional Chinese painting: flower and bird, mountain and river, and figure painting. Weekly studio assignments introduce a range of techniques, and by the end of the term students compose their own paintings in a traditional Chinese manner.

Prerequisite: None. Not open to seniors except by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTS 108/CAMS 138 Photography I

Rogers

This introductory course explores photography as a means of visual communication by producing and analyzing photographic images. Emphasis is on acquiring basic black-and-white technical skills with 35mm cameras and traditional darkroom practices. Class discussions and studio projects address a range of technical, compositional, and aesthetic issues fundamental to image-making. Strong emphasis is on the development of both a technical grasp of the tools and a critical awareness of the medium through assignments and critiques. *Students may register for either ARTS 108 or CAMS 138 and credit will be granted accordingly.*

Prerequisite: None. Permission of the instructor required. File application found on the department Web site before pre-registration.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring, Summer Unit: 1.0

ARTS 109/CAMS 139 Basic Two-Dimensional Design

Lieu, Olsen, Ruffin

This studio course focuses on the issue of composition in two-dimensional imagery. It introduces the fundamental elements of design (e.g., line, shape, value, space, color) and their function in the process of composition. Studio projects emphasize formal problem-solving skills as a means of achieving more effective visual communication. Weekly assignments given in a variety of media. This course is not digitally based, but students will have the opportunity to use digital media to solve certain problems. Recommended for those interested in pursuing any type of two-dimensional work, including painting, photography or Web design. *Students may register for either ARTS 109 or CAMS 139 and credit will be granted accordingly.*

Prerequisite: None. Not open to seniors except by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring, Summer Unit: 1.0

ARTS 113 Basic Three-Dimensional Design

Dorrien, Mowbray

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 towards helping students enhance their creativity and spatial awareness while acquiring sensitivity for placement, process, and materials. Strongly recommended for those interested in sculpture, architecture, installation art, and/or product design.

Prerequisite: None. Not open to seniors except by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring

Unit: 1.0

ARTS 165/CAMS 135 Introduction to Video Production

Mekuria, TBA

Introduction to the principles of video production with emphasis on developing basic skills of recording with a video camera, scripting, directing, and editing short videos. *Students may register for either ARTS 165 or CAMS 135 and credit will be granted accordingly.*

Prerequisite: None. Permission of the instructor required. File application found on the department Web site before preregistration.

Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring

Unit: 1.0

ARTS 204 Painting Techniques

NOT OFFERED IN 2010-11. A survey of significant techniques and materials related to the history of Western painting. Students will do projects in gold leaf, egg tempera, Venetian oil technique (the indirect method), and the direct oil technique. They will also experiment with acrylic, encaustic, and pastel. This course gives a broad overview of the technical aspects of these media and their role in stylistic changes throughout the course of Western painting. Studio art majors are encouraged to enroll; art history and architecture majors are also welcome. Most materials provided. *Studio fee \$50.*

Prerequisite: None. Permission of the instructor required.

File application in the department before preregistration.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O

Unit: 1.0

ARTS 206 Chinese Painting II

NOT OFFERED IN 2010-11. This course offers students advanced training in traditional and non-traditional methods of Chinese painting. Students may choose to focus on a specific area of subject matter, such as landscape, flowers and birds, or figurative studies, and students will be encouraged to develop a personal vision using the media of Chinese painting techniques. In addition to field trips to museums and galleries, there will be lectures and demonstrations by visiting artists.

Prerequisites: ARTS 106 or permission of the instructor required.

Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O

Unit: 1.0

ARTS 207 Sculpture I

Dorrien

An exploration of sculptural concepts through the completion of projects dealing with a variety of materials including clay, wood, plaster, stone, and metals, with an introduction to basic foundry processes. Emphasis on working from direct observation of the model. *Studio fee of \$50.*

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

Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall

Unit: 1.0

ARTS 208/CAMS 238 Photography II

Rogers

Building on the foundation of ARTS 108/CAMS 138, initial digital camera and scanning techniques are introduced to provide a background in color image production through use of the inkjet printer. Using the traditional wet darkroom, students will explore the medium format camera and advanced developing and printing processes. Other techniques include lighting equipment and metering. Strong emphasis is on the development of a personal photographic vision and a critical awareness of the medium and its history through research and critiques. *Students may register for either ARTS 208 or CAMS 238 and credit will be granted accordingly.*

Prerequisite: ARTS 108/CAMS 138 or permission of the instructor required.

Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall

Unit: 1.0

ARTS 210 Color

Lieu

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

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video
Semester: Summer

Unit: 1.0

ARTS 216 Spatial Investigations

Rivera

A mixed media course designed for architecture and studio art majors wishing to strengthen their visual, creative and spatial responsiveness. Class work explores various forms of drawing in two and three dimensions, including architectural drafting, 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, each student produces a self-directed final project.

Prerequisite: ARTS 105

Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring

Unit: 1.0

ARTS 217 Life Drawing

Harvey

Understanding the human figure by direct observation of and drawing from the model.

A highly structured approach with emphasis on finding a balance between gestural response and careful measurement. Rigorous in-class drawings as well as homework assignments. Dry and wet media as well as work on a variety of scales. Recommended for architecture majors as well as studio art students who intend to do further work from the figure.

Prerequisite: ARTS 105

Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring

Unit: 1.0

ARTS 218 Introductory Painting

Harvey, Rivera

An introduction to the fundamental issues of painting, emphasizing color, composition, and paint manipulation through direct observation.

Outside assignments, slide presentations, and class discussions aimed towards helping students gain technical skills, visual sophistication, and critical awareness. Students paint from a variety of subjects, including the self-portrait and still life.

Prerequisite: ARTS 105 or 109/CAMS 139 or permission of the instructor required.

Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring

Unit: 1.0

ARTS 219 Introductory Print Methods: Lithography/Monotype

McGibbon

An introduction to the central concepts of print-making, using planographic printing methods such as stone and plate lithography, image transfers, and monotype. Students develop visual and creative flexibility through hands-on work with image sequences, text, and multiples. Several assignments explore color layering and some incorporate digital methods. Students participate in a collaborative print exchange in addition to completing individual projects. *Normally offered in alternate years. ARTS 219 and 220 are complementary courses addressing similar concepts but different printing techniques and may be elected in either order. Studio fee of \$35.*

Prerequisite: ARTS 105 or 109/CAMS 139 or permission of the instructor required.

Distribution: Arts, Music, Theater, Film, Video
Semester: Spring

Unit: 1.0

ARTS 220 Introductory Print Methods: Intaglio/Relief

McGibbon

An introduction to the central concepts of print-making using intaglio and relief methods such as copperplate etching and woodcut. Students develop visual and creative flexibility through hands-on work with image sequences, text, and multiples. Several projects explore color layering and some incorporate digital methods. Students participate in a collaborative print exchange in addition to completing individual projects. *Normally offered in alternate years. ARTS 219 and 220 are complementary courses addressing similar concepts but different printing techniques and may be elected in either order. Studio fee of \$35.*

Prerequisite: ARTS 105 or 109/CAMS 139 or permission of the instructor required.

Distribution: Arts, Music, Theater, Film, Video
Semester: Fall

Unit: 1.0

ARTS 221/CAMS 239 Digital Imaging

Olsen

Introduction to artistic production through electronic imaging, manipulation and output. Emphasis on expression, continuity, and sequential structuring of visuals through the integration of image, type and motion. Image output for print, screen, and adaptive surfaces are explored in conjunction with production techniques of image capture, lighting and processing. Lectures and screenings of historic and contemporary uses of technology for artistic and social application of electronic imaging. *Students may register for either ARTS 221 or CAMS 239 and credit will be granted accordingly.*

Prerequisite: ARTS 108/CAMS 138 or 109/CAMS 139

Distribution: Arts, Music, Theater, Film, Video
Semester: Spring, Summer

Unit: 1.0

ARTS 222 Introductory Print Methods:

Typography/Book Arts

Ruffin (Book Arts Lab, Clapp Library)

NOT OFFERED IN 2010-11. This advanced studio course explores the relationship between text and image through relief printing techniques and innovative 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.

Prerequisite: ARTS 105, [107], 108/CAMS 138, or 109/CAMS 139
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTS 250 Research or Individual Study

Prerequisite: Open to qualified students by permission of the instructor and department chair.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ARTS 250H Research or Individual Study

Prerequisite: Open to qualified students by permission of the instructor and department chair.
Distribution: None
Semester: Fall, Spring Unit: 0.5

ARTS 255 Dynamic Interface Design

Olsen

NOT OFFERED IN 2010-11. 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.

Prerequisite: ARTS /CAMS 138, or 109/CAMS 139 and CS 110 or 111
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTS 260/CAMS 230 Moving Image Studio

Olsen

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. *Normally offered in alternate years. Students may register for either ARTS 260 or CAMS 230 and credit will be granted accordingly.*

Prerequisite: ARTS 108/CAMS 138 or ARTS 165/CAMS 135 or ARTS 221/CAMS 239
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTS 265/CAMS 235 Intermediate Video Production/The Documentary Form

Mekuria

NOT OFFERED IN 2010-11. An exploration of the techniques and styles of producing documentary videos. We will survey current issues

surrounding objectivity and representation as it concerns the documentary form. Strong emphasis on storytelling. Special focus on lighting, sound recording, and editing. We will screen and analyze various styles of documentary films. Final projects will be short documentaries. *Students may register for either ARTS 265 or CAMS 235 and credit will be granted accordingly.*

Prerequisite: ARTS 165/CAMS 135 or permission of the instructor required.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTS 307 Sculpture II

Dorrien

Continuation on a more advanced level of sculptural issues raised in ARTS 207. Projects include working from the figure, metal welding or wood construction, and metal casting in the foundry as well as stone carving. *Studio fee of \$50.*

Prerequisite: ARTS 207 or permission of the instructor required.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTS 308/CAMS 338 Photography III

Rogers

Advanced explorations of aesthetic and content issues through the use of both traditional light sensitive and digital methodologies are explored. Advanced photographic techniques and equipment will be presented to solve visual problems arising from each student's work. Continued emphasis is placed on research into the content and context of the photographic image in contemporary practice through gallery visits, guest lecturers, and library work. *Students may register for either ARTS 308 or CAMS 338 and credit will be granted accordingly.*

Prerequisite: ARTS 108/CAMS 138, ARTS 208/CAMS 238, and either ARTS 109/CAMS 139, ARTS 221/CAMS 239, or another 200-level studio course, or permission of the instructor required.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTS 313 Virtual Form

Olsen

NOT OFFERED IN 2010-11. 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. *Normally offered in alternate years.*

Prerequisites: ARTS 113 or MIT 4.101. Strong computer familiarity needed.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTS 314 Advanced Drawing

Lieu

Aimed towards studio art and architecture majors wishing to strengthen their visual, conceptual and spatial flexibility in drawing. Building upon methods introduced in previous courses, this studio reconsiders drawing as a process of visual thinking as well as an art form. Classwork includes observational exercises including various systems of visual perspective, technical experimentation including

work in color, sketchbooks, critiques, and field trips. Following a period of interactive studio research, exploration and dialogue, each student completes a body of self-directed work. *ARTS 314 may be repeated, ordinarily for a maximum of two semesters.*

Prerequisite: ARTS 105 and either 109/CAMS 139, 217 or MIT 4.101 or permission of the instructor required.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTS 315 Advanced Painting

Harvey

Each student will spend time exploring further the issues of color, composition, paint handling, and subject matter. This studio course is designed to provide advanced students with the opportunity of sharing their painting practice, benefit from an intensive and informed creative dialogue while developing projects that aim to challenge the pre-established expectation of the painting discipline. Advanced painting is a project-based course. The course will function in a seminar fashion where topics will be formulated and students will be asked to develop independent projects around them. In addition, students will be required to establish and develop personal imagery and an individual vocabulary. *ARTS 315 may be repeated, ordinarily for a maximum of two semesters.*

Prerequisite: ARTS 218 or permission of the instructor required.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTS 317 Seminar. Topics in the Visual Arts

Rivera

Topic for 2010-11: Simulation: Illusion and Representation.

Simulation is a conceptually-driven studio seminar exploring the history of simulation in the visual arts and its use as a strategy for representation. Visual, theoretical, cultural and material manifestations of simulation will be fertile grounds to explore, and bind seemingly unconnected phenomena ranging from the organic to the imaginary. Simulation will be a space for negotiation throughout this course. This will allow us to bring together authors, arguments, and time periods, and incorporate notions from the spheres of post-colonial discourses, critical theory, biology, and the visual arts to the analysis and execution of art pieces. Painting, make-up, wall painting, installation, photography, video, computer arts, web art, Mimikri-Dress-Art, performance, video art, TV, and street art are going to be some of the mediums we will look at and work with during the course.

Prerequisite: ARTH 101, ARTS 105 and three other studio courses with at least one at the 300 level. Or, if missing the 300 level course, permission of instructor required based on presentation of portfolio.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTS 321 Advanced New Media

Olsen

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.

Prerequisite: Two 200-level courses in the field and permission of instructor. File application found on the department Web site before preregistration.

Distribution: Arts, Music, Theater, Film, Video
Semester: Spring Unit: 1.0

ARTS 322 Advanced Print Concepts

McGibbon

NOT OFFERED IN 2010-11. A conceptually-driven studio exploring experimental uses of the graphic arts, including artist books, mail art and site works. Studio projects explore a combination of digital and traditional handprint methods. Readings and discussions consider the use of sequential imagery and multiples in contemporary art. Following a series of collaborative projects, each student develops a self-directed body of work.

Prerequisite: One or more of the following: ARTS 219, 220, 221/CAMS 239, 222, or by permission of the instructor.
Distribution: Arts Music, Theater, Film, Video
Semester: N/O Unit: 1.0

ARTS 350 Research or Individual Study

Prerequisite: 200-level work in the field and permission of the instructor required.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ARTS 350H Research or Individual Study

Prerequisite: 200-level work in the field and permission of the instructor required.
Distribution: None
Semester: Fall, Spring Unit: 0.5

ARTS 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ARTS 365/CAMS 335 Advanced Video Production

Mekuria

NOT OFFERED IN 2010-11. An intensive course in story development, writing screenplay, directing actors and technical crew, and producing short, dramatic or mixed-genre videos. Rigorous work on advanced camera operation, lighting, sound recording, and editing techniques. We will screen and analyze short films and sample screenplays. Course requires strong organizational and directorial aptitude. The final projects will be short narrative, experimental, or mixed-genre videos. *Students may register for either ARTS 365 or CAMS 335 and credit will be granted accordingly.*

Prerequisite: ARTS 165/CAMS 135, ARTS 265/CAMS 235, and permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTS 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Applied Arts Program

In addition to the regular studio art curriculum, a separately funded program allows the art department to offer a series of short, noncredit workshops with visiting artist instructors. These workshops vary throughout the year, but address a variety of studio topics, which have included book arts, woodworking, fiber arts, and graphic design. These workshops are noncredit and open to all students without prerequisite. Upcoming workshops are announced throughout the year through art department electronic distribution lists and by posting on "Community," "Art" and other FirstClass* conferences. Further information, including sign up information, is located on the Art Department website.

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. Courses in art history are counted as courses "outside the department" for studio art majors.

History of Art

Requirements for the Major

A. ARTH 100 and 101. AP credit will not be accepted in fulfillment of this requirement.

B. One of the following courses in studio art: ARTS 105, 106, 108/CAMS 138, 109/CAMS 139, 113, 165/CAMS 135, 204.

C. A minimum of six further units in history of art to make a total of nine units, which must include distribution requirements. At least two of these must be 300-level courses.

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

1. *Ancient/Medieval or Art before 1400*: 201, 202 *227, 241, 242, 243, 267, 268, 332
2. *Renaissance/Baroque/Rococo or Art of Fifteenth to the Eighteenth Centuries*: 218, 221, 244, 246, 251, 259, 305, *311, 325, 330, 331, *342/CAMS 342
3. *Art of Nineteenth to the Twenty-First Centuries*: 200, 205, 224, 225, 226/CAMS 207, 228, 230, 231, 232, [235], 237, *255, [261], 289, 309, *311, *316, 318, 320, [*322], 333/CAMS 343, 334, 335, 338/CAMS 308, 340/AMST 340, *342, 391/CAMS 341
4. *Art Outside the European Tradition*: 211, *227, 236, 239, 240, 247, 248, 249, *255, 258, [264], *316, [*322], 337, 341, 364/CAMS 328, [397]

* Double-listed courses 227, 255, 311, 316, [322], 342 can be used to fulfill either of the two listed distribution areas but not both.

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

If approved by the department chair, up to three (one studio, two art history) courses elected at

other institutions may be used to meet the distribution requirement. Courses from two-year colleges will not be credited to the major.

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

History of Art Minimum Major

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

Requirements for the Minor

A history of art minor must elect a minimum of six units:

A. ARTH 100 and 101

B. Four additional units above the 100 level with at least two at the 300 level; maximum one unit of 350. Of the four units above the 100 level, three shall, in the opinion of the student's faculty advisor, represent a coherent and integrated field of interest. The fourth unit shall, in the case of students whose primary field is Western European or American art, be a course in non-Western or ancient art. In the case of students whose primary field of interest is ancient or non-Western art, the fourth unit shall be Western European or American art.

Of the six units, only one related course may be counted towards the minor.

Honors

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 open to students who complete the following requirements: a 3.6 GPA in the major; a minimum of five units in Art History above the 100 level. Four of the five units must be taken in the Department, and one of the five units must be at the 300 level in the Department.

Graduate Study

For students considering graduate study in the history of art, ARTH 345 is strongly recommended. Graduate programs in the history of Western art require students to pass exams in French and German. Graduate programs in the history of Asian art require Chinese and/or Japanese.

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

Studio Art

Requirements for the Major

A. ARTH 100 and 101. There is no exemption from this requirement by Advanced Placement, or by IB, or by an exemption examination.

B. One additional art history course in twentieth century or contemporary art

C. ARTS 105

D. Any two of the following: ARTS 106, 108/CAMS 138, 109/CAMS 139, 113, or 165/CAMS 135.

E. Five additional studio courses must be taken above the 100 level. At least two of these studio courses must be at the 300 level. Some 300-level studio art courses may be repeated for credit in the major.

Requirements for the Minor

For students entering Wellesley in the fall of 2009 or later, a studio art minor must elect a minimum of seven units consisting of ARTH 101, ARTS 105, one unit of either 106, 108/CAMS 138, 109/CAMS 139, 113, 165/CAMS 135, plus four additional units in studio art, one of which is at the 300 level (250s and 350s excluded). For students who entered Wellesley prior to the fall of 2009, a studio art minor must elect a minimum of six units consisting of ARTS 105, one unit of either 106, 108/CAMS 138, 109/CAMS 139, 113, 165/CAMS 135, plus four additional units in studio art, one of which is at the 300 level (250s and 350s excluded).

Additional Information

Prospective studio art majors and minors are strongly encouraged to elect 100-level art courses (including ARTH 100 and 101) during their first two years at Wellesley in order to establish a solid visual foundation and a broad understanding of the field. Studio art majors intending to study abroad should make a special effort to complete all 100-level requirements for the major prior to leaving campus during the junior year. Normally, no more than three units of transfer credit (two in studio art, one in art history) may be applied towards the minimum requirements of the major or minor. Students interested in placement beyond the introductory level of a specific medium may present a portfolio of work to the director of studio for assessment. Students interested in pursuing graduate or professional work in the studio arts should elect additional course work in art history and cultural studies as well as studio art whenever possible, especially in courses that address twentieth-century art and visual culture. Since contemporary art often addresses interdisciplinary issues, students are encouraged to discuss the breadth of their overall course selections (including non-art courses) with their studio art advisor. All prospective majors and minors should obtain a copy of the art department course

guide from the art office or departmental Web site for a more comprehensive discussion of the major as well as special opportunities within the arts at Wellesley.

In tandem with the Davis Museum and Cultural Center, the art department offers numerous opportunities for students to deepen their experiential knowledge of the arts through special exhibitions, visiting artist lectures and projects, work-study positions, and internships. Studio art majors and minors are strongly encouraged to exhibit their work, and to gain practical experience organizing exhibitions and installing art in the Jewett Arts Center student galleries, and other venues on campus. Each year a number of professional artists visit the campus and studio art students are encouraged to take advantage of these opportunities for interaction.

Honors

Seniors who qualify for honors and have completed all 100-level requirements in the major may propose a senior thesis project for honors. If approved by the studio faculty as a whole, this yearlong project culminates in a spring exhibition. A student interested in thesis work should discuss her ideas with a potential thesis advisor and take at least one advanced course in her proposed media concentration before the senior year.

A list of requirements for honors eligibility is available from the director of studio art. A proposal must be written and accepted. Contact the department in the spring semester prior to the proposed honors year for deadlines and information. Information is also available on the department Web page.

History of Art/Studio Art Double Major

For the double major in art history and studio art, a student must elect ARTH 100-101, six additional units in art history (following the requirements for the art history major, with the added requirement that one course be in modern art) and eight additional units in studio art (according to the requirements in studio art for the studio major), for a total of 16 units. A minimum of two courses must be taken at the 300 level in each major. At least one course must consider art made before 1500, one must address the history of modern or contemporary art, and one must be outside the tradition of Western art.

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.

Interdepartmental Majors

The attention of students is called to the interdepartmental majors in Architecture, Media Arts and Sciences, Cinema and Media Studies, Medieval/Renaissance Studies, and American Studies.

Department of Astronomy

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

Instructor in Astronomy Laboratory: *Slivan*

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

Goals for the Major

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

The astronomy department offers two introductory survey courses geared to non-science majors: 100 and 101. These courses are taught at a similar level and both fulfill the Natural and Physical Science distribution requirement; 101 fulfills the Mathematical Modeling requirement. Students who elect to take both may do so in either order. ASTR 108 is a seminar for first year students emphasizing hands-on astronomy. ASTR 206 fulfills the Quantitative Reasoning overlay course requirement.

A Note on Facilities

Students with disabilities are welcome in all astronomy department courses, including those with laboratories. The Whittin Observatory has telescopes accessible to students with mobility related disabilities, including six outdoor telescopes for 100-level courses and the computer-controlled 24" 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.

See description of the Whittin Observatory and its equipment.

ASTR 100 Life in the Universe

Bauer, Staff

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 extra-terrestrial life. Some nighttime observing will be required. *This course does not count toward a major in Astrophysics.*

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

Distribution: Natural and Physical Science

Semester: Fall, Spring

Unit: 1.0

ASTR 101 Introduction to Stars, Galaxies, and Cosmology with Laboratory

McLeod

This course examines the life stories of stars, from birth in clouds of gas and dust, through placid middle age, to violent explosive demise, leaving white dwarfs, neutron stars, or black holes. It also explores the makeup and structure of galaxies, which contain billions of stars and are racing away from each other as part of the overall expansion of the universe. Finally, it presents modern cosmological models for the origin and ultimate fate of the universe. The course emphasizes the interaction of observations and the mathematical models developed from these data. Weekly hands-on astronomy laboratory introduces visual observing and astronomical imaging, including both historical (visual, film astrophotography, darkroom) and modern (electronic imaging) equipment and techniques. *Evening laboratory at the observatory.*

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

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

ASTR 108 Discovering Our Universe with Laboratory

Bauer

This First-Year Seminar leads students through hands-on exploration of the structure of the universe and our place within it. We will measure the size, shape, and spin of the earth by using simple homemade instruments to observe the sky. We will learn to use Wellesley's own telescopes to explore the arrangement and contents of our own Solar System. Finally, we will determine our place within the Milky Way galaxy and the universe using data obtained from the National Virtual Observatory. No prior experience in astronomy is required, but algebra and trigonometry will be used. *Evening laboratory at the observatory. Mandatory credit/noncredit.*

Prerequisite: Open to first-year students only. Fulfillment of the basic skills component of the Quantitative Reasoning requirement.

Distribution: Natural and Physical Science or Mathematical Modeling

Semester: Spring

Unit: 1.0

ASTR 201 Motions in the Sky:

Archaeoastronomy and the Copernican Revolution

NOT OFFERED IN 2010-11. OFFERED IN 2011-12. This course examines the motions of the sun, moon, and planets in the sky and how humans have interpreted them through time.

Archaeoastronomy is the study of astronomical knowledge in a culture as revealed through the archaeological record, written records, and ethnography. We will discuss the archaeoastronomy of several cultures, including the Mayans and the Anasazi. We will follow the beginnings of modern astronomy from the ancient Greeks through the Copernican revolution and Newton's formulation of the laws of motion. *Normally offered in alternate years.*

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

Distribution: Natural and Physical Science

Semester: N/O. Offered in 2011-12.

Unit: 1.0

ASTR 203/GEOS 213 Planetary Geology

Bauer (Astronomy)

Spacecraft observations have revealed a breathtaking diversity of geologic features in the solar system, from ancient river valleys on Mars and violent volcanic eruptions on Io to ice fountains on Enceladus and the complex surfaces of comets and asteroids. From a comparative point of view, this course examines the formation and evolution of the planets and small bodies in the solar system. Topics will include: volcanism, tectonic activity, impacts, and tides. *Students may register for either ASTR 203 or GEOS 213 and credit will be granted accordingly. Normally offered in alternate years.*

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement and any 100-level ASTR or GEOS course.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

ASTR 205 Relativity and Cosmology

Bauer

Einstein's theories of space and time have brought about a fundamental change in our conceptual understanding of the universe. Using trigonometry and algebra, this course explores special and general relativity, space travel, black holes, gravitational lensing, galaxy evolution, dark matter, and the expanding universe. *Normally offered in alternate years.*

Prerequisite: 101, 108, or permission of the instructor.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Spring

Unit: 1.0

ASTR 206 Astronomical Techniques with Laboratory

NOT OFFERED IN 2010-11. OFFERED IN 2011-12. This course provides an introduction to modern methods of astronomical observation. Students will learn to use the Whittin Observatory's 24-inch research telescope. Topics include: planning observations, modern instrumentation, and the acquisition and quantitative analysis of astronomical images. This course requires substantial nighttime telescope use and culminates with an independent observing project.

Prerequisite: 101 or 108.

Distribution: Mathematical Modeling or Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: N/O. Offered in 2011-2012.

Unit: 1.25

ASTR 301 Seminar. Topics in Multiwavelength Astronomy

Staff

The newest generation of Earth- and space-based telescopes has allowed astronomers to survey the entire sky across the entire electromagnetic spectrum, from gamma rays to radio waves. This course provides an introduction to modern astronomical research, making use of multiwavelength observations.

Prerequisite: 206 or permission of the instructor.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

ASTR 311/PHYS 311 Elements of Astrophysics

NOT OFFERED IN 2010-11. OFFERED

IN 2011-12. Astrophysics is the application of physics to the study of the universe. We will use elements of mechanics, thermodynamics, electromagnetism, quantum mechanics, special relativity, and nuclear physics to investigate selected topics such as planets, the life stories of stars and galaxies, dark matter, and the origin of the universe. Our goals will be to develop insight into the physical underpinnings of the natural world, and to develop a "universal toolkit" of practical astrophysical techniques that can be applied to the entire celestial menagerie. These tools include scaling analysis, numerical solutions to complex problems, and other research approaches advanced in professional literature. *Students may register for either ASTR 311 or PHYS 311 and credit will be granted accordingly. Normally offered in alternate years.*

Prerequisite: PHYS 202 and 203 or 207, or permission of the instructor.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: N/O. Offered in 2011-2012.

Unit: 1.0

ASTR 350 Research or Individual Study

Prerequisite: By permission of department.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

ASTR 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

ASTR 370 Senior Thesis

Prerequisite: 360 and permission of department.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Courses for Credit Toward the Major

PHYS 202 Introduction to Quantum Mechanics and Thermodynamics with Laboratory

PHYS 216 Mathematics for the Sciences II

Requirements for the Major

The Astronomy Major consists of 10 courses. Required courses include ASTR 101 or 108; ASTR 206; ASTR 301; PHYS 107; and either PHYS 106 or PHYS 108. The other five courses include one additional ASTR course at the 300-level; two in ASTR at the 200-level or above; one in MATH at the 200-level; and an additional course in ASTR or a related field. Students should consult with faculty about choosing electives and research opportunities appropriate for their fields of study. For example, students interested in earth science should elect ASTR 203/GEOS 213 (Planetary Geology) and add courses in geosciences and chemistry. Students working towards teacher certification would add courses in other sciences and in education, and might coordinate their fieldwork with ASTR 350, while those planning to enter the technical workforce might elect additional courses in computer science. Students planning to pursue graduate study in astronomy should instead elect an interdepartmental major in Astrophysics.

Requirements for the Minor

A minor in astronomy (five units) consists of: 101 or 108; 206, 301; and two additional units in astronomy.

Honors

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.

Astrophysics

AN INTERDEPARTMENTAL MAJOR

Director: *McLeod (Astronomy)*

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

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

Goals for the Major

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

A Note on Facilities

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

See description of the Whitin Observatory and its equipment.

ASPH 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

ASPH 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

ASPH 370 Senior Thesis

Prerequisite: 360 and permission of department.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Requirements for the Major

In addition to the nine courses required for the physics major, the student takes four astronomy courses. An astrophysics major consists of: PHYS 107, 108, 202, [203] or 207, 302, 305, 306 or 310, 314; PHYS 216; ASTR 101 or 108; 206; 311/PHYS 311; and either 301 or a 350 in either astronomy or astrophysics, or ASPH 370. PHYS 219 is strongly recommended. In planning the major, students should note that some of the courses have prerequisites in mathematics.

Honors

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.

Biological Chemistry

AN INTERDEPARTMENTAL MAJOR

Director: *Wolfson (Chemistry)*

Biological Chemistry Advisory Committee: *Elmore (Chemistry), Harris (Biological Sciences), Hood-DeGrenier (Biological Sciences), Newton (Biological Sciences), Peterman⁵ (Biological Sciences), Teitel (Neuroscience), Tjaden (Computer Science), Vardar Ulu (Chemistry), Wolfson (Chemistry)*

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

Goals for the Major

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

BIOC 240 Seminar in Biological Chemistry for Newly-Declared Majors

Harris, Vardar Ulu

A seminar for newly declared majors, to be taken in the spring of their sophomore or junior year. Students will read and discuss papers related to the research of prominent scientists working in the fields of biological chemistry and molecular biology and attend seminars in which those researchers will present their work at Wellesley. Some seminars may be scheduled outside of the normal class meeting time. *Mandatory credit/noncredit.*

Prerequisite: Limited to sophomore or junior Biological Chemistry majors or by permission of instructor.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 0.5

BIOC 250 Research or Individual Study

Prerequisite: By permission of the instructor.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

BIOC 250H Research or Individual Study

Prerequisite: By permission of the instructor.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

BIOC 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

BIOC 360 Senior Thesis Research

Prerequisite: By permission of the Advisory Committee. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

BIOC 370 Senior Thesis

Prerequisite: 360 and permission of the Advisory Committee.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Honors

Advisors for honors work can be any member of the Biological Sciences or Chemistry departments and students should enroll in BIOC 360/370 after approval by the Advisory Committee. The honors program will follow the guidelines of the appropriate department, but each honors candidate must be approved by the Biological Chemistry Advisory Committee.

Requirements for the Major

In addition to two courses in biochemistry (CHEM 221 and 328), the major must include the following courses: CHEM (a) both 105 and 205, or 120; (b) 211; (c) 232; BISC (a) 110/112; (b) 219; (c) 220; (d) two 300-level courses from among the following: BISC 303/CS 303, [309], 310, 311, 313, 314, [316], 319, 320, 331, 334 or other course if relevant to the major and approved by the director, excluding 350, 360, 370. At least one of these two 300-level courses must be a laboratory course; PHYS 104 or 107; MATH 116, 120 or equivalent. For students who enter the College in the fall of 2008 or later, BIOC 240 will be required for the major. For students who entered the College prior to the fall of 2008, BIOC 240 is strongly recommended.

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

A recommended sequence of required courses would be:

Year I, CHEM 105 and math or physics; CHEM 205 or CHEM 211 and BISC 110/112

Year II, CHEM 205 or CHEM 211 and BISC 219; BISC 220, math or physics, and BIOC 240

Year III, CHEM 221; CHEM 328 and 232

Year IV, 300-level biological sciences courses and independent study

Please discuss your program with the director as soon as possible, especially if you are planning on study abroad.

BIOC 250, 250H, 350, 360 and 370 research can be advised by any faculty member of the Departments of Biological Sciences or Chemistry.

Department of Biological Sciences

Professor: *Berger-Sweeney^A, Buchholtz, Cameron (Chair), Harris, Peterman^A, Rodenhouse, Webb*

Associate Professor: *Moore, Sequeira*

Assistant Professor: *Ellerby, Hood-DeGrenier, Mattila, Newton, Suzuki*

Adjunct Assistant Professor: *Jones, Königler^{A2}*

Senior Lecturer: *O'Donnell*

Lecturer: *Hughes*

Visiting Lecturer: *LaBonte, Sommers Smith*

Senior Instructor in Biological Sciences

Laboratory: *Crum, Hellyu, Thomas*

Instructor in Biological Sciences Laboratory: *Beers, Dolce, Hacopian, McDonough, Skow*

Botany Fellow: *Griffith*

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

Unless otherwise noted, all courses meet for two periods of lecture each week. If indicated, there will also be one three-and-one-half hour laboratory session weekly. Seminars normally meet for one double period each week.

Note: For any course that stipulates 110/112 as a prerequisite, the following courses may be used: 110, [110DL], 112. For any course that stipulates 111/113 as a prerequisite, the following courses may be used: 111, [111DL], 111T, 113.

Goals for the Major

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

BISC 103 Human Biology

Sommers Smith

The anatomy and physiology of human tissues, organs, and organ systems will be the focus of this course, intended for non-majors or those students seeking to fulfill natural/physical science requirements. The course will be structured around four week-long units. Each unit will consist of four lecture/discussions and one computer laboratory module (Weblab). Weblabs will consist of medical case studies focused on the lecture and discussion material for that week.

Prerequisite: None. Not open to students who have taken BISC 109.

Distribution: Natural and Physical Sciences

Semester: Summer

Unit: 1.0

BISC 104 Science or Science Fiction?

Königer

NOT OFFERED IN 2010-11. 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, 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.

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

Distribution: Natural and Physical Science

Semester: N/O

Unit: 1.0

BISC 105 Stem Cells: A New Frontier in Biomedicine

O'Donnell

The exciting area of stem cell research has led to many recent discoveries. As researchers have learned more about the properties of these amazing cells, many potential biomedical applications have been envisioned. In this course, we will focus on understanding the unique biological properties of stem cells, and how these cells might lead to novel patient therapies. Questions to be addressed include: How were stem cells discovered? Where do stem cells come from, and what are stem cell lines? What are the similarities and differences between embryonic stem cells, adult stem cells, and recently discovered "induced pluripotent stem cells"? We will also discuss the bioethical issues and scientific controversies associated with recent stem cell discoveries. Promising areas of current research will be described.

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

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

BISC 106 Environmental Biology with Laboratory

Rodenhouse

In this course we will take a "Google Earth" approach to understanding humanity's role on our blue-green planet. We will zoom in from the Earth's energy budget to the evolutionary effects of choices made by individual water striders on a New England stream; and, we will explore the theoretical and practical implications of our findings. Labs will be conducted primarily out-of-doors: in the snow, at the seashore, on rivers, in lakes, under the forest canopy and over a mountaintop.

Emphases will be on keen observation, creative thinking, synthesis and extrapolation of ideas, exploration and discoveries large and small, intellectual and physical.

Prerequisite: Open to first-year students only. Fulfillment of the basic skills component of the Quantitative Reasoning requirement.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

BISC 107 Biotechnology

LaBonte

This course focuses on applications of recently developed biological techniques, including recombinant DNA, antibody techniques and reproductive technology. The social and ethical issues surrounding these techniques are also discussed. No prior knowledge of biology is expected, as all necessary background information will be discussed.

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

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

BISC 108 Environmental Horticulture with Laboratory

Jones, McDonough, Thomas

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

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

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

BISC 109 Human Biology with Laboratory

Ellerby, McDonough, Skow

In this class, we will explore human biology through case studies, lectures, and laboratories. Lecture topics will include: the structure and function of the major physiological systems; recent developments in health care; human genetics; and the impacts of human activity on the environment. Laboratories involve data collection using computers, physiological test equipment, limited animal dissection, a personal nutrition study and field trips.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken 103.

Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall

Unit: 1.25

BISC 110 Introductory Cellular and Molecular Biology with Laboratory

Staff

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 112. *Either 110/112 or 111/113 may be taken first.*

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken 112.

Distribution: Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

BISC 111 Introductory Organismal Biology with Laboratory

Staff

A gateway course that focuses on the study of life at the organismal level. The main themes of this course are the evolution and diversification of life, the form and function of plants and animals, and ecological interactions among organisms. 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 113. *Either 110/112 or 111/113 may be taken first.*

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken 113.

Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall, Spring

Unit: 1.25

BISC 111T Introductory Organismal Biology with Laboratory (Tropical Island)

Königer

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 first two weeks will prepare students for the field laboratory and lectures 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. *Normally offered every summer session I. Subject to Dean's Office Approval.*

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken 113.

Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Summer

Unit: 1.25

BISC 112 Exploration of Cellular and Molecular Biology with Laboratory

Staff

Seminar-style introduction to life at the cellular and molecular level, designed as an alternative to 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 110. 112 differs from 110 in its small class size and discussion-based format. 112 meets for one discussion and one lab session per week. *Either 110/112 or 111/113 may be taken first.*

Prerequisite: A score of 4 or 5 on the Biology AP exam or equivalent experience or permission of instructor. Fulfillment of the basic skills component of the Quantitative Reasoning requirement. One section in the fall will be open to first-year students only. Not open to students who have taken 110.

Distribution: Natural and Physical Science

Semester: Fall, Spring

Unit: 1.0

BISC 113 Exploration of Organismal Biology with Laboratory

Staff

An exploration of the central questions, concepts, and methods of experimental analysis in selected areas of organismal biology, designed as an alternative to 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 111. 113 differs from 111 in its smaller class size, a seminar-style format, and a focus on discussion of landmark scientific studies that shape this field. 113 meets for one discussion and one lab session per week. *Either 110/112 or 111/113 may be taken first.*

Prerequisite: A score of 4 or 5 on the Biology AP exam or equivalent experience or permission of instructor. Fulfillment of the basic skills component of the Quantitative Reasoning requirement. One section in the fall will be open to first-year students only. Not open to students who have taken 111.

Distribution: Natural and Physical Science

Semester: Fall, Spring

Unit: 1.0

BISC 198 Statistics in the Biosciences

Fuges

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.

Prerequisite: 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.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

BISC 201 Ecology with Laboratory

Rodenhouse

An introduction to the scientific study of interactions between organisms and their environments. Topics include evolutionary adaptation in dynamic environments, behavioral ecology and life-history strategies, population growth and regulation, species interactions (competition, parasitism, mutualism, predation) and their consequences, and the structure and function of biological communities and ecosystems. Emphasis is placed on experimental ecology and its uses in addressing environmental issues such as biological control of pests, conservation of endangered species and global climate change. Laboratories occur primarily in the field where students explore and study local habitats, including meadows, forests, alpine tundra, bogs, dunes, marshes, lakes, and streams.

Prerequisite: 108 or 111/113 or ES 101 or by permission of the instructor.

Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall

Unit: 1.25

BISC 202 Evolution with Laboratory

Buchholz

NOT OFFERED IN 2010-11. Examination of evolution, the central paradigm of biology, at the level of populations, species, and lineages. Topics include the genetics of populations, the definition of species, the roles of natural selection and chance in evolution, the reconstruction of phylogeny using molecular and morphological evidence, and patterns in the origination, diversity, and extinction of species over time.

Prerequisites: 110/112 and 111/113

Distribution: Natural and Physical Science

Semester: N/O

Unit: 1.25

BISC 203 Comparative Physiology and Anatomy of Vertebrates with Laboratory

Cameron, Buchholz, Dolce, Hellyay

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.

Prerequisite: 109 or 111/113, or permission of the instructor.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.25

BISC 206 Histology I: Human Microscopic Anatomy with Laboratory

Sommers Smith, Hacopian

NOT OFFERED IN 2010-11. The structure and function of human tissues, and their cells, using light microscopic, histochemical and electron microscopic techniques. Topics covered include the connective tissues, epithelia, nervous tissue, blood, lymphoid tissue and immunology, as well as others. Laboratory study includes direct experience with selected techniques.

Prerequisite: 110/112

Distribution: Natural and Physical Science

Semester: N/O

Unit: 1.25

BISC 207 The Biology of Plants with Laboratory

Peterman, Königer

NOT OFFERED IN 2010-11. An introduction to experimental plant biology. Topics will include growth and development, stress physiology, plant defense, applications of genetic engineering to the study and improvement of plants and the properties of medicinal plants. The project-oriented laboratory sessions will provide an introduction to some of the techniques currently employed in answering research questions ranging from the organismal to the cellular level.

Prerequisite: 110/112 or 111/113

Distribution: Natural and Physical Science

Semester: N/O

Unit: 1.25

BISC 209 Microbiology with Laboratory

Newton, Crum, McDonough

Overview of the microbial world including a survey of the structure, functioning, and diversity of microorganisms. Introduction to the fundamental concepts of microbial evolution, genomics, metabolism, ecology, genetics, and pathogenesis. The student will gain extensive experience in microbiological laboratory procedures including sterile technique, microscopy, enrichment, isolation, and methods of identification and preservation.

Prerequisite: 110/112 and one unit of college chemistry

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

BISC 210 Marine Biology with Laboratory

Moore, Hughes

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, animals and their environments in 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 primarily fieldwork outdoors in marine habitats where students will gather data for the testing of student-originated hypotheses.

Prerequisite: 111/113 or ES 101, or by permission of the instructor.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.25

BISC 214 Animal Behavior with Laboratory

Ellerby, Mattila

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 makes 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.

Prerequisite: 109 or 111/113, or permission of the instructor.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

BISC 216 Mechanisms of Animal Development with Laboratory

O'Donnell, Suzuki, Skow

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 and the whole body is coordinated. The mechanisms that determine cell fate during embryonic and postembryonic maturation of animals will be discussed. Topics will include: embryonic induction, pattern formation, organ development, regeneration, stem cells, growth, developmental plasticity and aging. Laboratory sessions will focus on experimental approaches to development.

Prerequisite: 110/112 and 111/113, or permission of the instructor.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

BISC 217/ES 217 Field Botany with Laboratory

Griffith

Field Botany is a combination of "What's that wildflower?" and "Why does it grow over there and not here?" The course merges aspects of plant systematics and identification (with an emphasis on learning the local flora and important plant families) and plant ecology (with an emphasis on ecological interactions and phenomena unique to plants). Laboratories will primarily be taught in the field and greenhouses and will include using dichotomous and web-based keys to identify plants, observational and experimental studies, and long-term study of forest patches on the Wellesley campus. Laboratories will also include experimental design and data analysis. The goal

of Field Botany is not only to train students in botany and plant ecology, but to engage them in botany every time they step outside. *Students may register for either BISC 217 or ES 217 and credit will be granted accordingly.*

Prerequisite: 108 or 111/113 or ES 101 or permission of instructor.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.25

BISC 219 Genetics with Laboratory

Webb, Königer, Beers, Crum

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

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

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.25

BISC 220 Cellular Physiology with Laboratory

Harris, Hood-DeGrenier, Beers

This course will focus on structure/function relationships in eukaryotic cells. Topics include: protein structure and introductory enzyme kinetics, membrane and membrane-bound organelle structure and function, cytoskeleton, transport mechanisms, cell communication, cell cycle, apoptosis, and cancer cell biology with an emphasis on experimental methods for investigating these topics. The laboratory consists of three projects: enzyme purification and characterization, investigation of cellular transport pathways in yeast, and an analysis of the cytoskeleton in cultured mammalian cells using fluorescence microscopy.

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

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

BISC 250 Research or Individual Study

Prerequisite: By permission of the instructor.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

BISC 250H Research or Individual Study

Prerequisite: By permission of the instructor.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

BISC 302 Human Physiology with Laboratory

Cameron, Paul (Neuroscience)

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.

Prerequisite: 111/113 or NEUR 100, and one of the following: 203, 206, NEUR 200

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

BISC 303/CS 303 Bioinformatics

Tjaden (Computer Science)

NOT OFFERED IN 2010-11. A multidisciplinary seminar exploring the origins, present and future applications, and challenges of the intersection of biological and computer sciences. The field of bioinformatics, generated in response to the era of genomics, encompasses all aspects of biological data acquisition, storage, processing, analysis and interpretation with a view to generating in silico models of cellular function. *Students may register for either BISC 303 or CS 303 and credit will be granted accordingly.*

Prerequisites: 219 or 220 or CS 231. Not open to students who have taken CS 313.

Distribution: Natural and Physical Science

Semester: N/O

Unit: 1.0

BISC 305 Seminar. Evolution

Buchholz

A brief history of life. Origin of life from non-life, evolution of replicatory molecules, origin of eukaryotic cellular structure, diversification of organic domains, kingdoms and animal phyla, development of strategies for life in terrestrial environments, patterns of extinction. The course will emphasize student participation and make extensive use of the primary literature.

Prerequisite: Two units in Biological Sciences at the 200 level or permission of the instructor.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

BISC 306/NEUR 306 Principles of Neural Development with Laboratory

Beltz (Neuroscience), Paul (Neuroscience)

This course will discuss aspects of nervous system development and how they relate to the development of the organism as a whole. Topics such as neural induction, neurogenesis, programmed cell death, axon guidance, synaptogenesis and the development of behavior will be discussed, with an emphasis on the primary literature and critical reading skills. Laboratory sessions focus on a variety of methods used to define developing neural systems. *Students may register for either BISC 306 or NEUR 306 and credit will be granted accordingly.*

Prerequisite: 216 or NEUR 200, or permission of the instructor.

Distribution: Epistemology and Cognition or Natural and Physical Science

Semester: Spring

Unit: 1.25

BISC 307/ES 307 Advanced Topics in Ecology with Laboratory

NOT OFFERED IN 2010-11.

Prerequisite: Two units in Biological Sciences at the 200-level or above, or permission of the instructor

Distribution: Natural and Physical Science

Semester: N/O

Unit: 1.25

BISC 308 Tropical Ecology with Wintersession Laboratory

Königer, Helluy

Tropical rain forests and coral reefs seem to invite superlatives. They are among the most fascinating, diverse, productive, but also most endangered ecosystems on earth. These topics are addressed during the fall lectures in preparation for the laboratory part of the course which takes place in Central America during wintersession. We first travel to a small island part of an atoll bordering the world's second longest barrier reef off the coast of Belize. In the second half of the field course we explore an intact lowland rain forest in Costa Rica. Laboratory work is carried out primarily outdoors and includes introductions to flora and fauna, and implementation of research projects designed during the fall. *Normally offered in alternate years. Subject to Dean's Office approval.*

Prerequisite: 201, 207, or 210, and permission of the instructor. Application required.

Distribution: Natural and Physical Science
Semester: Fall

Unit: 1.25

BISC 310 Advanced Topics in Cellular Regulation with Laboratory

Hood-DeGrenier

Eukaryotic cells possess a diverse array of molecular circuits that regulate their normal activities and respond to external signals. Common modes of regulation include modulation of protein expression or localization, covalent protein modifications, and protein-protein interactions. This course will examine this diverse range of molecular regulatory mechanisms in the context of eukaryotic cell cycle control. The course format will combine minimal lecturing by the instructor with student presentations and discussion of articles from the scientific literature. The laboratory component will involve a semester-long investigative laboratory project related to the instructor's research.

Prerequisite: 219 or 220 (both recommended)

Distribution: Natural and Physical Science
Semester: Fall

Unit: 1.25

BISC 311 Evolutionary Developmental Biology with Laboratory

Suzuki

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? 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.

Prerequisite: 202 or 216 or by permission of instructor. Not open to students who have taken [309].

Distribution: Natural and Physical Science
Semester: Fall

Unit: 1.25

BISC 313 Seminar. Microbial Physiology and Biochemistry

NOT OFFERED IN 2010-11.

Prerequisite: 209, 219 or 220, and CHEM 211, or permission of the instructor

Distribution: Natural and Physical Science
Semester: N/O

Unit: 1.0

BISC 314 Environmental Microbiology with Laboratory

Newton

A field-based exploration of the microbial world centered on distinct microbial habitats visited locally. Short lectures and readings from primary literature will be combined with trips to visit a diverse set of microbial environments where students will collect samples for microbial isolation as well as culture-independent community assessment. In the laboratory, students will learn how to identify and design media for selective isolation of microbes involved in processes such as: methanotrophy, sulfur oxidation, nitrogen fixation, syntrophism and symbiosis, fermentation of ethanol and aging of cheese. Student participation and discussion of original scientific literature will be emphasized.

Prerequisite: CHEM 211 plus any of the following: 201, 202, 209, 210, 219 or 220 or permission of the instructor

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.25

BISC 315/NEUR 315 Neuroendocrinology with Laboratory

Tetel (Neuroscience)

Hormones act throughout the body to coordinate basic biological functions such as development, differentiation and reproduction. This course will investigate how hormones act in the brain to regulate physiology and behavior. We will study how the major neuroendocrine axes regulate a variety of functions, including brain development, reproductive physiology and behavior, homeostasis and stress. The regulation of these functions by hormones will be investigated at the molecular, cellular and systems levels. Laboratory experiments will explore various approaches to neuroendocrine research, including the detection of hormone receptors in the brain and analysis of behavior. *Students may register for either BISC 315 or NEUR 315 and credit will be granted accordingly.*

Prerequisite: NEUR 200, or both BISC 110/112 and BISC 203, or permission of the instructor

Distribution: Epistemology and Cognition or Natural and Physical Science
Semester: Fall

Unit: 1.25

BISC 319 Population Genetics and Systematics: Evolution on Islands with Laboratory

Sequeira

In this course, we will focus on patterns of population differentiation and speciation in oceanic islands. Little is known about the ecological and historical forces responsible for speciation although these are key for the generation of biological diversity. By looking at relationships between organisms, populations and species, we can interpret how historical processes can leave evolutionary footprints on the geographic distribution of traits. After a series of introductory lectures, the course will involve student presentations and discussion of primary literature examining cases in archipelagos (Hawaii, Canaries and Galapagos). In the laboratory, we will explore computational biology tools for analysis of DNA sequences, and apply methods of phylogeny, phy-

logeography reconstruction and population demographics. We will also explore the growing field of molecular dating of evolutionary events.

Prerequisite: 201 or 202 or 210 or 219 or by permission of the instructor.

Distribution: Natural and Physical Science
Semester: Spring

Unit: 1.25

BISC 320 Proteomics with Laboratory

Harris

The sequencing of the genomes of many organisms has provided biologists with vast storehouses of information. However, it is important to remember that DNA sequences only provide a recipe for life. To a great extent the living condition arises from the complex interactions of thousands of cellular proteins. Research that focuses on the large-scale study of proteins is called proteomics. This course introduces students to the techniques utilized and the scientific questions being addressed in this newly emerging discipline. Student participation and the use of original literature will be emphasized. In the laboratory students will perform two-dimensional gel electrophoresis, peptide mass fingerprinting using MALDI-TOF mass spectrometry, and DNA microarrays.

Prerequisite: 219, 220 and CHEM 211, or by permission of the instructor

Distribution: Natural and Physical Science
Semester: Spring

Unit: 1.25

BISC 322 Designs for Life: The Biomechanics of Animals and Plants with Laboratory

Ellerby

This course will focus on how organisms cope with a complex physical world. Their sophisticated designs withstand large environmental forces, caused by gravity, wind, and water flow. Animals, as well as confronting the problems of not falling over or apart, must overcome additional challenges associated with locomotion. Biomaterials, including spider silk that is stronger than steel and springy tendons that power prodigious jumps, help make this possible. Topics for discussion will include how biomaterials give organisms structure and strength, how muscle acts as a biological motor during locomotion, how animals swim and fly, and how they run, walk and jump effectively on land. Class discussion and student presentation of recent primary literature will be an integral part of the course. Labs will include the analysis of video images to calculate accelerations and power during movement, and the use of force plates to quantify contact forces during running and jumping.

Prerequisite: Two units in Biological Sciences at the 200 level or permission of the instructor. Not open to students who have taken [321].

Distribution: Natural and Physical Science
Semester: Spring

Unit: 1.25

BISC 327/ES 327 Biodiversity Topics NOT OFFERED IN 2010-11.

Prerequisite: ES 201/GEOS 201 or BISC 201 or BISC 207 or permission of instructor

Distribution: Natural and Physical Science
Semester: N/O

Unit: 1.0

BISC 331 Seminar. Cancer Genomics

Webb

Cancer can be attributed to disruption of gene structure and function. Functional genomics has contributed more to the understanding and treatment of cancer in the last five years than the previ-

ous half century of oncology research. This course will provide a comprehensive study of the biological basis of malignancy from pathophysiology to the genetics of the transformed phenotype with a view to use of genomics in diagnosis, prognosis and treatment directed at specific molecular targets. Topics to be discussed include pharmacogenomics, immunotherapy, tumor stem cells, RNAi, biomarkers, oncolytic viruses, nanotechnology, transcriptional profiling of both coding and non-coding RNAs, and reprogramming of epigenomic as well as epithelial-mesenchyme transition profiles. Class discussion and student presentation of recent original literature will be an integral part of the course.

Prerequisites: 219 or 220 or by permission of the instructor
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.0

BISC 334 The Biology of Stem Cells

O'Donnell

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, cancer stem cells, and induced pluripotent stem cells. More specifically, we will explore how stem cells develop, the criteria by which stem cells are currently defined, and stem cell characteristics under investigation. Current research in the area of therapeutic cloning (somatic cell nuclear transfer) and potential stem cell therapies for the treatment of degenerative diseases will also be discussed. Bioethical issues related to stem cell biology will be described. Students will present and discuss original literature throughout the course.

Prerequisites: 216 or 219 or 220
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.0

BISC 336 Seminar

Pratt (Olin College)

Topic for 2010-11: Immunology. In this course, we will study the molecular, cellular and biochemical features of the immune system. We will also develop an appreciation for the interrelationship of immune components and their ability to function as an interactive system. Specific topics to be addressed include tissues, cells, lymphocyte activation, the Immune system, Innate Immunity, cellular and humoral immune responses, cytokines, lymphocyte activation, the major histocompatibility complex, antibody structure and genetics, autoimmunity and the Immune system and cancer. In this discussion- and presentation-based class, current research in immunology will be emphasized through the analysis of primary literature.

Prerequisite: 209 or 219 or 220 or permission of the instructor.
Distribution: Natural and Physical Sciences
Semester: Spring Unit: 1.0

BISC 338 Seminar: The Biology of Social Insects

Mattila

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 ground-breaking, current research.

Prerequisite: 201, 202, or 214 or by permission of instructor
Distribution: Natural and Physical Sciences
Semester: Spring Unit: 1.0

BISC 339 Seminar. Biology of Parasites

NOT OFFERED IN 2010-11.

Prerequisite: Two units in Biological Sciences at the 200-level or permission of the instructor.
Distribution: Natural and Physical Science
Semester: N/O Unit: 1.0

BISC 350 Research or Individual Study

Prerequisite: Open by permission of the instructor, ordinarily to students who have taken at least four units in biology.
Distribution: None
Semester: Fall, Spring Unit: 1.0

BISC 360 Senior Thesis Research

Prerequisite: By permission of the department. Occasional group meetings and one oral presentation will be required. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

BISC 370 Senior Thesis

Prerequisite: 360 and permission of department. Occasional group meetings and one oral presentation will be required.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

Attention Called

CHEM 221 Biochemistry I with Laboratory

CHEM 222 Introduction to Biochemistry with Laboratory

CHEM 328 Biochemistry II with Laboratory

CS 112 Computation for the Sciences

ES 212/RAST 212 Lake Baikal: The Soul of Siberia

EXTD 225 Biology of Fishes

EXTD 226 Biology of Whales

GEOS 110 The Coastal Zone: Intersection of Land, Sea, and Humanity with Laboratory

GEOS 200 The Earth and Life Through Time with Laboratory

GEOS 205 Vertebrate Paleontology: Revolutions in Evolution

GEOS 208 Oceanography

NEUR 100 Brain, Behavior, and Cognition: An Introduction to Neuroscience

NEUR 200 Neurons, Networks, and Behavior with Laboratory

NEUR 320 Vision and Art: Physics, Physiology, Perception, and Practice with Laboratory

NEUR 335 Computational Neuroscience with Laboratory

PE 205 Sports Medicine

PHIL 217 Philosophy of Science: Traditional and Feminist Perspectives

PHIL 233 Environmental Philosophy

PHIL 249 Medical Ethics

PHYS 103 The Physics of Marine Mammals

PHYS 222 Medical Physics

RAST 212/ES 212 Lake Baikal: The Soul of Siberia

Requirements for the Major

For students who enter the College in the fall of 2008 or later, a major in Biological Sciences includes: nine biological sciences courses, at least seven of which must be taken at Wellesley, plus two units of college chemistry (CHEM 105 or higher). BISC 110/112 and 111/113 are required for the major. Four 200-level courses are required, with at least one course from each of the following three groups: cell biology (206, 219, 220); systems biology (203, 207, 216); and community biology (201, 202, [208], 209, 210, 214, 217/ES 217). A minimum of two 300-level courses are also required for the major. One of these courses, exclusive of 350, 360, or 370, must include laboratory and must be taken at Wellesley. Additional chemistry beyond the two required units is strongly recommended or required for certain 300-level courses. CHEM 221 and 328, and BISC 350, 360, and 370 do not count toward the minimum major.

BISC 103, 104, 105, 106, 107, 108, and 109, which do count toward the minimum major in Biological Sciences, may also be used to fulfill the College distribution requirements; 106, 108 and 109 as laboratory sciences; 103, 104, 105 and 107 as nonlaboratory science courses. BISC 109, 111/113, 198 and 201 fulfill the Quantitative Reasoning overlay course requirement.

For students who entered the College prior to the fall of 2008, a major in Biological Sciences includes: eight biological sciences courses, at least six of which must be taken at Wellesley, plus two units of college chemistry (CHEM 105 or higher). BISC 110/112 and 111/113 or their equivalent are required for the major. Four 200-level courses are required, with at least one course from each of the following three groups: cell biology (206, 219, 220); systems biology (203, 207, [213], 216); and community biology (201, 202, 209, 210, 214, 217). A minimum of two 300-level courses are also required for the major. One of these courses, exclusive of 350, 360, or 370, must include laboratory and must be taken at Wellesley. Additional chemistry beyond the two required units is strongly recommended or required for certain 300-level courses. CHEM 221 and 328, and BISC 350, 360, and 370 do not count toward the minimum major.

BISC 103, 104, 105, 106, 107, 108, and 109, which do not count toward the minimum major in biological sciences, do fulfill the College distribution requirements; 106, 108 and 109 as laboratory sciences; 103, 104, 105 and 107 as nonlaboratory science courses. BISC 109, 111/113, 198, and 201 fulfill the Quantitative Reasoning overlay course requirement.

Requirements for the Minor

A minor in Biological Sciences (five units) consists of: (A) BISC 110/112 and 111/113; (B) two 200-level units, each of which must be in a different group as described in the first paragraph above under major requirements; and (C) one 300-level unit, excluding 350, which must be taken at Wellesley. Four of the five courses for a minor must be taken at Wellesley. Chemistry is recommended. Students planning a minor should consult the chair.

Honors

Honors in Biological Sciences is earned by the demonstration of excellence in both coursework and a thesis research project. All junior majors are invited to apply for the honors program. Final acceptance into the program is contingent on a vote of the department faculty and, typically, a grade point of 3.5 or higher in courses in the major above the 100 level. The primary goal of the thesis project is the development of independent research capabilities, culminating in the writing of a research paper. Honors candidates present the results of their thesis research to an examination committee in the thesis oral discussion, which takes place during reading period. After the oral examination, the thesis committee evaluates the candidate's performance and may recommend approval of the degree with honors. For more information, please see the bulletin "Guidelines for Research Students and Advisors" and the biological sciences department Web site for honors and theses: www.wellesley.edu/Biology/honors_theses.html.

Graduate Study

Students planning graduate work are advised to take calculus, statistics, organic chemistry, 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. Premedical students are referred to the requirements given in the Academic Program section.

Advanced Placement Policy

AP credit does not replace any course offered in the Department of Biological Sciences and does not count toward a major or a minor in biological sciences, biological chemistry, or neuroscience. No exemption exams will be given for BISC 110/112 or 111/113. All biology courses require the fulfillment of the Quantitative Reasoning basic skills requirement as a prerequisite.

Transfer Credit

In order to obtain Wellesley credit for any biology course taken at another institution during the summer or the academic year, preliminary approval must be obtained from the chair of the department prior to enrolling in the course. After enrolling 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.

Interdepartmental Majors

Students interested in the interdepartmental major in **biological chemistry** are referred to the section of the catalog where the program is described. They should consult with the director of the biological chemistry program.

Students interested in the interdepartmental major in **neuroscience** are referred to the section of the catalog where this program is described. They should consult with the director of the neuroscience program.

Students interested in the interdepartmental major in **environmental studies** are referred to the section of the catalog where this program is described. They should consult with the directors of the environmental science program. Students interested in concentrating in community biology may wish to supplement and enrich their work at Wellesley by taking extradepartmental courses offered through the Marine Studies Consortium or the Semester in Environmental Science (SES) offered each fall at the Ecosystems Center of the Marine Biological Laboratory, Woods Hole, Massachusetts. Students are referred to the sections of the catalog titled Extradepartmental and Special Academic Programs where these opportunities are described.

Department of Chemistry

Professor: *Kolodny (Chair), Coleman, Hearn, Wolfson, Arumainayagam*⁴²

Associate Professor: *Haines, Miwa, Flynn*

Assistant Professor: *Elmore, Vardar-Ulu, Carrico-Moniz*⁴, *Radhakrishnan*⁴, *Virgo*

Adjunct Assistant Professor: *Reisberg, Verschoor*

Senior Instructor in Chemistry Laboratory: *Turnbull, Doe, Hall, McCarity*

Instructor in Chemistry Laboratory: *Boyer, Oakes, Trainor*

Chemistry has often been referred to as "The Central Science." Knowledge of the properties and behavior of atoms and molecules is crucial to our understanding of medicine, biological systems, neuroscience, nanotechnology, environmental science and a myriad of other areas. All of the traditional divisions of chemistry—analytical chemistry; biochemistry; inorganic chemistry; organic chemistry and physical chemistry—are represented on the faculty, in the course offerings and in opportunities for student-faculty collaborative research.

Unless otherwise noted, all courses meet for three periods of lecture/discussion and one 3.5 hour laboratory appointment weekly. CHEM 306 and the selected topics courses will generally be taught without laboratory, but may include laboratory for some topics.

The Chemistry Department reviews elections of introductory chemistry students and places them in 105, or 120 according to their previous preparation, Advanced Placement (AP) scores, Advanced level grades, International Baccalaureate (IB) scores, and department placement exams. Students with a 5 on the Chemistry AP exam (or C or better on the A-level or 5 or higher on the higher level IB exam) typically elect CHEM 120. They may elect CHEM 211 if they demonstrate sufficient mastery of material from CHEM 120 on the department's exemption exam. Details of the AP/IB/A-level policy and the exemption and placement exams are on the department's Web site, www.wellesley.edu/Chemistry/chem.html. Students who have taken one year of high school chemistry should elect CHEM 105 followed by either CHEM 205 or 211.

Goals for the Major

- Be able to think both concretely and abstractly about the world on a molecular level;
- Learn fundamental lab techniques and understand how concepts learned in lecture and laboratory can be implemented in the real world;
- Perform scientific research in the form of independent study or thesis program;
- Approach and model problems using concepts and skills grounded in chemistry and learn about how solving such problems benefits the broader society;
- Have a solid foundation in chemical principles and the ability to integrate concepts from chemistry and related fields in an interdisciplinary way;
- Be able to present chemically-relevant material clearly and accurately to an expert or a non-expert audience;

- Be prepared for postgraduate study and/or public/private sector employment in fields such as chemistry, medicine, teaching, marketing and sales, human resources, law, consulting, and business management.

CHEM 102 Contemporary Problems in Chemistry with Laboratory

Reisberg

Topic for 2010-11: Understanding Drugs. A study of a wide variety of drugs, both legal and illegal. The focus will be on how these molecules affect our minds and bodies based on an understanding of their biochemistry. Topics will include antibiotics, steroids, stimulants, intoxicants, narcotics, and hallucinogens. The history, discovery, development, testing, regulation and prohibition of these substances will also be considered. The laboratory will include synthesis and analysis of an analgesic and an intoxicant, plus the detection of drugs in our bodies and on currency.

Prerequisite: Open to all students except those who have taken any other chemistry course.
Distribution: Natural and Physical Science
Semester: Spring

Unit: 1.25

CHEM 105 Fundamentals of Chemistry with Laboratory

Staff

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.

Prerequisite: One year of high school chemistry is strongly recommended. Chemistry 105 is designed for students who have completed high school chemistry and mathematics equivalent to two years of algebra. Students must have fulfilled the basic skills component of the Quantitative Reasoning requirement. Students who have questions about their chemistry preparation should consult the department chair. Students who have AP or IB credit in Chemistry, and who elect CHEM 105, forfeit the AP or IB credit.
Distribution: Natural and Physical Science or Mathematical Modeling
Semester: Fall, Spring, Summer

Unit: 1.25

CHEM 120 Intensive Introductory Chemistry with Laboratory

Arumainayagam

A one-semester course for students who have completed more than one year of high school chemistry, replacing CHEM 105 and 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.

Prerequisite: Open to students who have a score of 5 on the Chemistry AP exam or an IB score of 5 or above; open also to students with two years of chemistry but without the requisite AP or IB score who perform sufficiently well on the Chemistry 120 Placement Exam. Students must have fulfilled the basic skills component of the Quantitative Reasoning requirement. Not open to students who have completed 105 and/or 205. Students who have AP or IB credit in Chemistry, and who elect CHEM 120, forfeit the AP or IB credit.

Distribution: Natural and Physical Science or Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall

Unit: 1.25

CHEM 205 Chemical Analysis and Equilibrium with Laboratory

Staff

This course builds on the principles introduced in CHEM 105, with an emphasis on chemical equilibrium and analysis, and their role in the chemistry of the environment. Topics include chemical reactions in aqueous solution with particular emphasis on acids and bases, solubility and complexation, electrochemistry, atmospheric chemistry, photochemistry and smog, global warming and acid deposition, sampling and separations, modeling of complex equilibrium and kinetic systems, statistical analysis of data, and solid state chemistry of ceramics, zeolites and new novel materials. The laboratory work includes additional experience with instrumental and noninstrumental methods of analysis, sampling, computational chemistry and solution equilibria.

Prerequisites: 105 and fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken 120.

Distribution: Mathematical Modeling or Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall, Spring

Unit: 1.25

CHEM 211 Organic Chemistry I with Laboratory

Staff

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.

Prerequisite: 105, or 120 or permission of the department.

Distribution: Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

CHEM 212 Organic Chemistry II with Laboratory

Staff

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.

Prerequisite: 211

Distribution: Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

CHEM 221 Biochemistry I with Laboratory

Elmore

A study of the chemistry of biomolecules and macromolecular assemblies with emphasis on the structure of proteins, nucleic acids, carbohydrates, and lipids, as well as methodologies for studying them. This course is the first half of a year-long course sequence in biochemistry that continues

with CHEM 328. Students who only intend to take a single semester of biochemistry should enroll in CHEM 222.

Prerequisite: 205, 211 and BISC 220; or 120, 211 and BISC 220

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.25

CHEM 222 Introduction to Biochemistry with Laboratory

Vardar-Ulu

A study of the chemistry of biomolecules and macromolecular assemblies, with emphasis on structure-function relationships; an introduction to bioenergetics, enzyme kinetics, and metabolism. This course is intended for students who plan to complete only one semester of biochemistry coursework at Wellesley. Students who plan to continue in Biochemistry II (CHEM 328) should enroll in CHEM 221.

Prerequisite: 205, 211 and 212; or 120, 211 and 212

Distribution: Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

CHEM 232 Physical Chemistry for the Life Sciences with Laboratory

Kolodny

An examination of several topics in physical chemistry, with an emphasis on their applications to the life sciences. Topics include quantum chemistry and spectroscopy, molecular mechanics, chemical thermodynamics, and kinetics. Does not count toward the chemistry major, but counts toward the biological chemistry major and chemistry minor.

Prerequisite: 205 or 120 and 211, or permission of the department; and MATH 116, 116Z, or 120 and PHYS 104 or 107. Not open to students who have taken 233, [334] or 335.

Distribution: Natural and Physical Science or Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Spring

Unit: 1.25

CHEM 233 Physical Chemistry I with Laboratory

Arumainayagam

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.

Prerequisite: 205 or 120, or by permission of the department; and MATH 116, 116Z, or 120 and PHYS 104 or 107. Not open to students who have taken 232, [334], or 335.

Distribution: Natural and Physical Science or Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall

Unit: 1.25

CHEM 250 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. (Note: paid internships are not eligible for CHEM 250.)

Prerequisite: Open by permission to students who have taken at least one chemistry course.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

CHEM 306 Seminar

Vardar-Ulu

Topic A for 2010-11: From the Kitchen to the Spa: The Chemistry Behind Food Preparations and Beauty Formulations. Food recipes and beauty formulations are much more than just ingredients strung together. They are among the oldest practical results of chemical research and represent both the culture they come from and the lives of the people who prepare them. This seminar will offer the students a hands-on opportunity to apply their scientific backgrounds to develop an understanding and appreciation of the chemistry associated with the creation of the food they eat and the cosmetics they use. Throughout the semester, we will focus on the interplay between chemical, biological, and physical principles that facilitate individual ingredients lose their own identity while producing a new physical form, and also investigate the specific interactions between these products and the human body. Class meetings will combine a mixture of components involving the analysis and discussions of: original literature, short videos and demonstrations, tasty and fragrant experiments conducted in class, a professional production site visit, and extensive group work culminating in student presentations. The participatory nature of the course is intended to encourage students to develop new scientific background and vocabulary to better appreciate the world they live in and become scientifically informed, conscious citizens while practicing their systematic problem solving and scientific thinking skills on everyday phenomena.

Prerequisites: 205, 211, and one other 200-level science course.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

CHEM 306/ES 306 Seminar

Coleman

Topic B for 2010-11: Green Chemistry. A study of the impact of chemicals and the chemical industry, broadly defined, on the global environment, and on emerging approaches to reducing that impact. The major focus will be on the fundamentals of designing chemical processes that produce smaller amounts of harmful by-products, reduce the use of toxic solvents, exploit catalysis, and maximize the conversion of reactants to the desired product. We will also examine the economic and political issues that surround green chemistry. *Students may register for either CHEM 306 or ES 306 and credit will be granted accordingly.*

Prerequisites: 205 and 211, or 120 and 211, or permission of instructor

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

CHEM 328 Biochemistry II with Laboratory

Ehmore

A further study of the function and regulation of biomolecules and macromolecular assemblies introduced in CHEM 221, with special emphasis on enzymes and metabolic pathways. Both the

lecture and laboratory components of the course emphasize the development of independent research proposals to further students' conceptual and experimental understanding of biochemistry.

Prerequisite: 221 (students with 222 should get permission of the instructor to enroll in 328)

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

CHEM 335 Physical Chemistry II with

Laboratory

Virgo

Quantum mechanics, group theory and statistical thermodynamics provide the foundation for molecular spectroscopy that is used to understand the chemical nature of molecules. By addressing modern chemical problems, students will gain insight into how chemical reactions occur while learning about exciting, vibrant fields of modern chemical research. This advanced course will emphasize the mathematical basis of physical chemistry with an emphasis on matrix representations. The essential fundamentals will be reinforced while modern applications and new developments in experimental and theoretical chemical kinetics and reaction dynamics are introduced.

Prerequisite: 233 (232 by permission of the instructor), PHYS 106 or 108; and MATH 215. Not open to students who have taken 334.

Distribution: Natural and Physical Science or Mathematical Modeling

Semester: Spring

Unit: 1.25

CHEM 341 Inorganic Chemistry with

Laboratory

Coleman

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, organo-metallic chemistry, catalysis, and bioinorganic chemistry. The laboratory introduces a number of experimental and computational techniques used in inorganic chemistry.

Prerequisites: 205 or 120; prerequisite/corequisite: 212.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

CHEM 350 Research or Individual Study

Research is supervised by a member of the Wellesley College Chemistry Department. Students will be expected devote (per week) 10–12 hours for Chemistry 350 and 5–6 hours for Chemistry 350H. Student projects will be planned accordingly. Off-campus research requires active participation of a Wellesley faculty member throughout the research period. Course fulfills the research requirement for the major only upon the completion of a paper of 8–10 pages on the research and a presentation to the chemistry department during one of the two research seminar presentation periods. A copy of the paper must be submitted to the chair of the department. (Note: paid internships are not eligible for CHEM 350.)

Prerequisite: Open by permission to students who have taken at least three chemistry courses.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

CHEM 350H Research or Individual Study

Research is supervised by a member of the Wellesley College Chemistry Department. Students will be expected devote (per week) 10–12 hours for Chemistry 350 and 5–6 hours for Chemistry 350H.

Prerequisite: Open by permission to students who have taken at least three chemistry courses.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

CHEM 355 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.)

Prerequisite: Open only to seniors by permission of the instructor.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

CHEM 360 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.)

Prerequisite: By permission of department.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

CHEM 361 Analytical Chemistry with Laboratory

Flynn

Classical and instrumental methods of chemical analysis. Topics include statistical analysis, electronics and circuitry, electrochemistry, spectroscopy, and separations science with special attention to instrument design and function. The course work emphasizes the practical applications of chemical instrumentation and methods to address questions in areas ranging from art history to biochemistry to materials science. The labora-

tory work focuses on the design, construction, and use of chemical instrumentation along with the interfacing of instruments with computers.

Prerequisites: 205 and 211 or 120 and 211.

Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Fall Unit: 1.25

CHEM 365 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.)

Prerequisite: 355

Distribution: None

Semester: Fall, Spring Unit: 1.0

CHEM 370 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.)

Prerequisite: 360 and permission of department.

Distribution: None

Semester: Fall, Spring Unit: 1.0

Requirements for the Major

Any student who plans to take chemistry beyond 205 or 120 should consult one or more members of the Chemistry Department faculty. The department Web site (<http://www.wellesley.edu/Chemistry/chem.html>) contains specific suggestions about programs and deals with a variety of topics including preparation in mathematics and physics, graduate programs, and careers of former majors.

The major will consist of:

- 105 and 205, or 120;
- 211 and 212;
- 233;
- three from among: 222 or 221, 335, 341, 361;
- one unit of research/independent study (CHEM 250, 350, 355, or 360) or completion of approved summer or off-campus research and required paper/presentation;
- one additional non-research/thesis chemistry course at the 300 level

• MATH 116 or MATH 120; and PHYS 106 or PHYS 108

Students planning to go to graduate school in chemistry should choose PHYS 108, MATH 215, AND CHEM 335. Students planning to study physical chemistry in graduate school should consider taking CHEM 335 in their junior year and PHYS 349 in their senior year.

The required mathematics and physics courses (PHYS 108 but not PHYS 106) may also be counted toward a major or a minor in those departments. Early completion of the mathematics and physics requirements is strongly encouraged.

Normally no more than three courses of chemistry taken at another institution may be counted towards the major.

Students interested in the interdepartmental minor in biological chemistry are referred to the section of the catalog where that major is described. They should also consult with the director of the biological chemistry program.

Students interested in an independent major in chemical physics should consult the department chair.

Independent Research

The chemistry major requires one semester or summer of research. The research requirement for the chemistry major can be fulfilled in the following ways:

A. Independent Study in Chemistry (CHEM 250 or 350): Research is supervised by a member of the Wellesley College Chemistry Department. Off-campus research requires active participation of a Wellesley faculty member throughout the research period. In order to fulfill the research requirement for the major, the student must complete an 8–10 page paper on the research and give a presentation to the Chemistry Department during one of the two research seminar presentation periods. The paper must contain substantial literature references, demonstrating a familiarity with searching the chemical literature. A copy of the paper must be submitted to the chair of the Chemistry Department. (Note: paid internships are not eligible for CHEM 250 or 350.)

B. Thesis in Chemistry (355/365 or 360/370): If the first semester of thesis (355 or 360) is used to fulfill the research requirement, the student must complete a paper of 8–10 pages on the research and give a presentation to the Chemistry Department during one of the two research seminar presentation periods. The paper must contain substantial literature references, demonstrating a familiarity with searching the chemical literature. A copy of the paper must be submitted to the chair of the department. If the student completes the second semester (365 or 370), the thesis and the thesis defense fulfill the paper and presentation requirement.

C. Other Research Experiences: A student may participate in an approved off-campus research program during the academic year (10 hours per week minimum for one semester) or an approved summer research program (eight weeks minimum length), write an 8–10 page paper on the research, and give a presentation to the Chemistry Department during one of the two research seminar presentation periods. The paper must

contain substantial literature references, demonstrating a familiarity with searching the chemical literature. A copy of the paper must be submitted to the chair of the department. Students electing to use an off-campus research experience to fulfill the research requirement must have the research project approved by a faculty member in the Chemistry Department before starting the program.

Requirements for the Minor

A minor in chemistry includes: 105 and 205, or 120; 211; 233 or 232; a choice of 221 or 222 or 341 or 361; one additional 200 or 300 level unit, excluding 350. The mathematics and physics prerequisites for 233/232 must also be satisfied. Normally no more than one unit in chemistry from another institution may be counted toward the minor.

Honors

The only route to honors in the major is writing a thesis and passing an oral examination (CHEM 360 and 370). To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.2 and 3.5. See Academic Distinctions.

Chemist Accreditation

The American Chemical Society has established a set of requirements in various areas which it considers essential for the training of chemists. Students wishing to meet the standard of an accredited chemist as defined by this society should consult the chair of the department.

Teacher Certification

Students interested in obtaining certification to teach chemistry in the Commonwealth of Massachusetts should consult the chair of the Education Department.

Transfer Credit

In order to obtain Wellesley credit for any chemistry course taken at another institution, during the summer or the academic year, approval must be obtained via the Wellesley College Registrar's Office from the chair of the department prior to enrolling in the course. Students, especially those taking chemistry courses abroad, may be required to contact the course professor to obtain specific details about the course because the online course description may be insufficient to make an informed decision. In general, courses from two-year colleges will not be accepted at any level. These restrictions normally apply only to courses taken after enrollment at Wellesley. Transfer students wishing to obtain credit for chemistry courses taken prior to enrollment at Wellesley should consult the chair of the department.

Advanced Placement and Exemption Examinations

If a student scores a 5 on the AP or 5 or higher on the IB higher level examination or C or higher on the A-levels, she automatically qualifies for CHEM 120. The department offers exemption and placement examinations at the beginning of the fall semester. If a student scores a 5 on the AP or 5 or higher on the IB higher level examination or C or higher on the A-levels and does well on the CHEM 120 **exemption** exam, she can go directly into CHEM 211. If a student scores below a 5 on the Chemistry AP or below 5 on the IB higher level examination or below C on the A-levels, but performs well on the CHEM 120 **placement** exam, she will be placed into CHEM 120. A student may take CHEM 105 without taking AP chemistry or a placement exam.

Withdrawal from Courses with Laboratory

Students who withdraw from a course which includes laboratory, and then elect that course in another semester, must complete both the lecture and laboratory portions of the course the second time.

Department of Chinese

See Department of East Asian Languages and Literatures

Chinese Studies

See East Asian Studies

Cinema and Media Studies

AN INTERDISCIPLINARY MAJOR

Professor: *Viano*

Associate Professor: *Skoller (Director)*

Visiting Lecturer: *San Filippo*

Advisory Committee: *Berman (Art), Ford (English), Mekuria^{A2} (Art), Prabhu^{A1} (French), Wood (The Writing Program)*

Participating Faculty: *Carroll^{A1} (Art), Cezaire-Thompson (English), Channer (English), Creef (Women's and Gender Studies), Laviosa (Italian Studies), Mata^A (Women's and Gender Studies), Nolden (German), Olsen (Art), Rivera (Art), Rogers (Art), Shelley (English), Song^A (East Asian Languages and Literatures), Zimmerman^A (East Asian Languages and Literatures)*

The Cinema and Media Studies Program (CAMS) offers an innovative, interdisciplinary major and minor focused on the dynamic media that both characterize and constitute modernity and those media that we can't yet foresee. CAMS engages with all forms of moving-image and sound culture, from the dominant media forms of the last century (film, television, and still photography) through the emergent forms of the new century (new digital media, cell phone technology, etc.). While the major requires students to select one of three distinct tracks—in History and Theory of Media, Video Production, or Media Arts 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.

Goals of the CAMS major:

Students in the CAMS major will learn that the various media we use/interact with are not only the products of human thought, imagination, and interaction, but have a defining impact on our understanding of ourselves as humans—as thinking, communicating, interacting members of ethnicities, genders, classes, societies, nations, and global communities.

Students who complete the CAMS major will:

- be familiar with a broad based historical and international knowledge of film and audio-visual media.
- develop critical and analytical tools for the study of film and audio-visual media.
- have an active knowledge of the interplay between image, sound, story, and motion that constitute a media form.
- know the history and development of moving image media, including that of modes of production and distribution of media forms, of important works, artists, and movements.
- learn about film and other media as forms created for mass distribution.
- know that media have both cultural and aesthetic impacts.
- learn about media as forms of collective as well as individual expression.
- produce media works in the form or forms of their choice.

CAMS 101 Introduction to Cinema and Media Studies

Skoller, Ford (English)

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.

Prerequisite: None. CAMS 101 is required for all students majoring or minoring in Cinema and Media Studies, and should be taken before any other CAMS course, 135 and higher.

Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring

Unit: 1.0

CAMS 115/WRIT 125 Hitchcock, Auteur

Wood (The Writing Program)

What is it that draws filmmakers, critics, writers, and scholars back to the films of Alfred Hitchcock, time and time again? What shots and frame compositions tempt filmmakers to imitation and homage? What narrative themes seduce critics? What paradoxes puzzle scholars and writers? To what extent is Hitchcock the master of his own films—in the words of film theorists, an auteur as much as a director? To what extent did he collaborate with others—screenwriters, composers, actors, cinematographers, and yes, his own wife and daughter—to produce enduring works of art? In reading, viewing, analyzing, and writing about films from all periods of Hitchcock's working life, this course will use these questions to shape our understanding of film and film theory. *This course satisfies the Writing 125 requirement and counts as a unit towards a major in cinema and media studies. Includes a third session each week.*

Prerequisite: None. Open only to first-year students.

Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring

Unit: 1.0

CAMS 135/ARTS 165 Introduction to Video Production

Mekuria (Art), TBA

Introduction to the principles of video production with emphasis on developing basic skills of recording with a video camera, scripting, directing, and editing short videos. *Students may register for either CAMS 135 or ARTS 165 and credit will be granted accordingly.*

Prerequisite: None. Permission of the instructor required. File application found on the department website before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring

Unit: 1.0

CAMS 138/ARTS 108 Photography I

Rogers (Art)

This introductory course explores photography as a means of visual communication by producing and analyzing photographic images. Emphasis is on acquiring basic black-and-white technical skills with 35mm cameras and traditional darkroom practices. Class discussions and studio projects

address a range of technical, compositional, and aesthetic issues fundamental to image-making. Strong emphasis is on the development of both a technical grasp of the tools and a critical awareness of the medium through assignments and critiques. *Students may register for either CAMS 138 or ARTS 108 and credit will be granted accordingly.*

Prerequisite: None. Permission of the instructor required.

File application found on the department website before pre-registration

Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring, Summer

Unit: 1.0

CAMS 139/ARTS 109 Basic Two-Dimensional Design

Lieu (Art), Olsen (Art), Ruffin (Clapp Library)

This studio course focuses on the issue of composition in two-dimensional imagery. It introduces the fundamental elements of design (e.g. line, shape, value, space, color) and their function in the process of composition. Studio projects emphasize formal problem-solving skills as a means of achieving more effective visual communication. Weekly assignments given in a variety of media. This course is not digitally based, but students will have the opportunity to use digital media to solve certain problems. Recommended for those interested in pursuing any type of two-dimensional work, including painting, photography or Web design. *Students may register for either CAMS 139 or ARTS 109 and credit will be granted accordingly.*

Prerequisite: None. Not open to seniors except by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring, Summer

Unit: 1.0

CAMS 201 Early Cinema

Wood (The Writing Program)

This course examines the energy, experimentation, and aesthetics of pre-sound and early sound cinema, from 1895 through the 1930s, when sound, censorship, and an emerging Hollywood studio system produced a shift from a "cinema of attraction" (Gunning) to a cinema of narration. The period provides a delicious paradox for the serious student of film: early films are at once strange (in the range of visual styles deployed) and familiar (establishing forms that become commonplace in later cinema—melodrama and expressionism, for example). The course covers major filmmakers (the Lumière, Meliès, Griffith, Vertov, Eisenstein, Murnau, Keaton and Chaplin, among others) in relation to aesthetic and social theories. Other topics: early Bombay and Shanghai film; modes of production and distribution; the technological development of the cinematic form.

Prerequisite: CAMS majors: CAMS 101, and CAMS 135/ARTS 165, CAMS 138/ARTS 108 or CAMS 139/ARTS 109. Students who entered the College prior to the Fall of 2009 are exempted. For non-majors CAMS 101 is recommended.

Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring

Unit: 1.0

CAMS 203/CHIN 243 Chinese Cinema (in English)

Song (East Asian Languages and Literatures)

NOT OFFERED IN 2010-11. This course explores the cinematic conventions and experiments employed by Chinese filmmakers over the past hundred years. Unique Chinese film genres such as left-wing melodrama, martial arts films and model play adaptations, as well as the three "new waves" in China's recent avant-garde cinema, will be examined and discussed. Individual

filmic visions and techniques experimented with by important directors such as Fei Mu, Hou Hsiao-hsien, Zhang Yimou and Jia Zhangke will be closely analyzed. Class discussions will aim to help students understand the history, politics, and aesthetics of Chinese cinema. Theoretical aspects of film studies will also be incorporated into class readings and discussions. No prior knowledge of China or film studies is required. *Students may register for either CAMS 203 or CHIN 243 and credit will be granted accordingly.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O

Unit: 1.0

CAMS 204/GER 280 Film in Germany, 1919–2009 (in English)

NOT OFFERED IN 2010-11. This course provides a survey of the history of films made by German directors. It introduces the student to the aesthetics and politics of the individual periods of German film making, among them Expressionism, Film in the Third Reich, Postwar Beginnings, and New German Cinema. We will concentrate on films by Lang, Murnau, Wenders, Sierck, Staude, Akin, Fassbinder, Riefenstahl, and Tykwer. *Students may register for either CAMS 204 or GER 280 and credit will be granted accordingly.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O

Unit: 1.0

CAMS 205/JPN 256 History of Japanese Cinema (in English)

Zimmerman (East Asian Languages and Literatures)

NOT OFFERED IN 2010-11. From the long take and the pictorial composition to the swirling action of the sword fight, we explore how Japanese directors first adopted and then transformed the language of cinema. We move chronologically, from early silent film to recent independent cinema, and we view films that speak to the concerns of each subsequent generation. Because Japanese directors have created a visual style that counters certain Hollywood conventions, we also devote class time to learning how to read film. Readings from literature and history enhance study. Directors include: Mizoguchi, Ozu, Kurosawa, Oshima, Imamura, Koreeda, and Nishikawa. No previous knowledge of Japan, Japanese, or film studies is required. *Students may register for either CAMS 205 or JPN 256 and credit will be granted accordingly.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O

Unit: 1.0

CAMS 206 Cinema of the 1960s

Viano

Many film historians regard the 1960s as the most important decade in the growth of the so-called seventh art. While ubiquitous New Waves were transforming filmic conventions across the globe, cinematic Modernism peaked with the works of such filmmakers as Antonioni, Bergman, and Teshigahara. At the same time, political and avant-garde films were pushing representation's boundaries and mirroring the turbulent creativity of the times. Through an exemplary selection of films from different countries, this course aims to expose students to the works, directors, and movements of "the decisive decade."

Prerequisite: CAMS majors: CAMS 101, and CAMS 135/ARTS 165, CAMS 138/ARTS 108 or CAMS 139/ARTS 109. Students who entered the College prior to the Fall of 2009 are exempted. For non-majors CAMS 101 is recommended.

Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall

Unit: 1.0

CAMS 207/ARTH 226 History of Photography: From Invention to Media Age

Berman (Art)

NOT OFFERED IN 2010-11. 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. *Normally offered in alternate years. Students may register for either CAMS 207 or ARTH 226 and credit will be granted accordingly.*

Prerequisite: None. ARTH 100 and 101 strongly recommended.

Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O

Unit: 1.0

CAMS 208 Contemporary Hollywood Romantic Comedy

San Filippo

This course explores the ubiquitous yet understudied Hollywood romantic comedy, starting with its "radical" turn following the classical studio system's demise and in the wake of the sexual revolution and women's liberation. From there, we'll trace how romantic comedy has changed and stayed the same stylistically, thematically, and ideologically. At the heart of our explorations will be ongoing consideration of how romantic comedies reflect and negotiate ever-changing cultural concepts around gender roles, relations between the sexes and those of the same sex, alternative sexualities, and issues of race, class, friends and family. Films likely to be screened are *Annie Hall*, *Desperately Seeking Susan*, *Eternal Sunshine of the Spotless Mind*, *Knocked Up*, *My Best Friend's Wedding*, *She's Got to Have It*, *Trust*, and *An Unmarried Woman*.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Summer

Unit: 1.0

CAMS 209 Desiring Differently, Desiring Difference: Contemporary American Queer Cinema

San Filippo

This course will explore gender and sexuality nonconformity in American narrative cinema over the last four decades, tracing evolving ways of thinking about and screening queerness from the Stonewall and AIDS eras through the New Queer Cinema movement to the contemporary "post-queer" movement of fluidity and homonormativity. Topics to be addressed include the politics of queer representation and visibility; appropriating and revising dominant mainstream images and genres; and queer aesthetics, sensibilities, and fancies. Both classical and recent readings from the queer theory canon will be discussed and applied to cinematic analysis. Films likely to be screened are *Bound*, *Boys Don't Cry*, *Brokeback Mountain*, *Cruising*, *Desert Hearts*, *The Hunger*, *The Killing of Sister George*, and *The Living End*.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Summer

Unit: 1.0

CAMS 211 Hollywood in the 1970s

San Filippo

The 1970s is known as a golden age of Hollywood, a unique instance when commercialism and creativity joined forces to produce artistically inspired, politically engaged works that revitalized the domestic film industry and national cinephilia. We will examine the aesthetic influences, cultural trends, economic factors, and industrial/technological determinants that combined to make possible this decade's vital filmmaking. Furthermore, we will appraise 1970s Hollywood mythmaking, taking into account matters of gender, sexuality, and race as well as questions of film historicism and cultural memory. Films likely to be studied are *All the President's Men*, *An Unmarried Woman*, *The Conversation*, *Five Easy Pieces*, *Jaws*, *McCabe and Mrs. Miller*, *Shampoo*, and *The Working Girls*.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Summer

Unit: 1.0

CAMS 213/GER 288 From Berlin to Hollywood (in English)

Nolden (German)

This course will trace the complicated relationships between the two major centers of movie making by focusing on film directors who became icons of Hollywood after having spent their formative years in Berlin, Vienna, or Prague. We will discuss both the history of commercial competition between Berlin and Hollywood as well as notions of aesthetic transfer by analyzing the work of actors and directors such as Marlene Dietrich, Peter Lorre, F.W. Murnau, Fritz Lang, Ernst Lubitsch, Billy Wilder, Douglas Sirk, all the way through contemporary directors like Wolfgang Petersen and Wim Wenders. *Students may register for either CAMS 213 or GER 288 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video
Semester: Spring

Unit: 1.0

CAMS 221 Cinema: Art and Theory

Sherley (English)

What is the nature of cinema? Can a mechanical process ever produce art? Does film completely transform our notions of what artworks are, or should films be judged on the same criteria we apply to other media? What makes a film great? Given that filmmaking is collaborative, who is the creator of a film? These were among the urgent questions confronted by those who sought to understand cinema in the decades after its invention. In this course, we will read classic works of film theory and view a wide range of films in order to explore the nature of film and grasp the artistic possibilities of the cinematic medium.

Prerequisite: CAMS majors: CAMS 101 and CAMS 135/ARTS 165, CAMS 138/ARTS 108 or CAMS 139/ARTS 109. Students who entered the College prior to the Fall of 2009 are exempted. For non-majors CAMS 101 is recommended.

Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring

Unit: 1.0

CAMS 222 Non-Fiction Film: Ethics, Aesthetics, Action

NOT OFFERED IN 2010-11. The ability of the cinema to convey ideas and to change minds reaches its pinnacle with the documentary, or "non-fiction film", which historically has worked both to draw together disparate cultures and to divide along partisan factions. We will explore how non-fiction film operates materially, as a social document; artistically, as a creative work; as well as rhetorically and/or functionally, as a socio-political act. We will consider several approaches that non-fiction filmmakers have taken in representing reality; and the ethics, aesthetics, and after effects of each: the observational, the engaged, and (what purports to be) the distanced, followed by a consideration of various alternative modes, authors, and subjects.

Prerequisite: CAMS majors: CAMS 101 and CAMS 135/ARTS 165, CAMS 138/ARTS 108 or CAMS 139/ARTS 109. Students who entered the College prior to the Fall of 2009 are exempted. For non-majors CAMS 101 is recommended.

Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O

Unit: 1.0

CAMS 223/PHIL 203 Philosophy of Art

de Warren (Philosophy)

What makes an object an art object? How does art reflect on the human condition? Why is there art rather than not, expression rather than silence, a gesture rather than stillness? A philosophical approach to art is primarily interested in clarifying the problem of aesthetic value, the special activities that produce art, and the claim to truth which finds expression through artistic creation. The aim of this course is to explore these questions, among others, by examining the positions of major philosophers and twentieth-century artists. Aesthetic issues in new media such as film and photography will also be discussed. *Students may register for either CAMS 223 or PHIL 203 and credit will be granted accordingly.*

Prerequisite: Open to first-year students who have taken one course in philosophy and to sophomores, juniors, and seniors without prerequisite.

Distribution: Epistemology and Cognition or Arts, Music, Theatre, Film, Video
Semester: Fall

Unit: 1.0

CAMS 224/ITAS 212 Italian Women Directors: The Female Authorial Voice in Italian Cinema (in English)

Laviosa (Italian Studies)

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. *Students may register for either CAMS 224 or ITAS 212 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring

Unit: 1.0

CAMS 226 Montage: History, Theory, Practice

Viano

An in-depth, hands-on, look at the film editing style characterized by extreme fragmentation and rapid cutting, known as *montage*. Weekly showings include representative silent films by Griffith, the Soviet Montage movement, and Dada-Surrealist shorts as well as the montage-driven cinematography of later epigones (Godard). A selection of theoretical essays, mostly drawn from Eisenstein's life-long tinkering with montage's multidimensionality, will enable our investigation of the different forms of cinematic montage and of what one finds at the boundary of this intriguing notion (e.g. Joyce's *Ulysses*, Cubism, the assembly-line). In addition to watching films and reading pertinent material, students will put their understanding and proficiency into practice through written and audio-visual assignments.

Prerequisite: CAMS 101, CAMS 135/ARTS 165
Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit: 1.0

CAMS 227 Television

San Filippo

Television today is omnipresent and, it sometimes seems, omnipotent: seen by millions worldwide, generating massive revenue, enormously influential in shaping conceptions of ourselves and our world. The course will begin with a study of the specific form of television, and of the development of televisual style (and spectatorial perception) since the invention of the medium. We will consider how television sells not just consumer goods but cultural myths and self-images: of family, class, and national identity; gender roles, sexuality, and lifestyle; and race and ethnicity. We will explore the ways in which industrial and regulatory practices operate behind the scenes to shape and control what and who gets broadcast, and how. The course will conclude with a look ahead to television's next frontiers.

Prerequisite: CAMS majors: CAMS 101 and CAMS 135/ARTS 165, CAMS 138/ARTS 108 or CAMS 139/ARTS 109. Students who entered the College prior to the Fall of 2009 are exempted. For non-majors CAMS 101 is recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit: 1.0

CAMS 228 Avant-Garde Film

Skoller

A survey of the history and aesthetics of the international film Avant-Garde from the 1920s to the present. The course explores experimental film forms and practices in relation to the larger artistic, counter-cultural and intellectual contexts from which they arise. We look at the ways film/video artists have not only created new film languages in order to express their unique vision, but also how they invented alternative modes of production, distribution, and exhibition of their unique work. We examine the major formal modes of Avant-Garde cinema, including abstract, surrealist/Dada, psychodrama, the lyric film-poem, autobiographical, materialist and structural forms, political and activist, new narrative, recycled cinema, the film essay, feminist and queer cinema, as well as expanded forms such as installation and web based cinema.

Prerequisite: CAMS majors: CAMS 101 and CAMS 135/ARTS 165, CAMS 138/ARTS 108 or CAMS 139/ARTS 109. Students who entered the College prior to the Fall of 2009 are exempted. For non-majors CAMS 101 is recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit: 1.0

CAMS 230/ARTS 260 Moving Image Studio

Olsen (Art)

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. *Normally offered in alternate years. Students may register for either CAMS 230 or ARTS 260 and credit will be granted accordingly.*

Prerequisite: CAMS 138/ARTS 108 or CAMS 135/ARTS 165 or CAMS 239/ARTS 221.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall Unit: 1.0

CAMS 234/ENG 204 The Art of Screenwriting

Cezair-Thompson (English)

A creative writing course in a workshop setting for those interested in the theory and practice of writing for film. The course focuses on the full length feature film, both original screenplays and screen adaptations of literary work. *Enrollment limited to 15 students. Mandatory credit/noncredit. Students who have taken this course once may register for it one additional time. Students may register for either CAMS 234 or ENG 204 and credit will be granted accordingly.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Fall, Spring Unit: 1.0

CAMS 235/ARTS 265 Intermediate Video Production/The Documentary Form

Mekuria (Art)

NOT OFFERED IN 2010-11. An exploration of the techniques and styles of producing documentary videos. We will survey current issues surrounding objectivity and representation as it concerns the documentary form. Strong emphasis on storytelling. Special focus on lighting, sound recording, and editing. We will screen and analyze various styles of documentary films. Final projects will be short documentaries. *Students may register for either CAMS 235 or ARTS 265 and credit will be granted accordingly.*

Prerequisite: CAMS 135/ARTS 165 or permission of the instructor required.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

CAMS 238/ARTS 208 Photography II

Rogers (Art)

Building on the foundation of CAMS 138/ARTS 108, initial digital camera and scanning techniques are introduced to provide a background in color image production through use of the inkjet printer. Using the traditional wet darkroom, students will explore the medium format camera and advanced developing and printing processes. Other techniques include lighting equipment and metering. Strong emphasis is on the development of a personal photographic vision and a critical awareness of the medium and its history through research and critiques. *Students may register for either CAMS 238 or ARTS 208 and credit will be granted accordingly.*

Prerequisite: CAMS 138/ARTS 108 or permission of the instructor required.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall Unit: 1.0

CAMS 239/ARTS 221 Digital Imaging

Olsen (Art)

Introduction to artistic production through electronic imaging, manipulation and output. Emphasis on expression, continuity, and sequential structuring of visuals through the integration of image, type and motion. Image output for print, screen, and adaptive surfaces are explored in conjunction with production techniques of image capture, lighting and processing. Lectures and screenings of historic and contemporary uses of technology for artistic and social application of electronic imaging. *Students may register for either CAMS 239 or ARTS 221 and credit will be granted accordingly.*

Prerequisite: CAMS 138/ARTS 108 or CAMS 139/ARTS 109.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring, Summer Unit: 1.0

CAMS 240/WGST 223 Gendering the Bronze Screen: Representations of Chicanas/Latinas in Film

Mata (Women's and Gender Studies)

NOT OFFERED IN 2010-11. The history of Chicanas and Latinas on the big screen is a long and complicated one. To understand the changes that have occurred in the representation of Chicanas/Latinas, 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 Chicanas and Latinas 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 only as support characters to the male protagonists. *Students may register for either CAMS 240 or WGST 223 and credit will be granted accordingly.*

Prerequisite: None. Not open to students who have previously taken [WOST 223]

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

CAMS 241/WGST 249 Asian American Women in Film

Creef (Women's and Gender Studies)

This course will serve as an introduction to Asian American film and video, and begin with the premise that there is a distinct American style of Asian "Orientalist" representation by tracing its development in classic Hollywood film over the last 75 years. We examine the politics of interracial romance, the phenomenon of the "yellow face" masquerade, and the different constructions of Asian American femininity, masculinity, and sexuality. In the second half of the course, we look at the production of what has been named "Asian American cinema" where our focus will be on contemporary works, drawing upon critical materials from film theory, feminist studies, Asian American studies, history, and cultural studies. *Students may register for either CAMS 241 or WGST 249 and credit will be granted accordingly.*

Prerequisite: None.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit: 1.0

CAMS 308/ARTH 338 Seminar. Imagining Mexico and the Border in Film

Oles (Art)

This seminar explores how Mexico and the U.S.-Mexican border have been represented in the (mainly) commercial cinema. We will study about 12-15 films in depth, by directors ranging from D.W. Griffith to Sergei Eisenstein to Emilio "El Indio" Fernández. From the earliest moving pictures of Mexico (produced by Thomas Alva Edison in 1898) to recent productions, certain themes are repeated and transformed: idealized images of the peasant and traditional culture; Revolution, bandits, and violence; and the moral and social complexity of the border region. We will also consider how positions on race, gender, and national identity are negotiated in these movies. Along with understanding the complexities of plot and characterization, the seminar will focus on the formal language of the medium itself. *Students may register for either CAMS 308 or ARTH 338 and credit will be granted accordingly.*

Prerequisite: Permission of instructor required.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

CAMS 326 Antonioni, Fellini, Auteur Theory
Viano

Nourished by its roots in neorealism, and sustained by a booming national economy, the golden age of Italian cinema (1960-1975) impacted film art mostly through the groundbreaking work of such directors as Fellini and Antonioni. This course will explore their contribution to the history of film style from the standpoint of the *auteur* theory. We thus set two goals for ourselves. Through the comparative analysis of their most influential films, Fellini's visionary and subjective, editing-driven and dream-infused, cinema will emerge against Antonioni's nearly opposite filmmaking style, long-takes and painterly frame composition, formal rigor and philosophical ingenuity. At the same time, a selection of key theoretical essays will allow us to trace the concomitant rise of the *auteur* theory and evaluate its claims to validity as well as its problems and decline.

Prerequisite: CAMS 101, CAMS 135/ARTS 165, and at least one 200-level theory or analysis course or permission of instructor required.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

CAMS 328/ARTH 364 Women Filmmakers: History and Theory of Subversion

NOT OFFERED IN 2010-11. A survey of the history of women making films and an exploration of the issues of representation using films directed by women from around the world. We will review the history and emergence of women/feminist filmmakers and examine the impact of feminism and feminist film theory on women filmmakers in particular, and the film industry in general. Required activities include weekly screenings of films, written analytical reports, and classroom presentations. *Students may register for either CAMS 328 or ARTH 364 and credit will be granted accordingly.*

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

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

CAMS 335/ARTS 365 Advanced Video Production

Mekuria (Art)

NOT OFFERED IN 2010-11. An intensive course in story development, writing screenplay, directing actors and technical crew, and producing short, dramatic or mixed-genre videos. Rigorous work on advanced camera operation, lighting, sound recording, and editing techniques. We will screen and analyze short films and sample screenplays. Course requires strong organizational and directorial aptitude. The final projects will be short narrative, experimental or mixed-genre videos. *Students may register for either CAMS 335 or ARTS 365 and credit will be granted accordingly.*

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

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

CAMS 338/ARTS 308 Photography III

Rogers (Art)

Advanced explorations of aesthetic and content issues through the use of both traditional light sensitive and digital methodologies are explored. Advanced photographic techniques and equipment will be presented to solve visual problems arising from each student's work. Continued emphasis is placed on research into the content and context of the photographic image in contemporary practice through gallery visits, guest lecturers, and library work. *Students may register for either CAMS 338 or ARTS 308 and credit will be granted accordingly.*

Prerequisite: CAMS 138/ARTS 108, CAMS 238/ARTS 208, and either CAMS 139/ARTS109 or CAMS 239/ARTS 221 or another 200-level studio course, or permission of the instructor required.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

CAMS 340 The Longest Wave: The Films of Agnès Varda and Jean-Luc Godard
Viano

The respective careers of Agnes Varda and Jean-Luc Godard stand as supreme examples of the French New Wave's spirit. Spanning over fifty years, their *oeuvre* has constantly evinced the political awareness, formal innovation, and independence from the mainstream which were the ideals of that most influential movement. Weekly screenings of their salient films, and a selection of critical literature, will allow the students in this course to examine and appreciate these two *auteurs'* multifaceted careers, from their roots in the New Wave to their most recent, personal work in digital video.

Prerequisite: CAMS 101, CAMS 135/ARTS 165, and at least one 200-level theory or analysis course or permission of instructor required.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

CAMS 341/ARTH 391 Persuasive Images

Berman (Art)

NOT OFFERED IN 2010-11. 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 consid-

ers, 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. *Students may register for either CAMS 341 or ARTH 391 and credit will be granted accordingly.*

Prerequisite: 200-level courses in Art or Media Arts and Sciences.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

CAMS 342/ARTH 342 Seminar. Domesticity and Its Discontents
Carroll (Art)

This class will study changing representations of the family and the home from the late Middle Ages through the present. The first part of the course will focus on paintings of family life and domestic interiors from the fifteenth through the nineteenth centuries. The second part will focus on the analysis of films that take up domestic themes. *Students may register for either CAMS 342 or ARTH 342 and credit will be granted accordingly.*

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

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

CAMS 343/ARTH 333 Seminar. Visual Analysis of Film

Carroll (Art)

NOT OFFERED IN 2010-11

Prerequisite: ARTH 101, or 224 or 226/CAMS 207, or CAMS 101, or permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

CAMS 346/ENG 363/AMST 363 Hawks and Hitchcock
Shetley (English)

Intensive study of two directors who seem at first to define opposite poles of studio practice. Howard Hawks worked in almost every Hollywood genre: musical, western, gangster picture, adventure story, screwball comedy, war film. Hitchcock, as Sidney Lumet remarks, "always essentially made the same picture," a romantic thriller, leavened with comedy, with glamorous stars. Yet, in the first issue of the British film journal *Movie* (May 1962) only Hawks and Hitchcock were honored as "Great" directors. This course will explore the work of these two directors by looking at their films, at theories of film authorship, and at the extensive literature on both filmmakers. We'll focus on understanding the unity within Hawks's wildly varied output, and the variety within Hitchcock's seemingly homogeneous oeuvre. *Students may register for either CAMS 346, ENG 363 or AMST 363 and credit will be granted accordingly.*

Prerequisite: Permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Spring

Unit: 1.0

CAMS 350 Independent Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

CAMS 351 and 352 Advanced Seminar I: Advanced Screenwriting and Narrative Theory Staff

NOT OFFERED IN 2010-11. These two-semester courses offer students the opportunity for intensive work in theory and production, and to reflect on the relation between the two. In advanced screen writing, students will produce an original, film-length screenplay suitable for production; students will explore possible experimental narrative structures prior to developing an appropriate structure of their own. They will simultaneously explore critical conceptualizations of narration through intensive study of several films in the light of theories developed by both film theorists (Bordwell, Chatman, Branigan) and literary theorists. Students are required to take both semesters.

Prerequisite: Open by permission to seniors.
Distribution: None
Semester: N/O

Unit: 2.0

CAMS 353 and 354 Advanced Seminar II: Advanced Theory and Advanced Production Staff

NOT OFFERED IN 2010-11. These two-semester courses explore the relationship between the history, theory and production of nonfiction films and offer students a chance to study intensively the various approaches to documentary filmmaking as well as produce a documentary. As we read and consider the approaches of theorists such as Michael Renov and Bill Nichols, testing them against a range of documentary film forms through all periods of film history, we'll ask: what are the ethics of making films about human subjects? What is the difference between first-person narration and an objective viewpoint? Is a direct-cinema approach relevant today? How does the intervention of new media, the internet and especially the emergence of YouTube impact on the nature of non-fiction film and filmmaking? What is the relationship between rhetoric and aesthetics in nonfiction film? Simultaneously, students will develop and experiment with their own approach to nonfiction film in the advanced production class. Students are required to take both semesters.

Prerequisite: Open by permission to seniors.
Distribution: None
Semester: N/O

Unit: 2.0

CAMS 355 Capstone Seminar: Topics Skoller

An interdisciplinary senior seminar in which students bring together elements of their research interests into a single in-depth project. This can be a scholarly or artistic project relating to film, media or art history, looking at a single theoretical or historical topic or body of work, or it can be an art work: a single film or exhibition. This course is also designed to create a project that can be used as a portfolio for graduate school, professional jobs, or art and media exhibition. The weekly meetings will be a working group in which students present works-in-progress for critique and discussion, culminating in a public presentation of the final work. The project will be developed with and approved by the instructor.

Prerequisite: Open by permission to seniors.
Distribution: None
Semester: Spring

Unit: 1.0

CAMS 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.

Distribution: None
Semester: Fall, Spring

Unit: 1.0

CAMS 370 Senior Thesis

Prerequisite: 360 and permission of department.

Distribution: None
Semester: Fall, Spring

Unit: 1.0

Related Courses

For the following courses to count toward the major, CAMS majors are advised to request approval from the Program Director before registering.

AFR 207 Images of African People through the Cinema

AFR 222 Blacks and Women in American Cinema

AMST 317 Seminar. Advanced Topics in American Studies

AMST 340/ARTH 340 Disneyland and American Culture

ARTH 224 Modern Art to 1945

CLCV 212 Reading Travel: The Theme of Travel in Classical and Contemporary Fiction

ENG 320 Literary Cross-Currents

FREN 222 French Cinema from the Lumière Brothers to the Present: The Formation of Modernity

FREN 314 A Cinematic History of Intellectual Ideas in Post-WWII France: The Politics of Art

FREN 331 Desire, Sexuality, and Love in African Francophone Cinema

ITAS 261 Italian Cinema (in English)

JPN 130/THST 130 Japanese Animation (in English)

POLI 316 Mass Media in American Democracy

SPAN 265 Latin American Cinema

SPAN 268 Contemporary Spanish Cinema

SPAN 304 Seminar. All about Almodóvar: Spanish Cinema in the *Transición*

SPAN 315 Seminar. Luis Buñuel and the Search for Freedom and Morality

THST 130/JPN 130 Japanese Animation (in English)

Requirements for the Major

For Students who enter the College in the Fall of 2009 or later: The 12-course major begins with CAMS 101, and CAMS 135/ARTS 165, CAMS 138/ARTS 108 or CAMS 139/ARTS 109, introductory production courses in Video, Photo and 2-Dimensional Design. When students declare the CAMS major, they should also be ready to declare the track they are following. If they declare the History and Theory track, students will then select at least four 200-level CAMS courses in the following categories: history (courses numbered 200-219); theory (courses numbered 220-229); analysis (courses numbered 240-259); and a 200-level production course (numbered 230-239). The 200-level production course may be a course in screenwriting, studio art, or theatre production. If they declare the production track they

are required to take at least one 200-level history, theory or analysis course and CAMS 235/ARTS 265, Intermediate Video Production, in addition to production courses in other forms.

CAMS majors are required to take two 300-level CAMS courses: history/theory track should choose two seminars; the production track may choose a seminar, and must choose a 300-level production course. In addition, all majors are required to choose one of the following three capstone options: the senior thesis (360/370), the CAMS capstone seminar (355), or one of the special two-unit course sequences that merge production and theory.

All majors are required to take CAMS 101 before any course above CAMS 135 in the curriculum. All students should take CAMS 230/ARTS 260, CAMS 235/ARTS 265, or CAMS 238/ARTS 208 before any 300-level CAMS courses.

A recommended sequence of required courses would be:

Year I, CAMS 101 and 115, and 135, 138 or 139.

Year II, CAMS 201 and 221, 235 and 230, 234 or 238

Year III, CAMS 241, 328, 341, and 335 or 338, 350

Year IV, 300-level courses including 350, the capstone seminar CAMS 355 or one of the 2-unit seminars 351/352, 353/354, or an honor's thesis, 360/370.

The remaining units can be electives chosen in consultation with the Director.

For students who entered the College prior to the fall of 2009: The major in Cinema and Media studies consists of a minimum of nine units.

Starting the fall of 2009, the required courses for the major: [CAMS 175, 231 and/or 233] will no longer be offered. Students who have not taken these courses can substitute CAMS 201, CAMS 221 and CAMS 222 or 227 to fulfill the requirements of [CAMS 175, 231 or 233]. The unit required in one of the creative disciplines associated with moving image media can be met by a course in video production (CAMS 135/ARTS 165), photography (CAMS 138/ARTS 108), or screenwriting (CAMS 234/ENG 204). Other courses may fulfill this requirement by permission of the program director. Two units must be at the 300-level, a requirement that neither a 350 (independent study) nor a 360/370 can fulfill. Students primarily interested in the computing aspects of arts and multimedia should consider the interdepartmental Media Arts and Science program.

Requirements for the Minor

For Students who enter the College in the Fall of 2009 or later: The CAMS minor will be made up of six courses in the following areas:

- CAMS 101
- One introductory production course
- Four additional courses at the 200-level and above, with at least one of them at 300-level.

For students who entered the College prior to the Fall of 2009: The CAMS minor consists of a minimum of five units. Starting the fall of 2009, the required courses for the minor [CAMS 175, 231 and/or 233] will no longer be offered. Students who have not taken these courses can substitute CAMS 101, 201, 221, 222 or 227 to

fulfill the requirements of CAMS 175, 231 or 233. The unit required in one of the creative disciplines associated with moving image media can be met by a course in video production (CAMS 135/ARTS 165), photography (CAMS 138/ARTS 108), or screenwriting (CAMS 234/ENG 204). Other courses may fulfill this requirement by permission of the program director. One unit must be at the 300 level, and cannot be a 350.

Honors

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.

Department of Classical Studies

Professor: *Starr (Chair), Dougherty*

Associate Professor: *Gilbully*

Assistant Professor: *Burns, Young*

Classical Studies explores ancient Greek and Roman culture across the Mediterranean basin, from the second millennium B.C.E. to the fall of the Roman Empire in the West. The organizing idea of the field is not a single method or a discipline, but the study of Greco-Roman antiquity (and its influence up to the present day) in all its richness and diversity, its familiarity and its strangeness. Classical Studies encompasses languages and literatures, archaeology, epigraphy, history, art history, politics, law, science, philosophy, religion, and mythology. In this respect, it is the original and most wide-ranging of interdisciplinary fields. It can thus stand alone as a dynamic and challenging field of study or can complement almost any other major in a liberal arts program.

The Department of Classical Studies offers two major programs: Classics and Classical Civilization. The Classics major combines work in both Greek and Latin with coursework in English on the history, literature, society, and material culture of the ancient world. The Classical Civilization major requires the study of either Greek or Latin, together with coursework in English on different aspects of the ancient world. Classes in Greek and Latin are conducted in English and encourage close analysis of the ancient texts, with emphasis on their literary and historical values. Students interested in studying classical archaeology can do so within either the Classics or Classical Civilization majors. Students wishing to pursue graduate work in Classics should plan to take coursework in both Greek and Latin at the 300 level and to begin the study of German, French, or Italian.

The Classical Studies Department offers students the opportunity to explore the ancient world through an integrated, cohesive program of courses worked out by the student and her advisor (a faculty member of her choice or the department chair). Individual programs are tailored to meet students' specific interests, such as classical literature, archaeology, ancient theater, ancient philosophy, law, political theory, ancient religion, material culture, and the classical tradition.

The goals of both the Classics and Classical Civilization Major are:

- To develop the ability to read and interpret texts in Greek and/or Latin.
- To work with primary texts and/or artifacts to develop an understanding of the historical, political, and cultural worlds of ancient Greece and Rome on their own terms.
- To develop and use appropriate critical reasoning skills in the analysis and interpretation of classical antiquity.

Classical Civilization

CLCV 104 Classical Mythology

Gilbully

Achilles' heel, the Trojan Horse, Pandora's Box, an Oedipal complex, a Herculean task—themes and figures from classical mythology continue to play an important role in our everyday life. We will read the original tales of classical heroes and heroines together with more modern treatments in film and literature. Why do these stories continue to engage, entertain, and even shock us? What is the nature and power of myth? Readings from ancient sources in English translation.

Prerequisite: None

Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy

Semester: Spring

Unit: 1.0

CLCV 110 Archaeology and Artifacts: Exploring Classical Cultures through Objects

Burns

This first-year seminar examines the past through direct engagement with objects from ancient Greek and Roman cultures. Working with a diverse collection of artifacts – including pottery, coins, and figurines – students will learn about the societies of the ancient Mediterranean as well as methods of artifact analysis and theories of material culture studies. We will explore the history of the objects now at Wellesley, collecting evidence that can be gleaned from close observation and comparative analysis. We will also consider the presentation of ancient objects as art and artifact in various local museum settings. Students will work collaboratively to design an exhibition of select pieces.

Prerequisite: None. Open only to first-year students.

Distribution: Social and Behavioral Analysis or Historical Studies

Semester: Fall

Unit: 1.0

CLCV 125/WRIT 125 Dining in Ancient Greece and Rome

Gilbully

NOT OFFERED IN 2010-11. Plato's *Symposium* provides one window into the culture of dining in antiquity, revealing how people gathered in ancient Greece to entertain and be entertained, to perform music and exchange ideas, to form political ties, and to share food and drink as well as other bodily pleasures. Written texts have provided a primary source of evidence for scholars investigating the social relationships and cultural symbols of ancient Greece and Rome. In this course, we will consider literary materials together with visual and archeological materials to understand these cultures. Writing assignments will ask students to assess and make arguments, based on the cultural records, about how these cultures expressed themselves through the distribution of food at the *symposium* in ancient Greece and the *cena* in Rome. *This course satisfies the Writing 125 requirement and counts as a unit toward the Classics or Classical Civilization major. Includes a third session each week.*

Prerequisite: None. Open only to first-year students.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

CLCV 200/300 Athens and Rome: A Tale of Two Cities*Burns*

NOT OFFERED IN 2010-11. The Periclean Parthenon with its polished white and perfectly arranged marble columns is the perfect symbol of ancient Athens' identity as a city of democracy and philosophy, while the Roman Colosseum reverberating still with the distant echoes of gladiatorial combat embodies the military greatness with which we associate classical Rome. These iconic monuments have come to define the way we think about ancient Athens and Rome, and this course will explore how a city's built environment reflects and even articulates its place in the world. Contextualizing monuments in relation to historical events, political organization, and civic identity, students will study these primary centers of the classical Mediterranean as they developed, from humble beginnings to imperial capitals by contrast with other ancient cities studied through group research projects. *This course may be taken as either 200 or, with additional assignments, 300.*

Prerequisite: 200 open to all students; 300 by permission of instructor.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

CLCV 201 The Age of Experiment: Literature and Culture of Archaic Greece*Daugherty*

NOT OFFERED IN 2010-11. Beautiful and moving on its own terms, the poetry of Homer, Hesiod and Sappho also gives us a window into one of the most turbulent, prolific, and influential periods of Greek history. From the eighth to the sixth century BCE, an amazing array of events -- the rediscovery of the alphabet, the development of far-reaching trade routes and colonial foundations, the establishment of the Olympic games and a Panhellenic identity -- completely transformed the way the Greeks constructed their world -- literally and imaginatively. This course will explore the textual traces of this expansive and experimental period through the works of Homer, Hesiod, lyric poetry, and selections from Herodotus.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

CLCV 202 Crisis, Drama, Classical Athens*Gilbuly*

In the fifth Century BCE, Athens was home to great intellectual ferment as well as political growth and crisis. During this intellectual revolution, Pericles oversaw the building of the Acropolis, Plato wrote *The Apology* and *The Symposium*, and citizens saw productions of *Oedipus Tyrannos*, *Medea* and *Lysistrata*, while 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 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.

Prerequisite: None
Distribution: Language and Literature or Historical Studies
Semester: Fall Unit: 1.0

CLCV 203 Roman Culture and Society*Starr*

After a brief orientation to Roman history, we will examine fundamental issues of Roman culture and society, including the power of the past in the present (e.g., the use of historical myths such as Romulus and Remus to explain current practices), the family, aristocratic competition, education, politics and political communication, and the complex relationship of Rome to Greece. Combination of lectures, discussion, and focused case studies based on various different kinds of sources, including literary texts (such as Vergil's *Aeneid*, Catullus' poems, and Cicero's speeches), a first century BCE handbook on how to win political campaigns, educational treatises and school exercises, public inscriptions on stone, private letters, and papyrus texts from Wellesley's Special Collections in Clapp Library.

Prerequisite: None
Distribution: Historical Studies or Language and Literature
Semester: Spring Unit: 1.0

CLCV 204 Latin Literature*Young*

NOT OFFERED IN 2010-11. We often think of the ancient Romans as British soldiers obsessed with building empires and shedding blood. But the Romans were equally enthralled by language and literature: Romans learned to read by reciting the poems of Homer and Julius Caesar himself penned a book about grammar on his way to a military campaign in Gaul. This course offers an historical survey of Rome from the second century BCE through the fourth century CE through the lens of Roman literature. While reading a variety of epics, novels, poems, and plays we will try to understand why literature was so important to the Romans and why many Roman works are still considered essential reading today. We will also ask what insights these literary texts can offer into Rome's people, culture, and history. The course will touch on a number of topics central to the study of ancient Rome: citizenry and slavery, performance and spectacle, religion, philosophy, luxury, power, and empire. Authors will include Plautus, Catullus, Vergil, Ovid, Seneca, Petronius, Apuleius, and Augustine.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

CLCV 205/305 Ancient Spectacle*Burns*

NOT OFFERED IN 2010-11. The games of the Roman amphitheater were more than entertainment for the masses, just as the Athenian productions of tragedy and comedy commingled theater with religion and politics. This course examines the spectacle of competitive performances and rituals of power that helped shape ancient Greek and Roman society. Students will investigate ancient writings alongside art-historical and archaeological evidence to consider how social values and identities were constructed through these shared experiences. We will also consider how the modern performances of ancient texts, the Olympic Games, and cinematic representations have emphasized the splendor, drama, and gore of antiquity. *This course may be taken as either 205 or, with additional assignments, 305.*

Prerequisite: 205 open to all students; 305 by permission of instructor.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

CLCV 206 Gods and Heroes*Burns*

The mythic tales of gods and heroes hucked 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.

Prerequisite: CLCV 104 or ART 100 or permission of instructor
Distribution: Arts, Music, Theatre, Film, Video or Historical Studies
Semester: Fall Unit: 1.0

CLCV 212/CPLT 212 Reading Travel: The Theme of Travel in Classical and Contemporary Fiction*Daugherty*

NOT OFFERED IN 2010-11. Every story is a travel story, and this class explores the theme of travel as it appears both literally and figuratively in works of fiction. How is narrative a spatial practice? What is the relationship between travel and fiction, between travel and literary genre? How does travel articulate issues of (personal and cultural) identity? How do gender and family operate together with travel to structure relationships between home and away, men and women? We will begin with Homer's *Odyssey*, which sets the stage for many of the themes and issues to be interrogated in a broad range of texts, classical and contemporary. Additional readings will include Euripides' *Helen*, Heliodorus' *Ethiopian Romance*, Twain's *The Adventures of Huckleberry Finn*, Conrad's *Heart of Darkness*, Kincaid's *Lucy*, Robinson's *Housekeeping*, and Ondaatje's *The English Patient*. *Students may register for either CLCV 212 or CPLT 212 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

CLCV 214 Bronze Age Aegean Archaeology*Burns*

The legends of King Agamemnon of Mycenae, the Minotaur of Knossos, and the decade-long war at Troy were all shaped by the Bronze Age remains that later Greeks encountered at these sites. This course surveys the archaeology of these central places and the larger landscapes of Minoan Crete and Mycenaean Greece: the ruins that inspired classical myths, the palaces of the earliest European kingdoms, and the first texts written in Greek. The primary evidence of settlements, sanctuaries, and cemeteries will be contextualized through the study of administrative records and artistic representations and through comparison with contemporary cultures of the eastern Mediterranean. We will complete the semester with a component on the "Dark Age," and the possible relationship of epic poetry to Bronze Age society.

Prerequisite: None
Distribution: Social and Behavioral Analysis or Historical Studies
Semester: Spring Unit: 1.0

CLCV 220 Introduction to Comparative Literature

Young
NOT OFFERED IN 2010-11. Taking up one of the major concerns of Comparative Literature as a field, this course looks at how texts move, tracing several works of Greek and Roman literature as they travel through centuries and across continents. We will begin with the troubled notion of a classic and explore questions of canonicity. Case studies will include texts Sophocles' *Antigone* and the poems of Catullus and Sappho. With the help of readings in reception and translation theory, we will look at these works as they change over time, asking how they have contributed to modern discourses and practices including colonialism, post-colonialism, psychoanalysis, feminism, contemporary pop-culture, and modernist avant-gardes.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

CLCV 230/330 War: From Troy to Baghdad

Rogers (History)
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. *This course may be taken as 230 or, with additional assignments, 330.*

Prerequisite: 230 open to all students; 330 by permission of instructor
Distribution: Historical Studies or Language and Literature
Semester: Summer Unit: 1.0

CLCV 236/336 Greek and Roman Religion

Rogers (History)
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? *This course may be taken as either 236 or, with additional assignments, 336.*

Prerequisite: 236 open to all students; 336 by permission of the instructor.
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

CLCV 240/REL 240 Romans, Jews, and Christians in the Roman Empire

Rogers (History), Geller (Religion)
NOT OFFERED IN 2010-11. 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. *Students may register for either CLCV 240 or REL 240 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

CLCV 243 Roman Law

Starr
NOT OFFERED IN 2010-11. 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.

Prerequisite: None
Distribution: Historical Studies or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

CLCV 244 Invective Literature: The Poetics and Politics of Transgression

Young
Why did the Greeks and Romans write lewd poems about old women? Why was ritual cursing used in the cult of Demeter? When could Caesar's soldiers regale him with off-color jokes? This course explores the social, political, and literary function of abusive language and literature in ancient Greece and Rome. We will read a variety of literary genres (iambic, satire, comedy) and discuss how insult and obscenity manifested in the religious, political, and social spheres. We will also examine various theories of humor and obscenity and discuss a selection of non-western and modern invective poems, asking how ideas of linguistic propriety are shaped by cultural context. Principal Greek authors will include Sappho, Archilochus, Hipponax, and Aristophanes. Roman authors will include Catullus, Cicero, Juvenal and Martial. Modern authors will range from Ginsberg and Bukowski to Baraka, Andrews, Mayer and Addonizio.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

CLCV 250 Research or Individual Study

Prerequisite: Open by permission.
Distributions: None
Semester: Fall, Spring Unit: 1.0

CLCV 250H Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

CLCV 313 Gender in Antiquity

Gilhuly
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 epic, 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.

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

CLCV 321 Eros: Love and Desire in Ancient Greece

Burns
NOT OFFERED IN 2010-11. Who was Eros? This course will explore how the ancient Greeks struggled to understand, and sometimes escape, this powerful god of love. We will use ancient texts and the visual arts together to consider the ways in which Greek society both encouraged and tried to contain different notions of desire. Readings, such as Sappho's poetry, tragic plays by Euripides, and Plato's philosophical dialogues, present compelling personifications of Eros himself, portrayals of people under his influence, and debates about the nature of love while representations of desiring and desired persons found in the visual arts reveal the workings of desire in various public and private contexts.

Prerequisite: Previous coursework in Classical Studies or Art History
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O Unit: 1.0

CLCV 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CLCV 350H Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

CLCV 360 Senior Thesis Research

Prerequisite: By permission of the department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CLCV 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Classical Studies

CLST 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CLST 350H Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

CLST 360 Senior Thesis Research

Prerequisite: By permission of the department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring

Unit: 1.0

CLST 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring

Unit: 1.0

Greek

GRK 101 Beginning Greek I

Dougherty

An introduction to ancient Greek language. Development of Greek reading skills.

Prerequisite: Open to students who do not present Greek for admission.
Distribution: None
Semester: Fall

Unit: 1.0

GRK 102 Beginning Greek II

Dougherty

Further development of language skills and reading from Greek authors.

Prerequisite: 101 or equivalent
Distribution: None
Semester: Spring

Unit: 1.0

GRK 201 Plato

Gilbuly

Study of selected dialogues of Plato. Socrates in Plato and in other ancient sources; Socrates and Plato in the development of Greek thought; the dialogue form, the historical context. Selected readings in translation from Plato, Xenophon, the comic poets, and other ancient authors.

Prerequisite: 101 and 102 or two admission units in Greek or permission of the instructor.
Distribution: Language and Literature
Semester: Fall

Unit: 1.0

GRK 202 Homer

Burns

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.

Prerequisite: 201
Distribution: Language and Literature
Semester: Spring

Unit: 1.0

GRK 206/306 Herodotus

Gilbuly

NOT OFFERED IN 2010-11. In this course students will read selections from Herodotus' *Histories*. We will consider the text in light of the historiographical and literary traditions, with a view toward understanding Herodotus' innovations and inheritance. *This course may be taken as either 206 or, with additional assignments, 306.*

Prerequisite: 206, GRK 101 and 102 or permission of instructor; 306, GRK 201 and 202 or permission of instructor
Distribution: Language and Literature
Semester: N/O

Unit: 1.0

GRK 207/307 Archaic Greek Poetry

Dougherty

NOT OFFERED IN 2010-11. In this course, students will read selections from the important Greek poets of the archaic period such as Homer, Hesiod, Archilochus, Sappho, and Pindar. We

will consider the poetry in light of the historical, cultural and literary context of the archaic period, focusing in particular on issues of genre and performance. *This course may be taken as either 207 or, with additional assignments, 307.*

Prerequisite: 207, GRK 101 and 102 or permission of instructor; 307, GRK 202 or permission of instructor
Distribution: Language and Literature
Semester: N/O

Unit: 1.0

GRK 250 Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring

Unit: 1.0

GRK 250H Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring

Unit: 0.5

GRK 303 Euripides

Staff

NOT OFFERED IN 2010-11. 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 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.

Prerequisite: 202 or permission of the instructor.
Distribution: Language and Literature
Semester: N/O

Unit: 1.0

GRK 304 Sophocles

Dougherty

NOT OFFERED IN 2010-11. 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.

Prerequisite: 202 or permission of the instructor.
Distribution: Language and Literature
Semester: N/O

Unit: 1.0

GRK 305 Greek Comedy

Gilbuly

NOT OFFERED IN 2010-11. Readings from Greek comic poets such as Aristophanes and Menander. Close reading of the Greek combined with analysis of both primary and secondary sources. Texts will be considered in their broader social, political and literary contexts.

Prerequisite: 202 or permission of the instructor.
Distribution: Language and Literature
Semester: N/O

Unit: 1.0

GRK 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.
Distribution: None
Semester: Fall, Spring

Unit: 1.0

GRK 350H Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring

Unit: 0.5

GRK 360 Senior Thesis Research

Prerequisite: To students of the department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring

Unit: 1.0

GRK 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring

Unit: 1.0

Latin

LAT 101 Beginning Latin I

Starr

Introduction to the Latin language; development of Latin reading skills.

Prerequisite: Open to students who do not present Latin for admission or permission of the instructor.
Distribution: None
Semester: Fall

Unit: 1.0

LAT 102 Beginning Latin II

Young

Further development of Latin reading and language skills.

Prerequisite: 101
Distribution: None
Semester: Spring

Unit: 1.0

LAT 200 Intermediate Latin I: Introduction to Roman Literature and Culture

Young

After reviewing Latin grammar in as much detail as necessary, we'll start to make the transition from Latin grammar to Latin literature and Roman culture. Selections in Latin from such authors as Catullus (poetry), the emperor Augustus (*The Deeds of the Divine Augustus*), and Perpetua (one of the earliest known women Latin authors). Topics to be studied might include: social status and identity (What defined you? Might your status/identity change, whether for better or worse?); Rome's relation to Greece, which Rome conquered, but which long dominated Roman culture; or the nature and function of literature in Roman life.

Prerequisite: 102 or Wellesley's placement exam and permission of the instructor.
Distribution: Language and Literature
Semester: Fall

Unit: 1.0

LAT 201 Intermediate Latin II: Vergil and Augustus

Starr

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.

Prerequisite: 200 or Wellesley's placement exam and permission of the instructor.
Distribution: Language and Literature
Semester: Spring

Unit: 1.0

LAT 250 Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring

Unit: 1.0

LAT 250H Research or Individual Study

Prerequisite: Open by permission.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

LAT 305 Roman Comedy

Starr

NOT OFFERED IN 2010-11. Roman comedy stands behind the Western comic tradition, all the way through Shakespeare and modern situation comedies. We'll explore selected plays, in Latin and in translation, by Plautus and Terence in their literary and cultural contexts. Possible topics: the development of Roman comedy from Greek New Comedy, stock characters (e.g., the dumb young man in love, the obstructive father, the clever slave), the archaeology of the Roman theater, comedy as festival and reversal, performance, and Plautus' influence on later plays and playwrights, including *Ralph Roister Doister* (the earliest surviving English comedy), Shakespeare's *The Comedy of Errors*, Molière, Oscar Wilde's *The Importance of Being Earnest*, and movies and musicals, such as *A Funny Thing Happened on the Way to the Forum* and *The Boys from Syracuse*.

Prerequisite: 201 or a 300-level Latin course or Wellesley's placement exam and permission of the instructor

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

LAT 307 Catullus

Young

NOT OFFERED IN 2010-11. Tormented lover, urbane jester, obscene abuser, political subversive, poetic revolutionary—the personae of Catullus are as varied as the poems that produce them. This course is a topical investigation of Catullus' poetry and its Roman contexts. Topics will include: poetry and biography; allusion, aesthetics and the "New Poetry"; social performance and self-representation; Roman masculinity and femininity; obscenity and invective; sex, poetry and power. Readings will draw on a variety of theoretical orientations that inform Catullan criticism: biography, psychoanalysis, intertextuality, feminism, New Historicism.

Prerequisite: 201 or a 300-level Latin course or Wellesley's placement exam and permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

LAT 308 Imperial Latin Literature

Starr

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.

Prerequisite: 201 or a 300-level Latin course or Wellesley's placement exam and permission of the instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

LAT 310 Roman Historical Myths

Starr

NOT OFFERED IN 2010-11. 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.

Prerequisite: 201 or a 300-level Latin course or Wellesley's placement exam and permission of the instructor.

Distribution: Language and Literature or Historical Studies

Semester: N/O

Unit: 1.0

LAT 311 Satire

Starr

NOT OFFERED IN 2010-11. The Romans claimed satire as the only uniquely Roman literary genre. Its subjects varied widely from philosophy and morality to dinner parties, love affairs with gladiators, and the details of everyday life; its tone ranged from Horace's smiling critiques to Juvenal's outrage. Focusing in Latin on Horace's and Juvenal's *Satires*, we'll also read extensively in other satirists in translation and in modern scholarship as we examine how satirical writing developed in Rome and what it reveals about the Romans.

Prerequisite: 201 or a 300-level Latin course or Wellesley's placement exam and permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

LAT 315 Ovid

Young

NOT OFFERED IN 2010-11. Many of our favorite mythological tales come down to us from Ovid's *Metamorphoses*, an iconoclastic compendium of Greco-Roman myth that defies categorization. We will read our way through key portions of this kaleidoscopic poem, paying close attention to Ovid's luxuriant Latin while probing his delightful, but often discomfiting, tales from a number of angles. Domination and desire, political and personal sovereignty, order versus entropy, and the seductive powers of narrative are just some of the issues probed by this irrepressible poem. We will use our close engagement with Ovid's text as an opportunity to examine these and other literary and philosophical questions.

Prerequisite: 201 or a 300-level Latin course or Wellesley's placement exam and permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

LAT 316 Roman Didactic Poetry

Young

Does poetry have anything to teach us? The Romans thought it did. They developed an entire genre of "didactic" verse intended to instruct the reader in topics ranging from the structure of the universe to the art of seduction. In this course we will read substantial portions of three didactic poems: Lucretius' philosophical poem on human happiness, *On The Nature of the Universe*, Vergil's panoramic farming manual, *The Georgics*, and Ovid's coy self-help book, *The Art of Love*. We will also read later examples of the form by modern authors. In the process we will learn more about atoms, grafting, bee-keeping, and flirting—as well as the history and techniques of a strange and fascinating genre.

Prerequisite: 201 or a 300-level Latin course or Wellesley's placement exam and permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

LAT 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

LAT 350H Research or Individual Study

Prerequisite: Open by permission.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

LAT 360 Senior Thesis Research

Prerequisite: By permission of the department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

LAT 370 Senior Thesis

Prerequisite: 360 and permission of department.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Courses for Credit Toward the Majors

For Credit Toward the Classics Major and the Classical Civilization Major

ANTH 206 Archaeology

ANTH 242 "Civilization" and "Barbarism" during the Bronze Age, 3500–2000 B.C.E.

ARTH 100 Introduction to the History of Art Part I: Ancient and Medieval Art

ARTH 100/WRIT 125 Introduction to the History of Art Part I: Ancient and Medieval Art

ARTH 241 Egyptian Art and Archaeology

ARTH 242 Art and Identity in the Greek World: Warriors, Wine-lovers, and Priests

ARTH 243 Art and Society in the Roman World: Sex, Sacrifice, Banquets, Baths, and Deaths

ARTH 343 Seminar: Topics in Ancient Art

HEBR 201-202 Intermediate Hebrew

HIST 200 Roots of the Western Tradition

HIST 228 Swords and Scandals: Ancient History in Films, Documentaries, and Online

HIST 229/329 Alexander the Great: Psychopath or Philosopher King

HIST 230 Greek History from the Bronze Age to the Death of Philip II of Macedon

HIST 231 History of Rome

ITAL 263 Dante (in English)

PHIL 201 Ancient Greek Philosophy

PHIL 310 Seminar: Ancient and Medieval Philosophy (if on ancient topic)

POL4 240 Classical Political Theory

REL 104 Study of the Hebrew Bible/Old Testament

REL 105 Study of the New Testament

REL 211 Jesus of Nazareth

REL 243 Women in the Biblical World

REL 244 Jerusalem: The Holy City

REL 298 New Testament Greek (also for the Greek Major)

REL 308 Seminar. Paul's Letter to the Romans

REL 310 Seminar. Mark, the Earliest Gospel

Requirements for the Major

For students entering in 2010 or later:

Classics: Ten units are required for the major in Classics, in two groups. Group 1: Language: Students majoring in Classics must do work in both Greek and Latin, totaling six units. At least two of these units must be at the 300 level, and no more than two 100-level courses will count toward the language requirement of the major. Group 2: Courses in Classical Civilization: In addition, Classics majors must complete four CLCV courses (or approved courses from related departments), two of which must include CLCV+ 200, 201, 202, 203, or 204.

Classical Civilization: Nine units are required for the major in Classical Civilization, in two groups. Group 1: Language: Students majoring in Classical Civilization must complete four units in *either* Greek or Latin (or two 300-level units). Group 2: Courses in Classical Civilization or further courses in Greek or Latin (or approved courses from related departments), including one unit each in at least two of the following three areas: literature; material culture; history and society. At least two of the nine units must be at the 300 level, one of which must be in CLCV or Greek or Latin. Courses in ancient history, ancient art, ancient philosophy, and classical civilization are recommended as valuable related work.

Students entering before Fall 2010 may major in Classics or Classical Civilization as outlined above or in **Greek or Latin**.

Students majoring in Greek must complete four units of 300-level work in the Greek language. Students majoring in Latin are normally required to complete four units of 300-level work in the Latin language. Study of Vergil, either in 201 or at the 300 level, is strongly recommended. Eight units are required for each major. Students majoring in Greek or Latin are advised to elect some work in the other language. They are also strongly encouraged to take classes in Classical Civilization, including Greek and Roman history courses offered in the History Department

Honors

The Department of Classical Studies offers honors programs in both Classics and Classical Civilization (and in Greek or Latin for students entering before 2010). 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

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

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

Study Abroad

Qualified students are encouraged to spend a semester, usually in the junior year, on study abroad. Excellent programs are available in Rome and Athens.

Special Opportunities

Limited departmental funds are available to support special opportunities for Classics-related research and travel.

Cognitive and Linguistic Sciences

AN INTERDEPARTMENTAL MAJOR

Director: *Lucas (Psychology)*

Assistant Professor: *Carpenter*

Advisory Committee: *Lucas (Psychology), Levitt (Linguistics and French), McIntyre (Philosophy), Hildreth (Computer Science)*

A major in cognitive and linguistic sciences is the interdisciplinary study of language and mind.

Goals for the 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 coursework 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.

CLSC 250 Research or Individual Study

Prerequisite: Open by permission of the instructor to first-year students and sophomores.

Distribution: None
Semester: Fall, Spring

Unit: 1.0

CLSC 300/PSYC 300 Seminar. Topics in Cognitive and Linguistic Sciences

Lucas (Psychology)

Topic for 2010-11: How We Choose. Every day we make many choices. Some of these choices are trivial but some can have profound effects on our lives. In this interdisciplinary course, we will investigate how individuals make choices, examining processes of decision-making that are often emotional and irrational. The focus will be on choices related to significant human desires, including those for love, money, and happiness. *Students may register for either CLSC 300 or PSYC 300 and credit will be granted accordingly.*

Prerequisite: Open to juniors and seniors who have taken one of PSYC 214-219, LING 114, PHIL 215, CS 111 or permission of the instructor.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Fall

Unit: 1.0

CLSC 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None
Semester: Fall, Spring

Unit: 1.0

CLSC 360 Senior Thesis Research

Prerequisite: By permission of the director. See Academic Distinctions.

Distribution: None
Semester: Fall, Spring

Unit: 1.0

CLSC 370 Senior Thesis

Prerequisite: 360 and permission of department.

Distribution: None
Semester: Fall, Spring

Unit: 1.0

LING 114 Introduction to Linguistics

Carpenter

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.

Prerequisite: None

Distribution: Epistemology and Cognition

Semester: Fall, Spring

Unit: 1.0

LING 238 Sociolinguistics

Levitt

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.

Prerequisite: LING 114, PSYC 216, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

LING 240 The Sounds of Language

Carpenter

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.

Prerequisite: LING 114, PSYC 216, or by permission of the instructor.

Distribution: Epistemology and Cognition

Semester: Spring

Unit: 1.0

LING 244 Language: Form and Meaning

Itham (East Asian Languages and Literatures)

NOT OFFERED IN 2010-11. 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 a number of specific problems in morphology, syntax, and semantics, and the strengths and weaknesses of a number 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 a number of other languages, both European and non-European.

Prerequisite: LING 114

Distribution: Epistemology and Cognition

Semester: N/O

Unit: 1.0

LING 312 Bilingualism: An Exploration of Language, Mind, and Culture

Levitt

NOT OFFERED IN 2010-11. Exploration of the relationship of language to mind and culture through the study of bilingualism. The bilingual individual will be the focus for questions concern-

ing language and mind: The detection of "foreign" accent, the relationship of words to concepts, the organization of the mental lexicon, language specialization of the brain, and the effects of early bilingualism on cognitive functioning. The bilingual nation will be the focus for questions dealing with language and culture: societal conventions governing use of one language over another, effects of extended bilingualism on language development and change, and political and educational impact of a government's establishing official bilingualism.

Prerequisite: Open to juniors and seniors who have taken a related 200-level course in linguistics, psychology, anthropology, philosophy, or permission of the instructor.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

LING 315 Invented Languages: From Wilkins' Real Character to *Avatar's* Na'vi

Carpenter

Over the centuries, invented, or artificial, languages have been devised for many reasons, including a desire to improve existing languages, an effort to unite the world, or a need to explore how languages are learned. The vast majority have failed, but why? Is there a place for invented language? What do invented languages teach us about natural language? We will look at invented languages from a variety of points of view: linguistic, historical, philosophical, psychological, and sociological. We will explore the linguistic underpinnings of various languages, from seventeenth century Real Character to Na'vi, with a look at a successful 'reinvented' language, Modern Hebrew. There will also be a focus on artificial language learning, and students will design their own miniature artificial language.

Prerequisite: Open to juniors and seniors who have taken a related 200-level course in linguistics, psychology, anthropology, philosophy, or permission of the instructor.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

LING 319 The Spoken and Written Word: Effects on Cognition and Culture

Levitt

For thousands of years, humans communicated via the ephemeral spoken word, and then writing was invented. How has the advent of writing affected us, both as individuals and members of cultural groups? To answer this question, we will explore the cognitive, linguistic, and cultural implications of spoken and written forms of communication. We start with an overview of the field of orality and literacy studies, followed by an examination of theories of the origin of human language and the history of the development of writing. We then move to an analysis of how the brain processes the spoken and written word and how these modes of communication affect memory and reasoning. From a cultural perspective, we examine the ways in which certain ancient and current societies differ as a function of their use of oral versus written forms of communication.

Prerequisite: Open to juniors and seniors who have taken a related 200-level course in linguistics, psychology, anthropology, philosophy, or permission of the instructor. Not open to students who took this course as a topic of CLSC 300 in spring 2006-07.

Distribution: Social and Behavioral Analysis or Epistemology and Cognition

Semester: Spring

Unit: 1.0

LING 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Requirements for the 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.

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

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 towards this 300-level requirement.

Linguistics

Students concentrating in linguistics must elect at least four courses beyond the formal systems requirement from the following list. Three of these courses must be linguistics courses, including one 300-level course: LING 238, 240, 244, 312, 315 or 319; CHIN 231/331, CS 235, EDUC 308 or 310; FREN 211 or 308; PHIL 207, 216, or 349; PSYC 216 or 316. KOR 206 or 256 may be taken after consultation with the student's linguistics advisor.

Linguistics Requirement: LING 114 or MIT 24.9.

Formal System Requirement for Linguistics: LING 240 or 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

Students concentrating in psychology must take PSYC 205 and one of 304R or 314R. In addition, students must elect at least two courses from the following list: PSYC 214, 215, 217, 218, 219, 301, 305, 316, 318, 319, 328, 345 (when the topic for 345 is approved by the student's psychology advisor).

Linguistics Requirement: PSYC 216

Formal System Requirement for Psychology: One of CS 111, CS 112, LING 240, LING 244, or PHIL 216

Philosophy

Students concentrating in philosophy must elect at least four of any of the following courses: PHIL 207, 208, 209, 216, 217, 221, 313, 340, or 349. PHIL 345 may be taken after consultation with the student's philosophy advisor.

Linguistics Requirement: LING 114 or PSYC 216
Formal System Requirement for Philosophy: PHIL 216

Computer Science

Students concentrating in computer science must take CS 230 and 232. In addition, students must elect at least two courses from the following list: CS 220, 231, 235, 251, 303, 310, [331], 332, or 349 (when the topic for CS 349 is approved by the student's computer science advisor).

Formal System Requirement for Computer Science: CS 111

Honors

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.

Comparative Literature

A STRUCTURED INDIVIDUAL MAJOR

Director: *Nolden (German)*

Advisory Board: *Dougherty (Classical Studies), Hall (Spanish), Rosenwald (English), Silver (Religion), Weiner (Russian), TBA (ex officio: Chair of Language Chairs)*

Using literary texts as its base of inquiry, "Comparative Literature" promotes the study of intercultural relations that cross national boundaries, multicultural relations within a particular society, and the interactions between literature and other forms of human activity, including the arts, the sciences, philosophy, and cultural artifacts of all kinds.

Goals for the Major

- Acquaint students with the wide range of writing across national and linguistic borders and prepare them to read texts of different cultural traditions in their own languages.
- Familiarize students with the ways in which literature can interact with various other forms of human activity and how literary texts can be read in interdisciplinary contexts.
- Teach students to write well and to develop and use the skills of close reading.

CPLT 113/ENG 113 Studies in Fiction

Ko (English)

Topic for 2010-11: The World of Fiction.

A journey into worlds of fiction that range from grimy and scandalous to fantastic and sublime. As we enter wildly different fictional worlds, we will also think about how those worlds illuminate ours. The syllabus will likely include Francois Rabelais' *Gargantua and Pantagruel*, Charlotte Brontë's *Jane Eyre*, Bram Stoker's *Dracula*, Fyodor Dostoyevsky's *Crime and Punishment*, Richard Wright's *Native Son*, Isak Dinesen's short story "Babette's Feast," and Gish Jen's contemporary novel *The Love Wife*. Taught primarily in lecture, this course will not be writing-intensive. *Students may register for either CPLT 113 or ENG 113 and credit will be granted accordingly.*

Prerequisite: None. Especially recommended to non-majors.
Distribution: Language and Literature
Semester: Spring

Unit: 1.0

CPLT 208/REL 208 Legend, Satire, and Storytelling in the Hebrew Bible

Silver (Religion)

NOT OFFERED IN 2010-11. The art of narrative composition in the Hebrew Bible. The literary techniques and conventions of ancient Israelite authors in the Bible's rich corpus of stories. Philosophical and aesthetic treatment of themes such as kingship, power, gender and covenant. Primary focus on the role of narrative in the cultural life of ancient Israel, with attention also to the difficulties of interpreting biblical stories from within our contemporary milieu. *Students may register for either CPLT 208 or REL 208 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O

Unit: 1.0

CPLT 212/CLCV 212 Reading Travel: The Theme of Travel in Classical and Contemporary Fiction

Dougherty (Classical Studies)

NOT OFFERED IN 2010-11. Every story is a travel story, and this class explores the theme of travel as it appears both literally and figuratively in works of fiction. How is narrative a spatial practice? What is the relationship between travel and fiction, between travel and literary genre? How does travel articulate issues of (personal and cultural) identity? How do gender and family operate together with travel to structure relationships between home and away, men and women? We will begin with Homer's *Odyssey*, which sets the stage for many of the themes and issues to be interrogated in a broad range of texts, classical and contemporary. Additional readings will include Euripides' *Helen*, Heliodorus' *Ethiopian Romance*, Twain's *The Adventures of Huckleberry Finn*, Conrad's *Heart of Darkness*, Kincaid's *Lucy*, Robinson's *Housekeeping*, and Ondaatje's *The English Patient*. *Students may register for either CPLT 212 or CLCV 212 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Language and Literature
Semester: N/O

Unit: 1.0

CPLT 220 Introduction to Comparative Literature

Guzauskyte (Spanish)

Topic for 2010-11: Maps and Minds: History of Cartography and Mapping in Literature. We will travel across geography and time to observe how different peoples and cultures have defined themselves and the Other in cartography and literature. We will question the precarious border between maps and narratives and ask what would constitute a perfect map. Visual materials will range from maps drawn on sand, trees, cloth, and pottery from traditional American, African and Australian societies; medieval, Renaissance and contemporary maps and map art; and the most recent examples of mapping in subway maps and diagrams of the human circulatory system. Readings will likely include Marco Polo's *Travels*; Christopher Columbus' *The Four Voyages*; Italo Calvino's *Invisible Cities*; Jorge Luis Borges' "The Library of Babel," Michel Foucault's *The Order of Things*, and J.R.R. Tolkien's *The Hobbit*.

Prerequisite: One 100-level literature course or equivalent.
Distribution: Language and Literature
Semester: Spring

Unit: 1.0

CPLT 228 Narratives of the Self

Nolden (German)

NOT OFFERED IN 2010-11. Focusing on memoirs which represent the extremes of the human condition, the course will address generic problems and narrative patterns of autobiographical writing and discuss the tension between fact and fiction, the (un-)reliability of memory, the problems of representing history, and the complicated relationship between text and reader. Texts by Augustine, J.-J. Rousseau, W. Benjamin, G. Perec, P. Levi, C. Yang, and others.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O

Unit: 1.0

CPLT 284 Magical Realism*Weiner (Russian)*

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*, Marquez's *One Hundred Years of Solitude*, Calvino's *If on a Winter 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.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

CPLT 288 The Art of the European Novel*Nolden (German)*

Our course will trace the development of the novel from its early beginnings (Apuleius' *Metamorphoses/The Golden Ass* written in the second century A.D.) through its reincarnation in the Middle Ages (Wolfram von Eschenbach's *Parzival*) to its popular rise in the last three centuries. We will include authors from France (Rabelais, Flaubert), Spain (Cervantes), England (Richardson, Brontë), Germany (Goethe, Kafka), Russia (Tolstoy) and Italy (Calvino) and discuss various sub-genres of this most popular of all literary genres (among them the picaresque novel, *Bildungsroman*, gothic novel, etc.).

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

CPLT 330 Seminar. Comparative Literature*Ward (Italian Studies)***Topic for 2010-11: Narratives and Its**

Discontents. The aims of the course are to expose students to the various roles narrative plays and has played in both literary and non-literary contexts in a variety of national traditions. After examining what has become known as the classic realist text, we will go on, first, to investigate the political, aesthetic and philosophical critiques that have interested this genre; and second, to explore the kind of narratives that have taken their distance from the classic realist text. We will also examine how narrative acts as a means of establishing order, defining identity, writing history, providing therapy and other social functions. Texts to be studied are drawn from a wide range of literary traditions: Argentinean (Borges); Classical Tradition (Aristotle and Plato); English (Conan Doyle; Rushdie); French (Simon; Barthes); German (Handke); Italian (Antonioni, Boccaccio, Calvino); and Japanese (Murakami).

Prerequisite: One 200-level course in literature or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

CPLT 334 Literature and Medicine*Respaui (French)*

NOT OFFERED IN 2010-11. Drawing on texts from different countries, this course investigates literature's obsession with medicine. Literary representations of doctors and patients, disability,

insanity, AIDS, birth, death and grief, the search for healing and the redemptive power of art. Attention will be given to the links between the treatment of medical issues in fiction, in autobiography and in visual representations (film and photography). This course should be of interest to everyone drawn to health-related fields as well as students in social sciences and the humanities.

Prerequisite: One 200-level course in literature or by permission of the instructor. Not open to first-year students.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

CPLT 350 Research or Individual Study

Prerequisite: By permission of the Director. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

CPLT 360 Senior Thesis Research

Prerequisite: By permission of the Director. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

CPLT 370 Senior Thesis

Prerequisite: 360 and permission of department.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Requirements for the Major

The comparative literature major is a structured individual major for students seeking to study literature across departmental, national, and linguistic boundaries. Students in comparative literature devise their own programs in careful consultation with two advisors, one in each of two departments, and with the director of the program.

Students who major in comparative literature should, in designing their major, be aware of the many and diverse courses that pertain to the study of literature.

These include, but are not limited to:

- 1) courses in literary history;
- 2) courses in particular literary genres;
- 3) courses in the theory of literature;
- 4) courses in linguistics;
- 5) courses on the theory and practice of translation.

Many courses combine or fall between these categories. Students should also consult the Courses in Literature or Film (from Language Departments) taught in English section at the back of the catalog.

1. Majors in comparative literature shall complete a minimum of 10 units. All courses must count towards the major in the departments in which they are offered.
2. Introduction to Comparative Literature (CPLT 220). This course is strongly recommended and should be taken early on.
2. Comparative Literature Seminar. All majors shall take CPLT 330, the comparative literature seminar.
3. Advanced literature courses. In addition to CPLT 330, majors shall take at least two more literature courses at the 300 level. These two advanced literature courses shall be in at least two languages, of which English may be one, and in at least two departments, and majors shall meet departmental prerequisites for these courses.

4. Premodern literature. Majors shall take at least one course outside of the modern period in at least one of the literatures they are studying; what "the modern period" means for a particular literature will depend on the literature, and will be determined by the major's advisors.

5. Theory of literature. Majors shall take at least one course offering a theoretical perspective helpful to their particular course of study. Sometimes this will be CPLT 220 or ENG 382 (Criticism), but other courses, too, can meet this requirement.

6. Independent research. Majors shall do a substantial piece of independent work in comparative literature. They may supplement CPLT 330 or a course in a pertinent department with extra independent work or enroll in CPLT 350, CPLT 360 and/or CPLT 370. They may also enroll in a 350 in a pertinent department chosen by the student in consultation with her advisors.

In general, programs will be worked out in relation to the major's particular languages and interests. Examples of possible interests would include poetry, the novel, women's writing, and the relations between politics and literature.

Honors

There are two routes to honors in the major: Plan A entails writing a thesis. Plan B entails a dossier of essays written for several courses with a statement of connections among them and critical questions raised by them. Both Plan A and Plan B require a student to pass an oral exam.

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

Department of Computer Science

Professor: *Hildreth, Metaxas, Shull (Chair)*

Associate Professor: *Tjaden, Turbak*

Assistant Professor: *Shae*

Hess Fellow: *Mustafaraj*

Lecturer: *Anderson*

Instructor in Computer Science Laboratory:
Herbst, Kakavouli, Lee

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.

The computer science department offers four introductory computer science courses: CS 110, 111, 112, and 114. For advice in making a choice consult "Choosing an Introductory CS Course" online at <http://cs.wellesley.edu/~cs/Curriculum/intro.html>.

Goals for the Major

We expect every computer science major upon graduation to possess the following knowledge and competencies:

- A firm foundation in fundamental areas of computer science including an understanding of the connections between computer science and other disciplines;
- A solid preparation for either graduate work or direct entry into the computing profession;
- A commitment to problem-solving, principles, theory, and analysis, in keeping with the tenets of a liberal arts setting;
- Strong written and oral communication skills, including the ability to work on a team-based project and to solve problems in a team-based setting;
- The ability to read a paper from a general computer science journal and to be able to understand parts of more technical papers in specialized journals and conferences.

CS 110 Computer Science and the Internet

Anderson, Hildreth, Shae

This course explains the basics of how the Internet works and how to build a Web site. Topics include client-server architecture, structuring Web pages with HTML, CSS, and JavaScript, the representation of colors, images, and sound on the computer, encryption, cookies, and CGI forms. We also discuss accessibility, copyright, intellectual property, and critical thinking in the context of the Internet. The required project models most phases of the standard software lifecycle. Students are introduced to programming by building an interactive Web site using JavaScript. *Students are required to attend an additional 70-minute*

discussion section each week. Students considering additional computer science courses should take 111, not 110.

Prerequisite: None. No prior background with computers is expected.

Distribution: Mathematical Modeling

Semester: Fall, Spring

Unit: 1.0

CS 111 Computer Programming and Problem Solving

Shae, Tjaden, Turbak

An introduction to problem solving through computer programming. Using the Java programming language, 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. *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.*

Prerequisite: None. No prior background with computers is expected.

Distribution: Mathematical Modeling. Does not satisfy the laboratory requirement.

Semester: Fall, Spring

Unit: 1.0

CS 112 Computation for the Sciences

Hildreth

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.*

Prerequisite: None. No prior background with computers is expected.

Distribution: Mathematical Modeling. Does not satisfy the laboratory requirement.

Semester: Spring

Unit: 1.0

CS 114 The Socio-Technological Web

Metaxas

As more and more people use the technologies and services made available from computer science, online environments like Facebook, Second Life, MySpace, Wikipedia, blogs, and open source development communities, have been flourishing. It is becoming clear that problems existing in our real world transfer and become amplified in the virtual world created by our interconnectivity. This course will start by studying the structure of the traditional Web and its recent successor, the Social Web, and will focus on issues of virtual identity, personal and group privacy, trust evaluation and propagation, online security, critical thinking, online propaganda, googearchy, fraud and manipulation, restricted resources, class differences, self-perception, and decision-making. *Students are required to attend an additional 70-minute discussion section each week.*

Prerequisite: None

Distribution: Mathematical Modeling

Semester: Fall

Unit: 1.0

CS 116/PHYS 116 Robotic Design Studio

Berg (Physics)

This first-year seminar introduces liberal arts students to the essence of engineering while designing and assembling robots out of LEGO® parts, sensors, motors, and tiny computers. Fundamental robotics skills are learned in the context of studying and modifying a simple robot known as SciBorg. Then, working in small teams, students design and build their own robots for display at a robot exhibition. These projects tie together aspects of a surprisingly wide range of disciplines, including computer science, physics, engineering, and art. *Students may register for either CS 116 or PHYS 116 and credit will be granted accordingly.*

Prerequisite: None. Open to first-year students only.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

CS 215 Multimedia Design and Programming

Metaxas

The purpose of this course is to give students a broad foundation in issues related to creating multimedia and hypermedia applications. Topics to be covered include history and philosophy of hypermedia; principles of human-computer interaction; multimedia programming; optimizing for CD-ROMs and the World Wide Web; digital representation and editing of media (audio, graphics, video); media compression and transmission; and delivery of multimedia applications. *Students are required to attend an additional 70 minute laboratory section each week.*

Prerequisite: At least 111 (preferred) or 110 is required. At least one of ARTS 105, ARTS 108/CAMS 138, or ARTS 109/CAMS 139 is recommended.

Distribution: Mathematical Modeling. Does not satisfy the laboratory requirement.

Semester: Spring

Unit: 1.0

CS 220 Human-Computer Interaction

Shae

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. *Students are required to attend an additional 70-minute discussion section each week.*

Prerequisite: One of: 110, 111, 112, 114

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

CS 230 Data Structures

Metaxas, Tjaden

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.*

Prerequisite: 111 or permission of the instructor. Students who received a grade of C- or lower in 111 must contact the instructor before enrolling.
Distribution: Mathematical Modeling. Does not satisfy the laboratory requirement.
Semester: Fall, Spring
Unit: 1.0

CS 231 Fundamental Algorithms

Tjaden

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.

Prerequisite: 230 and either MATH 225 or permission of the instructor.
Distribution: Mathematical Modeling
Semester: Spring
Unit: 1.0

CS 232 Artificial Intelligence

Mustafaraj

An introduction to artificial intelligence (AI), the design of computer systems that possess and acquire knowledge and can reason with that knowledge. Topics include knowledge representation, problem solving and search, planning, vision, language comprehension and production, learning, common sense reasoning, and expert systems. To attain a realistic and concrete understanding of these problems, CommonLisp, an AI programming language, will be taught and used to implement the algorithms of the course. *Alternate year course.*

Prerequisite: 230 or by permission of the instructor.
Distribution: Mathematical Modeling
Semester: Fall
Unit: 1.0

CS 235 Languages and Automata

Turbak

This course offers an introduction to the concepts of languages and automata. Topics include languages, regular expressions, finite automata, grammars, pushdown automata, and Turing machines. The first half of the semester covers the Chomsky hierarchy of languages and their associated computational models. The second half of the semester focuses on decidability issues and unsolvable problems and the course closes with a brief introduction to complexity theory. The course includes a programming component investigating the application of automata theory to the scanning and parsing of programming languages.

Prerequisite: 230 and either MATH 225 or permission of the instructor.
Distribution: Mathematical Modeling
Semester: Fall
Unit: 1.0

CS 240 Introduction to Machine Organization with Laboratory

Shull

This course is intended to demystify the computer (open up the "black box") and teach how information at the highest level is processed and ultimately executed by the underlying circuitry. To this end, the course provides an introduction to machine organization and assembly language programming. Specific topics include the fundamentals of computer organization (introduction to numeric representation, Boolean logic, digital logic and all associated technology), a basic data path implementation, assembly language programming, how to assess and understand the performance of a

computer, and brief overviews of assemblers, compilers and operating systems. *Students are required to attend one three-hour laboratory weekly.*

Prerequisite: 111
Distribution: Mathematical Modeling. This course satisfies the laboratory requirement.
Semester: Fall
Unit: 1.25

CS 242 Computer Networks

Turbak

NOT OFFERED IN 2010-11. OFFERED IN 2011-12. 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. *Alternate year course.*

Prerequisite: 230 or permission of the instructor.
Distribution: Mathematical Modeling
Semester: N/O. Offered in 2011-12
Unit: 1.0

CS 249 Topics in Computer Science

NOT OFFERED IN 2010-11.

Prerequisite: 110 or 111.
Distribution: Mathematical Modeling
Semester: N/O
Unit: 1.0

CS 250 Research or Individual Study

Prerequisite: 230 or permission of the instructor.
Distribution: None
Semester: Fall, Spring
Unit: 1.0

CS 250H Research or Individual Study

Prerequisite: 230 or permission of the instructor.
Distribution: None
Semester: Fall, Spring
Unit: 0.5

CS 251 Theory of Programming Languages

Shull

This course offers an introduction to the dimensions of modern programming languages. Covers major programming paradigms: function-oriented, imperative, object-oriented, and logic-oriented. Dimensions include syntax, naming, state, data, control, concurrency, nondeterminism, and types. These dimensions are explored via mini-language interpreters written in OCaml, Scheme, and Haskell that students experiment with and extend.

Prerequisite: 230 and either 235 or permission of the instructor.
Distribution: Mathematical Modeling
Semester: Spring
Unit: 1.0

CS 303/BISC 303 Bioinformatics

Tjaden

NOT OFFERED IN 2010-11. A multidisciplinary course exploring the origins, present and future applications, and challenges of the intersection of biological and computer sciences. The field of bioinformatics, generated in response to the era of genomics, encompasses all aspects of biological data acquisition, storage, processing, analysis and interpretation with a view to generating *in silico* models of cellular function. *Students may register for either CS 303 or BISC 303 and credit will be granted accordingly.*

Prerequisites: 231, BISC 219 or BISC 220. Not open to students who have taken CS 313.
Distribution: Natural and Physical Science
Semester: N/O
Unit: 1.0

CS 304 Databases with Web Interfaces

Anderson

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 uses entity-relationship diagrams, and the Standard Query Language (SQL) for managing databases. We will learn PHP, CGI/Python, and Java Servlets, which are three important technologies for Web-based architectures. We will also discuss performance, reliability and security issues. Finally, we will create dynamic Web sites driven by database entries.

Prerequisite: 230
Distribution: Mathematical Modeling
Semester: Spring
Unit: 1.0

CS 307 Computer Graphics

Anderson

NOT OFFERED IN 2010-11. OFFERED IN 2011-12. 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.

Prerequisite: 230
Distribution: Mathematical Modeling
Semester: N/O. Offered in 2011-12.
Unit: 1.0

CS 310 Foundations of Cryptology

Shull

When is a cryptographic system secure and how will we ever know? This course introduces the computational models and theory computer scientists use to address these issues. Topics include one-way functions, trapdoor functions, probabilistic complexity classes, pseudorandom generators, interactive proof systems, zero-knowledge proofs, and the application of these theories to modern cryptology.

Prerequisite: 231 or 235 or permission of the instructor.
Distribution: Mathematical Modeling
Semester: Spring
Unit: 1.0

CS 313 Computational Biology

Tjaden

NOT OFFERED IN 2010-11. OFFERED IN 2011-12. 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. *Alternate year course.*

Prerequisite: 230. Not open to students who have taken 303.
Distribution: Mathematical Modeling
Semester: N/O. Offered in 2011-12.
Unit: 1.0

CS 315 Web Search and Mining

Metaxas

In the last decade we have experienced an explosive growth of information through the web. Locating information seems to be very easy, while determining the quality of information can be tricky. This course is for students who want to know why search engines can answer your queries fast and (most of the time) accurately, why other times seem to be missing the point and provide untrustworthy information, and how one can design a Web site that acquires high visibility on the Web. We will cover traditional information retrieval methods and web search algorithms such as crawlers and spiders, with a focus on probabilistic and graph-theoretic methods that can detect Web spam. We will also cover some basic understanding of text mining and data clustering. Time permitting, we will examine other relevant issues of the information explosion era, such as the shape and structure of the Web, epistemology of information and properties of large random networks.

Alternate year course.

Prerequisite: 230. Not open to students who have taken this topic as 349.
Distribution: Mathematical Modeling
Semester: Fall Unit 1.0

CS 320 Tangible User Interfaces

Sbaer

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.

Prerequisite: 220 or 215 or 230, or permission of instructor. Not open to students who have taken this course as a topic of 349.
Distribution: Mathematical Modeling
Semester: Fall Unit 1.0

CS 332 Visual Processing by Computer and Biological Vision Systems

Hildreth

NOT OFFERED IN 2010-11. OFFERED IN 2011-12. An introduction to algorithms for deriving symbolic information about the three-dimensional environment from visual images. Aspects of models for computer vision systems will be related to perceptual and physiological observations on biological vision systems. Computer vision software written in MATLAB will be used to implement and test models. Topics include: edge detection, stereopsis, motion analysis, shape from shading, color, visual reasoning, object recognition. *Students are required to attend an additional 70-minute discussion section each week. Alternate year course.*

Prerequisite: 112 or 230 or permission of the instructor.
Distribution: Mathematical Modeling
Semester: N/O. Offered in 2011-12. Unit 1.0

CS 342 Computer Security

Turbak

An introduction to computer security. Topics include ethics, privacy, authentication, access control, information flow, operating system security (with a focus on Linux), cryptography, security protocols, intrusion prevention and detection, firewalls, viruses, network security, Web security, programming language security. Assignments include hands-on exercises with security exploits and tools in a Linux environment. Participants will independently research, present, and lead discussions on security-related topics. *Alternate year course.*

Prerequisite: 230 and 240 or permission of the instructor.
242 recommended.
Distribution: Mathematical Modeling
Semester: Fall Unit 1.0

CS 349 Advanced Topics in Computer Science

TBA

Topic for Spring 2011: TBA

Prerequisite: TBA
Distribution: TBA
Semester: Spring Unit 1.0

CS 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit 1.0

CS 350H Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit 0.5

CS 360 Senior Thesis Research

Prerequisite: By permission of the department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit 1.0

CS 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit 1.0

Requirements for the Major

Students majoring in computer science must complete CS 111, 230, 231, 235, 240, 251, two 300-level courses other than 350, 360 or 370, and at least one additional computer science course at the 200 or 300 level. Students who do not take CS 111 must replace this requirement with an additional one-unit computer science course. Computer science courses at other institutions used to meet the nine-course requirement must be approved in **advance** by the department chair on an individual basis. In addition, all majors in computer science are expected to complete (1) MATH 225 (Combinatorics and Graph Theory) and (2) at least one additional course in mathematics at the 200 or 300 level. Particularly relevant mathematics courses are MATH 206 (Linear Algebra), MATH 220 (Probability and Elementary Statistics), MATH 223 (Number Theory), MATH 305 (Abstract Algebra), MATH 309 (Foundations of Mathematics), and MATH 325 (Graph Theory). The MATH courses are considered prerequisites for the CS degree and could be counted toward another major. Students should consult a computer science faculty member for advice in choosing mathematics courses best suited to their interests. Students are encouraged

to consult the current computer science student handbook (linked from the department's Web site <http://cs.wellesley.edu>) for suggestions of possible course schedules for completing the major. Students considering a junior year abroad should consult a faculty member in the department as soon as possible in their sophomore year to plan a schedule of courses to complete the major.

All computer science majors are required to participate in computer science student **seminars** held throughout the academic year. In these seminars, students have the opportunity to explore topics of interest through reading and discussion, field trips, invited speakers, independent research projects, or software development projects.

Requirements for the 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, 230, one of 231, 235, or 240, at least one computer science course above 100-level, and at least one 300-level computer science course other than 350. Students who do not take CS 111 must replace this requirement with one additional one-unit computer science course except 110.

Honors

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 in the document *Independent Studies in Computer Science* (<http://cs.wellesley.edu/~cs/Research/thesis.html>). 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

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 (1) obtain laboratory experience by electing one or more of 303, 307, 332, 342, or appropriate courses at MIT and (2) pursue at least one independent study or research project before graduating, in the form of a Wellesley course (250/350/360), an MIT UROP, or a summer internship. Consult <http://cs.wellesley.edu/~cs/Research> for more details.

Advanced Placement Policy

Students may receive a maximum of one unit of college credit for a score of 5 on the Computer Science A or AB Advanced Placement exam. This unit does not count towards the computer science major or minor. Students receiving AP credit for computer science should consult with the department regarding enrollment in 230 or 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 EXTD 160, Introduction to Engineering Science. This course is intended to be a gateway experience for possible subsequent engineering studies, such as the engineering certificates from the Olin College of Engineering. The Special Academic Programs section contains a description of these certificates that represent groups of engineering courses at Olin designed to complement a major at Wellesley. More information at <http://cs.wellesley.edu/~cs/Curriculum/olin.html>.

Interdepartmental Majors

Students interested in an interdepartmental major (or minor, if applicable) 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.

Department of East Asian Languages and Literatures

Professor: *Lam^{A1}, Widmer^{A2} (Chair)*

Associate Professor: *Zimmerman^A*

Assistant Professor: *Allen, S. Lee, Song^A, Tham^A*

Senior Lecturer: *Maeno, Torii-Williams*

Lecturer: *Chen, Zhao*

Visiting Lecturer: *Cullen, Hatano-Cohen, E. Lee, Qu, Yang*

Lecturer in Chinese Language: *Tang*

Lecturer in Japanese Language: *Ozawa*

The Department of East Asian Languages and Literatures offers two distinct majors: Chinese language and literature and Japanese language and literature. The goal of each major is to provide students with a solid foundation in the disciplines of language and literature through intensive language training and broad exposure to the literary and cultural traditions of the culture under study.

The department also offers Korean language and culture courses.

The department reserves the right to place a new student in the language course for which she seems best prepared regardless of the number of units she has offered for admission.

Goals for the Major

- In all language classes the goal is for students to build toward conversing on sophisticated subjects; reading modern fiction, newspapers, journals, and classical language texts; and writing short essays.
- In literature and culture courses the goal is for students to develop basic familiarity with their country's history and its foundation texts and to deepen their understanding of one or more periods or genres. Students should demonstrate the ability to research, analyze and critique East Asian literature and cultural texts, both in the original and in English translation, and should be able to translate original texts into English.

Goals for all students taking East Asian Languages and Literature courses

- The Chinese, Japanese and Korean Programs share the goal of increasing students' grasp of the languages and cultures of East Asia.
- The goal for all students is to develop increased fluency in reading, writing, speaking and listening at the lower levels, and in Chinese and Japanese, to build up analytical skills in the literature and culture classes.
- All three programs also offer courses taught in English on topics in East Asian cultures and opportunities for study abroad and other forms of cultural enrichment on campus.

EALL 225/325 Traditional Romances of East Asia (in English)

Widmer

NOT OFFERED IN 2010-11. 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, *The Dream of the Red Chamber*, also known as *The*

Story of the Stone. However, the similarities point to shared East Asian traditions, and the contrasts can be traced to major differences in the aesthetics of China and Japan. At the end of the semester, we will take up two other pieces, one each from Korea and Vietnam. These two, as well, fit into a larger East Asian syndrome, but exhibit national characteristics at the same time. *This course may be taken as either 225 or, with additional assignments, 325.*

Prerequisites: 225 open to all students; 325 one 200-level course in either Chinese or Japanese Language and Literature required.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

Korean Language and Culture

KOR 101-102 Beginning Korean

E.Lee

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 socio-cultural interests and daily life in Korea. *Four 70-minute classes with regular individual meetings. Each semester earns 1.25 unit of credit. Students who are placed into 101 must complete both semesters satisfactorily to receive credit for either course; those who are placed into 102 must continue at the 200-level to retain credit for 102.*

Prerequisite: None

Distribution: None

Semester: Fall, Spring

Unit: 1.25

KOR 201-202 Intermediate Korean

S.Lee

Continuation of 101-102. The first semester will emphasize further development of listening and speaking skills with more complex language structures as well as proficiency in reading and writing. The second semester will emphasize reading and writing skills. *Four 70-minute classes with regular individual meetings. Each semester earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: KOR 101-102, 201 for 202, or placement by the department.

Distribution: One unit of Language and Literature for 202

Semester: Fall, Spring

Unit: 1.25

KOR 206 An Introduction to Korean Language and Culture

S. Lee

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.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

KOR 231 Advanced Intermediate Korean I - Selected Readings and Formal Conversation *E. Lee*

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 will not only make students consolidate the knowledge of vocabulary and grammar pattern covered in the beginning and intermediate Korean courses, but also further develop their linguistic capacity. In addition, activities will provide a more profound understanding of contemporary issues, cultures, and traditions in Korea. *The class will be conducted entirely in Korean.*

Prerequisite: 201-202 or permission of instructor

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

KOR 232 Advanced Intermediate Korean II - Selected Readings and Formal Writing *E. Lee*

This course is a continuation of KOR 231. More emphasis will be placed on enhancing students' reading and writing fluency. Students will read and discuss various authentic materials, and write a composition based upon the readings. The reading materials will include news or magazine articles and short essays. In addition, 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.*

Prerequisite: 231 or permission of the instructor

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

KOR 256 Gender and Language in Modern Korean Culture (in English) *S. Lee*

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. *Taught in English.*

Prerequisite: None

Distribution: Epistemology and Cognition

Semester: Spring

Unit: 1.0

KOR 309 Advanced Korean Through Contemporary Texts and Multimedia

NOT OFFERED IN 2010-11. 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.

Prerequisite: KOR 202 or permission by the instructor

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

Related Courses

Attention Called

AMST 212 Korean American Literature and Culture

Chinese Language and Literature

CHIN 101-102 Beginning Chinese

Allen, Tang, Qu

An introductory course that teaches the skills of listening comprehension, speaking, reading, and writing in Mandarin Chinese. Emphasis is on pronunciation, vocabulary, grammar, and communication. Computer programs for pronunciation, listening comprehension, grammar, and writing Chinese characters will be used extensively. *Four 70-minute classes plus one 30-minute small-group session. Each semester earns 1.25 units of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None. Open only to students with no Chinese language background.

Distribution: None

Semester: Fall, Spring

Unit: 1.25

CHIN 103-104 Advanced Beginning Chinese *Zhao, Chen*

An introductory course that teaches the skills of listening comprehension, speaking, reading, and writing in Mandarin Chinese. Emphasis is on pronunciation, vocabulary, grammar, and communication. Computer programs for pronunciation, listening comprehension, grammar, and writing Chinese characters will be used extensively. *Three 70-minute classes. Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Open to students who can speak some Chinese (Mandarin or other Chinese dialect), or who have some knowledge about reading and writing Chinese characters. Department placement test is required.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

CHIN 105/WRIT 125 Self and Society in Chinese Literature (in English)

Allen

How do individual voices establish their identities within and against the demands of the community? How does the drive to assert the individuality of the self balance the comfort and security of being part of a group? We will examine these questions through the lens of Chinese literature, from its beginnings in songs and kings' proclamations in the first millennium B.C.E., through modern writers' reaction against their literary inheritance in the early twentieth century. Our

scope will be broad, from lyric poems and essays on political philosophy, to love songs and bawdy plays. The works we will read continue to be read by much of the educated populace and constitute a heritage that writers today emulate, play off of, and rebel against. *No prior knowledge of Chinese literature or language is required. This course satisfies the WRIT 125 requirement and counts as a unit toward the major in Chinese. Includes a third session each week.*

Prerequisite: None. Open only to first-year students.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

CHIN 201-202 Intermediate Chinese

Tang, Qu, TBA

Further training in listening comprehension, oral expression, reading and writing. *Four 70-minute classes plus one 30-minute small group session. Each semester earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 101-102 or placement by the department.

Distribution: One unit of Language and Literature for 202

Semester: Fall, Spring

Unit: 1.25

CHIN 203-204 Advanced Intermediate Chinese *Chen, Zhao*

Further training in listening comprehension, oral expression, reading and writing. *Three 70-minute classes. Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 103-104 or placement by the department.

Distribution: One unit of Language and Literature for 204

Semester: Fall, Spring

Unit: 1.0

CHIN 208 Writing Modern China (in English) *Song*

NOT OFFERED IN 2010-11. Over the course of the twentieth century, China underwent enormous changes in the sweep of modernization, which opened the door to a wealth of experimentation, especially in literature and culture. The primary focus of this course is to explore how literary forms adapted to the dominant political and cultural movements of modern China. At the same time, individual Chinese writers crafted unique visions from their experiences "on the ground." It works that date from the late Qing to the present, we will explore the varied representations of Chinese modernity, including topics, such as the individual and society, revolution and tradition, the countryside and the city, gender and sexuality. No prior knowledge of Chinese literature or Chinese language is required.

Prerequisite: None

Distribution: Historical Studies or Language and Literature

Semester: N/O

Unit: 1.0

CHIN 211/311 *The Dream of the Red Chamber* in Chinese Literature and Culture (in English) *Widmer*

NOT OFFERED IN 2010-11. Various known in English as *The 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.

enon. Optional extra sessions will accommodate those who wish to read and discuss the novel in Chinese. *This course may be taken as 211 or, with additional assignments, 311.*

Prerequisite: None for 211. For 311, one previous course on Chinese history or culture.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

CHIN 212/312 Speaking What's on My Mind: Classical Chinese Poetry and Song (in English)
Allen

To understand China and its culture it is imperative to understand its poetry. Poetry played complex and varied roles in Chinese culture: emperors used poems to justify their rule; ordinary men and women used poems to comment on the times and to give voice to their innermost feelings. The poetry they wrote is still read and treasured as one of the highlights of Chinese civilization, and Chinese poems have influenced concepts of poetry around the world. What is the enduring appeal of these poems? How did poetry come to hold such an important place in Chinese culture? We will trace the development of the lyric voice in China, examining poems, the men and women who wrote them, and the historical contexts that produced them. Readings will be in classical Chinese with glosses and annotations in English and, for advanced students, modern Chinese. *This course may be taken as 212 or, with additional readings, 312. 212 is not open to students who have previously taken 312.*

Prerequisite: For 212, at least two years of modern Chinese; for 312, at least three years of modern Chinese.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

CHIN 223/323 When Women Rode Horses: The Tang Dynasty, China's Golden Age (in English)
Allen

The Tang dynasty has long been considered a high point of Chinese civilization. Travelers from lands as distant as India and Rome brought everything from exotic objects to new dances and new religious ideas, making foreign influence stronger than in any period until the modern era. The dynasty was also a period of transition in which modes of literature, thought, and government that would dominate for the next thousand years first emerged. In this class, we will examine the literary and intellectual culture of Tang dynasty China, exploring such topics as the capital city as an urban space and a nexus of Chinese and foreign cultures; intellectual trends inspired by Buddhism and a reevaluation of Confucian ideas; and representations of the dynasty in later periods. *This course may be taken as either 223 or, with additional assignments, as 323.*

Prerequisite: 223 open to all students; for 323, one previous course in Chinese literature, history or culture
Distribution: Language and Literature or Historical Studies
Semester: Spring Unit: 1.0

CHIN 225 Representations of the Other in Traditional Chinese Literature (in English)
Allen

NOT OFFERED IN 2010-11. Examining what an individual, or a culture, defines as "other" often reveals much about how that individual or culture views itself. In this course, we will explore ways in which traditional Chinese literature constructed notions of the other. Our scope will be broad: from poems on the Zhou dynasty's conquest of enemy tribes around 1000 B.C.E., to accounts

of China's encounters with the West in the eighteenth century; from spirit journeys through the terrors of the underworld, to romanticized visions of rural life in the poems of aristocrats. We will approach these texts both as works of art in their own right and as windows onto the changing paradigms Chinese writers used to understand themselves and their world.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

CHIN 230/330 Writing Women in Traditional China (in English)
Widmer

NOT OFFERED IN 2010-11. OFFERED IN 2011-12. Who were the major women writers in traditional China? How did they represent themselves and how were they represented in literary, historical, religious, and philosophical texts? This course will serve as an introduction to women's writings over the last two thousand years in China. We will examine the construction of gender, voice, and identity through close readings of poetry, fiction, essays, letters and biographical texts. We will also discuss the historical and social contexts so that we may better understand the conditions under which female authors lived and wrote. *This course may be taken as either 230 or, with additional assignments, as 330.*

Prerequisites: 230 open to all students; for 330, permission of the instructor.
Distribution: Historical Studies or Language and Literature
Semester: N/O Unit: 1.0

CHIN 231/331 Chinese and the Languages of China (in English)
Tham

NOT OFFERED IN 2010-11. What is "Chinese"? How are "Mandarin" and "Cantonese" related to "Chinese"? Is Taiwanese a Chinese language? Is it a Chinese dialect? How did Mandarin become the "common language" (*Putonghua*)? This course introduces the various language families in China, and examines the linguistic, historical, cultural and sociopolitical factors that have played into our understanding of terms such as "Chinese," "Mandarin," "language," and "dialect." Topics to be discussed include: the differences in the sound systems of Mandarin and other Chinese languages, how Mandarin became the national language, the traditional importance of a national language in China, the writing system and the simplified/traditional divide, minority languages in China. *In English with some readings in Chinese. This course may be taken as either 231 or, with additional assignments, 331.*

Prerequisites: 231 open to students who have taken one 200-level course in Chinese language (courses in English do not count) or the equivalent; first-year students may enroll only with permission of the instructor. For 331, one of the following: 302, 306, 307, or permission of instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

CHIN 232/332 Writing Women in Modern China (in English)
Song

NOT OFFERED IN 2010-11. This course examines the major works by modern Chinese female writers from the late Qing to the beginning of the twenty-first century, with a view toward appreciating their contributions to the Chinese modernization. Who were China's "new women"? How did they strive to change Chinese culture and society as well as themselves? How did they construct

their identity and voice in fiction, poetry, and other literary forms? And how did their writings negotiate tradition and modernity? Such important issues as gender, identity, diversity, difference and modernity together with their historical and cultural contexts will be extensively discussed through close analyses of the chosen texts. *This course may be taken as either 232 or, with additional assignments, 332.*

Prerequisite: 232 open to all students; for 332, one course at the 200 or 300-level in East Asian languages and literatures, East Asian arts, history, philosophy, or religion.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

CHIN 243/CAMS 203 Chinese Cinema (in English)
Song

NOT OFFERED IN 2010-11. This course explores the cinematic conventions and experiments employed by Chinese filmmakers over the past hundred years. Unique Chinese film genres such as left-wing melodrama, martial arts films and model play adaptations, as well as the three "new waves" in China's recent avant-garde cinema, will be examined and discussed. Individual filmic visions and techniques experimented with by important directors such as Fei Mu, Hou Hsiao-hsien, Zhang Yimou and Jia Zhangke will be closely analyzed. Class discussions will aim to help students understand the history, politics, and aesthetics of Chinese cinema. Theoretical aspects of film studies will also be incorporated into class readings and discussions. No prior knowledge of China or film studies is required. *Students may register for either CHIN 243 or CAMS 203 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O Unit: 1.0

CHIN 244 Classical Chinese Theatre (in English)
Widmer

NOT OFFERED IN 2010-11. 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, including the recently resurrected Peony Pavilion by Tang Xianzu. The last category is Peking opera, a form that originated during the second half of the Qing dynasty, around 1790, and is regularly performed today. Most of our dramas were written by men, but a few by women will also be considered. The interrelation between forms will be discussed, as will drama's role in film. The impact of Chinese drama on such Westerners as Stanislavsky and Brecht will be considered as the course concludes.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O Unit: 1.0

CHIN 250 Research or Individual Study

Prerequisite: Open by permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CHIN 250H Research or Individual Study

Prerequisite: Open by permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 0.5

CHIN 301 Advanced Chinese I

Yang

This course is designed to further expand students' comprehension, speaking, reading, and writing skills. Reading materials will be selected from newspapers, short stories, essays, and films. *Three 70-minute classes conducted in Chinese.*

Prerequisite: 201-202 or permission of the instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

CHIN 302 Advanced Chinese II

Lam

Advanced language skills are further developed through reading, writing and discussions. Reading materials will be selected from a variety of authentic Chinese texts. Audio and video tapes will be used as study aids. *Three 70-minute classes conducted in Chinese.*

Prerequisite: 201-202 or permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

CHIN 306 Advanced Reading in Twentieth-Century Literature and Culture

Yang

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, 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 socio-cultural contexts from which our readings have emerged.

Prerequisite: 203-204 or permission of the instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

CHIN 307 Advanced Readings in Contemporary Issues

Lam

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.

Prerequisite: 306 or permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

CHIN 310 Introduction to Classical Chinese

Allen

NOT OFFERED IN 2010-11. Classical Chinese was the primary written language used in China from antiquity through the early twentieth century. This course introduces the basic grammar and vocabulary of Classical Chinese through readings selected from canonical sources in literature, philosophy, and history. We will pay special attention to grammatical differences between classical and modern Chinese. Students with an interest in art history, history, philosophy, and/or literature are encouraged to take this course to improve their reading skills.

Prerequisite: 301 and 302 or 306 or permission of instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

CHIN 326 The City in Modern Chinese Literature and Film (in English)

Song

NOT OFFERED IN 2010-11. 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.

Prerequisites: One course at the 200 or 300 level in East Asian languages and literatures, East Asian arts, history, philosophy, or religion.

Distribution: Language and Literature or Arts, Music,

Theatre, Film, Video

Semester: N/O

Unit: 1.0

CHIN 338 Reading in Modern Chinese Literature

Song

NOT OFFERED IN 2010-11. 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.

Prerequisites: 306, 307 or permission by the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

CHIN 339 Popular Culture in Modern China (in English)

Song

NOT OFFERED IN 2010-11. This course provides a comprehensive examination of modern Chinese popular culture in mainland China, Taiwan, Hong Kong, and other transnational Chinese communities in the past century. We discuss important issues in the field of popular culture across a variety of Chinese media, including film, literature, opera, theater, music, vintage photographs, and comic books. In doing so, this course will probe popular culture as it has manifested itself in the dynamic dialogue between high art and mass culture and trace its sociopolitical, cultural, and aesthetic impact on modern China.

Prerequisites: One course on China (e.g., CHIN 208, CHIN 243/CAMS 203, ANTH 223, HIST 278, ARTH 255), or by permission of the instructor.

Distribution: Language and Literature or Arts, Music,

Theatre, Film, Video

Semester: N/O

Unit: 1.0

CHIN 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

CHIN 350H Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

CHIN 360 Senior Thesis Research

Prerequisite: By permission of department chair. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

CHIN 370 Senior Thesis

Prerequisite: 360 and permission of department chair.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Japanese Language and Literature

JPN 101-102 Beginning Japanese

Torii-Williams, Hatano-Cohen, Ozawa

Introduction to the modern standard Japanese language. Emphasis on developing proficiency in listening, speaking, reading and writing, using basic expressions and sentence patterns. *Five periods. Each semester earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None

Distribution: None

Semester: Fall, Spring

Unit: 1.25

JPN 111 German and Popular Culture of Japan (in English)

Zimmerman

NOT OFFERED IN 2010-11. Our study of Japanese popular culture focuses on gender issues, particularly on how girls are represented in Japanese comic books, magazines, fiction, television, animation, and film. We ask why the girl sparks such intense interest in Japan and explore how she both challenges and reaffirms existing gender norms. A lightning rod for social change in Japan, even for modernity itself, representations of the girl illuminate the status of women, the changing role of the family, issues of ethnic and national identity, sexual orientation, and even Japan's relation to the outside world. No previous knowledge of Japan or Japanese language required.

Prerequisite: None

Distribution: Language and Literature or Arts, Music,

Theatre, Film, Video

Semester: N/O

Unit: 1.0

JPN 130/THST 130 Japanese Animation (in English)

Morley (Theatre Studies)

NOT OFFERED IN 2010-11. What makes Japan tick? New visitors to Japan are always struck by the persistence of traditional aesthetics, arts, and values in a highly industrialized society entranced by novelty. Through animation films (English subtitles) and readings on animation we will explore this phenomenon from the inside. Focus is on the works of Tezuka Osamu, Hayao Miyazaki, and others. No Japanese language required. *Students may register for either JPN 130 or THST 130 and credit will be granted accordingly.*

Prerequisite: None

Distribution: Language and Literature or Arts, Music,

Theatre, Film, Video

Semester: N/O

Unit: 1.0

JPN 201-202 Intermediate Japanese

Maeno, Hatano-Cohen

Continuation of 101-102. The first semester will emphasize further development of listening and speaking skills with more complex language structures as well as proficiency in reading and writing. The second semester will emphasize reading and writing skills. *Five periods. Each semester earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 101-102 or by permission of the instructor.

Distribution: One unit of Language and Literature for 202

Semester: Fall, Spring

Unit: 1.25

JPN 231 Selected Readings in Advanced Japanese I

Ozawa

This course emphasizes development of advanced reading, writing, and speaking skills. Using both primary sources and a textbook with articles on current social issues in Japan, students study grammar, idiomatic expressions and a few hundred additional *kanji* characters. Audiovisual materials will also be used. Students will be required to complete class projects. Class discussion will be conducted entirely in Japanese. *Three meetings a week.*

Prerequisite: 201-202 or permission of the instructor.
Distribution: Language and Literature
Semester: Fall
Unit: 1.0

JPN 232 Selected Readings in Advanced Japanese II

Ozawa

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. Class projects will include interviews with Japanese families in the area, directed classroom discussions, and debates on current issues. Class discussion conducted entirely in Japanese. *Three meetings a week.*

Prerequisite: 231 or permission of the instructor.
Distribution: Language and Literature
Semester: Spring
Unit: 1.0

JPN 250 Research or Individual Study

Prerequisite: Open by permission of department. Signature of instructor required.
Distribution: None
Semester: Fall, Spring
Unit: 1.0

JPN 250H Research or Individual Study

Prerequisite: Open by permission of department. Signature of instructor required.
Distribution: None
Semester: Fall, Spring
Unit: 0.5

JPN 251/THST 251 Japanese Writers and Their Worlds (in English)

Morley (Theatre Studies)

A study of the emerging voice of the writer in Japan from the tenth through the eighteenth centuries. Texts will include the early poetic diaries of the Heian Court ladies, *The Tale of Genji*, the *Noh* plays, puppet plays and the haiku poetry of Matsuo Basho. Emphasis is on the changing world of the Japanese writer, the influence of Buddhism and Confucianism, and the role of the texts in shaping Japanese aesthetic principles. Selected films shown throughout course. *Students may register for either JPN 251 or THST 251 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Language and Literature
Semester: Spring
Unit: 1.0

JPN 252 Supernatural Japan (in English)

Zimmerman

NOT OFFERED IN 2010-11. 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.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O
Unit: 1.0

JPN 255/THST 255 Japan on Stage

Morley (Theatre Studies)

This course provides an introduction to Japanese theater with an emphasis on the development of the performance text from the eighth century to the contemporary period. Our work will be a combination of textual analysis and hands-on performance. Using videos and translated texts, as well as critiques by actors (in particular those of the medieval *nob* actor Zeami Motokiyo and the *kabuki* collection of actor's analects), and scholarly studies, we will cover three units: *nob* and *kyogen*; *kabuki* and *buraku* puppet theater; and contemporary theater. Students will have an opportunity to experiment with writing a modern *nob* play based on their understanding of the *nob* theatrical conventions, and to perform in a *kyogen* play. No previous experience in Japanese Studies or Theatre Studies required. *Students may register for either JPN 255 or THST 255 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring
Unit: 1.0

JPN 256/CAMS 205 History of Japanese Cinema (in English)

Zimmerman

NOT OFFERED IN 2010-11. From the long take and the pictorial composition to the swirling action of the sword fight, we explore how Japanese directors first adopted and then transformed the language of cinema. We move chronologically, from early silent film to recent independent cinema, and we view films that speak to the concerns of each subsequent generation. Because Japanese directors have created a visual style that counters certain Hollywood conventions, we also devote class time to learning how to read film. Readings from literature and history enhance study.

Directors include: Mizoguchi, Ozu, Kurosawa, Oshima, Imamura, Koreeda, and Nishikawa. No previous knowledge of Japan, Japanese, or film studies is required. *Students may register for either JPN 256 or CAMS 205 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O
Unit: 1.0

JPN 309 Readings in Contemporary Japanese Social Science

Maeno

Readings in Japanese with selections from current newspapers and journals. Areas of student interest will help to determine the texts for the course. Two periods with discussion section.

Prerequisite: 252 or permission of the instructor.
Distribution: Language and Literature
Semester: Spring
Unit: 1.0

JPN 312/THST 312 Literary Japanese: Reading the Classics

Morley (Theatre Studies)

Reading and discussion in Japanese of selections from classical Japanese literature: focus on translation skills. Students will have the opportunity to sample *The Tale of Genji* and *The Pillow Book*, among others, in the original and to familiarize themselves with the classical language. *Two periods with discussion section. Students may register for either JPN 312 or THST 312 and credit will be granted accordingly.*

Prerequisite: 232 or permission of the instructor.
Distribution: Language and Literature
Semester: Fall
Unit: 1.0

JPN 314 Contemporary Japanese Narrative Zimmerman

NOT OFFERED IN 2010-11. We read and discuss Japanese fiction in the original, focusing on a generation of contemporary female writers who are currently transforming the literary landscape of Japan. Through fresh use of language and challenging themes, writers such as Ogawa Yoko, Wataya Risa and Kanehara Hitomi draw sharp portraits of urban life in Japan. Weekly translation exercises develop literary reading skills and improve comprehension. For the final project, students will translate a contemporary short story in collaboration with the instructor. *Two class meetings with individual meetings.*

Prerequisite: 232 or permission of the instructor.
Distribution: Language and Literature
Semester: N/O
Unit: 1.0

JPN 350 Research or Individual Study

Prerequisite: Open by permission of department to juniors and seniors. Signature of instructor required.
Distribution: None
Semester: Fall, Spring
Unit: 1.0

JPN 350H Research or Individual Study

Prerequisite: Open by permission of department to juniors and seniors. Signature of instructor required.
Distribution: None
Semester: Fall, Spring
Unit: 0.5

JPN 351/THST 351 Seminar. Theaters of Japan (in English)

Morley (Theatre Studies)

The Tales of the Heike (Heike Monogatari), an epic recounting the 12th century battles between the Heike (Taira) and Genji (Minamoto) clans for dominance over the imperial court, has spawned plays in almost every genre of Japanese theater. Some will be familiar with the story from anime as well. We will use this text and the themes that appear to explore the performance arts of *noh*, *kyogen*, *buraku* puppet theater, and *kabuki*. Where possible we will view DVDs of the plays under discussion. Some of the major themes we will be examining have shaped Japanese culture into the modern period: loyalty and the code of the warrior; Buddhism; the esthetic of pathos; Confucianism; and the significance of China. Our approach will be multiple, as we will be discussing performance texts and the differences between genres of theater, as well as the Heike themes and their manifestation in different periods of Japanese drama. *Students may register for either JPN 351 or THST 351 and credit will be granted accordingly.*

Prerequisite: One course on theatre or on Japan.
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video
Semester: Fall
Unit: 1.0

JPN 352 Seminar. Postwar Japanese Fiction (in English)

Zimmerman

NOT OFFERED IN 2010-11. With the lifting of state censorship in the postwar period, Japanese writers began to write again about sex, politics and decadence. They also wrestled with questions of war responsibility and the role of the writer in a changing world. In recent years, Japanese writers have courted a global audience, moving towards fantasy and magic realism while depicting the proliferation of isolated subcultures in Japan. We embed literary texts in their social and historical contexts as we listen for the "hum of the times." We also practice close reading of individual texts as we assess the literary accomplishments of nine Japanese writers from 1945–2007.

Prerequisite: One course on Japan or by permission of the instructor.

Distribution: Language and Literature
Semester: N/O

Unit: 1.0

JPN 353/THST 353 Lady Murasaki and The Tale of Genji (in English)

Morley (Theatre Studies)

NOT OFFERED IN 2010-11. Shortly after 1000 C.E., in the imperial court of Japan, Murasaki Shikibu, a court lady of middle rank, completed what is arguably the first novel in the history of world literature, *The Tale of Genji*. Who was she? How did she come to write a novel of such surprising psychological subtlety? Who is the hero? Why is he still appealing a millennium later? Focusing on *The Genji* and Murasaki's diary, we examine the culture of the Heian court, Buddhist beliefs, the aesthetic of *mono no aware* (a beauty evocative of longing), and the literature (poetry, prose, and ladies' diaries) of the court salons. Films, plays, animation, and modern novels modeled on *The Genji* will also be discussed in class. No Japanese language required. *Students may register for either JPN 353 or THST 353 and credit will be granted accordingly.*

Prerequisite: One course on Japan or by permission of the instructor.

Distribution: Language and Literature
Semester: N/O

Unit: 1.0

JPN 360 Senior Thesis Research

Prerequisite: By permission of the instructor. See Academic Distinctions.
Distribution: None
Semester: Fall

Unit: 1.0

JPN 370 Senior Thesis

Prerequisite: 360 and permission of Program Director.
Distribution: None
Semester: Spring

Unit: 1.0

Requirements for the Major Chinese Language and Literature

The Chinese Program trains students to achieve fluency in the Chinese language and to think critically about Chinese literature and culture. Chinese majors pursue parallel tracks, taking language courses and literature/culture courses in translation, that culminate in advanced work on literature/culture at the 300-level. To this end, students are strongly encouraged to begin their Chinese language study during their first year at Wellesley. Students with Chinese language background must take a placement test to determine their proper courses. In addition, the EALL department

strongly recommends that all majors spend at least a summer or a semester studying at an approved program in China, Taiwan, or Hong Kong.

The major consists of a minimum of eight units and normally includes CHIN 202, 301 and 302 (for the less advanced language track) and 203, 204, and 306 or 307 (for the more advanced language track), plus five additional units in Chinese literature, linguistics, language, comparative East Asian literature, or East Asian Studies. At least two of these additional units must be non-language units taken within the department, and at least one of the departmental non-language courses must be a literature course at the 300-level. CHIN 306 and 307 are open to students who have completed CHIN 302, subject to instructor consent. In rare cases, and only with departmental permission, students will be permitted to move from the more advanced language track into the less advanced track. Students entering with very advanced language preparation may substitute literature units as necessary, with departmental permission. CHIN 101, 102, 103, 104, and 201 may be counted toward the degree but not toward the major. Students who have completed 306 or 307 or the equivalent may request to do an independent study using CHIN 350. Requests for independent studies using Chinese from students on the less advanced track who have completed 302 may also be considered. Those who wish to do an independent study that does not require Chinese should register for 250. An advisor should be chosen from within the Department.

Japanese Language and Literature

The Japanese program trains students to achieve fluency in the Japanese language and to think critically about Japanese literature and culture. Japanese majors follow a parallel track, taking language courses and literature/culture courses in translation that culminates in advanced work on literature in Japanese at the 300-level. To this end, students are strongly encouraged to begin their study of the language in the first-year. A junior year, a semester, or a summer of intensive language study in Japan is encouraged. The major consists of a minimum of eight units and normally includes JPN 202, 231, 232, and five additional units. At least two must be nonlanguage units, and at least two must come from the 300 level (to be taken within the department). Students entering with advanced language preparation may substitute alternate language units as necessary with departmental permission. JPN 101-102 and 201 may be counted toward the degree, but not toward the major. Students who have completed 314 or the equivalent may request to do an independent study using the Japanese language (350). Those who wish to do an independent study that does not require the Japanese language should register for 250. An advisor should be chosen from within the department.

All EALL Students

Honors

The only route to honors in the Chinese language and literature and Japanese language and literature 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

Students interested in seeking certification in teaching Chinese or Japanese should speak with the chairs of the EALL department and education department early in their college career.

Transfer Credits

The transfer of credit (either from another American institution or from a language program abroad) is not automatic. A maximum of four units may be transferred. Work at the 300-level must be taken within the department for credit towards the majors in Chinese and Japanese. Students wishing to transfer credit should be advised that a minimum of six units of course work must be completed in the EALL department at Wellesley. Transfer students from other institutions are required to take a placement test administered by the EALL department. It is essential that proof of course content and performance in the form of syllabi, written work, examinations, and grades be presented to the EALL department chair.

Advanced Placement Policies and Language Requirement

A student entering Wellesley must have an Advanced Placement score of 5 or SAT II score of 690 to satisfy the foreign language requirement. AP courses will not be counted toward either major offered by the EALL 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 SATII score.

Study Abroad

A maximum of four courses taken abroad may be counted toward the Japanese language and literature major. Students should note that more credit may be counted toward the Wellesley degree. In order to obtain credit for study abroad, students must obtain prior consent from the International Study Office and the EALL department chair and must pass a placement test administered by the EALL department upon return to Wellesley. In addition, it is essential that proof of course content and performance in the form of syllabi, written work, examinations, and grades be presented to the EALL department chair.

East Asian Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Moon (Political Science)*

Affiliated Faculty: *Allen (EALL-Chinese), Chen (EALL-Chinese), Cheng^{AI} (Women's and Gender Studies), Giersch (History), Kadera (Religion), Lam^{AI} (EALL-Chinese), Lee (EALL-Korean), Liu (Art History), Maeno (EALL-Japanese), Matsusaka^A (History), Meng (Studio Art), Moon (Political Science), Morley (Theatre Studies), Ozawa (EALL-Japanese), Song^A (EALL-Chinese), Tang (EALL-Chinese), Tham^A (EALL-Chinese), Torii-Williams (EALL-Japanese), Widmer^{AI} (EALL-Chinese), Zhao (EALL-Chinese), Zimmerman^A (EALL-Japanese)*

Advisory Committee: *Giersch (History), Kadera (Religion), Liu (Art History), Matsusaka^A (History), Moon (Political Science), Morley (Theatre Studies), Widmer^{AI} (EALL), Zimmerman^A (EALL)*

East Asian Studies is an interdisciplinary major offered jointly by the Department of East Asian Languages and Literatures (EALL) and faculty from other departments at the College whose research and teaching interests focus on East Asia. The major is designed for students with a broad interest in East Asia. It encourages students to familiarize themselves with one or more areas of East Asia and also requires that students have an area of concentration, which may be geographic or disciplinary. Through this combination of breadth and depth, students learn about the historic links between East Asian societies and how flows of culture and thought across Asia continue to shape life in East Asia today.

Goals for the Major

- To familiarize students generally with the languages, history, art, religions, literature, and the political social and cultural systems of East Asia
- To develop fuller expertise in a specific area of study, whether geographic or disciplinary
- To ensure a firm foundation in one of three East Asian languages: Chinese, Japanese or Korean

EAS 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors
Distribution: None
Semester: Fall, Spring Unit: 1.0

EAS 360 Senior Thesis Research

Prerequisite: By permission of the directors. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

EAS 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Courses for Credit Toward the Major

AMST 212 Korean American Literature and Culture

ANTH 223 Contemporary Chinese Society

ANTH 224 Ancient China: From the Neolithic to Imperial Unification

ARTH 240 Asian Art and Architecture

ARTH 248 Chinese Painting

ARTH 249 Japanese Art and Architecture

ARTH 255 Twentieth-Century Chinese Art

ARTH 337 Seminar. Topics in Chinese Art

ARTH 341 Seminar. The Landscape Painting of China, Korea, and Japan

ARTS 106 Introduction to Chinese Painting

ARTS 206 Chinese Painting II

CAMS 203/CHIN 243 Chinese Cinema (in English)

CAMS 205/JPN 256 History of Japanese Cinema (in English)

CHIN 105/WRIT 125 Self and Society in Chinese Literature (in English)

CHIN 208 Writing Modern China (in English)

CHIN 211/311 *The Dream of the Red Chamber* in Chinese Literature and Culture (in English)

CHIN 212/312 Speaking What's on My Mind: Classical Chinese Poetry and Song (in English)

CHIN 225 Representations of the Other in Traditional Chinese Literature (in English)

CHIN 230/330 Writing Women in Traditional China (in English)

CHIN 231/331 Chinese and the Languages of China (in English)

CHIN 232/332 Writing Women in Modern China (in English)

CHIN 243/CAMS 203 Chinese Cinema (in English)

CHIN 244 Classical Chinese Theatre (in English)

CHIN 306 Advanced Reading in Twentieth-Century Literature and Culture (in Chinese)

CHIN 307 Advanced Readings in Contemporary Issues (in Chinese)

CHIN 310 Introduction to Classical Chinese (in Chinese)

CHIN 326 The City in Modern Chinese Literature and Film (in English)

CHIN 338 Reading in Modern Chinese Literature (in Chinese)

CHIN 339 Popular Culture in Modern China (in English)

EALL 225/325 Traditional Romances of East Asia (in English)

HIST 269 Japan, the Great Powers and East Asia, 1853–1993

HIST 274 China, Japan, and Korea in Comparative and Global Perspectives

HIST 277 China and America: Evolution of a Troubled Relationship

HIST 278 Reform and Revolution in China, 1800–Present

HIST 289 Modern Korea: From 1800–Present

HIST 371 Seminar. Chinese Frontier Experience, 1600 to the Present

HIST 372 Seminar. Chinese Nationalism and Identity in the Modern World

JPN 111 Gender and Popular Culture of Japan (in English)

JPN 130 Japanese Animation (in English)

JPN 251/THST 251 Japanese Writers and Their Worlds (in English)

JPN 252 Supernatural Japan (in English)

JPN 256/CAMS 205 History of Japanese Cinema (in English)

JPN 309 Readings in Contemporary Japanese Social Science (in Japanese)

JPN 312 Literary Japanese: Reading the Classics (in Japanese)

JPN 314 Contemporary Japanese Narrative (in Japanese)

JPN 351/THST 351 Seminar. Theaters of Japan (in English)

JPN 352 Seminar. Postwar Japanese Fiction (in English)

JPN 353/THST 353 Seminar. Lady Murasaki and *The Tale of Genji* (in English)

KOR 256 Gender and Language in Modern Korean Culture (in English)

KOR 309 Advanced Korean Through Contemporary Texts and Multimedia (in Korean)

POL2 208 Politics of China

POL2 304 State and Society in East Asia

POL2 308S Seminar. Advanced Topics in Chinese Politics

POL2 227 The Vietnam War

REL 108 Introduction to Asian Religions

REL 253 Buddhist Thought and Practice

REL 254 Chinese Thought and Religion

REL 255 Japanese Religion and Culture

REL 259 Christianity in Asia

REL 353 Seminar. Zen Buddhism

REL 354 Seminar. Tibetan Buddhism

WGST 206 Migration, Gender, and Globalization

WRIT 125/CHIN 105 Self and Society in Chinese Literature (in English)

Requirements for the Major

Prospective East Asian Studies majors should begin study of an East Asian language soon after they arrive at Wellesley. The program also recommends that students take one or more courses (such as HIST 274, REL 108, or EALL 225) to attain familiarity with East Asia. While the program encourages students to familiarize themselves with several East Asian cultures, all students must have an area of concentration. This area of concentration may be geographic or disciplinary.

Prospective majors should consult with a member of 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. Transfer credits to be counted towards the major must be approved by the program director.

Ten units are required for the major, consisting of the following:

Language courses: four units. Students must complete at least four language courses above the 100-level in the language most appropriate to their area of concentration. No credit towards the

major is given for the first year of language study. Those who begin their language study at Wellesley in a 300-level language class must still complete four language courses. Students with native or near-native fluency in an East Asian language must also complete at least 10 units for the major.

Language study beyond that 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, Taiwan, Japan, or Korea. The East Asian Languages and Literatures department must approve plans for language study taken away from Wellesley and to be applied towards the major.

Non-language courses: six units. Of the six non-language units required for the major, a minimum of three must constitute the concentration (see below) and two must be at the 300 level. A minimum of three of the non-language courses must be taken at Wellesley, including both of the 300-level courses. Only one of the two required 300-level courses may be fulfilled by a 350, 360, or 370.

In order to gain a **comparative perspective**, majors must take at least one non-language course that deals primarily with an East Asian culture or society other than the one where the language she is using to fulfill the major is spoken.

All majors must also take at least one non-language course on East Asia in each of the following two categories: (1) **humanities**, including art history, literature, cinema, music, philosophy, religion; and (2) **social sciences**, including anthropology, history, economics, political science, sociology, and women's and gender studies.

MIT has strong offerings in East Asian studies, and Wellesley students should consider taking at least one course there.

One course in Asian American studies may be counted towards the major, provided that the course addresses a significant aspect of East Asian traditions, culture, or society in its global, cross-cultural contexts.

Concentrations. At least three of the non-language courses to be counted towards the major must constitute either a geographic or a disciplinary concentration in East Asian studies. Majors will normally declare their concentration no later than the spring semester of the junior year when preparing to undertake advanced work in East Asian studies.

Geographic concentrations may focus on China, Japan, or Korea. **Disciplinary concentrations** include: arts and visual studies; culture and society; gender studies; historical studies; international relations; literary studies; political economy; and religion. Under unusual circumstances, and with the approval of her advisor and a program director, a student may design her own disciplinary concentration.

Honors

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.

Department of Economics

Professor: *Butcher^{A1}, Joyce, Levine (Chair), Lindauer, Matthaei, Skeath^{A2}, Witte^{A2}*

Associate Professor: *Coile, Hilt, McEwan, Velenchik, Weerapana*

Assistant Professor: *Lucas^{A1}, McKnight, Nabar^A, Shastry, Shurchkov*

Lecturer: *Danaher, Fetter*

Visiting Lecturer: *Binder, Le Brun*

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 101 and 102. Any student who plans to take economics after 101 and 102 should consult a department advisor.

Goals for the Major

Our majors should attain (1) a basic understanding of economic principles, (2) an ability to engage in critical reasoning, and (3) competency in making written and oral arguments. These skills are essential in helping each of our majors to graduate as more informed consumers, students, voters and workers. Included in a basic understanding of economics is an appreciation of trade-offs and opportunity costs, the role of government in a market economy, efficiency and equity in market outcomes, the costs and benefits of international trade, the challenge of stabilizing the macro-economy, and the factors that raise the long-term growth rate of the economy. The critical reasoning skills our students should also develop include an ability to evaluate the logic of an argument, to employ analytical tools to construct an argument and to use empirical evidence to support or reject a position. Our students develop rigorous quantitative skills. Having gained a core understanding of economics and having developed critical reasoning skills, our majors should be able to convey their insights in well constructed written and oral presentations.

ECON 101 Principles of Microeconomics

Staff

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.

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

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring, Summer

Unit: 1.0

ECON 101F Principles of Microeconomics

NOT OFFERED IN 2010-11. 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.

Prerequisite: Open to first-year students only. Fulfillment of the basic skills component of the Quantitative Reasoning requirement.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ECON 102 Principles of Macroeconomics

Staff

This course follows 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.

Prerequisite: 101. Fulfillment of the basic skills component of the Quantitative Reasoning requirement.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring, Summer

Unit: 1.0

ECON 103/SOC 190 Introduction to Probability and Statistical Methods

Levine, Swingle (Sociology), McKnight, Danaher

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. *Students must register for a laboratory section which meets an additional 70 minutes each week. Students may register for either ECON 103 or SOC 190 and credit will be granted accordingly.*

Prerequisite: 101 or 102 or one course in sociology and fulfillment of the basic skills component of the Quantitative Reasoning Requirement. Not open to students who have taken or are taking MATH 220, PSYC 205, or POL 199. Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement. Does not satisfy the laboratory requirement.

Semester: Fall, Spring, Summer

Unit: 1.0

ECON 104/WRIT 125 Contemporary Economic Issues and Policies

Velenchik

NOT OFFERED IN 2010-11. This course is intended for students entering Wellesley with a background in economics at the level of AP or IB courses. We will use the basic principles of economics to analyze, and write about, current economic events and policy questions. Topics will include how moral hazard and asymmetric information contributed to the financial crisis of 2008, an evaluation of President Obama's economic stimulus program, and the case for and against a substantial increase in federal gas taxes. We will leave ample time to discuss what is happening in economic news during the semester. *This course satisfies the WRIT 125 requirement and counts as a unit toward the major in Economics. Includes a third session each week.*

Prerequisite: International Baccalaureate credit in Economics (a score of 5, 6, or 7) or Advanced Placement Credit (a score of 5) in Microeconomics and/or Macroeconomics, and by permission of the instructor

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ECON 201 Intermediate Microeconomic Analysis*Skeath, McKnight, Fetter*

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.

Prerequisite: 101, 102 and one math course at the level of MATH 115 or higher. The math course must be taken at Wellesley.

Distribution: Social and Behavioral Analysis
Semester: Fall, Spring

Unit: 1.0

ECON 202 Intermediate Macroeconomic Analysis*Joyce, Shurehkon, Weerapana*

Intermediate macroeconomic theory: analysis of fluctuations in aggregate income and growth and the balance of payments. Analysis of policies to control inflation and unemployment.

Prerequisite: 101, 102 and one math course at the level of MATH 115 or higher. The math course must be taken at Wellesley.

Distribution: Social and Behavioral Analysis
Semester: Fall, Spring

Unit: 1.0

ECON 203 Econometrics*Butcher, Coile, Shastry, Lucas, McEwan*

Application of statistical methods to economic problems. Emphasis will be placed on regression analysis that can be used to examine the relationship between two or more variables. Issues involved in estimation, including goodness-of-fit, statistical inference, dummy variables, heteroskedasticity, serial correlation, and others will be considered. Emphasis will be placed on real-world applications. *The credit/noncredit grading option is not available for this course.*

Prerequisite: 101, 102, and one math course at the level of MATH 115 or higher. The math course must be taken at Wellesley. One course in statistics (ECON 103, MATH 220 or PSYC 205) is also required.

Distribution: Social and Behavioral Analysis
Semester: Fall, Spring, Summer

Unit: 1.0

ECON 210 Financial Markets

NOT OFFERED IN 2010-11. Overview of financial markets and institutions, including stock and bond markets, money markets, derivatives, financial intermediaries, monetary policy, and international currency markets.

Prerequisite: 101, 102, and 103
Distribution: Social and Behavioral Analysis
Semester: N/O

Unit: 1.0

ECON 213 International Finance and Macroeconomic Policy*Weerapana*

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.

Prerequisite: 101 and 102
Distribution: Social and Behavioral Analysis
Semester: Spring

Unit: 1.0

ECON 214 Trade and Immigration*Lindauer*

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.

Prerequisite: 101 and 102
Distribution: Social and Behavioral Analysis
Semester: Spring

Unit: 1.0

ECON 215 Tax Policy

NOT OFFERED IN 2010-11. This course considers the role of taxation in the economy, focusing primarily on the United States federal tax system. The course studies how taxation affects economic efficiency, income distribution, capital formation, and microeconomic incentives. Major topics include the effects of the individual income tax, the corporate income tax, social security taxes, green taxes, and sales tax. The course will also examine possible tax reforms as well as the role of international tax incentives in a global economy.

Prerequisite: 101
Distribution: Social and Behavioral Analysis
Semester: N/O

Unit: 1.0

ECON 220 Development Economics*Lindauer*

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.

Prerequisite: 101, 102, 103 recommended.
Distribution: Social and Behavioral Analysis
Semester: Fall

Unit: 1.0

ECON 222 Games of Strategy*Skeath*

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.

Prerequisite: 101. Permission of the instructor required.
Distribution: Social and Behavioral Analysis
Semester: Spring

Unit: 1.0

ECON 223 Personal Finance*Witte*

What should you study? How should you invest? These questions require knowledge of both the law and economics of personal finance. The course offers a hands-on approach that uses real world prototypes. The earning, spending, investing and insuring decisions of the prototypes over the course of their lives provides the framework for class discussions. The course incorporates many

of the latest developments in finance. It provides a way of thinking about personal finance that will be relevant even as the law and financial markets change.

Prerequisite: 101 and 103
Distribution: Social and Behavioral Analysis
Semester: Fall

Unit: 1.0

ECON 225 Urban Economics

NOT OFFERED IN 2010-11. Analysis of the location decisions of households and firms. Topics include real estate development and finance, housing markets and housing finance, real estate cycles, regional economics, problems of the inner city, discrimination in housing and credit markets, homelessness, and alternative public policy responses to urban problems. The course requires several projects involving fieldwork.

Prerequisite: 101
Distribution: Social and Behavioral Analysis
Semester: N/O

Unit: 1.0

ECON 226 Economics of Education Policy

NOT OFFERED IN 2010-11. Applies micro-economic analysis to important questions in education policy. Should private school vouchers be implemented? Are there teacher shortages and how can they be solved? What are the long-term benefits of early childhood education? The course uses conceptual insights from microeconomics to understand these and other questions; particular emphasis is placed on economic interpretation of case studies and contemporary policy debates.

Prerequisite: 101 and 103 (or [QR 199])
Distribution: Social and Behavioral Analysis
Semester: N/O

Unit: 1.0

ECON 228 Environmental and Resource Economics*Binder*

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.

Prerequisite: 101
Distribution: Social and Behavioral Analysis
Semester: Fall

Unit: 1.0

ECON 232 Health Economics*Coile*

An economic analysis of the health care system and its players: government, insurers, health care providers, patients. Issues to be studied include demand for medical care, health insurance markets, cost controlling insurance plans (HMOs, PPOs, IPAs), government health care programs (Medicare and Medicaid), variations in medical practice, medical malpractice, competition versus regulation, and national health care reform.

Prerequisite: 101
Distribution: Social and Behavioral Analysis
Semester: Spring

Unit: 1.0

ECON 238 Economics and Politics

NOT OFFERED IN 2010-11. This course will cover the economic issues that will be discussed in the upcoming U.S. presidential election. We will cover the economic forces and the stylized facts at work behind the major economic issues facing the electorate: health care, income security (welfare), job security, taxes, income distribution, Social Security, trade, and global warming. This course is about the economic analysis of the issues and not the politics of the issues. We will compare and contrast the two candidates' proposals on each of the most pressing economic issues, both in the short run and in the long run, and attempt, where possible, to put them in their proper historical perspective. Free trade or fair trade? Flat tax, fair tax, death tax? Cap and trade or carbon tax? Private accounts for Social Security or changes in the retirement age? Single payer health care with a mandate?

Prerequisite: 101 and 102
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 241 Poverty and Inequality in Latin America

NOT OFFERED IN 2010-11. Survey of economic development in the Latin American region, focusing upon poverty and inequality and the data used to measure them. Topics to be covered include regional and national trends in poverty and inequality and the formulation and evaluation of social policies, especially in the areas of education and health. Work in the course will emphasize the interpretation and use of data.

Prerequisite: 101 and 103
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 242 The Information Economy

Danaber

What effects are the Internet economy and digital business having on consumers and firms? How should firms price information goods/media? Why have rock concert ticket prices doubled in just six years time? Why are cable channels sold in bundles while songs on iTunes are sold individually? This course examines how information goods (like music, TV, books and software) differ from other consumption goods, how markets for these goods develop, and how to think strategically about such goods. Topics include network effects, lock-in, standard setting, product tie-ins, intellectual property rights, and online piracy.

Prerequisite: 101 and 103
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ECON 243 The Political Economy of Gender, Race, and Class

Matrhahi

An introduction to radical economic analysis of contemporary, globalizing capitalism, and of emergent alternatives. Analysis of the ways in which gender, race and class are built into core capitalist economic values, practices and institutions. Study of the economic transformation sought by the feminist, anti-racist, anti-class, and environmental movements, including the transformation of economic agency from competitive to more solidaristic and socially responsible forms. Investigation of alternative, more egalitarian, "solidarity economy" practices and institutions,

such as simple living, socially responsible choice, fair trade, cooperatives, social entrepreneurship, and recuperated factories.

Prerequisite: 101 or 102 or permission of the instructor
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ECON 250 Research or Individual Study

Prerequisite: Open by permission to students who have taken 101 and 102.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ECON 250H Research or Individual Study

Prerequisite: Open by permission to students who have taken 101 and 102.
Distribution: None
Semester: Fall, Spring Unit: 0.5

ECON 300 Mathematics for Economics

NOT OFFERED IN 2010-11. In this course, students will apply mathematical techniques in economic analysis. Students are expected to have a good knowledge of calculus and will be introduced to topics in linear algebra, differential equations, and static and dynamic optimization. Emphasis will be placed on economic applications including maximization decisions of consumers and producers, comparative statistics, phase diagram analysis of dynamic systems, and basic features of dynamic optimization.

Prerequisites: 201 and 202, MATH 205, MATH 206 recommended.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 301 Advanced Microeconomic Analysis

Skeath

NOT OFFERED IN 2010-11. Further development and application of the tools of analysis developed in 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.

Prerequisite: 201, MATH 205 recommended.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 303 Advanced Econometrics

Fetter

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 policy-maker evaluate the impact of a program? Topics include randomized experiments, instrumental variables, panel data, and regression discontinuity designs. Applications will emphasize research on the frontier of applied microeconomics.

Prerequisite: 201 and 203
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ECON 306 Economic Organizations in U. S. History

NOT OFFERED IN 2010-11. 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.

Prerequisite: 201, 202 and 203
Distribution: Historical Studies or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 310 Public Economics

Coile

This course explores the reasons for government intervention in the economy and the responses of households and firms to the government's actions. Economic models and empirical research are used to analyze tax policies and spending programs. Topics include the effect of taxes on savings and labor supply, externalities and public goods, and social insurance programs such as social security and unemployment insurance.

Prerequisite: 201 and 203
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ECON 311 Economics of Immigration

Butcher

NOT OFFERED IN 2010-11. 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.

Prerequisite: 201 and 203
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 312 Economics of Globalization

NOT OFFERED IN 2010-11. 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.

Prerequisite: 201
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 313 Seminar. International Macroeconomics*Joyce*

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.

Prerequisite: 202 and 203

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

ECON 314 Advanced International Trade*Le Brian*

This course analyzes the causes and consequences of international trade. The theory of international trade and the effects of trade policy tools are developed in both perfect and imperfect competition, with reference to the empirical evidence. This framework serves as context for the consideration of several important issues: the effect of trade on income inequality, the relationship between trade and the environment, the importance of the World Trade Organization, strategic trade policy, the role of trade in developing countries, and the effects of free trade agreements.

Prerequisite: 201

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

ECON 318 Economic Analysis of Social Policy**NOT OFFERED IN 2010-11.**

This course uses economic analysis to evaluate important social policy issues in the U.S., 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.

Prerequisite: 201 and 203

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ECON 319 Economics of Disease and Destruction*Lucas*

Diseases, wars, and disasters exert important influence on economies. In this course students analyze the effects of factors such as malaria, HIV/Aids, Chagas, drought, and civil war on the economies of developed and developing countries. Both the effects of disease and destruction on outcomes and how economics can shape policy reactions will be considered, with a special emphasis on careful empirical estimation of cause and effect. Examples will come from historical and recent episodes around the world.

Prerequisite: 201, 202 and 203

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

ECON 320 Economic Development*Shahry*

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 divi-

sion 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.

Prerequisite: 201 and 203

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

ECON 321 Money and Banking

NOT OFFERED IN 2010-11. From the subprime mortgage crisis in the U.S. to the hyperinflation in Zimbabwe, financial markets play a pivotal role in every economy. This course examines the role of money and banking in determining economic outcomes. What is money, and what role do central banks (the Federal Reserve in the U.S.) play in its creation? How can monetary policy stimulate or retard economic growth, and what role might regulation play in preventing crises in financial markets? The course will employ the tools learned in intermediate theory courses to understand the complex interactions of market forces and financial institutions in the U.S. and global economy.

Prerequisites: 201 and 202

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ECON 323 Finance Theory and Applications*Hilt*

This course provides a rigorous treatment of financing and capital budgeting decisions within firms. Topics include: financial statement analysis; strategies and analytical methods for the evaluation of investment projects; capital structure and dividend policy decisions; risk, return, and the valuation of financial instruments; and management incentive structures. Risk management and the use of derivatives will also be considered.

Prerequisite: 201 and 203

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

ECON 324 Behavioral and Experimental Economics*Shurchkov*

Why do people give to charity? What can be done to convince more people to save 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.

Prerequisites: 201 and 203

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

ECON 325 Law and Economics*Witte*

Economic analysis of legal rules and institutions. Application of economic theory and empirical methods to the central institutions of the legal system including the common law doctrines of negligence, contract, and property as well as civil, criminal, administrative procedure and family law. The course will contrast economic and noneconomic theories of law and will address the strengths and limitations of the economic approach to law.

Prerequisite: 201 and 203

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

ECON 326 Seminar. Advanced Economics of Education*McEwan*

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.

Prerequisite: 201 and 203

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

ECON 329 Labor Economics

NOT OFFERED IN 2010-11. The course will use economic models and empirical research to analyze labor markets. The main topics include the determinants of the supply of labor, the demand for labor, unemployment, and wage differentials across workers. Students will explore the wage gap between men and women, the effects of immigration on the U.S. labor market, and the effects of labor unions.

Prerequisite: 201 and 203

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ECON 331 Seminar. Monetary Theory and Policy

NOT OFFERED IN 2010-11. The formulation of monetary policy and its theoretical foundations. This includes discussion of the latest developments in monetary theory, the money supply process, monetary autonomy in an open economy, and current procedures in the U.S. and other nations.

Prerequisite: 202 and 203

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ECON 332 Advanced Health Economics*McKnight*

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.

Prerequisite: 201 and 203

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

ECON 333 Economic Growth

NOT OFFERED IN 2010-11. This course studies differences in living standards and economic growth across countries. It focuses on both the historical experience of countries that are currently rich and the process of catch-up among poor countries. Topics include the accumulation of physical and human capital, population growth, technological change, trade, geography, institutions, and inequality. Theoretical models and econometric evidence will be used to study these issues.

Prerequisite: 202 and 203

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ECON 335 Seminar. Economic Journalism

Lindauer

Students will combine their knowledge of economics, including macro, micro and econometrics, with their skills at exposition, in order to address current economic issues in a journalistic format. Students will conduct independent research to produce weekly articles. Assignments may include coverage of economic addresses, book reviews, recent journal articles, and interviews with academic economists. Class sessions will be organized as workshops devoted to critiquing the economic content of student work. Enrollment limited to 10.

Prerequisite: 201, 202, and 203

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

ECON 341 Industrial Organization

Danaber

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.

Prerequisite: 201

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

ECON 343 Seminar. Feminist Economics

Mathabei

An exploration of the diverse field of feminist economics that critically analyzes both economic theory and economic life through the lens of gender and advocates various forms of feminist economic transformation. Areas of focus include: economic analysis of gender differences and inequality in the family and in the labor market; feminist critiques of current economic institutions and policies, and suggested alternatives; and feminist critiques of economic theory and methodology.

Prerequisite: 201, 202

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

ECON 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors who have taken 201 and 202; 203 strongly recommended; one 300-level elective recommended. 350 students will be expected to attend a weekly research seminar.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

ECON 360 Senior Thesis Research

Students writing a senior honors thesis will be expected to attend a weekly research seminar.

Prerequisite: One 300-level course strongly recommended.

By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

ECON 370 Senior Thesis

Prerequisite: 360 and permission of department.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

ECON 380 Economics Research Seminar

Butcher

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. Mandatory credit/noncredit.*

Prerequisite: Limited to senior Economics majors doing independent research.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 0.5

Related Courses

Attention Called

MATH 115 Calculus I

MATH 203 Mathematical Tools for economics and Finance (Summer School only)

Requirements for the Major

The economics major consists of a minimum of nine units. The major must include core coursework in microeconomics (ECON 101 and 201), macroeconomics (102 and 202), and statistics (103 and 203), as well as at least two 300-level units (ordinarily not counting 350, 360 or 370). A minimum of two 300-level courses must be taken at Wellesley unless a student has completed 300-level work in economics at MIT; in such a case, only one 300-level course needs to be taken at Wellesley.

Students who have completed MATH 220 or PSYC 205 need not complete ECON 103, but must take an additional economics elective to complete the major.

Choosing courses to complete the major requires careful thought. All majors should choose an advisor and consult him/her regularly. Students are also advised to consult the department handbook, which deals with a variety of topics including preparation in mathematics, desirable courses for those interested in graduate study in economics, and complementary courses outside economics. Calculus, along with several other mathematical tools, is central to the discipline. Beginning with students entering Wellesley in fall of 2007, one semester of mathematics at Wellesley at the level of 115 or above is required for all ECON 201, 202 and 203 sections. Students who entered the College in 2006 or before may fulfill the mathematics requirement with MATH 115 or its equivalent. We encourage students to consult a departmental advisor about whether additional mathematics courses might be desirable. Students interested in economics and its applications in international relations might want to consider the interdepartmental major in International Relations-Economics listed under International Relations in this bulletin.

Requirements for the 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 101, 102 and 103, plus two additional 200-level units, ordinarily excluding 201, 202 and 203. A student wishing to add the economics minor to the major in another field should consult a faculty advisor in economics. Students who have completed MATH 220 or PSYC 205 need not complete ECON 103 but must take an additional economics elective to complete the minor.

Students are urged to supplement their major or minor program in economics with related courses from other disciplines in the liberal arts, such as history, mathematics, philosophy, political science, and sociology.

Honors

The department offers majors two programs for pursuing departmental honors. Under program I, students complete two semesters of independent research (360 and 370) culminating in an honors thesis. Under program II, a student completes one semester of independent research (350) related to previous 300-level coursework, and then submits to an examination in economics that includes the topic covered in her research project. Ordinarily, a student is expected to complete all of the core coursework and one 300-level course before enrolling in the honors program. Admission to the honors program requires students to have a GPA of 3.5 or higher in their economics courses above the 100 level. All honors candidates are expected to participate in the economics research seminar.

Transfer Credit

In 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, 202, and 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

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 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.

Department of Education

Professor: *Beatty*^A

Assistant Professor: *Hong*

Senior Lecturer: *Hawes (Chair), Speiser*

Lecturer: *Tutin*

Visiting Lecturer: *Donahue-Keegan*

Administrative Teaching Staff: *Miller (Museum Staff)*

Associate in Education: *Deniz Cleary (History Teacher, Concord Carlisle High School); Jennifer Friedman (Literacy Coach, Boston Public Schools); Ren Gibb (Science Teacher, Westwood High School); David Gotschell (Newton Public Schools); Heather Haskell, (Elementary Teacher, Hunnewell School, Wellesley); Wendy Fuang (MIT Teacher Education Program Manager); Inna Kantor London, (English Teacher, Framingham High School)*

Education is at the center of social and personal life. Its study is necessarily interdisciplinary. We offer a variety of courses, each one with its own distinct intellectual challenge, but all seeking to connect different points of view, whether the course is focused on urban education, school reform, diversity, policy, history, research, child welfare, or learning to teach. We invite students to try a single course (many different first courses are possible) and to consider one of the two minors we offer, the Teacher Education and Education Studies minor.

Goals for the Minor

- Teacher Education minors will acquire the knowledge and skills needed to be teachers of their subject(s) with students in elementary, middle, or high schools. They will become able to collaborate, to reflect on and discuss critically their teaching and the situation of their students, and to learn from further experience and study.
- Education Studies minors will acquire a multifaceted, critical perspective on education in a variety of time periods and settings, including urban ones, and on policy issues and methods of educational research. They will be ready to continue learning through further study, discussion, and reflection.

EDUC 102/WRIT 125 Education in Philosophical Perspective

Hawes

This course is guided by questions such as: What is a good education? What is its dependence on culture, context, and aims? What perspectives on teaching and learning are most helpful? How can we get reliable knowledge of good education? We will use the works of earlier writers (e.g., Confucius, Plato, and Dewey) and contemporary writers in our investigations. *This course satisfies the Writing 125 requirement and counts as a unit toward the Teacher Education or Education Studies minor. Includes a third session each week.*

Prerequisite: None. Open only to first-year students.

Distribution: Epistemology and Cognition

Semester: Spring

Unit: 1.0

EDUC 117 Diversity in Education

Darer (Spanish)

An introduction to issues in diversity and multicultural education. We will examine rationales for diversity and multicultural education and some of the effects of these policies. We will analyze implications of diversity for teaching and learning,

and study the influences of race, ethnicity, gender, language, socioeconomic status, and religion on schools and school curricula, with a focus on tensions surrounding increasing diversity in American education. *Mandatory credit/noncredit.*

Prerequisite: Open to first-year students only.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

EDUC 212 Seminar. History of American Education

Beatty

NOT OFFERED IN 2010-11. An intensive study of the role that education has played in American society and of the evolution of support and expectations for public schools. We will examine how schools have served the needs of immigrants, and students from different gender, racial, ethnic, 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, and attempts to reform schools and the curriculum.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

EDUC 215 Understanding and Improving Schools

Hawes

Study of what goes into the making of good schools in a variety of settings, including urban public schools. Examination of what we mean by "a good school," in terms of both aims and practices, of how a school and its curriculum are experienced by its students, and of how a school's culture and social relationships are created. We will use case studies of different kinds of people working to improve schools, including teachers, principals, education advocates, and researchers. Fieldwork will be an integral part of the course.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

EDUC 216 Education and Social Policy

Hong

An examination of education policy in recent decades as well as the social, political, and economic forces that have shaped those policies over the years. We will analyze the different—and sometimes conflicting—goals, motivations, and outcomes of educational policies. Who designs educational policy and for whom? Whose interests are served and whose interests are unmet? Using a case study approach, we will discuss major topics of debate in American education, including equal educational opportunity, school desegregation, bilingual education, school choice, and education standards and testing.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

EDUC 221 Museum Education and the Art Encounter

Miller

NOT OFFERED IN 2010-11. Study of the theory and practices of museum education, with a special focus on the museum-school relationship. Students will participate in the Davis Museum's education programs for schools, to examine the distinct learning environment of the museum and its role in society. How can the visual arts be engaged as a tool for teaching? What can chil-

den's responses to works of art tell us about the way they learn? Working directly with students in public schools, we will explore the educational mission of museums. Recommended for students interested in volunteer opportunities in museum education and in using museum resources in classrooms.

Prerequisite: At least one Education or Art course, or by permission of instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

EDUC 250 Research or Individual Study

Prerequisite: Permission of the instructor.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

EDUC 250H Research or Individual Study

Prerequisite: Permission of the instructor.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

EDUC 300 Teaching and Curriculum in Middle School and High School

Hawes

An intensive study of the knowledge and skills required in classroom teaching, including curriculum development, planning, instruction, testing, and assessment. We will focus especially on classrooms as learning environments and on teacher understanding of student academic development. Additional laboratory periods for teaching presentations and an accompanying field placement are required. *Note: Open to all students, mandatory for those seeking middle-school or high-school certification; students should contact the instructor either before or soon after registration to plan their field placement.*

Prerequisite: One of 102, 117, 212, 215, 216, [218], PSYC 248, PSYC 321, or MIT 11.124 or other approved course or by permission of instructor.

Distribution: Epistemology and Cognition

Semester: Fall

Unit: 1.25

EDUC 302 Seminar. Methods and Materials of Teaching

Speiser, Hawes

Study and observation of teaching techniques, the role of the teacher, classroom interaction, and individual and group learning. Examination of curriculum materials and classroom practice in specific teaching fields. Students interested in working with middle- or high-school students should enroll in section 302-01; students interested in working with elementary or preschool students should enroll in section 302-02. *Note: Open to students seeking teacher certification or substantial observation and teaching experience in a school, mandatory for students seeking teacher certification; students should contact the instructor either before or soon after registration to plan their field placement.*

Prerequisite: 300 or 304 or by permission of instructor. Corequisite: 303, and 305 for students interested in working with elementary or preschool students.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

EDUC 303 Practicum. Curriculum and Supervised Teaching

Speiser, Hawes

Observation, supervised teaching, and curriculum development in students' teaching fields throughout the semester. Attendance at an appropriate school placement required. *Note: Open to students seeking substantial observation and teaching experience in a school, mandatory for students seeking*

teacher certification; students should contact the instructor either before or soon after registration to plan their field placement. *Mandatory credit/noncredit.*

Prerequisite: Students seeking teacher certification must apply to the department for admission to this course in the semester before it is taken; other students should contact the instructor either before or soon after registration to plan their field placement.

Corequisite: 302, and 305 for students interested in working with elementary or preschool students.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

EDUC 304 Curriculum and Instruction in Elementary Education

Speiser, Friedman, Haskell, Tutin

A seminar taught by a team of experienced teachers. This course focuses on curriculum development, planning, instruction and assessment in elementary school classrooms. Additional laboratory periods for teaching presentations and an accompanying field placement are required.

Note: Open to all students, mandatory only for those seeking elementary education certification; students should contact the instructor either before or soon after registration to plan their field placement.

Prerequisite or Corequisite: 310 or 314 or by permission of instructor.

Distribution: Epistemology and Cognition

Semester: Fall

Unit: 1.0

EDUC 305 Curriculum, Instruction and Special Needs in Elementary Education

Speiser, Friedman, Haskell, Tutin

A seminar taught by a team of experienced teachers. A continuation of EDUC 304, this course focuses on curriculum materials and instructional methods used in elementary school classrooms.

Strategies for behavior management for dealing with students with disabilities and special needs, and for working with parents and the community will be addressed, along with other classroom and curricular issues. *Accompanying field placement is required. Note: Open to all students, mandatory for those seeking elementary education certification; students should contact the instructor either before or soon after registration to plan their field placement.*

Prerequisite: 304 or by permission of instructor.

Distribution: Epistemology and Cognition

Semester: Spring

Unit: 1.0

EDUC 308 Seminar. World Languages Methodology

Renjilian-Burgy (Spanish)

NOT OFFERED IN 2010-11. A course in the pedagogical methods of foreign languages intended to apply to any foreign language and to teaching English as a Second Language; emphasizes the interdependence of the four language skills—listening, speaking, reading, writing; introduces students to a theoretical study of linguistic and psychological issues necessary to evaluate new ways of presenting language material. This seminar will focus on selected texts and readings on the methodology of world-language teaching.

Prerequisite: Open to sophomores, juniors and seniors.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

EDUC 310 Seminar. Child Literacy and the Teaching of Reading

Tutin, Speiser

An examination of how children learn to read, acquire reading, writing, and oral language skills, and how this relates to cognition. We will focus on

current research and practice in literacy development for elementary-age children. Oral language, reading processes, assessment using a variety of techniques, phonemic awareness, phonics, and comprehension strategies will be addressed; a weekly field placement experience is required. We will study reading instruction across content areas and teaching strategies that address the needs of a diverse population of learners, including students at-risk, second-language learners, and students with special needs. This course is structured to support students pursuing elementary education certification, but is open to all students. Priority will be given to elementary education students if the course is over-enrolled.

Prerequisite: Open to sophomores, juniors and seniors. One 100- or 200-level course in Education or by permission of instructor.

Distribution: Epistemology and Cognition

Semester: Fall, Spring

Unit: 1.0

EDUC 312 Seminar. History of Childhood and Child Welfare

Beatty

NOT OFFERED IN 2010-11. An exploration of the construction of childhood as a social concept and of changes in concepts of childhood in America. We will examine the emerging role of the state in assuming responsibilities for child rearing, education, and child welfare. We will study the history of how institutions and social policies have attempted to shape the lives of children of differing genders, economic, racial, cultural, and ethnic backgrounds; the impact of media; and the development of children's material culture.

Prerequisite: Open to sophomores, juniors, and seniors.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

EDUC 313 Seminar. Social, Emotional, and Civic Learning in Schools

Donahue-Keegan

This seminar will examine how social, emotional, and academic learning are intertwined; how social-emotional learning is correlated with civic participation and responsibility; and how educators have a critical role in the promotion of such competencies in K-12 schools. We will study the connection between social-emotional skills and school climate and explore distinguishing developmental features of social, emotional, and civic learning at the elementary, middle, and high school level. We will look at evidence-based, social-emotional practices and programs in a range of urban and suburban schools.

Prerequisite: One 100- or 200-level course in Education

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

EDUC 314 Learning and Teaching Mathematics: Content, Cognition, and Pedagogy

Speiser, Polito (Quantitative Reasoning), Haskell

An examination of how adults and elementary-school students learn basic mathematics content, specifically: number and operations, functions and algebra, geometry and measurement, and statistics and probability. We will simultaneously study our own cognition as we learn mathematical concepts and principles, children's cognition as they learn mathematics, and how mathematics can be taught to children in classroom settings. Taught by a team of Wellesley College faculty with backgrounds in mathematics, quantitative reasoning, and education, and a school mathematics special-

ist and teacher. Weekly fieldwork of 90 minutes in an elementary classroom is required.

Prerequisite: One education course

Distribution: Epistemology and Cognition

Semester: Fall

Unit: 1.0

EDUC 320 Observation and Fieldwork

Haues, Speiser

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. *Mandatory credit/noncredit.*

Prerequisite: 300 or 304. Open only to students who plan to student teach. Permission of instructor required.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

EDUC 325 Seminar. English as a Second Language: Pedagogy, Theory, and Practice

Renjilian-Burgy (Spanish)

An intensive study of the pedagogy of English as a Second Language. Through readings, classroom activities, and observation, we will examine how to teach English to speakers of other languages.

This seminar will provide an analysis of the theory and teaching practices of English as a Second Language, as well as an examination of how culture affects second-language learning. Fieldwork in a language teaching program is required.

Prerequisites: Open to sophomores, juniors, and seniors.

Distribution: Epistemology and Cognition

Semester: Spring

Unit: 1.0

EDUC 334 Seminar. Education, Immigration, and Social Mobility

NOT OFFERED IN 2010-11. This seminar examines ways in which race, ethnicity, and social class shape immigrants' educational and economic trajectories. We will read and analyze accounts of immigrants' experiences in public schools, sample research on immigration and education, and critique conventional wisdom regarding immigrant success in American society. We will explore differences in the educational outcomes of older and newer immigrants and look at the role of schools and other community organizations in the lives of immigrant youth.

Prerequisites: One course in education. Open to sophomores, juniors, and seniors.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

EDUC 335 Seminar. Urban Education

Hong

An intensive examination of urban education reform and urban schools, with emphasis on how the context of cities affects education and on some of the challenges faced by urban teachers, students, and parents, such as poverty, race- and class-based segregation, linguistic barriers, immigration, and inequities in school quality. Through the study of foundational educational texts and urban contexts such as Chicago, Boston, and Newark NJ, we will focus on economic, political, social, and cultural aspects of urban school reform, including the reproduction of inequality, school governance, parent involvement, the relationship between schools and communities, and urban teacher education. Fieldwork in an urban setting is required.

Prerequisites: 212, 215, or 216; permission of instructor required.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

EDUC 339/POLI 339S Seminar. The Politics of Urban Public Schools

NOT OFFERED IN 2010-11. This seminar examines recurrent issues in public school management and governance. Critical questions include the changing demographics of inner-city schools, the evolving role of school boards, big city mayors, urban superintendents, teachers unions, and school finance. We will discuss alternatives to public schools (parochial, private, and charter schools), high-stakes testing, and district-state relations. The seminar will also analyze the increasing intervention of state and federal governments in local school administration and the role of the courts in curriculum controversies, student life, and security. *Students may register for either EDUC 339 or POLI 339S and credit will be granted accordingly.*

Prerequisite: One 200-level education course or one 200-level American politics course.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

EDUC 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission of instructor.
Distribution: None
Semester: Fall, Spring Unit: 1.0

EDUC 350H Research or Individual Study

Prerequisite: By permission of instructor.
Distribution: None
Semester: Fall, Spring Unit: 0.5

Courses for Credit Toward the Minor

AMST 101 Introduction to American Studies

ECON 226 Economics of Education Policy

ECON 326 Seminar. Advanced Economics of Education

POLI 212 Urban Politics

POLI 315 Public Policy and Analysis

PSYC 207 Developmental Psychology

PSYC 208 Adolescence

PSYC 321 Community Psychology with Winterness Applied Research

PSYC 326 Seminar. Child and Adolescent Psychopathology

PSYC 333 Clinical and Educational Assessment

QR 180 Statistical Analysis of Education Issues

Requirements for the Minor

The education department offers two minors (but no major), one in Teacher Education and one in Education Studies. The minors offer opportunities to explore teaching and education, from the perspective of a classroom teacher or as a field of study. Students may choose to focus on urban education within either minor.

Teacher Education

We prepare teachers to teach in a variety of urban and suburban schools with diverse students. Grounded in the liberal arts, each Wellesley or

MIT student in our program receives careful individual attention in the process of discovering how her/his own special gifts can be used in the challenging work of teaching. Our students take introductory courses in educational philosophy, history, or policy, and then do course work in curriculum, instruction, assessment, and specific methods for teaching reading and elementary school subjects or middle and high school subjects. They do fieldwork, including tutoring and after school programs in urban and suburban settings and a teaching internship in urban or suburban schools.

Students who wish to be licensed to teach high school (grades 8–12), middle school (grades 5–8), or elementary school (grades 1–6) should obtain the department's description of the requirements.

Generally, the program requires students to take specific subject-matter courses within their teaching fields along with four to seven education and psychology courses, two of which are the teaching practicum (303) and accompanying seminar (302). If students are not able to register for required introductory courses, they should consult with the department about alternatives.

In addition, teacher certification requires fieldwork prior to the teaching practicum (internship). Students enrolled in EDUC 303 (Practicum) may register for EDUC 320, but are not required to do so.

We encourage you to talk with us to learn about program options. Early planning is preferable, but we will also be glad to discuss teaching program possibilities with you at any point. Students may register for a minor beginning in the spring of the sophomore year, but a minor is not required for teacher licensure. With the exception of 302, 303, and 320 the department's courses are designed for all students, not simply for those planning a career in public or private school teaching. Students seeking preparation in teaching but not certification should discuss special arrangements with Ken Hawes (high school or middle school) or Bernice Speiser (elementary school or preschool).

The Teacher Education minor consists of:

(A) One of 102 or 117 or 212 or 215 or 216 or 313 or 325 or 334 or 335, or PSYC 321 or MIT 11.124 or other approved course; (B) One of PSYC 207 or 208, and (C) 300, 302, and 303.

For students seeking elementary certification, 304, 305, 310, and 314 are required instead of 300.

Education Studies

We also offer courses that extend students' knowledge of education as a field of study. Students in Education Studies may wish to examine the origins of education and child welfare practices, the role of schools in society and communities, school reform, questions of educational theory or research, and the relation of education to social problems more generally. Students may structure the minor to include one or two courses in other fields, including American Studies or the economics, history, politics, sociology, or psychology of education as listed below.

Students interested in urban education should take courses in education policy, school improvement, or history of education, all of which deal to some extent with urban issues; the urban education seminar; and, if possible, courses on diversity and English as a Second Language. Courses on child literacy and teaching mathematics may also be helpful for students considering going into urban education. Students interested in education policy should take some of these same courses and

may want to take courses in the economics and political science departments and Quantitative Reasoning Program, which deal with policy more broadly. For both urban education and education policy, fieldwork in a school or tutoring program is highly recommended.

The Education Studies minor consists of five courses chosen from:

For students who entered prior to the fall of 2008: EDUC 102, 117, 212, 215, 216, 221, 300, 307, 312, 313, 314. [EDUC 315/AFR 315]; 325, 334, 335 and EDUC 339/POLI 339S. However, AMST 101, ECON 326, PSYC 321, or QR 180 may be substituted for two of these courses. At least one 300-level education course must be included.

For students entering in the fall of 2008 and later: (A) two of 212 or 215 or 216; and (B) three of EDUC 102, 117, 221, 307, 308, 310, 312, 313, 314, 325, 334, 335, or EDUC 339/POLI 339S, with possible substitution of two of AMST 101, ECON 226 or 326, QR 180, POLI 212 or 315, or PSYC 207, 208, 321, 326, or 333. *Note: Not all of these courses are offered every year; some may be limited to majors in these fields. At least one 300-level education course must be included.*

Title II Information

As required by Title II of the Higher Education Act of the United States, we provide the following information. The number of students enrolled in our state-approved teacher education programs during academic year 2008-09 was 13. The number of these students who continued into student teaching was 18. The number who completed all requirements of the program was 15. The student/faculty ratio for supervised student teaching was 3.3:1. The average number of required hours of student teaching is 360 (12 weeks of at least 30 hours per week). The minimum required is 300.

The pass rates for our students on the Massachusetts Tests for Education Licensure are: 1.) Basic skills: a.) Reading 100%; b.) Writing 100%; Basic skills aggregate (a & b. combined) 100%; 2.) Academic content areas: Aggregate 100%. Summary (1.& 2. Combined) pass rate 100%.

Department of English

Professor: *Bidart, Cain, Ko, Lynch, Meyer^{A2}, Noggle (Chair), Pelton, Rosenwald, Sabin^{A2}, Shetley*

Associate Professor: *Brogan, Chiasson^A, Hickey, Lee^{A1}, Rodensky, Tyler^{A1}*

Assistant Professor: *Ford, Wall-Randell*

Newhouse Visiting Assistant Professor: *Channer*

Senior Lecturer: *Cezair-Thompson, Sides*

Mellon Postdoctoral Fellow: *Leff*

Robert Garis Fellow: *Oppenheimer*

Director of Creative Writing: *Sides*

Honors Coordinator: *Brogan*

English, as a discipline, stresses the intensive study of writers and their works in literary, cultural, and historical contexts. It is keyed to the appreciation and analysis of literary language, through which writers compose and organize their poems, stories, novels, plays, and essays. We offer a wide range of courses: introductory courses in literary skills; more advanced courses in influential writers, historical periods, and themes in English, American, and world literatures in English; and numerous courses in creative writing, including screenwriting and creative nonfiction.

Our course offerings strike a balance between great authors of past centuries and emerging fields of study. We teach courses on writers such as Shakespeare, Milton, Jane Austen, and James Joyce, and on Asian American literature, writers from the Indian subcontinent, and film. We stress analysis and argument in paper-writing, critical thinking, and literary research, and we foster and develop a deep, complex, passionate response to literature.

Goals for the Major

In short, the Wellesley English department seeks to acquaint all its majors with the following bodies of knowledge and to develop in them the following abilities:

- A knowledge of English literary history, including both the canonical works of the past and works from emerging traditions;
- Familiarity with critical methodologies generally employed in the discipline of literary studies;
- An ability to write with clarity, originality, and style;
- An ability to recognize and construct a lucid and persuasive argument;
- An ability to read imaginative literature with close attention to language and form.

Those who major in English and Creative Writing should fulfill all the goals above and in addition should develop a distinctive literary voice and knowledge of the history and cross-cultural diversity of the genres, traditions, and styles in which they are working.

ENG 103 Reading/Writing Short Fiction

Sides

Flash-fiction (a.k.a. the short-short story) and the short story. Our work together will move back and forth between reading examples of these two forms of short fiction from around the world and writing our own short fiction. Reading in a writerly fashion means reading for craft: How does an author shape a scene? What can you do and not do with a first-person narrator? What are the different expectations a reader has of realistic

fiction as opposed to historical fiction or science fiction? Writing with a rich fund of this kind of craft knowledge will help us advance quickly as we draft and revise our own stories. Overview of current print and online opportunities for publishing short fiction. *Enrollment limited to 15 students. Mandatory credit/noncredit.*

Prerequisite: Open to first-year students only.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

ENG 112 Introduction to Shakespeare

Ko

Shakespeare wrote for a popular audience and was immensely successful. Shakespeare is also universally regarded as the greatest playwright in English. In this introduction to his works, we will try to understand both Shakespeare's popularity and greatness. To help us reach this understanding, we will focus especially on the theatrical nature of Shakespeare's writing. The syllabus will likely be as follows: *Romeo and Juliet*, *A Midsummer Night's Dream*, *Twelfth Night*, *Othello*, *King Lear*, and *The Winter's Tale*.

Prerequisite: None. Especially designed for the non-major and thus not writing-intensive. It does not fulfill the Shakespeare requirement for English majors.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Fall

Unit: 1.0

ENG 113/CPLT 113 Studies in Fiction

Ko

Topic for 2010-11: The World of Fiction. A journey into worlds of fiction that range from grimy and scandalous to fantastic and sublime. As we enter wildly different fictional worlds, we will also think about how those worlds illuminate ours. The syllabus will likely include Francois Rabelais' *Gargantua and Pantagruel*, Charlotte Brontë's *Jane Eyre*, Bram Stoker's *Dracula*, Fyodor Dostoyevsky's *Crime and Punishment*, Richard Wright's *Native Son*, Isak Dinesen's short story "Babette's Feast," and Gish Jen's contemporary novel *The Love Wife*. Taught primarily in lecture, this course will not be writing-intensive. *Students may register for either ENG 113 or CPLT 113 and credit will be granted accordingly.*

Prerequisite: None. Especially recommended to non-majors.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

ENG 114 Topics in American Literature

NOT OFFERED IN 2010-11. American literature contains an astonishing myriad of voices and forms. This changing topics course introduces students to highlights and countercurrents of the American tradition.

Prerequisite: None. Especially recommended to non-majors.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

ENG 115 Great Works of Poetry

NOT OFFERED IN 2010-11. A study of the major poets 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 Ashberry and others).

Prerequisite: None. Especially recommended to non-majors.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

ENG 120 Critical Interpretation

Noggle, Brogan, Pelton

A course designed to increase power and skill in critical interpretation by the detailed reading of poems and the writing of interpretive essays.

Prerequisite: None. Primarily designed for, and required of, English majors. Ordinarily taken in first or sophomore year.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

ENG 120/WRIT 125 Critical Interpretation

Hickey, Shetley, Fisher (American Studies), Wall-Randell

A course designed to increase power and skill in critical interpretation by the detailed reading of poems and the writing of interpretive essays. *This course satisfies the WRIT 125 requirement and the critical interpretation requirement of the English major. Includes a third session each week.*

Prerequisite: Open to first-year students only.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

ENG 121 Jane Austen's Novels

Lee

Students will read a selection of the great novels of Jane Austen and use her work to learn skills for the close reading of fiction in general. We will study the details of Austen's fictional technique. From what perspective are the novels told? How does the author reveal her attitudes toward her characters? At the same time we will consider the broader questions raised by the novels. What values motivate Austen's fiction? How does she comment on the larger social and historical scene? What are her views on such issues as slavery or the proper role of women?

Prerequisite: None

Distribution: Language and Literature

Semester: Summer

Unit: 1.0

ENG 122/WRIT 125 Narrative Theory

NOT OFFERED IN 2010-11. How are stories put together? How do they create the sense that they are told from a distinct perspective? How do they create anticipation and retrospection? How do we distinguish the telling from the tale? This course offers an introduction to narrative theory, or theories that explain the devices and structures that stories use in order to make meaning. We will read excerpts from major works of narrative theory (Bal, Genette, Barthes), and we will explore how their concepts yield a better understanding and appreciation of short stories (as well as novels). Authors may include Balzac, Joyce, Conrad, and Faulkner. Please note that this is not a creative writing course. *This course satisfies the WRIT 125 requirement. Counts as a unit toward the English major. Includes a third session each week.*

Prerequisite: Open to first-year students only.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

ENG 150 Colloquium in Literature and the History of Ideas

An interdisciplinary seminar for first-years that brings the perspectives of such disciplines as philosophy, psychology, and history to bear on the traditional study of literature.

Topic A for 2010-11: Translation in Theory and Practice

Rosenwald

A study of translation in theory and in practice, in its literal and metaphorical senses alike, mostly but not exclusively in the West. Topics: translation of literary texts, translation of sacred texts, the history of the translator, translation and politics, translation and gender, human and machine translation, adaptation as translation (text to music, novel to film, verbal narrative to comics, etc.). Guest lectures by practicing translators. No foreign language prerequisite. Opportunity for both critical and creative work, for commenting on translations and adaptations, and for producing them.

Prerequisite: Open to first-year students only.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

Topic B for 2010-11: Great American Novels on the Great American Topic: The Reading and Writing of Race in American Fiction

Peltason

How to read a novel, and how novels read and have written the narrative of American racial history. This will be primarily a course in the close reading of four great books (Mark Twain's *The Adventures of Huckleberry Finn*, William Faulkner's *The Sound and the Fury*, Zora Neale Hurston's *Their Eyes Were Watching God*, and Ralph Ellison's *The Invisible Man*), but also and necessarily a course in the complex relationships between black and white Americans, between individual psyches and the almost overwhelming pressures of culture and society, and between fiction and history.

Prerequisite: Open to first-year students only.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

ENG 202 Poetry

Bidart

A workshop in the writing of short lyrics and the study of the art and craft of poetry. *Enrollment limited to 15 students. Mandatory credit/noncredit. Students who have taken this course once may register for it one additional time.*

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

ENG 203 Short Narrative

Channer, Sides

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 limited to 15 students. Mandatory credit/noncredit. Students who have taken this course once may register for it one additional time.*

Prerequisite: None

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

ENG 204/CAMS 234 The Art of Screenwriting

Cezair-Thompson

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 limited to 15 students. Mandatory credit/noncredit. Students who have taken this course once may register for it one additional time. Students may register for either ENG 204 or CAMS 234 and credit will be granted accordingly.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Fall, Spring

Unit: 1.0

ENG 205 Writing for Children

Meyer

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 limited to 15 students. Mandatory credit/noncredit.*

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

ENG 206/WRIT 225 Nonfiction Writing

This course is a changing topics writing workshop that will each year take up particular non-fiction writing genres. Open to students who have fulfilled the Writing 125 requirement; please note that this course is not intended as a substitute for Writing 125. *Enrollment limited to 15 students. Mandatory credit/noncredit.*

Topic A for 2010-11: Creative Nonfiction

Schwartz (*The Writing Program*)

"...all memoirs are false...The correct detail is rarely, exactly, what happened; the most truthful detail is what could have happened, or what *should* have." —John Irving

Creative nonfiction is a protean genre of writing, including narrative, dramatic, meditative, and lyrical elements of novels, plays, poetry and memoirs. In this course on writing creative nonfiction, we'll look at a range of forms so we can use the techniques in many different writing situations. We'll pay especially close attention to how writers of creative nonfiction can use fictional techniques to better express the truth about their lives. We'll also consider the ethical and artistic limits of transforming and embellishing personal experience in memoir. How does the implied contract between writer and reader differ between fiction and creative nonfiction?

Prerequisite: Fulfillment of the WRIT125 requirement.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

Topic B for 2010-11: Writing the Travel Essay

Sides

Taken a trip lately—junior year abroad, summer vacation, spring break? Look back fondly or in horror at a family road trip? Turn your experience into a travel essay. We will be studying both the genre of the literary travel essay as well as the more journalistic travel writing found in newspaper travel sections and travel magazines. And, of course, we will be writing our own travel narratives. The course focuses on the essentials of travel writing: evocation of place, a sophisticated appreciation of cultural differences, a considered use of

the first person (travel narratives are closely related to the genre of memoir), and basic strong writing/research skills.

Prerequisite: Fulfillment of the WRIT125 requirement.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

Topic C for 2010-11: The Personal Essay: Page to Performance

Channer

The first half of this "mashup" course will be devoted to writing and revising personal essays. The second half will be devoted to adapting two of these essays into five-minute narrative monologues, one of which will be performed from memory in a mini festival of student performances. Course material will include essays by writers such as Gayatri Chakravorty Spivak, James Baldwin and Joan Didion; narrative monologues from playwrights such as William Shakespeare, Anna Devere Smith and Bertold Brecht; and performance films by narrative comedians and monologists such as David Sedaris, Bill Cosby, Richard Pryor and Margaret Cho. Evaluation will place more emphasis on writing than performance, although genuine engagement with performance will be actively supported and encouraged.

Prerequisite: Fulfillment of the WRIT125 requirement.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

ENG 213 Chaucer

Lynch

NOT OFFERED IN 2010-11. Feminist, misogynist, heretic, moralist, progressive, reactionary—these are some of the conflicting labels that have been applied to Geoffrey Chaucer, enigmatic father of English poetry. This course will study Chaucer in his many incarnations, as courtly love poet, religious homilist, and bawdy prankster in the *Canterbury Tales* and selected supplementary texts by Chaucer and his contemporaries.

Prerequisite: None

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

ENG 222 Renaissance Literature

Ko

Topic for 2010-11: Beyond Shakespeare: Playwrights of the Renaissance. Shakespeare was not the only prolific playwright of his era. Indeed, no period since Shakespeare's has arguably matched his for the richness and variety of its theatrical offerings. This course will study some of those offerings: elegant court comedies, boisterous city comedies that delight in the underbelly of city life, and high tragedies that combine sublime pathos with gore and splatter. Of particular interest will be how these plays function as theatrical scripts. Bringing together a range of methods—studying the mechanics of production on the Renaissance stage, viewing available recorded performances, experimenting with staging in the classroom—the course will thus attempt to resurrect these plays as living performances.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

ENG 223 Shakespeare Part I: The Elizabethan Period

Peltason, Wall-Randall

The formative period of Shakespeare's genius: comedies such as *A Midsummer Night's Dream* and *The Merchant of Venice*; histories such as *Richard II* and *Henry IV* (Part I); and tragedies, such as *Julius*

Caesar and Hamlet. We will undertake detailed study of Shakespeare's poetic language and will examine the dramatic form of the plays and the performance practices of Shakespeare's time. We will also explore important themes, ranging from gender relations and identities to national self-consciousness. The viewing and analysis of contemporary performances and films will be integrated into the work of the course.

Prerequisite: 120 or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Fall
Unit: 1.0

ENG 224 Shakespeare Part II: The Jacobean Period

Cain, God
The great tragedies and the redemptive romances from the end of Shakespeare's career, chosen from among *Troilus and Cressida*, *Measure for Measure*, *Ossetello*, *King Lear*, *Coriolanus*, *Antony and Cleopatra*, *Cymbeline*, *The Winter's Tale*, and *The Tempest*. While encompassing thematic concerns ranging from gender relations to the meaning of heroism, particular focus will fall on tragic form and its transformation in the romances. Extensive attention will be paid to theatrical practices, Shakespearean and contemporary, aided by the viewing of stage performances and film adaptations.

Prerequisite: 120 or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Spring
Unit: 1.0

ENG 225 Seventeenth-Century Literature

NOT OFFERED IN 2010-11. Seventeenth-century literature is nothing if not passionate; its poems, plays, and prose brim with rapturous eroticism, ecstatic religious devotion (often both at once), murderous rage, dizzying intellectual fireworks. This period was also a radically experimental one in British history, in which the nation tried out a new form of government and philosophers offered new ways of investigating the world. Among other texts, we'll read the intricate "metaphysical" poetry of Donne, Herbert, Marvell, and Vaughan; the satiric, gender-bending urban comedies of Jonson; the tragedies of Webster, whose female characters are the greatest in Renaissance drama after Shakespeare's; the meditations of Bacon and Burton; and the fiction of Wroth, Behn, and Cavendish, women writers who paved the way for the novel.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O
Unit: 1.0

ENG 227 Milton

Wall-Randall

At the heart of this course will be a study of Milton's great epic poem, *Paradise Lost*, and some of its encyclopedic concerns: the place of humankind in the universe, the idea of obedience, the subjectivity of women, even the issue of literary adaptation itself. But Milton was a keen student of the whole spectrum of Renaissance forms, mastering and redefining them in virtuoso turns: as we'll see, his work includes religious psalms, lyric poetry, elegy, courtly entertainment, tragedy, and polemic. We'll also consider Milton's "afterlives," as an inspiration to the American Puritans and revolutionaries, as an influence on the Romantic poets, and as a continuing presence for modern writers such as the fantasy novelist Philip Pullman.

Prerequisite: None
Distribution: Language and Literature
Semester: Spring
Unit: 1.0

ENG 234 Restoration and Eighteenth-Century British Literature

Sides

Writing a life (often one's own) fascinates writers in the Restoration and eighteenth century. Samuel Pepys pens a lively, lascivious diary; Fanny Burney's journal is addressed to "Nobody," to whom "I reveal every thought, every wish of my heart, with the most unlimited confidence." Samuel Johnson reflects upon biography in his *Rambler* essay, masters it in *Lives of the Poets*. In the *Life of Johnson*, James Boswell recreates Johnson vividly; the reader is "enabled as it were to see him live." For the poet Alexander Pope and the novelist Laurence Sterne, the act of writing literally seems to extend or exhaust their lives. Anne Finch pushes back, poetically, against male depictions of women's lives. This course tracks the dynamic of "writing/life," 1660-1800.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall
Unit: 1.0

ENG 241 Romantic Poetry

Hickey

Emphasis on the great poems of six fascinating and influential poets: Blake, Wordsworth, Coleridge, Shelley, Byron, and Keats. As time allows, we'll read women poets of the period: Anna Barbauld, Mary Robinson, Dorothy Wordsworth, and Felicia Hemans. We'll consider such Romantic ideas and themes as imagination, feeling, originality, the processes of cognition and creativity, the correspondence between self and nature, the dark passages of the psyche, encounters with otherness, altered states of being, mortality and immortality, poetry and revolution, Romanticism as revolt, the exiled hero, love, sexuality, gender, the meaning of art, and the bearing of history. Open to students at all levels of familiarity with poetry.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall
Unit: 1.0

ENG 245 Dead or Alive: The Object of Desire in Victorian Poetry

Hickey

Victorian poems stand among the most memorable and best-loved in all of English verse: they're evocative, emotionally powerful, idiosyncratic, psychologically loaded, intellectually engaged, daring, inspiring, and bizarre. We'll study Tennyson, the Brownings, Emily Brontë, the Rossetts, Arnold, Hopkins, and Hardy, with attention to their technique and place in literary history. Themes will include the power and limits of language, tradition and originality, love and sexuality, gender roles, the literary expression of personal crisis, religious faith and doubt, evolution, industrialism, and the role of art. Supplementary prose readings and forays into art history will illuminate literary, aesthetic, and social contexts, particularly those surrounding the Woman Question, female authorship, and representations of female figures. Pre-Raphaelite slides, Special Collections visit, viewing of Wilde's *The Importance of Being Earnest*.

Prerequisite: None
Distribution: Language and Literature
Semester: Spring
Unit: 1.0

ENG 246/ME/R 246 Monsters, Villains, and Wives

NOT OFFERED IN 2010-11. This course will select its monsters, villains, and wives from early English, French, and Anglo-Norman literature, ranging from the giant Grendel (and his mother) in *Beowulf* to the arch-villain Ganelon in *The Song of Roland*, from Guinevere to the wife of the enigmatic Green Man in *Sir Gawain and the Green Knight*. We will finish by considering the survival of the magical villain in a modern-day fantasy classic like the medievalist J.R.R. Tolkien's *Hobbit*, or a volume in his *Lord of the Rings* trilogy, and in John Gardner's recasting of the *Beowulf* story, *Grendel*. Students may register for either ENG 246 or ME/R 246 and credit will be granted accordingly.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O
Unit: 1.0

ENG 247/ME/R 247 Arthurian Legends

NOT OFFERED IN 2010-11. 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. Students may register for either ENG 247 or ME/R 247 and credit will be granted accordingly.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O
Unit: 1.0

ENG 248/ME/R 248 Medieval Women

Leff

Topic for 2010-11: Uppity Women of the Middle Ages and the Renaissance. This course interrogates stereotypes about medieval and early modern gender roles through close reading of a range of texts by and about women. We will identify the social norms and pressures that worked to contain women's behavior and the ways in which women challenged or undermined cultural conventions. Special attention will be paid to the ways in which women authors position themselves in a literary tradition and assert—or undercut—their own authority. Medieval readings may include Chaucer's *Wife of Bath's Prologue* and *Tale*, Second Nun's *Tale*, and Malory's "The Fair Maid of Astolat," as well as selections from *The Book of Margery Kempe*, Christine de Pizan's *Book of the City of Ladies*, and/or Marie de France's *Lais*. We will turn to the early modern period with Dekker and Middleton's *The Roaring Girl*. Reading this play alongside the polemical tracts "Hic Mulier" and "Haec Vir," we will consider, in particular, the perceived threat of cross-dressing and other "deviant" behaviors to the social order. Other early modern readings may include poems by Isabella Whitney and Aemilia Lanyer and selected speeches of Queen Elizabeth I. Students may register for either ENG 248 or ME/R 248 and credit will be granted accordingly.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall
Unit: 1.0

ENG 251 Modern Poetry

Brogan

The modernist revolution at the beginning of the twentieth century is one of the most important revolutions in the history of English—writers radically rethought what a poem is, what a novel is, what writing itself is. We are still the heirs of the great innovators who emerged during that time: Yeats, Eliot, Pound, H.D., Moore, Stevens, Williams, Langston Hughes. In this course we will look at what connects their work and the profound divisions among them.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

ENG 253 Contemporary American Poetry

Bidart

Six or eight out of the following poets will be discussed in light of poetry's evolving place in American culture: Elizabeth Bishop, Robert Lowell, Sylvia Plath, Frank O'Hara, John Ashbery, James Schuyler, James Merrill, A.R. Ammons, Rita Dove, Frank Bidart, Louise Glück, Jorie Graham, Susan Howe, James McMichael, Carl Phillips, Henri Cole.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

ENG 262 American Literature to 1865

Rosenwald

A study of the first great period of American literature, from the 1830s through the Civil War. Prominent themes: freedom and slavery, nature and society, literature and politics, the development of distinctively American modes of writing. Principal authors: Frederick Douglass, Ralph Waldo Emerson, Henry David Thoreau, Nathaniel Hawthorne, Harriet Beecher Stowe, Emily Dickinson, Walt Whitman, and Herman Melville (including all of *Moby-Dick*). Opportunities for both critical and creative work.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

ENG 266 American Literature from the Civil War to the 1930s

A selection of literature from the period between the Civil War and the Great Depression, years of dramatic social change in America.

Topic A for 2010-11: Immigration, the Aftermath of Slavery, and the Dawn of Feminism

Meyer

This class will focus on works of literature addressing some of the major social issues of the day: the aftereffects of slavery, the arrival of vast numbers of immigrants to American shores, and women's developing struggle for self-determination.

Authors include: Twain, Chesnut, Chopin, James, Wharton, Cather, Gilman, Yezierska, Fitzgerald.

Prerequisite: None

Distribution: Language and Literature or Historical Studies

Semester: Fall

Unit: 1.0

ENG 266/AMST 240 American Literature from the Civil War to the 1930s

A selection of literature from the period between the Civil War and the Great Depression, years of dramatic social change in America.

Topic B for 2010-11: The Rise of an American Empire: Wealth and Conflict in the Gilded Age

Fisher (American Studies)

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. *Students may register for either ENG 266 or AMST 240 and credit will be granted accordingly.*

Prerequisite: None

Distribution: Language and Literature or Historical Studies

Semester: Spring

Unit: 1.0

ENG 267 American Literature from the 1940s to the Present

Ford

American literature from World War II to the present. Consideration of fiction, poetry, memoirs, essays, and films that reflect and inspire the cultural upheavals of the period. Possible writers to be studied include: Mailer, Morrison, Pynchon, Lowell, Bishop, Ginsberg, Burroughs, Nabokov, Ellison, Carver, Kingston, Roth, O'Connor, DeLillo, Salinger, Morrison, Schwartz, DeRosa, Smiley, Keller, McDermott, Lahiri, and Sparks.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

ENG 269 Asian American Literature

NOT OFFERED IN 2010-11. We will be reading novels and short stories by Asian American writers, including Maxine Hong Kingston, Joy Kogawa, Ha Jin, Susan Choi, Wang Ping, Fae Ng, and Jhumpa Lahiri. Looking at works from the 1930s to the present moment, we will focus on themes of travel, mobility, arrivals and departures. What defines homelessness? What constitutes a home? When and where does a feeling of ordinariness or the everyday arise? And how do the experiences of male and female immigrants compare with each other? These are only some of the questions that we will consider as we explore this rich and exciting body of literature.

Prerequisite: None

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

ENG 270 Experiencing London Then and Now

NOT OFFERED IN 2010-11. This Wintersession course examines how people self-consciously experienced the city of London in the eighteenth century, and how we experience it today. Walking, watching, getting lost in crowds and experimenting with identity were crucial then, as we see in writers ranging from James Boswell to Frances Burney, and remain important today, despite obvious changes in London's scale and organization. We will read works by Addison, Boswell, Gay, Burney, and others, and then spend around 12 days in London, visiting some of the same sites (theaters, parks, churches)

and following some of the same itineraries. What continuities and discontinuities are there between eighteenth-century and postmodern urban experiences? *Not offered every year. Subject to Dean's Office approval.*

Prerequisite: None. Application required.

Distribution: Language and Literature

Semester: N/O

Unit: 0.5

ENG 271 The Rise of the Novel

Noggle

This course surveys landmarks of English prose fiction from the seventeenth and eighteenth centuries, emphasizing the diversity of themes, narrative techniques, pretenses, and readers' appetites that helped the novel rise to its preeminence as a literary form in English. The course begins with Aphra Behn's romance of slavery in the New World, *Oroonoko* and Daniel Defoe's scandalous tale of a capitalist-prostitute, *The Fortunate Mistress (Roxana)*. We then consider a parody of the class and gender anxieties that occupy the novel's burgeoning readership, Henry Fielding's *Joseph Andrews*; and a parody of fiction-writing itself, Laurence Sterne's *Tristram Shandy*. We conclude with Frances Burney's comedy of class and manners, *Evelina*, and a lurid sample of the Gothic mode in fiction, *The Monk* by Matthew Lewis.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

ENG 272 The Nineteenth-Century Novel

Rodensky

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.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

ENG 273 The Modern British Novel

Rodensky

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.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

ENG 277 Modern Indian Literature

Sabin

Focus on novels, memoirs, and nonfiction writing—mostly contemporary, with some earlier examples of what now begins to make up a tradition of modern Indian literature in English. Controversial questions to be addressed include: what is "authentically" Indian? What is the writer's responsibility to solve social and political prob-

Jens? What roles do women play in this literature? Introduction to important religious and political contexts will be provided, but primary attention will go to the literature itself, with some attention to films. Authors will likely include Gandhi, R.K. Narayan, Raja Rao, Anita Desai, Salman Rushdie, Bapsi Sidhwa, Rohinton Mistry, Jhumpa Lahiri, plus films directed by Satyajit Ray and Deepa Mehta.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall
Unit: 1.0

ENG 281 American Drama and Musical Theater

NOT OFFERED IN 2010-11. Study of some distinguished twentieth-century American plays, theater pieces, and musicals. Possible musicals: *The Cradle Will Rock*, *Showboat*, *West Side Story*, *Chorus Line*, *Into the Woods*, *Chicago*. Possible playwrights and ensembles: Eugene O'Neill, Arthur Miller, Tennessee Williams, Lorraine Hansberry, the Bread and Pupper Theatre, the Teatro Campesino, Maria Irene Fornés, August Wilson, David Henry Hwang, Tony Kushner, Anna Deavere Smith. Focus on close reading, on historical and social context, on realism and the alternatives to realism, on the relations between text and performance. Opportunities both for performance and for critical writing.

Prerequisite: None
Distribution: Arts, Music, Theater, Film, Video or Language and Literature
Semester: N/O
Unit: 2.0

ENG 282 Topics in Literary Criticism

An introduction to critical theory through the reading of selected literary texts and the application of pertinent theoretical models.

Topic for 2010-11: Realism

Lee

How has the notion of realism been understood in relation to literature? Does it refer to an underlying attitude toward what is represented? Does it consist in a way of describing the surface details of the world around you? Or, rather, should realism be understood as a way of thinking about the larger movements of history and what drives it forward? Examining these questions will lead us to think about the social, cultural, and political functions of literature. We will read both fiction and theory; theorists will include Erich Auerbach, Roland Barthes, and Georg Lukács.

Prerequisite: None
Distribution: Language and Literature
Semester: Spring
Unit: 2.0

ENG 283 Southern Literature

A study of the literature of the American South, with special focus on the region's unique cultural traditions, the development of a distinctive body of stylistic and thematic characteristics, and the complex intersections of region, gender, ethnicity, and sexuality in Southern literary expression.

Topic for 2010-11: New Orleans In and Against America

Tyler

Anchoring the course will be literature haunted by New Orleans, including novels (part of Faulkner's *Absalom, Absalom!*; Don DeLillo's *Libra*; Walker Percy's *The Moviegoer*); J.K. Toole's *A Confederacy of Dunces* and other readings (the autobiography of Louis Armstrong, and shorter pieces by Welty, Hurston and others). Besides the literary works,

we will study: the music of Jelly Roll Morton, Louis Armstrong and many other artists; cooking, with hands-on experience to see how European recipes were transmuted by the city's African[-American] cooks; architecture and other visual arts; the peculiar history and cultural practices (Voodoo, sexual tolerance, apartheid [failed], miscegenation, Mardi Gras and other maskings) of this improvisational anomaly in America; the pre- and post-Katrina mythologies of water and weather.

Prerequisite: None
Distribution: Language and Literature
Semester: Spring
Unit: 1.0

ENG 285 Irish Literature

NOT OFFERED IN 2010-11. A study of two great periods of Irish literary creativity in this past century: first, a brief but intense immersion in the great early "modern" Irish masters: Yeats, Synge, and Joyce. Then a leap to some of the post-1970 works of poetry, drama, fiction, and film that show the legacy of and the breakings away from these powerful predecessors. Recent and contemporary writers to be assigned will likely include: Seamus Heaney, Paul Muldoon, Eavan Boland, Roddy Doyle, Brian Friel, Martin McDonagh, and selected women authors of short stories from the anthology *Territories of the Voice*.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O
Unit: 1.0

ENG 286/AMST 286 New Literatures

Fisher (American Studies)

Topic for 2010-11: Lesbian and Gay Writing

from Sappho to Stonewall. This course will explore significant lesbian and gay literature from classical times to the present, including contemporary transformations of society, politics, and consciousness. The course will introduce elements of "queer theory" and gender theory; it will address issues of sexual orientation and sexual identification in works of poetry, autobiography, and fiction. Readings will include such writers as Sappho, Plato, William Shakespeare, Thomas Mann, Virginia Woolf, James Baldwin, Audre Lorde, Adrienne Rich, David Levitt, Leslie Feinberg, Shyam Selvadurai, and Jeanette Winterson. *Students may register for either ENG 286 or AMST 286 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Language and Literature
Semester: Fall
Unit: 1.0

ENG 301 Advanced Writing/Fiction

Cezair-Thompson

A workshop in the techniques of fiction writing together with practice in critical evaluation of student work. *Students who have taken this course once may register for it one additional time. Mandatory credit/noncredit.*

Prerequisite: 203 or permission of the instructor.
Distribution: Language and Literature
Semester: Spring
Unit: 1.0

ENG 302 Advanced Writing/Poetry

Bidart

A workshop in intensive practice in the writing of poetry. *Students who have taken this course once may register for it one additional time. Mandatory credit/noncredit.*

Prerequisite: 202 or permission of the instructor.
Distribution: Language and Literature
Semester: Spring
Unit: 1.0

ENG 315 Advanced Studies in Medieval Literature

Leff

Topic for 2010-11: The Medieval Book: Reading and Writing before the Age of Print.

This class focuses on manuscript culture in the Middle Ages. The first section of the course covers the work and products of scribes and illuminators. Students will have the opportunity to see actual medieval manuscripts and to practice aspects of the medieval arts of bookmaking in the Book Arts Lab. In the second part of the course, primary source materials will guide our exploration of the functions of books in society, the representation of reading and readers in literature, and the uses of the metaphor of the book in medieval culture. By the end of the semester, students will understand the mechanics of medieval book production, the desires and fears that books could provoke, and the differences between medieval and modern experiences of texts.

Prerequisite: Open to juniors and seniors who have taken at least one 200-level course in the department. Experience reading Middle English or permission of the instructor required.
Distribution: Language and Literature
Semester: Spring
Unit: 1.0

ENG 320 Literary Cross Currents

Topic A for 2010-11: Ernest Hemingway and Orson Welles.

Cain

Detailed study, comparison, and contrast of the remarkable careers--triumphant and tragic--of two of America's most important and influential artists. For Hemingway, we will focus on "In Our Time" and other short stories, *The Sun Also Rises*, *A Farewell to Arms*, *The Old Man and the Sea*, and *A Moveable Feast*. For Welles: *Citizen Kane* (which all agree is the greatest film ever), *The Magnificent Ambersons*, *The Stranger*, *The Lady from Shanghai*, the Shakespeare adaptations, and *Touch of Evil*.

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

Distribution: Language and Literature
Semester: Fall
Unit: 1.0

Topic B for 2010-11: Western Literature and the Hebrew Bible

Rosenwald

Close readings of some representative and rich passages of the Hebrew Bible, then of some of the works of western literature, drama, oratorio, film, and comics inspired by them. Biblical passages to be drawn from Genesis, Exodus, Job, Psalms, the Prophets, and the Song of Songs. Western writings and writers to include some of the following: Hildegard von Bingen's songs, the English Mystery plays, Milton's *Paradise Lost*, Handel's *Messiah*, Haydn's *The Seasons*, Father Mapple's sermon in Melville's *Moby-Dick*, Itzik Manger's *Biblesongs*, Kafka's parables, James Weldon Johnson's *God's Trombones*, Wilfred Owen's "Parable of the Old Man and the Young," Thomas Mann's *Joseph and his Brothers*, *A Prince of Egypt*, R. Crumb's comic version of the Book of Genesis. Opportunity for both critical and creative work.

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

Distribution: Language and Literature
Semester: Spring
Unit: 1.0

ENG 324 Advanced Studies in Shakespeare

NOT OFFERED IN 2010-11.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200-level, or by permission of the instructor to other qualified students.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O Unit: 1.0

ENG 325 Advanced Studies in Sixteenth- and Seventeenth-Century Literature

Wall-Randall

Topic for 2010-11: The Faerie Queene (1590).

In 1590, Edmund Spenser published the first edition of his epic romance *The Faerie Queene*, perhaps the greatest work of Renaissance non-dramatic literature. In this monumental spin-off of the Arthurian legend, stories of chivalric adventure—complete with knightly quests, damsels in distress, evil sorcerers, and dragons to slay—overlay an extensive allegory of the political and religious world of England under Elizabeth I. This course will immerse students in the absorbing parallel universe of Spenser's Fairyland, through a close reading of Books I-III, together with a study of the historical and literary contexts in which Spenser was writing, a consideration of his ambition for the whole epic (he eventually completed six books), and a survey of the wealth of scholarship and criticism the poem has inspired.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 335 Advanced Studies in Restoration and Eighteenth-Century Literature

NOT OFFERED 2010-11.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ENG 345 Advanced Studies in Nineteenth-Century Literature

Hickey

Topic for 2010-11: Sister and Brother

Romantics. How do siblings, sibling relationships, and conceptions of brotherhood and sisterhood figure in Romantic-period authorship and texts? What is particularly Romantic about sisters and brothers? We'll consider such questions from several different angles, looking, for example, at the following: representations of siblings in literary texts; sister-brother writers (but also the importance of non-writing siblings); the relation of genius to genes; the complications of step-siblings, half-siblings, and siblings-in-law; the overlap or conflict of sibling relationships with friendship, marriage, romantic love, and self-love; and brotherhood as metaphor (revolutionary, abolitionist, Christian). Texts: poems, and some prose, by William and Dorothy Wordsworth, Coleridge, Charles and Mary Lamb, De Quincey, Byron, Mary Shelley (Frankenstein), P. Shelley, Keats, and others.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 350 Research or Individual Study

Prerequisite: Two or more 200- or 300-level units in the department are ordinarily a prerequisite. Students with a GPA of 3.33 or higher in the major will have first consideration.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ENG 350H Research or Individual Study

Prerequisite: Open to qualified students by permission of the instructor. Two or more 200- or 300-level units in the department are ordinarily a prerequisite. Students with a GPA of 3.33 or higher in the major will have first consideration.
Distribution: None
Semester: Fall, Spring Unit: 0.5

ENG 351 The Robert Garis Seminar

Oppenheimer

An advanced, intensive writing workshop, open to six students, named for a late Wellesley professor who valued good writing. The instructor and students will meet once in the spring, and students are then expected to work on their project over the summer.

Topic for 2010-11: Non-fiction Prose. 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. *Mandatory credit/non-credit.*

Prerequisite: Open to qualified students by permission of instructor.
Distribution: Language and Literature
Semester: Fall Unit: 0.5

ENG 355 Advanced Studies in Twentieth-Century Literature

Topic A for 2010-11: Elizabeth Bishop and Robert Lowell: Developments in Postmodern Poetry

Bidart

Robert Lowell once said, "I don't know the value of what I've done, but I know that I changed the game." How did the development of each poet, and the complex friendship between them, contribute to how both Bishop and Lowell "changed the game"? We will look, in other words, at the connection between genre, poetic development, and biography.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

Topic B for 2010-11: British Cinema and English Literature in the Hollywood Century

Tjler

Our primary study will be British movies, in their self-defining struggle against three gargantuan competitors: (1) Hollywood, with its huge resources of money and talent, seemingly unbound by restrictions of class, ethnicity, or academy; (2) the greatness of England's own narrative "high art," which may have begun as merely "popular" forms but by the advent of film had become safely enshrined as great; and (3) theater

itself, film's closest and most jealous grand relative—still the prime source of trained actors, and for decades unsharing of its resources with the upstart medium of film. Conceptually magnificent as they may be, however, struggles such as these gather their meanings through anecdote, like the transmutation of Brooklyn's Stanley Kubrick into an English director; the converse movement of Alfred Hitchcock to Hollywood; and the often self-parodied "use" of Hollywood by British writers like Evelyn Waugh, Christopher Isherwood, Aldous Huxley, Graham Greene, W.H. Auden, and—though without their intent—Shakespeare and Austen.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Spring Unit: 1.0

ENG 360 Senior Thesis Research

Prerequisite: By permission of the chair. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ENG 363/AMST 363/CAMS 346 Advanced Studies in American Literature

Shetley

Topic for 2010-11: Hawks and Hitchcock.

Intensive study of two directors who seem at first to define opposite poles of studio practice. Howard Hawks worked in almost every Hollywood genre: musical, western, gangster picture, adventure story, screwball comedy, war film. Hitchcock, as Sidney Lumet remarks, "always essentially made the same picture," a romantic thriller, leavened with comedy, with glamorous stars. Yet, in the first issue of the British film journal *Movie* (May 1962) only Hawks and Hitchcock were honored as "Great" directors. This course will explore the work of these two directors by looking at their films, at theories of film authorship, and at the extensive literature on both filmmakers. We'll focus on understanding the unity within Hawks's wildly varied output, and the variety within Hitchcock's seemingly homogeneous oeuvre. *Students may register for ENG 363, AMST 363, or CAMS 346 and credit will be granted accordingly.*

Prerequisite: Permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Spring Unit: 1.0

ENG 364 Race and Ethnicity in Literature

Ford

Topic for 2010-11: Passing and Postmodernity.

Why, when Ellen Craft passes for white, does she also pass as a man? Why does their 1860 narrative of their flight from slavery refer to her as "him," and as her darker husband's "master"? In this course, we will consider how narratives of racial passing destabilize identity categories beyond race, questioning the social "realities" they represent. We'll read passing narratives of the nineteenth and early twentieth centuries that anticipate recent theoretical efforts to interrogate the social construction of race and gender. We'll also trace the transformation of the "passing" narrative in contemporary popular culture. Do films featuring androids, whiteface, or "fat suits" extend the social critiques of earlier passing narratives, or offer a more essentialist view of human identities?

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

Distribution: Language and Literature
Semester: Spring

Unit: 1.0

ENG 365/SOC 365 Images of the American City

NOT OFFERED IN 2010-11. This course considers how literary representations and sociological studies of urban life variously respond to the astonishing growth of cities in the twentieth century, helping to shape newly emergent and highly contested cultural meanings of the city. In considering the interplay between mind and urban forms, we'll explore the relationship between the individual and the urban environment, how life in cities is socially organized, patterns of immigration and tensions between ethnic groups, the creation of the slum and ghetto and efforts to gentrify them, cognitive mapping, and the legibility of the cityscape. We'll also discuss how literary and sociological perspectives on the city meet and diverge. Authors may include: Stephen Crane, Georg Simmel, Robert Park, Ann Petry, James Baldwin, Anselm Strauss, Paule Marshall, Kevin Lynch, Anna Deavere Smith, and Elijah Anderson. *Students may register for either ENG 365 or SOC 365 and credit will be granted accordingly.*

Prerequisite: One 200-level course in either literature or sociology or by permission of the instructor to other qualified students.

Distribution: Language and Literature or Social and Behavioral Analysis
Semester: N/O

Unit: 1.0

ENG 370 Senior Thesis

Prerequisite: 360 and permission of department.

Distribution: None
Semester: Fall, Spring

Unit: 1.0

ENG 382 Literary Theory

Shetley

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.

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

Distribution: Epistemology and Cognition or Language and Literature
Semester: Fall

Unit: 1.0

ENG 383 Women in Literature, Culture, and Society

Lee

Topic for 2010-11: Jane Austen and Others.

This course places Jane Austen in her historical context of war, controversy, and many other well-known (at the time) women writers. We will examine this context and read authors that Austen both admired and parodied: Frances Burney, Maria Edgeworth, Ann Radcliffe, Mary Hays, and Eliza Hamilton, for example. *Sense and Sensibility*, *Northanger Abbey*, and *Emma* will help us to grasp how Austen shapes a mode of representation responsive to her time. Particular attention will be given to debates about prejudice, knowledge, sentiment, agency and femininity.

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

Distribution: Language and Literature
Semester: Spring

Unit: 1.0

ENG 384 Colonial and Post-Colonial Literature

Cezair-Thompson

Topic for 2010-11: Race, Literature and Human Rights: The Image of Africa in the West (1898-present). How did the myth of Africa as "the dark continent" originate and does it persist today? How is the suffering of others portrayed and understood? These are among the questions to be considered in this interdisciplinary study of historic and contemporary representations of Africa. Students will look closely at the tropes and conventions used in literature, journalism, the visual arts and popular culture to describe humanitarian crises in Africa, including genocide. Possible writers include: Joseph Conrad, George Orwell, Chinua Achebe, Susan Sontag, Phillip Gourevitch, and Chimamanda Adichie. Films include: *The Battle of Algiers*, *Hotel Rwanda*, *Camp de Thiaroye*.

Prerequisite: 200-level literature course or permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Fall

Unit: 1.0

ENG 385 Advanced Studies in a Genre

Rodensky

Topic for 2010-11: The Victorian Novel, Inside and Out: A Research Seminar. This course attends to the Victorian novel and the conditions of its production, transmission, and reception. We will explore the novel's responses to the expansion of the Victorian reading audience, the requirements of serial publication (and periodical culture more generally), the development of the steam press and stereotype, the professionalization of authorship, and the widening grasp of the British Empire. We will also consider the relations between the novel and other influential disciplines (science, religion, law). At the beginning of the semester, each student will select a novel (in consultation with the instructor) that will be the focus of several research assignments. In addition to literary critical analysis, particular attention will be paid to questions associated with textual editions, transmission, and reception history.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students. Not open to students who have taken this course as a topic of 387.

Distribution: Language and Literature
Semester: Fall

Unit: 1.0

ENG 387 Authors

Pelanson

Topic for 2010-11: Charles Dickens, Anthony Trollope, and the Possibilities of the Comic Novel. Six wonderful novels—three each by two of the greatest and most pleasure-giving writers in English. The purpose of the course is both to introduce the work of these two great writers and to follow the story of their developing seriousness and mastery as writers of English fiction. We'll begin with early novels by both writers, novels in which we can see them finding their voices and their audiences and exploring the form of the comic novel. And we'll end with great novels of their maturity, novels that challenge their audiences to accept new and more troubling material.

By Dickens: *Oliver Twist*, *Bleak House*, *Great Expectations*; by Trollope: *The Warden*, *Barchester Towers*, *The Last Chronicle of Barset*.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students. Not open to students who have taken this course as a topic of 385.

Distribution: Language and Literature
Semester: Fall

Unit: 1.0

Department Information

Courses at the 100 level presume no previous college experience in literary study. They provide good introductions to such study because of their subject matter or their focus on the skills of critical reading. ENG 120 (Critical Interpretation) is open to all students, but is primarily designed for prospective English majors. The course trains students in the skills of critical reading and writing. 200-level literature courses, with the exception of Shakespeare (223 and 224), are open to all students without prerequisite. They treat major writers and historical periods, and provide training in making comparisons and connections among different works, writers, and ideas. 300-level literature courses encourage both students and instructors to pursue their special interests. They presume a greater overall competence, together with some previous experience in the study of major writers, periods, and ideas in English or American literature. They are normally open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, and by permission of the instructor to other qualified students. For independent work (350), students with at least a 3.33 GPA in courses in the department will have first consideration. Students are encouraged to confer with the instructors of courses in which they are interested. Students should consult the more complete descriptions of all courses, composed by their instructors and available from the department administrative assistants.

Creative writing. The English department offers beginning and advanced courses in poetry (ENG 202 and 302), in fiction (ENG 103, 203, and 301), in children's literature (ENG 205), and in screenwriting (ENG 204/CAMS 204). A literary non-fiction writing course (ENG 206/WRIT 225) that covers different genres (for example, reviewing the arts, travel writing, personal essay, and memoir) is offered in collaboration with The Writing Program. The Theatre Studies department offers an introductory playwriting course (THST 221). These courses are open to all Wellesley College students. Creative writing courses are taught mandatory credit/noncredit.

Requirements for the Major

The English major consists of a minimum of 10 units, at least eight of which must be in areas other than creative writing. At least seven units must be above 100 level, and of these at least two units must be earned in 300-level literature, film, or literary theory courses. At least eight of the units for the major must be taken in the department, including the two required units in 300-level courses dealing with literature, film, or literary theory; with the approval of a student's major advisor, two courses taught within language and literature departments and related interdisciplinary programs and departments at Wellesley

and other approved schools may be offered for major credit; these may include literature courses taught in translation or language courses at the third-year level or higher. (Students graduating in the classes of 2011 or earlier are required to take six of the units for the major in the department; for these students, up to four courses may be taken from courses outside the department as approved by the chair.) 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 U.K. commonly require *all* courses to be taken within their English departments.

WRIT 125 does not count toward the major. Courses designated 125/120 satisfy both the ENG 120 requirement and the WRIT 125 requirement, and count as a unit toward the fulfillment of the major. Other combined sections, such as WRIT 125/ENG 122, count toward the major as well. Independent work (350, 360, or 370) does not count toward the minimum requirement of two 300-level courses for the major or toward the 10 courses required for the major. 300-level courses in creative writing also do not count toward the minimum requirement of two 300-level courses for the major.

All students majoring in English must take ENG 120 (Critical Interpretation), at least one course in Shakespeare (200 level), and two courses focused on literature written before 1900, of which at least one must focus on literature before 1800.

Courses taken in other departments at Wellesley College may not be used to satisfy any of the above distribution requirements for the major. With the chair's permission, courses taken abroad during junior year or on Twelve College Exchange may satisfy certain distribution requirements. ENG 112, 223, 224, and ENG 247/ME/R 247 do not satisfy the pre-1800 distribution requirement. Transfer students or Davis Scholars who have had work equivalent to 120 at another institution may apply to the chair for exemption from the critical interpretation requirement.

The creative writing concentration in the English major. The creative writing concentration within the English major is designed for majors with a strong commitment to developing their own creative work. Students electing the creative writing concentration take a series of workshops in one or more creative genres (fiction, poetry, children's literature, playwriting, screenwriting, and creative nonfiction) and select, in consultation with their advisor, courses in literary study that provide the background in and knowledge of literary tradition necessary to make a contribution to that tradition.

Students interested in the creative writing concentration are urged to begin planning their programs early in their careers at Wellesley. It is expected that they will have taken at least one writing workshop by the time of election of the English major (spring semester sophomore year or fall semester sophomore year, for students going abroad), and have been in touch with a member of the creative

writing faculty to plan the major. English majors electing the creative writing concentration must choose a member of the creative writing faculty as their advisor. Students who are interested in the creative writing concentration, but who do not feel confident that they have had sufficient experience in writing to choose the concentration at the time of the election of the major should elect the English major; they may add the creative writing concentration later.

Students electing the creative writing concentration must fulfill all the requirements of the English major, including ENG 120, a course on Shakespeare, the period distribution requirements, and two 300-level literature courses. It is expected that creative writing students will take a focused program of critical study in the genre or genres in which they specialize.

In addition to eight courses in the critical study of literature, majors in the creative writing concentration take a minimum of four units of creative writing work. Creative writing courses may be repeated once for additional credit. A student who is extremely motivated and capable of independent work and who has the permission of a faculty advisor may take an independent study (ENG 350); however, it is recommended that students take full advantage of the workshop experience provided by the creative writing courses. A student qualifying for honors in English and whose proposal has been approved by the Creative Writing Committee may pursue a creative writing thesis; the thesis option, although it includes two course units (ENG 360 and ENG 370), can only count as one of the four creative writing courses required by the concentration. Creative writing faculty generally direct creative theses; however, other English department faculty may direct creative theses.

Requirements for the Minor

The English minor consists of five units: (A) 120 and (B) at least one unit on literature written before 1900 and (C) at least one 300-level unit, excluding 350 and (D) 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.

Honors

The department offers a single path toward honors. The honors candidate does two units of independent research culminating in a critical thesis or a project in creative writing. Applicants for honors should have a minimum 3.5 GPA in the major (in courses above 100 level) and must apply to the chair for admission to the program. Except in special circumstances, it is expected that students applying for honors will have completed five courses in the major, at least four of which must be taken in the English department at Wellesley. A more detailed description of the department's application procedure is available from the department's administrative assistants.

Graduate Study

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 (Criticism) 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

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

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.

Environmental Studies

AN INTERDEPARTMENTAL MAJOR AND MINOR

Professor: *DeSombre (Director)*

Mellon Postdoctoral Fellow: *Nadir*

Assistant Professor: *Turner^{AI}*

Visiting Associate Professor: *Barkin*

Advisory Faculty: *Argow (Geosciences), Besancon (Geosciences), Brabander (Geosciences), Coleman (Chemistry), Griffith (Botany Fellow), Jones (Biological Sciences), Mattison (Geosciences), Paarlberg (Political Science), Rodenhouse (Biological Sciences), Sequeira (Biological Sciences), Thomas (Biological Sciences)*

Affiliated Faculty: *Karakasidou (Anthropology), Moore (Biological Sciences), Stark (Physics), Steady (Africana Studies)*

Environmental Studies is a particular way of thinking, conducting research, and posing questions. We recognize that knowledge of societies, the environment, and the complex and multifaceted relationship they share, emerges from a wide range of disciplines, including the sciences, social sciences, and humanities. An environmental studies major or minor aims to provide students with critical skills that will allow them to engage current environmental issues and prepare to recognize future ones. Central to this goal is helping students develop independent critical thinking, problem framing, and problem solving skills across disciplines and cultures with which they can diagnose and prioritize a wide range of environmental issues, from the local to the international, from the most pressing to the most long-term. Because of the interdisciplinary nature of environmental issues, the program draws upon courses from multiple departments. Each student will choose electives in consultation with her advisor to help focus her studies on an issue or approach that interests her.

Goals for the Major/Minor

- The Environmental Studies program seeks to educate students to:
- Identify and analyze significant current and past environmental issues using skills that bridge multiple academic disciplines
- Recognize emerging environmental trends and evaluate emerging issues
- Evaluate multiple political and cultural perspectives on the relationship between human activities and environmental effects
- Consider environmental issues politically, economically, scientifically, culturally, and ethically
- Conduct laboratory and field work using current analytical techniques
- Be confident in oral and written presentation of information to audiences with differing levels of knowledge
- Research and devise potential solutions for environmental problems.

ES 101 Introduction to Environmental Studies with Laboratory: Methods and Analysis

Rodenhouse, Thomas (Biological Sciences)

Explore the campus and beyond in an interdisciplinary manner. Topics include the movement of materials through the environment, ecosystem analysis, principles of resource management, and pollution control. Investigate timely environmental problems and work toward solutions using skills such as computer modeling, X-ray fluorescence spectroscopy, and spatial data analysis using GIS. A combination of field and laboratory work will be integrated with discussion and readings. *Either 101 or 102 may be taken first.*

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Open to first years and sophomores; juniors and seniors may only enroll with permission of the instructor.
Distribution: Natural and Physical Science
Quantitative Reasoning overlay requirement.
Semester: Fall Unit: 1.25

ES 102 Introduction to Environmental Studies: Issues and Concepts

Barkin, Griffith (Botany Fellow)

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 decisionmaking, 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. *Either 101 or 102 may be taken first.*

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

ES 111/GEOS 111 Where Should We Store Nuclear Waste?

Besancon (Geosciences)

Choices about disposal of radioactive materials will affect countless future generations. Focusing on several alternative storage facilities, including Yucca Mountain, Nevada, we will examine the important scientific questions that must be answered for long-term safety of a nuclear repository. Students will learn the scientific principles governing risk assessment, groundwater movement, volcanism, earthquakes, and the groundwater properties of the repository rocks, and how each affects the safety of the proposed containment facility. We will also examine the evidence and methods used to predict how the waste and the containers designed to hold it will behave for long periods. Students will identify key issues and produce small group projects examining some of the scientific issues raised by this controversial proposal. *Students may register for either ES 111 or GEOS 111 and credit will be granted accordingly.*

Prerequisite: Open only to first year students.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.0

ES 201/GEOS 201 Methods and Problems in Environmental Science with Laboratory

Brabander (Geosciences)

Problems in environmental science are inherently multidisciplinary and often require a diverse skill set to analyze and solve. This course will focus

on developing a toolbox of skills including field methods, geochemical analysis (natural waters, soils and other environmental materials), and modeling with a goal of being able to frame and solve environmental problems. Students will conduct semester-long research projects and will present their results in a final poster session. *Students may register for either ES 201 or GEOS 201 and credit will be granted accordingly.*

Prerequisite: One of the following: 101, GEOS 101, 102 or permission of the instructor.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

ES 203 Cultures of Environmentalism

Turner

What is environmentalism? This course explores how different communities of people have answered that question in the United States and abroad. It focuses on the mainstream environmental movement and other formulations of environmentalism, such as environmental justice, deep ecology, animal rights, and indigenous peoples' concerns for the environment. This course takes an interdisciplinary approach to examining the role of culture in shaping how people have valued the environment and organized to protect it. What role do the arts, popular culture, and literature play in environmental activism? What are the ethical and philosophical foundations of modern environmental movements? How is environmental activism historically specific and shaped by particular constructions of race, gender, religion, and nature? The goal of this course is to consider how environmental activism and decision-making can and must be sensitive to cultural context.

Prerequisite: 101, 102, or permission of instructor
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

ES 210/GEOS 210 Hydrogeology—Water and Pollutants with Laboratory

Besancon (Geosciences)

Investigation of water supply and use. Principles of surface and groundwater movement and water chemistry are applied to the hydrologic cycle to understand sources of water for human use. Mathematical groundwater models are used to understand groundwater movement and pollutant plumes. Quantity and quality of water and the limitations they impose are considered. *Normally offered in alternate years. Students may register for either ES 210 or GEOS 210 and credit will be granted accordingly.*

Prerequisite: GEOS 101 or 102 or permission of instructor
Distribution: Natural and Physical Science or Mathematical Modeling
Semester: Fall Unit: 1.25

ES 212/RAST 212 Lake Baikal: The Soul of Siberia

Moore (Biological Sciences), Hodge (Russian)

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. *Students may register for either ES 212 or RAST 212 and credit will be granted accordingly. Not offered every year. Subject to Dean's Office approval.*

Prerequisite: 101 or BISC 111, RUSS 101, and permission of the instructors. Preference will be given to students who have also taken HIST 211. Application required.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

ES 214/POL2 214 Social Causes and Consequences of Environmental Problems *DeSombre*

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. *Students may register for either ES 214 or POL2 214 and credit will be granted accordingly.*

Prerequisite: 102, or one course in political science, or permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ES 217/BISC 217 Field Botany with Laboratory *Griffith (Botany Fellow)*

Field Botany is a combination of "What's that wildflower?" and "Why does it grow over there and not here?" The course merges aspects of plant systematics and identification (with an emphasis on learning the local flora and important plant families) and plant ecology (with an emphasis on ecological interactions and phenomena unique to plants). Laboratories will primarily be taught in the field and greenhouses and will include using dichotomous and Web-based keys to identify plants, observational and experimental studies, and long-term study of forest patches on the Wellesley campus. Laboratories will also include experimental design and data analysis. The goal of Field Botany is not only to train students in botany and plant ecology, but to engage them in botany every time they step outside. *Students may register for either ES 217 or BISC 217 and credit will be granted accordingly.*

Prerequisite: 101 or BISC 108 or BISC 111/113 or permission of instructor
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.25

ES 222 Dynamic Modeling of Environmental Issues

NOT OFFERED IN 2010-11. OFFERED IN 2011-12. A hands-on introduction to the application of systems dynamics to developing computer-based models for complex problems, with an emphasis on the environment. Starting with simple closed systems, students will develop models of increasing sophistication and complexity for issues such as population dynamics, air and water pollution, energy production and usage, waste management and sustainable development. Emphasis will

be placed on the principles of problem solving and systems dynamics and on developing models that reflect, as closely as possible, real-world situations and the interrelatedness of various environmental concerns.

Prerequisite: 101 and successful completion of the Quantitative Reasoning requirement, or permission of the instructor.
Distribution: Natural and Physical Science or Mathematical Modeling
Semester: N/O. Offered in 2011-12. Unit: 1.0

ES 234/ANTH 234 Cultural Ecology

NOT OFFERED IN 2010-11. This course explores theoretical and methodological issues in the study of human culture and social activity in relation to ecological systems and the environment. Readings include both classic studies as well as contemporary research, with particular emphasis placed on the various dimensions and scales of social organization and activity, and on the role of cultural, religious, and political institutions in shaping ecological relationships as well as economic behavior. *Students may register for either ES 234 or ANTH 234 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ES 299/HIST 299 U.S. Environmental History

NOT OFFERED IN 2010-11. OFFERED IN 2011-12. 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. *Students may register for either ES 299 or HIST 299 and credit will be granted accordingly.*

Prerequisites: 101, or 102, or an American history course, or permission of the instructor.
Distribution: Historical Studies
Semester: N/O. Offered in 2011-12. Unit: 1.0

ES 300 Environmental Decisionmaking *DeSombre*

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.

Prerequisite: A declared major or minor in environmental studies, 101 or 102 and completion of the three breadth distribution requirements, or permission of the instructor. This course is only open to juniors and seniors.

Distribution: None
Semester: Spring Unit: 1.0

ES 306/CHEM 306 Seminar. Green Chemistry *Coleman (Chemistry)*

A study of the impact of chemicals and the chemical industry, broadly defined, on the global environment, and on emerging approaches to reducing that impact. The major focus will be on the fundamentals of designing chemical processes that produce smaller amounts of harmful by-products, reduce the use of toxic solvents, exploit catalysis, and maximize the conversion of reactants to the desired product. We will also examine the economic and political issues that surround green chemistry. *Students may register for either ES 306 or CHEM 306 and credit will be granted accordingly.*

Prerequisite: CHEM 205 and CHEM 211, or CHEM 120 and CHEM 211, or permission of the instructor.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.0

ES 307/BISC 307 Advanced Topics in Ecology with Laboratory *Rodenhouse (Biological Sciences)*

NOT OFFERED IN 2010-11.

Prerequisite: Two units in Biological Sciences at the 200-level or above, or permission of the instructor.
Distribution: Natural and Physical Science
Semester: N/O Unit: 1.25

ES 308/GEOS 308 Wetlands Science with Laboratory

NOT OFFERED IN 2010-11. OFFERED IN 2011-12. Wetlands are among the most important environments on Earth, yet are widely under-valued and misunderstood. Wetland science is an exciting, growing field, critical to addressing issues ranging from modern shoreline stabilization to fossil fuel extraction. This course will focus on sediment-water interactions that create and maintain saltwater and freshwater wetland environments, and on the roles played by organisms within the geologic framework. Field trips to nearby wetlands will provide opportunities to make observations, collect samples and develop research questions in consultation with scientists studying and managing wetlands. These will be complemented by laboratory sessions introducing techniques for sample analysis and by relevant readings. Final reports will be submitted to organizations like the National Park Service or National Estuarine Research Reserve System. Two weekend field trips required. *Normally offered in alternate years. Students may register for either ES 308 or GEOS 308 and credit will be granted accordingly.*

Prerequisite: ES 201/GEOS 201, 203, 208 or permission of instructor.
Distribution: Natural and Physical Science
Semester: N/O. Offered in 2011-12. Unit: 1.25

ES 312/POL2 312S Seminar: Environmental Policy *Barkin*

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. *Students may register for either ES 312 or POL2 312S and credit will be granted accordingly.*

Prerequisite: 214 or one 200-level unit in political science and permission of instructor. Enrollment limited to juniors and seniors.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ES 315/GEOS 315 Environmental Geochemistry with Laboratory

NOT OFFERED IN 2010-11. OFFERED IN 2011-12. Accurately predicting the fate and transport of naturally occurring toxic elements and anthropogenic compounds in the environment requires a broad set of multidisciplinary skills. This course introduces geochemical approaches including mass balance, residence time, isotope fractionation, and thermodynamic and kinetic modeling necessary to fingerprint sources of pollutants and track them in water, soil, and plants. These fundamentals will be explored in several classic case studies and in semester-long geochemical research projects conducted by small groups. *Normally offered in alternate years. Students may register for either ES 315 or GEOS 315 and credit will be granted accordingly.*

Prerequisite: One course above the 100 level in two of the following disciplines: Geosciences, Chemistry, Biological Sciences or Environmental Studies; or permission of the instructor.
Distribution: Natural and Physical Science or Mathematical Modeling
Semester: N/O. Offered in 2011-12. Unit: 1.25

ES 325/POL3 325 International Environmental Law

DeSombre
Examines the basic legal instruments and their historical development in addressing international environmental issues. Under what conditions have states been able to cooperate to improve the global environment? Negotiation of, compliance with, and effectiveness of international environmental law, and specific environmental issue areas in which international environmental law operates will be addressed. *Students may register for either ES 325 or POL3 325 and credit will be granted accordingly.*

Prerequisite: POL3 321 or ES 214/POL2 214 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ES 327/BISC 327 Biodiversity Topics

NOT OFFERED IN 2010-11. Biodiversity, like sustainability, is a much-used term with a broad range of meanings. This seminar will examine what biodiversity means at a range of scales, from genetic variation within a single species, to the microbial community surrounding a single plant's roots, through suburban backyards, cities and nature preserves, to whole continents and finally the planet. We will focus primarily on the biological implications of biodiversity loss for the relevant ecological community and ecosystem function, and how those implications affect humans. Students will interpret primary scientific literature and analyze data to test hypotheses generated by the class. *Students may register for either ES 327 or BISC 327 and credit will be granted accordingly.*

Prerequisite: ES 201/GEOS 201 or BISC 201 or BISC 207 or permission of instructor
Distribution: Natural and Physical Sciences
Semester: N/O. Unit: 1.0

ES 381/POL1 381 United States Environmental Politics

Turner
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. *Students may register for either ES 381 or POL1 381 and credit will be granted accordingly.*

Prerequisites: 102, 214, POL1 200, or permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

Individual Study

ES 250 or 350 (Research or Individual Study) can be advised by any member of the advisory faculty in environmental studies. They may count towards the area of concentration. A half-unit course may only count as credit towards the major when combined with another half-unit course. Only two units of independent study may be counted towards the major. ES 350 courses may not be used to fulfill the minimum requirement that two electives be at the 300 level.

ES 250 Research or Individual Study

Prerequisite: Permission of the instructor, ordinarily limited to students who have completed at least three units toward their major.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ES 250H Research or Individual Study

Prerequisite: Permission of the instructor, ordinarily limited to students who have completed at least three units toward their major.
Distribution: None
Semester: Fall, Spring Unit: 0.5

ES 350 Research or Individual Study

Prerequisite: Permission of the instructor, ordinarily limited to students who have completed at least five units toward their major.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ES 350H Research or Individual Study

Prerequisite: Permission of the instructor, ordinarily limited to students who have completed at least five units toward their major.
Distribution: None
Semester: Fall, Spring Unit: 0.5

ES 360 Senior Thesis Research

Prerequisite: By permission of the advisory faculty. See Honors in Environmental Studies.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ES 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Courses for Credit Toward the Major

The following courses may be used as electives. No more than one 100-level course may be used as an elective for the major and 100-level electives may not be used for the minor. Courses not listed may be accepted by petition. (Note that some 200- and 300-level courses have prerequisites outside of required Environmental Studies courses.)

AFR 226 Environmental Justice, "Race," and Sustainable Development

BISC 108 Environmental Horticulture with Laboratory

BISC 201 Ecology with Laboratory

BISC 202 Evolution with Laboratory

BISC 210 Marine Biology with Laboratory

BISC 308 Tropical Ecology with Wintersession Laboratory

BISC 314 Environmental Microbiology with Laboratory

BISC 319 Population Genetics and Systematics: Evolution on Islands with Laboratory

ECON 228 Environmental and Resource Economics

GEOS 101 Earth Processes and the Environment with Laboratory

GEOS 102 The Dynamic Earth with Laboratory

GEOS 110 The Coastal Zone: Intersection of Land, Sea, and Humanity with Laboratory

GEOS 208 Oceanography

GEOS 304 Sedimentology with Laboratory

GEOS 320 Isotope Geochemistry

PHIL 233 Environmental Ethics

POL3 332S Seminar. People, Agriculture, and the Environment

Requirements for the Major

There are three components to the 10-course major:

- Three core courses (ES 101, ES 102, and ES 300).
- One course in each of these categories provides breadth:
 - Science: ES 201 or BISC 201
 - Social Science: ES 214 or ECON 228 (which requires ECON 101 as a prerequisite)
 - Humanities: ES 203 or ES 299 or PHIL 233
- 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.

Note that ES 201, ES 203, ES 214, ES 299, BISC 201, ECON 228, and PHIL 233 can be taken as electives (but no single course can fulfill two requirements for the major). These courses should be approved by the student's advisor prior to enrollment. Two half-credit courses may be combined to count towards a single elective.

Students may count no more than three courses taken away from Wellesley towards the environmental studies major. These courses should be approved by the director prior to enrollment.

Requirements for the Minor

There are three components to the 5-course minor:

1. Core: Either ES 101 or ES 102.
2. Breadth: one course in each of these categories:
 - a. Science: ES 201 or BI&C 201
 - b. Social Science: ES 214 or ECON 228 (which requires ECON 101 as a prerequisite)
 - c. Humanities: ES 203 or ES 299 or PHIL 233
3. One elective from ES courses or Courses for Credit Toward the Major. (ES 300 may be chosen as the elective.)

Students may count no more than three courses taken away from Wellesley towards the environmental studies major and no more than one course taken away from Wellesley towards the environmental studies minor. These courses should be approved by the director prior to enrollment. AP credit in Environmental Science cannot be used to replace any Environmental Studies requirements.

Honors

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 to study abroad 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 ES Program website at <http://www.wellesley.edu/EnvironmentalStudies/Curriculum/honors.html>

Off-Campus Programs

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 towards 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.

Experimental

According to College legislation, the student-faculty Committee on Educational Research and Development has the authority to recommend experimental courses and programs to the Academic Council. Faculty members and students are invited to submit their ideas to the committee. In 2010-11, the following experimental courses will be offered:

CLCV 110 Archaeology and Artifacts: Exploring Classical Cultures through Objects *Burns*

This first-year seminar examines the past through direct engagement with objects from ancient Greek and Roman cultures. Working with a diverse collection of artifacts – including pottery, coins, and figurines – students will learn about the societies of the ancient Mediterranean as well as methods of artifact analysis and theories of material culture studies. We will explore the history of the objects now at Wellesley, collecting evidence that can be gleaned from close observation and comparative analysis. We will also consider the presentation of ancient objects as art and artifact in various local museum settings. Students will work collaboratively to design an exhibition of select pieces.

Prerequisite: None. Open only to first-year students.
Distribution: Social and Behavioral Analysis or Historical Studies
Semester: Fall Unit: 1.0

PSYC 321 Community Psychology with Wintersession Applied Research *Genovese*

Examines the sociocultural and developmental aspects of gender-specific instruction for girls and boys. The impact of single-gender public school education on social identity, gender stereotypes, motivation, and academic achievement will be explored. An experiential component will be conducted during Wintersession in partnership with the Office of Public School Choice at the South Carolina Department of Education. Students will collect and analyze classroom-based observational and interview data. During the spring, students will review pertinent research literature, statewide survey data, and reflect on the psychological and public policy implications of differential education.

Prerequisite: Open to juniors and seniors who have taken 205 and two 200-level courses.
Distribution: Social and Behavioral Analysis
Semester: Wintersession and Spring Unit: 1.0

Extrdepartmental

The following section includes courses of interest to students in various disciplines.

EXTD 106 Women in Science: Their Lives and Work

Wolfson (Chemistry)

This course will explore the pursuit of science by women in twentieth and twenty-first centuries. We will focus on women's participation in specific areas of science and their day-to-day experiences. Among the issues to be addressed—through biographies, oral histories, statistics, and scientific papers—are the nature of scientific work and differences among fields, women's accomplishments and recognition in the sciences, and barriers to success. We will consider theories concerning women's involvement in the scientific enterprise and how these theories have changed over time.
Mandatory credit/noncredit.

Prerequisite: None. Open to first-year students only.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

EXTD 160 Introduction to Engineering *Steff*

Engineering is about combining ideas from mathematics, physics, computer science, and many other fields to design objects and systems that serve human needs. This project-based course introduces the big ideas of engineering and prepares students for taking additional engineering courses at Olin College or MIT. Topics include: the design and construction of mechanisms using rapid prototyping tools such as laser cutters, 3D printers, and computer-aided design software (SolidWorks); modeling and controlling physical systems using the MATLAB and Simulink programming environments; and feedback and control using digital electronics (microcontrollers).

Prerequisite: PHYS 107 or the equivalent or by permission of the instructor.
Distribution: Mathematical Modeling or Natural and Physical Sciences
Semester: Spring Unit: 1.0

Marine Studies Consortium Courses

The Marine Studies Consortium offers courses focusing on a variety of aquatic topics. These courses are taught at neighboring institutions and are open to a limited number of Wellesley students by permission of the consortium representative, Marianne Moore, Department of Biological Sciences.

EXTD 123 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.

Prerequisite: None. Open to students by permission of the consortium representative, Marianne Moore, Department of Biological Sciences.
Distribution: None
Semester: Fall Unit: 1.0

EXTD 128 Coastal Zone Management

This course presents a survey of the coastal environment, 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 government, 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.

Prerequisite: None. Open to students by permission of the consortium representative, Marianne Moore, Department of Biological Sciences.

Distribution: None

Semester: Spring

Unit: 1.0

EXTD 225 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.

Prerequisite: One year of general biology and two upper-level biology courses. Open to students by permission of the consortium representative, Marianne Moore, Department of Biological Sciences.

Distribution: None

Semester: Spring

Unit: 1.0

EXTD 226 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. Lectures first focus on the biology of cetaceans and how they are adapted to the marine environment. Subsequent lectures use case studies to review how biological principles can be applied to the conservation of a wide range of cetacean species. Offered by the Marine Studies Consortium.

Prerequisite: One year of general biology and two upper-level biology courses. Open to students by permission of the consortium representative, Marianne Moore, Department of Biological Sciences.

Distribution: None

Semester: Spring

Unit: 1.0

First-year Seminar Program

The following courses comprise the First-year Seminar Program. Enrollment is limited to a small number of first-year students, and the courses emphasize active, collaborative, and creative learning. Courses may fulfill specific distribution and/or major requirements.

Goals for the FYS 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.

ASTR 108 Discovering Our Universe with Laboratory

Bauer

This first-year seminar leads students through hands-on exploration of the structure of the universe and our place within it. We will measure the size, shape, and spin of the earth by using simple homemade instruments to observe the sky. We will learn to use Wellesley's own telescopes to explore the arrangement and contents of our own Solar System. Finally, we will determine our place within the Milky Way galaxy and the universe using data obtained from the National Virtual Observatory. No prior experience in astronomy is required, but algebra and trigonometry will be used. *Evening laboratory at the observatory. Mandatory credit/noncredit.*

Prerequisite: Open to first-year students only. Fulfillment of the basic skills component of the Quantitative Reasoning requirement.

Distribution: Natural and Physical Science or Mathematical Modeling

Semester: Spring

Unit: 1.0

BISC 106 Environmental Biology with Laboratory

Rodenhouse

In this course we will take a "Google Earth" approach to understanding humanity's role on our blue-green planet. We will zoom in from the Earth's energy budget to the evolutionary effects of choices made by individual water striders on a New England stream; and, we will explore the theoretical and practical implications of our findings. Labs will be conducted primarily out-of-doors: in the snow, at the seashore, on rivers, in lakes, under the forest canopy and over a mountaintop. Emphases will be on keen observation, creative thinking, synthesis and extrapolation of ideas, exploration and discoveries large and small, intellectual and physical.

Prerequisite: Open to first-year students only. Fulfillment of the basic skills component of the Quantitative Reasoning requirement.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

BISC 112 Exploration of Cellular and Molecular Biology with Laboratory

Staff

Seminar-style introduction to life at the cellular and molecular level, designed as an alternative to 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 110. 112 differs from 110 in its small class size and discussion-based format. 112 meets for one discussion and one lab session per week.

Prerequisite: A score of 4 or 5 on the Biology AP exam or equivalent experience or permission of instructor. Fulfillment of the basic skills component of the Quantitative Reasoning requirement.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

BISC 113 Exploration of Organismal Biology with Laboratory

Staff

An exploration of the central questions, concepts, and methods of experimental analysis in selected areas of organismal biology, designed as an alternative to 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 111. 113 differs from 111 in its smaller class size, a seminar-style format, and a focus on discussion of landmark scientific studies that shape this field. 113 meets for one discussion and one lab session per week.

Prerequisite: A score of 4 or 5 on the Biology AP exam or equivalent experience or permission of instructor. Fulfillment of the basic skills component of the Quantitative Reasoning requirement.

Semester: Fall

Unit: 1.0

CLCV 110 Archaeology and Artifacts: Exploring Classical Cultures through Objects Burns

This first-year seminar examines the past through direct engagement with objects from ancient Greek and Roman cultures. Working with a diverse collection of artifacts—including pottery, coins, and figurines—students will learn about the societies of the ancient Mediterranean as well as methods of artifact analysis and theories of material culture studies. We will explore the history of the objects now at Wellesley, collecting evidence that can be gleaned from close observation and comparative analysis. We will also consider the presentation of ancient objects as art and artifact in various local museum settings. Students will work collaboratively to design an exhibition of select pieces.

Prerequisite: None. Open only to first-year students.

Distribution: Social and Behavioral Analysis or Historical Studies

Semester: Fall

Unit: 1.0

CS 116/PHYS 116 Robotic Design Studio

Berg (Physics)

This first-year seminar introduces liberal arts students to the essence of engineering while designing and assembling robots out of LEGO® parts, sensors, motors, and tiny computers. Fundamental robotics skills are learned in the context of studying and modifying a simple robot known as SciBorg. Then, working in small teams, students design and build their own robots for display at a robot exhibition. These projects tie together aspects of a surprisingly wide range of disciplines, including computer science, physics, engineering, and art. *Students may register for either CS 116 or PHYS 116 and credit will be granted accordingly. Not offered every year.*

Prerequisite: None. Open to first-year students only.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

EDUC 117 Diversity in Education

Daver (Spanish)

An introduction to issues in diversity and multicultural education. We will examine rationales for diversity and multicultural education and some of the effects of these policies. We will analyze implications of diversity for teaching and learning, and study the influences of race, ethnicity, gender, language, socioeconomic status, and religion on schools and school curricula, with a focus on tensions surrounding increasing diversity in American education. *Mandatory credit/noncredit.*

Prerequisite: None. Open to first-year students only.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

ENG 103 Reading/Writing Short Fiction

Sides

Flash-fiction (a.k.a. the short-short story) and the short story. Our work together will move back and forth between reading examples of these two forms of short fiction from around the world and writing our own short fiction. Reading in a writerly fashion means reading for craft: How does an author shape a scene? What can you do and not do with a first-person narrator? What are the different expectations a reader has of realistic fiction as opposed to historical fiction or science fiction? Writing with a rich fund of this kind of craft knowledge will help us advance quickly as we draft and revise our own stories. Overview of current print and online opportunities for publishing short fiction. *Enrollment limited to 15 students. Mandatory credit/noncredit.*

Prerequisite: None. Open to first-year students only.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

ENG 150 Colloquium in Literature and the History of Ideas

An interdisciplinary seminar for first-years that brings the perspectives of such disciplines as philosophy, psychology, and history to bear on the traditional study of literature.

Topic A for 2010-11: Translation in Theory and Practice

Rosenwald

A study of translation in theory and in practice, and in both its literal and its metaphorical senses, mostly but not exclusively in the West. Topics: translating literary texts, translating sacred texts, translators' lives and histories, translation and politics, translation and gender, human and machine translation, adaptation as translation

(text to music, novel to film, verbal narrative to comics, etc.), other topics suggested by students' interests. Guest lectures by practicing translators. No foreign language prerequisite. Opportunity for both critical and creative work, for commenting on translations and adaptations and for producing them.

Prerequisite: None. Open to first-year students only.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

Topic B for 2010-11: Great American Novels on the Great American Topic: The Reading and Writing of Race in American Fiction

Pelason

How to read a novel, and how novels read and have written the narrative of American racial history. This will be primarily a course in the close reading of four great books (Mark Twain's *The Adventures of Huckleberry Finn*, William Faulkner's *The Sound and the Fury*, Zora Neale Hurston's *Their Eyes Were Watching God*, and Ralph Ellison's *The Invisible Man*), but also and necessarily a course in the complex relationships between black and white Americans, between individual psyches and the almost overwhelming pressures of culture and society, and between fiction and history.

Prerequisite: None. Open to first-year students only.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

ES 111/GEOS 111 Where Should We Store Nuclear Waste?

Besaron (Geosciences)

Choices about disposal of radioactive materials will affect countless future generations. Focusing on several alternative storage facilities, including Yucca Mountain, Nevada, we will examine the important scientific questions that must be answered for long-term safety of a nuclear repository. Students will learn the scientific principles governing risk assessment, groundwater movement, volcanism, earthquakes, and the groundwater properties of the repository rocks, and how each affects the safety of the proposed containment facility. We will also examine the evidence and methods used to predict how the waste and the containers designed to hold it will behave for long periods. Students will identify key issues and produce small group projects examining some of the scientific issues raised by this controversial proposal. *Students may register for either ES 111 or GEOS 111 and credit will be granted accordingly.*

Prerequisite: None. Open to first-year students only.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

EXTD 106 Women in Science: Their Lives and Work

Wolfson (Chemistry)

This course will explore the pursuit of science by women in twentieth and twenty-first centuries. We will focus on women's participation in specific areas of science and their day-to-day experiences. Among the issues to be addressed—through biographies, oral histories, statistics, and scientific papers—are the nature of scientific work and differences among fields, women's accomplishments and recognition in the sciences, and barriers to success. We will consider theories concerning women's involvement in the scientific enterprise and how these theories have changed over time. *Mandatory credit/noncredit.*

Prerequisite: None. Open to first-year students only.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

GEOS 110 The Coastal Zone: Intersection of Land, Sea, and Humanity with Laboratory

Argow

NOT OFFERED IN 2010-11. This first-year course focuses on physical processes that frame ecological and human interactions within the dynamic coastal environment. At local field sites, students will observe, sample, and measure coastal processes in action to answer such questions as: Why do some beaches lose sand, where does it go, and what should we do about it? What are coastal wetlands, and how do they form and function? Field trips will be supplemented by information drawn from popular and scientific literature and media. Students will participate in on-going research to learn how scientific data is generated, analyzed, and applied. Final project involves field and laboratory research on a local coastal issue, including management implications. Weekend field trip required.

Prerequisite: Open to first-year students only. Preference will be given to students considering science majors. By permission of the instructor.

Distribution: Natural and Physical Science

Semester: N/O

Unit: 1.25

GEOS 111/ES 111 Where Should We Store Nuclear Waste?

Besaron

Choices about disposal of radioactive materials will affect countless future generations. Focusing on several alternative storage facilities, including Yucca Mountain, Nevada, we will examine the important scientific questions that must be answered for long-term safety of a nuclear repository. Students will learn the scientific principles governing risk assessment, groundwater movement, volcanism, earthquakes, and the groundwater properties of the repository rocks, and how each affects the safety of the proposed containment facility. We will also examine the evidence and methods used to predict how the waste and the containers designed to hold it will behave for long periods. Students will identify key issues and produce small group projects examining some of the scientific issues raised by this controversial proposal. *Students may register for either GEOS 111 or ES 111 and credit will be granted accordingly.*

Prerequisite: None. Open to first-year students only.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

GEOS 113 Meet the Dinosaurs: the Good, the Bad and the Ugly. A Journey through the Mesozoic

Mattison

Dinosaurs were on all seven continents for over 150 million years. They all disappeared 65 million years ago. Who were they? Where did they come from? Where did they go? How do we know? The first dinosaur fossils were described almost 200 years ago. Google search the word "dinosaur" to return 16 million hits in .26 seconds. How does one select the "good" (valid science) from the "bad" ("junk" science)? The scientific method compiles tested hypotheses based on observations and data collected from multiple pathways over the course of time. In this course you will explore the tools, methods and pathways paleontologists have used to probe the unanswered mysteries of life—in this case—the lives and times of the dinosaurs!

Prerequisite: None. Open to first-year students only.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

PHYS 116/CS 116 Robotic Design Studio

Berg

This first-year seminar introduces liberal arts students to the essence of engineering while designing and assembling robots out of LEGO® parts, sensors, motors, and tiny computers. Fundamental robotics skills are learned in the context of studying and modifying a simple robot known as SciBorg. Then, working in small teams, students design and build their own robots for display at a robot exhibition. These projects tie together aspects of a surprisingly wide range of disciplines, including computer science, physics, engineering, and art. *Students may register for either PHYS 116 or CS 116 and credit will be granted accordingly.*

Prerequisite: None. Open to first-year students only.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0₊

POL 110S News and Politics: Reading Between the Lines

Just

Today the lines have blurred between straight and opinionated news, hard and soft news, and professional journalists and everyone else. New media formats, such as blogs and “The Daily Show” and new media platforms, such as YouTube and Twitter, expand news choices. Which sources should citizens trust? In this course students will evaluate evidence, arguments, and quality of news content in this rapidly changing environment. To appreciate the challenges of news, students will engage in different kinds of political news writing, including news stories, interviews, commentary, and investigation.

Prerequisite: None. Open to first-year students only.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

POL 111S Freedom of Speech

Burke

An introduction to legal reasoning through the analysis of legal cases and controversies over freedom of expression. The course examines conflicts over such issues as hate speech, incitement to illegal action, flag-burning, pornography, libel, the regulation of new media, campaign finance and corporate speech as they have arisen both in the United States and in other nations. Critical examination of the theoretical underpinnings of free speech law. Emphasis on basic legal skills in case analysis, issue-spotting, reasoning from precedent, and argumentation. *Mandatory credit/noncredit.*

Prerequisite: None. Open to first-year students only.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

REL 114 Science and the Bible

Silver

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.

Prerequisite: None. Open to first-year students only.

Distribution: Religion, Ethics, and Moral Philosophy

Semester: Fall

Unit: 1.0

REL 116 Seminar. Apocalypticism and Armageddon: Imagining the Endtime

Geller

A study in historical, religious, and cultural contexts of selected literary texts, social movements, and films which envision the endtime. The seminar will examine sources from antiquity to the present including Jewish and Christian apocalyptic texts and movements of the Hellenistic and Roman eras such as the Biblical books of Daniel and Revelation, the Jesus Movement, and the Roman-Jewish wars of the first and second centuries. Additionally, it will examine the Sabbatarian movement of the seventeenth century, and modern apocalypticism reflected in the 1993 Waco tragedy and endtime speculations concerning Jerusalem. Attention also to the genre of apocalyptic cinema including such classics as *On the Beach* (1959) and recent films such as *The Happening* (2008) and *2012* (2009).

Prerequisite: None. Open to first-year students only.

Distribution: Religion, Ethics, and Moral Philosophy

Semester: Spring

Unit: 1.0

SPAN 231 Women's Art and Activism in Latin America

Agosin

Since the early seventies, women in Latin America have been at the forefront of social justice initiatives and have held important leadership positions. Artistic expression has both informed and been the conduit for much of this activist engagement. Literature, film, textile arts and painting are only a few dimensions of this dual agenda of artistic expression and insuring human rights. The course will examine key movements in Latin America—from the rejection of dictatorial regimes to a call for greater indigenous rights—paying particular attention to the role of women, both as individuals and as a group, in these movements.

Prerequisite: Open to first-year students only. Students must demonstrate sufficient Spanish ability to undertake the course (normally, a 5 on an AP exam, a score on the placement exam in Spanish that would indicate placement in 241 or higher, or other demonstration of ability).

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

THST 101 Can We Have an Argument? Understanding, Employing, and Delivering Sound Rhetoric

Arciniegas

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 non-dramatic 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.

Prerequisite: None. Open to first-years only.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

THST 106 I'm Talking Here... Are you listening?

Hussey

This course will introduce the first-year student 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 Anna Devere Smith, Spaulding Gray, Frank McCourt and Wellesley alum Marta Rainer, 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 that 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. *Mandatory credit/noncredit.*

Prerequisite: None. Open to first-year students only.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

All WRIT 125 classes, including those that satisfy requirements within majors, are intended for first-year students. Please refer to the section of the catalog for the Writing Program's offerings.

Many departments and programs recommend specific courses as entryways into their majors. Some are limited to first-years and sophomores; others reserve seats for first-year students. Please consult the first-year program Web site at <http://www.wellesley.edu/FirstYear/> or the relevant department for more information.

Department of French

Professor: *Mistacco*^{A2}, *Lydgate*, *Respaut*^A, *Levitt* (Chair), *Masson*^A, *Datta*

Associate Professor: *Gunther*, *Pettersson*^{A2}, *Prabhu*^{A1}

Assistant Professor: *Bilis*, *Morari*

Senior Lecturer: *Eggon-Sparrow*, *Tranvouez*

Visiting Lecturer: *Ganne-Schiemeier*

The French Department's courses develop skills in the language of France and French-speaking countries and offer access to cultures that are rich in tradition and have important roles to play in a rapidly diversifying Europe and a rapidly contracting world. All but one of our courses, from elementary to advanced, are taught in French.

Their topics, in literature and culture, span ten centuries, from the Middle Ages to the present. In addition to opening cultural doors, the department's courses help students develop a number of critical skills and habits—linguistic, analytical, interpretive, expressive.

Early in the language cycle students encounter material from different parts of the world, from historical periods that range from the medieval to the contemporary, and in a variety of genres and media. They encounter as well a number of different approaches to reading and analyzing texts: historical, sociological, psychological, and literary—including the perspectives of race and gender and women's studies. Students who graduate from our program have gone on to further study in (among other areas) the law, medicine, international relations, museum science, art and art history, English, French, and Middle Eastern Studies, as well as to careers in publishing and on Wall Street and Madison Avenue. Graduates routinely report that their skills in French are a significant asset in pursuing careers with international organizations and companies.

Goals for the Major

- The French department expects linguistic competence of its majors at graduation; students should be able to express themselves with a considerable degree of sophistication and near-native accuracy both orally and in writing.
- All majors are expected to develop their knowledge of the literature and culture of France and are encouraged to learn about the literature and culture of other Francophone countries as well. Students should also be able to conduct rigorous in-depth research using primary as well as secondary sources on both literary and cultural topics.
- Please see Requirements for the Major below for information about the major.

FREN 101-102 Beginning French I and II

Eggon-Sparrow, *Morari*

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. *Each semester earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Open by permission of the instructor to first-year students and sophomores who would like to prepare for study abroad their junior year in a Francophone country. Normally not open to students who present French for admission.

Distribution: None
Semester: Fall, Spring

Unit: 1.0

FREN 103 Intensive French I

Lydgate

Intensive training in French. The course covers the material of French 101-102 in a single semester. Five class periods four days a week. For students with little or no previous study of French. This is a demanding course designed for students interested in taking a junior year or semester abroad. Not recommended for students seeking to fulfill the foreign-language requirement in French.

Prerequisite: Open to first-year students and sophomores who do not present French for admission by permission of the instructor.

Distribution: None
Semester: Fall

Unit: 1.25

FREN 201-202 French Language, Literature, and Cultures

Gunther, *Tranvouez*, *Staff*

Reading, writing, and speaking skills are developed through analysis and discussions of short stories, plays, poems, films, and newspaper articles from France and the Francophone world. Three periods. *Each semester earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course. Students beginning with 202 must take one of the following courses: 205, 206, 207, 208 or 209, in order to complete the requirement.*

Prerequisite: 102 or 103, SAT II score of 500-590, or an equivalent departmental placement score, or an AP score of 1 or 2 or permission of the instructor.

Distribution: One unit of Language and Literature for 202
Semester: Fall, Spring

Unit: 1.0

FREN 203 French Language, Literature, and Cultures

Staff

NOT OFFERED IN 2010-11. In this

Winterness course, reading, writing, and speaking skills are developed through analysis and discussions of short stories, plays, poems, films, and newspaper articles from France and the Francophone world. *Subject to Dean's Office approval. Not offered every year.*

Prerequisite: Open only to students who receive B+ or better in 201 the previous semester.

Distribution: Language and Literature
Semester: N/O

Unit: 1.0

FREN 203 Intensive French II

Lydgate

The continuation of French 103. Systematic training in all the language skills. Five class periods four days a week. The course is equivalent to French 201-202, and is designed to prepare students to qualify for study abroad after two further courses in French: a unit of French 206, 207, 208, or 209 and French 211.

Prerequisite: Open only to students who have completed FREN 103 or by permission of the instructor.

Distribution: Language and Literature
Semester: Spring

Unit: 1.25

FREN 205 Literature and Film in Cultural

Contexts ¹

Datta

Discussion of modern literature and film in their cultural contexts. Training in techniques of literary and cultural analysis. Materials include nov-

els, 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.

Prerequisite: 202 or 203, an SAT II score of 600-640, an equivalent departmental placement score, or an AP score of 3.

Distribution: Language and Literature
Semester: Fall, Spring

Unit: 1.0

FREN 206 Intermediate Spoken French

Bilis, *Eggon-Sparrow*, *Gunther*

Practice in conversation, using a variety of materials including newspaper articles, radio and television broadcasts, advertisements, and films. This course is designed to develop oral proficiency and listening comprehension, with necessary attention to the other skills—reading, and writing.

Prerequisite: 202, 203, or 205, an SAT II score of 650-680, an equivalent departmental placement score, or an AP score of 4.

Distribution: Language and Literature
Semester: Fall, Spring

Unit: 1.0

FREN 207 Perspectives on French Culture and Society: French Identity in the Age of Globalization

Datta

In this introduction to French society and culture, we will examine France's identity crisis at the beginning of the twenty-first century. From its historical position of political, economic, and intellectual leadership in Europe and the world, France is searching to maintain its difference as a defender of quality over mass appeal and the proud values of its national tradition in the face of increasing globalization. Topics covered include Franco-American relations, the European Union, immigration, the family, and the role of women in French society. Readings are drawn from a variety of sources: historical, sociological, and ethnographic. Magazine and newspaper articles, along with television programs and films will provide supplementary information.

Prerequisite: 202, 203, or 205, an SAT II score of 650-680, an equivalent departmental placement score, or an AP score of 4.

Distribution: Language and Literature or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

FREN 208 Women and Literary Tradition

Mistacco

NOT OFFERED IN 2010-11. An introduction to women's writing from Marie de France to Marguerite Duras, from the Middle Ages to the twentieth century. The course is designed to develop an appreciation of the evolution of women's writing across the centuries and of women's place in French literary history. Special attention is given to the continuities among women writers and to the impact of their minority status upon their writing. Well-known writers, such as Christine de Pizan, Louise Labé, Beauvoir, Colette and Duras, and lesser-known figures, such as Hélienne de Crenne and the fairy tale *conteuses*, Aulnoy, Villeneuve and Le Prince de Beaumont, are studied.

Prerequisite: 202, 203, or 205, an SAT II score of 650-680, an equivalent departmental placement score, or an AP score of 4.

Distribution: Language and Literature
Semester: N/O

Unit: 1.0

FREN 209 Studies in Literature

Masson

NOT OFFERED IN 2010-11. Contemporary Theater and Contemporary Issues. Reading and analysis of plays performed in France at the end of the twentieth and beginning of the twenty-first century. Introduction to the techniques of reading dramatic works. Emphasis on oral discussion of the representation of contemporary issues in various plays.

Prerequisite: 202, 203, or 205, an SAT II score of 650-680, an equivalent departmental placement score, or an AP score of 4.

Distribution: Language and Literature or Arts, Music, Theatre, Film, Video
Semester: N/O

Unit: 1.0

The prerequisites for all upper 200-level French courses from FREN 210 on are the same (except for FREN 232 which is taught in English). These courses may be taken in any order. Students preparing to spend their junior year in France or a Francophone country should take FREN 211 as soon as possible.

FREN 210 French Literature and Culture Through the Centuries

Topic A: Signs of the Past: Inventing French History from the Middle Ages to the Enlightenment

Bilis

A study of major authors in their cultural contexts from the Middle Ages to the eighteenth century with emphasis on textual analysis and essay writing in French. This course looks at the ways literary texts build national identity, shape community, and transform conceptions of history. Readings will be drawn from the following authors: Du Bellay, Marguerite de Navarre, Montaigne, Corneille, Lafayette, Guilleragues and Voltaire. Allying our literary texts with discussions of genre/form, political ideology, and religious doctrine, we will explore how fiction can shape visions of the past—and the nostalgia for a past that perhaps never was—in order to organize the present.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

Distribution: Language and Literature
Semester: Spring

Unit: 1.0

Topic B: From the Enlightenment to the Present: The Canon Revisited

Pettersson

NOT OFFERED IN 2010-11. A study of major authors in their cultural contexts, from the eighteenth century to the twenty-first centuries, with emphasis on textual analysis and essay writing in French. Readings will be drawn from the following authors whose works both build upon and redefine the French canon in multiple genres: Montesquieu, Rousseau, Chénier, Balzac, Hugo, Flaubert, Sartre, Duras, Dupin, and Toussaint.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

Distribution: Language and Literature
Semester: N/O

Unit: 1.0

FREN 211 Studies in Language

Bilis, Egron-Sparrow, Prabhu, Tranvouez

Comprehensive review of French grammar, enrichment of vocabulary, and introduction to French techniques of literary analysis, composition, and the organization of ideas. Open to first-year students who have taken one of the prerequisite courses.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

Distribution: Language and Literature
Semester: Fall, Spring

Unit: 1.0

FREN 213 From Myth to the Absurd: French Drama in the Twentieth Century

Masson

NOT OFFERED IN 2010-11. An investigation of the major trends in modern French drama: the reinterpretation of myths, the influence of existentialism, and the theater of the absurd. Special attention is given to the nature of dramatic conflict and to the relationship between text and performance. Study of plays by Anouilh, Cocteau, Giraudoux, Sartre, Camus, Ionesco, Beckett, and Genet.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

Distribution: Language and Literature or Arts, Music, Theatre, Film, Video
Semester: N/O

Unit: 1.0

FREN 214 Desire, Power, and Language in the Nineteenth-Century Novel

Tranvouez

NOT OFFERED IN 2010-11. Ambition, passion, and transgression in major works by Balzac, Sand, Flaubert, and Zola. Analysis of narrative techniques that organize the interplay of desire and power against which individual destinies are played out in post-Revolutionary France. Realism and the representation of reality in the context of a society in turmoil.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

Distribution: Language and Literature
Semester: N/O

Unit: 1.0

FREN 215 Baudelaire, Verlaine, Rimbaud

Respaat

NOT OFFERED IN 2010-11. This course emphasizes close study of a body of poetry which ranks among the most influential in Western literature, and which initiates modern poetics. Baudelaire will be treated in relation to romanticism and conceptions of the modern. In Verlaine, we will study the development of free verse and the liberation of poetic form. The course will conclude by confronting Rimbaud's effort to "changer la vie" through his visionary and surreal writing.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

Distribution: Language and Literature
Semester: N/O

Unit: 1.0

FREN 216 Mothers and Daughters

Mistacco

NOT OFFERED IN 2010-11. This course will examine the mother/daughter relationship in French literature, in autobiographical writing including personal correspondence, and in art from the late-seventeenth century to the present in the context of evolving concepts of motherhood and the education of girls in French cul-

ture. Recent feminist criticism will be brought to bear on the conflicts and complexities of the mother/daughter dynamic, highlighting both its enabling and engulfing aspects and its role as a vehicle for transmitting societal values as well as challenging them. Authors and artists include: Sévigné, Lambert, Genlis, Rousseau, Charrière, Vigée-Lebrun, Sand, Desbordes-Valmore, Colette, Irigaray and Chawaf.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

Distribution: Language and Literature
Semester: N/O

Unit: 1.0

FREN 217 Books of the Self

Lydgate

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, Abelard, 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.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

Distribution: Language and Literature or Religion, Ethics and Moral Philosophy
Semester: Fall

Unit: 1.0

FREN 219 Love/Death

Respaat

NOT OFFERED IN 2010-11. This course investigates the connection between fiction and film and our fundamental preoccupation with the issues of love and death. Texts ranging from the Middle Ages to the twentieth century are studied, with an eye toward understanding how the semantics of love and death are related to story structure, narration, and the dynamics of reading.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

Distribution: Language and Literature
Semester: N/O

Unit: 1.0

FREN 221 Voices of French Poetry from Marie de France to Surrealism

Pettersson

The voices, forms and innovations of the French poetic tradition. The goals of this course are to examine and to appreciate the place of song, love, laughter, and madness in the best works of French poets from the twelfth-century poems of Marie de France to Baudelaire's *poèmes en prose*, Rimbaud's *délires*, Surrealism's explosive *écriture*, and beyond.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an AP score of 5, or an equivalent departmental placement score.

Distribution: Language and Literature
Semester: Fall

Unit: 1.0

FREN 222 French Cinema from the Lumière Brothers to the Present: The Formation of Modernity

Monari

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 concen-

tions 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 and direct sound), and Chris Marker (for documentary).

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

Distribution: Language and Literature or Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

FREN 223 The Paris of Poets

Petterson

NOT OFFERED IN 2010-11. An examination of Paris as historical urban inspiration for French poetry and the visual arts. Special attention to Parisian artistic life during the late nineteenth-century reconstruction of Paris and the twentieth and twenty-first centuries. Poems by Hugo, Baudelaire, Rimbaud, Verlaine, Apollinaire, Breton, Desnos, Ponge, Senghor, Prévert, Queneau, Bonnefoy, Dupin, Chedid, Réda, Roubaud, Hocquard.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an AP score of 5, or an equivalent departmental placement score.

Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 224 Versailles and the Age of Louis XIV

Bilis

NOT OFFERED IN 2010-11. 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.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an AP score of 5, or an equivalent departmental placement score.

Distribution: Language and Literature or Historical Studies
Semester: N/O Unit: 1.0

FREN 225 The French Press

Gunther

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.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an AP score of 5, or an equivalent departmental placement score.

Distribution: Language and Literature or Social and Behavioral Analysis
Semester: Spring Unit: 1.0

FREN 226 Speaking Through Acting

Masson

NOT OFFERED IN 2010-11. 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.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an AP score of 5, or an equivalent departmental placement score.

Distribution: Language and Literature or Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

FREN 228 Wintersession in Paris

Datta

NOT OFFERED IN 2010-11. Pleasures of Paris: Paris in the Age of Mass Culture, 1860-1930. In the second half of the nineteenth century, Paris was transformed through the process of *haussmannisation* from a medieval city to a modern capital known for its entertainments and pleasures. The construction of the new boulevards and monuments, along with the emergence of mass democracy and the popular press, gave rise to a culture of spectacle and display. This interdisciplinary course explores life on the boulevards, Montmartre as a revolutionary space and a place of popular entertainment, the *grands magasins*, and the café culture enjoyed by American writers and artists during the interwar years. Sites to be visited include the Musée d'Orsay, the Opéra Garnier, the *grands magasins*, Montmartre, Père Lachaise cemetery, as well as tours of the *grands boulevards* and of Left Bank cafés. *Not offered every year. Subject to Dean's Office's approval.*

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an AP score of 5, or an equivalent departmental placement score. Application required.

Distribution: Language and Literature or Historical Studies
Semester: N/O Unit: 1.0

FREN 229 America through French Eyes: Perceptions and Realities

Datta

NOT OFFERED IN 2010-11. The French have long been fascinated by the United States, especially since the end of the Second World War. At times, the U.S. 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 an examination of 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.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

Distribution: Language and Literature or Historical Studies
Semester: N/O Unit: 1.0

FREN 232 Occupation and Resistance: The French Memory and Experience of World War II (in English)

Datta

NOT OFFERED IN 2010-11. 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. *Does not count toward the minimum major in French.*

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

FREN 237 Saint-Germain-des-Prés

Lydgate

NOT OFFERED IN 2010-11. The legendary sixth arrondissement neighborhood as a cultural crucible in post-Liberation Paris. Saint-Germain-des-Prés as the locus of an unprecedented concentration of literary and artistic talent after 1945: existentialists, writers, artists, café intellectuals, and nonconformists. The discovery of jazz and American popular culture. Saint-Germain and the myth of the Left Bank. Study of texts by Sartre, Camus, Simone de Beauvoir, Boris Vian, Raymond Queneau; songs by Juliette Gréco and others; newsreel, film and audio documents of the period.

Prerequisite: At least one unit of 206, 207, 208, 209 or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

Distribution: Language and Literature or Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

FREN 301 Books and Voices in Renaissance France

Lydgate

NOT OFFERED IN 2010-11. Innovative writers in sixteenth-century France and the ideas and forms of expression they explored in the early decades of printing. The persistence of oral culture and the search for a voice in print; the triumph of French over Latin as a literary language of subtlety and power; the collisions of propaganda and censorship in a century torn by religious strife; the emergence of new audiences and new strategies of narration and reading. Readings in prose works by Rabelais, Montaigne, Calvin, Marguerite de Navarre; poetry by du Bellay, Ronsard, and Louise Labé. Periodic reference to resources of the Rare Books Collection in the College library.

Prerequisite: 211 (or for the class of 2011 only, 210 may be substituted) and one additional unit, 212 or above.

Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 302 Discourses of Desire in the Renaissance

Lydgate

An exploration of ways in which writers of the 16th 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 unsensual body, casting a newly loving eye on physical beauty and finding in human desire a privileged expression of the quest for intellectual and spiritual meaning. We will investigate these issues in works by Rabelais, Marguerite de Navarre, Calvin, Ronsard, Louise Labé, Montaigne and Agrippa d'Aubigné.

Prerequisite: 211 (or for the class of 2011 only, 210 may be substituted) and one additional unit, 212 or above.

Distribution: Language and Literature or Historical Studies
Semester: Spring Unit: 1.0+

FREN 303 Advanced Studies in Seventeenth and Eighteenth Centuries

Bilis

This seminar will examine historical, cultural and literary portrayals of female royalty in seventeenth century France. An object of exchange in international relations, a physical "carrier" of the future king, a regent who can rule—but not in her own name—, the queen poses thorny questions for political and artistic representations of power. An analysis of her social, symbolic and politically ambiguous status reveals the paradoxes of a woman exercising sovereignty in a time when the king's body comes to define the State. Reading will include Corneille, Racine, Lafayette, Perrault and Saint-Réal.

Prerequisite: 211 (or for the class of 2011 only, 210 may be substituted) and one additional unit, 212 or above.

Distribution: Language and Literature or Historical Studies
Semester: Fall Unit: 1.0

FREN 304 Male and Female Perspectives in the Eighteenth-Century Novel

Mistaco

NOT OFFERED IN 2010-11. Drawing from feminist inquiries into the politics of exclusion and inclusion in literary history, the course examines, in dialogue with masterpieces authored by men, novels by major women writers of the period. Though much admired in their time, these novels were subsequently erased from the pages of literary history and rediscovered only in the late-twentieth century. In this course, we will reconsider this particular literature of female dissent along with key novels by men as part of a crisis in legitimacy that led to the French Revolution. Works by Prévost, Claudine-Alexandrine de Tencin, Françoise de Graffigny, Marie-Jeanne Riccoboni, Rousseau, Diderot, Laclous, and Isabelle de Charrière.

Prerequisite: 211 (or for the class of 2011 only, 210 may be substituted) and one additional unit, 212 or above.

Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 306 Literature and Inhumanity: Novel, Poetry, and Film in Interwar France

Peterson

NOT OFFERED IN 2010-11. 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.

Prerequisite: 211 (or for the class of 2011 only, 210 may be substituted) and one additional unit, 212 or above.

Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 308 Advanced Studies in Language

Peterson

The art of translation and its techniques are studied through analysis of the major linguistic and cultural differences between French and English. Translations from both languages will serve to explore past and present-day practices and theories of translation.

Prerequisite: 211 (or for the class of 2011 only, 210 may be substituted) and one additional unit, 212 or above. Open to juniors and seniors only or by permission of the instructor.

Distribution: Language and Literature
Semester: Fall Unit: 1.0

FREN 313 George Sand and the Romantic Theater

Masson

NOT OFFERED IN 2010-11. George Sand, multifaceted woman and influential writer, allows us to explore the romantic theater as well as the overall theater production of the nineteenth century. The fact that Sand's theater was overlooked in her time and subsequently forgotten raises important questions of public recognition and literary posterity that we will examine.

Prerequisite: 211 (or for the class of 2011 only, 210 may be substituted) and one additional unit, 212 or above.

Distribution: Language and Literature or Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

FREN 314 A Cinematic History of Intellectual Ideas in Post-WW II France: The Politics of Art

Morari

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 to consider the political engagement of filmmakers, overtly militant cinema, propaganda and the shaping of moral spectatorship alongside 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, Matthieu Kassovitz and Abdel Kechiche. Readings will include contemporary political philosophers Jacques Rancière, Alain Badiou, and Etienne Balibar.

Prerequisite: 211 (or for the class of 2011 only, 210 may be substituted) and one additional unit, 212 or above.

Distribution: Language and Literature or Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

FREN 317 Commitment and the Contemporary French Poet

Peterson

NOT OFFERED IN 2010-11. An examination of twentieth and twenty-first century French poetry through the reception of Jean-Paul Sartre's mid-century *Qu'est-ce que la littérature?* (1948) and through poetry's elaboration of a pragmatic response to the charge that it is politically uncommitted. Readings ranging from Tzara's Dadaism, to the surrealism of Breton and Valéry on poetry

and anarchy, to Césaire, Senghor and the wartime poetry of Eluard, Char and Ponge, to Jacques Dupin and André du Bouchet in the wake of 1968, to the contemporary writings of Deguy, Fourcade, Cadiot, Hocquard, Réda, Noël and Alféri, who pursue equally subtle challenges to the political and philosophical condemnations of poetry.

Prerequisite: 211 (or for the class of 2011 only, 210 may be substituted) and one additional unit, 212 or above.

Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 319 Women, Language, and Literary Expression

Mistaco

NOT OFFERED IN 2010-11. This course explores the notion of difference in fiction by twentieth-century women writers in France. It examines challenges to literary conventions, patriarchal thinking and the dominant discourse in major works by Beauvoir, Colette, Chawaf, Wittig, Duras, and Djébar. Attention is focused on gender as a site of dissidence and on the creative possibilities as well as the risks involved in equating the feminine with difference. Perspectives on women, writing, and difference in colonial and postcolonial contexts. Selected readings from foundational and recent works by feminist theoreticians including Cixous, Kristeva, and Irigaray.

Prerequisite: 211 (or for the class of 2011 only, 210 may be substituted) and one additional unit, 212 or above.

Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 321 Selected Topics

NOT OFFERED IN 2010-11.

Prerequisite: 211 (or for the class of 2011 only), 210 may be substituted) and one additional unit, 212 or above.

Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 327 A Fascination with Bodies:

The Doctor's Malady

Respat

NOT OFFERED IN 2010-11. The addictive interplay between doctors and patients as reflected in a variety of nineteenth- and twentieth-century writings, and in photography and film. The course will investigate the effect of sickness on family structure and the struggle with illness as a desperate "dancing with the beast," touching on mental and physical suffering of various kinds—hysteria and alcoholism, childbirth and abortion, tuberculosis, cancer, AIDS—represented in novels and short stories from Barbey d'Aurevilly to Gide, in the reflections of historians and psychologists (Michelet, Charcot), and in biographies, personal accounts and autofictions by Guibert and Ernaux.

Prerequisite: 211 (or for the class of 2011 only, 210 may be substituted) and one additional unit, 212 or above.

Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 329 Colette/Duras: A Pleasure unto Death

Respat

NOT OFFERED IN 2010-11. Two prolific authors whose works embrace the span of women's writing in the twentieth century and who correspondingly illustrate the essential features of modern expression by women. Attention to the phases of a woman's life, sexuality, the figure of the mother, exoticism and race, and the relation between fiction and autobiography.

Prerequisite: 211 (or for the class of 2011 only, 210 may be substituted) and one additional unit, 212 or above.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 330 French and Francophone Studies

Prabhu

The course examines various texts from the post-independent Francophone world to understand pressing concerns in different postcolonial regions. Close attention will be paid to narrative techniques while studying questions concerning the relationship with the metropolis and the functioning of language(s). Includes a brief introduction to the history of Francophone literature. Texts by Driess Charabi, Maryse Condé, Axel Gauvin, Assia Djébar.

Prerequisite: 211 (or for the class of 2011 only, 210 may be substituted) and one additional unit, 212 or above.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

FREN 331 Desire, Sexuality, and Love in African Francophone Cinema

Prabhu

NOT OFFERED IN 2010-11. An exploration of interpersonal relationships within traditional or transgressive couples in African-Francophone cinema. Consideration of various cultural and social backgrounds will frame our discussion of such controversial issues as eliterodomy, polygamy, and homosexuality.

Prerequisite: 211 (or for the class of 2011 only, 210 may be substituted) and one additional unit, 212 or above.
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

FREN 332 Myth and Memory in Modern France: From the French Revolution to May 1968

Datta

NOT OFFERED IN 2010-11. 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.

Prerequisite: 211 (or for the class of 2011 only, 210 may be substituted) and one additional unit, 212 or above.
Distribution: Language and Literature or Historical Studies
Semester: N/O Unit: 1.0

FREN 333 French Classical Tragedy: Corneille Versus Racine: Rethinking the Parallel

Bilis

NOT OFFERED IN 2010-11. Ever since La Bruyère's famous comment on Corneille and Racine respectively, "The first depicts men as they should be, the second as they are," critics have tirelessly opposed the two French tragedians. In this course, we will take a critical approach to the notion of "Auteurs Classiques" and the seventeenth century's status as the "Grand Siècle" by questioning the archetypal Corneille and Racine

parallel in light of important but marginalized playwrights such as Jean Rotrou, Tristan l'Hermite and Catherine Bernard who defy standard definitions of Classicism and tragedy. We will explore the many variations on the Corneille and Racine parallel, asking if there is a "Grand Corneille" and a "Tender Racine," and considering why certain historical periods deemed one playwright 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.

Prerequisite: 211 (or for the class of 2011 only, 210 may be substituted) and one additional unit, 212 or above.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 349 Studies in Culture and Criticism

Topic A: *La Belle Époque*: Politics, Society, and Culture in France: 1880-1914

Datta

In the aftermath of World War I, French men and women viewed the preceding years as a tranquil and stable period in French history. Yet, during the era, subsequently known as *la belle époque*, the French experienced changes of enormous magnitude: the emergence of both consumer culture and a working class, the development of a national press, and the expansion of an overseas colonial empire. Such ebullience was reflected in the emergence of Paris as the capital of the European avant-garde. Drawing on literary texts and historical documents, as well as on films, posters, and songs, this interdisciplinary course examines French society, politics, and culture during the era that ushered France into the modern age.

Prerequisite: 211 (or for the class of 2011 only, 210 may be substituted) and one additional unit, 212 or above.
Distribution: Language and Literature or Historical Studies
Semester: Fall Unit: 1.0

Topic B: France and Europe: Ambiguities, Obstacles, and Triumphs

Gunther

After an introduction to various social, cultural and political aspects of contemporary France and the French, we will turn our attention to issues surrounding France's role in the project to unify Europe. We will examine how France's anxieties and hopes for the European Union are shared by other European nations, and how France is experiencing EU membership differently from its neighbors, in ways that reflect its unique history and culture. Readings will be drawn from a variety of disciplines, including texts by historians, political scientists, sociologists and economists.

Prerequisite: 211 (or for the class of 2011 only, 210 may be substituted) and one additional unit, 212 or above.
Distribution: Language and Literature or Historical Studies
Semester: Fall Unit: 1.0

Topic C: Liberty, Equality, Sexualities: How the Values of the French Republic Have Both Protected and Limited Sexual Freedoms

Gunther

NOT OFFERED IN 2010-11. An examination of sexualities and genders in France that addresses the questions of why the French seem so comfortable with sex while at the same time so constrained by gender roles and why French movements for gay rights and women's rights have had such difficulty cooperating. The answers lie in the paradoxical relationship between France's relative indifference toward sexuality, on the one hand, and its fixation with gender difference, on the other. 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.

Prerequisite: 211 (or for the class of 2011 only, 210 may be substituted) and one additional unit, 212 or above.
Distribution: Language and Literature or Historical Studies
Semester: N/O Unit: 1.0

FREN 350 Research or Individual Study

Prerequisite: 211 (or for classes of 2011 only, 210 may be substituted) and one additional unit, 212 or above.
Distribution: None
Semester: Fall, Spring Unit: 1.0

FREN 360 Senior Thesis Research

Prerequisite: By permission of the department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

FREN 370 Senior Thesis

Prerequisite: 360 and permission of the department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Department Information

FREN 101-102, 103 (and starting with the Class of 2011, FREN 201 as well) count toward the degree but not toward the major. First-year students who have not studied French and would like to study abroad should begin with 103. Students who begin with 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.

All but one of our courses are conducted in French. Oral expression and composition are stressed.

The numbering of certain 200-level courses does not denote increasing levels of difficulty; 206 through 209 may be taken in any sequence and 200-level courses above 209 may also be taken in any sequence, although students planning to study abroad should take 211 as soon as possible.

Requirements for the Major

Majors are required to complete a minimum of eight units, including the following courses or their equivalents: FREN 211, which develops students' literary analysis and writing skills in the context of an intensive grammar review (FREN 210 may be substituted for FREN 211 only for classes 2010 and 2011) and 308, which focuses on translation and stylistics. The goals of a coherent program are: (a) oral and written linguistic competence; (b) acquisition of basic techniques of reading and interpreting texts and of conducting in-depth research; and (c) a general understanding of French and Francophone literatures and cultures. FREN 232, which is taught in English, does not count for the minimum major in French. All majors must take at least one culture course (FREN 206, 207, 225, 229, 237) or spend one semester studying in a Francophone country, and at least one literature course (FREN 208, 209, 210, 213, 214, 215, 216, 217, [218], 219, 223, 224). All majors must take two 300-level French courses at Wellesley College, at least one of which must be during their senior year. FREN 350, 360 and 370 do not count towards 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.

Honors

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 360-370. See Academic Distinctions.

Students interested in an interdepartmental major in French Cultural Studies are referred to the listing for this program.

Graduate Study

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

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

A student entering Wellesley must have an Advanced Placement score of 5 or an SAT II score of 690 to satisfy the foreign language requirement. The Wellesley College language requirement is normally met with the completion of either FREN 201-202 or FREN 203. Students who present an AP score of 3 or an SAT II score between 600–640 can satisfy the requirement by taking FREN 205. Students who present an AP score of 4 or an SAT II score between 650–680 can satisfy the requirement by taking one of the following courses: FREN 206, 207, 208 or 209. All incoming students who have taken French are required to take the placement test prior to registering for French department courses. Any discrepancy between a student's AP score and her score on the departmental placement test will be resolved by the placement committee. Any student who takes a language course at another institution and would like college credit must have permission in advance and take the French placement test upon her return to verify she has attained the required level.

Study Abroad

All our students, majors and non-majors alike, are encouraged to spend a year or semester abroad in France or a Francophone country as a way of deepening their academic learning with real-time experience. A student who has mastered enough French to enter sympathetically into the language's many cultures is likely to be more complexly understanding, more subtly perceptive, more keenly articulate and more expansively communicative than her neighbor who has not. To move

within more than one frame of cultural reference and to have French sounds and songs and bilingual jokes in one's head are deep intellectual pleasures. They are also highly useful tools in the real world because they foster the ability to see reality from the standpoint of others as well as from one's own. In an age of globalization, this is a valuable skill—in diplomacy, business, politics, and of course in human relations. The department also has funds to support a limited number of summer internships in France or Francophone countries. The department encourages those students who cannot spend a semester abroad to participate in the department's Wintersession course in Paris.

Maison Française

Qualified students are highly encouraged to live at the Maison Française. The Maison Française is a French-speaking residence and a cultural center for the Wellesley College community. It houses 14 students and two French assistants from the University of Provence. It is a place where majors and non-majors who have demonstrated a significant competence in French live and can exchange ideas. During the academic year, the Maison Française organizes seminars, talks and colloquia, and students are encouraged to attend.

French Cultural Studies

The French Department also offers an interdepartmental major in French Cultural Studies. This major is intended for students whose interests in the French and Francophone world are primarily cultural and historical. Students are directed to the description of the major and its directions for election, which appear at the end of the French curriculum.

French Cultural Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Datta (French)*

The French Cultural Studies major is intended for students whose interests in the French and Francophone world are primarily cultural and historical. This interdepartmental major combines courses from the department of French with those in Africana studies, art, history, music, political science, or any other department offering courses on France or Francophone countries. The French department's courses in history and society are the core of the program. These courses examine institutions, political and social movements, along with the mass media, using methodologies grounded in the social sciences, primarily history and sociology. Other French department offerings in the field include courses that place literature and film in a social context. French Cultural Studies majors ordinarily work closely with two advisors, one from the French department and one from their other area of concentration.

Goals for the Major

- Students should develop an in-depth understanding of French history, culture, society and politics.
- Students should also be able to conduct rigorous in-depth research using primary as well as secondary sources on cultural and historical topics.
- Because they take classes in one or more departments outside the French department, students grow in their understanding of the scope and methods of other disciplines and gain new analytical frameworks for thinking about the cultures and histories of France and the Francophone world.

FRST 350 Research or Individual Study

Prerequisite: Open by permission of the chair or director to juniors and seniors.
Distribution: None
Semester: Fall, Spring

Unit: 1.0

FRST 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring

Unit: 1.0

FRST 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring

Unit: 1.0

For courses not exclusively on France or a Francophone topic, students are expected to write their main paper(s) on a French theme. In addition, and in consultation with the director, research and individual study (350) may be approved. The procedure to be followed for Honors is identical to that for the French major.

Courses for Credit Toward the Major

AFR 207 Images of Africana People through the Cinema

ARTH 101 Introduction to the History of Art Part II: Renaissance to the Present

ARTH 201 Medieval Art and Architecture

ARTH 226/CAMS 207 History of Photography: From Invention to Media Age

ARTH 228 Modern Architecture

ARTH 259 The Art and Architecture of the European Enlightenment

ARTH 268 Art, Architecture, and Pilgrimage in the Medieval World

ARTH 325 Seminar. Rococo and Neoclassical Interiors

CAMS 207/ARTH 226 History of Photography: From Invention to Media Age

HIST 201 The Rise of the West? Europe 1789-2003

HIST 205 The Making of the Modern World Order

HIST 208 Society and Culture in Medieval Europe

HIST 236 The European Enlightenment: A Revolution in Thought, Culture, and Action

HIST 240 Cities in Modern Europe

HIST 266 The Struggle Over North Africa, 1800 to the Present

HIST 279/379 Heresy and Popular Religion in the Middle Ages

HIST 290 Wintersession in Morocco

HIST 307 Seminar. Religious Change and the Emergence of Modernity in Early Modern Europe, 1600-1800

HIST 330 Seminar. Revolution and Rebellion in Twelfth-Century European Society

HIST 333 Seminar. Savage Exhibitions in Nineteenth-Century Europe

PHIL 224 Existentialism

POL 383 Politics of Migration

POL 4 201 Introduction to Political Theory

POL 4 241 Modern European Political Thought

POL 4 345S Seminar. Race and Political Theory

Department Information

One-hundred and two-hundred level courses. FREN 101-102, 103 and 201 (starting with the class of 2011) count toward the degree but not toward the major. First-year 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.

Requirements for the Major

The major in French Cultural Studies consists of a minimum of eight units. At least four units in the French department above the 201 level are required including FREN 211 (for students in the class of 2011 only, FREN 210 may be substituted) and FREN 207. In special cases, an upper-level culture course in French approved by the program director may be substituted for FREN 207. At least one unit in French at the 300 (advanced) level is required. All majors must take two 300-level courses at Wellesley College. FRST 350, 360 and 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 French Cultural Studies director and/or the chair of the French department. No more than two courses taken credit/noncredit at Wellesley College may be applied to the French Cultural Studies major.

Honors

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 360-370. See Academic Distinctions.

Teacher Certification

Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult the chair of the education department.

Department of Geosciences

Associate Professor: *Besancon, Brabander (Chair), Hawkins*

Assistant Professor: *Argov*

Lecturer: *Mattison*

Instructor in Geosciences Laboratory: *Gilbert, Waller*

Geoscience is the study of the Earth and all its systems. Interactions between the solid earth, the hydrosphere, atmosphere and biosphere continually reshape the Earth. Geoscientists investigate these interactions using 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. Understanding the Earth's many linked systems is increasingly important if we are to make informed decisions about the many critical environmental issues facing humanity, including global climate change, sea-level rise, shortages of drinking water, health hazards posed by materials in our urban environment, and mitigation of threats from earthquakes, landslides, volcanic eruptions, tsunamis, floods and other natural hazards. The Department of Geosciences offers courses on the nature and history of the Earth, the processes that shape the Earth, the impacts those processes have on human populations, and our ability to live sustainably. Student research opportunities complement the program of study.

Goals for the Major

- The Department of Geosciences seeks to educate majors in the following bodies of knowledge and to develop in them the following skills:
- A knowledge and understanding of the internal structure and composition of the Earth, the history of the Earth, and the internal and surficial processes that shape its evolution;
- A knowledge and understanding of how earth systems interact to produce the environment in which we live;
- The cognitive and analytical reasoning skills needed to frame and solve interdisciplinary geoscientific problems;
- The written, oral, and visual/spatial communication skills needed to communicate scientific knowledge.

GEOS 101 Earth Processes and the Environment with Laboratory

Argov, Mattison

The Earth is home to more than six billion people and millions of kinds of animals and plants. Geologic processes both rapid (earthquakes and landslides) and slow (mountain building and sea level rise) are intimately linked with sustaining this diversity of life. This course will examine these and other processes in which the atmosphere, geosphere, and biosphere are linked via the flow of energy and mass. Laboratory exercises and field trips will introduce skills needed to observe and document processes shaping our environment. Problem solving in small groups during class time will foster critical thinking, and classroom debates between larger teams will focus research and com-

munications skills on current issues in geosciences such as building and removing dams, and the science surrounding global climate change.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken 102.

Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall Unit: 1.25

GEOS 102 The Dynamic Earth with Laboratory

Beacon, Hawkins

An introduction to the physical Earth, the processes that operate within and on the surface of Earth, and the interactions between the solid earth, the hydrosphere, the atmosphere and the biosphere that produce our global climate. Topics covered include the origin and age of the earth, plate tectonics, earthquakes, volcanism, geologic time, earth history, weathering and erosion, hydrology, landscape evolution, and global climate. Laboratory exercises and local field trips provide hands-on opportunities to develop key concepts and hone observational and analytical skills. This course is designed as an introductory course in the geosciences for both science and non-science majors. Laboratory and field trips.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken 101.

Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Spring Unit: 1.25

GEOS 110 The Coastal Zone: Intersection of Land, Sea, and Humanity with Laboratory

NOT OFFERED IN 2010-11. This first-year course focuses on physical processes that frame ecological and human interactions within the dynamic coastal environment. At local field sites, students will observe, sample, and measure coastal processes in action to answer such questions as: Why do some beaches lose sand, where does it go, and what should we do about it? What are coastal wetlands, and how do they form and function? Field trips will be supplemented by information drawn from popular and scientific literature and media. Students will participate in on-going research to learn how scientific data is generated, analyzed, and applied. Final project involves field and laboratory research on a local coastal issue, including management implications. Weekend field trip required.

Prerequisite: Open to first-year students only. Preference will be given to students considering science majors. By permission of the instructor.

Distribution: Natural and Physical Science

Semester: N/O Unit: 1.25

GEOS 111/ES 111 Where Should We Store Nuclear Waste?

Beacon

Choices about disposal of radioactive materials will affect countless future generations. Focusing on several alternative storage facilities, including Yucca Mountain, Nevada, we will examine the important scientific questions that must be answered for long-term safety of a nuclear repository. Students will learn the scientific principles governing risk assessment, groundwater movement, volcanism, earthquakes, and the groundwater properties of the repository rocks, and how each affects the safety of the proposed containment facility. We will also examine the evidence

and methods used to predict how the waste and the containers designed to hold it will behave for long periods. Students will identify key issues and produce small group projects examining some of the scientific issues raised by this controversial proposal. *Students may register for either GEOS 111 or ES 111 and credit will be granted accordingly.*

Prerequisite: Open to first-year students only.

Distribution: Natural and Physical Science

Semester: Spring Unit: 1.0

GEOS 113 Meet the Dinosaurs: the Good, the Bad and the Ugly. A Journey through the Mesozoic

Mattison

Dinosaurs were on all seven continents for over 150 million years. They all disappeared 65 million years ago. Who were they? Where did they come from? Where did they go? How do we know? The first dinosaur fossils were described almost 200 years ago. Google search the word "dinosaur" to return 16 million hits in .26 seconds. How does one select the "good" (valid science) from the "bad" ("junk" science)? The scientific method compiles tested hypotheses based on observations and data collected from multiple pathways over the course of time. In this course you will explore the tools, methods and pathways paleontologists have used to probe the unanswered mysteries of life - in this case- the lives and times of the dinosaurs!

Prerequisite: Open to first-year students only.

Distribution: Natural and Physical Science

Semester: Fall Unit: 1.0

GEOS 200 The Earth and Life Through Time with Laboratory

Mattison

How have the Earth and life changed throughout their 4.6-billion-year histories? How do subtle interactions among tectonics, climate, and life alter the world you see? We will examine past events, including sea-level change, mountain building, climate change, and evolution/extinction as recorded in the rock record. Using Wellesley's extensive fossil and rock collections, we will explore changing landscapes and environments through geologic time. Field trips and laboratory exercises provide the students with the opportunity to reconstruct the past.

Prerequisite: 101 or 102

Distribution: Natural and Physical Science

Semester: Spring Unit: 1.25

GEOS 201/ES 201 Methods and Problems in Environmental Science with Laboratory

Brabander

Problems in environmental science are inherently multidisciplinary and often require a diverse skill set to analyze and solve. This course will focus on developing a toolbox of skills including field methods, geochemical analysis (natural waters, soils, and other environmental materials), and modeling with a goal of being able to frame and solve environmental problems. Students will conduct semester-long research projects and will present their results in a final poster session. *Students may register for either GEOS 201 or ES 201 and credit will be granted accordingly.*

Prerequisite: One of the following: 101, 102, ES 101 or permission of the instructor.

Distribution: Natural and Physical Science

Semester: Spring Unit: 1.25

GEOS 203 Earth Materials with Laboratory

Hawkins

An introduction to the materials—minerals, rocks, magmas, sediments, soils—that make up the Earth, and how those materials influence the processes that operate within and on the surface of the Earth. Emphasis is placed on the geological, chemical and physical basis for understanding the physical properties and chemical composition of minerals, magmas, rocks and soils, and the processes by which these materials form. Lecture and laboratory sessions are integrated to create a studio-style, project-based learning experience.

Prerequisite: 101 or 102

Distribution: Natural and Physical Science

Semester: Spring Unit: 1.25

GEOS 205 Vertebrate Paleontology: Revolutions in Evolution

Mattison

NOT OFFERED IN 2010-11. OFFERED IN 2011-12. From fish to amphibian, "reptile" to mammal, dinosaur to bird, organisms on Earth have adapted to moving continents, climate variations and fluctuating sea levels. Students will piece together the history of vertebrate life using the paleontologist's tools: the fossil record, functional morphology, phylogeny and paleoecology. Two weekend field trips will be required. *Normally offered in alternate years.*

Prerequisite: 101, 102, BISC 111 or permission of the instructor.

Distribution: Natural and Physical Science

Semester: N/O. Offered in 2011-2012 Unit: 1.0

GEOS 206 Structural Geology with Laboratory

Hawkins

This course is an introduction to the study of the geometry, arrangement and internal structure of rock bodies and, particularly, the characterization and analysis of the geologic structures – faults, folds and foliations – that form at the boundaries of tectonic plates. Classroom and lab work will introduce geologic maps and cross-sections, and methods for characterizing geologic structures and interpreting the physical and tectonic conditions under which they form. This work will be supplemented by frequent field trips that emphasize field methods, such as measuring and mapping rock units and geologic structures. Two Saturday and one weekend field trip are required. *Normally offered in alternate years.*

Prerequisite: 203 or permission of the instructor.

Distribution: Natural and Physical Science

Semester: Fall Unit: 1.25

GEOS 208 Oceanography

Argov

Covering 71 percent of the Earth's surface and encompassing 98 percent of Earth's water, the oceans are perhaps the most distinctive feature of our planet. Why does Earth have abundant water? Why are the oceans salty? And what should every Congressman know about the largest habitat on Earth? Oceans impact humanity in countless ways, by controlling climate, navigation, and food and mineral resources. Topics include tides, waves, ocean currents, submarine volcanism, tsunamis, ocean basin sediments, marine geology, El Niño events, coral reefs, shoreline processes, coastal engineering, and more.

Prerequisite: One of the following: 101, 102, ES 101, CHEM 105, CHEM 120, PHYS 103, PHYS 104, PHYS 107, ASTR 100 or permission of the instructor.

Distribution: Natural and Physical Science

Semester: Spring Unit: 1.0

GEOS 210/ES 210 Hydrogeology—Water and Pollutants with Laboratory

Besancon

Investigation of water supply and use. Principles of surface and groundwater movement and water chemistry are applied to the hydrologic cycle to understand sources of water for human use. Mathematical groundwater models are used to understand groundwater movement and pollutant plumes. Quantity and quality of water and the limitations they impose are considered. *Normally offered in alternate years. Students may register for either GEOS 210 or ES 210 and credit will be granted accordingly.*

Prerequisite: 101 or 102 or permission of instructor.

Distribution: Natural and Physical Science or Mathematical Modeling
Semester: Fall. Unit: 1.25

GEOS 213/ASTR 203 Planetary Geology

Bauer (Astronomy)

Spaccraft observations have revealed a breathtaking diversity of geologic features in the solar system, from ancient river valleys on Mars and violent volcanic eruptions on Io to ice fountains on Enceladus and the complex surfaces of comets and asteroids. From a comparative point of view, this course examines the formation and evolution of the planets and small bodies in the solar system. Topics will include: volcanism, tectonic activity, impacts, and tides. *Students may register for either ASTR 203 or GEOS 213 and credit will be granted accordingly. Normally offered in alternate years.*

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement and any 100-level ASTR or GEOS course.

Distribution: Natural and Physical Science
Semester: Fall Unit: 1.0

GEOS 219 Geology in New Zealand

Hawkins, Besancon

NOT OFFERED IN 2010-11. OFFERED IN 2011-12. New Zealand is one of the best localities in the world to observe a wide range of active geologic processes, geologic features, and geomorphology in a small area. The country spans two types of plate tectonic boundaries and the interaction of these plates produces a wide variety of landforms and geological features such as active volcanoes, alpine mountains, complexes of metamorphic and igneous rocks formed deep in the crust, sedimentary rocks deposited in a variety of environments, and active glaciers and associated landforms, river systems and deposits. Students will keep daily field observation notebooks, complete field exercises, give oral presentations in the field and lead group discussion sessions. *Normally offered in alternate years. Subject to Dean's Office approval.*

Prerequisite: 101 or 102 and permission of the instructor.

Distribution: Natural and Physical Science
Semester: N/O. Offered in 2011-2012 Unit: 0.5

GEOS 220 Volcanoes: Agents of Global and Regional Change with Wintersession Laboratory

Besancon, Hawkins

NOT OFFERED IN 2010-11. OFFERED IN 2011-12. From Mount Saint Helens to Vesuvius to Krakatau, volcanoes affect global climate, change landscape evolution, and are sometimes the cause of tremendous disasters. Understanding the wide variety of phenomena associated with volcanoes provides a broad perspective on how science can be used to protect lives and further

human needs and interests. Using geologic literature, Internet search, and a general text, we will study case histories of volcanoes on earth and in the solar system. Written papers and oral presentations will be important parts of the course. The laboratory is a three-week long Wintersession trip to New Zealand that requires payment of additional fees. *Normally offered in alternate years. Subject to Dean's Office approval.*

Prerequisite: Permission of the instructor and 101, 102, or ES 101.

Distribution: Natural and Physical Science
Semester: N/O. Offered in 2011-2012 Unit: 1.25

GEOS 250 Research or Individual Study

Prerequisite: Open by permission to students who have taken three Geosciences courses including 101 or 102. This course cannot be counted towards the minimum major in Geosciences.

Distribution: None
Semester: Fall, Spring Unit: 1.0

GEOS 250H Research or Individual Study

Prerequisite: Open by permission to students who have taken three Geosciences courses including 101 or 102. This course cannot be counted towards the minimum major in Geosciences.

Distribution: None
Semester: Fall, Spring Unit: 0.5

GEOS 304 Sedimentology with Laboratory

Argow

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 sea level change, 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. Discussions, readings and projects build students' familiarity with topics including sediment transport, stratigraphy, and modern and ancient depositional environments. Laboratory exercises and field trips emphasize field methods, rock identification, and data collection, analysis and interpretation. *Normally offered in alternate years.*

Prerequisite: 200, 203, 206 or permission of the instructor.

Distribution: Natural and Physical Science
Semester: Fall Unit: 1.25

GEOS 308/ES 308 Wetlands Science with Laboratory

Argow

NOT OFFERED IN 2010-11. OFFERED IN 2011-12. Wetlands are among the most important environments on Earth, yet are widely undervalued and misunderstood. Wetland science is an exciting, growing field, critical to addressing issues ranging from modern shoreline stabilization to fossil fuel extraction. This course will focus on sediment-water interactions that create and maintain saltwater and freshwater wetland environments, and on the roles played by organisms within the geologic framework. Field trips to nearby wetlands will provide opportunities to make observations, collect samples and develop research questions in consultation with scientists studying and managing wetlands. These will be complemented by laboratory sessions introducing techniques for

sample analysis and by relevant readings. Final reports will be submitted to organizations like the National Park Service or National Estuarine Research Reserve System. Two weekend field trips required. *Normally offered in alternate years.*

Prerequisite: GEOS/ES 201, 203, 208, or permission of the instructor.

Distribution: Natural and Physical Science
Semester: N/O. Offered in 2011-2012 Unit: 1.25

GEOS 309 Petrology with Laboratory

Hawkins

NOT OFFERED IN 2010-11. OFFERED IN 2011-12. This course is an introduction to igneous and metamorphic rocks, processes and environments. Emphasis is placed on the application of geological, chemical and physical principles to the study of rocks in a search for clues to their origin and to the origin and evolution of the Earth (and other planets). A field trip over Patriot's Day weekend is an essential component of the course. Lecture and laboratory sessions are integrated to create a studio-style, project-based learning experience. *Normally offered in alternate years.*

Prerequisite: 203 or permission of the instructor.

Distribution: Natural and Physical Science or Mathematical Modeling
Semester: N/O. Offered in 2011-2012 Unit: 1.25

GEOS 315/ES 315 Environmental Geochemistry with Laboratory

Brabander

NOT OFFERED IN 2010-11. OFFERED IN 2011-12. Accurately predicting the fate and transport of naturally occurring toxic elements and anthropogenic compounds in the environment requires a broad set of multidisciplinary skills. This course introduces geochemical approaches, including mass balance, residence time, isotope fractionation, and thermodynamic and kinetic modeling necessary to fingerprint sources of pollutants and track them in water, soil, and plants. These fundamentals will be explored in several classic case studies and in semester-long geochemical research projects conducted by small groups. *Normally offered in alternate years. Students may register for either GEOS 315 or ES 315 and credit will be granted accordingly.*

Prerequisite: One course above the 100 level in two of the following disciplines: Geosciences, Chemistry, Biological Sciences or Environmental Studies; or permission of the instructor.

Distribution: Natural and Physical Science or Mathematical Modeling
Semester: N/O. Offered in 2011-2012 Unit: 1.25

GEOS 320 Isotope Geochemistry

Brabander

This seminar-style course will use the primary literature to study state-of-the-art techniques in isotope geochemistry. Radiogenic, cosmogenic, and stable isotope systematics will be explored with applications ranging from geochronology, tectonics, fate and transport of pollutants, and the use of isotopes to trace biogeochemical processes. Field trips to Boston area isotope labs and opportunities for collaborative research projects will complement the seminar. *Normally offered in alternate years.*

Prerequisite: 201 and CHEM 205; or GEOS/ES 315 or permission of the instructor.

Distribution: Natural and Physical Science
Semester: Spring Unit: 1.0

GEOS 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring

Unit: 1.0

GEOS 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring

Unit: 1.0

GEOS 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring

Unit: 1.0

Requirements for the Major

A major in geosciences includes eight geosciences courses (a minimum of eight units of course work), at least six of which must be taken at Wellesley. Entry into the major may be through GEOS 101 or GEOS 102. Four 200-level courses are required, normally to include GEOS 200, GEOS 203 and GEOS 206. Three 300-level courses are required, one of which must be GEOS 304 and one of which may be GEOS 350, GEOS 360 or GEOS 370. Four complementary courses from mathematics, biological sciences, chemistry, physics, astronomy, or computer science are also required, and two of these must come from the same discipline. The department also recommends that students majoring in geosciences take a geology field course, either the MIT 12.114-12.115 sequence offered in alternate years by MIT or a summer geology field course offered by another institution.

Requirements for the Minor

A minor in geosciences consists of five courses, including GEOS 101 or GEOS 102 and at least one course at the 300 level.

Honors

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

Students considering graduate school are urged to take two semesters of mathematics, two of chemistry and two of physics. Students will choose an appropriate set of complementary courses with the guidance of a departmental advisor.

Department of German

Professor: *Hansen (Chair), Kruse^{A2}, Nolden*

Assistant Professor: *Hans*

Director of Study Abroad Program: *Nolden*

Resident Director of Wellesley-in-Vienna: *Milner*

The Department of German offers a varied curriculum that introduces students to a wide range of texts and contexts in order to introduce the cultural heritage and contemporary life of Germany, Austria, and German-speaking Switzerland. Language courses emphasize rapid acquisition of communication skills. Because almost all upper-level courses are conducted in German, the advanced student can achieve a high level of fluency.

Goals for the Major

The goals of the new, integrated major in German Studies are, broadly stated, to equip students with the cultural and linguistic skills to participate in German-speaking cultures. Specifically:

- Students acquire in our courses the linguistic skills to engage in high-level conversation in German.
- Students learn to understand and appreciate a wide variety of complex texts (literary, historical, journalistic, musical, cinematic, scholarly, etc.)
- Students acquire the skills to write sophisticated German.
- Students receive a broad introduction to the cultures (comprising the art, history, music, philosophy, or politics) of German-speaking countries.
- Students are prepared to follow a course of studies at a German or Austrian university, to succeed in internships in German-speaking firms, to enter graduate school in related fields, and to pursue diverse careers both in the U.S. and abroad.

GER 101-102 Beginning German

Hans, Hansen, Kruse

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. *Each semester earns one unit of credit. Both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None
Distribution: None
Semester: Fall, Spring

Unit: 1.0

GER 122/WRIT 125 Hitler: The Man in History, Literature, and Film

NOT OFFERED IN 2010-11. The figure of Adolf Hitler continues to horrify and fascinate those who have inherited the world he changed forever. This writing course explores the historical figure of Hitler and subsequent responses to him by contemporaries, historians, writers, and filmmakers. After reading Hitler's own words and biographers' accounts, we shall focus on representations of the man from Germany (Brecht, Thomas Mann) and elsewhere (Charlie Chaplin, Mel Brooks). This course is built around a series of writing projects that focus on the historical subject, and his legacy. Assignments will prepare you to write a formal, analytical paper typical of many

disciplines at Wellesley: a paper that uses research tools to make a clearly articulated argument and uses evidence to express original thought. *Includes a third session each week. Students enrolled in German courses are encouraged to fulfill the Writing 125 requirement with this class. This course counts as a unit toward the German Studies major.*

Prerequisite: None. Open only to first-year students.
Distribution: Language and Literature or Historical Studies
Semester: N/O

Unit: 1.0

GER 201-202 Intermediate German

Hans, Nolden

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, extensive practice in composition. *Each semester earns one unit of credit. Both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: One to two admission units and placement exam, or 101-102.
Distribution: One unit of Language and Literature for 202
Semester: Fall, Spring

Unit: 1.0

GER 202W Intermediate German in Vienna

Nolden

Like 202 on campus, this course strengthens and expands all language skills including idiomatic grammar review, oral and listening practice, readings on contemporary and historical topics, and practice in composition. This course is offered as an immersion experience in Vienna and will feature an important cultural component. *Not offered every year. Subject to Dean's Office approval.*

Prerequisite: 201 or permission of the instructor. Application required.
Distribution: Language and Literature
Semester: Wintersession

Unit: 1.0

GER 233 Berlin in the Twenties

NOT OFFERED IN 2010-11. Berlin, the capital of Germany during the Weimar Republic, was at the center of both the political turmoil and the cultural fervor of the "golden" 1920s. The urban milieu provided the backdrop for avant-garde and popular culture. Issues will include political and social changes resulting from the economic dislocation caused by World War I and the rise of National Socialism. Texts will be drawn from journalism, autobiography, short fiction, poetry, theater, cabaret music, art, architecture, and film. Brecht's *Dreigroschenoper* and the film, *Comedian Harmonists*, will be featured. Emphasis on the development of communicative skills in order to negotiate complex meaning in reading, speaking and writing. Review of selected topics in grammar. *Designed for students with four semesters of language training or equivalent.*

Prerequisite: 202 or permission of the instructor.
Distribution: Language and Literature or Historical Studies
Semester: N/O

Unit: 1.0

GER 235 The Fantastic in German Literature

NOT OFFERED IN 2010-11. This course surveys the rich tradition of German literature of the fantastic and the uncanny. These works, which employ allegories of escapist fantasy, horror, supernatural terror, delusion, and abnormal psychic states, are chosen for their literary treatment of fears that prey on the human imagination. We shall begin with a couple of less well-known examples from the Grimms' folktales, and explore works of major writers for images of the Doppelgänger, talking animals, and magical help-

ers. Emphasis on the development of communicative skills in order to negotiate complex meaning in reading, speaking, and writing. Review of selected topics in grammar and style. *Designed for students who have completed four semesters of language training or equivalent.*

Prerequisite: 202 or permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

GER 237 Love in German Literature

NOT OFFERED IN 2010-11. The course will explore some of the best-known literary expressions of romantic relationships written in Germany. We will begin with medieval poetry of courtly love and move to examples from Goethe, the Romantics, Heinrich Heine, and then to the modern period. The topic encompasses problems like falling in love, forbidden love, tragic love, fulfillment, separation, and the erotic. The course has two goals. The first is to enhance appreciation of literature and culture through close reading and contextualization of works by period and genre. The second is to develop communicative skills in order to negotiate complex meaning in speaking and writing. Emphasis on vocabulary building, review of selected grammar topics, and extensive writing practice. *Designed for students who have completed four semesters of language training or equivalent.*

Prerequisite: 202 or permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

GER 238 Texts and Contexts: Genres of German Literature

Hansen

This course presents representative works from major periods of German literature. Texts will survey different genres (lyric poetry, drama, essay, prose fiction) and major writers. We will develop skills of interpretation through speaking and writing about all aspects of these works. The course has two goals. The first is to enhance appreciation of literature and culture through close reading and contextualization of works by period and genre. The second is to develop communicative skills in order to negotiate complex meaning in speaking and writing. Emphasis on vocabulary building, review of selected grammar topics, and extensive writing practice. *Designed for students who have completed four semesters of language training or equivalent. Taught in German, three periods.*

Prerequisite: 202 or permission of the instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

GER 239 Germany and Austria Today: Advanced Conversation and Composition

Hans

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.*

Prerequisite: 202 or permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

GER 241 Themes of Childhood, Youth, and Adolescence in German Literature

NOT OFFERED IN 2010-11. This course will explore images of children and adolescents in adult literature. The texts are unified thematically by such issues as youthful rebellion, inter-generational struggles, social initiation, and the crisis of adolescence. We shall analyze the portrayals of youth as idealized heroes, as innocent victims, and as critical witnesses of the adult world. Authors include Goethe, Stifter, Hesse, and Aichinger. We will also read Grimms' folktales, Wilhelm Busch's proto-comic book, *Max und Moritz*, and Heinrich Hoffmann's cautionary verses, *Der Struwwelpeter*.

Prerequisite: One unit, taught in German above 202, or permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

GER 244 Deutschlandreisen: Fictional Journeys Through Germany

NOT OFFERED IN 2010-11. In this course we will read travel narratives in which important authors, painters, and film makers of the last two centuries have captured their journeys through Germany. We will ask what it is that these travelers have perceived and experienced, how they have mapped out their journeys and how they have artistically represented their experiences. Texts, paintings, and films by Heinrich Heine, Joseph von Eichendorff, Ernst Ludwig Kirchner, Wim Wenders, Christian Kracht, Sven Nadolny, Konstantin Faigl, Wolfgang Büscher, Andre Kaminski, and others.

Prerequisite: One unit taught in German above 202, or permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

GER 245 Radicals, Decadents, and New Women: Literature, Culture, and Society in Weimar Germany, 1918-1933 (in English)

Hans

The short-lived Weimar Republic represents a crucible in which the traumatic after-effects of World War I violently collide with troubled political and socio-economic conditions. What we often think of as the "Golden Twenties" were, in fact, years marked by hardship and radical extremism. We will examine and analyze literary and theoretical texts, films, and visual arts in order to understand how the new republic grappled with its hopes and anxieties. We will trace cultural developments from Expressionism through New Objectivity; to the move towards National-Socialist ideology as expressed in essays on social and political issues, poetry, plays; and texts by authors such as Brecht, Kästner, and Thomas Mann; and films by Wiene, Lang, and von Sternberg. *Lectures, readings, and discussions in English – no knowledge of German required.*

Prerequisite: None

Distribution: Language and Literature or Historical Studies

Semester: Fall

Unit: 1.0

GER 246 German Autobiography

NOT OFFERED IN 2010-11. In this course, we will read German autobiographies from several centuries to familiarize ourselves with patterns of autobiographical writing as well as with important moments in German and Austrian history. Texts will be drawn from the canon of literary memoirs, but will also include the writings from scientists, politicians, and other persons of general interest.

Our course will commence with passages from the memoirs of the Jewish merchant Glück von Hameln, an example of early women's autobiographical writing. The emphasis of the course will be on the twentieth century.

Prerequisite: One unit taught in German above 202, or permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

GER 250 Research or Individual Study

Prerequisite: Open by permission.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

GER 250H Research or Individual Study

Prerequisite: Open by permission.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

GER 256 Culture and Politics in East Germany 1949-1989

NOT OFFERED IN 2010-11. We will trace the 40-year trajectory of the German Democratic Republic from the Cold-War context of its founding in 1949 to its demise in 1989. Our focus will be the constant interplay between culture and politics. Major events like the uprising of 17 June 1953, the building of the wall in August 1961 and its fall in 1989 will form the background for a consideration of a broad range of literary and film texts, including autobiographical writings and poetry. We will conclude with several recent German films that look back after nearly two decades to consider what daily life was like in East Germany. Topics include dealing with the Nazi past, youthful rebellion, women and family policies, and the role of the church in the "Wende."

Prerequisite: One unit taught in German above 202, or permission of the instructor.

Distribution: Language and Literature or Historical Studies

Semester: N/O

Unit: 1.0

GER 276 Franz Kafka (in English)

NOT OFFERED IN 2010-11. All aspects of Kafka's works and life will be explored in the historical and social context of early twentieth-century Central Europe. We will read a wide selection from his novels (*The Trial*), short stories (*The Metamorphosis*, *In the Penal Colony*), parables and aphorisms; diaries and letters (*Letters to Felice*). We will discuss the delight and difficulty of reading Kafka, his posthumous reception as a world author, and his importance as a cultural icon in the late-twentieth and early-twenty-first centuries.

Prerequisite: None

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

GER 280/CAMS 204 Film in Germany, 1919-2009 (in English)

NOT OFFERED IN 2010-11. This course provides a survey of the history of films made by German directors. It introduces the student to the aesthetics and politics of the individual periods of German filmmaking, among them Expressionism, Film in the Third Reich, Postwar Beginnings, and New German Cinema. We will concentrate on films by Lang, Murnau, Riefenstahl, Sierck, Staudte, Akin, Fassbinder, Wenders, and Tykwer. *Students may register for either GER 280 or CAMS 204 and credit will be granted accordingly.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O

Unit: 1.0

GER 285 German Cult Texts

NOT OFFERED IN 2010-11. Critical analysis of works that were read with fascination and obsession by major audiences will help us understand important trends and movements in social and cultural history. Our study of the mass appeal of *Kultbücher* will begin with Goethe's *Werther* (1774) and end with Florian Illies's *Generation Golf* (2000). Works by Nietzsche, Rilke, Hesse, and others. Primary focus on the twentieth century.

Prerequisite: One unit, taught in German above 202, or permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

GER 288/CAMS 213 From Berlin to Hollywood (in English)

Nolden

This course will trace the complicated relationships between the two major centers of movie making by focusing on film directors who became icons of Hollywood after having spent their formative years in Berlin, Vienna, or Prague. We will discuss both the history of commercial competition between Berlin and Hollywood as well as notions of aesthetic transfer by analyzing the work of actors and directors such as Marlene Dietrich, Peter Lorre, F.W. Murnau, Fritz Lang, Ernst Lubitsch, Billy Wilder, Douglas Sirk, all the way through contemporary directors like Wolfgang Petersen and Wim Wenders. *Students may register for either GER 288 or CAMS 213 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

GER 325 Goethe

NOT OFFERED IN 2010-11. Texts from all phases of Goethe's literary career will be studied in their sociohistorical context. Readings will include: poetry, dramatic works including *Faust*, and narrative works.

Prerequisite: Two units taught in German above 202, or permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

GER 329 Men Writing Women? Readings in Eighteenth- and Early Nineteenth-Century Literature

Kruse

This course introduces themes and issues of the German Enlightenment, Storm and Stress, Classicism, and Early Romanticism. Texts by Gellert, Lessing, Wagner, Schiller, Goethe, and Kleist.

Prerequisite: Two units taught in German above 202, or permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

GER 345 Radicals, Decadents, and New Women: Literature, Culture, and Society in Weimar Germany, 1918-1933

Hans

Same course as 245, with additional readings in German, and an additional weekly class meeting with discussions in German. *Three periods.*

Prerequisite: Two units taught in German above 202, or permission of the instructor.
Distribution: Language and Literature or Historical Studies
Semester: Fall Unit: 1.0

GER 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

GER 350H Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

GER 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

GER 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

GER 389 Seminar

Hansen

Topic for 2010-11: German Comedy. This seminar provides an overview of the comic dramatic genre in the German theater. The works, which are chosen for their humor and readability, will also provide an historical survey of German literature from the seventeenth to the twentieth centuries. We shall also examine theories of comedy. Authors include Gryphius, Lessing, Büchner, Lenz, Schnitzler, Sternheim, Hofmannsthal, Hauptmann, Dürrenmatt.

Prerequisite: One 300-level unit or permission of instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

Courses for Credit Toward the Major

ARTH 224 Modern Art to 1945

ARTH 225 Modern Art Since 1945

CPLT 228 Narratives of the Self

HIST 242 Postwar Europe and the Three Germanies

MUS 224/REL 224 Hildegard of Bingen

PHIL 203 Philosophy of Art

PHIL 230 Nineteenth-Century Philosophy

POL2 205 The Politics of Europe and the European Union

POL4 242 Contemporary Political Theory

POL4 248 Power and Politics

POL4 342S Seminar. Marxism, Anarchism and Fundamentalism

REL 224/MUS 224 Hildegard of Bingen

REL 245 The Holocaust and the Nazi State

SOC 200 Classical Sociological Theory

SOC 201 Contemporary Sociological Theory

Department Information

The language of instruction above the 100 level is almost exclusively German unless otherwise noted. Students thus have constant practice in hearing, reading, speaking, and writing the language.

The department reserves the right to place a new student in the course for which she seems best prepared, regardless of background and number of units she offers for admission.

Beginning in fall 2009 the department will offer a unified major called German Studies as well as a minor in German Studies. GER 101-102 is counted toward the degree but not toward the major or minor. Students who begin German at Wellesley and wish to major will be encouraged to advance as quickly as possible to upper-level work by doing intermediate language training during the summer or accelerating in our January-in-Vienna program during Wintersession.

Students interested in an interdepartmental major in German Studies are referred to the listing for this interdepartmental program.

Requirements for the Major in German Studies

For students entering Wellesley in fall 2009 and later, the new, unified major in German Studies replaces the previous choice between a major in German Studies and German Language and Literature. Students who entered Wellesley before fall 2009 have the option to complete the current major requirements or the requirements in effect at the time they declared the major. With the approval of the department, courses taken abroad may count toward the major at the 200 level. Each student should consult with her departmental advisor about the best sequence of courses in her case. The major in German Studies requires a minimum of nine units. The following courses constitute the minimum major:

- 201, 202
- Two 200-level courses above 202, at least one taught in German, numbered 231-285.
- One course in English from the list of "Courses for Credit Toward the Major," or one taught in English in the German department.
- 325 or 329
- 389
- Two electives in German, one preferably at the 300 level.

Requirements for the Minor in German Studies

For students entering Wellesley in fall 2009 and later, the minor in German Studies replaces the minor in German. GER 201 and 202 may count toward the six-unit minimum minor. One course from among [231], 233, 235, 237, 239 or equivalent is required. One 300-level unit is highly recommended. One unit may be a German Studies course from the list of "Related Courses" or one offered by the German department in English. With the approval of the department, courses taken abroad may count toward the minor. Students are encouraged to supplement the minor with any of the "Related Courses". Each student should consult with her departmental advisor about the best sequence of courses in her case. The following courses constitute the minimum minor:

- 201, 202
- One 200-level course above 202, numbered 231-285.
- One course in English from the list of "Courses for Credit Toward the Major", or one taught in English in the German Department.
- Two electives in German, one preferably at the 300 level.

Honors

The department offers two plans for the honors program. Plan A (See Senior Thesis Research, 360 and 370) offers the opportunity for original work culminating in the writing of a longer paper or papers with an oral defense. See Academic Distinctions. Plan B, honors by examination. Written and oral examinations are based on a reading list devised by the student under the guidance of an advisor. Plan B carries no course credit, but where appropriate, students may elect a unit of 350 to prepare a special project that would be included in the honors examination.

Study Abroad

Students in GER 201 who wish to accelerate at the intermediate level may apply to the January-in-Vienna program. Participants travel to Vienna 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 course taught in German from among [231], 233, 235, 237, or 239.

Qualified students are encouraged to spend the junior year in Austria in the Wellesley-in-Vienna program or another program approved by the College.

German Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Hansen (German)*

The following text describes the interdepartmental major that is being replaced for students entering Wellesley in the fall of 2009 or later by the restructured major (see the description in the German department). This older option is still available for current students who entered Wellesley before 2009.

This interdisciplinary and interdepartmental major is designed to provide the student with a broader understanding of the cultures of Germany, Austria, and Switzerland by achieving an advanced level of language proficiency and by studying the art, history, literature, philosophy, and politics of these countries in depth.

GER 250 Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring
Unit: 1.0

GER 250H Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring
Unit: 0.5

GER 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring
Unit: 1.0

GER 350H Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring
Unit: 0.5

GER 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring
Unit: 1.0

GER 370 Senior Thesis

Prerequisite: 360 and permission of the director.
Distribution: None
Semester: Fall, Spring
Unit: 1.0

Courses for Credit Toward the Major

ARTH 224 Modern Art to 1945

ARTH 225 Modern Art Since 1945

CPLT 228 Narratives of the Self

HIST 242 Postwar Europe and the Three Germanies

MUS 224/REL 224 Hildegard of Bingen

PHIL 203 Philosophy of Art

PHIL 230 Nineteenth-Century Philosophy

POL2 205 The Politics of Europe and the European Union

POL4 242 Contemporary Political Theory

POL4 248 Power and Politics

POL4 342S Seminar: Marxism, Anarchism and Fundamentalism

REL 224/MUS 224 Hildegard of Bingen

REL 245 The Holocaust and the Nazi State

SOC 200 Classical Sociological Theory

SOC 201 Contemporary Sociological Theory

Requirements for the Major

Students who entered Wellesley before fall 2009 may choose to structure a German Studies major in the following way: (see description below). However, it is recommended that a student follow the requirements for the new, unified major (as described earlier under the Department of German).

GER 202 may count toward the eight-unit minimum major. GER [231] 233, 235, 237, 239 and two 300-level units are required. It is recommended that one of these units be a seminar. A minimum of five units should be completed in the German department, one of them at the 300 level. The elective units taken in the German department may be drawn from courses taught in German or English.

The remaining minimum of three elective units may be drawn from any of the related courses listed above. A student who enrolls in these courses is expected to do a project or paper on a German, Austrian, or Swiss topic in order to count the course toward her German Studies major. She may also do an interdisciplinary 360-370 project that is supervised by an interdepartmental committee. With approval of the relevant department, courses taken abroad may count at the 200 level toward the major. A course in German history is highly recommended, as are two units from a single allied field. While it is helpful to have an advisor in the allied field, a student must have a major advisor in the German department, who must approve all German Studies programs.

Honors

The route to honors in the major is 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. See Academic Distinctions.

Hebrew

For Elementary and Intermediate Hebrew, and Research or Independent Study in Hebrew see Jewish Studies.

Department of History

Professor: *Kapetejns, Malino^A, Rogers, Sherman, Timarkin (Chair)*

Associate Professor: *Giersch, Matsusaka^A, Osorio, Ramseyer^{AI}*

Adjunct Associate Professor: *Rollman*

Assistant Professor: *Frace, Grandjean, Rao, Slobodian*

Instructor: *Quintana*

History is the study of the cumulative human experience. As a study of change in human society over time, it lies at the foundations of knowledge in both the humanities and the social sciences, offering its own approaches to questions explored in both branches of learning. The study of history prepares students for a wide range of careers that require broad knowledge of the human experience as well as critical thinking, research, and writing skills. Most of the major geographical fields in history as well as the subdisciplines of social, cultural, political, and economic history are represented in our course offerings and in the research interests of our faculty.

Goals for the Major

Students who successfully complete a major in history will have acquired:

- A broad and deep understanding of the process of change over time, the relationship between past and present, and historical causality.
- A humanistic awareness of the individual as part of a larger temporal stream, a civic sense of historical responsibility, and a social-scientific consciousness of societies and cultures as evolving systems.
- Solid grounding in a body of specialized historical and historiographical knowledge about selected countries and regions or comparative problems that span various cultures and times.
- Diversified knowledge of the histories and historiographies of a range of cultures and chronological periods.
- A critical understanding of the methods that historians employ in reconstructing the past, including various approaches to historical research, the interpretation of primary sources and other evidence, and the uses of theory in historical analysis.
- Extensive training and experience in reading monographs and scholarly articles critically, in writing concise analytical essays and longer research papers, and in oral communication skills.

HIST 200 Roots of the Western Tradition

Rogers

NOT OFFERED IN 2010-11. 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.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: N/O

Unit: 1.0

HIST 201 The Rise of the West? Europe 1789-2003

Slobodian

NOT OFFERED IN 2010-11. 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.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

HIST 203 Out of Many: American History to 1877

Grandjean

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.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit 1.0

HIST 204 Freedom's Empire: United States History, 1863-2001

Quintana

In 1863, Abraham Lincoln stood at Gettysburg, and resolved that the United States "shall have a new birth of freedom." In that moment, Lincoln wove together the idea of liberty with the nation-state. Since then, the United States has sought to reconcile this idea with the realities of war, imperial aspirations, and cultural conflict. This course, an introduction to American history from the Civil War to the present, will explore the events and ideas that have shaped the United States since 1863, all the while examining the resiliency of Lincoln's declaration. How has the idea of freedom been deployed by political and economic leaders over the last 150 years? How has the idea changed, and how does it shape our understanding of the past?

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

HIST 205 The Making of the Modern World Order*Slobodian (Fall), Giersch (Spring)*

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 growing divergence in trajectories of the Western and non-Western worlds evident by the fifteenth century; the rise of European wealth and power in the seventeenth and eighteenth centuries; imperialism and its impact, the evolution of the nation-state; scientific and industrial revolutions; and "modernization" and the non-Western world in the twentieth century. Attention to agents of global integration, including trade, technology, migration, dissemination of ideas, conquest, war, and disease.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall, Spring

Unit: 1.0

HIST 206 From Conquest to Revolution: A History of Colonial Latin America*Osorio*

The "discovery" by Christopher Columbus in 1492 of the "New World" unleashed a process of dramatic changes in what we now call Latin America. Spanning roughly from the fifteenth through the mid-eighteenth centuries, this course examines the ideological underpinnings of the Spanish Conquest, the place of the Americas in a universal Spanish empire, and the role of urban centers in the consolidation of Spanish rule. Emphasis is placed on indigenous societies and the transformation and interactions with Africans and Europeans under colonial rule; the role of Indian labor and African slavery in the colonial economy; the creation, consolidation, and decline of colonial political institutions; and, finally, the role of religion and baroque ritual in the creation of new hybrid colonial cultures and identities.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall

Unit: 1.0

HIST 207 Contemporary Problems in Latin American History*Osorio*

In this problem-centered survey of the contemporary history of Latin America we will critique and go beyond the many stereotypes which have inhibited understanding between Anglo and Latin America, cultivating instead a healthy respect for complexity and contradiction. Over the course of the semester we will examine key themes in current history, including the dilemmas of uneven national development in dependent economies; the emergence of anti-imperialism and various forms of political and cultural nationalism; the richness and variety of revolution; ethnic, religious, feminist, literary, artistic, and social movements; the imposing social problems of the sprawling Latin American megalopolis; the political heterodoxies of leftism, populism, authoritarianism, and neoliberalism; the patterns of peace, violence, and the drug trade; the considerable U.S. influence in the region, and finally, transnational migration and globalization.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring

Unit: 1.0

HIST 208 Society and Culture in Medieval Europe*Ramseyer*

NOT OFFERED IN 2010-11. 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.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O

Unit: 1.0

HIST 209 The British Isles: From Roses to Revolution*Frace*

NOT OFFERED IN 2010-11. By the late seventeenth century, the British Isles were poised to compete for European (and soon global) dominance, yet their unsteady road to power and stability was precarious at every turn. This course will thus explore a period that is often as renowned as it is misunderstood, and whose defining events and personalities have long captured the historical imagination: the Wars of the Roses; King Henry VIII; Queen "Bloody" Mary and Elizabeth; the British Civil War/Puritan Revolution; and the Royal Restoration. While moving across time, we will also focus on the broader socioeconomic, religious, and intellectual changes that defined each monarch's reign. The course centers on England, but integrates Scotland's and Ireland's particular histories of conquest and resistance.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O

Unit: 1.0

HIST 210 The British Isles: From Glorious Revolution to Global Empire*Frace*

Between the seventeenth century and Queen Victoria's reign, Britain transformed itself from a relatively minor European kingdom into the wealthiest and most powerful nation in the world, ruling over a quarter of the earth's population. This course will explore Britain's often tumultuous history while addressing several major themes, such as: the creation of a modern consumer society; secularization; the radical mobilization of the working class; abolitionism; questions of social and sexual hierarchies raised at home by an expanding empire abroad; and the birth of liberal, conservative, and socialist ideologies. This course will center on England, but will also look at Scotland and Ireland's particular histories of resistance, conquest, and integration.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall

Unit: 1.0

HIST 211 Bread and Salt: Introduction to Russian Civilization*Tumarkin*

NOT OFFERED IN 2010-11. For centuries Russians have welcomed visitors with offerings of bread and salt. This introductory course is an

earthy immersion in Russian life and culture from the age of Tolstoy to Putin's dissonant new Russia. Black bread, dense and pungent, is central to our exploration of food, feasting, fasting, and famine in the Russian experience. We will weave in both related and contrapuntal themes, such as: religious practice, folk beliefs and peasant life; surviving Stalinism in the age of terror; making do in the surreal "era of stagnation" under Brezhnev; and the splendor and agony of Russian high culture. Guest lectures by Russianists in disciplines other than history.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O

Unit: 1.0

HIST 213 Conquest and Crusade in the Medieval Mediterranean*Ramseyer*

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.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring

Unit: 1.0

HIST 214 Medieval Italy*Ramseyer*

NOT OFFERED IN 2010-11. 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 multi-cultural 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.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O

Unit: 1.0

HIST 215 Gender and Nation in Latin America*Osorio*

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 mascu-

line 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.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring

Unit: 1.0

HIST 216 Revolution in Latin America

Osoño

NOT OFFERED IN 2010-11. In Latin America, the twentieth century was indelibly marked by revolution and counterrevolution. Any analysis of the recent history of the peoples and states of Latin America must focus on the conditions, desires, and perils that have shaped the revolutionary experience. We will examine the main historical currents of armed revolution in Latin America, including instances of successful armed revolution, post-revolutionary state-making and nation-building, and the many guerrilla movements. Revolution in the Americas was not only about seizing state power, but about making "the new man" and reinventing society. We will consider the past, present, and possible future of revolution in the Americas.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O

Unit: 1.0

HIST 219 The Jews of Spain and the Lands of Islam

Malino

NOT OFFERED IN 2010-11. The history of the Jews in Muslim lands from the seventh to the twentieth century. Topics include Muhammad's relations with the Jews of Medina, poets, princes and philosophers in Abbasid Iraq and Muslim Spain, scientists, scholars and translators in Christian Spain, the Inquisition and emergence of a Sephardic diaspora. Twentieth-century focus on the Jewish community of Morocco.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O

Unit: 1.0

HIST 222 The Barbarian Kingdoms of Early Medieval Europe

Ramsayer

NOT OFFERED IN 2010-11. 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.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O

Unit: 1.0

HIST 224 Zionism and Irish Nationalism: A Comparative Perspective

Malino

NOT OFFERED IN 2010-11. Emergence and evolution of Zionism and Irish nationalism in the nineteenth and twentieth centuries. Poets, ideologies, charismatic leaders; immigration

and diaspora. Political, social, religious and ideological trends in modern Israel and in Ireland. Comparisons and contrasts.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O

Unit: 1.0

HIST 227 The Renaissance in Italy and Northern Europe

Frace

The legendary rebirth of classical learning coincided with an era of global expansion, the religious Inquisition, and civil unrest. While placing Renaissance Europe into its wider historical context, this course will emphasize cultural developments and intellectual innovations. While ranging between London, Oxford, Rotterdam, Paris, Florence, and Venice, we will interrogate the minds and worlds of distinguished scholars and the common crowd. How did they redefine what it meant to be human or a member of society? What were the heated debates over the roles of women or sexuality, or over the nature of God and religious heresy? How did the accumulation of wealth and the exploration of "new worlds" change society?

Prerequisite: None
Distribution: Historical Studies
Semester: Spring

Unit: 1.0

HIST 228 Swords and Scandals: Ancient History in Films, Documentaries, and Online

Rogers

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 back-lots, 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.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall

Unit: 1.0

HIST 229/329 Alexander the Great: Psychopath or Philosopher King

Rogers

Alexander the Great murdered his best friend, married a Bactrian princess, and dressed like Dionysus. He also conquered the known world by the age of 33, fused the eastern and western populations of his empire, and became a god. This course will examine the personality, career, and achievements of the greatest conqueror in Western history against the background of the Hellenistic World. *This course may be taken as either 229 or, with additional assignments, as 329.*

Prerequisite: 229: None; 329: Permission of the instructor.
Distribution: Historical Studies
Semester: Spring

Unit: 1.0

HIST 230 Greek History from the Bronze Age to the Death of Philip II of Macedon

Rogers

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.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall

Unit: 1.0

HIST 231 History of Rome

Rogers

NOT OFFERED IN 2010-11. 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.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O

Unit: 1.0

HIST 232 The Transformation of the Western World: Europe from 1300-1815

Frace

NOT OFFERED IN 2010-11. This course will provide a dynamic overview of the intellectual, sociopolitical, and cultural movements and events that defined Europe during its turbulent shift into modernity. From the Black Plague to the French Revolution, we will focus on: the secular humanism of the Renaissance; the Reformation and the resulting Wars of Religion; the emergence of absolutist autocracies and modern liberal states; the radical Enlightenment; feminism; and the dueling ideologies of embryonic capitalism and socialism. By including documents ranging from private diaries and letters to political treatises and popular publications, this course will bring to vivid life a world that is at once foreign and familiar.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O

Unit: 1.0

HIST 236 The European Enlightenment: A Revolution in Thought, Culture, and Action

Frace

The Enlightenment has been alternately demonized and revered for its prominent role in forging Western modernity. Was it the harbinger of modern democracy, secularism, and feminism? Or of ethnocentric racism, sexism, and the terror? This course will examine the works of the most innovative and controversial writers in the canon, including Mary Wollstonecraft, Kant, Montesquieu, Voltaire, Rousseau, Locke, and Diderot. We will also address the forgotten legions of men and women who comprised the international republic of letters, and who frequented the (sometimes respectable, often scandalous) coffeehouses, salons, and secret societies of the eighteenth century. Our discursive focus will be on political hegemony, civil liberties, religious toleration, gender, social development, sexuality, and race.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall

Unit: 1.0

HIST 240 Cities in Modern Europe

Slobodian

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 lived. We will begin by looking at differing theories of the city: Was it a place of freedom or increased control, especially for socially marginalized groups like women, colonized populations and the poor? Was it an artifact of dominant social forces or a space for individual self-creation? Themes we will cover include colonial urbanism, modernism, fascist city planning, suburbanization, tourism, migration and reclamations of urban space by social movements, squatters and youth subcultures.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring

Unit: 1.0

HIST 242 Postwar Europe and the Three Germanies

Slobodian

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, immigration, and explores the role of a third, reunified Germany in Europe and the world after 1989.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring

Unit: 1.0

HIST 243 Gender and Sexuality in Twentieth-Century Europe

Slobodian

NOT OFFERED IN 2010-11. 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.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O

Unit: 1.0

HIST 245 The History of American Capitalism, 1765–1929

Quintana

There is perhaps no better time than the present to study the history of American capitalism, as political leaders, pundits, bank and business executives, and workers across the world struggle to negotiate a reprieve from our current economic crisis. This course will explore the development of American capitalism from its birth in the mercantile world of imperial Great Britain through the financial ruin of the Great Depression. This course will closely examine the relationship between government, business, and society by engaging key moments in nineteenth-century American economic history: the rise of the corporation, transportation and communication innovations, industrialization, American slavery and commodity production, financial speculation and panics, the development of American banking, immigration policy, and labor relations.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall

Unit: 1.0

HIST 246 Vikings, Icons, Mongols, and Tsars

Tumarkin

NOT OFFERED IN 2010-11. 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.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O

Unit: 1.0

HIST 247 Splendor and Serfdom: Russia Under the Romanovs

Tumarkin

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.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall

Unit: 1.0

HIST 248 The Soviet Union: A Tragic Colossus

Tumarkin

NOT OFFERED IN 2010-11. The Soviet Union, the most immense empire in the world, hurtled through the twentieth century, shaping major world events. This course will follow the grand, extravagant, and often brutal socialist experiment

from its fragile inception in 1917 through the rule of Lenin, Stalin, Khrushchev, Brezhnev, and Gorbachev, after which the vast Soviet empire broke apart with astonishing speed. We will contrast utopian constructivist visions of the glorious communist future with Soviet reality. Special emphasis on Soviet political culture, the trauma of the Stalin years and World War II, and the travails of everyday life.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O

Unit: 1.0

HIST 250 Research or Individual Study

Prerequisite: Open to first-year students and sophomores.
Distribution: None
Semester: Fall, Spring

Unit: 1.0

HIST 250H Research or Individual Study

Prerequisite: Open to first-year students and sophomores.
Distribution: None
Semester: Fall, Spring

Unit: 0.5

HIST 253 Native America

Grandjean

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.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall

Unit: 1.0

HIST 256 Brave New Worlds: Colonial American History and Culture

Grandjean

NOT OFFERED IN 2010-11. 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.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O

Unit: 1.0

HIST 257 Women, Gender, and the Family in American History

Staff

NOT OFFERED IN 2010-11. This course surveys the interplay between the histories of women and the family in American history from the colonial period through the Progressive Era

(seventeenth through early twentieth centuries). Through a focus on the changing history of the family, the course will address gender roles, women's work inside and outside the household, and their changing relation to state authority. It will also consider how the regulation of the family serves to reproduce social differences of race and class.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O

Unit: 1.0

HIST 260 Pursuits of Happiness: America in the Age of Revolution

Grandjean

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.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring

Unit: 1.0

HIST 263 South Africa in Historical Perspective

Kaptein

NOT OFFERED IN 2010-11. An analysis of the historical background and lasting consequences of apartheid, focusing on the transformation of the African communities in the period of commercial capitalist expansion (1652–1885) and in the industrial era (1885 to the present). Important themes are: the struggle for land and labor; the fate of African peasants, labor migrants, miners and domestic servants; the undermining of the African family; the diverse expressions of African resistance; and the processes which are creating a new, post-apartheid South Africa. The enormous challenges of reversing inequality and resolving conflicts will receive special attention.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O

Unit: 1.0

HIST 264 The History of Pre-colonial Africa

Kaptein

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.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall

Unit: 1.0

HIST 265 History of Modern Africa

Kaptein

NOT OFFERED IN 2010-11. Many of Africa's current characteristics are the legacy of colonial domination. We will therefore first study different kinds of colonies, from those settled by White planters to the "Cinderellas," in which colonial economic intervention was (by comparison) minimal and the struggle for independence less bloody. For the post-independence period, we will focus on the historical roots of such major themes as neo-colonialism, 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.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O

Unit: 1.0

HIST 266 The Struggle Over North Africa, 1800 to the Present

Rollman

Themes in the social, economic, political and cultural history of North Africa (the Maghreb and Mauretania, Libya, Egypt and Sudan) from 1800 to the present: major features of pre-colonial society and history in three regions; the transformations brought about by French, British and Italian colonial rule; North African resistance and wars for independence; and the contradictions of the era of formal political independence, including the emergence of Islamist movements and the literary and political debate about postcolonial identities in the area. Students will draw on analyses by historians and social scientists, on novels, short stories, autobiographies, poetry by North Africans, and on music and film from and about North Africa.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall

Unit: 1.0

HIST 267 Deep in the Heart: The American South in the Nineteenth Century

Quintant

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.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall

Unit: 1.0

HIST 269 Japan, the Great Powers and East Asia, 1853–1993

Matsusaka

NOT OFFERED IN 2010-11. The history of Japan's international relations from the age of empire through the end of the Cold War. Topics include: imperialism and nationalism in East Asia, diplomacy and military strategy, international economic competition, cultural and "civilizational" conflicts, World War II in East Asia, the U.S.-Japan alliance, and the politics of war memory. Special emphasis on Japan's relations with the United States, China, Russia, and Korea.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O

Unit: 1.0

HIST 272 Political Economy of Development in Colonial and Postcolonial South Asia

Rao

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 politico-economic 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; the onset of economic deregulation.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall

Unit: 1.0

HIST 274 China, Japan, and Korea in Comparative and Global Perspectives

Giersch

Overview of each political/cultural community and their interactions from ancient times to 1912. Topics from earlier periods include ancient mytho-histories and archeological records, the rise of China's Han and Tang empires, selective adaptations of Chinese patterns by indigenous polities and societies in Korea and Japan, commercial and technological revolution in China and its international impact, Mongol "globalization," Japan in the age of the *samurai* and Korea in the heyday of the *yangban*. Topics from later periods include the growth of international trade in East Asia and early modern developments in Ming-Qing China, Tokugawa Japan, and Late Choson Korea. Coverage extends through first decade of twentieth century to examine Europe's expansion and the divergent trajectories of modern transformation in each society.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall

Unit: 1.0

HIST 275 The Emergence of Ethnic Identities in Modern South Asia

Rao

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.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

HIST 276 The City in South Asia

Rao

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.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

HIST 277 China and America: Evolution of a Troubled Relationship

Giersch

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.

Prerequisite: None

Distribution: Historical Studies

Semester: Summer

Unit: 1.0

HIST 278 Reform and Revolution in China, 1800-Present

Giersch

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.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

HIST 279/379 Heresy and Popular Religion in the Middle Ages

Rantsejer

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 279 or, with additional assignments, as 379.*

Prerequisite: 279; None; 379; Permission of the instructor.

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

HIST 280 Topics in Chinese Commerce and Business

Giersch

NOT OFFERED IN 2010-11. 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." Central to many arguments are debatable approaches to culture and history: Is there a uniquely Chinese way of doing business? If so, how did it evolve? This course provides critical tools for engaging these debates by introducing influential works on Chinese business and economic history, from the nineteenth century through the reform period (1978–present). Topics include the organization and financing of "traditional" and "modern" firms; the role of kinship and networking (*guanxi*) in establishing partnerships; changing political contexts of development; competition with foreign firms; the impact of globalization; and the development of overseas Chinese business empires.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

HIST 284 The Middle East in Modern History

Kapteijns

Themes in the history of the Modern Middle East from 1914 to the present. After World War I, European powers dominated the area and carved

it up into the modern nation states that we know today. We will study the political history of these states up to the present, but will focus especially on the historical roots and causes of crucial social developments and conflicts. This will study the impact of the oil boom, labor migration, urbanization, the changing roles of women, and the emergence of politicized fundamentalist Islam, as well as aspects of the Palestinian-Israeli conflict, the Iranian Revolution, the Lebanese Civil War, and the Gulf War. Our emphasis will be on the Arab Middle East.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

HIST 290 Morocco: History and Culture (Wintersession in Morocco)

Rollman

An introduction to Moroccan culture, history, and society through experiential and classroom learning. Students will participate in seminars and attend lectures given by Moroccan faculty at the Center for Cross-Cultural Learning in Rabat. Program themes include: women in private and public life, Berber culture, Islam, Arabic, Morocco's Jewish heritage and history, and the legacy of European cultural rule. Students will travel as a group to the central and southern regions of the country to study historic sites and contemporary life and culture in a variety of rural and urban settings. *Not offered every year. Subject to Dean's Office approval.*

Prerequisite: None. Application required.

Distribution: Historical Studies

Semester: Wintersession

Unit: 1.0

HIST 293 Changing Gender Constructions in the Modern Middle East

Kapteijns

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, and changing conceptions of modernity and tradition, individual and family, and public and private space. 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.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

HIST 295 Strategy and Diplomacy of the Great Powers

Matsusaka

NOT OFFERED IN 2010-11. This course examines the history of international politics since the late eighteenth century. Rather than treating one country in depth, it considers many countries in relation to each other over time. It examines how major states of the world have, over the past two centuries, interacted with each other in war and peace. It explores past attempts to create international systems that allow each major power to achieve its objectives without recourse to war. It also looks at relations between the great pow-

ers and smaller states, conflicts between colonial powers and anti-colonial movements, and post-colonial developments.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O

Unit: 1.0

HIST 298 United States and the Middle East since World War II

Rollman

Using primary sources in translation and related readings, the course will critically analyze the programs, leadership, and strategies of protest and reform movements in the modern Middle East and North Africa. Through a selection of case studies (e.g. Algeria, Afghanistan, Egypt) students will develop an understanding of the historical roots, theoretical bases, and social dynamics of these movements and the salience of Islamic ideology and practice in contemporary political and cultural discourses in the region.

Prerequisite: None
Distribution: Historical Studies
Semester: Summer

Unit: 1.0

HIST 299/ES 299 U.S. Environmental History

Turner (Environmental Studies)

NOT OFFERED IN 2010-11. OFFERED IN 2011-12. 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. *Students may register for either HIST 299 or ES 299 and credit will be granted accordingly.*

Prerequisites: ES 101, 102, or an American history course, or permission of the instructor.
Distribution: Historical Studies
Semester: N/O. Offered in 2011-12.

Unit: 1.0

HIST 301 Seminar. Women of Russia: A Portrait Gallery

Tunarkin

An exploration of the tragic, complex, inspiring fate of Russian women in the nineteenth and twentieth centuries, a period that spans the Russian Empire at its height, the Russian Revolution of 1917, and the Soviet experiment. We will read about Russian peasants, nuns, princesses, feminists, workers, revolutionaries, poets, pilots and prostitutes, among others in our stellar cast of characters. Sources include memoirs, biographies, works of Russian literature, and film.

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.
Distribution: Historical Studies
Semester: Spring

Unit: 1.0

HIST 307 Seminar. Religious Change and the Emergence of Modernity in Early Modern Europe, 1600-1800

Frace

During the seventeenth and eighteenth centuries, important religious, social, and intellectual transformations in Western Europe created two distinctly new and competing visions of modernity: an empirically-based rational religion and a faith-based evangelicalism. The legacy of their creation and conflict, both between one another and with the established traditionalists and insurgent atheists, reverberate to this day. In this seminar, we will explore: the relationship between science and religion; the effects of rising pluralism at home and global exploration overseas; witchcraft; the secularization and commercialization of daily life; the separation of church and state; and the formation of the first supra-national identities that transcended traditional religious boundaries. These issues raise broader questions about the origins of cultural change, as well as the nature of modernity itself.

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

HIST 312 Seminar. Understanding Race in the United States, 1776-1918

Quintana

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”? Is it but a concept or idea, how and why has it affected so many lives and dictated so much of our past?

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in History and/or a 200-level unit in a relevant area/subject.

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

HIST 317 Seminar. The Historical Construction of American Manhood, 1600-1900

Staff

NOT OFFERED IN 2010-11. From Nat Turner to Frederick Douglass, Thomas Jefferson to Teddy Roosevelt, the history of American men is well known. But does manhood itself have a history? Drawing on autobiography, fiction, personal correspondence and visual evidence, we will explore the diverse and changing meanings attached to masculinity in America from the seventeenth through the nineteenth centuries. What forces have shaped male identities in colonial America and the United States and what impact have those identities had on men's lives and actions? Topics include: fatherhood and family life, violence and war, male sexuality, religious belief, work, and the myth of the self-made man. Special attention will be paid to race, class, and region as sources of variation and conflict in the historical construction of American manhood.

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in History and/or a 200-level unit in a relevant area/subject.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

HIST 319 Seminar. Fear and Violence in Early America

Grandjean

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.

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

HIST 328 Seminar. Anti-Semitism in Historical Perspective

Malina

NOT OFFERED IN 2010-11. Historians often refer to anti-Semitism as the “Longest Hatred.” What accounts for this obsession? Is the anti-Semitism of medieval Europe that of Nazi Germany? These questions will inform our examination of pre-Christian anti-Semitism, the evolving attitudes of Christianity and Islam, the ambiguous legacy of the Enlightenment and the impact of revolution, modernization and nationalism. Sources include Church documents, medieval accounts, nineteenth- and twentieth-century memoirs and contemporary films.

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

HIST 330 Seminar. Revolution and Rebellion in Twelfth-Century European Society

Ramsayer

NOT OFFERED IN 2010-11. 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.

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

HIST 333 Seminar. Savage Exhibitions in Nineteenth-Century Europe*Slobodian*

Modern ideas of race and the “normal” crystallized in nineteenth-century Europe around the widespread exhibition and study of people presented as “savages.” This seminar explores how performers from Africa, Asia and the Americas linked the worlds of mass culture, anthropology, medicine and empire, titillating spectators and stoking fantasies of colonial expansion while supposedly providing evidence of the evolution (and potential devolution) of the human races. We will look at scholarly work on the significance of ethnic performers in histories of science, museology, disability, mass consumption and cross-cultural encounter while also exploring recent attempts to locate their lives in postcolonial memory through art practice, biography, documentary and the repatriation of remains.

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: Historical Studies
Semester: Fall

Unit: 1.0

HIST 334 Seminar. World Economics Orders, 1918–2008*Slobodian*

NOT OFFERED IN 2010-11. 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.

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: Historical Studies
Semester: N/O

Unit: 1.0

HIST 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None
Semester: Fall, Spring

Unit: 1.0

HIST 350H Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None
Semester: Fall, Spring

Unit: 0.5

HIST 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None
Semester: Fall, Spring

Unit: 1.0

HIST 365 Seminar. Research in African History*Kapteijns*

NOT OFFERED IN 2010-11. This seminar is organized around four broad and overlapping themes of recent African historiography relevant to the period 1960 to the present. In this period, African societies tried to overcome the legacies

of colonial rule, and to fashion national identities and establish nation-states. However, due to external and internal causes, the successes of the 1960s and 1970s began to falter in the 1980s and 1990s—in many cases leading to violence in the form of civil and other wars. This seminar focuses on African expressions—the fancy word is “mediations”—of these historical changes, with a particular emphasis on popular culture broadly construed, i.e., including a wide range of media from the writing of history and journalism, to literary representations of history, and the popular arts such as popular song and television programs. The four central themes of the seminar are: colonialism, nationalism, and modernity; women and gender; the historical roots of modern conflicts; and popular culture broadly construed. Students will be encouraged to work with primary sources.

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: Historical Studies
Semester: N/O

Unit: 1.0

HIST 367 Seminar. Jewish Identities in the Modern World*Malino*

NOT OFFERED IN 2010-11. Modern Jewish identity is as varied as the countries in which Jews lived and the cultures to which they belong. Through contemporary literature, memoirs, and film, we shall explore the construction and dynamics of Jewish identity in Europe, America, Africa, the Middle East and South Asia. Topics include the struggle for political equality, nationalism, feminism, colonialism and political anti-Semitism. We shall also examine the ways in which modern and modernizing nations, when constructing their own national identities, re-imagine the presence of “their Jews.” Comparisons to other ethnic and religious groups.

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: Historical Studies
Semester: N/O

Unit: 1.0

HIST 369 Seminar. History, Identity, and Civil War in the Sudan*Kapteijns*

NOT OFFERED IN 2010-11. The deeper causes of the recent civil wars in the Sudan lie in the complex processes of state-formation that have placed different groups of Sudanese in a differential relationship to power and have produced divisive class, ethnic, and racial identities. Themis will include the history of slavery, the rise of an “Arab” middle class in the northern Nile valley, colonial policies, the first civil war between North and South that erupted at independence in 1956, the missed opportunities of the first decades of independence, and the rise of an Islamist oil state in the 1980s, which led to renewed civil war with the South and, since 2003, to war and humanitarian disaster in Darfur.

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: Historical Studies
Semester: N/O

Unit: 1.0

HIST 370 Senior Thesis

Prerequisite: 360 and permission of department.

Distribution: None
Semester: Fall, Spring

Unit: 1.0

HIST 371 Seminar. Chinese Frontier Experience, 1600 to the Present*Giersch*

NOT OFFERED IN 2010-11. Since the early twentieth century, Chinese leaders have wrestled with the task of integrating large, ethnically diverse populations into a unified, multiethnic nation state. This task’s difficulty is periodically revealed when places such as Tibet erupt into violence, as in March 2008. This course provides historical and theoretical approaches to understand the origins and implications of China’s diversity. Recent pioneering research allows our class to investigate seventeenth and eighteenth-century histories of conquest that brought the Northeast (Manchuria), Taiwan, Mongolia, Xinjiang, and Tibet under Beijing’s authority. These histories provide the foundation for exploring vexing modern issues, including the development of ethnic identities in China, efforts at nation-building and economic development in the frontiers, the internationalization of the Tibet problem, and the place of Islam in China.

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: Historical Studies
Semester: N/O

Unit: 1.0

HIST 372 Seminar. Chinese Nationalism and Identity in the Modern World*Giersch*

China’s emergence as a great power is a vital contemporary issue. Disputes over Taiwan and tensions over China’s strategic agenda raise questions about how Chinese envision their nation and its global role. This course places these questions in historical context by examining the evolution of modern China’s national identity. Topics include: the emergence of modern nationalism in the 1890s; the growth of revolutionary nationalism under the Communists; struggles over women’s place in the nation; schooling and propaganda in teaching nationalism; the relationship between popular culture and nationalism; and the challenge of alternative visions, including Taiwanese identity. We conclude with current debates: is China’s rise peaceful or is there currently a “China Threat” to global stability? Materials include position pieces, documentaries, and translated fiction and essays.

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: Historical Studies
Semester: Fall

Unit: 1.0

HIST 377 Seminar. The City in Latin America*Osvorio*

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, post-modern 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.

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in History and/or a 200-level unit in a relevant area/subject.

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

HIST 378 Seminar. Women and Social Movements in Latin America

Osorio

NOT OFFERED IN 2010-11. This seminar examines the historical development of women's movements in Latin America from the nineteenth century through the twentieth century. We will examine the local political and ideological events that shaped women's movements and feminism(s) in the region. Topics include: women's early claims to equal education and the development of the ideologies of "women's rights" and social motherhood around 1900; women in democracy and the search for social justice from the 1930s–1950s; women's role in revolutions and counterrevolutions from the late-1950s through the 1970s; the advent of international feminism in the context of national liberation and re-democratization after 1974, and neoliberalism and globalization.

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

HIST 382 Seminar. Gandhi, Nehru, and Ambedkar: The Making of Modern India

Rao

NOT OFFERED IN 2010-11. The creation of the world's largest democracy brought powerful ideas into contact and conflict: the overthrow of colonial rule through a philosophy of non-violence; the desire to industrialize rapidly; and the quest to end centuries of caste discrimination. This seminar explores the key ideas that shaped modern India through the lives of three extraordinary individuals. How did Gandhi's experiments with food and sex affect his vision of India? How did Nehru's understanding of world history structure his program of industrialization? How did Ambedkar's untouchable upbringing shape his agenda? Could Gandhi's non-violent agenda be sustained? Could an India based on individual transformation also annihilate caste? We engage extensively with primary sources such as autobiographies, writings, and speeches, as well as scholarly accounts and films.

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

HIST 383 Seminar. 1947: Partition in History and Memory in South Asia

Rao

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 triumphant Independence with shameful Partition? How have memories of Partition continued to affect powerfully politics and culture in the subcontinent?

This seminar investigates such questions using a wide variety of materials, including: novels, such

as Salman Rushdie's *Midnight's Children* and Bapsi Sidhwa's *Cracking India*; feature films, such as Deepa Mehta's *1947*; and documentary films, such as Sabiha Sumar's *Silent Waters*.

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

HIST 395 International History Seminar

Kaprejijs

Topic for 2010-11: Readings in the Histories of Ethnic and Religious Violence. A crucial aspect of contemporary international history is the large-scale ethnic and religious violence that has marked recent civil wars throughout the world, from former Yugoslavia to Sierra Leone, and from Israel to Sri Lanka and Tibet. Though such violence is often labeled ethnic or religious, its causes are much broader. A conceptual unbundling of casual strands (diachronic and synchronic) can bring into focus different ways of dealing with the legacy of violence. Approaching primary sources through the lens of a range of conceptual and theoretical readings, student research will focus on a case-study and reflect on ways in which societies may move from such violence.

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

Courses for Credit Toward the Major

A student nearing the completion of her major requirements may, with approval of her advisor, petition the chair of the history department to receive credit toward the major for one related course outside the department's offerings taken at Wellesley.

Department Information

Most 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.

Requirements for the Major

The **minimum major** requires nine units of coursework, including two 300-level units (2.0). We recommend that majors include at least one seminar in their program of two 300-level units. Normally, seven of the nine units and all 300-level work must be taken at Wellesley. No AP or IB credits. In special circumstances and only with the permission of major advisor and department chair, at most one related course (1.0 unit) in another department may be counted toward 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, depth, and historical perspective. 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; and (2) at least one course (1.0 unit) in the history of Europe, the United States, or Russia. To encourage depth of

historical understanding, we urge majors to focus eventually upon a special field of study, such as (1) a particular geographical area, country, or culture; (2) a specific time period; (3) a particular historical approach, e.g., intellectual and cultural history, social and economic history; (4) a specific historical theme, e.g., the history of women, revolutions, colonialism. To ensure that students have a broad historical perspective, history majors must take at least one course (1.0 unit) in pre-modern history (e.g., Medieval Italy, Colonial Latin America, and so forth).

Requirements for the Minor

The history minor consists of a minimum of five units of coursework, of which at least four courses (4.0 units) must be above the 100 level and at least one course (1.0 unit) at the 300 level (excluding 350). Of these five courses, at least three courses (3.0 units) shall represent a coherent and integrated field of interest, such as, for example, American history, Medieval and Renaissance history, or social history. Of the other courses, at least one course (1.0 unit) shall be in a different field. Normally at least four courses (4.0 units) must be taken at Wellesley, and related courses in other departments will not count toward the minor.

Honors

The only path to honors is the senior thesis. Students must have a grade point average of 3.5 or higher in courses applied to the major and must complete six of the nine major units of coursework before the end of their junior year. For additional information, please consult the departmental Web site or ask at the history office. See Academic Distinctions.

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, listed under International Relations.

International Relations

AN INTERDEPARTMENTAL MAJOR

International relations is an interdisciplinary field concerned with understanding global interactions, both in the historical past and in the present. The major is designed to expose students to a wide range of viewpoints and analytical methodologies in their study of such fields as diplomacy and foreign policy, peace, war and security, international political economy and development, and human rights.

The International Relations major is an interdepartmental major organized into three tracks: International Relations/Economics; International Relations/History; and International Relations/Political Science. All three tracks of the major share a set of five common "core" courses.

The majors are administered by their "home" departments, and interested students should contact the relevant department chair or contact person for guidance on choosing an advisor and completing the major. For 2010-11, these contact people are:

Economics: *Akila Weerapana*

History: *Lidwien Kapteijns*

Political Science: *Robert Paarberg*

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.

Goals for the Major

- A student who completes a major in international relations will acquire the depth of knowledge and intellectual skills equivalent to completing a major in one of the three component disciplines (economics, history, political science).
- The student will also acquire the breadth of knowledge about the other two component disciplines necessary for an interdisciplinary approach to the study of international relations.
- The student will demonstrate advanced competence in the reading, writing, and speaking of a language other than English.
- International Relations-Economics majors will acquire a more in-depth understanding of international trade, development or finance, as well as a familiarity with empirical research done in one of these three areas.
- International Relations-History majors will acquire specific knowledge about the history of modern international relations, an appreciation of the importance of culturally and geographically localized historical knowledge in the analysis of global change and an understanding, through case studies, of the relevance of history to contemporary international issues.
- International Relations-Political Science majors will be familiar with the historical study of international relations, across both world regions and centuries, complete at least five courses in the International Relations subfield, and engage in intensive research, writing, and interaction with a faculty member.

IREC 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors who have taken ECON 201 and 202; 203 is strongly recommended.

Distribution: None
Semester: Fall, Spring
Unit: 1.0

IREC 360 Senior Thesis Research

Prerequisite: By permission of the economics department. See Academic Distinctions. Students must have an advisor in the department of economics, but with the approval of the department chair may have a co-advisor from another department.

Distribution: None
Semester: Fall, Spring
Unit: 1.0

IREC 370 Senior Thesis

Prerequisite: 360 and permission of department.

Distribution: None
Semester: Fall, Spring
Unit: 1.0

IRHI 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors

Distribution: None
Semester: Fall, Spring
Unit: 1.0

IRHI 360 Senior Thesis Research

Prerequisite: By permission of the history department. See Academic Distinctions. Students must have an advisor in the department of history, but with the approval of the department chair may have a co-advisor from another department.

Distribution: None
Semester: Fall, Spring
Unit: 1.0

IRHI 370 Senior Thesis

Prerequisite: 360 and permission of department.

Distribution: None
Semester: Fall, Spring
Unit: 1.0

IRPS 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors

Distribution: None
Semester: Fall, Spring
Unit: 1.0

IRPS 360 Senior Thesis Research

Prerequisite: By permission of the political science department. See Academic Distinctions. Students must have an advisor from the Department of Political Science, but with the approval of the department chair may have a co-advisor from another department.

Distribution: None
Semester: Fall, Spring
Unit: 1.0

IRPS 370 Senior Thesis

Prerequisite: 360 and permission of department.

Distribution: None
Semester: Fall, Spring
Unit: 1.0

Requirements for the 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 towards the minimum 14 courses.

Five core courses: All students majoring in International Relations must take the following courses:

ECON 101, ECON 102, ECON 213, 214, or 220, HIST 205, and POL3 221.

It is strongly recommended that students complete all core courses by the end of the sophomore year.

Nine courses in one of the following majors:

Economics

• Students who elect the International Relations-Economics major take the following courses in addition to the International Relations core:

• ECON 103/SOC 190, ECON 201, ECON 202, and ECON 203.

• At least two of the following electives:

• ECON 311, ECON 312, ECON 313, ECON 314, ECON 320, or ECON 333.

• One intermediate or advanced history course dealing with a country or region outside the United States or with international or diplomatic history

• One 300-level political science course in an area related to economic issues or policies

• One additional course in Africana Studies, anthropology, history, political science, sociology or women's and gender studies, dealing with a particular country or region, or with relations among nations, or with transnational institutions or phenomena

History

Students who elect the International Relations-history major take the following courses in addition to the International Relations core:

• Two history courses dealing with the period before 1800

• Three history courses dealing with the modern history of countries or regions

• Two courses dealing with modern international history to be selected in consultation with advisor

• One international history seminar

(Three of these eight history courses, including one pre-1800 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

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, [206], 207, 208, [209], or 211

• One political science course in American politics or in political theory or statistics and data analysis

• One additional 200- or 300-level course in Africana Studies, Anthropology, Economics, History, Sociology, or Women's and Gender Studies

With the approval of the International Relations director and the chair of the department in which she is majoring, a student may count up to two Wellesley courses taken outside the departments of economics, history, or political science towards the nine courses in her major. Attention is particularly drawn to International Relations-related courses offered in the departments of African Studies, Anthropology, Sociology, and Women's and Gender Studies.

Honors

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

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 towards the minimum major in International Relations.

Study Abroad

International Relations majors are strongly encouraged to spend at least one semester in a study-abroad program. Transfer credits from study-abroad 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.

Department of Italian Studies

Professor: *Ward^{A2}*

Associate Professor: *Parussa (Chair)*

Assistant Professor: *Southerden*

Senior Lecturer: *Laviosa*

Visiting Lecturer: *Selenu*

Italian Studies is a vast field, covering at least ten centuries and featuring master works in every artistic and literary genre. Whether in the Middle Ages, Renaissance or in 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.

Goals for the Major

Through the courses it offers, the department aims:

- To bring those students who take only language courses to a high level of competence in the language;
- To bring those who take their studies further to a level of proficiency so that they can enjoy a full intellectual life in the language.
- To expose students to the names and works from a variety of genres that form (but also contest) the nation's literary tradition and cultural heritage;
- To introduce students to the crucial moments and events of Italian history and political life, starting in the Middle Ages and going on to the present;
- To give students a methodological grounding that will serve them well should they opt to pursue their interest in Italian Studies at graduate school.

All courses, unless otherwise listed, are conducted in Italian. In all courses given in Italian, except seminars, some work may be required in the language laboratory.

Qualified students are encouraged to spend their junior year in Italy 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.

ITAS 101-102 Elementary Italian

Laviosa, Ward, Selenu

These courses focus on the development of basic language skills. Viewing of language video programs, television programs and films, listening to traditional and modern songs, and reading of passages and short stories offer an introduction to Italy and its culture. *Three periods. Each semester earns one unit of credit. However, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None
Distribution: None
Semester: Fall, Spring

Unit: 1.0

ITAS 103 Intensive Elementary Italian

Selenu

This course is for students with little or no previous knowledge of Italian. It covers the same material as in ITAS 101 and 102 over five class periods per week. The course aims to develop skills in speaking, oral, and reading comprehension, writing, and the fundamentals of grammar. This is an intensive course developed especially for students with a strong interest in Italian Studies and who intend to spend a semester or year abroad.

Prerequisite: None
Distribution: None
Semester: Fall

Unit: 1.25

ITAS 201-202 Intermediate Italian

Laviosa, Parussa, Ward

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, cultural videos, or television programs. Both reading and listening activities are followed by in-class discussions. *Three periods. Each semester earns one unit of credit. However, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 101-102 (201 for 202) or permission of the instructor.
Distribution: One unit of Language and Literature for 202.
Semester: Fall, Spring

Unit: 1.0

ITAS 202W Intermediate Italian in Rome

Laviosa

This intensive three-week program is a rigorous linguistic and a valuable culture full-immersion experience in Italy. Like 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, and 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, guided visits to sites of historical significance, and attendance at film screenings and theatre performances. *Students must have received credit for ITAS 201 in order to receive credit for ITAS 202. Not offered every year. Subject to Dean's Office approval.*

Prerequisite: 201, or permission of the instructor. Application required.
Distribution: Language and Literature
Semester: Wintersession

Unit: 1.0

ITAS 203 Intensive Intermediate Italian

Selenu

This course is for students who have taken 103 or both 101 and 102. The course covers the same material as 201 and 202 over five class periods per week. The aim of the course is to improve and strengthen the skills acquired in Elementary Italian through reading authentic literary and journalistic texts, viewing of contemporary films, writing compositions, and grammar review. This is an intensive course developed especially for students with a strong interest in Italian Studies and who intend to spend a semester or year abroad.

Prerequisite: 103 or both 101 and 102
Distribution: Language and Literature
Semester: Spring

Unit: 1.25

ITAS 209/309 Italian-Jewish Literature (in English)

Parussa

In the light of events like the high-profile trial of a Nazi war criminal and Pope John Paul II's encyclical letter on the responsibilities of Christians in the Holocaust, this course aims to discuss the question of Jewish identity in contemporary Italian culture. Students will read prose and poetry, essays and articles, as well as watch films that address issues such as religious and national identity in a culturally and linguistically homogeneous country like Italy. The course will also give students an overview of the formation and transformation of the Jewish community in Italian society. In addition to well-known Italian-Jewish writers like Primo Levi and Bassani, students will read pertinent works by non-Jewish writers like Loy. *Major and minors in Italian must take this course as 309 and attend an additional section with assignments in Italian.*

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ITAS 212/CAMS 224 Italian Women Directors: The Female Authorial Voice in Italian Cinema (in English)

Laviosa

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. *Students may register for either ITAS 212 or CAMS 224 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ITAS 214 Comedy Italian Style

Laviosa

NOT OFFERED IN 2010-11. This course will explore the development of comedy as a cultural, aesthetic, and political force. Presented through different artistic expressions, comedy will be examined as a reflection of Italian society and customs. Italian comedy often revolves around dramatic human themes and controversial political subjects, while the point of view of the author is humorous or satirical. This course will discuss De Filippo's tragic-comic Neapolitan theater, Fo and Rame's subversive theatrical texts, and the political satire of contemporary women comedians such as Finocchiaro and Guzzanti. Comedy will be analyzed also in cinema through the performances and directorial styles of Totò, Troisi, Benigni, Nichetti, and Verdone. Finally, this course will discuss poetic texts by De André and Gaber, authors and performers of satirical songs.

Prerequisites: 202 or equivalent or permission of the instructor.
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ITAS 261 Italian Cinema (in English)

Ward

NOT OFFERED IN 2010-11. A survey of the directors and film styles that paved the way for the golden age of Italian cinema, this course examines, first, the early Italian cinema of the first two decades of the twentieth century, going on to fascist cinema before embarking on an in-depth journey into the genre that made Italian cinema famous, namely, neorealism. We will analyze major films by Rossellini, Visconti, De Sica, and Antonioni (among others) with a view to understanding the ethical, social, political and philosophical foundations of the neorealist aesthetic.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O Unit: 1.0

ITAS 263 Dante (in English)

Southerden

The course offers students an introduction to Dante and his culture. The centrality and cyclopedic nature of Dante's *Divine Comedy* make it a paradigmatic work for students of the Middle Ages. Since Dante has profoundly influenced several writers of the nineteenth and twentieth centuries, knowledge of the *Comedy* illuminates modern literature as well. This course presumes no special background and attempts to create a context in which Dante's poetry can be carefully explored.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ITAS 271 The Construction of Italy as a Nation

Ward

The course aims, first, to give students who wish to continue their study of Italian the chance to practice and refine their skills, and second, to introduce students to one of the major themes of Italian culture, namely, the role played by Italian intellectuals in the construction of Italy as a nation. We will read how Dante, Petrarch, and Machiavelli imagined Italy as a nation before it came into existence in 1860; how the nation came to be unified; and how the experience of unification has come to represent a controversial point of reference for twentieth-century Italy. Other figures to be studied will include Bembo, Castiglione, Foscolo, Gramsci, Tomasi di Lampedusa, D'Annunzio, Visconti, Levi, Blasetti, and Rossellini.

Prerequisite: 202 or permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ITAS 272 Small Books, Big Ideas. A Journey Through Italian Identities

Parussa

NOT OFFERED IN 2010-11. Unlike other European literatures, contemporary Italian literature lacks a major work of fiction representing the nation's cultural identity. Rather, Italian literature boasts the small book, brief unclassifiable narratives that express the variety and complexity of Italian culture. Realistic novels or philosophical short stories, memoirs or literary essays, these works are a fine balance between a number of literary genres and, as such, are a good entranceway into the multifaceted and contradictory identity of Italy as a nation. The course will combine a survey of contemporary Italian literature with a theo-

retical analysis of how Italian identity has been represented in works by Moravia, Calvino, Ortese, and others.

Prerequisite: 201 as a prerequisite and 202 or 203 as a co-requisite or permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ITAS 274 Women in Love: Portraits of Desire in Italian Culture

Parussa

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 theater, 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.

Prerequisite: 202 or 201 with permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ITAS 310 Fascism and Resistance in Italy

Ward

NOT OFFERED IN 2010-11. 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.

Prerequisite: [211], 271, 272, or 273, or permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ITAS 311 Theatre, Politics, and the Arts in Renaissance Italy

Parussa

NOT OFFERED IN 2010-11. The flourishing Italian theatre in the fifteenth and sixteenth centuries is an extraordinary and unmatched phenomenon in the history of Italian culture. In Italian courts and city squares, theatre became the center of a dynamic relationship between power and culture. Under the aegis of princes and popes, artists of all kinds worked for the stage to celebrate and criticize the same power that both fostered and limited their intellectual freedom. The stage became a mirror in which Renaissance Italy, while attempting to admire its beauty, came face to face with its distorted image. The course will include

readings of major plays by Bibiena, Machiavelli, and Ariosto. Attention will also be given to the paintings, drawings, and sketches used in the staging of these plays.

Prerequisite: [211], 271, 272, [273], or 274, or permission of the instructor.
Distribution: Language and Literature
Semester: N/O

Unit: 1.0

ITAS 312 *Rinascimento e Rinascimenti*: Cultural Identities in Fifteenth- and Sixteenth-Century Italy

Parussa

NOT OFFERED IN 2010-11. The Renaissance witnessed deep cultural transformations that have influenced contemporary ways of thinking. Cultural notions of class, gender, and religion find their roots in the cultural debate that animated Italian courts during the fifteenth and sixteenth centuries. Exploring how these notions have been both shaped and challenged, the course will suggest that it is more appropriate to think of the Renaissance as a plural rather than a single entity. In particular, attention will be given to themes such as the *domina angelicata* and the poet, the *corregiano* and the peasant, the *principe* and the artist. The course will give students a solid introduction to the literature of the period and provide them with a theoretical framework for a thorough discussion of the material at hand.

Prerequisite: [211], 271, 272, [273], or 274, or permission of the instructor.
Distribution: Language and Literature
Semester: N/O

Unit: 1.0

ITAS 315 Italian Mysteries

Ward

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 WWI and which have become the subject of much contemporary mystery writing, films, and documentaries. From an aesthetic standpoint, we will ask why a new generation of young writers has been drawn to these mysteries as subjects of their writings; and examine the variety of narrative forms they use to investigate them. Authors to be studied will include Emilio De Marchi (author of the first Italian detective novel), Carlo Emilio Gadda, Umberto Eco, Carlo Ginzburg, Carlo Luccarelli, Simone Sarasso, Giuseppe Genna, and the writing collectives known as Luther Blisset and Wu Ming.

Prerequisite: [211], 271, 272, or 274; or permission of the instructor.

Distribution: Language and Literature
Semester: Fall

Unit: 1.0

ITAS 320 The Landscape of Italian Poetry

Parussa

NOT OFFERED IN 2010-11. 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 poems, 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.

Prerequisite: [211], 271, 272, [273], or 274, or permission of the instructor.

Distribution: Language and Literature
Semester: N/O

Unit: 1.0

ITAS 349 The Function of Narrative

Ward

NOT OFFERED IN 2010-11. Beginning with Boccaccio and going on to Manzoni and Verga, the course introduces students to the major figures of the Italian narrative tradition. We then go on to study twentieth-century narrative texts, all the time seeking answers to the question of why narrative is such a fundamental human need. Why, for example, do we narrate our experience of life and the sense we have of ourselves, even in the form of diaries? Do the stories we tell faithfully reflect reality or do they create it? The course concludes with a reflection on narrative technique in cinema illustrated by the films of Antonioni. Other authors to be studied may include Faa Gonzaga, Calvino, Ceresa, Rasy, Pasolini, Celati, and Benni.

Prerequisite: [211], 271, 272, or [273], or permission of the instructor.

Distribution: Language and Literature
Semester: N/O

Unit: 1.0

ITAS 350 Research or Individual Study

Prerequisite: Open by permission to students who have completed two units in literature in the department.

Distribution: None
Semester: Fall, Spring

Unit: 1.0

ITAS 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None
Semester: Fall, Spring

Unit: 1.0

ITAS 370 Senior Thesis

Prerequisite: 360 and permission of department.

Distribution: None
Semester: Fall, Spring

Unit: 1.0

Requirements for the 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 101-102 count toward the degree, but not the major. Students majoring in Italian are required to take nine units above the 100 level. One of such courses must be [211], 271, 272, [273], or 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 350 (Research or Individual Study), 360 (Senior Thesis Research) or 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 abroad 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.

Requirements for the Minor

The minor in Italian Studies requires five units above the 100 level. Courses offered in translation count towards the minor.

Honors

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.

Department of Japanese

See Department of East Asian Languages and Literatures

Japanese Studies

See East Asian Studies

Jewish Studies

AN INTERDEPARTMENTAL MAJOR AND MINOR

Director: *Malino^{AI} (History)*

Visiting Lecturer: *Ben-Yehuda*

Advisory Board: *Geller (Religion), Malino^{AI} (History), Rosenwald (English)*

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.

Goals for the 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

HEBR 101-102 Elementary Hebrew

Ben-Yehuda

Introduction to Hebrew with emphasis on its contemporary spoken and written form. Practice in the skills of listening and speaking as well as reading and writing, together with systematic study of Hebrew grammar. Students will master a basic vocabulary of approximately 1,000 words, and become comfortable in the use of the present, past and future tenses, as well as basic verb patterns. *Each semester earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None
Distribution: None
Semester: Fall, Spring

Unit: 1.0

HEBR 201-202 Intermediate Hebrew

Ben-Yehuda

Building on the foundations of 101-102, 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. *Each semester earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 101-102
Distribution: One unit of Language and Literature for 202
Semester: Fall, Spring

Unit: 1.0

HEBR 250 Research or Individual Study

Prerequisite: Two years of Hebrew or permission of the instructor.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

HEBR 350 Research or Individual Study

Prerequisite: Three years of Hebrew or permission of the instructor.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

JWST 250 Research or Individual Study

Prerequisite: Open to first-year students and sophomores.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

JWST 250H Research or Individual Study

Prerequisite: Open to first-year students and sophomores.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

JWST 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

JWST 350H Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

JWST 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

JWST 370 Senior Thesis

Prerequisite: 360 and permission of department.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Courses for Credit Toward the Major

ANTH 242* "Civilization" and "Barbarism" during the Bronze Age, 3500–2000 B.C.E.

ANTH 247* Societies and Cultures of Eurasia

ARAB 101-102 Elementary Arabic (see Middle Eastern Studies)

ARAB 201-202 Intermediate Arabic (see Middle Eastern Studies)

ARAB 301-302 Advanced Arabic I, II (see Middle Eastern Studies)

ARTH 267* Cross-Cultural Encounters in the Medieval Mediterranean

FREN 232* Occupation and Resistance: The French Memory and Experience of World War II (in English)

HIST 201* The Rise of the West?: Europe 1789–2003
HIST 219 The Jews of Spain and the Lands of Islam
HIST 224 Zionism and Irish Nationalism: A Comparative Perspective
HIST 242 Postwar Europe and the Three Postwar Germanies
HIST 243 Gender and Sexuality in Twentieth-Century Europe
HIST 328 Seminar. Anti-Semitism in Historical Perspective
HIST 367 Seminar. Jewish Identities in the Modern World
ITAS 209/309 Italian-Jewish Literature (in English)
REL 104 Study of the Hebrew Bible/Old Testament
REL 105 Study of the New Testament
REL 106 Children of Abraham
REL 240 Romans, Jews, and Christians in the Roman Empire
REL 242 Introduction to Rabbinic Literature
REL 243 Women in the Biblical World
REL 244 Jerusalem: The Holy City
REL 245 The Holocaust and the Nazi State
REL 248 The Dead Sea Scrolls
REL 260 Islamic/ate Civilizations
REL 342 Seminar. Archeology of the Biblical World
SPAN 252* Christians, Jews, and Moslems: The Spirit of Spain in Its Literature
SPAN 267* The Writer and Human Rights in Latin America
SPAN 279 Jewish Women Writers of Latin America

*requires permission of the instructor if the course is to be counted for Jewish Studies

Requirements for the Major

For the eight-unit major in Jewish Studies, students must take courses pertaining both to the ancient and modern worlds and show proficiency in Hebrew (equivalent to at least two semesters at the second-year level). In certain cases, where students whose area of concentration necessitates another language (such as Arabic, French, Spanish, Yiddish, or Ladino), that language may be substituted for Hebrew in consultation with the student's major advisor. In addition, students are expected to concentrate in some area or aspect of Jewish Studies (such as religion, history, or Hebrew language and literature) by taking four courses above the 100 level, including at least two at the 300 level.

Advanced study of Hebrew may be pursued as a 350 course, and this may be used to fulfill the Language and Literature distribution requirement.

Majors devise their own programs in consultation with the director of the Jewish Studies Program and an appropriate faculty member from the student's area of concentration. Courses with an asterisk (*) also require the permission of the instructor if the course is to be counted for Jewish Studies.

In addition to Wellesley courses, students are encouraged to take courses at Brandeis University in the Department of Near Eastern and Judaic Studies which may be applicable to the Jewish Studies major. These courses must be approved, in advance, by the corresponding department at Wellesley. See the director of Jewish Studies for further details.

Requirements for the 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.

Honors

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.

Latin American Studies

AN INTERDEPARTMENTAL MAJOR

Directors: *Renjilian-Burgy (Spanish), Wasserspring (Political Science)*

Advisory Committee: *Agosin (Spanish), Elkins (Religion), Guzauskyste (Spanish), Hagimoto (Spanish), Levitt⁴² (Sociology), McEwan (Economics), Nuñez-Negrón (Spanish), Oles (Art), Ororio⁴ (History), Renjilian-Burgy (Spanish), Vega (Spanish), Wasserspring (Political Science)*

The Latin American Studies major is designed to provide students with a broad understanding of the Latin American experience through an interdisciplinary program of study.

Goals

- To enable students to acquire an in-depth multidisciplinary knowledge of the political, economic, historical, and cultural development of the major regions of Latin America: Mexico, Central and South America, and the Caribbean Basin.
- To familiarize students with classic works on Latin America, and the ways in which various disciplines have contributed to understandings of its culture, politics, and history, as well as with newer and challenging perspectives on the region.
- To train students in the acquisition of critical analytical skills for understanding and evaluating the diversity of realities in both past and present Latin America.

LAST 250 Research or Individual Study

Prerequisite: Two units of course work in Latin American Studies.
Distribution: None
Semester: Fall, Spring Unit: 1.0

LAST 250H Research or Individual Study

Prerequisite: Two units of course work in Latin American Studies.
Distribution: None
Semester: Fall, Spring Unit: 0.5

LAST 350 Research or Individual Study

Prerequisite: Open to Latin American Studies and Spanish majors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

LAST 350H Research or Individual Study

Prerequisite: Open to Latin American Studies and Spanish majors.
Distribution: None
Semester: Fall, Spring Unit: 0.5

LAST 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

LAST 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Courses for Credit Toward the Major

AFR 320/AMST 320 Seminar. Blackness in the American Literary Imagination

ARTH 236 Art, Architecture, and Culture in the Ancient Americas

CAMS 240/WGST 223 Gendering the Bronze Screen: Representations of Chicanas/Latinas in Film

ES 214/POL2 214 Social Causes and Consequences of Environmental Problems

ES 312/POL2 312 Seminar. Environmental Policy

HIST 206 From Conquest to Revolution: A History of Colonial Latin America

HIST 207 Contemporary Problems in Latin American

HIST 215 Gender and Nation in Latin American

HIST 377 Seminar. The City in Latin America

POL2 207 Politics of Latin America

POL2 214*/ES 214 Social Causes and Consequences of Environmental Problems

POL2 307S* Seminar. Women and Development

POL2 312*/ES 312 Seminar. Environmental Policy

POL2 353 The Politics of Contemporary Cuba

REL 221* Contemporary Catholicism

SOC 202* The Sociology of Human Rights

SOC 221* Globalization

SOC 231* The Sociology of Art, Media, and Culture—Comparative Perspectives

SOC 302* Seminar. Advanced Topics in Human Rights

SOC 310* Encountering the Other – Comparative Perspectives on Immigration

SPAN 265 Latin American Cinema

SPAN 269 Caribbean Literature and Culture

SPAN 273 Latin American Civilization

SPAN 305 Seminar. Hispanic Literature of the United States

SPAN 315 Seminar. Luis Buñel and the Search for Freedom and Morality

SPAN 323 Seminar. Modern Mexico

SPAN 325 Seminar. Candid Cuisine: Food in Latin American Literature and Culture

WGST 216 Women and Popular Culture: Latinas as Nannies, Spitfires, and Sex Pots

WGST 223/CAMS 240 Gendering the Bronze Screen: Representations of Chicanas/Latinas in Film

WGST 326 Crossing the Border(s): Narratives of Transgression

Courses may be taken in the Program for Mexican Culture and Society in Puebla, Mexico and in approved programs in other Latin American sites. Courses focusing on Latin America in the PRESHCO program in Spain or in other study-abroad programs can be counted with permission of the directors.

*Upon enrollment, the student must notify the instructor that the course is to be counted for Latin American Studies and that, as such, the student will be required to do a research paper which focuses on Latin America.

Requirements for the Major

The Latin American Studies major consists of 11 courses: two language courses and nine courses from the detailed list above. The language requirement normally consists of two Spanish courses at the 241 level or above. In exceptional circumstances when a student can demonstrate oral and written mastery of Spanish, she may be exempted from this requirement by taking an oral and written examination.

For the nine courses beyond the language requirement, students need to choose a concentration consisting of four courses taken in one of the following disciplines: art history, history, political science, sociology, or Spanish. (In special circumstances, students may petition the directors for an alternative field of concentration.) Overall, students must complete courses in at least three different disciplines. Out of the nine required courses, at least two must be taken at the 300 level. At least one 300-level course must be in the student's field of concentration. It is also recommended that one 300-level course be a seminar.

Upon declaring the major, students must submit to the directors a plan of study for approval. In cases where the student's chosen concentration is in a discipline other than those of the directors, a second advisor in the student's field of concentration must also be arranged.

Students should note that those courses listed with an asterisk (*) above require that the student upon enrollment inform the instructor that the course is to be counted towards her Latin American Studies major. Students enrolled in these courses must complete a research paper on a Latin American theme.

Honors

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. Students who are interested in writing an honors thesis in Latin American Studies should submit a proposal to the faculty committee by the end of their junior year. The proposal should include a description of the thesis project, a sample bibliography and a copy of the student's transcript. It is required that the student has already completed fundamental coursework in the area in which she proposes to do her honors work. See Academic Distinctions.

Graduate Study

Majors may also apply to the Five-Year Cooperative Degree Program at Georgetown University in Latin American Studies. This program enables the student to apply upper-level Latin American Studies courses taken at Wellesley toward the master's degree at Georgetown. A summer of study at the Universidad Católica in Santiago, Chile, taken during an undergraduate summer, and a year of academic work at Georgetown are required to earn the master's degree at Georgetown in one year. Interested students should contact the directors of Latin American Studies or the Center for Work and Service.

Study Abroad

Qualified juniors are encouraged to spend a semester or a year in Latin America. Both the directors and the Study Abroad Office have information to help students select appropriate sites for study in Latin America. Wellesley offers several opportunities, including its own program in Puebla, Mexico, as well as exchange opportunities in Argentina. In addition, the Wellesley Internship Program in Costa Rica (WICR) offers funded summer internships to qualified students. To be eligible for study in Latin America, a student is expected to have completed a course at or above SPAN 241.

Department of Mathematics

Professor: *Bu, Hirschhorn^A, Magid^A, Shuchat, Shultz (Chair), Trenk, Wang*

Associate Professor: *Chang, Kerr*

Assistant Professor: *Diesel, Schultz, Valic^{A2}*

Visiting Lecturer: *Munson, Tannenhauser, Winters*

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/mathhome.html) has more detailed course descriptions and information for majors and minors.

Goals for the Major

The mathematics major offers to students a rigorous program of study in analysis, algebra, topology, geometry and various applied subjects. These categories form the foundations of the discipline in both the pure and applied arenas. During their mathematical studies, students learn how to execute sophisticated computations and to form arguments using appropriate laws of inference. Part of their training involves an understanding of mathematical grammar, syntax, diction and style and the ways in which abstract concepts are accurately communicated in the domains of both speech and writing. The major is sufficiently broad and deep in scope that students are prepared thereafter to continue their studies in graduate school or to apply their skills in the private sector.

MATH 101 Reasoning with Data: Elementary Applied Statistics

Shuchat, Winters

An introduction to the fundamental ideas and methods of statistics for analyzing data. Topics include descriptive statistics, basic probability, inference and hypothesis testing. Emphasis on understanding the use and misuse of statistics in a variety of fields, including medicine and both the physical and social sciences. This course is intended to be accessible to those students who have not yet had calculus.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have completed 205, except by permission of the instructor; such students should consider taking 220 instead. Not open to students who have taken or are taking MATH 101Z, POL 199, QR 180, ECON 103/SOC 190, or PSYC 205.

Distribution: Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Fall, Spring Unit: 1.0

MATH 101Z Reasoning with Data: Elementary Applied Statistics with Health Applications

Polito (Quantitative Reasoning)

In this course, students use probability and statistics to examine the risks that we encounter every day. The focus is on personal medical decision-making and the impact of our environment on our health. Students will address questions such as: How concerned should we be about pesticide use? How can we make informed decisions about women's health issues, including contraception and sexually transmitted diseases? How much of an impact does diet have on health? Why did different studies of hormone replacement therapy come to contradictory conclusions, and how can we read reports on such studies intelligently and skeptically? Topics include descriptive statistics, basic probability, inference and hypothesis testing.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken or are taking MATH 101, POL 199, QR 180, ECON 103/SOC 190 or PSYC 205. Not open to students who have completed 205, except by permission of the instructor; such students should consider taking 220 instead. Distribution: Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Spring Unit: 1.0

MATH 102 Applications of Mathematics without Calculus

Winters

This course explores several areas of mathematics which have application in the physical and social sciences, yet which require only high-school mathematics as a prerequisite. The areas covered will be chosen from systems of linear equations, linear programming, probability, game theory, and stochastic processes. Students will solve problems on topics ranging from medical testing to economics, with the results demonstrating the value of mathematical reasoning. *May not be counted toward the major.*

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: Mathematical Modeling
Semester: Spring Unit: 1.0

MATH 115 Calculus I

Staff

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.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: Mathematical Modeling
Semester: Fall, Spring, Summer Unit: 1.0

MATH 116 Calculus II

Staff

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.

Prerequisite: 115 or the equivalent.
Distribution: Mathematical Modeling
Semester: Fall, Spring, Summer

Unit: 1.0

MATH 120 Calculus IIA

Staff

This course is a variant of 116 for students who have a thorough knowledge of the techniques of differentiation and integration, and familiarity with inverse trigonometric functions and the logarithmic and exponential functions. 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.

Prerequisite: Open by permission of the department to students who have completed a year of high school calculus. Students who have studied Taylor series should elect 205. Not open to students who have completed 115, 116, or the equivalent.

Distribution: Mathematical Modeling
Semester: Fall

Unit: 1.0

MATH 203 Mathematical Tools for Finance

Bu

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, Lagrangeans and the consumer, microeconomic applications, business cycles, European and American options, call and put options, Black-Scholes analysis.

Prerequisite: MATH 116, or the equivalent
Distribution: Mathematical Modeling
Semester: Summer

Unit: 1.0

MATH 205 Multivariable Calculus

Staff

Most real-world systems that one may want to model, whether in the natural or in the social sciences, have many interdependent parameters. To apply calculus to these systems, we need to extend the ideas and techniques of MATH 115 and MATH 116 to functions of more than one variable. Topics include vectors, matrices, determinants, polar, cylindrical, and spherical coordinates, curves, functions of several variables, partial and directional derivatives, gradients, Lagrange multipliers, multiple integrals, line integrals, and Green's Theorem.

Prerequisite: 116, 120, or the equivalent. Not open to students who have completed [MATH 216]/PHYS 216.
Distribution: Mathematical Modeling
Semester: Fall, Spring, Summer

Unit: 1.0

MATH 206 Linear Algebra

Kerr, Chang, Munson

Linear algebra is one of the most beautiful subjects in the undergraduate mathematics curriculum. It is also one of the most important with many pos-

sible 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.

Prerequisite: 205 or MATH 215/PHYS 215; or, with permission of the instructor, 116, 120, or the equivalent.
Distribution: Mathematical Modeling
Semester: Fall, Spring

Unit: 1.0

MATH 210 Differential Equations

Wang

Introduction to theory and solution of ordinary differential equations, with applications to such areas as physics, ecology, and economics. Includes linear and nonlinear differential equations and equation systems, existence and uniqueness theorems, and such solution methods as power series, Laplace transform, and graphical and numerical methods.

Prerequisite: 205
Distribution: Mathematical Modeling
Semester: Spring

Unit: 1.0

MATH 214 Euclidean and Non-Euclidean Geometry

Kerr

A rigorous treatment of the fundamentals of two-dimensional geometry: Euclidean, spherical, elliptic and hyperbolic. The course will present the basic classical results of plane geometry: congruence theorems, concurrence theorems, classification of isometries, etc., and their analogues in the non-Euclidean settings. The course will provide a link between classical geometry and modern geometry, preparing for study in group theory, differential geometry, topology, and mathematical physics. The approach will be analytical, providing practice in proof techniques. This course is strongly recommended for prospective teachers of mathematics. *Offered in alternate years.*

Prerequisite: 205 or permission of the instructor
Distribution: Mathematical Modeling
Semester: Spring

Unit: 1.0

MATH 215 Mathematics for the Sciences I

Shultz

This course is tailored to the needs and preparations of students considering majors in the sciences. It presents techniques of applied mathematics relevant to a broad range of scientific studies, from the life sciences to physics and astronomy. The topics of study include complex numbers, ordinary differential equations, an introduction to partial differential equations, linear algebra (matrices, systems of linear equations, vector spaces, eigenvalue problems), and Fourier series. The course emphasizes mathematical techniques and presents applications from all the sciences. Some familiarity with vectors (e.g., dot products) is assumed.

Prerequisite: 116, 120, or the equivalent. Not open to students who have taken this course as [PHYS 215].
Distribution: Mathematical Modeling
Semester: Fall

Unit: 1.0

MATH 220 Probability and Elementary Statistics

Shuchat, Tammenbauer

This course is about the mathematics of uncertainty, where we use the ideas of probability to describe patterns in chance phenomena. Probability is the basis of statistics and game theory, and is immensely useful in many fields including business, social and physical sciences, and medicine. The first part of the course focuses on probability theory (random variables, conditional probability, probability distributions), using integration and infinite series. The second part discusses topics from statistics (sampling, estimation, confidence interval, hypothesis testing). Applications are taken from areas such as medical diagnosis, quality control, gambling, political polls, and others.

Prerequisite: 205. Open to students with a strong background in single-variable calculus (116, 120, or the equivalent) by permission of the instructor
Distribution: Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Fall, Spring

Unit: 1.0

MATH 223 Number Theory

Schultz

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 305. *Majors can fulfill the major presentation requirement in this course in 2010-11.*

Prerequisite: 116, 120 or the equivalent; or CS 230 together with permission of the instructor
Distribution: Mathematical Modeling
Semester: Spring

Unit: 1.0

MATH 225 Combinatorics and Graph Theory

Shultz, Trenk

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.

Prerequisite: 116, 120, or the equivalent; or CS 230 together with permission of the instructor
Distribution: Mathematical Modeling
Semester: Fall, Spring

Unit: 1.0

MATH 251 Topics in Applied Mathematics

NOT OFFERED IN 2010-11.

Prerequisite: None
Distribution: Mathematical Modeling
Semester: N/O

Unit: 1.0

MATH 302 Elements of Analysis I*Kerr, Struchat*

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.

Prerequisite: 205 and 206

Distribution: Mathematical Modeling

Semester: Fall, Spring

Unit: 1.0

MATH 303 Elements of Analysis II

NOT OFFERED IN 2010-11. A continuation of MATH 302. Topics include metric spaces, which generalize the familiar notion of distance to a broader setting. Other topics chosen from the theory of Riemann integration, measure theory, Lebesgue integration, Fourier series, and calculus on manifolds. Offered in alternate years.

Prerequisite: 302

Distribution: Mathematical Modeling

Semester: N/O

Unit: 1.0

MATH 305 Abstract Algebra*Munson, Diesl*

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.

Prerequisite: 206

Distribution: Mathematical Modeling

Semester: Fall, Spring

Unit: 1.0

MATH 306 Topics in Abstract Algebra*Chang***Topic for 2010-11: Groups and**

Representations. This course will give a deep treatment of group theory, and will include topics such as automorphism groups, semidirect products, group actions, matrix groups, Sylow's theorems and the Schur-Zassenhaus theorem. The latter part of the course will focus on representation and character theory, and will be prefaced by a study of structure theorems for semisimple algebras.

Prerequisite: 305

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

MATH 307 Topology*Völc*

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).

Prerequisite: 302 and 305

Distribution: Mathematical Modeling

Semester: Fall

Unit: 1.0

MATH 309 Foundations of Mathematics

NOT OFFERED IN 2010-11. This course will introduce students to aspects of set theory and formal logic. The notion of set is one of the fundamental notions of modern mathematics. In fact, other mathematical notions, such as function, relation, number, etc., can be represented in terms of purely set theoretical notions and their basic properties can be proved using purely set theoretic axioms. The course will include the Zermelo-Fraenkel axioms for set theory, the Axiom of Choice, transfinite arithmetic, Zorn's Lemma, ordinal numbers and cardinal numbers. We also study Gödel's incompleteness theorem, which asserts that any consistent system containing arithmetic has questions that cannot be answered within the system. Offered in alternate years.

Prerequisite: 302 or 305; or at least two from 206, 214, 223, 225

Distribution: Mathematical Modeling

Semester: N/O

Unit: 1.0

MATH 310 Complex Analysis*Chang*

This course offers a rigorous treatment of complex analysis of one variable. Topics include complex numbers and functions, analyticity, Cauchy's integral formula and its consequences, Taylor and Laurent series, the residue theorem, the principle of the argument and Rouché's theorem. Other subjects may include conformal mappings, asymptotic series and infinite products. The course will be conducted at the level of both theory and computation.

Prerequisite: 302

Distribution: Mathematical Modeling

Semester: Fall

Unit: 1.0

MATH 312 Differential Geometry

NOT OFFERED IN 2010-11. 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.

Prerequisite: 206 or by permission of the instructor. Not open to students who have taken [212].

Distribution: Mathematical Modeling

Semester: N/O

Unit: 1.0

MATH 323 Algebraic Number Theory*Diesl*

This is an advanced course in number theory from the algebraic point of view. The course begins with the notion that every integer can be factored uniquely into primes. We will then explore these notions of primeness and unique factorization in other, more general, number systems. Topics covered will include number fields, algebraic integers, Diophantine equations, cyclotomic extensions and class number.

Prerequisite: 305. Not open to students who took Math 306 when algebraic number theory was the topic.

Distribution: Mathematical Modeling

Semester: Fall

Unit: 1.0

MATH 325 Graph Theory*Trenk*

NOT OFFERED IN 2010-11. 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 include: trees, connectivity, Hamiltonian cycles, directed graphs and tournaments, vertex and edge coloring, matchings, extremal graph theory. Students will be expected to experiment and formulate conjectures.

Prerequisite: 225. Not open to students who have taken this course as a topic of 349.

Distribution: Mathematical Modeling

Semester: N/O

Unit: 1.0

MATH 349 Selected Topics**Topic A for 2010-11: Knot Theory***Kerr*

The topological properties of an object are those which are unchanged by bending, twisting, stretching, or shrinking. Classical knot theory is the branch of topology that deals with knots and links in three-dimensional space. A mathematical knot is a circle embedded in three-dimensional space. The central problem is determining whether two knots can be deformed to be exactly alike, via bending, twisting, stretching, or shrinking. This course provides an introduction to the theory of knots. We will cover methods of knot tabulation, surfaces applied to knots, and knot polynomials, as well as applications to natural and physical sciences. We will also discuss open problems in the field.

Prerequisite: 302

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

Topic B for 2010-11: Advanced Combinatorics*Trenk*

This course covers topics in enumerative combinatorics, building on those introduced in Math 225. Topics include: Catalan numbers, Stirling Numbers, recurrence relations, partially ordered sets, Ramsey theory and combinatorial designs. *Majors can full the major presentation requirement in this course.*

Prerequisite: 225

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

MATH 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

MATH 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

MATH 370 Senior Thesis

Prerequisite: 360 and permission of department.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Requirements for the Major

Students majoring in mathematics entering in the fall of 2007 and later must complete MATH 115 and one of 116/120 (or the equivalent) and at least eight units of 200-level and 300-level courses. These eight units must include 205, 206, 302, 305, and two additional 300-level courses. Students entering before the fall of 2007 must complete MATH 115 and one of 116/120 (or the equivalent) and at least seven units of 200-level and 300-level courses. These seven units must include 205, 206, 302, 305, and one additional 300-level course. Credit for PHYS 216 satisfies the requirement that a mathematics major take 205, but does not count as one of the units of 200-level and 300-level courses toward the major.

Students expecting to major in mathematics should complete the prerequisites for 302 and 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 302 and 305. Independent study units (MATH 350, 360, 370) may not count as one of the 300-level courses required for the major.

Majors are also required to present one classroom talk in either their junior or senior year, usually in one of the courses specially designated as fulfilling this requirement. (See course listings with "Majors can fulfill the major presentation requirement in this course.") Usually two such courses are designated each semester. In addition, a limited number of students may be able to fulfill the presentation requirement in other courses, with permission of the instructor. This requirement can also be satisfied by a presentation in the Student Seminar.

Students expecting to do graduate work in mathematics should elect 302, 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_pregrad.html. They are also advised to acquire a reading knowledge of one or more of the following languages: French, German, or Russian.

Requirements for the 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) 205, 206 and (B) 302 or 305 and (C) two additional units, at least one of which must be at the 200 or 300 level. Option II (five units) consists of: (A) 205, 206 and (B) three additional 200- or 300-level units. PHYS 216 satisfies the requirement that a math minor take 205, but does not count as one of the five units. A student who plans to add the mathematics minor to a major in another field should consult a faculty advisor in mathematics.

Honors

The department offers the following options for earning honors in the major field: (1) completion of 302, 305, and four other 300-level courses, and two written comprehensive examinations or (2) two semesters of thesis work (360 and 370). An oral examination is required for both programs. To be admitted to the honors program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Teacher Certification

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

The mathematics department reviews elections of calculus students and places them in MATH 115, 116, 120, or 205 according to their previous courses and summer placement results. See the descriptions for these courses. If there is a question about placement, the department recommends that the student attend the course in which she is placed and contact the sectioning coordinator (contact information in Science Center 361) to discuss her placement. No special examination is necessary for placement in an advanced course. See the department web page www.wellesley.edu/Math/coursework_curriculum_calc.html for more information.

Students may receive course credit towards 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 115) and are eligible for 116 or 120. Those entering with scores of 4 or 5 on the BC Examination receive two units (equivalent to 115 and 116/120) and are eligible for 205. Students with a 5 on the AP examination in statistics receive one unit of credit (equivalent to 101). Neither AP credits nor IB credits may count toward the major or minor.

Transfer Credit

Students are encouraged to elect MIT courses that are not offered by the Wellesley College mathematics department.

Media Arts and Sciences

AN INTERDEPARTMENTAL MAJOR

Directors: *Shaer (Computer Science), Olsen (Studio Art)*

The Departments of Art and Computer Science offer an interdepartmental major in media arts and sciences that explores the artistic, cultural, and scientific applications of new media technologies. The program focuses on media production that balances artistic sensibility with analytical reasoning within the rich tradition of the liberal arts environment. Areas of study include: digital imaging and design; Web-connected database architectures; three-dimensional visualization and modeling; digital composition in audio/video; analog and digital print and photographic processes; computer graphics and animation; human-computer interaction; and programming for networked environments.

Goals for the Major

The Media Arts and Sciences major provides a well-rounded understanding in both areas supporting its art and computer science. Graduates of the program are expected to be able to analyze and produce multimedia applications that are both visually and functionally competent. They are also expected to be aware of the historical and contemporary trends that drive the creative application of digital media in our society. Importantly, they are expected to be critical thinkers of the use of digital media and their influence on the society. In the process, they are expected to have achieved competence in art theory, multimedia design and use of technological tools.

MAS 250 Research or Individual Study

Prerequisites: Open to all students by permission.
Distribution: None
Semester: Fall, Spring
Unit: 1.0

MAS 250H Research or Individual Study

Prerequisites: Open to all students by permission.
Distribution: None
Semester: Fall, Spring
Unit: 0.5

MAS 350 Research or Individual Study

Prerequisites: Open to juniors and seniors by permission
Distribution: None
Semester: Fall, Spring
Unit: 1.0

MAS 350H Research or Individual Study

Prerequisites: Open to juniors and seniors by permission
Distribution: None
Semester: Fall, Spring
Unit: 0.5

MAS 360 Senior Thesis Research

Prerequisites: By permission of department. See Academic Distinctions
Distribution: None
Semester: Fall, Spring
Unit: 1.0

MAS 370 Senior Thesis

Prerequisites: 360
Distribution: None
Semester: Fall, Spring
Unit: 1.0

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 towards the major.

Introductory Required Courses

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.

ARTH 101 Introduction to the History of Art Part II: Renaissance to the Present

CAMS 101 Introduction to Cinema and Media Studies

ARTS 105 Drawing I

ARTS 108/CAMS 138 Photography I

ARTS 109/CAMS 139 Basic Two-Dimensional Design

ARTS 165/CAMS 135 Introduction to Video Production

CAMS 135/ARTS 165 Introduction to Video Production

CAMS 138/ARTS 108 Photography I

CAMS 139/ARTS 109 Basic Two-Dimensional Design

CS 110 Computer Science and the Internet

CS 114 The Socio-Technological Web

Core Courses Required for the Major

Students majoring in Media Arts and Sciences are required to take at least three art/music core courses and at least three computer science core courses from the following core courses. There is flexibility for a student to declare a concentration in **Media Arts** by adding two more art/music core courses, or in **Media Sciences** by adding two more computer science core courses. The approved core courses are listed below.

ARTS 208/CAMS 238 Photography II

ARTS 219 or **ARTS 220** Printmaking (with permission of the program directors)

ARTS 221/CAMS 239 Digital Imaging

ARTS 255 Dynamic Interface Design

ARTS 260/CAMS 230 Moving Image Studio

ARTS 265/CAMS 235 Intermediate Video Production/The Documentary Form

ARTS 308/CAMS 338 Photography III

ARTS 313 Virtual Form

ARTS 322 Advanced Print Concepts (with permission of the program directors)

ARTS 365/CAMS 335 Advanced Video Production

CAMS 230/ARTS 260 Moving Image Studio

CAMS 235/ARTS 265 Intermediate Video Production/The Documentary Form

CAMS 238/ARTS 208 Photography II

CAMS 239/ARTS 221 Digital Imaging

CAMS 335/ARTS 365 Advanced Video Production

CAMS 338/ARTS 308 Photography III

CS 111 Computer Programming and Problem Solving

CS 215 Multimedia Design and Programming

CS 220 Human-Computer Interaction

CS 230 Data Structures

CS 231 Fundamental Algorithms

CS 242 Computer Networks

CS 304 Databases with Web Interfaces

CS 307 Computer Graphics

CS 315 Web Search and Mining

CS 320 Tangible User Interfaces

MUS 275 Computer Music: Synthesis Techniques and Compositional Practice

Media Culture Courses Recommended for the Major

It is recommended that students majoring in Media Arts and Sciences take least one media culture course from the ones listed below.

ARTH 225 Modern Art Since 1945

ARTH 226/CAMS 207 History of Photography: From Invention to Media Age

ARTH 364/CAMS 328 Women Filmmakers: History and Theory of Subversion

ARTH 391/CAMS 341 Persuasive Images

CAMS 207/ARTH 226 History of Photography: From Invention to Media Age

CAMS 328/ARTH 364 Women Filmmakers: History and Theory of Subversion

CAMS 341/ARTH 391 Persuasive Images

ECON 242 The Information Economy

Courses for Credit Toward the 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 Anthropology of the Media

ARTS 317 Seminar. Topics in the Visual Arts (with permission of the program directors)

CAMS 221 Cinema: Art and Theory

CAMS 234/ENG 204 The Art of Screenwriting

CS 116/PHYS 116 Robotic Design Studio

CS 342 Computer Networks

CS 349 Advanced Topics in Computer Science (with permission of the program directors)

ENG 204/CAMS 234 The Art of Screenwriting

PHIL 203 Philosophy of Art

PHYS 116/CS 116 Robotic Design Studio

NEUR 320 Vision and Art: Physics, Physiology, Perception, and Practice with Laboratory

POLI 316 Mass Media in American Democracy

SOC 231 The Sociology of Art, Media, and Culture—Comparative Perspectives

MIT Courses

The MIT Media Lab and the MIT Comparative Media Studies Program offer a large variety of courses that may be appropriate for a media arts and sciences major. These offerings vary per semester; please consult the MIT catalog at student.mit.edu/catalog/mMASa.html and student.mit.edu/catalog/mCMSa.html.

Olin Courses

The Olin College of Engineering offers the following course that may be appropriate for a media arts and sciences major.

ENGR 2250 User-Oriented Collaborative Design

Requirements for the 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 350 or 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 either in **Media Arts** by adding two more art/music core courses, or in **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. A Frequently Asked Questions (FAQ) section can be found at the program's Web site: www.wellesley.edu/MAS/ along with a spreadsheet to help students plan their major. For more information students should contact the program directors.

Honors

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 370 in the spring and convey its decision to the student by December 18. In a case where it is recommended that the

senior thesis not be continued into the second semester, a student would receive credit for 360 work on the completion of a schedule of work previously agreed to between the thesis advisor and the student.

The thesis proposal should be discussed with the primary faculty advisor during the spring prior to senior year. Proposals for thesis projects must be submitted in writing, detailing the scope for the project, research methodology, project timeline, and must be accompanied by an electronic portfolio of at least four Media Arts and Sciences/Studio Art projects. Proposals are due on August 25 before the beginning of the student's senior year. (For students wanting to graduate in the fall, contact the program directors for adjusted dates.)

Advanced Placement Policy

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 towards the Media Arts and Sciences major.

Medieval/Renaissance Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Ramseyer (History)*

Advisory Committee: *Carroll^{AI} (Art), Elkins (Religion), Lynch (English), Vega (Spanish)*

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.

Goals for the Major

The Medieval/Renaissance major seeks to develop the following areas of knowledge and skills in its majors:

- An acquaintance with the richness and variety of European and Mediterranean civilization from the later Greco-Roman times through the Renaissance and Reformation (c. 300–1600 C.E.), as reflected in art, history, literature, music, and religion
- The opportunity to work across disciplines and make connections between the approaches and subject matters in the different fields that make up the major
- An in-depth understanding and special competence in at least one area of humanistic study during the period
- The ability to analyze and critique primary and secondary source material in a variety of humanistic disciplines
- The ability to express ideas clearly and cogently in both written and spoken language, and to conduct original research

ME/R 246/ENG 246 Monsters, Villains, and Wives

Lynch (English)

NOT OFFERED IN 2010-11. This course will select its monsters, villains, and wives from early English, French, and Anglo-Norman literature, ranging from the giant Grendel (and his mother) in *Beowulf* to the arch-villain Ganelon in *The Song of Roland*, from Guinevere to the wife of the enigmatic Green Man in *Sir Gawain and the Green Knight*. We will finish by considering the survival of the magical villain in a modern-day fantasy classic like the medievalist J.R.R. Tolkien's *Hobbit*, or a volume in his *Lord of the Rings* trilogy, and in John Gardner's recasting of the *Beowulf* story, *Grendel*. *Students may register for either ME/R 246 or ENG 246 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Language and Literature
Semester: N/O

Unit: 1.0

ME/R 247/ENG 247 Arthurian Legends

Wall-Randell (English)

NOT OFFERED IN 2010-11. 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. *Students may register for either ME/R 247 or ENG 247 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Language and Literature
Semester: N/O

Unit: 1.0

ME/R 248/ENG 248 Medieval Women

Leff (English)

Topic for 2010-11: Uppity Women of the Middle Ages and the Renaissance. This course interrogates stereotypes about medieval and early modern gender roles through close reading of a range of texts by and about women. We will identify the social norms and pressures that worked to contain women's behavior and the ways in which women challenged or undermined cultural conventions. Special attention will be paid to the ways in which women authors position themselves in a literary tradition and assert—or undercut—their own authority. Medieval readings may include Chaucer's *Wife of Bath's Prologue and Tale*, *Second Nun's Tale*, and Malory's "The Fair Maid of Astolat," as well as selections from *The Book of Margery Kempe*, Christine de Pizan's *Book of the City of Ladies*, and/or Marie de France's *Lais*. We will turn to the early modern period with Dekker and Middleton's *The Roaring Girl*. Reading this play alongside the polemical tracts "Hic Mulier" and "Haec Vir," we will consider, in particular, the perceived threat of cross-dressing and other "deviant" behaviors to the social order. Other early modern readings may include poems by Isabella Whitney and Aemilia Lanier and selected speeches of Queen Elizabeth I. *Students may register for either ME/R 248 or ENG 248 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Language and Literature
Semester: Fall

Unit: 1.0

ME/R 344 Tales of Love

NOT OFFERED IN 2010-11. Love becomes a central subject of literature in the Middle Ages and remains so in our own time. This course explores some canonic medieval tales of love and selected Renaissance dramatizations of the power of passion. Topics range from Tristan and Isolt's transgressive love to the ill-fated wartime infatuation of Troilus and Criseyde.

Prerequisite: Open to juniors and seniors or by permission of the instructor. Preference given to Medieval/Renaissance Studies majors.
Distribution: Language and Literature
Semester: N/O

Unit: 1.0

ME/R 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring

Unit: 1.0

ME/R 360 Senior Thesis Research

Prerequisite: By permission of the directors of the Medieval/Renaissance Studies program. See Directions for Election and Academic Distinctions.

Distribution: None
Semester: Fall, Spring

Unit: 1.0

ME/R 370 Senior Thesis

Prerequisite: 360 and permission of department.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Courses for Credit Toward the Major

ARTH 100 Introduction to the History of Art Part I: Ancient and Medieval Art

ARTH 100/WRIT 125 Introduction to the History of Art Part II: Ancient and Medieval Art

ARTH 101 Introduction to the History of Art Part II: Renaissance to the Present

ARTH 101/WRIT 125 Introduction to the History of Art Part II: Renaissance to the Present

ARTH 201 Medieval Art and Architecture

ARTH 202 Byzantine Art and Architecture

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

ARTH 221 Seventeenth-Century Dutch and Flemish Painting

ARTH 227 Islamic Architecture in the Age of the Caliphates

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

ARTH 246 Baroque Art in Italy: Collectors, Saints, and Cheese Eaters

ARTH 247 Islamic Art and Architecture

ARTH 251 The Arts in Renaissance Italy, 1300–1500

ARTH 267 Cross-Cultural Encounters in the Medieval Mediterranean

ARTH 268 Art, Architecture, and Pilgrimage in the Medieval World

ARTH 305 Seminar. History of Prints

ARTH 330 Seminar. Italian Renaissance Art. Topic for 2010–11: Dinner with Michelangelo: Art and Food in Renaissance Italy

ARTH 331 Seminar. The Art of Northern Europe.

ARTH 332 Seminar. Topics in Medieval Art.

ARTH 344 Seminar. Topics in Islamic Art. Topic for 2010–11: Palaces, Gardens, and Court Culture in the Islamic World

ARTH 369 Seminar. Conservation Studies: The Materials and Techniques of Painting and Sculpture

CLCV 240/REL 240 Romans, Jews, and Christians in the Roman Empire

CPLT 220 Introduction to Comparative Literature. Topic for 2010–11: Maps and Minds: History of Cartography and Mapping in Literature

ENG 112 Introduction to Shakespeare

ENG 213 Chaucer

ENG 222 Renaissance Literature. Topic for 2010–2011: Beyond Shakespeare: Playwrights of the Renaissance

ENG 223 Shakespeare Part I: The Elizabethan Period

ENG 224 Shakespeare Part II: The Jacobean Period

ENG 225 Seventeenth-Century Literature

ENG 227 Milton

ENG 315 Advanced Studies in Medieval Literature. Topic for 2010–11: The Medieval Book: Reading and Writing before the Age of Print

ENG 324 Advanced Studies in Shakespeare

ENG 325 Advanced Studies in Sixteenth- and Seventeenth-Century Literature. Topic for 2010–11: The Fairie Queene (1590)

ENG 387 Authors. Topic for 2010–11: Charles Dickens, Anthony Trollope, and the Possibilities of the Comic Novel

FREN 210 French Literature and Culture Through the Centuries. Topic A for 2010–11: Sights of the Past: Inventing French History from the Middle Ages to the Enlightenment

FREN 301 Books and Voices in Renaissance France

FREN 302 Discourses of Desire in the Renaissance

FREN 333 French Classical Tragedy: Corneille Versus Racine: Rethinking the Parallel

HIST 208 Society and Culture in Medieval Europe

HIST 209 The British Isles: From Roses to Revolution

HIST 213 Conquest and Crusade in the Medieval Mediterranean

HIST 214 Medieval Italy

HIST 219 The Jews of Spain and the Lands of Islam

HIST 222 The Barbarian Kingdoms of Early Medieval Europe

HIST 227 The Renaissance in Italy and Northern Europe

HIST 232 The Transformation of the Western World: Europe from 1300–1815

HIST 246 Vikings, Icons, Mongols, and Tsars

HIST 279/379 Heresy and Popular Religion in the Middle Ages

HIST 307 Seminar. Religious Change and the Emergence of Modernity in Early Modern Europe, 1600–1800

HIST 330 Seminar. Revolution and Rebellion in Twelfth-Century European Society

ITAS 263 Dante (in English)

ITAS 311 Theatre, Politics, and the Arts in Renaissance Italy

ITAS 312 *Rinascimento e Rinascimenti*: Cultural Identities in Fifteenth- and Sixteenth-Century Italy

MUS 200 History of Western Music I

MUS 224/REL 224 Hildegard of Bingen

PHIL 221 The History of Modern Philosophy

PHIL 301 Seminar. Early Modern Philosophy: Spinoza, Mind, and Nature

PHIL 310 Seminar. Ancient and Medieval Philosophy. Topic for 2010–11: Medieval Political Theory, Old and New

REL 109 Religions of the Silk Road

REL 215 Christian Spirituality

REL 216 Christian Thought: 100–1600

REL 224/MUS 224 Hildegard of Bingen

REL 226 The Virgin Mary

REL 240/CLCV 240 Romans, Jews, and Christians in the Roman Empire

REL 242 Introduction to Rabbinic Literature

REL 260 Islamic/ate Civilization

REL 261 Cities of the Islamic World

REL 262 The Formation of the Islamic Tradition

REL 269 Religion and Culture in Iran

REL 361 Seminar. Studying Islam and the Middle East

REL 364 Seminar. Sufism: Islamic Mysticism

REL 367 Seminar. Muslim Travelers

SPAN 252 Christians, Jews, and Moslems: The Spirit of Spain in Its Literature

SPAN 300 Seminar. Honor, Monarchy, and Religion in Golden Age Drama

SPAN 302 Cervantes

SPAN 307 Seminar. The Clothed and the Naked in Colonial Latin America

SPAN 318 Seminar. Love and Desire in Spain's Early Literature

SPAN 325 Seminar. Candid Cuisine: Food in Latin American Literature and Culture

WRIT 125/ARTH 100 Introduction to the History of Art Part I: Ancient and Medieval Art

WRIT 125/ARTH 101 Introduction to the History of Art Part II: Renaissance to the Present

Requirements for the Major

Students entering Wellesley in the fall of 2010 or later must take at least nine units of course work from the preceding list. Of these, at least four must be above the 100 level in an area of concentration—a single department, a geographical location, a topic or theme.

Students who entered Wellesley prior to fall of 2010 must take at least eight units of course work from the preceding course listings. Of these, at least four must be above the 100 level in an area of concentration—a single department, a geographical location, a topic or theme.

A major in Medieval/Renaissance Studies will normally select her major advisor from the department or area in which she is concentrating. Two units of course work must be at the 300 level, and under normal circumstances, both of these courses must be taken at Wellesley College. Normally, credit/noncredit courses do not count for the major.

Requirements for the Minor

For a Medieval/Renaissance Studies minor, students must take at least five units of course work from the preceding course listings. Of these, at least one must be at the 300 level and no more than one may be at the 100 level.

Honors

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

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

The Medieval/Renaissance Studies program does not accept AP credits to replace course work in the major.

Transfer Credit

Under normal circumstances, no more than two courses taken outside of Wellesley College will be counted toward the major.

Study Abroad

There are numerous opportunities for study abroad for those who wish to broaden their experience and supplement their research skills through direct contact with European and Mediterranean culture. Up to two courses in accredited programs abroad may be counted toward the major. By participating in the Collegium Musicum, students can learn to perform Medieval and Renaissance music; see the departmental entry for Music.

Middle Eastern Studies

AN INTERDEPARTMENTAL MAJOR AND MINOR

Director: *Marlow (Religion)*

Assistant Professor: *Aadnani*

Visiting Lecturer: *Abdul-Aziz*

Advisory Committee: *Euben (Political Science), Geller (Religion), Kaptejnis (History), Malino (History and Jewish Studies), Marlow (Religion), Tolme (Art)*

The major in Middle Eastern Studies is designed to acquaint students with the many facets of Middle Eastern civilizations through an interdisciplinary study of the languages, literatures, histories, religions, arts, social and political institutions, and cultural patterns of the region known as the Middle East. Study of Middle Eastern communities living in diaspora may also be counted towards the major.

The Middle Eastern Studies program offers both a major and a minor.

Goals for the Major

- Introduce students to the histories, ecologies, social, political and cultural systems, and religious traditions and communities of the Middle East and North Africa
- Provide the necessary linguistic skills and methodological tools to pursue advanced and more specialized study
- Provide depth of study in a particular subfield or area (examples include modern Arabic literature; art and architecture of the Middle East; literature and film; Islamic Studies; history of religion in the Middle East; the Middle East in the twentieth century; North African Studies; Iranian Studies; women and gender in the Middle East)
- Refine the skills required in each of the contributing departments (Anthropology, Art, History, Political Science, Religion), including:
 - The abilities to formulate and test ideas and hypotheses
 - Adduce and evaluate evidence of various kinds
 - Identify, summarize and criticize arguments in primary and secondary textual and other materials
 - Write with clarity and precision.

ARAB 101-102 Elementary Arabic

Abdul-Aziz, Marlow

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

Prerequisite: None
Distribution: None
Semester: Fall, Spring

Unit: 1.0

ARAB 201-202 Intermediate Arabic

Abdul-Aziz

A continuation of ARAB 101-102. 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. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 101-102 or equivalent

Distribution: One unit of Language and Literature for 202
Semester: Fall, Spring
Unit: 1.0

ARAB 210 Arabic Literature in Translation (in English)

Aadnani

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.

Prerequisite: None

Distribution: Language and Literature
Semester: Fall
Unit: 1.0

ARAB 250 Research or Individual Study

Prerequisite: Two years of Arabic or permission of the instructor.

Distribution: None
Semester: Fall, Spring
Unit: 1.0

ARAB 250H Research or Individual Study

Prerequisite: Two years of Arabic or permission of the instructor.

Distribution: None
Semester: Fall, Spring
Unit: 0.5

ARAB 301 Advanced Arabic I

Aadnani

Continuation of ARAB 201-202. 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 socio-cultural context. Appropriate for students who have completed ARAB 201-202 at Wellesley or the equivalent in summer courses or study abroad programs.

Prerequisite: 201-202 or equivalent

Distribution: Language and Literature
Semester: Fall
Unit: 1.0

ARAB 302 Advanced Arabic II*Aadnani*

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 socio-cultural context. Appropriate for students who have completed ARAB 301 at Wellesley or the equivalent in summer courses or study abroad programs.

Prerequisite: 301 or equivalent

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

ARAB 304 Advanced Contemporary Media Arabic

NOT OFFERED IN 2010-11. An exploration of contemporary standard Arabic as used in audiovisual, Web-based and print media, including newspapers, magazines, Web sites, audiovisual commentaries, news reports, forums and popular television programs. Authentic Arabic press reports, current news broadcasts and other reading or listening materials will provide a basis for discussion and debate in class. Focus on strengthening listening and speaking skills, and developing the ability to express and support various opinions on political, cultural and other issues in contemporary Arab societies.

Prerequisite: 202 or equivalent. Not open to students who have taken this course as ARAB 301.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

ARAB 305 Arabic Translation Workshop*Marlow*

NOT OFFERED IN 2010-11. 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.

Prerequisite: 202 or equivalent

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

ARAB 350 Research or Individual Study

Prerequisite: Open to juniors and seniors only.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

ARAB 350H Research or Individual Study

Prerequisite: Open to juniors and seniors only.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

MES 218/318 Literary Voices of the Pre-Modern Middle East (in English)*Marlow*

NOT OFFERED IN 2010-11. Exploration of selected writings from the rich literary traditions in Arabic and Persian, from the eighth to the fifteenth centuries. Readings (in English translation) include stories and historical accounts,

short and long narratives, lyric and other forms of poetry, biographies and autobiographies; from the *Thousand and One Nights* and works of Jahiz, Tabari, Ibn al-Farid, Ferdowsi, Omar Khayyam, Jalal al-Din Rumi, Hafez and others. Materials will be read with attention to historical context and in conjunction with modern literary studies. Attention to the distinctiveness of the Arabic and Persian literatures and the interactions between them; structure and meaning, authorial personae, voice; relationships among authors, patrons and broader audiences; literary theory and genre, oral and written literary expression. *This course may be taken as either 218 or, with additional assignments, 318; the latter option is intended especially for students proficient in Arabic or Persian.*

Prerequisite: 218 open to all students; 318 by permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

MES 250 Research or Individual Study

Prerequisite: Open to first-year students and sophomores only.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

MES 250H Research or Individual Study

Prerequisite: Open to first-year students and sophomores only.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

MES 310 Resistance and Dissent in North Africa and the Middle East (in English)*Aadnani*

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.

Prerequisite: Open to students who have taken at least one course in Middle Eastern studies, and to juniors and seniors by permission of the instructor.

Distribution: Social and Behavioral Analysis or Language and Literature

Semester: Spring

Unit: 1.0

MES 350 Research or Individual Study

Prerequisite: Open to juniors and seniors only.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

MES 350H Research or Individual Study

Prerequisite: Open to juniors and seniors only.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

MES 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

MES 370 Senior Thesis

Prerequisite: 360 and permission of department.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Courses for Credit Toward the Major

Courses with an asterisk (*) also require the permission of the instructor if the course is to be counted for Middle Eastern studies.

ANTH 344 The Middle East: Anthropological Perspectives**ARTH 202** Byzantine Art and Architecture**ARTH 227** Islamic Architecture in the Age of the Caliphs**ARTH 241** Egyptian Art and Archaeology**ARTH 247** Islamic Art and Architecture**ARTH 267** Cross-Cultural Encounters in the Medieval Mediterranean**ARTH 268*** Art, Architecture, and Pilgrimage in the Medieval World**ARTH 332** Seminar. Topics in Medieval Art**ARTH 344** Seminar. Topics in Islamic Art. Topic for 2010-11: Palaces, Gardens, and Court Culture in the Islamic World**HEBR 201-202** Intermediate Hebrew**HIST 219** The Jews of Spain and the Lands of Islam**HIST 266** The Struggle over North Africa, 1800 to the Present**HIST 284** The Middle East in Modern History**HIST 290** Morocco: History and Culture (Wintersession in Morocco)**HIST 293** Changing Gender Constructions in the Modern Middle East**HIST 367*** Seminar. Jewish Identities in the Modern World**HIST 369** Seminar. History, Identity and Civil War in the Sudan**POL 346** Comparative Political Theory: Encountering Islamist Political Thought**REL 104** Study of the Hebrew Bible/Old Testament**REL 105** Study of the New Testament**REL 109*** Religions of the Silk Road**REL 240** Romans, Jews, and Christians in the Roman Empire**REL 242** Introduction to Rabbinic Literature**REL 243** Women in the Biblical World**REL 244** Jerusalem: The Holy City**REL 260** Islamic/ate Civilizations**REL 261** Cities of the Islamic World**REL 262** The Formation of the Islamic Tradition**REL 263** Islam in the Modern World**REL 269** Religion and Culture in Iran**REL 342** Seminar. Archaeology of the Biblical World**REL 361** Seminar. Studying Islam and the Middle East**REL 364** Seminar. Sufism: Islamic Mysticism**REL 367** Seminar. Muslim Travelers**SPAN 252*** Christians, Jews, and Moslems: The Spirit of Spain in Its Literature

Requirements for the 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). In certain cases, another Middle Eastern language (for example, Persian, Turkish, Hebrew) may be substituted for Arabic; a student whose area of concentration may render such a substitution appropriate should consult her advisor. No credit toward the major is given for the first year of language study. 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; religion and politics in the Middle East) by taking four courses above the 100 level, including at least two at the 300 level, one of which must be a seminar. At least two courses should be taken in each of the Departments of History and Religion. Majors devise their own programs of study in consultation with an appropriate faculty member from the student's area of concentration. Courses with an asterisk (*) also require the permission of the instructor if the course is to be counted for Middle Eastern studies.

In addition to Wellesley courses, students are encouraged to take relevant courses at Brandeis University, Olin College, and MIT. These courses must be approved toward the major, in advance, by the corresponding department at Wellesley.

Requirements for the Minor

A minor in Middle Eastern Studies consists of five units, of which at least one should be at the 300 level (excluding 350). Units must be taken in at least two departments; only one course at the 100 level can be counted towards the minor. Second-year Arabic may be counted towards the minor.

Honors

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.

Department of Music

Professor: *Brody, Fisk*

Associate Professor: *Fontijn*

Assistant Professor: *Barzel, Bhogal^{A2}, J. Johnson*

Director of the Music Performance Program:
Dry (Chair)

Ensemble Directors:

Brandeis-Wellesley Orchestra: *Hampton*

Chamber Music Society: *Russell, Tang*

Collegium Musicum: *Zajac*

Evelyn Barry Director of Choral Programs:

Graham

Wellesley BlueJazz: *Miller*

Yanvalou: *Washington*

Instructors in Performing Music:

Piano: *Hodgekinson, Shapiro, Tang, Akabori*

Jazz Piano: *D. Johnson*

Voice: *Dry, Fuller, Matthews, Sheehan*

Vocal Jazz: *Adams*

Violin: *Bossert, Van Dongen*

Baroque Violin: *Starkman*

Jazz Violin: *Zeitlin*

Viola: *Bossert, Van Dongen*

Violoncello: *Russell*

Double Bass: *Henry*

Flute: *Boyd, Stumpf*

Baroque Flute: *Stumpf*

Jazz Flute: *Martin*

Oboe: *LaFitte*

Clarinet: *Matasy*

Bassoon: *McGinnis*

Jazz Saxophone: *Miller*

Jazz Percussion: *Langone*

French Horn: *Aldrich*

Percussion: *McNutt*

Trumpet: *Russian*

Jazz Trumpet: *Hopkins*

Trombone: *Couture*

Organ: *Christie*

Harp: *Rupert*

Guitar and Lute: *Collver-Jacobson*

Harpichord and Continuo: *Cleverdon*

Viola da Gamba: *Jeppesen*

Recorder and Early Winds: *Zajac*

African Diaspora Drumming: *Washington*

Performance Workshop: *Fisk, Tang*

Accompanists: *Akabori, Sauer, Talroze, Tang*

The Music Department offers both a highly regarded academic program and a wide range of outstanding performance activities, providing an ideal environment for students who seek to combine serious musical study with a traditional liberal arts curriculum. For those who wish to undertake focused exploration of music history; theory, composition, ethnomusicology, or performance practice, our academic curriculum includes programs for a music major or music minor. For students who wish to expand their knowledge of music without making it a central focus of their college education, numerous course offerings require no special background.

Goals for the Major

We continue to believe that our majors should develop a substantial awareness of the history, traditions, literature, aesthetics, and theoretical background of Western art music, understood within the broader context of world music practices. They should be able to work closely with the materials of music: to be fluent in analyzing and interpreting both written and heard music, and to have sufficient keyboard fluency to decipher

musical scores in different vocal and instrumental styles. We also aim to cultivate their intellectual breadth through the study of a wide range of critical and analytical approaches to music, enabling them to conduct individual research projects, and to develop competency in critical reading and writing. Moreover, we strive to enhance their knowledge and understanding of musical cultures different from their own, and to guide them in applying approaches deriving from the study of those less familiar cultures to more familiar musical repertoires.

MUS 99 Performing Music (without academic credit)

Staff

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. For further information, including fees, see Performing Music: Private Instruction. See also MUS 199, 299, and 344.

Prerequisite: 111, 111X, or exemption by Music Theory Placement Test; audition required.

Distribution: None

Semester: Fall, Spring

Unit: None

MUS 101 Music of the Sphere

Barzel, Bhogal

Did you know that "hocketing patterns," or rhythms that interlock, are important in European medieval music and African American funk from the 1970s? Or that the small variations in musical pitch that lend such expressive power to Indian classical music are barely present in the classical music of Western Europe? This course offers a cross-cultural listening encounter with musical expressions from around the globe. Using a case-study approach, we will consider the commonalities and differences among classical, jazz, pop, and traditional music from many continents. Our auditory journeys will introduce you to various musical systems, instruments, composers, performers, and social settings for engaging with music. Open ears are the only prerequisite.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

MUS 106 Storytelling in Western Music

Sholes

This course explores the various musical means through which composers, from the Middle Ages to the present, have sought to convey characters, emotions, settings, and storylines in both texted and untexted genres of Western music. Topics include, for instance, liturgical drama and troubadour song; the Italian madrigal; opera; the concerto, the symphony, and the tone poem; the song cycle; solo piano works; ballet and film scores; jazz and rock 'n roll; and the American musical. No previous training in music is required.

Prerequisite: None

Distribution: Arts, Music, Theater, Film, Video

Semester: Summer

Unit: 1.0

MUS 111 Introduction to the Language of Music

J. Johnson, Graham

This course is designed to enhance understanding of how music works and to improve listening, reading, and general comprehension skills. While the focus is on the fundamentals of Western music (notation, rhythm, melody, scales, chords, formal plans), listening examples will be drawn from

a variety of genres. A musicianship lab supplements the three class meetings. *May not be counted toward the major or the minor.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

MUS 111X Introduction to the Language of Music

Bhogal, J. Johnson

This course is designed to enhance understanding of how music works and to improve listening, reading, and general comprehension skills for students who can read music. While the focus is on the fundamentals of Western music (notation, rhythm, melody, scales, chords, formal plans), listening examples will be drawn from a variety of genres. The music theory placement test will determine placement in MUS 111 or 111X. A musicianship lab supplements the three class meetings. *May not be counted toward the major or the minor.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

MUS 120 Jazz Theory

NOT OFFERED IN 2010-11. This class covers the basics of jazz music theory: intervals, chords, scales, and simple harmonic analysis. It offers a hands-on experience that focuses on the vocabulary of jazz, including issues of style, form, rhythm, and improvisation.

Prerequisite: 111 or 111X
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

MUS 122 Harmonic Concepts in Tonal Music

Brody

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. *Normally followed by 244.*

Prerequisite: Open to all students who have completed or exempted 111 or 111X. Students who meet this requirement are advised to take 122 in the fall semester if they are interested in pursuing a major in music.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

MUS 199 Performing Music (for academic credit)

Staff

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. One credit is given for a full year of study, which must begin in the first semester. Not to be counted toward the major in music, but one unit of 199 can count toward the minor. MUS 199 may be repeated without limit. For further information, including fees, see Performing Music: Private Instruction and Academic Credit. See also MUS 99, 299, and 344. *Except by special permission, no credit will be given unless both semesters are completed satisfactorily. Mandatory credit/noncredit.*

Prerequisite/Corequisite: By entrance audition; in addition, 111 or 111X must be completed or exempted, as determined by the mandatory Music Theory Placement Test. Performing Music requires the completion of one music course before credit is given for each year of 199; 111 or 111X fulfills this requirement if needed during the first year. Students should consult the department website for details regarding the entrance audition for 199.

Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

MUS 200 History of Western Music I

Fontijn

The first half of a year-long comprehensive survey of Western music history, MUS 200 considers significant forms and styles of earlier eras, from the liturgical and vernacular repertoires of the Middle Ages to the music of the mid-eighteenth century. The course offers a strong historical component and encourages the development of analytical skills. As we examine compositions in many genres, we will pursue numerous avenues of inquiry, including close readings of verbal texts, evaluation of formal structures, harmonic analysis, assessment of melodic and rhythmic features, and investigation of the broader circumstances that surround and inform musical creation.

Prerequisite/Corequisite: 122/244
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

MUS 201 History of Western Music II

Fontijn

A continuation of the survey of Western music history begun in MUS 200, MUS 201 examines the Classical and Romantic periods, as well as the music of the past 100 years.

Prerequisite/Corequisite: 122/244
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

MUS 209 A History of Jazz

Barzel

In the 1910s, African American musicians in New Orleans developed a new kind of dance music that took the art of improvisation to unprecedented heights and transformed the concept of musical time. Some likened the new music to an electric jolt: it swept the nation's dance floors and sent signals of social change over its radio waves. Jazz has since reinvented itself as a modernist art form and an occasion for political protest. In our historical survey of jazz we will cultivate a listening praxis that engages us with jazz's sounds in cultural and historical context. We will learn how to distinguish among genres, identify major artists, and African American, Latin American, and European influences. Our class will feature visits by professional musicians.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Historical Studies
Semester: Fall Unit: 1.0

MUS 213/313 Composing in the Twenty-First Century

J. Johnson

Art music composition in the twentieth century was characterized by a vast array of practices and procedures, ranging from the post-tonal experiments of Debussy and Stravinsky, the serialism of Schoenberg, Crawford Seeger, and Babbitt, and the minimalism of Glass, Reich, and Saariaho to the electronic innovations of Varèse, Stockhausen, and Spiegel and the cross-cultural excursions of Crumb, Ligeti, and Yi. This course offers students the opportunity to compose a substantial piece of

music of their own while analyzing and absorbing the techniques of a variety of contemporary works from the present and recent past, and will culminate in a final concert of student compositions, to be performed by professional musicians from the Boston area. *This course may be taken as either 213 or, with additional assignments, 313.*

Prerequisite: 122 or permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

MUS 220/322 Music, Gender, and Sexuality

Fontijn

Music, Gender, and Sexuality offers the opportunity to identify from a historical perspective the boundaries of femininity, masculinity, race, religion, homosexuality, and transvestitism in music making. Class discussions prompted by listening, video, reading, and writing assignments probe the nature of a wide variety of musical cultures in which biological destiny audibly intersects with gender paradigms. The course provides tools with which to consider music as an ideal site for a fuller expression of humanity that transcends these boundaries. *Students at both levels meet together for classes; assignments for 322 students require score-reading and musical analysis.*

Prerequisite: 222: open to all students; 322: 200 or 201 required.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

MUS 223 Topics in Vocal Music

NOT OFFERED IN 2010-11. OFFERED IN 2011-12.

Prerequisite: No previous musical training or background is assumed.

Distribution: Language and Literature or Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 2011-12. Unit: 1.0

MUS 224/REL 224 Hildegard of Bingen

Fontijn, Elkins (Religion)

This interdisciplinary course will focus on the music, dramatic productions, vision literature, and theology of the renowned twelfth-century abbess, Hildegard of Bingen. Attention will also be given to her scientific work on medicine, the manuscript illuminations of her visions, and the productions of her music popular today. *Students may register for either MUS 224 or REL 224 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

MUS 225/325 Global Pop: The Social Life of Sounds

Barzel

NOT OFFERED IN 2010-11. OFFERED IN 2011-12. Music is an expressive world unto itself and the product of interwoven forces: creative, economic, political, cultural. Multilayered analysis is well-suited to the cosmopolitan genres of "global pop" that blend Western popular music—jazz, rock, funk, and hip hop—with local idioms and performance practices. In this course we focus on synthetic musics from South Africa (isicathamiya, mbaqanga), Cuba (són), and Senegal (mbalax). During periods of rising national consciousness, each served as the sonic embodiment of changes in the social order. We will consider the traditions and cultural interactions that informed the development of these genres. Using several recordings

as case studies, we will learn about artistic innovators while addressing each recording as a piece of material culture that can be read as a complex social document

Prerequisite: 225; None. 325: Permission of the instructor. Music majors must elect this course at the 300-level.
Distribution: Arts, Music, Theater, Film, Video
Semester: N/O. Offered in 2011-12. Unit: 1.0

MUS 230 Opera: Its History, Music, and Drama

NOT OFFERED IN 2010-11. This course offers a comprehensive chronological survey of the history and evolution of opera, from 1600 to the present time. Lectures will examine historical background, the sub-genres 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.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

MUS 235/335 Topics in Instrumental Music

Brody

Topic for 2010-11: Crossover: Hybridity in Modern Music. An array of "foreign" idioms and sounds—coming from Asia and Africa and from ancient oral traditions as well as newly emerging electronic media—regenerated Western concert music in the twentieth century. This course investigates hybrid idioms in modern music, drawing examples from orchestral works of Debussy, Bartók, Stravinsky, Copland, Bernstein, Boulez and Adams, among others. We will explore the ways that cultural hybridization has sparked new approaches to instrumental sound and musical structure, as well as considering the ethics and cultural meanings of musical "crossover." *This course may be taken as either 235 or, with additional assignments, 335.*

Prerequisite: 225; None. 325: Permission of the instructor. Music majors must elect this course at the 300-level.
Distribution: Arts, Music, Theater, Film, Video
Semester: Spring Unit: 1.0

MUS 240 Opera Workshop

Matthews

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 at the conclusion of Wintersession. Emphasis will be placed on researching of roles, character development, and actions appropriate to musical style, and the interaction of text, music, and movement. The class meets daily, and students are expected to study and rehearse individually and with other participants outside of class sessions. *Note: Students may take this course no more than three times.*

Prerequisite or Corequisite: 199 in voice, with permission of 199 instructor
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

MUS 244 Tonal Counterpoint and Harmony

J. Johnson

A continuation of MUS 122, this course offers an introduction to sixteenth-century species/modal counterpoint and eighteenth-century tonal counterpoint, with an emphasis on its relationship to the harmony and melodic figuration of the seventeenth through nineteenth centuries. Students will complete a variety of compositional and analytic exercises in the style of Palestrina and Bach, and will also learn the history of Western counterpoint as articulated in the treatises of Zarlino, Galilei, Fux, Cherubini, and others. A keyboard lab offers practice in playing assigned counterpoint exercises, cadence progressions, and figured bass in keyboard style.

Prerequisite: 122
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

MUS 250 Research or Individual Study

Prerequisite: Open to qualified students by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

MUS 250H 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. *No credit will be given for this course unless both semesters are completed satisfactorily. MUS 250H is graded on a credit/noncredit basis.*

Corequisite: One academic music course per 0.5 credit earned.
Distribution: None
Semester: Fall, Spring Unit: 0.5

MUS 275 Computer Music: Synthesis Techniques and Compositional Practice

J. Johnson

NOT OFFERED IN 2010-2011. OFFERED IN 2011-12. An overview of the fundamental concepts, techniques, and literature of electronic and computer music. Topics include the technology of acoustic and digital musical instruments, MIDI programming, sound-synthesis techniques (frequency modulation, sampling, linear synthesis, waveshaping, etc.), and the history of electronic music. Students will undertake brief compositional exercises, and learn basic programming and related technical skills.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered In 2011-12. Unit: 1.0

MUS 276 American Popular Music in the Twentieth Century

Barzel

"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 U.S. after WWII. 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–70s, 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.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

MUS 299 Performing Music (advanced, with academic credit)

Staff

A one-hour private lesson per week. Students who have completed at least one year of MUS 199 are eligible for promotion to 299. A student wishing to enroll in MUS 299 is expected to demonstrate accomplishment distinctly beyond that of the MUS 199 student. Students are recommended for promotion by their instructors. A minimum of 10 hours of practice per week is expected. MUS 299 may be repeated without limit. One 200- or 300-level music course must be completed for each unit of credit granted for MUS 299. A music course already used to fulfill the requirement for MUS 199 may not be counted again for 299. One unit of credit is given for a full year of study. Not to be counted toward the major in music. For further information, including fees, see Performing Music: Private Instruction and Academic Credit. See also MUS 99, 199, and 344. *Except by special permission, no credit will be given for this course unless both semesters are completed satisfactorily. Mandatory credit/noncredit.*

Prerequisite: 199 and recommendation of instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

MUS 300 Seminar: Studies in History, Theory, Analysis, Ethnomusicology

Offered in both semesters with two modules presented consecutively in each semester. Students may select any number or combination of the four topics offered each year. Open to music majors, minors, and other students with appropriate background.

Topic A: Debussy's World

Fisk

Was Debussy the first great musical modernist, or a postmodernist before his time? Was he more indebted to Impressionist painting, or to the Symbolist poetry of Baudelaire, Verlaine and Mallarmé? Was he more a sensualist or an intellectual? Which aspects of his style did he derive from Wagner, Mussorgsky, Fauré, Chopin and Liszt, and which were simply unprecedented? This seminar will consider these questions through study of his songs, his opera *Pelleas et Mélisande*, his *Prélude à l'après-midi d'un faune*, and various other works for orchestra and for solo piano.

Prerequisites: Open to music majors/minors and others with permission of the instructor.
Distribution: Arts, Music, Theater, Film, Video
Semester: Fall Unit: 0.5

Topic B: Being Modern in Paris

Bhogal

One can be modern at any time and in any place. But the diversity with which modernism was practiced between 1890–1925 put Paris and its artists firmly on the cultural map. Following on from 300A, this module explores different articulations of musical modernism beginning with Debussy and Ravel, whose self-consciously “French” style was modeled on innovations in literature and art. Next, we will examine the contributions of immigrants such as Stravinsky, whose exotic ballets brought ideas of primitivism into this discourse. Finally, in considering Satie’s activities in Montmartre’s popular cabarets, we will study an alternative, “lowbrow” vision of modernism. Readings in various disciplines will be coupled with intensive listening.

Prerequisite: Open to music majors/minors and others with permission of the instructor.
Distribution: Arts, Music, Theater, Film, Video
Semester: Fall Unit: 0.5

Topic C: New York Noise: Remaking the Avant-Garde

Barzel

In the 1970s–80s a transgressive music scene was incubating on Manhattan’s Lower East Side. Its denizens were composer/improvisers trained in jazz, rock/punk rock, free improvisation, soul/funk, and European concert music. Lacking a forum to combine their creative interests, they developed innovative compositional forms and performance practices. Strongly influenced by the Association for the Advancement for Creative Musicians, they changed the landscape of experimental music and challenged high-cultural notions about the avant-garde, especially in regard to improvisation, popular culture, and musical time. Their genre-bending music calls for new analytical paradigms. We will bring an interdisciplinary focus to our study of three iconic artists/groups—John Zorn, the Lounge Lizards, Shelley Hirsch—drawing on critical theory, cultural studies, and ethnomusicology to develop original ways of thinking about American experimentalism.

Prerequisite: Open to music majors/minors and others with permission of the instructor.
Distribution: Arts, Music, Theater, Film, Video
Semester: Spring Unit: 0.5

Topic D: Composing the Moment: Improvisation in (and Beyond) Contemporary Art Music

J. Johnson

Is improvisation a performance skill, or is it a form of composition in its own right? How do we define a “musical work” when its parameters are fluid, shifting, and unpredictably dependent on the moment? How have recording and computer technologies destabilized the meaning of “composition” in the twenty-first century, and why is improvisation such an effective tool in music therapy and autism treatments? In this module, students will immerse themselves in these and other questions while learning to create and critique improvisatory music of their own. In addition to studying improvisations by artists as varied as Pauline Oliveros, Pamela Z, Keith Jarrett, and Thurston Moore, students will also improvise in solo and group settings, create multi-media improvisations using digital audio and video, and consider the uses of improvisation beyond aesthetics, such as negotiating disease or healing from trauma.

Prerequisite: Open to music majors/minors and others with permission of the instructor.

Distribution: Arts, Music, Theater, Film, Video
Semester: Spring Unit: 0.5

MUS 308 Conducting

NOT OFFERED IN 2010-11. Techniques of score preparation, score reading, baton technique, and rehearsal methods. The course will stress the development of aural and interpretive skills through class exercises, rehearsals, demonstrations of instruments, tutorials, and individual projects designed according to each student’s level and interests.

Prerequisite: One from: 200, 201, [220], or 315, or permission of the instructor.
Distribution: Arts, Music, Theater, Film, Video
Semester: N/O Unit: 1.0

MUS 315 Advanced Harmony

Brody

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.

Prerequisite: 244 and either [313] or 201
Distribution: Arts, Music, Theater, Film, Video
Semester: Fall Unit: 1.0

MUS 344 Performance Workshop

Fisk

As an adjunct to private lessons with a member of the College performance faculty, the Performance Workshop offers intensive study of advanced interpretation and performance. The program gives students the opportunity to perform frequently in an informal setting before fellow students and faculty, to receive constructive comment, and to discuss repertoire and interpretation. *This is the only credit course in performance that can be counted toward the music major.*

Prerequisite: A written recommendation from her instructor in Performing Music.
Corequisite: Students must complete both 200 and 201 by the end of the first year of 344. If enrolled in the course for a second year, an additional 200- or 300-level course must be completed. Permission to elect subsequent units is granted only to a student who has fulfilled all corequisite requirements and whose progress in 344 is judged excellent; a maximum of four units of MUS 344 may be counted toward the degree.

Distribution: Arts, Music, Theater, Film, Video
Semester: Fall, Spring Unit: 1.0

MUS 350 Research or Individual Study

Directed study in analysis, composition, orchestration, theory, ethnomusicology, or the history of music.

Prerequisite: Open to qualified juniors and seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

MUS 350H Research or Individual Study

Prerequisite: Open to qualified students by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

MUS 360 Senior Thesis Research

Prerequisite: By permission of the department. See Academic Distributions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

MUS 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Requirements for the Major

The major in Music is a program of at least 10 units. The normal sequence of courses for the major is: MUS 122, 244, 200 and 201 (history and analysis), 315, and a total of two semesters of 300 (of which there are four modular units per year). Also required are three additional elected units of 200- or 300-level work. Students who declare a music major are required to participate in one of the department’s performing music ensembles for at least one academic year (i.e., two semesters). The study of composition (213/313) is highly recommended for majors. In most cases, courses taken credit/noncredit will not count toward the major. Ideally, students interested in majoring in music should begin the theory sequence with 122 in the fall semester of the first year. This allows them to enroll in the spring-term offering of 244, which is the prerequisite for 200 and the courses that follow sequentially. Starting on this sequence immediately affords the option of taking a wider variety of elective music courses in the junior and senior years, and also makes it easier for those studying abroad to complete the major comfortably. Students who need remedial theory (MUS 111 or 111X) should work with a Music advisor to set up an accelerated program of study if they would like to pursue the major. If a student places out of 122 and/or 244, she will need to pursue other Music courses to add up to 10 units.

Students who plan to undertake graduate study in musicology or theory are strongly encouraged to study German, French, or Italian beyond the introductory level, as well as European history, literature, and art. Basic proficiency in one or more European languages will also benefit students who plan to undertake graduate study in ethnomusicology, as will studies in one or more languages relevant to a particular research interest. In addition, those concentrating on ethnomusicology can perform in the department’s world music ensembles and take related courses in anthropology and area studies. Music majors develop their musicianship through the acquisition of basic keyboard skills, ear training, private instruction in practical music, and involvement in the various performing ensembles of the department.

Requirements for the Minor

The music minor is a program of at least five units. One unit must come from theory (120, 122, 213/313, or 244), and another from history (101, 200, 201, 209, 222/322, 223/[323], 224, 230, 235/335, 275, or 276). One of the five units may come from earning one credit through performing music lessons (199, 299) or through completing two years in an ensemble (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.

Honors

The department offers a choice of three programs for honors, all under the catalog numbers 360/370; honors students normally elect the two units in succession during the senior year. Eligibility for these programs requires a GPA of 3.5 in the major. Under Program I, the honors candidate carries out independent research leading to a written thesis and an oral examination. Under Program II, honors in composition, the 360 and 370 units culminate in a composition of substance and an oral examination on the honors work. Prerequisites for this program are 315 and distinguished work in 313. Program III, honors in performance, culminates in a recital, a lecture-demonstration, and an essay on some aspect of performance. The prerequisite for Program III is 344 in the junior year and evidence during that year, through public performance, of exceptional talent and accomplishment; 344 must then be continued in the senior year, but now as a component of the 360/370 sequence, and not for separate course credit.

Performing Music Instrument Collection

The music department owns 40 pianos (which include 28 Steinway grands, two Mason and Hamlin grands, and numerous Steinway uprights), a Noack practice organ, a harp, a marimba, a jazz drum kit, and a wide assortment of modern orchestral instruments. In addition, an unusually fine collection of instruments appropriate to early music performance is available for use by students. These include a Dolmetsch clavichord, a virginal, three harpsichords, a positive organ, a fortepiano, an 1823 Clementi grand piano, a Gothic harp, a lute, eight violas da gamba, a Baroque violin, and an assortment of Renaissance and Baroque wind instruments.

Of particular interest is the Charles Benton Fisk meantone organ (completed 1981) in Houghton Memorial Chapel, which is America's first major instrument constructed after seventeenth-century German prototypes. The chapel also houses a three-manual Aeolian-Skinner pipe organ. Galen Stone Tower contains a 32-bell carillon.

Performance Workshop (MUS 344)

The Performance Workshop offers advanced students an opportunity to perform frequently in an informal setting before fellow students and faculty, to discuss repertoire and interpretation, and to receive constructive comments.

Skills Instruction

Group instruction in basic keyboard skills, including keyboard harmony, sight-reading, ear training, and score reading, is provided free to all students enrolled in any music course (including 101 with the instructor's permission and if space is available), and to MUS 99 students with the written recommendation of their private instructor. Ensemble sight-reading instruction on a more advanced level is also available for pianists.

Private Instruction

The department offers private instruction in voice, piano, fortepiano, organ, harpsichord, harp, violin, Baroque violin, fiddle, viola, violoncello, double bass, viola da gamba, flute (Baroque and modern), oboe, clarinet, bassoon, trumpet, French horn, trombone, tuba, recorder, lute, classical guitar, saxophone, percussion, and marimba; and private jazz instruction in piano, violin, bass, saxophone, flute, percussion, and voice. We will make every attempt to accommodate students wishing private instruction in instruments not currently taught.

All students planning to enroll for music lessons must take the music theory placement test. Information concerning auditions and course requirements for noncredit and credit study is given above under listings for MUS 99, 199, 299, and 344. Except for 344, auditions and the Placement Test are ordinarily given at the start of the first semester.

There is no charge for performing music to students enrolled in 199, 299, or 344 who: 1) have demonstrated financial need as determined by the Wellesley College Financial Aid Office; 2) are receiving financial aid from Wellesley College; and 3) are taking the normal length of lesson (45 minutes at the 199 level, one hour at the 299 level). All other 199 and 299 students, while still given the full-length lesson, are charged an annual fee of \$988 (calculated as the rate for one half-hour lesson per week of the academic year). Students who contract for performing music instruction under MUS 99 are charged \$988 for one half-hour lesson per week through both semesters, and may register for 45-minute or hour lessons for an additional charge. A fee of \$35 per year is charged to performing music students for the use of a practice studio. The fee for the use of a practice studio for fortepiano, harpsichord, and organ is \$45.

Music lessons at Wellesley involve a full-year commitment: lesson contracts are binding for the entire school year. Performing music fees are payable by September 30; no refunds will be made thereafter.

For purposes of placement, the music theory placement test is given before classes start in the fall semester. All students registered for MUS 111, 111X, 122, or private instruction in 99 or 199 are required to take the test.

Arrangements for lessons are made at the department office during Orientation of the first week of the semester. Students may begin private study in 99 (but not 199 or 299) at the start of the second semester, if space permits.

Academic Credit and Corequisites for MUS 199 and 299

Credit for performing music at the 199 and 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 199 or 299; except by special permission, both semesters must be satisfactorily completed before credit can be counted toward the degree. While music performance courses (99, 199, 299, 344) may be repeated without limit, no more than four units of credit in these courses may be counted toward the Wellesley degree. More than one course in performing music for credit can be taken simultaneously only by special permission of the department.

An additional music course must be elected as a corequisite for each unit of credit in performing music. If a student must take MUS 111 or 111X as a result of the placement test, this course counts as the corequisite for the year.

The department's MUS 199 and 299 offerings are made possible by the Estate of Elsa Graefé Whitney '18.

Group Instruction

Group instruction in classical guitar, percussion, viola da gamba, Renaissance wind instruments, and voice is available for a fee of \$300 per year.

Performing Organizations

The following organizations, all directed by faculty members, are vital extensions of the academic program of the Department of Music.

The Wellesley College Choir

The College Choir, consisting of approximately 50 singers, has a rich history of dedication to great choral literature and inspiring performances. Endowed funds provide for annual collaborative concerts with men's choirs from such institutions as the Miami University of Ohio, Harvard, and Cornell. The choir regularly commissions and premieres new compositions as well as performs a great variety of repertoire for women's chorus. In addition to staging local performances of works for choir and orchestra and singing at annual college events throughout the year, the choir tours both nationally and internationally. Auditions are held during Orientation.

The Wellesley College Chamber Singers

A select ensemble of 12 to 16 vocalists, the Chamber Singers perform concerts on and off campus. The Chamber Singers are often invited to perform with local instrumental ensembles, on professional concert series, and as part of choral festivals. Specializing in music for women's voices, the repertoire ranges from medieval to contemporary literature.

Choral Scholars

As part of the Choral Program, students may audition to join the Choral Scholars. Open to all students and effective for the full academic year, those awarded the scholarships are 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; 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 2010-11 academic year).

The Brandeis-Wellesley Orchestra

The Orchestra is comprised of students, faculty, staff, and associates of Wellesley College and Brandeis University. Uniting the high standard of excellence associated with these institutions, the Orchestra is dedicated to bringing inspiring performances of the great orchestral literature—past and present—to a new generation of musicians and audiences. The Orchestra gives four to five concerts a year; one concert features the winners of the annual Concerto Competition, which is open to students taking lessons and participating in department ensembles. Two-hour rehearsals are held on Tuesday evenings at Brandeis and Thursday evenings at Wellesley, and shuttle buses are provided. Membership is based on auditions held at the start of each semester.

The Chamber Music Society

The Chamber Music Society offers an opportunity for small ensembles to explore the chamber music repertoire of the last four centuries. A number of groups, which include singers and players of strings, winds, and keyboards, rehearse independently and also meet weekly with a faculty coach at no cost. Throughout the year, players present formal and informal recitals. Entrance is by audition.

Wellesley BlueJazz

Wellesley BlueJazz is a faculty-directed jazz ensemble of a dozen or more students. Rehearsals encourage the development of fluency in jazz improvisation; previous jazz experience is not required. The ensemble performs several times each year and presents joint concerts with ensembles from Wellesley and other area colleges. Workshops on jazz improvisation with visiting guest artists are also offered. Auditions are held at the beginning of each year.

Yanvalou Drumming and Dance Ensemble

Yanvalou, an ensemble that explores the traditional musics of Africa and the Caribbean, offers participants the opportunity to perform with authentic instruments, and to experience a variety of cultures through their musics. In collaboration with its dance troupe, Yanvalou presents several concerts during each academic year.

Neuroscience

AN INTERDEPARTMENTAL MAJOR

Professor: *Beltz (Director)*

Associate Professor: *Tetel*

Assistant Professor: *Conway^A, Wiest*

Senior Instructor in Neuroscience Laboratory: *Paul*

Neuroscience Advisory Committee: *Cameron (Biology), Ducas (Physics), Hildreth (Computer Science), Keane (Psychology), Kolodny (Chemistry)*

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 look to better understand devastating neurological and psychiatric disorders.

Goals for the Major

- Create a cohesive and supportive interdepartmental community
- Foster an excitement for neuroscience and an understanding of applications of neuroscience discoveries to everyday life
- Appreciate the ethical complexities involved in the pursuit and application of knowledge about the brain and cognition
- Cultivate an understanding of the relationships among disparate subfields that comprise neuroscience, including cellular and molecular, cognitive, computational and systems neuroscience
- Develop the ability to read and critically evaluate the neuroscience literature
- Acquire confidence and fluency with oral and written communication
- Generate a facility with the major experimental methods and techniques used by neuroscientists, including
 - electrophysiology
 - computational modeling
 - neurochemistry
 - neuropharmacology
 - neuroanatomy
 - genomics
 - behavioral approaches
- Master analytical and statistical methods critical to the evaluation of experimental data
- Encourage an environment supportive of student involvement in neuroscience research

We anticipate that fulfillment of these goals will provide the intellectual and technical skills necessary for the successful pursuit of graduate school, medical school and careers in neuroscience-related fields.

NEUR 100 Brain, Behavior, and Cognition: An Introduction to Neuroscience

Tetel, Wiest, Paul

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.

Prerequisite: Open only to first years and sophomores, or by permission of instructor.

Distribution: Epistemology and Cognition or Natural and Physical Science
Semester: Fall, Spring

Unit: 1.0

NEUR 200 Neurons, Networks, and Behavior with Laboratory

Wiest, Beltz, Paul, Hellyay (Biological Sciences)

This course will build on basic concepts in neuroscience. Current issues will be examined within a broad framework that includes examples and readings in cellular and molecular, cognitive, behavioral and computational neuroscience. Topics such as sensory systems, learning, memory, and cognition will be covered. The accompanying laboratory is designed to expose students to basic methods and experimental approaches in neuroscience.

Prerequisite: 100 and BISC 110 or permission of instructor. Not open to first-year students.

Distribution: Epistemology and Cognition or Natural and Physical Science
Semester: Fall, Spring

Unit: 1.25

NEUR 250 Research or Individual Study

Prerequisite: By permission of instructor.

Distribution: None
Semester: Fall, Spring

Unit: 1.0

NEUR 250H Research or Individual Study

Prerequisite: By permission of instructor.

Distribution: None
Semester: Fall, Spring

Unit: 0.5

NEUR 250G Group Research in Neuroendocrinology

Tetel

An introduction to the literature and research methods in Neuroendocrinology, with particular emphasis on how hormones work in the brain to regulate behavior and physiology. Students will learn how to ask and address fundamental questions in neuroendocrine research by conducting literature searches and critically reading and evaluating original research articles in neuroendocrinology. Students will be exposed to current methods in neuroendocrinology, including behavioral analyses, neuroanatomy, analysis of protein expression in brain protein-protein interaction assays. Individual and group laboratory projects will be offered.

Prerequisite: Open to sophomores by permission of instructor

Distribution: None
Semester: Fall, Spring

Unit: 1.0

NEUR 300 Capstone Seminar in Neuroscience

Beltz, Wiest

In this capstone seminar for neuroscience majors, students will give group presentations of articles on cutting edge areas of neuroscience research. The authors of these articles will be invited to campus to present their research and meet with the class. Some of the topics to be discussed include: developmental neuroscience, computational and systems neuroscience, cognitive

neuroscience, learning and memory and neurodegenerative disorders. In addition, careers in neuroscience will be discussed.

Prerequisite: 200. Open only to junior and senior neuroscience majors.
Distribution: Epistemology and Cognition or Natural and Physical Science
Semester: Fall Unit: 1.0

NEUR 306/BISC 306 Principles of Neural Development with Laboratory

Belze, Paul

This course will discuss aspects of nervous system development and how these relate to the development of the organism as a whole. Topics such as neural induction, neurogenesis, programmed cell death, axon guidance, synaptogenesis and the development of behavior will be discussed, with an emphasis on the primary literature and critical reading skills. Laboratory sessions focus on a variety of methods used to define developing neural systems. *Students may register for either NEUR 306 or BISC 306 and credit will be granted accordingly.*

Prerequisite: 200 or BISC 216 or permission of instructor.
Distribution: Epistemology and Cognition or Natural and Physical Science
Semester: Spring Unit: 1.25

NEUR 315/BISC 315 Neuroendocrinology with Laboratory

Tetel

Hormones act throughout the body to coordinate basic biological functions such as development, differentiation and reproduction. This course will investigate how hormones act in the brain to regulate physiology and behavior. We will study how the major neuroendocrine axes regulate a variety of functions, including brain development, reproductive physiology and behavior, homeostasis and stress. The regulation of these functions by hormones will be investigated at the molecular, cellular and systems levels. Laboratory experiments will explore various approaches to neuroendocrine research, including the detection of hormone receptors in the brain and analysis of behavior. *Students may register for either NEUR 315 or BISC 315 and credit will be granted accordingly.*

Prerequisite: 200, or both BISC 110/112 and BISC 203, or permission of instructor.
Distribution: Epistemology and Cognition or Natural and Physical Science
Semester: Fall Unit: 1.25

NEUR 320 Vision and Art: Physics, Physiology, Perception, and Practice with Laboratory

Conway

NOT OFFERED IN 2010-11. This course will investigate the form and function of the human visual system by considering a unique product of this system: visual art. The course will examine the nature of the physical stimulus to which the visual system is responsive, the physiological mechanisms that capture this signal and convert it into perception, and how this process is revealed in the practice of art. As part of laboratory exercises investigating the resolution and sensitivity of your own visual system, a discipline called psychophysics, students will engage in making their own art and will learn to articulate the mechanisms by which they do so. The interdisciplinary nature of the course will require an advanced level of student participation, commitment, and self-directed learning.

Prerequisite: 100 or by permission of instructor.
Distribution: Epistemology and Cognition or Natural and Physical Science
Semester: N/O Unit: 1.25

NEUR 332 Advanced Topics in Neuroscience NOT OFFERED IN 2010-11.

Prerequisite: 200 or by permission of the instructor. Not open to first year students.
Distribution: Epistemology and Cognition or Natural and Physical Science
Semester: N/O Unit: 1.0

NEUR 335 Computational Neuroscience with Laboratory

Wiest

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 this reason, 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.

Prerequisite: 200 and calculus at the level of MATH 115, or by permission of instructor. No programming experience is required.
Distribution: Natural and Physical Science or Mathematical Modeling
Semester: Spring Unit: 1.25

NEUR 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

NEUR 350H Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 0.5

NEUR 350G Group Research in Neuroendocrinology

Tetel

An introduction to the literature and research methods in Neuroendocrinology, with particular emphasis on how hormones work in the brain to regulate behavior and physiology. Students will learn how to ask and address fundamental questions in neuroendocrine research by conducting literature searches and critically reading and evaluating original research articles in neuroendocrinology. Students will be exposed to current methods in neuroendocrinology, including behavioral analyses, neuroanatomy, analysis of protein expression in brain protein-protein interaction assays. Individual and group laboratory projects will be offered.

Prerequisite: Open to juniors and seniors by permission of instructor
Distribution: None
Semester: Fall, Spring Unit: 1.0

NEUR 360 Senior Thesis Research

Prerequisite: By permission of the Program. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

NEUR 370 Senior Thesis

Prerequisite: 360 and permission of the Program.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Requirements for the Major

For students who entered the College in the fall of 2007 or 2008, the major in neuroscience offers three areas of concentration: cellular and molecular neuroscience, cognitive neuroscience, and systems and computational neuroscience. Students are expected to achieve competence in two of these three areas. The major must include the following core courses: NEUR 100, 200 and 300 and PSYC 205. Majors must elect three 200-level courses from two of the three areas of concentration: Cellular and molecular neuroscience: BISC 219, 220, CHEM 211, 221 or 222; Cognitive neuroscience: PSYC 214, 215, 216, 217, 218; Systems and computational neuroscience: CS 232, MATH 215, PHYS 216, 219, 222. Note that these 200-level courses have specific prerequisites that must be satisfied. Majors must also elect three 300-level courses from two of the three areas of concentration, at least one of which must be a laboratory course: Cellular and molecular neuroscience: NEUR/BISC 306, NEUR/BISC 315, BISC 302, CHEM 306 (only when neuroscience-related topics); Cognitive neuroscience: PSYC 304R, 314R, 316, 318, 319, 328; Systems and computational neuroscience: NEUR 320, NEUR 335, CS 332. Any other 300-level courses must be specifically approved by the Director. NEUR 332 (NOT OFFERED IN 2010-11) will count towards the major in whatever concentration reflects the topic in that year. NEUR 250, 250G, 250H, 350, 350G, 350H, 360 and 370 do not count towards the minimum major. A minimum of eight courses towards the major requirements must be taken at Wellesley. Additional information is also available on the Web at http://www.wellesley.edu/neuroscience/major_complete.html.

For students who enter the College in the fall of 2009 or later, the major in neuroscience is the same as for those entering in 2007 and 2008, but also includes BISC 110.

Normally no more than three units in neuroscience taken at other institutions may be counted towards the major.

Transfer Credit

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

Senior thesis (NEUR 360/370) 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.

Graduate Study

Students wishing to attend graduate school in neuroscience are strongly encouraged to take CHEM 211/212, CS 112, MATH 115/116 and physics through PHYS 106 or PHYS 108.

Peace and Justice Studies

A STRUCTURED INDIVIDUAL MAJOR

Director: *Rosenwald (English)*

Co-Director for Experiential Education:
Kazanjian

Lecturer: *Kazanjian (Peace and Justice Studies)*

Visiting Lecturer: *Confortini*

Advisory Board: *Candland (Political Science), de Warren^{A2} (Philosophy), Kapteijns (History), Kazanjian (Peace and Justice Studies), Koderá (Religion), Confortini (Peace and Justice Studies), Rosenwald (English), Skeath^{A1} (Economics)*

The Peace and Justice Studies program provides a program of study that integrates the many areas of intellectual inquiry relating to the historical and contemporary search for a peaceful and just society and world.

Goals for the Major

To give students exposure to and an understanding of the core canonical concepts and findings in the field, and to enable students to develop proficiency in two primary areas of study: a) the social, political, historical, and cultural factors that lead to conflict, violence, and injustice; b) the various philosophies, strategies, and techniques of peacemaking and conflict transformation at the level of nation-states, social groups and communities within nation-states, and interpersonal and individual relationships. Approaches to conflict transformation will include a) the mainstream integrated approach including crisis intervention, human rights, grassroots development, and restorative justice and b) the nonviolent direct action approach. Students are also expected to take part in field-based experiential education that is linked to the student, her specific discipline, and peace studies in general.

PEAC 104 Introduction to the Study of Conflict, Justice, and Peace

Kazanjian, Confortini

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.

Prerequisite: None
Distribution: Social and Behavioral Analysis or Religion, Ethics, and Moral Philosophy
Semester: Fall, Spring

Unit: 1.0

PEAC 204 Conflict Transformation in Theory and Practice

Confortini

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?

Prerequisite: 104 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring

Unit: 1.0

PEAC 250 Research or Individual Study

Prerequisite: 104 and one 200-level course in the general field of Peace and Justice Studies or permission of the instructor.
Distribution: None

Semester: Fall, Spring

Unit: 1.0

PEAC 250H Research or Individual Study

Prerequisite: 104 and one 200-level course in the general field of Peace and Justice Studies or permission of the instructor.
Distribution: None

Semester: Fall, Spring

Unit: 0.5

PEAC 259 Peace and Conflict Resolution

Confortini

Topic for 2010-11: Feminist Interrogations of Peace Studies. This is an intermediate level course designed to familiarize students with feminist contributions and challenges to peace studies. From Virginia Woolf to Betty Reardon to Cynthia Enloe, feminists have started social analysis from the lives of women. They have challenged traditional definitions of such central concepts in peace studies as violence, peace, security, and power. However, their contributions have been often marginalized in peace studies. This course will put feminist analysis at the center of the study of violence and peace. Drawing on literature from different disciplines and from visual and interactive media, the course will show how the feminist study of gender presents an understanding of peace that takes into account women and other marginalized communities.

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Spring

Unit: 1.0

PEAC 304 Senior Seminar in Peace and Justice Studies

Rosenwald (English), Confortini

A capstone course for the major in peace and justice studies, centered on a seminar project and paper that students research and write on a subject of their choice in relation to the course topic, and on readings and discussions exploring essential topics and research methods in peace studies.

Topic for 2010-11: Nonviolent Direct Action in Theory and Practice. Nonviolent direct action is an important, controversial, and richly documented practice in attempts to make peace and remedy injustice. This seminar will explore that practice in history and in theory, in success and failure, in the United States and internationally. Among the possible theorists (some advocates, some critics): Barbara Deming, Mohandas Gandhi, Peter Gelderloos, Martin Luther King Jr., Reinhold Niebuhr, Jonathan Schell, Gene Sharp, William Vollmann. Among the possible case studies: the American civil rights movement and anti-Vietnam-war movement, the Indian anti-colonial movement, the South African anti-apartheid movement, the Polish Solidarity movement, the anti-Nazi campaign in the French village of Chambon. Readings, fieldwork, visits from nonviolent activists and theorists. Assignments:

weekly reading journals, field study of a nonviolent campaign or organization, a substantial piece of independent work.

Prerequisite: Required for Peace and Justice Studies majors; for others, permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

PEAC 324 Grassroots Development, Conflict Resolution, and the Gandhian Legacy in India *Kazanjian*

NOT OFFERED IN 2010-11. This three and a half week wintressession course in India focuses on understanding the historical development of the Gandhian philosophy of nonviolence and on how Gandhian strategies have been adapted by grassroots community-based organizations to address the challenges facing India and the world today. The course involves both experiential and classroom learning. During this course we will meet with women's organizations, peace organizations, environmental action groups, and community health activists in rural and urban communities in the North of India. In addition, we will take part in a seminar series on intercultural and interreligious conflict resolution at the Malaviya Centre for Peace Research at Banaras Hindu University. *Not offered every year. Subject to Dean's Office approval.*

Prerequisite: Two 200-level courses in related fields.
Application required.
Distribution: Social and Behavioral Analysis or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

PEAC 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

PEAC 350H Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 0.5

PEAC 360 Senior Thesis Research

Prerequisite: By permission of program directors. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

PEAC 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Requirements for the Major

Students are expected to complete nine units. The major and the concentration should be designed in consultation with the program directors. The major consists of:

1. Four required courses:

PEAC 104 Introduction to the Study of Conflict, Justice, and Peace

PEAC 204 Conflict Resolution in Theory and Practice

PEAC 259 Topics in Peace and Justice Studies

PEAC 304 Senior Seminar in Peace and Justice Studies, or equivalent by permission of directors

2. One of the following courses: (Students will generally need to fulfill prerequisites for these courses.)

ECON 222 Games of Strategy

ECON 243 The Political Economy of Gender, Race, and Class

HIST 206 From Conquest to Revolution: A History of Colonial Latin America

HIST 263 South Africa in Historical Perspective

PHIL 236 Introduction to Global Justice

POL 204 Political Economy of Development and Underdevelopment

REL 257 Contemplation and Action

SOC 202 Sociology of Human Rights

SOC 209 Social Inequality: Class, Race, and Gender

3. Four courses above the 100 level in an area of concentration, including at least one at the 300 level. Students must elect a concentration in consultation with the program directors and a faculty member knowledgeable in the area of concentration, and demonstrate the intellectual coherence of the concentration.

4. Students majoring in Peace and Justice Studies are expected to include an experiential education component in their course of study. This component should be discussed with the program directors and may include: wintressession, summer or year-long internships, course-related experiential education programs, or community service projects. Majors are expected to participate in the Action/Reflection Programs offered by the Director of Experiential Programs as part of fulfilling this requirement.

The Action/Reflection Program

The objectives of the Action/Reflection Program are: to provide students with experience to complement and extend their theoretical learning in Peace and Justice Studies; to broaden the student's foundation in Peace and Justice Studies by including a behavioral level of learning through field experience; to provide students with an opportunity to meet and work with people engaged in peace and justice-related professions and activities; and to provide an opportunity for students to develop and apply knowledge, skills, and peacemaking principles to concrete situations. Completion of the Action/Reflection Program includes:

1. Meeting with the Director of Experiential Education prior to involvement in a student's experiential education program, and participation in a two-hour learning module following the experience. The Action/Reflection module is offered multiple times each semester and explores learning that takes place outside of the classroom and its connection to a student's overall educational process.

2. Maintaining a journal noting hours spent, observations, and reflections, with particular emphasis on peace studies concepts (journal format provided).

For students who entered the College prior to the fall of 2010: A major (eight units) in Peace and Justice Studies and the concentration should be designed in consultation with the program directors. Students must elect a concentration of at least four units above the 100 level.

Concentrations will normally be in one department, but may be constructed across departments. In either case, the student must demonstrate the intellectual coherence of the concentration. In cases where the student's chosen concentration is in a discipline other than those of the directors, a second advisor in the student's field of concentration must also be arranged. The major must include two 300-level courses. The major consists of:

1. Two required courses: PEAC 104 (Introduction to the Study of Conflict, Justice, and Peace) and **PEAC 259** (Peace and Conflict Resolution).

2. Six courses through which students are expected to develop proficiency in two areas:

a) the social, political, historical, and cultural factors that lead to conflict, violence, and injustice;
b) the various strategies and techniques of peacemaking and justice-seeking at the level of nation-states, social groups and communities within nation-states, and interpersonal and individual relationships;

Students are also expected to develop expertise in a particular international, national, regional, or local conflict situation.

3. Students majoring in Peace and Justice Studies are expected to include an experiential education component in their course of study. This component should be discussed with the program directors and may include: Wintressession, summer or year-long internships, course-related experiential education programs, or community service projects.

Honors

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.

Department of Philosophy

Professor: *McIntyre (Chair), Menkiti*

Associate Professor: *de Warren¹², McGowan^A*

Assistant Professor: *de Bres, Marshall, Wearing*

Visiting Lecturer: *Deen*

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.

Goals for the Major

- Majoring in philosophy will acquaint one with important developments in ancient and early modern philosophy and how these developments influence contemporary philosophical debates. Moreover, because philosophy is in the business of critically evaluating the reasons offered to support hypotheses, factual claims and evaluative judgments, majoring in philosophy will develop or sharpen the following skills:
- The interpretation of dense and challenging texts
- The ability to formulate and consider alternatives to commonly accepted views
- The construction and defense of coherent, well-considered positions
- The ability to offer reasoned responses to the ideas and objections of others

PHIL 103 Self and World: Introduction to Metaphysics and Epistemology

Marshall, McIntyre

This course introduces basic philosophical methods and concepts by exploring a variety of approaches to some central philosophical problems. Topics covered include the existence of God, the relation between reason and faith, skepticism and certainty, theories of knowledge, the relation between mind and body, and the compatibility of free will and causal determination. 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.

Prerequisite: None

Distribution: Epistemology and Cognition

Semester: Fall, Spring

Unit: 1.0

PHIL 106 Introduction to Moral Philosophy

Deen, de Bres

A study of central issues in moral philosophy from ancient Greece to the present day. Topics include the nature of morality, conceptions of justice, views of human nature and their bearing on questions of value, and competing tests of right and wrong.

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy

Semester: Fall, Spring

Unit: 1.0

PHIL 201 Ancient Greek Philosophy

Deen

Study of writings of Plato and Aristotle that are particularly influential still today, including Plato's *Symposium* and *Republic* and Aristotle's *Nicomachean Ethics*. In addition to studying the "essentialist" approach to nature and to ethics that Aristotle accepted from his teacher Plato, we will consider differences between Plato and Aristotle. For Plato, this will include his "theory of forms," his presentation of Socrates and the dialogue form of his writings. For Aristotle, it will include his development of the philosophical vocabulary that became standard for subsequent Western philosophy up until the Renaissance. We will discuss how Plato's and Aristotle's views relate to contemporary questions such as "stereotyping" in social thought, whether women and men are or are not essentially different, and whether scientific and ethical reasoning are fundamentally the same or different.

Prerequisite: None

Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy

Semester: Fall

Unit: 1.0

PHIL 202/AFR 202 Introduction to African Philosophy

Menkiti

Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative. *Students may register for either PHIL 202 or AFR 202 and credit will be granted accordingly.*

Prerequisite: Open to first-year students who have taken one course in philosophy and to sophomores, juniors, and seniors without prerequisite.

Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy

Semester: Spring

Unit: 1.0

PHIL 203/CAMS 223 Philosophy of Art

de Warren

What makes an object an art object? How does art reflect on the human condition? Why is there art rather than not, expression rather than silence, a gesture rather than stillness? A philosophical approach to art is primarily interested in clarifying the problem of aesthetic value, the special activities that produce art, and the claim to truth which finds expression through artistic creation. The aim of this course is to explore these questions, among others, by examining the positions of major philosophers and twentieth-century artists. Aesthetic issues in new media such as film and photography

will also be discussed. *Students may register for either PHIL 203 or CAMS 223 and credit will be granted accordingly.*

Prerequisite: Open to first-year students who have taken one course in philosophy and to sophomores, juniors, and seniors without prerequisite.

Distribution: Epistemology and Cognition or Art, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

PHIL 204 Philosophy and Literature

Menkiti

NOT OFFERED IN 2010-11. This course considers the questions: what sort of object is the literary text and what are the ontological issues raised by acts of literary interpretation? It also examines the complex relationship between fiction and fact, and between fiction and morality. The treatment of commitment to self and others, of self-knowledge and self-identity, and of individual and social ideals will also be explored. We end the course by looking at poetry—how it has meaning despite an inbuilt element of ambiguity and how it succeeds not only in shaping, but also healing the world.

Prerequisite: Open to first-year students who have taken one course in philosophy and to sophomores, juniors, and seniors without prerequisite.

Distribution: Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

PHIL 206 Normative Ethics

Menkiti

Can philosophers help us to think about moral issues, such as what to do about poverty and hunger, or racism and sexism? What is the good life and how could we know that it is good? We will look at the attempts of some contemporary philosophers to provide answers, or at least guides to finding answers, to these and similar questions. We will compare and contrast several approaches to evaluating an action: placing major weight on its consequences, or on whether it conforms to a moral rule, or whether it is the sort of thing a virtuous person would do.

Prerequisite: Open to first-year students who have taken one course in philosophy and to sophomores, juniors, and seniors without prerequisite.

Distribution: Religion, Ethics, and Moral Philosophy

Semester: Spring

Unit: 1.0

PHIL 207 Philosophy of Language

McGowan

NOT OFFERED IN 2010-11. 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.

Prerequisite: Open to first-year students who have taken one course in philosophy, and to sophomores, juniors, and seniors without prerequisite.

Distribution: Epistemology and Cognition

Semester: N/O

Unit: 1.0

PHIL 208 Theories of Knowledge

Wearing

NOT OFFERED IN 2010-11. We usually assume that we know a lot about the world around us. But how can we be sure that our beliefs reflect what the world is really like? In this course, we will investigate the nature of knowledge and the conditions under which we can be said to

have any. We will explore answers to the following questions: What distinguishes knowledge from mere opinion? What makes someone justified in holding a particular belief? What is the connection between what we do believe and what we should believe? How is self-deception possible? We will conclude by examining the contributions of feminism and cognitive science to the discussion of these questions.

Prerequisite: Open to first-year students who have taken one course in philosophy, and to sophomores, juniors, and seniors without prerequisite.
Distribution: Epistemology and Cognition
Semester: N/O Unit: 1.0

PHIL 209 Scientific Reasoning

NOT OFFERED IN 2010-11. This is a reasoning course that emphasizes the practical importance of critical thinking. Topics covered will include the basic forms of scientific inference, the basics of probability, issues of data collection, the difference between correlation and causation, and the theoretical and practical difficulties associated with establishing causal claims. Students will also gain an appreciation of the political and ethical importance of critical thinking by evaluating cases of sexist and racist science.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: Epistemology and Cognition. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: N/O Unit: 1.0

PHIL 210 Philosophy of Business

NOT OFFERED IN 2010-11. This course looks at philosophical aspects of U.S. corporate business and of the role of the corporate executive, beginning with the form of the corporation in the early U.S. and following the evolution of its powers to the present day. We will also follow related phenomena, including the transition of the U.S. from a rural to an urban industrial society, the emergence of the urban wage laborer and unions, the emergence of government regulations, such as the Sherman Antitrust Act, and the transformation of the U.S. into a consumerist nation, including the expanding role of marketing. We will consider assumptions involved in some current ways of talking about corporations and executives, including assumptions about gender, economics and poverty.

Prerequisite: None
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

PHIL 211 Philosophy of Religion

Marshall

This course undertakes a critical and philosophical study of central topics in the philosophy of religion, including the questions of the nature and existence of god, the problem of evil, the relation between morality and the divine, the relation between faith and reason, the problems of personal identity involved in the doctrines of incarnation and resurrection, and a consideration of the origins and value of religion in life. Readings will draw from the rich heritage of philosophical discourse, including Plato, Anselm, Aquinas, Leibniz, Pascal, Kant, Nietzsche, Freud, and others, including some contemporary work.

Prerequisite: One course in philosophy or by permission of the instructor.
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

PHIL 212 Technology and Human Values

Deen

As the pace of technological advancement continues to increase, concern that technology is transforming basic human values grows as well. In this course, we will discuss general topics regarding technology: the nature of technology, whether the morality of technology depends on how it is used or if it is already imbued with values, how technology changes our relationship to nature and whether technology is a form of social control. To bring these general topics down to earth, we will discuss (for example) disputes within biotechnology over reproductive technology, genetic manipulation or whether it is possible to become something "more than human" and within information technology over surveillance and privacy of personal information.

Prerequisite: None
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

PHIL 213 Social and Political Philosophy

de Bres

Why should we obey the government? Are there limits to what the state may demand of us? Does social justice require equality? Is taxation—or wage labor—theft? This course addresses these and other questions of social and political morality, through the lens of the major theories of Western philosophy. Topics will include Bentham and Mill on the general welfare and the importance of liberty, Locke and Nozick on individual rights, Rawls and Dworkin on distributive justice and Marx and Cohen on equality. We will study the structure and justification of each of these theories, as well as apply them to contemporary issues such as gay marriage, affirmative action, campaign finance and welfare policy.

Prerequisite: Open to seniors without prerequisite and to juniors and sophomores who have taken one course in philosophy or political theory, or by permission of the instructor.
Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis
Semester: Spring Unit: 1.0

PHIL 215 Philosophy of Mind

McIntyre

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.

Prerequisite: One course in philosophy, psychology, or cognitive science, or permission of the instructor.
Distribution: Epistemology and Cognition
Semester: Fall Unit: 1.0

PHIL 216 Logic

Wearing

An introduction to formal logic. Students will learn a variety of formal methods—methods sensitive only to the form of arguments, as opposed to their content—to determine whether the conclusions of arguments follow from their premises. Discussion of the philosophical problems that

arise in logic, and of the application of formal logic to problems in philosophy and other disciplines. Some consideration of issues in the philosophy of language.

Prerequisite: None
Distribution: Epistemology and Cognition
Semester: Fall, Spring Unit: 1.0

PHIL 217 Philosophy of Science: Traditional and Feminist Perspectives

NOT OFFERED IN 2010-11. This course will survey various issues in the philosophy of science surrounding the debate over scientific realism. Issues include: What constitutes adequate evidence? Exactly what does accepting a scientific theory involve? Does science discover the single objective way that the world is or does it culturally construct the world around us? How do cultural attitudes (e.g., gender) affect scientific practice?

Prerequisite: Open to sophomores, juniors, and seniors.
Distribution: Epistemology and Cognition
Semester: N/O Unit: 1.0

PHIL 218 Gender, Knowledge, and Science

Wearing

What, if anything, does gender have to do with knowledge? This course investigates ways in which gender might influence our conception of knowledge and our practices of seeking it. We will examine how gender situates and affect a knower, in order to investigate ways in which our practices of inquiry have systematically disadvantaged or excluded women (and other subordinated groups). We will consider three proposals for reforming those practices: feminist empiricism, feminist standpoint epistemology, and feminist postmodernism. Questions we will discuss include: Do feminist (or any other) values have a legitimate role to play in scientific inquiry? Is our conception of objectivity or of rationality gendered? Is science inherently sexist or is it a feminist's ally?

Prerequisite: Open to first-year students who have taken one course in philosophy and to sophomores, juniors, and seniors without prerequisite.
Distribution: Epistemology and Cognition
Semester: Spring Unit: 1.0

PHIL 221 History of Modern Philosophy

Marshall

A study of central themes in seventeenth- and eighteenth-century philosophy, concentrating on Descartes, Hume, and Kant. More limited readings of such figures as Spinoza, Locke, Ann Conway, Leibniz, and Berkeley. Among the topics: the relationship between mind and body; the limits of reason; determinism and freedom; the bearing of science on religion.

Prerequisite: Open to first-year students in their second semester and to sophomores, juniors, and seniors without prerequisite.
Distribution: Epistemology and Cognition or Historical Studies
Semester: Spring Unit: 1.0

PHIL 222 American Philosophy

Deen

The development of American philosophy from colonial times to the present. Among the topics: European justifications of colonization and conquest; the spiritualist metaphysics of Berkeley and Jonathan Edwards; philosophical underpinnings of the revolution and the republic; slavery and abolition; transcendentalism (Emerson, Thoreau); justice and civil disobedience; feminism. We will concentrate in particular on pragmatism, America's unique contribution to world philoso-

phy, with readings from Peirce, James, Dewey, Quine, Richard Rorty, and Cornel West. The course is intended for students of history, literature, and American Studies as well as for students of philosophy.

Prerequisite: None

Distribution: Epistemology and Cognition or Historical Studies

Semester: Fall Unit: 1.0

PHIL 224 Existentialism

de Warren

This course will study basic themes in existentialism by focusing on the theoretical and theatrical works of key existentialist writers such as Jean-Paul Sartre, Simone de Beauvoir, Antonin Artaud, Samuel Beckett, Albert Camus, and Eugene Ionesco. In taking the human condition as its primary question, existentialism redefines the meaning of theory as a philosophical reflection on a "seeing" of the human condition, as well as the significance of theatre as a "seeing" or "manifestation" of features of the human condition that otherwise remain hidden from view. Special emphasis will be placed on the themes of boredom, death, bad faith, anxiety, suffering, freedom, and intersubjective relationships.

Prerequisite: One philosophy course or permission of the instructor.

Distribution: Epistemology and Cognition or Historical Studies

Semester: Fall Unit: 1.0

PHIL 230 Nineteenth-Century Philosophy

NOT OFFERED IN 2010-11. This course will study selected themes in nineteenth-century philosophy. Readings from Kant, Hegel, Marx, Kierkegaard, Schopenhauer, and Nietzsche will address central issues such as the status of reason, the irrational and the unconscious, modernization and the meaning of history, and the significance of religion and art for human existence. Other important figures of nineteenth-century thought such as Darwin, Comte, Mill, and Schleiermacher may also be addressed.

Prerequisite: One course in philosophy or permission of the instructor.

Distribution: Epistemology and Cognition or Historical Studies

Semester: N/O Unit: 1.0

PHIL 233 Environmental Ethics

de Bres

Do non-human animals, plants, species, ecosystems or wilderness have moral value beyond their relation to human interests? Do we have moral duties to refrain from harming the natural world or to preserve it for future generations? How should we weigh up environmental concerns against other concerns (such as the elimination of poverty or economic growth) in cases where they come into conflict? How should the benefits of the environment, and the burdens of conserving it, be shared among individuals or countries? Does recognition of the importance of the environment call for a brand new kind of moral philosophy or merely a more sophisticated application of an old one? This course will examine a variety of philosophical answers to these questions and apply those answers to a set of pressing current issues, including global climate change; population policy and reproductive freedom; the local food movement; and the use of non-human animals for food, research and entertainment.

Prerequisite: One course in Philosophy or Environmental Studies, or permission of the instructor

Distribution: Religion, Ethics, and Moral Philosophy

Semester: Fall Unit: 1.0

PHIL 235 Democracy

de Bres

NOT OFFERED IN 2010-11. This course provides an introduction to past and present work on the normative theory of democracy, and discusses how that work bears on some important issues in current affairs. We will explore significant historical contributions to democratic thought; consider contemporary work on issues such as procedural versus substantive accounts of democracy, democratic deliberation, democratic participation, legislative representation and constitutionalism; and address present public debates concerning campaign finance reform, democracy at the supra-state level and the "exporting" of democracy overseas.

Prerequisite: Open to first-year students who have taken one course in philosophy or political science, and to sophomores, juniors, and seniors without prerequisite.

Distribution: Religion, Ethics and Moral Philosophy

Semester: N/O Unit: 1.0

PHIL 236 Introduction to Global Justice

de Bres

NOT OFFERED IN 2010-11. An introduction to recent work in political philosophy on the ethics of international relations. The course will begin with a survey of some of the main theoretical approaches to the topic: realism, cosmopolitan egalitarianism, political liberalism, utilitarianism and nationalism. We will then consider how these different approaches might be applied to some specific moral controversies in international politics, such as those relating to global poverty, human rights and humanitarian intervention, immigration, climate change, and global governance.

Prerequisite: Open to first-year students who have taken one course in philosophy or political science, and to sophomores, juniors, and seniors without prerequisite.

Distribution: Religion, Ethics and Moral Philosophy

Semester: N/O Unit: 1.0

PHIL 239 The Owls of Minerva: Kant and German Idealism

de Warren

NOT OFFERED IN 2010-11. Perhaps no other period in the history of philosophy since its Greek origins has witnessed as much creativity and substance as the years spanning the bloom of German Idealism (1781–1832). Beginning with Kant's "Copernican Revolution" of the *Critique of Pure Reason*, this course critically explores the diverse veins of German Idealism and Romanticism: Fichte, Schelling, F. Schlegel, Novalis, Hölderlin, and Hegel. Themes will include: the relation between philosophy and poetry; the problem of idealism and the reality of the external world; the constitution of self-consciousness in its relation to Others; the relation between nature and aesthetics; the emergence of language as a primary philosophical concern; the relationship between faith and knowledge; and the significance of historical consciousness and the formation of culture. In addition to exploring the impact of German Idealism on nineteenth-century English Romanticism, we will also consider engagements with the legacy of German Idealism among contemporary European and American philosophy.

Prerequisite: One course in philosophy or permission of the instructor.

Distribution: Epistemology and Cognition or Historical Studies

Semester: N/O Unit: 1.0

PHIL 245 Agency and Motivation

McIntyre

NOT OFFERED IN 2010-11. An examination of the capacities important to moral agency, drawing on work in philosophy as well as research in social psychology, evolutionary biology, and cognitive science. Topics to be examined include: theories of motivation: the moral significance of sympathy and empathy; guilt, shame, regret, and other traits central to moral accountability; differing conceptions of free will and the nature of autonomy; and issues involving self-control and self-knowledge.

Prerequisite: Open to sophomores, juniors, and seniors without prerequisite.

Distribution: Epistemology and Cognition

Semester: N/O Unit: 1.0

PHIL 249 Medical Ethics

Menkitt

A philosophical examination of some central problems at the interface of medicine and ethics. Exploration of the social and ethical implications of current advances in biomedical research and technology. Topics discussed will include psycho-surgery, gender surgery, genetic screening, amniocentesis, and euthanasia.

Prerequisite: Open to all students without prerequisite.

Distribution: Religion, Ethics, and Moral Philosophy

Semester: Fall Unit: 1.0

PHIL 300 Seminar in Modern Philosophy

NOT OFFERED IN 2010-11.

Prerequisite: One course in philosophy above the 100 level.

Distribution: Religion, Ethics, and Moral Philosophy

Semester: N/O Unit: 1.0

PHIL 301 Seminar. Early Modern Philosophy: Spinoza, Mind, and Nature

Marshall

This seminar will investigate the thought of Baruch Spinoza, a seventeenth-century Dutch rationalist. Our focus will include Spinoza's mechanistic view of mind, its embodiment, and the relationship between the individual and society. We will explore Spinoza's striking claim that mind and body are one, his views on the possibility of action against one's better judgment, and his reflections on the nature of human virtue and well-being. Readings will include several of Spinoza's works, a few excerpts from his contemporaries, and the interpretive work of some recent commentators.

Prerequisite: 221 or permission of the instructor

Distribution: Epistemology and Cognition or Historical Studies

Semester: Spring Unit: 1.0

PHIL 310 Seminar. Ancient and Medieval Philosophy

Deen

Topic for 2010-11: Medieval Political Theory, Old and New. The modern era often contrasts itself with the Medieval, what we call "The Dark Ages." However, there is reason to believe that the Medieval period is not as unmodern as we believe. In this course we will return to the original texts, exploring the medieval political thought of Augustine, Abu Nasr al-Farabi, and

Thomas Aquinas and their platonic, Aristotelian, scriptural and Stoic roots. Topics will include the idea of natural law, the relation between temporal and eternal authority (that is, state and church), the extent to which modern political thought is grounded in theological ideas and whether contemporary anti-modernists are truly "New Medievals."

Prerequisite: Permission of the instructor.
Distribution: Epistemology and Cognition or Historical Studies
Semester: Spring Unit: 1.0

PHIL 313 Seminar. Metaphysics

McGowan

NOT OFFERED IN 2010-11. Constructionism. This course will survey various ways in which we make facts about our world. That certain facts are constructed (e.g., speed limits and checkmates) is uncontroversial. Substantive philosophical issues arise, however, when delineating the precise manner in which such facts are constructed and drawing a defensible line between that which is constructed and that which is not. Constructionist speech, the social construction of gender and certain global constructionist theses will be considered. The diverse work of such contemporary analytic philosophers as Elgin, Goodman, Haslinger, Hacking, Lewis, Putnam, and Searle will be discussed.

Prerequisite: Open to students who have taken two courses in philosophy.
Distribution: Epistemology and Cognition
Semester: N/O Unit: 1.0

PHIL 323 Seminar. Continental Philosophy

de Warren

NOT OFFERED IN 2010-11.

Prerequisite: One 200-level philosophy course or permission of instructor.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

PHIL 325 The Free Will Problem

McIntyre

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 it open what free will might turn out to be. Variations on these two strategies in the work of philosophers, psychologists, and neuroscientists will be scrutinized and evaluated as we formulate our own positions in the free will debate.

Prerequisite: At least two courses in philosophy, psychology, or neuroscience, or permission of the instructor. Not open to first year students.
Distribution: Epistemology and Cognition
Semester: Spring Unit: 1.0

PHIL 326 Philosophy of Law

Menkiti

A systematic consideration of fundamental issues in the conception and practice of law such as the nature and function of law, the limits of law, the nature of judicial reasoning, and the relationship

of law to morality. We will assess how alternative theories of law explain rights, duties, liability and responsibility. We will also focus on philosophical issues raised in court cases associated with liberty, privacy, justice, responsibility, causation and punishment. Readings include selections from legal theory and a variety of contemporary court decisions.

Prerequisite: Open to juniors and seniors without prerequisite and to sophomores who have taken one course in philosophy.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

PHIL 340 Seminar. Moral Philosophy

de Brea

NOT OFFERED IN 2010-11. Well-being and morality. Some of the oldest and most perplexing questions in ethics concern the nature of well-being and its relationship to our moral duties. What is it that makes a life go well for a person? What role does well-being play in morality? What role should it play in social policy? What difficulties arise in measuring welfare across time and across persons? This seminar will consider a range of recent answers to these questions, including those of Sumner, Sen, Hurka, Railton, Parfit, Broome, and Scanlon. We will also consider the ancient antecedents of these views, and discuss how contemporary empirical work on the sources of happiness might shed light on them.

Prerequisite: Open to seniors without prerequisite and to juniors and sophomores who have taken one course in philosophy, or by permission of the instructor.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

PHIL 342 Seminar. Political Philosophy

de Brea

Topic for 2010-11: Justice and International Trade. This course will consider how norms of justice and fairness might apply to the contemporary system of international trade in goods, capital, services and ideas. International trade raises deep philosophical issues about the relationship of principles of justice to coercion, cooperation, shared values and fair procedures. It also raises specific moral concerns about such matters as national self-determination, the environment, labor standards, intellectual property, and global poverty and inequality. We will draw on recent work by moral and political philosophers, as well as empirical research and case studies relating to the WTO.

Prerequisite: Open to students who have taken one 200-level course in philosophy, political science or economics or by permission of the instructor.
Distribution: Religion, Ethics and Moral Philosophy or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

PHIL 345 Seminar. Advanced Topics in Philosophy of Psychology and Social Science

Waring

Topic for 2010-11: Innate Knowledge. Do we have any knowledge we have not derived from experience? Following the seminal work of Noam Chomsky in linguistics, the claim that we have "innate knowledge" has undergone a resurgence in popularity and now emerges regularly in explanations of "human nature." In this seminar, we will investigate the arguments for and against claims about innate knowledge. We will begin with the historical disagreement about "innate ideas" between Rationalists and Empiricists as represent-

ed by Descartes and Locke. We will then examine four specific domains in which recent claims about innate knowledge have been made: language, concepts, mathematics, and morality. We will draw on readings from philosophy, linguistics, and psychology, including work by Chomsky, Fodor, Cowie, Spelke, Carey, and Hauser.

Prerequisite: One course in philosophy, psychology, or cognitive and linguistic science, or by permission of the instructor.
Distribution: Epistemology and Cognition
Semester: Fall Unit: 1.0

PHIL 349 Seminar. Speech Acts

McGowan

NOT OFFERED IN 2010-11. This seminar will survey various philosophical issues and applications of speech act theory. Particular attention will be paid to utterances that enact facts about what is permissible for others, the effect of authority in this, and indirect speech acts. Recent applications of speech act theory to free speech (e.g., hate speech and pornography) will also be discussed.

Prerequisite: 207 or permission of the instructor.
Distribution: Epistemology and Cognition
Semester: N/O Unit: 1.0

PHIL 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

PHIL 350H Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

PHIL 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

PHIL 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Courses for Credit Toward the Major

EDUC 102/WRIT 125 Education in Philosophical Perspective

Department Information

The philosophy department divides its courses and seminars into three subfields:

(A) the history of philosophy: 104, [150], 201, 221, 222, 224, [225], 230, 239, 300, 301, 310, [311], 323 (when the topic is appropriate), 349 (when the topic is appropriate);
(B) value theory: 106, 202, 203, 204, 206, 210, 211, 213, 233, 235, 236, 249, 310, 323 (when the topic is appropriate), 326, 340, 342, 349 (when the topic is appropriate);
(C) metaphysics and theory of knowledge: 103, [104], 202, 207, 208, 209, 211, 215, 216, 217, 218, [232], 233, 239, 245, 300 (when the topic is appropriate), 301, 313, 323 (when the topic is appropriate), 325, [327], 345, 349 when the topic is appropriate)

Requirements for the Major

The major in philosophy consists of at least nine units. PHIL 201 and 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 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 350 Independent Study, or 360 or 370 Honors Thesis).

Requirements for the 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 221 is required of all minors; at least one of the five units must be at the 300 level.

Honors

Honors in the Philosophy major may be earned by writing a thesis or a set of related essays, and passing an oral examination.

To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. Members of the department also *prefer* to see the following criteria satisfied by the end of the junior year:

1. 201 and 221 completed
2. at least six philosophy courses completed
3. at least one 300-level seminar that demonstrates the ability to work independently completed with a grade of A or A–.

Transfer Credit

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.

Department of Physical Education, Recreation and Athletics

PERA Professor of the Practice: *Belgiovine (Chair and Athletic Director)*

PERA Associate Professor of the Practice: *Bauman, Dix, O'Meara, Webb*

PERA Assistant Professor of the Practice: *Berry, Knoll, Kuscher, Makerney, McPhee, Mohammed, Salapek, Spillane, Vail*

Instructor: *Babington, Cameron, Chin, Gifford, Gillotti, Grande, Flawless, Hayden-Ruckert, Katiouby, Liung, MacDonald, Magill, Owen, Sieck, Ulissey, Weaver, Wilson*

The Department of Physical Education, Recreation and Athletics is dedicated to promoting students' intellectual success and balanced living through increased knowledge, skill development, and participation in physical activity and sports. PERA engages and challenges all students through diverse physical education curriculum, varied types and levels of recreation and competitive varsity athletics, affirming the undergraduate degree requirement as an essential component of a liberal arts education.

PE 121 (Fall and Spring) Physical Education Requirement

To complete the College degree requirement in physical education, a student must earn at least eight physical education credit points through physical education classes, varsity athletics, or recreation programming. These credit points do not count as academic units toward the degree, but are required for graduation. Students are strongly urged to fulfill the requirement by the end of the sophomore year. There are no exceptions for the degree requirement in physical education and athletics.

Upon fulfilling the Physical Education 121 Requirement, students will possess the following knowledge and skill sets. These competencies are the foundation of a healthy, balanced life and instrumental to a well-rounded liberal arts education.

All PERA students will:

- Acquire knowledge of and competence in fundamental and advanced motor skills that will allow students to enjoy regular physical activity.
- Demonstrate an understanding of the fundamental training principles that apply to cardiovascular fitness, flexibility, and strength.
- Develop strategies for self-assessment and goal-setting to achieve fitness and sport-related objectives.
- Understand the link between regular physical activity and improvements in mood, cognition, and academic performance.
- Adapt quickly to challenging situations as a result of being exposed to risk-taking opportunities.

Requirements for Completion

Most students fulfill the PE 121 requirement by taking two or more physical education classes. Students may also earn credit-points for participation on one or more of Wellesley's 13 varsity athletic teams or for participation in a department-approved, College-sponsored recreational program (maximum two credits). Qualified students may also earn physical education credit for pre-approved independent study programs (maximum four credits).

No student is exempt from the physical education and athletics requirement. If a student has a temporary or permanent medical restriction, the student may work with PERA and Health Services to arrange an activity program to serve the student's individual needs.

Incoming transfer students are awarded partial credit toward the physical education requirement dependent upon year and semester of admission. Typically, students admitted as sophomores will be expected to complete four credit points at Wellesley. Students admitted as juniors or as a Davis Scholar will be considered as having completed the degree requirement.

A. Physical Education Instructional Classes (maximum credits: unlimited)

Physical education activity classes are scheduled either for a semester (12 weeks) or a term (6 weeks). Semester courses are worth four credit points while term courses are worth two credit points.

All classes are graded on a credit/noncredit basis:

CR—Credit for course completed satisfactorily.

NC—No credit for course not completed satisfactorily. Inadequate familiarity with the content of the course or excessive absence may result in an NC grade.

Students may take a given physical education class only once for credit. Students are encouraged to continue to enroll in physical education classes after they complete the PE 121 requirement to support their own individual fitness and wellness.

Physical Education Courses

For course descriptions, see <http://www.wellesley.edu/athletics/newPE/curriculum.html>

Aquatics	Semester	Term
Canoeing		1, 4
Sailing		1, 4
Elementary Swimming		1
Aquatic Games		2, 3
Dance		
African Dance	1	
Afro-Brazilian Dance	2	
Ballet	1, 2	
Ballet II	1, 2	
Classical Indian Dance	1	
Jazz I	1	
Jazz II	2	
Modern Dance	2	
Modern Dance II	1	
Fitness		
Cardio Fitness	1, 2	
Boot Camp Training	1, 2	
First-Year Experience		1, 2, 3, 4
Fusion Fitness	1, 2	
Pilates	1, 2	
Beginning Spinning		1, 2, 3, 4
Strength Training	1, 2	
Zumba		1, 2, 3, 4

Martial Arts

Self-Defense	1, 2
Tai chi	1
Kung Fu	2

Sports

Archery	1, 2
Badminton	1, 2
Fencing	2, 3
Golf	1, 4
Horseback Riding	1, 2, 3, 4
Racquetball	1, 2, 3, 4
Rock Climbing	1
Downhill Skiing	3
Snowboarding	3
Squash	1, 2
Table Tennis	1, 2
Elementary Tennis	1, 2
Intermediate Tennis	2

Yoga

Beginning Yoga	1, 2
Continuing Yoga	2

B. Athletics Teams (maximum credits: unlimited)

The intercollegiate program offers 13 sports through which a student may earn credit points towards the completion of the degree requirement. The athletics program is divided into three seasons: fall, winter, and spring.

Athletic Team	Season
Basketball	Winter
Crew (Novice or Varsity)	Fall/Spring
Cross Country	Fall
Fencing	Winter
Field Hockey	Fall
Golf	Fall/Spring
Lacrosse	Spring
Soccer	Fall
Softball	Spring
Squash	Winter
Swimming	Winter
Tennis	Fall/Spring
Volleyball	Fall

Enrollment and eligibility for earning credit points for intercollegiate athletics is limited to those students who are selected to the team by the head coach. Notices of organizational meetings and tryouts for these teams are distributed each year by head coaches.

C. Recreation: Intramural Crew, Dance or Sport Clubs (maximum credits: two points)

The college offers students the opportunity to engage in a variety of recreational activities through a partnership between Physical Education, Recreation and Athletics and Student Activities. Activities that include at least 10 hours of formal instruction under the guidance of a qualified instructor—such as dorm crew, class crew, and some dance and sport clubs—are worth two credit points. Offerings and notice of organizational meetings and participation for these clubs are available through Physical Education, Recreation and Athletics and Student Activities.

While the College encourages students to take advantage of many recreational opportunities, students may earn credit for recreational activity only once, for a maximum of two credit points. Students must fulfill the remainder of the graduation requirement either through physical education course work or varsity athletics.

PE 205 Sports Medicine

Bauman

The course combines the study of biomechanics and anatomic kinesiology. It focuses on the effects of the mechanical forces that arise within and outside the body and their relationship to injuries of the musculoskeletal system. In addition to the lectures, laboratory sessions provide a clinical setting for hands-on learning and introduce students to the practical skills involved in evaluating injuries, determining methods of treatment and establishing protocol for rehabilitation. An off-site cadaver lab reinforces identification of anatomical structures. *Academic credit only.*

Prerequisite: None
Distribution: None
Semester: Spring

Unit: 1.0

Department of Physics

Professor: Berg, Ducaz (Chair), Stark

Associate Professor: Hu, Lannert, Quivers

Senior Instructor in Physics Laboratory: Bauer, Caplan, Wardell

A major in physics involves the study of the universal principles underlying phenomena ranging from the behavior of subatomic particles to the structure of the universe. It also entails the applications of these principles to the phenomena we observe every day and to the technology used to explore the world and address people's needs. Important components of the major are: modeling, problem-solving, and developing the critical thinking skills necessary to address fundamental questions about Nature. To acquire these skills our majors engage in active inquiry in the classroom, teaching laboratories and 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.

Goals for the Major

The Wellesley physics major is designed to give students an effective and engaging sequence of experiences to prepare them for graduate study or any of the subsequent paths listed above. Physics courses for the first two years have laboratory components that provide hands-on training in investigating the physical world and exposure to modern equipment and analytical tools. There is also a two-term mathematical methods sequence that focuses on the link between mathematics and physics that is central to the modeling process. Our core upper-level courses cover advanced work in four fields fundamental to the understanding of the many special topics within the discipline.

Most courses meet three times weekly. If indicated, there is an additional three-hour laboratory session weekly.

PHYS 101 Einstein's Century: Physics in the Last 100 Years

Stark

NOT OFFERED IN 2010-11. In 1905, Albert Einstein published three seminal papers in the history of modern science, introducing the theory of special relativity, launching the field of quantum mechanics, and helping establish the atomic nature of matter. We will use Einstein's contributions as a springboard for an introductory exploration of the natures of light, matter, space, and time. PHYS 101 is designed for the student who may not have a strong science background, but would like an introduction to the major themes of physics in the last 100 years. In addition to lectures and demonstrations we will have readings that draw from the biographical and historical contexts in which these ideas developed. We will make use of basic high school algebra, and some trigonometry, in our work. *Not to be counted toward the minimum major or to fulfill entrance requirement for medical school.*

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: N/O

Unit: 1.0

PHYS 102 Physics for Modern Living

Lannert

Will the house of the future have an LED in every socket and a hybrid car in the driveway? Or an electric car? What do you need to build a nuclear bomb? Or a nuclear reactor? What do cool roofs have to do with the greenhouse effect and night-vision goggles? This course covers physics topics with applications to current events. Stressing conceptual understanding and critical reasoning, it gives students the physics background that will help them make informed decisions and cogent arguments on matters of technology, energy policy, and public safety. We will cover topics such as energy, heat, gravity, exponential growth, light, and quantum mechanics as they apply, for instance, to fuel cells, refrigerators, satellites, nuclear reactors, LCD screens and lasers. The mathematics used will be limited to basic high school algebra and scientific notation. *Not to be counted toward the minimum major or to fulfill entrance requirement for medical school.*

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

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Spring Unit: 1.0

PHYS 103 The Physics of Marine Mammals

Ducas

Sperm whales can dive down thousands of feet, stay submerged for over an hour, and resurface rapidly. Many marine mammals thrive in arctic waters, sense the world around them using sound, and move with phenomenal efficiency. In this course, we will learn the physics underlying the remarkable abilities of these aquatic mammals. Marine mammal characteristics and the associated scientific topics include: diving and swimming (ideal gas law, fluids, and forces); metabolism (energy, thermodynamics, and scaling); and senses (waves, acoustics, and optics). This course represents a naturally interdisciplinary approach in connecting biology, chemistry and engineering principles to the physics we will study as we learn about these animals. The course also emphasizes the development of modeling and problem-solving techniques. Whale watch. *Not to be counted toward the minimum major or to fulfill entrance requirement for medical school.*

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

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall Unit: 1.0

PHYS 104 Fundamentals of Mechanics with Laboratory

Quivers (Fall), Berg (Spring)

This course is a systematic introduction to Newtonian mechanics, which governs the motion of objects ranging from biological cells to galaxies. Primary concepts such as mass, force, energy, and momentum are introduced and discussed in depth. We will place emphasis on the conceptual framework and on using fundamental principles to analyze the everyday world. Topics include: Newton's Laws, conservation of energy, conservation of momentum, rotations, waves, and fluids. Concepts from calculus will be developed and used as needed. Laboratories introduce experimental approaches to these topics. Students with a strong background in mathematics or previous experience in physics should consider PHYS

107. *May not be taken in addition to 107. May be counted toward the minimum major only if followed by Physics 108.*

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement; Corequisite: calculus at the level of MATH 115.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring, Summer Unit: 1.25

PHYS 106 Fundamentals of Electricity, Magnetism, and Optics with Laboratory

Hu (Fall), Lannert (Spring), Quivers (Spring)

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. *PHYS 106 does not normally satisfy the prerequisites for 202 or 203 and does not count toward the minimum major.*

Prerequisite: 104 and calculus at the level of MATH 115.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring Unit: 1.25

PHYS 107 Principles and Applications of Mechanics with Laboratory

Sark (Fall), Lannert (Fall), Berg (Spring)

Newtonian mechanics governs the motion of objects ranging from biological cells to galaxies. The fundamental principles of mechanics allow us to begin to analyze and understand the physical world. In this introductory calculus-based course, we will systematically study the laws underlying how and why objects move, and develop analysis techniques for applying these laws to everyday situations. Broadly applicable problem-solving skills will be developed and stressed. Topics include: forces, energy, momentum, rotations, gravity, and waves, and a wide range of applications. Laboratories focus on hands-on approaches to these topics.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Calculus at the level of MATH 115. Not open to students who have taken 104.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring Unit: 1.25

PHYS 108 Principles and Applications of Electricity, Magnetism, and Optics with Laboratory

Sark (Fall), Hu (Spring)

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, magnet-

ic fields, and Faraday's law of magnetic induction. The course culminates in the study of light, where the deep connections between electricity and magnetism are highlighted. Geometrical optics and an introduction to interference effects caused by the electromagnetic wave nature of light are covered. Laboratories, a central part of the course, provide students with hands-on experiences with electronics and electronic and optical instruments.

Prerequisite: 107 (or 104 and permission of the instructor), and MATH 116 or 120. Not open to students who have taken 106.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring Unit: 1.25

PHYS 116/CS 116 Robotic Design Studio

Berg

This first-year seminar introduces liberal arts students to the essence of engineering while designing and assembling robots out of LEGO® parts, sensors, motors, and tiny computers. Fundamental robotics skills are learned in the context of studying and modifying a simple robot known as SciBorg. Then, working in small teams, students design and build their own robots for display at a robot exhibition. These projects tie together aspects of a surprisingly wide range of disciplines, including computer science, physics, engineering, and art. *Students may register for either PHYS 116 or CS 116 and credit will be granted accordingly.*

Prerequisite: None. Open to first-year students only.

Distribution: Natural and Physical Science

Semester: Fall Unit: 1.0

PHYS 202 Introduction to Quantum Mechanics and Thermodynamics with Laboratory

Berg

The development of quantum mechanics represented one of the most fundamental revolutions in our understanding of the natural world. Quantum mechanics forms the basis for our knowledge of atoms, molecules, and solid-state systems as well as of nuclei and fundamental particles. Thermodynamics deals with the concepts of heat and temperature and their connection to properties of matter and to processes in natural and constructed systems. This course introduces both of these important branches of physics and looks at their links by investigating such phenomena as atomic and molecular heat capacities, and the statistical basis for blackbody radiation and the second law of thermodynamics. Einstein's theory of special relativity, another cornerstone of modern physics, will also be introduced.

Prerequisite: 108, MATH 116 or 120; Corequisite: MATH 215

Distribution: Mathematical Modeling or Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall Unit: 1.25

PHYS 207 Intermediate Mechanics

Hu

The basic laws of Newtonian mechanics are revisited in this course using more sophisticated mathematical tools. Special attention is paid to harmonic oscillators, central forces and planetary orbits. Newton's laws will be applied to a simple continuous medium to obtain a wave equation as an approximation. Properties of mechanical waves will be discussed. Nonlinear dynamics and chaos are introduced.

Prerequisite: 108, MATH 215; Corequisite: 216 or permission of the instructor. Not open to students who have taken 306.

Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Spring Unit: 1.0

PHYS 216 Mathematics for the Sciences II *Stark*

When laws of nature are written in advanced mathematical forms, gradient, divergence, and curl are frequently encountered. In this course, we study these mathematical operations in the broader context of differential and integral vector calculus, with an emphasis on their physical meanings. Fourier transform and partial differential equations, which are used throughout the physical sciences, are also discussed. The course ends with an introduction to numerical methods, which is widely used in most modern scientific and engineering fields when analytical solutions to algebraic or differential equations do not exist. We use MATLAB®, a popular high-level programming language. Part of the course is similar to MATH 205, but topics closely related to physics—the theorems of Gauss and Stokes, spherical and cylindrical coordinates—are discussed in depth.

Prerequisite: MATH 215
Distribution: Mathematical Modeling
Semester: Spring Unit: 1.0

PHYS 219 The Art of Electronics with Laboratory

Berg
NOT OFFERED IN 2010-11. We are increasingly surrounded in our lives by boxes filled with electronics, but for most people (including many scientists) the inner workings of these boxes remain obscure and mysterious. This course is intended to remove much of this mystery. The approach is practical, aimed at allowing experimental scientists to understand the electronics encountered in their research. The emphasis is on designing and building circuits. Topics include diodes, transistor amplifiers, op amps, and digital electronics including microprocessors and microcontrollers. Applications to robotics will be explored. *Two laboratories per week and no formal lectures.*

Prerequisite: 106 or 108 or permission of the instructor.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: N/O Unit: 1.25

PHYS 222 Medical Physics

Ducas
NOT OFFERED IN 2010-11. This course covers applications of physics to two important areas of medical science: the mechanisms of the human body and the design of modern diagnostic and treatment devices and techniques. We will use principles of physics from mechanics, fluids, electricity and magnetism, thermodynamics, acoustics and optics to model aspects of human structural design and performance such as respiration, circulation, muscle and nerve operation, heat regulation, hearing and vision. We will also study the principles underlying modern medical technology, such as ultrasound imaging, computer aided tomography (CT scans), magnetic resonance imaging (MRI), positron emission tomography (PET scans) and applications of lasers in diagnosis and surgery.

Prerequisite: 104/107 in addition to BISC [213] or 106/[106X]/108, Mathematics at the level of MATH 115 or higher, or by permission of the instructor.

Distribution: Mathematical Modeling or Natural and Physical Science
Semester: N/O Unit: 1.0

PHYS 250 Individual Study

Prerequisite: Open by permission to students who have taken 107.
Distribution: None
Semester: Fall, Spring Unit: 1.0

PHYS 250H Individual Study

Prerequisite: Open by permission to students who have taken 107.
Distribution: None
Semester: Fall, Spring Unit: 0.5

PHYS 302 Quantum Mechanics

Lannert
This course provides a comprehensive development of the principles of non-relativistic 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.

Prerequisite: 202, 203 or 207, and 216
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Fall Unit: 1.0

PHYS 305 Statistical Mechanics and Thermodynamics

Ducas
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.

Prerequisite: 202 and 216
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Spring Unit: 1.0

PHYS 306 Advanced Classical Mechanics

Hu
The basic laws of Newtonian mechanics are revisited in this course using advanced mathematical tools such as differential equations and linear algebra. Special attention is paid to central forces, planetary orbits, oscillations, and rigid body dynamics. In addition, Hamilton-Lagrange mechanics, an alternative to Newtonian mechanics, nonlinear dynamics, and chaos are introduced.

Prerequisite: 203 and 216. Not open to students who have taken 207.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Fall Unit: 1.0

PHYS 310 Experimental Physics with Laboratory

NOT OFFERED IN 2010-11. OFFERED IN 2011-12. This course will cover the design and execution of experimental measurements in physical systems, and the analysis and presentation of data. Laboratory experiments will illustrate the use of electronic, mechanical, and optical instruments to investigate fundamental physical phenomena, such as the properties of atoms and nuclei and the nature of radiation. The course will also entail an introduction to laboratory electronics and computer-based data analysis techniques.

Prerequisite: 202
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: N/O. Offered In 2011-12. Unit: 1.25

PHYS 311/ASTR 311 Elements of Astrophysics *McLeod (Astronomy)*

NOT OFFERED IN 2010-11. OFFERED IN 2011-12. Astrophysics is the application of physics to the study of the universe. We will use elements of mechanics, thermodynamics, electromagnetism, quantum mechanics, special relativity, and nuclear physics to investigate selected topics such as planets, the life stories of stars and galaxies, dark matter, and the origin of the universe. Our goals will be to develop insight into the physical underpinnings of the natural world, and to develop a "universal toolkit" of practical astrophysical techniques that can be applied to the entire celestial menagerie. These tools include scaling analysis, numerical solutions to complex problems, and other research approaches advanced in professional literature. *Students may register for either ASTR 311 or PHYS 311 and credit will be granted accordingly. Normally offered in alternate years.*

Prerequisite: PHYS 202 and 203 or 207, or by permission of the instructor.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: N/O. Offered in 2011-12. Unit: 1.0

PHYS 314 Electromagnetic Theory

Quivers
Richard Feynman once said, "From a long view of the history of mankind—seen from, say, ten thousand years from now—there can be little doubt that the most significant event of the nineteenth century will be judged as Maxwell's discovery of the laws of electrodynamics. The American Civil War will pale into provincial insignificance in comparison with this important scientific event of the same decade." In this course we will study the classical theory of electromagnetic fields and waves as developed by Maxwell. Topics include boundary value problems, electromagnetic radiation and its interaction with matter, and the connection between electrodynamics and relativity.

Prerequisite: 108, 207 or 306, and 216
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Spring Unit: 1.0

PHYS 349 Applications of Quantum Mechanics with Laboratory

Stark
Quantum mechanical techniques such as perturbation theory and the numerical solutions to the Schrödinger equation will be developed. Applications to problems in atomic, molecular, and condensed matter physics will be studied both theoretically and experimentally.

Prerequisite: 302 or CHEM 333
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Spring Unit: 1.25

PHYS 350 Research or Individual Study
Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

PHYS 350H Research or Individual Study
Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 0.5

PHYS 360 Senior Thesis Research
Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

PHYS 370 Senior Thesis
Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

Attention Called

MATH 215 Mathematics for the Sciences I

Requirements for the Major

For students for entered the College in the Fall of 2009 or later a major in physics should ordinarily include: 107, 108, 202, 207, 302, 305, 310, and 314. MATH 215 and PHYS 216 are additional requirements. 219 and 349 are strongly recommended. One unit of another laboratory science is recommended.

For students for entered the College prior to the Fall of 2009 a major in physics should ordinarily include: 107, 108, 202, [203], 302, 305, 306, and 314. MATH 215 and PHYS 216 are additional requirements. 219 and 349 are strongly recommended. One unit of another laboratory science is recommended.

All students who wish to consider a major in physics or a related field are urged to complete the introductory sequence (107 and 108) as soon as possible, preferably in the first year. A strong mathematics background is necessary for advanced courses. It is suggested that students complete MATH 115 and 116 or 120 in their first year and the MATH 215-PHYS 216 sequence no later than their second year. All students majoring in physics are urged to develop proficiency in the use of one or more computer languages.

Requirements for the Minor

For students for entered the College in the Fall of 2009 or later a minor in physics (six units) should ordinarily include: 104 or 107, 108, 202, 207, 302 and one other unit at the 300 level (350 cannot be counted as the other 300-level unit). MATH 215 and PHYS 216 are also required.

For students for entered the College prior to the Fall of 2009 a minor in physics (six units) should ordinarily include: 104 or 107, 108, 202, [203], 302 and one other unit at the 300 level (350 cannot be counted as the other 300-level unit). MATH 215 and PHYS 216 are also required.

Honors

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

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 order to obtain Wellesley credit for any physics course taken at another institution, during the summer or the academic year, approval must be obtained from the chair of the department prior to enrolling in the course. There is a limit of one physics course for which transfer credit may be given. In general, courses from two-year colleges will not be accepted at any level. These restrictions normally apply only to courses taken after matriculation at Wellesley. Transfer students wishing to obtain credit for physics courses taken prior to matriculation at Wellesley should consult the chair of the department.

Advanced Placement and Exemption Examinations

If a student has a strong physics background (AP, IB physics credits or the equivalent) and wishes to be exempted from our introductory courses for the purpose of enrolling in a higher-level physics course, she must pass an exemption examination administered by the department. Sample examinations are available from the department. Students may not receive more than two units of credit for the introductory physics sequence. For example, a student who enrolls in both PHYS 107 and 108 will not also receive AP or IB credit.

Engineering

Students interested in engineering should consult the course listings in Extradepartmental and enroll in EXT D 160, Introduction to Engineering. This course is intended to be a gateway experience for possible subsequent engineering studies such as the engineering certificates from the Olin College of Engineering. The Special Academic Programs section contains a description of these certificates that represent groups of engineering courses at Olin designed to complement a major at Wellesley. Additional information about taking courses at Olin can be found online at crossreg.olin.edu. Students also have opportunities to take courses at MIT via the Wellesley-MIT exchange program.

Department of Political Science

Professor: *Burke, Euben, Joseph, Just, Krieger (Chair), Moon, Murphy^A, Paarlberg*

Associate Professor: *Candland^{A1}, Scherer*

Assistant Professor: *Goddard, Grattan, Han^A*

Instructor: *Stout*

Senior Lecturer: *Wasserspring*

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, non-governmental 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.

Goals for the Major

Our curriculum is specifically designed to achieve several goals:

- Provide majors with a broad background in the discipline of political science through the study of the four subfields that comprise it: American politics and law, comparative politics, international relations and political theory.
- Help students develop the capacity to think critically about themselves and local, national and global politics
- Train students to become informed and reflective citizens of a democracy, as well as knowledgeable about the global dynamics which influence the shape and content of political life
- Facilitate the acquisition of particular skills and tools, including the ability to read complex texts closely; write clearly and well; think critically and analytically; generate and test hypotheses; take and defend a position against the strongest counterarguments.

Introductory Courses

POL 110S News and Politics: Reading Between the Lines

Just

Today the lines have blurred between straight and opinionated news, hard and soft news, and professional journalists and everyone else. New media formats, such as blogs and "The Daily Show" and new media platforms, such as YouTube and Twitter, expand news choices. Which sources should citizens trust? In this course students will evaluate evidence, arguments, and quality of news content in this rapidly changing environment. To appreciate the challenges of news, students will

engage in different kinds of political news writing, including news stories, interviews, commentary, and investigation.

Prerequisite: None. Open to first-year students only.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL 1115 Freedom of Speech

Burke

An introduction to legal reasoning through the analysis of legal cases and controversies over freedom of expression. The course examines conflicts over such issues as hate speech, incitement to illegal action, flag-burning, pornography, libel, the regulation of new media, campaign finance and corporate speech and they have arisen both in the United States and in other nations. Critical examination of the theoretical underpinnings of free speech law. Emphasis on basic legal skills in case analysis, issue-spotting, reasoning from precedent, and argumentation. *Mandatory credit/noncredit.*

Prerequisite: None. Open to first-year students only.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL 120 Civil Rights Law

NOT OFFERED IN 2010-11. An introduction to legal reasoning and argument through the analysis of civil rights cases. We will use the Socratic Method to probe the complexities of cases involving race, gender, class, sexual orientation and disability in such fields as education, employment, marriage and family life, housing and welfare. Emphasis on basic legal skills such as case analysis, issue-spotting, reasoning from precedent, and argumentation.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL 199 Introduction to Research Methods in Political Science

Stout

An introduction to the process of conducting research in political science. Students learn to produce their own insights about how politics works and why certain political outcomes emerge. The course addresses different approaches to asking and answering questions, with a particular focus on quantitative analysis. Students will design a research project, formulate and test hypotheses about politics, find ways to measure political phenomena, and assess methods of empirical analysis and interpretation. The course provides a solid foundation for conducting empirical research and is strongly recommended for students interested in independent research, a senior honors thesis, and/or graduate school.

Prerequisite: Two courses in political science. Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken or are taking MATH 101, MATH 101Z, ECON 103/SOC 190, QR 180, [QR 199], or PSYC 205.
Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Spring Unit: 1.25

American Politics and Law

POL1 200 American Politics

Burke, Scherer, Stout

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 presi-

dency, 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.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

POL1 210 Political Participation and Influence

NOT OFFERED IN 2010-11. It is no secret that some people have a lot of resources (money, knowledge, status) and others have little. This course examines the political consequences of inequalities in different political arenas from the ballot box to the courts, from the legislature to administrative agencies. Does the same elite group always come out on top or are there ways that disadvantaged actors can be effective? Beyond voting and organized activities, is direct action a useful tool of political influence? How do social movements, such as gay rights or environmentalism shape policy agendas? What role do the media play in amplifying or constraining the power of political actors? Will the Internet change the power equation in the United States?

Prerequisite: One unit in political science.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL1 212 Urban Politics

NOT OFFERED IN 2010-11. Introduction to contemporary urban politics. Study of policymaking and political leadership in the areas of public education, city bureaucracies, housing, welfare, fiscal management, and economic redevelopment. Consideration of population shifts, racial and ethnic conflicts, and the impact of federal policy on urban planning.

Prerequisite: One unit in Political Science, Economics, or American Studies.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL1 215 Courts, Law, and Politics

Burke

Fundamentals of the American legal system, including the sources of law, the nature of legal process, the role of courts and judges, and legal reasoning and advocacy. Examination of the interaction of law and politics, and the role and limits of law as an agent for social change.

Prerequisite: 200 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL1 247 Constitutional Law

Scherer

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.

Prerequisite: 200 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL1 303 The Politics of Crime

Scherer

This course will explore the development of criminal policy and procedure through the lens of American politics. The course will be divided by themes: Party politics and campaigns; the Supreme Court and constitutional law; race politics; the media and hysteria; and criminal punishment. Some of the "big" questions to be tackled are: How did the crime issue work its way on the national political agenda? How do electoral politics influence crime policy? How does public opinion impact criminal law enforcement? What role does the Supreme Court play in shaping criminal procedures? Are current criminal punishments effective in reducing crime? Are minorities treated unequally under our criminal laws? How do the media shape criminal investigations and punishments?

Prerequisite: 200 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL1 313 American Presidential Politics

NOT OFFERED IN 2010-11. Analysis of the central role of the president in American politics and the development and operation of the institutions of the modern presidency. The course will focus on sources of presidential power and limitations on the chief executive, with particular emphasis on relations with the other branches of government and the making of domestic and foreign policy.

Prerequisite: 200 or 210 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL1 314 Understanding How Congress Works

NOT OFFERED IN 2010-11. This course examines the institution of the United States Congress, including the people who comprise it and the way it operates. Students examine the way this institution constrains and shapes the behavior of individuals and groups involved in the policymaking process. Topics include congressional elections, the structures and dynamics of legislator-constituent relations, and the influence of the public, parties, and interest groups in policymaking. The course considers whether Congress is representative and if and how it achieves democratic goals. Includes in-class simulations that offer students experience of the legislative policymaking process and the pressures of public office.

Prerequisite: 200 or 210 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL1 315 Public Policy and Analysis

NOT OFFERED IN 2010-11. The first part of the course will examine how domestic public policy is formulated, decided, implemented, and evaluated, at both the federal and local levels.

Both moral and political standards for making policy will be examined. Factors that promote or impede the development and realization of rational, effective, and responsive public policy will be reviewed. The second part of the course will be devoted to student research and presentations on selected policy topics, including public schools, public transportation, homelessness, the environment, and drug enforcement.

Prerequisite: 200 or 210 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL1 316 Mass Media in American Democracy

Just

Focus on the mass media in the American democratic process, including the effect of the news media on the information, opinions, and beliefs of the public, the electoral strategy of candidates, and the decisions of public officials. Discussion of news values, journalists' norms and behaviors, and the production of print and broadcast news. Evaluation of news sources, priorities, bias, and accessibility. Attention to coverage of national and international affairs, as well as issues of race and gender. Questions of press freedom and journalistic ethics are explored.

Prerequisite: 200 or 210 or permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

POL1 317 Health Politics and Policy

Burke

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.

Prerequisite: 200 or 210 or permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

POL1 319S Seminar. Campaigns and Elections

NOT OFFERED IN 2010-11. Exploration of the issues in campaigns and elections: Who runs and why? Do elections matter? The impact of party decline and the rise of campaign consultants, polls, advertising, and the press. Candidate strategies and what they tell us about the political process. How voters decide. The "meaning" of elections. Attention to the rules of the game (the primaries, debates, the Electoral College), recent campaign innovations (talk shows, town meetings, infomercials), third party candidacies, and prospects for political reform. Course work includes campaign participation.

Prerequisite: 200 or 210 or by permission of instructor.

Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

POL1 320S Seminar. Inequality and the Law

NOT OFFERED IN 2010-11. Analysis of statutory and constitutional law regarding inequalities based on gender, race, class, sexual orientation, and disability, and the effect of this law on society. Do anti-discrimination laws reduce social inequalities? To what extent have the legal rights won by groups such as African Americans, women, and people with disabilities been translated into social practice? Focus on the Equal Protection and Due Process clauses of the Fourteenth Amendment, statutes such as the 1964 Civil Rights Act and the Americans with Disabilities Act, and recent Supreme Court decisions. Examination of the role

of law and litigation in public policies regarding school desegregation, employment discrimination, marriage and family life, housing, and welfare.

Prerequisite: 215 or [311], and permission of instructor.

Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

POL1 324S Seminar. Gender and Law

Scherer

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 policy-making, 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.

Prerequisite: 215 and by permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

POL1 330S Seminar. Race, Gender, and Representation

Stout

The growing number of black, Latino, Asian American, and women public officials at the local, state, and congressional levels of government raises the question: Are racial/ethnic minorities and women better represented by elected officials who share their race/ethnicity or gender? In answering this question, this course will address other related issues: What is representation, and how is it measured? Do elected officials from previously disenfranchised groups enact changes benefiting their racial/ethnic or gender groups? Do constituents derive psychological benefits from being represented by elected officials who share their phenotypical characteristics? Are there adverse effects to being represented by an elected official of the same race or gender? To help answer these questions, we will examine leading works on representation in American politics.

Prerequisite: 200 and by permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

POL1 331S Seminar. Political Organizing: People, Power, and Change

NOT OFFERED IN 2010-11. Fulfilling the democratic promise of equity, inclusion and accountability requires an "organized" citizenry with the power to articulate and assert its interests effectively. Organizing is about identifying, recruiting, and developing leadership; building community around leadership; and building power from community. Students will engage with social, economic, and political problems as participants in political organizing by mapping power and interests, developing leadership, building relationships, motivating participation, devising strategy, and mobilizing resources to cre-

ate organizations and promote political change. Community, electoral, union, and social movement organizing will be explored.

Prerequisite: 200 or equivalent; or by permission of instructor.

Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

POL1 334 Disability in American Society: Politics, Policy, and Law

NOT OFFERED IN 2010-11. The preamble of the Americans with Disabilities Act declares that 43 million Americans are disabled, but some believe the number is a ridiculous overestimate while others consider it a vast understatement. What exactly is "disability"? How is this concept used in American public policy and law? What is life like for Americans with disabilities? This course examines the politics of disability in the United States, paying particular attention to the perspectives of people with disabilities and to the history of the disability-rights movement.

Prerequisite: One course at the 200 level in American studies, economics, education, history, philosophy, political science, psychology or sociology.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

POL1 335S Seminar. The First Amendment

NOT OFFERED IN 2010-11. A study of some of the classic legal cases and continuing controversies that have arisen out of the First Amendment to the U.S. Constitution. Examination of contemporary First Amendment issues such as flag-burning, hate speech, pornography, libel, invasion of privacy, school prayer, creationism, and government aid to religious institutions. Comparisons with the legal doctrines of other nations regarding freedom of speech and religion.

Prerequisite: 215, [311], or another unit in American legal studies and permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

POL1 337S Seminar. The Politics of Minority Groups in the United States

NOT OFFERED IN 2010-11. An examination of office-holding, voting patterns, coalition formation, and political activities among various racial, ethnic, and religious minority groups in the United States, including Black Americans, Mexican Americans, Native Americans, Puerto Ricans, Jews, Arabs, Asians, Central and South Americans.

Prerequisite: Open to juniors and seniors by permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

POL1 339S/EDUC 339 Seminar. The Politics of Urban Public Schools

NOT OFFERED IN 2010-11. This seminar examines recurrent issues in public school management and governance. Critical questions include the changing demographics of inner-city schools, the evolving role of school boards, big-city mayors, urban superintendents, teachers unions, and school finance. We will discuss alternatives to public schools (parochial, private, and

charter schools), high-stakes testing, and district-state relations. The seminar will also analyze the increasing intervention of state and federal governments in local school administration and the role of the courts in curriculum controversies, student life, and security. *Students may register for either POL1 339S or EDUC 339 and credit will be granted accordingly.*

Prerequisite: One 200-level education course or one 200-level American politics course.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL1 381/ES 381 U.S. Environmental Politics *Turner (Environmental Studies)*

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. *Students may register for either POL1 381 or ES 381 and credit will be granted accordingly.*

Prerequisites: ES 102, ES 214, POL1 200, or permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

Comparative Politics

POL2 202 Comparative Politics

Krieger, Wasserspring

A comparative study of contemporary politics and political systems and the exploration of various approaches to comparative political analysis. Emphasis on the interactive effects of global forces and domestic politics. Issues to be discussed include authoritarianism, revolutions, nationalism, social movements, and political culture. Country studies will be used to illuminate themes such as the role of the state in governing the economy, the challenges of democracy, and the politics of collective identities (attachments such as religion, ethnicity, race, gender, and nationality). Guest lectures and active participation by the entire comparative politics faculty. This course is strongly recommended for political science majors for all further work in comparative politics.

Prerequisite: None
Distribution: Social and Behavioral Science
Semester: Fall, Spring Unit: 1.0

POL2 203/AFR 236 African Politics

NOT OFFERED IN 2010-11. An investigation of politics across sub-Saharan Africa since the defeat of Portuguese colonialism in the mid-1970s. The economic stagnation of the 1980s, the impact of structural adjustment programs, the end of the Cold War, the genocide in Rwanda and the resulting wars will be discussed along with the liberation of Southern Africa and the recent wave of democratization. Emphasis on developing the

method of empathetic understanding to become knowledgeable about the opportunities and constraints faced by African citizens and governments. *Students may register for either POL2 203 or AFR 236 and credit will be granted accordingly.*

Prerequisite: One unit in political science, economics, history, or Africana Studies. Open to juniors and seniors without prerequisite.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL2 204 Political Economy of Development and Underdevelopment

Joseph

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; post-colonial 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.

Prerequisite: One unit in political science. Open to juniors and seniors without prerequisite. By permission of instructor to other qualified students.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL2 205 The Politics of Europe and the European Union

NOT OFFERED IN 2010-11. A comparative study of contemporary West European states and societies. Primary emphasis on politics in Germany, Britain, and France, and the political challenges posed by the European Union and pressure for regional integration. The course will focus on topics, such as the rise and decline of the welfare state and class-based politics; the implications of the end of the Cold War and German reunification; tension between national sovereignty and supranational policy goals; immigration and the resurgence of xenophobic movements and the extreme right.

Prerequisite: One unit in political science or European history; open to juniors and seniors without prerequisite.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL2 207 Politics of Latin America

Wasserspring

The course will explore Latin American political systems, focusing on the challenge and limits of change in Latin America today. An examination of the broad historical, economic, and cultural forces that have molded Latin American nations. Evaluation of the complex post-revolutionary political experiences of Mexico and Cuba. Analysis of the contemporary forces molding politics in Argentina and Venezuela. Contrasting case studies from Mexico, Cuba, Argentina, Venezuela and Nicaragua.

Prerequisite: One unit in political science; permission of instructor to other qualified students.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL2 208 Politics of China

Joseph

An introduction to the modern political history and contemporary political system of China. Topics include: the origins and victory of the Chinese Communist revolution; the rule and legacy of Chairman Mao Zedong; economic

reform and political repression in the era of Deng Xiaoping; and recent developments in Chinese politics. Politics in Tibet, Hong Kong, and Taiwan will also be considered.

Prerequisite: One unit in Political Science, Economics, History, or Asian Studies recommended, but not required.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL2 211 Politics of South Asia *Candland*

An introduction to the politics of South Asia (India, Pakistan, Bangladesh, Sri Lanka, Afghanistan, Nepal, Bhutan and the Maldives) from historical and contemporary 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; recent economic reforms; initiative for conflict transformation; women's empowerment; obstacles to and prospects for human development.

Prerequisite: One unit in political sciences; open to juniors and seniors without prerequisite.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL2 214/ES 214 Social Causes and Consequences of Environmental Problems *DeSombre (Environmental Studies)*

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. *Students may register for either POL2 214 or ES 214 and credit will be granted accordingly.*

Prerequisite: ES 102, or one course in political science, or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL2 218/SAS 254 Gender and Conflict Resolution in South Asia *Sharan (South Asia Studies)*

This course will examine the linkages between gender and the discourse of conflict resolution in South Asia. It will highlight the struggle of women to overcome structural inequities pertaining to gender in this discourse. Case studies from selected and diverse sites within the region will supplement conceptual analysis of topics such as: women's relationship to armed conflict, the impact of violence on women, the movement from victim hood to agency, the role of women in peace processes—from the grass roots to the peace table. *Students may register for either POL2 218 or SAS 254, and credit will be granted accordingly.*

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL2 302 Globalization and the Nation-State
NOT OFFERED IN 2010-11. An assessment of globalization and the challenges it poses for the exercise of state power before and after September 11, 2001. Topics to be considered include: economic competitiveness; alternative geopolitical strategies; and international terrorism. The course will consider alternative interpretations of globalization and weigh the explanatory value of a set of these that are intended to explain the interactive effects of globalization and state power in an era of unrivaled American hegemony. Case studies will look in depth at the United States, European Union Europe, and East Asia.

Prerequisite: One 200 level unit in comparative politics or international relations or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL2 304 State and Society in East Asia
NOT OFFERED IN 2010-11. This course explores comparative analysis of the economic and political development of selected countries in East Asia: Japan, the Philippines, South Korea, and North Korea. It examines the role of and relationship between the state and society with respect to economic development and failures, political repression and democratization, civil society development, nationalism, identity politics, globalization, and transnational activism. The course also examines how economic and political trends in East Asia might affect the future of North Korea and the challenges that North Korea poses to the political and economic future of East Asia. References to China, Taiwan, and Southeast Asia are also included in the course material.

Prerequisite: One 200 level unit in comparative politics or a unit in History related to East Asia. 202 is recommended.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL2 305S Seminar. The Military in Politics
NOT OFFERED IN 2010-11. Focus on relations between the military and politics. Emphasis on the varieties of military involvement in politics, the causes of direct military intervention in political systems, and the consequences of military influence over political decisions. Themes include the evolution of the professional soldier, military influence in contemporary industrial society, and the prevalence of military regimes in Third World nations. Case studies include the United States, Brazil, Peru, Nigeria, Ghana, and Egypt.

Prerequisite: Open to juniors and seniors by permission of instructor. Enrollment limited: interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL2 307S Seminar. Women and Development
Wasserspring
A comparative analysis of the impact of change on gender in the Third World. The status of women in traditional societies, the impact of "development" upon peasant women, female urban migration experiences, and the impact of the urban environment on women's lives in the Third World are themes to be considered. Special emphasis will be placed on the role of the state in altering or reinforcing gender stereotypes. Comparing cultural conceptions of gender and the factors which

enhance or hinder the transformation of these views will also be emphasized. Examples will be drawn from all regions of the Third World.

Prerequisite: Any 200-level unit of comparative politics; or permission of instructor. Enrollment limited: interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL2 308S Seminar. Advanced Topics in Chinese Politics

Joseph

This seminar will explore in depth a topic of central importance in the analysis of politics in contemporary China. The focus of the seminar for each year will be announced prior to preregistration. Among the topics that may be considered are: the political and social impact of economic change in China; revolution and reform in the Chinese countryside; ideology and political development in modern China; democracy and human rights in China; the political economy of "Greater China."

Prerequisite: 208, HIST 278, or permission of instructor. Enrollment limited: interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL2 309S Seminar. Ethnicity, Nationalism, Religion, and Violence

NOT OFFERED IN 2010-11. Investigates the causes of modern conflicts over religious, national, and ethnic identity. Introduces methods for studying nationalism, ethnic groups in conflict, and religious violence. Considers the construction of ethnicity and nation, the political uses of ethnicity, nationalism, and religion; the relationship between gender, class, ethnicity, and nationalism; various sources of interethnic, international, and interreligious conflict; and the psychology of group violence and warfare. *This course may count 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.*

Prerequisite: Permission of instructor. Enrollment limited: interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL2 310S Seminar. Politics of Community Development

Candland

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.

Prerequisite: 204 and permission of instructor. Enrollment limited: interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL2 312S/ES 312 Seminar: Environmental Policy

Barkein (Environmental Studies)

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. *Students may register for either POL2 312S or ES 312 and credit will be granted accordingly.*

Prerequisite: ES 214 or one 200-level unit in political science and permission of instructor. Enrollment limited to juniors and seniors.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL2 353 The Politics of Contemporary Cuba
Wasserspring

An analysis and assessment of the politics of the Cuban Revolution. Examination of the prerevolutionary Cuban society, significant transformationary phases of Cuban policy, the impact of United States and Soviet foreign policy objectives on Cuba, and the contemporary dilemma of maintaining socialist institutions in the post-Cold War era. Special emphasis on political culture and its transformation, the role of political leadership, and the international constraints upon domestic policy formulation. Topics include the government's impact on education, health care and women's lives, the effects of the reintroduction of tourism as a developmental strategy, and the influence of Cuban-American politics in Miami. In addition to social science sources, we will use Cuban film, art, and literature as vehicles of understanding this complex political experience.

Prerequisite: Any 200 level unit in comparative politics or permission of instructor
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL2 383 Politics of Migration
Moon

A comparative study of the politics of mass population movements across state borders, including forced relocation under colonialism, refugees of war, food migration, labor migration, and different forms of legal and illegal immigration, including the international trafficking of persons. Analyzes migration and immigration policies in sending and receiving countries. U.N. conventions on the movement of persons, and social movements against and on behalf of migrant peoples. Country cases to be examined include Algeria and France, Brazil and Japan, Canada and Hong Kong, China and North Korea, Germany and Turkey, and the Philippines and the United States.

Prerequisite: One 200-level course in comparative politics or international relations or permission of instructor. Not open to students who have taken [POL2 383S.] Enrollment limited: interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

International Relations

POL3 221 World Politics

Goddard, Moon

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.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

POL3 223 International Relations of South Asia

NOT OFFERED IN 2010-11. Investigates the international influences on the economic, diplomatic, and military policies and relations of South Asian states. Examines Indian and Pakistani claims and conflicts over Kashmir; the Indian and U.S. roles in the creation of Bangladesh; international dimensions of the conflict in Nepal; international dimensions of the conflict in Sri Lanka; river water-use disputes and settlements between India and Pakistan and between India and Bangladesh; nuclear proliferation in South Asia and its international dimensions; India's and Pakistan's relations with the China and the United States; and contemporary Indian and Pakistani peace initiatives.

Prerequisite: 211 or 221 or permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

POL3 224 International Security

Goddard

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.

Prerequisite: One unit in political science or permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

POL3 227 The Vietnam War

Joseph

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.

Prerequisite: One unit in social sciences or permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

POL3 321 The United States in World Politics

NOT OFFERED IN 2010-11. An examination of American foreign policy, understood as the current and recent behavior of the U.S. government abroad. The preeminence of American military power in the post-Cold War era makes understanding U.S. policy essential to the larger study of international relations. Emphasis will be placed on different theoretical approaches to explaining United States behavior, including approaches based on structures of the international system versus explanations that are particular to American geography, history, culture, or institutions.

Prerequisite: One unit in international relations.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

POL3 322S Seminar. Gender in World Politics

Moon
The course will examine gender constructions in world politics, with a focus on the biological and social determinants of aggression, violence, and war. Some topics include: gender biases in international relations theories, women in combat; male and female roles in the conduct of war, gender and attitudes toward war; women's relationship to the state; gays in the military; rape and the military; feminist analysis of war and peace.

Prerequisite: 221 and permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

POL3 323 International Economic Policy

Paarlberg

A review of the politics of international economic relations, including trade, money, and multinational investment within the industrial world and also among rich and poor countries. Political explanations for the differing economic performance of states in Asia, Africa, and Latin America. Consideration of the respective roles of intergovernmental organizations, nongovernmental organizations, and multinational corporations. Discussion of global governance issues including food, population, migration, energy, and environment.

Prerequisite: One unit in international relations or comparative politics.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

POL3 325/ES 325 International Environmental Law

DeSombre

Examines the basic legal instruments and their historical development in addressing international environmental issues. Under what conditions have states been able to cooperate to improve the global environment? Negotiation of, compliance with, and effectiveness of international environmental law, and specific environmental issue areas in which international environmental law operates will be addressed. *Students may register for either POL3 325 or ES 325 and credit will be granted accordingly.*

Prerequisite: 221 or 214/ES 214 or permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

POL3 326S Seminar. Small Wars in Theory and Practice

NOT OFFERED IN 2010-11. This course introduces advanced students to an important and understudied category of conflict: small wars. This survey of important small wars from the nineteenth and twentieth centuries traces their impact on both grand-strategic planning and international relations theory, and is grounded in major themes ranging from the Hobson-Lenin thesis of imperialism to Kenneth Waltz's neorealism. The interplay of theory and cases will highlight the strengths and weaknesses of contemporary approaches to this old yet ever-present category of conflict. Case studies include the South African War (1899–1902), Italy's invasion of Ethiopia (1935–36), U.S. military intervention in Vietnam (1965–1973), Operation Allied Force in Kosovo (1999), the Russian Federation's twin campaigns in Chechnya (1994 and 1999), and the Second Gulf War in Iraq (2003 to the present).

Prerequisite: 221. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

POL3 327 International Organization

NOT OFFERED IN 2010-11. The politics of global governance. Emphasis on the United Nations, plus examination of specialized agencies, multilateral conferences, and regional or functional economic and security organizations. The theory and practice of integration beyond the nation-state, as well as the creation and destruction of international regimes.

Prerequisite: One unit in international relations or comparative politics.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

POL3 328S Seminar. Selected Topics in World Politics: Anti-Americanism as Politics and Performance

NOT OFFERED IN 2010-11. Seminar exploring the causes, characteristics, and political implications of the recent resurgence of "anti-Americanism" in international politics. Political actors engaged in anti-American activities and activism include civic organizations, intellectual and cultural elites, politicians, media, terrorists, peace activists, and others in democratic and authoritarian countries alike. Differing political motivations and public expressions, as well as national and regional variations of anti-Americanism will be examined. The seminar will engage a range of sources, such as survey data, religious rhetoric, nationalist platforms, protest literature, official policy statements, court cases, and pop music. Country cases include, but are not limited to, France, Germany, Iraq, Iran, Mexico, South Korea, Philippines, United Kingdom, and the United States.

Prerequisite: One 200-level course or higher in both international relations and comparative politics. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

POL3 329 International Law

Hotchkiss (Babson)

An exploration of the meaning of the "rule of law" in a global context. The course focuses on three themes: first, the classic form of international law, including the concepts of statehood and sov-

ignity, the relationship of nations to each other, and the growth of international organizations; second, the role and responsibility of individuals in international law, especially in the area of human rights; third, the developing international law of the earth's common areas, specifically the oceans, space, and the environment.

Prerequisite: One unit in international relations or legal studies, or permission of instructor.

Distribution: Social and Behavioral Analysis
Semester: Fall

Unit: 1.0

POL3 332S Seminar. People, Agriculture, and the Environment

Paarlberg

An examination of linkages between agricultural production, population growth, and environmental degradation, especially in the countries of the developing world. Political explanations will be sought for deforestation, desertification, habitat destruction, species loss, water pollution, flooding, salinization, chemical poisoning, and soil erosion—all of which are products of agriculture. These political explanations will include past and present interactions with rich countries, as well as factors currently internal to poor countries. Attention will be paid to the local, national, and international options currently available to remedy the destruction of rural environments in the developing world. *This course may qualify as either a comparative politics or an international relations unit for the political science major, depending upon the student's choice of research paper topic.*

Prerequisite: 204 or 323. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.

Distribution: Social and Behavioral Analysis
Semester: Spring

Unit: 1.0

POL3 348S Seminar. Problems in North-South Relations

NOT OFFERED IN 2010-11. 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.*

Prerequisite: One unit in international relations or permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.

Distribution: Social and Behavioral Analysis
Semester: N/O

Unit: 1.0

POL3 351S Global Governance

NOT OFFERED IN 2010-11. 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.

Prerequisite: One unit in international relations. Not open to students who have taken [POL3 351]. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.

Distribution: Social and Behavioral Analysis
Semester: N/O

Unit: 1.0

POL3 354S: The Rise and Fall of Great Powers

Goddard

Power transitions are among the most dangerous moments in international politics. Scholars argue that when new great powers rise, they threaten the interests of other states, provoking balancing coalitions, arms races, and even major power war. When a great power declines, it can topple existing international institutions, and undermine the existing world order. In this seminar, we will undertake a theoretical, historical, and contemporary examination of rising and declining great powers, looking at historical case studies (such as the rise of Germany, Japan, and the United States), as well as contemporary cases (the decline of Russia, American hegemony, and the posited rise of China, India, and the European Union).

Prerequisite: POL3 221. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.

Distribution: Social and Behavioral Analysis
Semester: Fall

Unit: 1.0

POL3 379 Weapons, Strategy and War

Goddard

This course examines the interrelationships among military technology, strategy, politics, and war. How have these forces shaped warfare from the introduction of gunpowder to the present? How, in turn, have developments in warfare influenced societies and politics? The course emphasizes select cases from World Wars I and II and the development of nuclear weapons strategy. How, for example, did the development of chemical weapons affect the battlefield? What ethical choices, if any, guided the strategic bombing of civilians in World War II? How did nuclear weapons change ideas about fighting war? The class concludes with an examination of the "war on terror" and its implications for strategy and politics.

Prerequisite: 221; recommended: 224
Distribution: Social and Behavioral Analysis
Semester: Spring

Unit: 1.0

POL3 384S Seminar. Power, Conflict, and Diplomacy

NOT OFFERED IN 2010-11. International politics is mostly talk. Diplomats cooperate, coerce, and deter, all under the shadow of power and war. This course examines the role of diplomacy and negotiations in international politics. We explore whether actors behave rationally in crisis situations, such as in the Cuban Missile and Berlin Crises. The course analyzes the role of rhetoric and identity in negotiations. How is it that actors might use rhetoric to persuade or coerce at the bargaining table? In examining cases, the course will use primary materials, such as transcripts of the Cuban Missile Crisis, in addition to interpretive texts, to examine negotiations over issues of alliance politics, conflict resolution, and crises on the brink of war.

Prerequisite: One unit in international relations. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.

Distribution: Social and Behavioral Analysis
Semester: N/O

Unit: 1.0

Political Theory

POL4 201 Issues in Political Theory

Grattan

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, Martin Luther King, Jr., Locke, Rousseau, Machiavelli, Malcolm X, Fanon, and Boaventura de Sousa Santos.

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Spring

Unit: 1.0

POL4 240 Classical Political Theory

Euben

An investigation of some of the most important thinkers and texts of ancient Western (or what is also called classical) political theory, guided by particular questions and themes. What makes a text "classic"? Do these texts merely provide knowledge of the past or do they offer wisdom that bear upon the dilemmas of contemporary politics? Is such wisdom distinctively "Western" or does it reveal paradoxes and challenges of political life that characterize other cultures as well? Themes of the course include the relationship (if any) between morality and politics; fate and free will; the content and purpose of politics; human nature; the virtues and dangers of democracy; political wisdom and good leadership. Authors include Homer, Sophocles, Thucydides, Plato and Aristotle.

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Spring

Unit: 1.0

POL4 241 Modern European Political Thought

Grattan

Study of the development of European political theory from the seventeenth to nineteenth centuries. Among the theorists read are Hobbes, Locke, Rousseau, Burke, and Marx. Emphasis on the logic of each theorist's arguments and on their different understandings of the following concepts and relationships: human nature; individual and society; morality, political economy, and the state; reason, authority, and sovereignty; equality, justice, and freedom. Attention is paid to the historical context within which each theorist writes, and especially to how their works respond to and treat questions of class, race, and colonialism. Attention is also paid to how these works influence and challenge contemporary assumptions, visions, and movements.

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Fall

Unit: 1.0

POL4 242 Contemporary Political Theory

NOT OFFERED IN 2010-11. Study of several twentieth-century traditions that raise fundamental questions about the human condition, processes of historical and personal transformation, and our capacity to understand them. Exploration of contemporary political and social theories,

including existentialism, contemporary variants of Marxism, postmodern theory, alternative theories of power, and the ethics of war.

Prerequisite: One unit in political theory, social theory, or political philosophy, or permission of instructor.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

POL4 248 Power and Politics

Euben

An examination of the nature and functioning of power in politics, with an emphasis on the following questions: What is the nature of power and how has it been exercised in political life, both past and present? Who has power and who should have it? Is power primarily wielded by political leaders and bureaucrats, or has the development of new technologies decentralized power? Do the powerless understand and exercise power differently from those who traditionally hold it? Are power and violence inextricably intertwined or are they opposites? Authors include Thucydides, bell hooks, Hannah Arendt, Robert Dahl, Marx, Foucault, Adam Michnik, and Vaclav Havel.

Prerequisite: One unit in political science, philosophy, or history, or permission of instructor.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

POL4 249 Politics of the Right, Left, and Center

Grattan

An introduction to historical and contemporary texts of political theory that have helped shape political visions, movements, and orders across the ideological spectrum. Explores questions such as: What are the proper foundations of political authority; e.g., tradition or reason, individual or community, citizens or experts, the past or the future? How should societies deal with the unpredictable character and the ethical and political implications of continuity and change? What makes an idea or action conservative, radical, or moderate? What social, economic, and political arrangements best facilitate the often competing goals of order, justice, and freedom? Authors may include Plato, MacIntyre, Nietzsche, Mill, Milton Friedman, Iris Young, Oakeshot, and Arendt.

Prerequisite: One unit in political science, philosophy, or history, or permission of instructor.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

POL4 340 American Political Thought

NOT OFFERED IN 2010-11. Examination of the development of political thought in the United States, emphasizing the historical and ongoing contestation over America's political ideals and institutions. Moving chronologically, we pay special attention to the following questions: Were the revolution and founding acts of idealism, pragmatism, or power? In what ways, if any, are American ideas of equality, freedom, and democracy exceptional? What constitutes progress in America? Throughout the course, we consider how arguments about race, class, gender, and nationality reflect not only marginalized experiences and discourses but also broader challenges to and aspirations for American democracy. This course draws on primary and secondary sources in political theory as well as history, literature, and film.

Prerequisite: One 200-level unit in political theory, American politics, or American history, or permission of instructor.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

POL4 342S Seminar. Marxism, Anarchism and Fundamentalism

Krieger

Comparative theoretical study of the core concepts of Marxist, anarchist, and fundamentalist thought, emphasizing the patterns of similarity and difference in perspectives on theories of politics, conceptions of history and social change, the role of the state and of the individual in society, normative and ideological orientations, political engagement and the prospects for—and concepts of—positive social change. The term “fundamentalism” can be applied to each of the three theories, since adherents sometimes reduce each theory to fundamental tenets and each aspires to fundamentally and radically restructure society. The applicability of the theories to contemporary developments will be carefully assessed and compared.

Prerequisite: Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL4 343S Seminar. Democracy and Difference

NOT OFFERED IN 2010-11. An examination of liberal democracy and contemporary theoretical challenges introduced by diversity and difference. Does liberal democracy, with its emphasis on individual rights, separation of powers, representative assemblies, and the principle of a limited state, remain a durable model? How does the consideration of cultural diversity and difference, understood by reference to gender, race, ethnicity, language, religion, nationality, and sexual orientation, affect our understanding of citizenship, equality, representation, recognition, and community? Study of communitarian thought, multiculturalism, and feminist critiques of democracy.

Prerequisite: One 200 level unit in political theory, or permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

POL4 344S Seminar. Feminist Political Theory

Euben

An examination of feminist theory, beginning with early liberal and socialist feminisms and continuing on to radical, post-structuralist and postcolonialist feminist theories. Particular attention to the complexity of theorizing about “what women are and need” in the context of a multicultural society and a postcolonial world. Consideration of feminist perspectives on law and rights, body image/eating disorders, pornography, racial and sexual differences, non-Western cultural practices such as veiling, and methodology. Authors include J.S. Mill, Alexandra Kollontai, Audre Lorde, Nancy Hartsock, Chandra Mohanty, bell hooks, Nayerah Tohid, Catharine MacKinnon, Susan Okin, Wendy Brown, Joan Scott, and Judith Butler.

Prerequisite: One 200-level unit in political theory, philosophy, or women's and gender studies; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

POL4 345S Seminar. Race and Political Theory

Grattan

How has race figured as a category of political thought and practice since modernity? How have black writers in particular sought to reconstruct identity, culture, history, and politics? Do their efforts reflect underutilized conceptual resources for politics, or is thinking race counterproductive? Attention paid to transatlantic slavery, the Haitian Revolution, postcolonialism, and other movements for black power and black freedom. Key concepts include domination and liberation; violence, justice, and freedom; mourning and history; race consciousness; and cosmopolitanism. Authors may include Orlando Patterson, C.L.R. James, Fanon, Baldwin, Angela Davis, and Paul Gilroy.

Prerequisite: One 200-level unit in political theory or African Studies. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

POL4 346 Comparative Political Theory: Encountering Islamist Political Thought

Euben

Political Theory is usually understood as Western, but questions about the nature and value of politics are central to intellectual traditions in a wide range of non-Western cultures. This course is an investigation of the most visible but least understood Muslim intellectual tradition today: Islamism (often called fundamentalist) political thought from the early twentieth-century to the present. It is organized around themes such as Islam and democracy, violence and political action, women, gender and Islamization, and the politics of language (e.g. the terminology of fundamentalism, Islamism, Western/non-Western, Islam versus the West). Authors include Hasan al-Banna, Sayyid Abul-Ala Mawdudi, Sayyid Qurb, Ayatollah Ruhollah Khomeini, Hasan al-Turabi, Yusuf al-Qaradawi, Zaynab al-Ghazali, Nadia Yassine and Osama bin Laden.

Prerequisite: One 200 level unit in political theory, philosophy, or a course on Islam in history or religion.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

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.

POLS 250 Research or Individual Study

Prerequisite: Open to all students by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

POLS 250H Research or Individual Study

Prerequisite: Open to all students by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

POLS 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

POLS 350H Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

Senior Thesis

POLS 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

POLS 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Courses for Credit Toward the Major

AFR 318 Seminar. African Women, Social Transformation, and Empowerment

Requirements for the 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 are: 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, 240, 241, 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 an "S" after the course number.) Admission to department seminars is by permission of the instructor only. Interested students must fill out a seminar application, which is available in the political science office and on the department Web site 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.

Honors

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

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

Ordinarily, 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.

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

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.

Department of Psychology

Professor: Akert, Cheek, Hennessey, Keane, Lucas, Norem, Wink (Chair)

Associate Professor: Genero, Gleason

Assistant Professor: Pyers, Theran, Wilmer

Senior Lecturer: Bruchfeld-Child, Carli

Visiting Lecturer: Kulik-Johnson

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.

Goals for the Major

- Students will receive an overview of the major areas of psychology, including major historical controversies, developments, theoretical perspectives, and empirical findings in various areas of psychology.
- Students will understand the kinds of questions psychologists ask about human nature, emotion, motivation, cognition and behavior, the tools they use to answer those questions, and the perspectives and assumptions that distinguish psychology as a discipline from related fields such as anthropology, sociology, and biology.
- Students will understand the role that research plays in the development of psychological theory and the knowledge base of the field and will become critical consumers of psychological literature and research. They will be equipped to work with data and understand numerical presentation and interpretations of data.
- Students will have an opportunity for hands-on experience in translating psychological questions into hypotheses that can be explored empirically, in designing studies to explore those hypotheses, in analyzing data, and in preparing research reports according to the conventions of the field.

PSYC 101 Introduction to Psychology

Staff

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.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

PSYC 205 Statistics

Cheek, Genero, Hennessey

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. *Three periods of combined lecture-laboratory.*

Prerequisite: 101, NEUR 100, AP score of 5 or permission of instructor. Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken or are taking ECON 103/SOC 190, MATH 101, MATH 101Z, POL 199, or QR 180 except for psychology and neuroscience majors, with permission of the instructor.
Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement. Does not satisfy the laboratory requirement.
Semester: Fall, Spring Unit: 1.0

PSYC 207 Developmental Psychology

Gleason, Piers

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.*

Prerequisite: 101, AP score of 5 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

PSYC 208 Adolescence

Kulik-Johnson

Survey of contemporary theories and research in the psychology of adolescents. Topics will include the physical, cognitive, social, and personality development of adolescents.

Prerequisite: 101, AP score of 5 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

PSYC 210 Social Psychology

Akert, Carl

The individual's behavior as it is influenced by other people and the social situation. Study of social influence, interpersonal perception, social evaluation, and various forms of social interaction.

Prerequisite: 101, AP score of 5 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

PSYC 212 Personality

Cheek, Norem

A comparison of major ways of conceiving and studying personality, including the work of Freud, Jung, behaviorists, humanists, and social learning theorists. Introduction to major debates and research findings in contemporary personality psychology.

Prerequisite: 101, AP score of 5 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

PSYC 213 Abnormal Psychology

Wink, Theran

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.

Prerequisite: 101, AP score of 5 or permission of instructor. Not open to students who have taken [224].
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

PSYC 214 Evolutionary Psychology

Lucas

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).

Prerequisite: 101 or NEUR 100, AP score of 5 or permission of instructor.
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

PSYC 215 Memory

NOT OFFERED IN 2010-11. Introduction to the study of human memory. Examines processes underlying encoding, storage, and retrieval of information. Will review theoretical models focusing on distinctions between different forms of memory, including short-term and long-term memory, implicit and explicit memory, episodic and semantic memory. Factors contributing to forgetting and distortion of memory will also be discussed.

Prerequisite: 101 or NEUR 100, AP score of 5 or permission of instructor.
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 216 Psychology of Language

Lucas

Introduction to the study of the psychological processes underlying language. An evaluation of theory, methods, and current research in language abilities, including speech perception, word and sentence comprehension, and language acquisition in children. Examination of the relationship between language and thought and the evolutionary and biological bases of language behavior.

Prerequisite: 101 or NEUR 100, AP score of 5 or permission of instructor.
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Spring Unit: 1.0

PSYC 217 Cognition

Keane

Cognitive psychology is the study of the capabilities and limitations of the human mind when viewed as a system for processing information. An examination of basic issues and research in cognition focusing on attention, pattern recognition, memory, language, and decision-making.

Prerequisite: 101 or NEUR 100, AP score of 5 or permission of instructor.
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

PSYC 218 Sensation and Perception

Wilmer

In a split-second, a curling of lips across a crowded room is registered by one's eyes and translated effortlessly into a vividly three-dimensional, full-color perception of a baby's smile. This and other sensory and perceptual feats, unmatched by any computer, are this course's focus. Topics include consciousness, attention and inattention, perceptual learning and development, visual memory, faces, 3D depth, color, motion, and brain bases of sensation/attention/perception. Emphasis is given to abnormal and illusory perception, such as that resulting from brain damage/stimulation or artistic sleight of hand. This course shows that our perception, far from being a "copy" of the outside world, incorporates many predictions and educated guesses. Frequent in-class demonstrations will provide insights into course concepts.

Prerequisite: 101 or NEUR 100, AP score of 5 or permission of instructor.
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Spring Unit: 1.0

PSYC 219 Biological Psychology

Staff

Introduction to the biological bases of behavior. Topics include structure and function of the nervous system, sensory processing, sleep, reproductive behavior, language, and mental disorders.

Prerequisite: 101, AP credit or permission of instructor. Not open to students who have taken NEUR 200 or [BISC]/NEUR 213].
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

PSYC 248 Psychology of Teaching, Learning, and Motivation

Hennessey

The psychology of preschool, primary, secondary, and college education. Investigation of the many contributions of psychology to both educational theory and practice. Topics include student development in the cognitive, social, and emotional realms; assessment of student variability and performance; interpretation and evaluation of standardized tests and measurements; classroom management; teaching style; tracking and ability grouping; motivation; and teacher effectiveness.

Prerequisite: 101, AP credit or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

PSYC 250 Research or Independent Study

Students will be expected to devote 10-12 hours per week to the basic study of Psychology.

Prerequisite: By permission of instructor.
Distribution: None
Semester: Fall, Spring Unit: 1.0

PSYC 250H Research or Independent Study

Students will be expected to devote 5-6 hours per week to the basic study of Psychology.

Prerequisite: By permission of instructor.
Distribution: None
Semester: Fall, Spring Unit: 0.5

PSYC 299 Practicum in Psychology

Staff

Participation in a structured learning experience in an approved field setting under faculty supervision. Does not count toward the minimum major in psychology. *Mandatory credit/noncredit, except by permission of instructor.*

Prerequisite: Permission of instructor. Two units above the 100 level that are most appropriate to the field setting as determined by the faculty supervisor (excluding 205).
Distribution: None
Semester: Fall, Spring Unit: 1.0

PSYC 300/CLSC 300 Seminar. Topics in Cognitive and Linguistic Sciences

Lucas

Topic for 2010-11: How We Choose. Every day we make many choices. Some of these choices are trivial but some can have profound effects on our lives. In this interdisciplinary course, we will investigate how individuals make choices, examining processes of decision-making that are often emotional and irrational. The focus will be on choices related to significant human desires, including those for love, money, and happiness. *Students may register for either PSYC 300 or CLSC 300 and credit will be granted accordingly.*

Prerequisite: Open to juniors and seniors who have taken one of 214-219, LING 114, PHIL 215, CS 111 or permission of instructor.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

PSYC 301 Cooperation and Competition

Lucas

According to traditional models of rationality, rational agents should act in ways that will maximize their self-interest. And the study of evolution teaches us that individuals are in competition for survival. Nonetheless, we have all experienced acts of apparent selflessness and societies could not function without cooperation among their members. How, then, can cooperative and selfless behaviors be explained? In this course evidence and theories from the psychological, economic, and neurobiological literatures will be examined. Cross-cultural, developmental, and cross-species differences will be explored as will the evolutionary origins of cooperation and competition and the role of cooperation in language.

Prerequisite: Open to juniors and seniors who have taken one of 214-219, LING 114, PHIL 215, or permission of instructor. Not open to students who have taken this course as a topic of PSYC 300/CLSC 300.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Spring Unit: 1.0

PSYC 303 Psychology of Gender

NOT OFFERED IN 2010-11. An examination of different theoretical approaches to the study of sex and gender, the social construction and maintenance of gender, and current research on gender differences. Topics will include: review of arguments about appropriate methods for studying sex and gender and its legitimacy as a research focus; gender roles and gender socialization; potential biological bases of gender differences; and the potential for change in different sex-typical behaviors.

Prerequisite: Open to juniors and seniors who have taken two 200-level units including 205, or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 304R Research Methods in Evolution and Human Behavior

NOT OFFERED IN 2010-11. An introduction to research methods appropriate to an evolutionary approach to the study of human nature. Student projects investigate topics across diverse areas of psychology, focusing on the psychological processes that our ancestors evolved to cope with survival and reproductive challenges. Possible topics include cooperative behavior, mate choice, adaptive aspects of language, and gender differences in cognition. Group projects with some individual exercises. Laboratory. *Each section typically limited to 10 students.*

Prerequisite: 205 and one of the following: 212, 214, 215, 216, 217, 218 or 219
Distribution: Social and Behavioral Analysis. Does not satisfy the laboratory requirement.
Semester: N/O Unit: 1.25

PSYC 305 Seminar. Advanced Statistical Methods and SPSS

Genero

Building on introductory statistical concepts and data analysis applications, this course provides an in-depth understanding of hypothesis testing and probability for use in psychological quantitative

research. Topics include factorial analysis of variance, correlation, regression, and basic psychometric techniques.

Prerequisite: 205
Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Fall Unit: 1.0

PSYC 307R Research Methods in Developmental Psychology

Gleason, Myers

An introduction to research methods appropriate to the study of human development. Individual and group projects. Laboratory. *Each section typically limited to 10 students. Observations at the Child Study Center required.*

Prerequisite: 205 and 207.
Distribution: Social and Behavioral Analysis. Does not satisfy the laboratory requirement.
Semester: Fall, Spring Unit: 1.25

PSYC 308 Systems of Psychotherapy

NOT OFFERED IN 2010-11. 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.

Prerequisite: Open to juniors and seniors who have taken 213 or 224 and one other 200-level unit, excluding 205, or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 310R Research Methods in Social Psychology

Akert

An introduction to research methods appropriate to the study of social psychology. Individual and group projects on selected topics. Laboratory. *Each section typically limited to 10 students.*

Prerequisite: 205 and 210.
Distribution: Social and Behavioral Analysis. Does not satisfy the laboratory requirement.
Semester: Fall Unit: 1.25

PSYC 311 Seminar. Environmental Psychology

NOT OFFERED IN 2010-11. Exploration of the interaction between the physical environment and an individual's behavior and feelings. Emphasis on relevant topics such as territoriality, personal space, and crowding. Some attention to children and to environmental issues, such as conservation and psychological consequences of natural disasters. Specific settings, such as urban environments, playgrounds, and homes, are studied. Small groups of students will use observation, interview or questionnaire techniques to pursue small-scale research topics. There will be individual oral reports.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding 205, or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 312R Research Methods in Personality Psychology

Norem

An introduction to research methods appropriate to the study of personality psychology. Student projects investigate individual and group differences in personality traits, values, goals, and dimensions of self-concept. Laboratory. *Each section typically limited to 10 students.*

Prerequisite: 205 and 212.
Distribution: Social and Behavioral Analysis. Does not satisfy the laboratory requirement.
Semester: Fall Unit: 1.25

PSYC 313R Research Methods in Abnormal Psychology

Theran

An introduction to research methods appropriate to the study of abnormal psychology. Topics will include affective and personality disorders, substance abuse, and stressful life events. Individual and group projects. Laboratory. *Each section typically limited to 10 students.*

Prerequisite: 205 and 224 or 213. Not open to students who have taken [324R].
Distribution: Social and Behavioral Analysis. Does not satisfy the laboratory requirement.
Semester: Spring Unit: 1.25

PSYC 314R Research Methods in Cognitive Psychology

Keane

Introduction to research methods appropriate to the study of human cognition (i.e., how people take in, interpret, organize, remember, and use information in their daily lives). Individual and group projects. Laboratory. *Each section typically limited to 10 students.*

Prerequisite: 205 and one of the following, 215, 216, 217, 218, 219.
Distribution: Social and Behavioral Analysis. Does not satisfy the laboratory requirement.
Semester: Spring Unit: 1.25

PSYC 316 Seminar. Language Acquisition

Pyers

Children around the world acquire their first language, spoken or signed, with seemingly little effort. By the end of their first year, they are saying their first words, and a mere two years later they are speaking in full sentences! We will discuss the various factors that play into children's rapid acquisition of their first language. Towards figuring out how children learn language, we will talk about early speech perception, word learning, the acquisition of phonology, morphology, syntax, and pragmatic knowledge. In addition, we will cover topics such as language development disorders (e.g., autism), the critical period hypothesis, sign language, bilingualism, and language and thought. Over the course of the semester, we will understand the empirical methods that guide the study of child language.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, including 207 and excluding 205, or permission of instructor. LING 114 may be substituted for either 200-level unit.
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

PSYC 318 Seminar. Brain and Behavior

NOT OFFERED IN 2010-11. Selected topics in brain-behavior relationships. Emphasis on psychopharmacology. Topics include principles and mechanisms underlying action of drugs, major neurotransmitter systems, major classes of psychoactive drugs, and psychological disorders and medications.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, including either 219 or NEUR 200, and excluding 205.
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 319 Neuropsychology

Keane

An exploration of the neural underpinnings of higher cognitive function based on evidence from individuals with brain damage. Major neuroanatomical systems will be reviewed. Topics include motor and sensory function, attention, memory, language, and hemispheric specialization.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, including either 219 or NEUR 200, and excluding 205.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

PSYC 321 Community Psychology with Wintersession Applied Research

Genero

Examines the sociocultural and developmental aspects of gender-specific instruction for girls and boys. The impact of single-gender public school education on social identity, gender stereotypes, motivation, and academic achievement will be explored. An experimental component will be conducted during Wintersession in partnership with the Office of Public School Choice at the South Carolina Department of Education. Students will collect and analyze classroom-based observations and interview data. During the spring, students will review pertinent research literature, state-wide survey data, and reflect on the psychological and public policy implications of differential education. *Not offered every year. Subject to Dean's Office approval.*

Prerequisite: Open to juniors and seniors who have taken 205 and two 200-level courses. Application required.

Distribution: Social and Behavioral Analysis

Semester: Wintersession and Spring

Unit: 1.0

PSYC 323R Research Methods in the Psychology of Human Sexuality

NOT OFFERED IN 2010-11. An introduction to research methods appropriate to the study of individual and group differences in sexual attitudes and behavior. Student projects use archival and new survey data to investigate topics such as sexual motivation and attraction, sexual self-esteem and identity, intimacy in romantic relationships, and gender and cultural differences in sexuality. Laboratory. *Each section typically limited to 10 students.*

Prerequisite: 205 and 208 or 219. Not open to students who have taken 327.

Distribution: Social and Behavioral Analysis. Does not satisfy the laboratory requirement.

Semester: N/O

Unit: 1.25

PSYC 326 Seminar. Child and Adolescent Psychopathology

Theran

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.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding 205, or permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

PSYC 327 Seminar. Psychology of Human Sexuality

Cheek

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.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding 205, or permission of instructor. Not open to students who have taken 323R.

Distribution: Social and Behavioral Analysis

Semester: Spring, Summer

Unit: 1.0

PSYC 328 Seminar. Genes, Brains and Human Variation

Wilmer

Why do only some people have a great sense of pitch, a keen memory for names or faces, or a remarkable ability to locate "Where's Waldo"? 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 types of question: What broad combination of nature and nurture, and what specific genes and experiences, contribute to differing levels of ability? What are the neural and cognitive bases of such abilities? What are their real-world consequences?

Prerequisite: Two 200-level units, excluding 205, one of which should be 214, 215, 216, 217, 218, 219 or NEUR 200, or permission of instructor.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

PSYC 329 Seminar. Psychology of Adulthood and Aging

NOT OFFERED IN 2010-11. 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.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding 205, or permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

PSYC 330 Psychology of Law

Carl

This course will document biases in jury decisions, inequalities in sentencing, factors that contribute to criminal behavior, and other contemporary research findings in the psychology of law.

Students will review research on jury selection, the reliability of eyewitness testimony, factors affecting the perceived innocence or guilt of defendants, the use of hypnosis and lie-detector tests, blaming victims of crime, methods of interrogation, and issues surrounding testimony from children in abuse cases. This course will explore both theory and research on the psychology of law and will

include case analyses. A fundamental goal of the course is to allow students to apply their psychological knowledge and critical-thinking skills to the analysis of legal decisions and outcomes.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding 205, or permission of instructor. Not open to students who have taken [230].

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

PSYC 333 Clinical and Educational Assessment

Wink

Current approaches to the psychological appraisal of individual differences in personality, intelligence, and special abilities will be investigated through the use of cases. Tests included in the survey are: MMPI[®], CPI[®], WAIS[®], Rorschach[®], and the TAT[®]. Special emphasis will be placed on test interpretation, report writing, and an understanding of basic psychometric concepts such as validity, reliability, and norms. Useful for students intending to pursue graduate study in clinical, personality, occupational, or school psychology.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding 205, or permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

PSYC 338 Social Influence

NOT OFFERED IN 2010-11. This course focuses on a major topic in social psychology: attitude formation and change. Techniques of social influence that we encounter in everyday life will be explored, with a particular emphasis on advertising. The findings of empirical research and theory will be used to understand persuasive messages. Topics include how emotion, gender and culture are used to maximize the effectiveness of advertisements, and how stereotypes are both perpetuated and refuted in advertising.

Prerequisite: Open to juniors and seniors who have taken 210 and one other 200-level unit, excluding 205, or permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

PSYC 339 Seminar. Narrative Identity

Cheek

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.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding 205, or permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: Summer

Unit: 1.0

PSYC 340 Organizational Psychology

NOT OFFERED IN 2010-11. An examination of key topics, such as social environment of the work place, motivation and morale, change and conflict, quality of work life, work group dynamics, leadership, culture, and the impact of workforce demographics (gender, race, socioeconomic status). Experiential activities, cases, theory, and research.

Prerequisite: Open to juniors and seniors who have taken two 200-level units excluding 205, or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 341 Seminar. Psychology of Shyness

Check

An examination of psychological approaches to understanding shyness and the related self-conscious emotions of embarrassment and shame. Topics include: genetics of shyness, evolutionary perspectives on shyness in animals, adolescent self-consciousness, and individual and group differences in social behavior.

Prerequisite: Open to juniors and seniors who have taken two 200-level courses, excluding 205, or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

PSYC 342 Seminar. Psychology of Optimism and Pessimism

NOT OFFERED IN 2010-11. An examination of the ways in which expectations influence and are influenced by thoughts, feelings, motivation, and behavior. There are a variety of psychological constructs that fall under the general rubric of optimism and pessimism, and research has shown that they relate to physical and mental health, achievement, personal relationships, and even longevity. This seminar will explore those relationships, with an emphasis on understanding both the costs and the benefits of personal and cultural optimism and pessimism.

Prerequisite: Open to juniors and seniors with 212 or 210 and one other 200-level course, excluding 205.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 344 Seminar. Social Imagination

Gleason

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.

Prerequisite: Open to juniors and seniors who have taken two 200-level courses, excluding 205.
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Spring Unit: 1.0

PSYC 345 Seminar. Selected Topics in Developmental Psychology

NOT OFFERED IN 2010-11.

Prerequisite: Open to juniors and seniors who have taken 207 and one other 200-level course, excluding 205.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 348 Advanced Topics in Personality and Social Psychology

NOT OFFERED IN 2010-11. An exploration of the interface between personality and social psychology. Areas of research that are best understood by considering both personal dispositions and social situations will be examined. Topics include: conformity, romantic relationships, and social anxiety.

Prerequisite: Open to juniors and seniors who have taken 210 and 212, or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 349 Seminar. Nonverbal Communication

Akert

An examination of the use of nonverbal communication in social interactions. Systematic observation of nonverbal behavior, especially facial expression, tone of voice, gestures, personal space, and body movement. Readings include scientific studies and descriptive accounts. Issues include: the communication of emotion; cultural and gender differences; the detection of deception; the impact of nonverbal cues on impression formation; nonverbal communication in specific settings (e.g., counseling, education, interpersonal relationships).

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding 205.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

PSYC 350 Research or Individual Study

Students will be expected to devote 10-12 hours per week to the advanced study of Psychology.

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

PSYC 350H Research or Independent Study

Students will be expected to devote 5-6 hours per week to the advanced study of Psychology.

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 0.5

PSYC 360 Senior Thesis Research

Prerequisite: Completion of a research methods course by the end of the junior year, and by permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

PSYC 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Requirements for the Major

Psychology is a broad field, and the major is designed to allow students to gain both breadth and depth of knowledge in the field. To that end, students take 200-level courses that represent different areas of the field, but develop depth by taking a 200-level content course that then leads, along with statistics, to a corresponding research methods course in which they learn firsthand about how knowledge is developed within specific subareas of the field. For example, a student may take social psychology (210), followed by

the research methods in social psychology course (310R), but she will also have taken at least two other 200 level courses, including one from the 214-219 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 101, 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) and at least one must be numbered 214-219 (courses on cognition, memory, language, sensation and perception, and biological psychology). Independent study courses (250 and 250H) count toward the major, but not toward the required three 200-level courses. Only one independent study course (350, 350H) or thesis course (360, 370) can count as one of the two 300-level courses required in addition to the research-methods course. PSYC 299 does not count as one of the nine courses for the major. At least five of the courses for the major must be taken in the department.

Statistics: 205 is the only Wellesley statistics course that will count toward the fulfillment of the major. In order to obtain Wellesley credit for a statistics course taken at another institution during the summer or academic year, approval must be obtained from the department prior to enrolling in the course. Transfer students wishing to obtain credit for statistics courses taken prior to enrollment at Wellesley should consult the chair of the department.

Research Methods Requirement: The department currently offers seven research methods courses: PSYC 304R, 307R, 310R, 312R, 313R, 314R, and 323R. Research methods courses taken outside of Wellesley will not fulfill this requirement. In order to be eligible for Senior Thesis Research (PSYC 360), students must complete the research methods course by the end of the junior year.

Requirements for the Minor

The psychology minor consists of five units, including one course at the 300 level and including 101. PSYC 299 and 350 do not count as one of the five courses for the minor. At least three of the courses for the minor must be taken in the department.

Honors

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student should have a grade point average of at least 3.67 in all work in the major field above the 100 level; students with a slightly lower average who have a strong interest and commitment to research are welcome to submit applications. See Academic Distinctions.

Advanced Placement Policy

The unit given to students for advanced placement in psychology does not count towards the minimum psychology major or minor at Wellesley, but it does fulfill the PSYC 101 requirement. If an AP student with a score of 5 completes PSYC 101, she will receive the appropriate psychology credit, but will receive no AP credit.

Advanced-placement credit for statistics does not exempt students from or fulfill the PSYC 205 requirement. An AP student with a score of 5 in statistics must still take 205, but can receive AP credit.

Interdepartmental Majors

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.

Quantitative Reasoning Program

Director/Senior Lecturer: *Taylor*

Lecturer: *Polito*

Advisory Committee: *Brabander (Geosciences), Ducas (Physics), Flynn (Chemistry), Genero (Psychology), Hawes (Education), Keane (Psychology), McGowan^A (Philosophy), Shuchat (Mathematics), Stark (Physics), Swingle (Sociology), Wolfson (Chemistry)*

The ability to think clearly and critically about quantitative issues is imperative in contemporary society. Today, quantitative reasoning is required in virtually all academic fields, is used in most every profession, and is necessary for decision making in everyday life. The Quantitative Reasoning Program is designed to ensure that Wellesley College students are proficient in the use of mathematical, logical, and statistical problem-solving tools needed in today's increasingly quantitative world.

The Quantitative Reasoning Program provides a number of services to the academic community. It oversees the administration of the Quantitative Reasoning Assessment (described below) and staffs QR 140, the basic-skills course, and some overlay courses. The Program also provides tutorial support to students and instructors of quantitative reasoning overlay courses. Finally, the Quantitative Reasoning Program provides curricular support to faculty interested in modifying existing courses or designing new ones so that these courses will satisfy the overlay component of the quantitative reasoning requirement.

The Quantitative Reasoning Requirement

All students must satisfy both components of the quantitative reasoning requirement: the basic-skills component and the overlay course component. The basic-skills component is satisfied either by passing the Quantitative Reasoning Assessment given during Orientation or by passing QR 140, the basic-skills course that builds mathematical skills in the context of real-world applications. Students are required to satisfy the basic skills component in their first year so that they may enroll in the many courses for which basic quantitative skills (including algebra, geometry, basic probability and statistics, graph theory, estimation, and mathematical modeling) are a prerequisite.

The overlay component is satisfied by passing a quantitative reasoning overlay course or by scoring a 5 on the AP Statistics exam. Quantitative reasoning overlay courses emphasize statistical analysis and interpretation of data in a specific discipline. The Committee on Curriculum and Academic Policy has designated specific courses in fields from across the curriculum as ones that satisfy the quantitative reasoning overlay requirement. These courses (listed below) may also be used to satisfy a distribution requirement. See the Statistics section of the catalog for more information about some of these quantitative reasoning overlay courses.

QR 140 Introduction to Quantitative Reasoning

Polito, Taylor

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.

Prerequisite: Permission of the instructor required for students with a score of 9.5 or above on the Quantitative Reasoning Assessment.

Distribution: None
Semester: Fall, Spring

Unit: 1.0

QR 180 Statistical Analysis of Education Issues

Taylor

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.

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 101, MATH 101Z, POL 199, or PSYC 205.

Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Spring

Unit: 1.0

Overlay Course Component

The following courses satisfy the overlay course component of the quantitative reasoning requirement. *In order to register for a course on this list, a student must first satisfy the basic skills component of the quantitative reasoning requirement by passing either the quantitative reasoning assessment or QR 140.*

Note that this list is subject to change. Check individual department listings for information about when each course is offered.

[ASTR 109] Our Place in Space and Time

ASTR 206 Astronomical Techniques with Laboratory

BISC 109 Human Biology with Laboratory

BISC 111 Introductory Organismal Biology with Laboratory

[BISC 111DL] Introductory Organismal Biology Discussion with Laboratory

BISC 111T Introductory Organismal Biology with Laboratory (Tropical Island)

BISC 198 Statistics in the Biosciences

BISC 201 Ecology with Laboratory

CHEM 120 Intensive Introductory Chemistry with Laboratory

CHEM 205 Chemical Analysis and Equilibrium with Laboratory

CHEM 232 Physical Chemistry for the Life Sciences with Laboratory

CHEM 233 Physical Chemistry I with Laboratory

CHEM 361 Analytical Chemistry with Laboratory

ECON 103/SOC 190 Introduction to Probability and Statistical Methods

[ES 100] Humans and Nature

ES 101 Introduction to Environmental Studies with Laboratory: Methods and Analysis

GEOS 101 Earth Processes and the Environment with Laboratory

GEOS 102 The Dynamic Earth with Laboratory

MATH 101 Reasoning with Data: Elementary Applied Statistics

MATH 101Z Reasoning with Data: Elementary Applied Statistics with Health Applications

MATH 220 Probability and Elementary Statistics

PHIL 209 Scientific Reasoning

PHYS 202 Introduction to Quantum Mechanics and Thermodynamics with Laboratory

POL 199 Introduction to Research Methods in Political Science

PSYC 205 Statistics

PSYC 305 Seminar. Advanced Statistical Methods and SPSS

QR 180 Statistical Analysis of Education Issues

SOC 190/ECON 103 Introduction to Probability and Statistical Methods

Department of Religion

Professor: *Elkins, Geller, Hobbs, Kodera (Chair), Marini, Marlow*

Assistant Professor: *Silver*

Religious belief and practice have played an essential role in creating and challenging personal identity and societal norms since the dawn of human history. The study of religion is therefore a constituting element of humanistic inquiry. The Religion Department pursues that inquiry through the critical interpretation of religious traditions, offering courses by scholars trained in Buddhism and the traditions of East Asia, Hebrew Bible and the Ancient Near East, New Testament and Earliest Christianity, Judaism, Catholic and Protestant Christianity, and Islam. Students may also study of 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.

Goals for the Major

Students who elect a major in Religion will acquire these competencies and skills:

- Substantial knowledge of one of the great religious traditions or a central theme in two or more traditions.
- Close reading and interpretation of sacred texts and religious writings, including their specialized rhetoric, forms, and contexts.
- Significant mastery of critical methods used in contemporary scholarship on religion.

REL 104 Study of the Hebrew Bible/Old Testament

Silver

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.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: Fall

Unit: 1.0

REL 105 Study of the New Testament

Hobbs

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.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: Fall, Spring

Unit: 1.0

REL 106 Children of Abraham

Geller

An exploration of key facets of Judaism, Christianity, and Islam with attention to elements of change, continuity, and diversity within these evolving traditions. Consideration of the relationships among the Abrahamic traditions in historical and comparative perspectives. Topics may include origins, scripture, revelation, structure, institutions, holy men and women, sacred cities, pilgrimage, law, and fundamentalism.

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Fall

Unit: 1.0

REL 108 Introduction to Asian Religions

Kodera

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. *Normally alternates with REL 109.*

Prerequisite: None. Not open to students who have taken REL 109.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Fall

Unit: 1.0

REL 109 Religions of the Silk Road

Marlow

NOT OFFERED IN 2010-11. An introduction to the major religious communities and traditions of East, South and West Asia, with particular attention to their contacts and interactions as facilitated by trade, travel and pilgrimage from antiquity until roughly the fifteenth century. The framework for our study of these religious cultures will be the "Silk Road," which stretched from Eastern China to the Mediterranean Sea and linked together the many communities that thrived across Eurasia throughout the preindustrial era. In addition to Buddhism and Islam, the course will cover Confucianism, Daoism, Jainism, Hinduism and Zoroastrianism, as well as Manichaeism and Nestorian Christianity. Readings are drawn from foundational sacred texts, and the accounts of merchants, travelers and pilgrims. Additional attention to the material cultures and artistic works produced by the religious communities of the Silk Road. *Normally alternates with REL 108.*

Prerequisite: None. Not open to students who have taken REL 108.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O

Unit: 1.0

REL 114 Seminar. Science and the Bible

Silver

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.

Prerequisite: None. Open to first-year students only.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Fall

Unit: 1.0

REL 116 Seminar. Apocalypticism and Armageddon: Imagining the Endtime*Geller*

A study in historical, religious, and cultural contexts of selected literary texts, social movements, and films which envision the endtime. The seminar will examine sources from antiquity to the present including Jewish and Christian apocalyptic texts and movements of the Hellenistic and Roman eras such as the Biblical books of Daniel and Revelation, the Jesus Movement, and the Roman-Jewish wars of the first and second centuries. Additionally, it will examine the Sabbatarian movement of the seventeenth century, and modern apocalypticism reflected in the 1993 Waco tragedy and endtime speculations concerning Jerusalem. Attention also to the genre of apocalyptic cinema including such classics as *On the Beach* (1959) and recent films such as *The Happening* (2008) and 2012 (2009).

Prerequisite: None. Open to first-year students only.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

REL 200 Theories of Religion*Marini*

An exploration of theoretical models and methods employed in the study of religions. Particular attention to approaches drawn from anthropology, sociology, and psychology. Readings taken from writers of continuing influence in the field: William James and Sigmund Freud, Max Weber and Emile Durkheim, Clifford Geertz and Victor Turner, Carl Jung and Mircea Eliade, Karl Marx and Paul Ricoeur. *Normally alternates with REL 230.*

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

REL 203 Prophets and Prophecy in Ancient Israel*Silber*

NOT OFFERED IN 2010-11. Examination of texts in the Hebrew Bible bearing on the phenomenon of prophecy: narrative descriptions of prophetic behavior and literary texts that purport to be the words of the biblical prophets themselves. Consideration of prophetic behavior in its ancient Near Eastern context and in relation to the unique cultural, social and political conditions in ancient Israel. Particular attention to the relationship between poetry and political critique and on the transition from orally delivered oracles to written prophetic texts.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 205 Wisdom Literature in the Hebrew Bible and Early Judaism*Silber*

NOT OFFERED IN 2010-11. The worldview of ancient Israelite wisdom literature: its philosophical, ethical and cosmological systems, and broader cross-cultural contexts. Also the adaptation of individual ethical doctrines to the governance of the political collective during the great Judean reform movement of the seventh century B.C.E., and the breakdown of this system in the wake of the Babylonian Exile. Special attention to scribal responses to the Problem of Evil and their ideas on the relationship between the created cosmos and divine intentionality.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 208/CPLT 208 Legend, Satire, and Storytelling in the Hebrew Bible*Silber*

NOT OFFERED IN 2010-11. The art of narrative composition in the Hebrew Bible. The literary techniques and conventions of ancient Israelite authors in the Bible's rich corpus of stories. Philosophical and aesthetic treatment of themes such as kingship, power, gender and covenant. Primary focus on the role of narrative in the cultural life of ancient Israel, with attention also to the difficulties of interpreting biblical stories from within our contemporary milieu. *Students may register for either REL 208 or CPLT 208 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 209 Women, Sexuality, and Patriarchalism in the New Testament*Hobbs*

NOT OFFERED IN 2010-11. The world from which Christianity emerged was largely patriarchal and sexist, with a variety of attitudes towards sexual behavior and marriage. The Christian movement itself took several different approaches toward each of these issues, which found their way into the New Testament collection and thus became the foundation for a multiplicity of stances in later centuries. This variety in the documents will be examined, with special attention to their roots and their results. *Normally alternates with REL 211.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 211 Jesus of Nazareth*Hobbs*

Historical study of Jesus, first as he is presented in the Gospels, followed by interpretations of him at several subsequent stages of Christian history. In addition to the basic literary materials, examples from the visual arts and music will be considered, such as works by Michelangelo, Grünewald, J.S. Bach, Beethoven, and Rouault, as well as a film by Pasolini. The study will conclude with the modern "quest for the historical Jesus." *Normally alternates with REL 209.*

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

REL 213 The Gnostic Scriptures*Hobbs*

An examination of the library of Gnostic scriptures discovered at Nag Hammadi, Egypt, in 1945. This largely fourth-century collection contains a variety of Gospels, of Acts, of Apocalypses, and many other treatises revealing the complex belief system of the group(s) of Christians who preserved them, translating them from Greek into Coptic (and now available in English translation). The Gospel of Thomas, the Gospel of Truth, and the Gospel of Mary [Magdalene] are among the better known of these Scriptures.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

REL 215 Christian Spirituality*Elkins*

NOT OFFERED IN 2010-11. A study of historical and contemporary writings that exemplify varieties of Christian spirituality. Historical texts include Augustine's *Confessions*, Thomas à Kempis's *The Imitation of Christ*, Teresa of Avila's *Autobiography*, John Bunyan's *The Pilgrim's Progress*, and *The Way of the Pilgrim*. Contemporary authors include Martin Luther King, Jr., and Mother Teresa of Calcutta. *Normally alternates with REL 216.*

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 216 Christian Thought: 100-1600*Elkins*

NOT OFFERED IN 2010-11. A study of major issues and influential thinkers in the Christian religious tradition from the post-Biblical period through the Reformation. Good and evil, free will and determinism, orthodoxy and heresy, scripture and tradition, faith and reason, and love of God and love of neighbor examined through primary source readings. Special attention to the diversity of traditions and religious practices, including the cult of saints, the veneration of icons, and the use of scripture. *Normally alternates with REL 215.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 217 Christian Thought from the Reformation to the Present*Marini*

NOT OFFERED IN 2010-11. A study of defining issues and essential thinkers in the Christian religious tradition from the sixteenth century to the present. Faith and grace, free will and determinism, mysticism and radicalism, reason and emotion, secularization and existentialism, orthodoxy and doubt, religious morality and social action examined in writings by Luther, Calvin, Pascal, Locke, Wesley, Newman, Kierkegaard, Bonhoeffer, and Tillich. *Normally alternates with REL 219.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 218 Religion in America*Marini*

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. *Normally alternates with REL 220.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

REL 219 Christian Ritual*Marini*

A study of religious ritual and its practice in the Christian tradition: sacraments, liturgies, pilgrimage, revivalism, televangelism, and their associated sacred arts. Particular attention to ritual theory and the roles of text, gesture, music, image, and architecture in the ritual process. Integrated study of major ritual complexes including Hagia Sophia (Istanbul), St. Peter's (Rome), Basilica of Guadalupe (Mexico City), Thomaskirche (Leipzig), Old South Meetinghouse (Boston), Apostolic Church of God (Chicago) and the Crystal Cathedral (Orange County, California). *Normally alternates with REL 217.*

Prerequisite: None

Distribution: Arts, Music, Film, Theater, Video, or Religion, Ethics, and Moral Philosophy

Semester: Spring

Unit: 1.0

REL 220 Religious Themes in American Fiction*Marini*

NOT OFFERED IN 2010-11. Human nature and destiny, good and evil, love and hate, loyalty and betrayal, tradition and assimilation, salvation and damnation, God and fate in the writings of Hawthorne, Thoreau, Melville, Harriet Beecher Stowe, Leslie Marmon Silko, Rudolfo Anaya, Alice Walker, and Allegra Goodman. Reading and discussion of these texts as expressions of the diverse religious cultures of nineteenth- and twentieth-century America. *Normally alternates with REL 218.*

Prerequisite: None

Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

REL 221 Contemporary Catholicism*Elkins*

Current issues in the Roman Catholic Church, with particular attention to the American situation. Topics include sexual morality, social ethics, spirituality, women's issues, dogma, liberation theology, ecumenism, and interreligious dialogue. Readings represent a spectrum of positions. *Normally alternates with REL 226.*

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy

Semester: Fall

Unit: 1.0

REL 224/MUS 224 Hildegard of Bingen*Elkins, Fontijn (Music)*

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. *Students may register for either REL 224 or MUS 224 and credit will be granted accordingly.*

Prerequisite: None

Distribution: Arts, Music, Theater, Film, Video, or Religion, Ethics, and Moral Philosophy

Semester: Spring

Unit: 1.0

REL 225 Women in Christianity*Elkins*

Martyrs, mystics, witches, wives, virgins, reformers, and ministers: a survey of women in Christianity from its origins until today. Focus on women's writings, both historical and contemporary. Special attention to modern interpreters—feminists, Third-World women, and women of color.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: Spring

Unit: 1.0

REL 226 The Virgin Mary*Elkins*

NOT OFFERED IN 2010-11. The role of the Virgin Mary in historical and contemporary Christianity. Topics include Mary in the Bible and Apocryphal writings, her cult in the Middle Ages, artistic productions in her honor, theological debates about her, and her appearances at Guadalupe, Lourdes, and Fatima. Attention also to the relation between concepts of Mary and attitudes toward virginity, the roles of women, and "the feminization of the deity." *Normally alternates with REL 221.*

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

REL 230 Ethics*Marini*

NOT OFFERED IN 2010-11. 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. *Normally alternates with REL 200.*

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

REL 240/CLCV 240 Romans, Jews, and Christians in the Roman Empire*Geller, Rogers (History)*

NOT OFFERED IN 2010-11. 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. *Students may register for either REL 240 or CLCV 240 and credit will be granted accordingly.*

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

REL 242 Introduction to Rabbinic Literature*Silver*

NOT OFFERED IN 2010-11. An introduction to the main Rabbinic writings of the first half of the first millennium: the Mishnah, the Talmud, the Midrashic writings on Scripture, and early mystical texts.

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

REL 243 Women in the Biblical World*Geller*

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. *Normally alternates with REL 244.*

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: Fall

Unit: 1.0

REL 244 Jerusalem: The Holy City*Geller*

NOT OFFERED IN 2010-11. 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. *Normally alternates with REL 243.*

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

REL 245 The Holocaust and the Nazi State*Geller*

An examination of the origins, character, course, and consequences of Nazi anti-Semitism during the Third Reich. Special attention to Nazi racialist ideology, and how it shaped policies that affected such groups as the Jews, the disabled, the Roma and the Sinti, Poles and Russians, Afro-Germans, homosexuals, and women. Consideration also of the impact of Nazism on the German medical and teaching professions.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: Spring

Unit: 1.0

REL 247 The World of the Bible*Geller*

A historical examination of the milieu in which the Hebrew Bible and New Testament emerged, and a study of selected Biblical texts in historical context. An exploration of both literary and archaeological data to reconstruct facets of the history, religion, and culture, including the roles and depictions of women, of ancient Israel and the Jewish and Christian communities of the Roman Empire.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: Summer

Unit: 1.0

REL 248 The Dead Sea Scrolls*Silver*

Survey of the texts discovered in the 1940's and 1950's at the site of Wadi Qumran in the Judean desert. Investigation of biblical manuscripts, apocryphal and non-canonical texts, and sectarian documents. Consideration of the controversies surrounding the scrolls and the community that produced them. Particular attention paid to the apocalyptic and eschatological themes of the scrolls in relation to the political events of the period.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: Spring

Unit: 1.0

REL 250 Research or Individual Study

Prerequisite: Open to first-year students and sophomores only.
Distribution: None
Semester: Fall, Spring
Unit: 1.0

REL 250H Research or Individual Study

Prerequisite: Open to first-year students and sophomores only.
Distribution: None
Semester: Fall, Spring
Unit: 0.5

REL 251/SAS 251 Religion in South Asia
Shukla-Bharr (South Asia Studies)

NOT OFFERED IN 2010-11. An examination of the religions in South Asia as expressed in sacred texts and arts, religious practices, and institutions in a historical manner. Concentration on the origins and development of Hindu traditions, Buddhism, Jainism, and Sikhism, as well as integration of Islam and Christianity in the religious landscape of South Asia. Interactions among the diverse communities of the region will also form a major theme. *Students may register for either REL 251 or SAS 251 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O
Unit: 1.0

REL 253 Buddhist Thought and Practice

Kodera
NOT OFFERED IN 2010-11. A study of Buddhist views of the human predicament and its solution, using different teachings and forms of practice from India, Southeast Asia, Tibet, China, and Japan. Topics including the historic Buddha's sermons, Buddhist psychology and cosmology, meditation, bodhisattva career, Tibetan Tantricism, Pure Land, Zen, and dialogues with and influence on the West. *Normally alternates with REL 257.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O
Unit: 1.0

REL 254 Chinese Thought and Religion

Kodera
NOT OFFERED IN 2010-11. 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. *Normally alternates with REL 255.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O
Unit: 1.0

REL 255 Japanese Religion and Culture

Kodera
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. *Normally alternates with REL 254.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: Fall
Unit: 1.0

REL 257 Contemplation and Action

Kodera
NOT OFFERED IN 2010-11. 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, Reuben Habito, and others. *Normally alternates with REL 253.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O
Unit: 1.0

REL 259 Christianity in Asia

Kodera
NOT OFFERED IN 2010-11. History of the Christian tradition in South and East Asia from the first century to the present. Emphasis on the Christian impact, both positive and negative, on Asian societies; why Asia rejected Western Christianity; and the development of uniquely Asian forms of Christian belief, practice and socio-political engagement. Topics include: Thomas's supposed "apostolic mission" to Kerala, India in the first century; the Nestorian "heretics" in T'ang China; symbiosis of Jews, Muslims and Christians in ninth-century China; the two sixteenth-century Jesuits (Francis Xavier and Matteo Ricci); Spanish colonialism and the Roman Catholics of the Philippines; the 26 martyrs of Japan (1597); the Taiping Rebellion; Uchimura's "No Church Christianity"; Horace Allen in Korea; Kitamori's "Pain of God Theology"; Endo's "Silence of God"; India's "untouchables" and Christianity; Mother Teresa of Calcutta; the Three Self Movement in the People's Republic of China; Korea's Minjung Theology; and the rise of Asian American Christianity.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O
Unit: 1.0

REL 260 Islamic/are Civilizations

Marlow
NOT OFFERED IN 2010-11. Historical survey of Muslim-majority societies and the diverse cultural forms produced within them from the seventh century to the beginnings of the modern period. Topics include literary and artistic expression, architecture, institutions, philosophical and political thought, religious thought and practice. Critical attention to the concept of "civilization" and its uses and drawbacks for understanding the complex historical and cultural processes under study in the course. *Normally alternates with REL 262.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O
Unit: 1.0

REL 261 Cities of the Islamic World

Marlow
NOT OFFERED IN 2010-11. An exploration of the religious and cultural history of selected cities across the Islamic world from late antiquity to the present. Examines and critiques the concept of "holy cities" while focusing on the study of particular cities, including Damascus, Baghdad, Cairo, Istanbul, Isfahan, Samarqand, Lucknow and Lahore. Topics include: migration, settlement, and the construction of new cities; conversion; the emergence of "holy cities" as centers for pilgrimage, religious education and Islamic legal scholarship; sacred space and architecture; religious diversity in urban environments; and the impact of colonialism on urban life. *Normally alternates with REL 269.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O
Unit: 1.0

REL 262 The Formation of the Islamic Tradition

Marlow
NOT OFFERED IN 2010-11. Historical study of the Islamic tradition with particular attention to the seventh to eleventh centuries. Topics include the life of the Prophet Muhammad, the Qur'an, and Qur'anic interpretation, tradition, law, ethics, theology, Shi'i Islam, and Sufism. Attention to the diversity within the Islamic tradition and to the continuing processes of reinterpretation, into the modern period. *Normally alternates with REL 260.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O
Unit: 1.0

REL 263 Islam in the Modern World
Rollman (History)

The role of Islam in the modern history of Turkey, the Arab world, Iran, and South Asia, with particular reference to the nineteenth and twentieth centuries. Explores the rise of nationalism, secularism, modernism, "fundamentalism," and revolution in response to the political, socioeconomic, and ideological crises of the period. Issues include legal and educational reform, the status of women, dress, and economics. Readings from contemporary Muslim religious scholars, intellectuals, and literary figures.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: Spring
Unit: 1.0

REL 269 Religion and Culture in Iran

Marlow
NOT OFFERED IN 2010-11. 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. *Normally alternates with REL 261.*

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 281/SAS 211 Sacred Arts of South Asia
Shukla-Bhatt (South Asia Studies)
NOT OFFERED IN 2010-11. Cultural life in South Asia is vibrant with aesthetic expressions of religion in its diverse traditions—Hindu, Muslim, Buddhist, Jain, Sikh, and Christian. This course introduces students to one of the most powerful avenues for transmission of religious knowledge in the traditions of South Asia—the aesthetic experience derived through a variety of forms. In addition to visual messages sent through architectural motifs and paintings, teaching of religious doctrines through narratives in drama, dance, and musical performance is common across religious boundaries. The course will introduce theories of aesthetic experience and religious knowledge from the subcontinent and relate them to contemporary forms of performance. *Students may register for either REL 281 or SAS 211 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 290 Kyoto: Center of Japan's Religion and Culture (Wintersession in Kyoto)

Kodera
Hands-on observation and critical analyses of religion and culture in Kyoto, Japan's capital for over a millennium. Topics include: Shinto and Buddhism in traditional Japanese art and culture, such as "tea ceremony," calligraphy, poetry, theater and martial arts; Shinto and Japan's appreciation of nature; Japan's selective memory of the Pacific War and Japan's growing nationalism; today's Buddhist clergy as specialists of the world of the dead, in sharp contrast to the earlier (pre-seventeenth century) focus on meditation and acts of mercy for the living; "new religions" in contemporary Japanese society and politics; Japan's assimilation of Western religions, as manifested in youth culture; the complicity of religion in the resurgence of nationalism and xenophobia; and the contemporary Japanese fascination with the "other world." Kyoto will be the center of operation with possible side trips to Nara, Hiroshima, and perhaps Tokyo. Length: Two and a half weeks in Japan, with three days of orientation on campus prior to departure. *Not offered every year. Subject to Dean's Office approval.*

Prerequisite: At least one unit in Asian religion; though not required, preference given to students of Asian religions and of East Asian Studies. Application required. Enrollment limited to 10 and with written permission of the instructor.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Wintersession Unit: 0.5

REL 298 New Testament Greek
Hobbs

Reading and discussion of many characteristic New Testament texts, with attention to aspects of Koine Greek which differ from the classical Attic dialect.

Prerequisite: One year of Greek; or exemption examination; or permission of instructor.
Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

REL 307 Seminar. Gods, Politics, and the Body in the Ancient Near East

Silver
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.

Prerequisite: At least one unit on the Bible or one 200-unit in near eastern studies, political science, or classical civilization.
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

REL 308 Seminar. Paul's Letter to the Romans
Hobbs

NOT OFFERED IN 2010-11. An exegetical examination of the "Last Will and Testament" of the Apostle Paul, concentrating especially on his theological construction of the Gospel, on his stance vis-à-vis Judaism and its place in salvation-history, and on the theologies of his opponents as revealed in his letters. *Normally alternates with REL 310.*

Prerequisite: At least one unit on the Bible.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 310 Seminar. Mark, the Earliest Gospel
Hobbs

An exegetical examination of the Gospel of Mark, with special emphasis on its character as a literary, historical, and theological construct, presenting the proclamation of the Gospel in narrative form. The Gospel's relationships to the Jesus tradition, to the Old Testament/Septuagint, and to the Christological struggles in the early church will be focal points of study. *Normally alternates with REL 308.*

Prerequisite: At least one unit on the Bible.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

REL 319 Seminar. Religion, Law, and Politics in America
Marini

NOT OFFERED IN 2010-11. 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. *Normally alternates with REL 330.*

Prerequisite: 200, 217, 218, or at least one 200-level unit in American religion, history, sociology, or politics.
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 323 Seminar. Women Theologians on Jesus, Gender, and the Earth

Elkins
A study of contemporary women theologians' critiques and reinterpretations of Christianity: its Bible, its God, its teachings about women and the earth. Special attention to Latina,

African American, and Asian American authors. Consideration also of alternative concepts of divinity proposed by ecofeminists, lesbians, and devotees of goddesses. *Normally alternates with REL 326.*

Prerequisite: One unit in Hebrew Bible, New Testament, or Christianity; or permission of instructor.
Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

REL 326 Seminar. Liberation Theology
Elkins

NOT OFFERED IN 2010-11. A close reading of recent works by major Latin American and Hispanic liberation theologians. Some attention also to Asian, African, and African American authors. *Normally alternates with REL 323.*

Prerequisite: One unit in Hebrew Bible, New Testament, or Christianity; or permission of instructor.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

REL 330 Seminar. Religion and Violence
Marini

An exploration of the sources and manifestations of religious violence. Topics include the role of violence in sacred texts and traditions, intra- and inter-religious 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. *Normally alternates with REL 319.*

Prerequisite: One 200-level course in religion, history, peace and justice studies, or political science
Distribution: Social and Behavioral Analysis or Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

REL 342 Seminar. Archaeology of the Biblical World
Geller

NOT OFFERED IN 2010-11. 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.

Prerequisite: At least one unit in archaeology, biblical studies, classical civilization, early Christianity, or early Judaism.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

REL 350 Research or Individual Study

Prerequisite: Open to juniors and seniors only.
Distribution: None
Semester: Fall, Spring Unit: 1.0

REL 350H Research or Individual Study

Prerequisite: Open to juniors and seniors only.
Distribution: None
Semester: Fall, Spring Unit: 0.5

REL 353 Seminar. Zen Buddhism
Kodera

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. *Normally alternates with REL 354.*

Prerequisite: At least one unit in Asian religions.
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

REL 354 Seminar. Tibetan Buddhism*Kadera*

NOT OFFERED IN 2010-11. A critical, historical and comparative study of Buddhism that unfolded in the unique geographical, historical, cultural and religious climate of Tibet, and of the Tibetan communities in diaspora after the Communist Chinese takeover. Topics include: pre-Buddhist religions of Tibet; development of the Vajrayana teaching and the Tantric practice; the cult of Tara; Avalokitesvara Bodhisattva and the Dalai Lama; the plight of the Tibetan lamas and refugees in India and in the West; continuing controversy in China; the appeal and misunderstanding of Tibet and Tibetan Buddhism in the West; the future of Tibet and Tibetan Buddhism. *Normally alternates with REL 353.*

Prerequisite: At least one unit in Asian religions.

Distribution: Historical Studies or Religion, Ethics, and

Moral Philosophy

Semester: N/O

Unit: 1.0

REL 357 Seminar. Issues in Comparative Religion*Kadera*

NOT OFFERED IN 2010-11. Promises and challenges in the evolving debate over how different truth claims and faith communities might seek tolerance, respect, and coexistence. How to reconcile tradition with innovation, doctrine with practice, contemplation with action, globalism with tribalism. Impediments of monotheism and "revealed scripture." The role of religion in prejudice and discrimination; and yet also for peace and justice. The rise of Buddhism in the West and of Christianity in the East. Readings include works by Wilfred Cantwell Smith, John Hick, Uchimura Kanzo, Endo Shusako, Raimundo Panikkar, Thich Nhat Hanh, the Dalai Lama, and Diana Eck.

Prerequisite: At least one unit in religion.

Distribution: Historical Studies or Religion, Ethics, and

Moral Philosophy

Semester: N/O

Unit: 1.0

REL 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 3.0

REL 361 Seminar. Studying Islam and the Middle East*Marlow*

NOT OFFERED IN 2010-11. 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, Orientalism, colonial histories and correspondence, and also the modern press and popular culture.

Prerequisite: Open to juniors and seniors, and sophomores who have taken at least one unit in Middle Eastern Studies.

Distribution: Historical Studies or Religion, Ethics, and

Moral Philosophy

Semester: N/O

Unit: 1.0

REL 364 Seminar. Sufism: Islamic Mysticism*Marlow*

NOT OFFERED IN 2010-11. An interdisciplinary exploration of the diverse manifestations of mysticism in Islamic contexts. Topics include the experiences and writings of individual Sufis, including Rabi'a, al-Junayd, Hujwiri, Ibn al-'Arabi, Jalal al-Din Rumi, 'Abd al-Qadir Jilani, Ruzbihan Baqli; the formation of Sufi organizations and development of mystical paths; the place of Sufism in Islamic legal, theological and philosophical traditions as well as in Muslim religious practice; Sufism in local contexts; both urban and rural; holy men and women; Sufism's permeation of artistic and aesthetic traditions, especially poetry and music; the reception, interpretations and practices of Sufism in Western countries. *Normally alternates with REL 367.*

Prerequisite: Open to juniors and seniors, students who have taken at least one unit in Middle Eastern Studies or Religion, and by permission of the instructor.

Distribution: Historical Studies or Religion, Ethics, and

Moral Philosophy

Semester: N/O

Unit: 1.0

REL 367 Seminar. Muslim Travelers*Marlow*

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 Biruni, Ibn Jubayr, Ibn Battuta, Evliya Çelebi, al-Tahtawi, Farahani, Abu Talib Khan, Asayesh. *Normally alternates with REL 364.*

Prerequisite: Open to juniors and seniors, students who have taken at least one unit in Middle Eastern Studies, and by permission of the instructor.

Distribution: Language and Literature or Religion, Ethics, and

Moral Philosophy

Semester: Spring

Unit: 1.0

REL 370 Senior Thesis

Prerequisite: 360 and permission of department.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Courses for Credit Toward the Major

Students wishing to take related courses for their major or minor outside the department must obtain approval of their advisor in advance. Majors and minors are encouraged to take courses in other departments and programs, including Jewish Studies, Middle Eastern Studies, Medieval and Renaissance Studies, South Asian Studies, and East Asian Studies.

Requirements for the Major

The major consists of a minimum of nine units, at least two of which must be at the 300-level, including a seminar, and no more than two 100-level courses. A maximum of three courses taken outside the department may be counted toward the major, no more than two of which may be taken at an institution other than Wellesley.

The major requires both a concentration in a specific field of study and adequate exposure to the diversity of the world's religions and cultures. To ensure depth, a major must present a concentration of at least four courses, including a seminar, in an area of study that she has chosen in consultation with and approved by her departmental advisor. This concentration may be defined by, for example, a particular religion, cultural-geographical area, canon, period of time, or theme. To promote breadth, a major must complete a minimum of two courses, 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. All majors are urged to discuss their courses of study with their advisors before the end of the first semester of their junior year.

Requirements for the 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.

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.

Honors

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.

Department of Russian

Professor: *Hodge (Chair)*

Associate Professor: *Weiner^{AI}*

Lecturer: *Epsteyn*

Visiting Lecturer: *Rouland*

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.

Goals for the Major

- Be able to speak, read, write and understand Russian very well
- Be a close and attentive reader of Russian literary texts
- Be able to write a persuasive argument in both English and Russian
- Have a good grasp of the history of Russian literature from 1800 to the present
- Possess a broad understanding of important aspects of Russian culture, including film, fine arts, music, history, social customs, folk beliefs, and popular culture

RUSS 101 Elementary Russian I

Epstein, Hodge

Introduction to Russian grammar through oral, written, and reading exercises; special emphasis on oral expression. *Four periods.*

Prerequisite: None

Distribution: None

Semester: Fall, Winter/Session

Unit: 1.0

RUSS 102 Elementary Russian II

Epstein, Weiner

Continued studies in Russian grammar through oral, written, and reading exercises; special emphasis on oral expression; multimedia computer exercises. *Four periods.*

Prerequisite: 101 or equivalent

Distribution: None

Semester: Spring

Unit: 1.0

RUSS 201 Intermediate Russian I

Epsteyn

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.*

Prerequisite: 102 or equivalent

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

RUSS 202 Intermediate Russian II

Epsteyn

Conversation, composition, reading, popular music, continuation of grammar review; special emphasis on speaking and writing idiomatic Russian. Students read unadapted short stories by Pushkin and Zamiatin and view classic films such as *Brilliantovaya ruka*. *Four periods.*

Prerequisite: 201 or equivalent

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

RUSS 203W/303W Russian in Moscow

Epsteyn

NOT OFFERED IN 2010-11. 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, attend plays, operas and concerts. *This course may be taken as either 203W or, with additional assignments, 303W. Not offered every year. Subject to Dean's Office approval.*

Prerequisite: 203; 201 or permission of the instructor; 303; 301 or permission of the instructor. Application required.

Distribution: Language and Literature

Semester: Winter/Session

Unit: 1.0

RUSS 250 Research or Individual Study

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

RUSS 250H Research or Individual Study

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

RUSS 251 The Nineteenth-Century Russian Classics: Passion, Pain, Perfection (in English)

Hodge

Survey of Russian fiction from the Age of Pushkin (1820s–1830s) to Tolstoy's mature work (1870s) focusing on the role of fiction in Russian history, contemporaneous critical reaction, literary movements in Russia, and echoes of Russian literary masterpieces in the other arts, especially film and music. Major works by Pushkin (*Eugene Onegin*, "The Queen of Spades"), Lermontov (*A Hero of Our Time*), Gogol (*Dead Souls*, "The Overcoat"), Pavlova (*A Double Life*), Turgenev (*Fathers and Sons*), Tolstoy (*Anna Karenina*), and Dostoevsky (*Crime and Punishment*) will be read. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

RUSS 255 Soviet and Russian Film (in English)

Rouland

The masterpieces of Russian film from the 1920s to the present day will be screened, analyzed, and discussed. Students will explore the famous techniques and themes developed by legendary Russian/Soviet filmmakers, including Eisenstein, Vertov, Tarkovsky and Mikhailov. We will treat these films as works of art, examining the ways in which directors, like authors of novels and other literary genres, create a fictional world. Guest lecturers will comment on specific issues. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

RUSS 260 Witches and Devils: From Slavic Folklore and Fairy Tales to Modern Literature (in English)

NOT OFFERED IN 2010-11. Witches, devils, and vampires continue to populate the modern imagination, but where did such beliefs originate?

Slavic folklore and fairy tales uniquely preserve the richness of older traditions and thus offer a window into a past that still exerts an influence today. First we will study Slavic folklore to uncover the power of folkloristics and understand the layering of belief systems. We will then read Afanasyev's *Russian Fairy Tales* from various critical perspectives and discuss Propp's groundbreaking analysis of their basic structure in *Morphology of the Folktale*. Throughout the course, we will examine literary works, art, films, and music that return to folk themes, culminating with a closer analysis of the use of folk elements in Bulgakov's *The Master and Margarita*, a Faustian novel of witches and devils.

Prerequisite: None

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

RUSS 272 Politically Correct: Ideology and the Nineteenth-Century Russian Novel (in English)

Hodge

NOT OFFERED IN 2010-11. OFFERED IN 2011-12. Is there a "politically correct" set of responses for artists active under a repressive regime? We examine various Russian answers to this question through an intensive analysis of the great ideological novels at the center of Russia's historic social debates from the 1840s to the 1860s. The tension between literary realism and political exigency will be explored in the fictional and critical works of Herzen, Turgenev, Chernyshevsky, Goncharov, Dobroliubov, Dostoevsky, and Pisarev. Representative works from the nonliterary arts will supplement reading and class discussion. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Language and Literature

Semester: N/O. Offered in 2011-12.

Unit: 1.0

RUSS 276 Fedor Dostoevsky: The Seer of Spirit (in English)

Rouland

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. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

RUSS 277 Lev Tolstoy: Russia's Ecclesiast (in English)

Hodge

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. *Taught in English. Two periods.*

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

RUSS 286 Vladimir Nabokov (in English) *Weiner*

NOT OFFERED IN 2010-11. An examination of the artistic legacy of the great novelist, critic, lepidopterist, and founder of the Wellesley College Russian Department. Nabokov's works have joined the canon of twentieth-century classics in both Russian and English literature. Students will explore Nabokov's English-language novels (*Lolita*, *Invitation to a Beheading*) and the authorized English translations of his Russian works (*The Defense*, *Despair*, *Invitation to a Beheading*). *Taught in English. Two periods.*

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

RUSS 301 Advanced Russian I *Epstein*

Topic for 2010-11: 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. *Taught in Russian. Three periods.*

Prerequisite: 201-202 or the equivalent
Distribution: Language and Literature
Semester: Fall Unit: 1.0

RUSS 302 Advanced Russian II *Epstein*

Topic for 2010-11: 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. Aleksandrov's musicals of the 1930s; sentimental, detective and fantastic comedies by the masters of the genre, L. Gaigai, E. Riazanov, and G. Danelfa in the 1950-80s; 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. In Russian. *Taught in Russian. Two periods.*

Prerequisite: 301 or the equivalent
Distribution: Language and Literature
Semester: Spring Unit: 1.0

RUSS 333 Nineteenth-Century Russian Narrative Poetry: Tales of Mystery and Adventure (in Russian) *Hodge*

NOT OFFERED IN 2010-11. Students will immerse themselves in the famous *poemy* of Derzhavin, Zhukovskii, Pushkin, Baratynskii, Kozlov, 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.

Prerequisite or corequisite: 301 or 302.
Distribution: Language and Literature
Semester: N/O. Offered in 2011-12. Unit: 0.5

RUSS 350 Research or Individual Study

Prerequisite: Open by permission to qualified students.
Distribution: None
Semester: Fall, Spring Unit: 1.0

RUSS 350H Research or Individual Study

Prerequisite: Open by permission to qualified students.
Distribution: None
Semester: Fall, Spring Unit: 0.5

RUSS 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

RUSS 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

RUSS 376 Fedor Dostoevsky's Short Stories (in Russian) *Rouland*

A Russian-language course designed to supplement 276 above, though 376 may be taken independently. Students will read and discuss, in Russian, major short works by Dostoevsky. *One period.*

Prerequisite or corequisite: 301 or 302
Distribution: Language and Literature
Semester: Fall Unit: 0.5

RUSS 377 Lev Tolstoy's Short Stories (in Russian) *Hodge*

NOT OFFERED IN 2010-11. A Russian-language course designed to supplement 277 above, though 377 may be taken independently. Students will read and discuss, in Russian, major short works by Tolstoy. *One period.*

Prerequisite or corequisite: 301 or 302
Distribution: Language and Literature
Semester: N/O Unit: 0.5

RUSS 386 Vladimir Nabokov's Short Stories (in Russian) *Weiner*

NOT OFFERED IN 2010-11. A Russian-language course designed to supplement 286 above, though 386 may be taken independently. Students will read and discuss, in Russian, major short works by Nabokov. *One period.*

Prerequisite or corequisite: 301 or 302
Distribution: Language and Literature
Semester: N/O Unit: 0.5

Courses for Credit Toward the Major

CPLT 284 Magical Realism

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 www.wellesley.edu/Russian/rusdept.html.

Students who cannot take RUSS 101 during the fall semester are strongly encouraged to take 101 during Wintersemester; 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 376, 377, 378, and 386 above.

Requirements for the Major

A student majoring in Russian Language and Literature must take at least eight units in the department above RUSS 102, including:

1. language courses through 302;
2. RUSS 251;
3. two 200-level courses above 251; and
4. one unit of 300-level coursework above 302 other than 350, 360, and 370.

RUSS 101 and 102 are counted toward the degree but not toward the Russian major.

Thus, a student who begins with no knowledge of Russian would typically complete the following courses to major in Russian: 101 and 102, 201 and 202, 301 and 302; 251; two 200-level literature courses above 252; and one unit from 300-level literature courses.

Requirements for the 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.

Honors

Students may graduate with honors in Russian either by writing a thesis or by taking comprehensive examinations. 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 electing to take comprehensive examinations have a series of noncredit-bearing weekly tutorials on four special topics in Russian literature or culture (or both) over the entire course of their senior year; these topics must be chosen under the guidance of the chair and will normally be related to the coursework the student has completed; at the end of the student's final semester at Wellesley, she takes six written examinations over the course of one week: four on her special topics, and two language examinations. Students who wish to attempt either honors exercise should consult the chair early in the second semester of their junior year. See Academic Distinctions.

Study Abroad

Majors are encouraged to enroll in summer language programs to accelerate their progress in the language. Credit toward the major is normally given for approved summer or academic-year study at selected institutions in the U.S. and Russia. Major credit is also given for approved junior year abroad programs.

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/Russian/RAS/rashome.html. Attention is called to Russian area studies courses in history, economics, political science, anthropology, and sociology.

Russian Area Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Hodge (Russian)*

Advisory Committee: *Hodge (Russian), Kohl (Anthropology), Tumarkin (History), Weiner^{AI} (Russian)*

Sir Winston Churchill called Russia "a riddle wrapped in a mystery inside an enigma." The Russian Area Studies program explores Russia and the former Soviet Union, a vast region stretching from Poland to the Pacific Ocean, a land of extremes: anarchy and totalitarianism; super-growth and stagnation; stability and dramatic volatility. The world's largest producer of oil and gas, Russia has also given the world one of its most glorious literary and musical canons. The Russian Area Studies program is based on the premise that the region is best explored through an interdisciplinary study of its culture, history, politics, and language. The program prepares students for a range of careers, including work in government, business, academia, and the arts.

Goals for the Major

- an informed understanding of Russia's and Eurasia's place in today's world, the goals and values espoused by its leadership, and the challenges the region faces
- a learned appreciation of the vast diversity of the broad Eurasian space, which for millennia has been inhabited by a multitude of peoples
- an understanding of how those peoples and cultures have interacted over time
- a familiarity with the basic structures and dynamics of Russian and Eurasian historical development, including the nature of autocracy, dictatorship and empire
- a proficiency in the Russian language sufficient for advanced study of its rich literary canon
- a familiarity with enough classic Russian literature and other cultural works for an understanding of the major themes in Russian culture of the nineteenth and twentieth centuries
- experience in critical reading, writing essays and oral communication
- a critical knowledge of methods used by scholars of literature, history and the social sciences

RAST 211/ANTH 211 Wintersession Program in the Republic of Georgia

Kohl (Anthropology)

NOT OFFERED IN 2010-11. Students travel to Tbilisi, Georgia, for Wintersession. They attend lectures in English at Tbilisi State University on Georgian history, language and culture and on contemporary political developments there and visit sites of historical interest in and around Tbilisi. They live with Georgian families and spend three weeks completing a self-designed internship with a local organization. *Students may register for either RAST 211 or ANTH 211 and credit will be granted accordingly. Not offered every year. Subject to Dean's Office approval.*

Prerequisite: One course in Russian Area Studies or Anthropology. Application required.
Distribution: Social and Behavioral Analysis or Historical Studies

Semester: N/O

Unit: 0.5

RAST 212/ES 212 Lake Baikal: The Soul of Siberia

Hodge (Russian) Moore (Biological Sciences)

The ecological and cultural values of Lake Baikal—the oldest, deepest, and most biologically 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. *Students may register for either RAST 212 or ES 212 and credit will be granted accordingly. Not offered every year. Subject to Dean's office approval.*

Prerequisite: ES 101 or BISC 111, RUSS 101, and permission of the instructors. Preference will be given to students who have also taken HIST 211. Application required.
Distribution: Natural and Physical Science
Semester: Spring/Summer
Unit: 1.25

RAST 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

RAST 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

RAST 370 Senior Thesis

Prerequisite: 360 and permission of department.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Courses for Credit Toward the Major

ANTH 247 Societies and Cultures of Eurasia

ANTH 319 Nationalism, Politics, and the Use of the Remote Past

CPLT 284 Magical Realism

Russian Civilization

HIST 246 Vikings, Icons, Mongols, and Tsars

HIST 247 Splendor and Serfdom: Russia under the Romanovs

HIST 248 The Soviet Union: A Tragic Colossus

HIST 301 Seminar. Women of Russia: A Portrait Gallery

RUSS 251 The Nineteenth-Century Russian Classics: Passion, Pain, Perfection (in English)

RUSS 255 Soviet and Russian Film (in English)

RUSS 260 Witches and Devils: From Slavic Folklore and Fairy Tales to Modern Literature (in English)

RUSS 272 Politically Correct: Ideology and the Nineteenth-Century Russian Novel (in English)

RUSS 276 Fedor Dostoevsky: The Seer of Spirit (in English)

RUSS 277 Lev Tolstoy: Russia's Ecclesiast (in English)

RUSS 286 Vladimir Nabokov (in English)

RUSS 333 Nineteenth-Century Russian Narrative Poetry: Tales of Mystery and Adventure (in Russian)

RUSS 376 Fedor Dostoevsky's Short Stories (in Russian)

RUSS 377 Lev Tolstoy's Short Stories (in Russian)

RUSS 386 Vladimir Nabokov's Short Stories (in Russian)

In addition to the courses listed above, students are encouraged to incorporate into their Russian Area Studies programs the rich offerings from MIT and Brandeis.

Requirements for the Major

A major in Russian Area Studies consists of a minimum of eight units. Majors are normally required to take four units of the Russian language above the 100 level: RUSS 201-202 and RUSS 301-302. In addition, a major's program should consist of at least four non-language units drawn from Russian Area Studies, Russian history, literature, and politics, as well as relevant courses in anthropology and comparative literature (see listings above). 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 coursework, at least one of which should be drawn from outside the Russian department.

Study Abroad and Graduate Study

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/Russian/RAS/rashome.html.

Honors

Seniors who wish to graduate with honors in the major must write an Honors thesis. Applicants for honors must have minimum 3.5 GPA in all work in the major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. Interested students should discuss their ideas and plans with their advisor, the program chair, or a member of the advisory committee as early as possible in their junior year.

Department of Sociology

Professor: *Cuba*^{A2}, *Cushman (Chair)*, *Hertz*^A, *Imber*, *Levitt*^{A2}

Assistant Professor: *Radhakrishnan*^A, *Rutherford*

Lecturer: *Swingle*

Sociology is the systematic and scientific study of social life, including informal and formal organizations and the multiple ways that people collectively give meaning to their behavior and lives. The scope of sociology ranges from the analysis of passing encounters between individuals in the street to the investigation of broad-scale global social change. Sociology brings a unique perspective to the study of institutional and collective forms of social life, including the family, human rights, mass media and popular culture, social movements, migration, the professions, and global systems and processes. Research is conducted across many cultures and historical periods in order to illuminate how social forces such as class, gender, race, and ethnicity, age, group membership, and culture shape human experience. Sociologists use multiple methods including surveys, interviews, participant observation, and material and textual analyses.

Goals for the Major

- To develop in students an appreciation for the sociological imagination, which is the ability to see the interrelations between personal biography, history, and social structure.
- To teach students basic sociological concepts and research methods that will allow them to analyze and understand aspects of social life independently, with intellectual originality and rigor.
- To develop the capacity for analytical and reasoning skills through hands-on experience with both qualitative and quantitative data.
- To help students think critically about "taken-for-granted" information and knowledge about social life and provide assessments based on sociological analysis.
- To introduce students to the major ideas of classical and contemporary sociological theory and to apply these theories to the interpretation of social life on a global scale.
- To teach students to be careful analysts, eloquent writers, and articulate speakers.
- To provide students with the analytical, interpretive, and research skills that will serve as a foundation for graduate school, professional school, or any career.
- To foster a climate of open intellectual exchange by organizing public lectures and seminars and strongly encouraging collaborative student-faculty research.

SOC 102 The Sociological Perspective: An Introduction to Sociology

Rutherford

Thinking sociologically enables us to understand the intersection of our individual lives with larger social issues and to grasp how the social world works. Students in this course will become familiar with the background of sociology and the core analytical concepts employed by sociologists. Students will also gain familiarity with the major substantive topics explored by sociology, with

focused attention given to the study of cultural formation, social identities, social control, social inequality, and globalization.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

SOC 103 Social Problems of Youth:

An Introduction to Sociology

Imber

Perspectives on the creation of and response to the problems of young people. The problem of generations and relations between young and old. Perceptions of personal freedom and social responsibility with respect to public issues that directly affect youth including alcohol, tobacco, drugs, gambling, guns, and sexuality.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

SOC 105 Doing Sociology—Applying Sociological Concepts to the Real World

Levitt

NOT OFFERED IN 2010-11. The goal of this course is to learn to analyze real life situations using sociological tools. The course is organized around a series of exercises that will teach students different analytical techniques and explore sociological theories and concepts. Projects may include reading novels, analyzing films, working with census data, interviewing, conducting surveys, participant observation, debating, and a small independent research project. Each project will focus on a subfield in the discipline and will serve as a platform from which students can explore basic theories, analytic categories, and methods. Students will work individually, in pairs, and in small groups.

Prerequisite: Open to first-year students only.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

SOC 108 Thinking Global: An Introduction to Sociology

Radhakrishnan

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.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

SOC 138 Deviance and Conformity: An Introduction to Sociology

Cuba

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.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall

Unit: 1.0

SOC 190/ECON 103 Introduction to Probability and Statistical Methods

Levine (Economics), Swingle, McKnight (Economics), Danuber (Economics)

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. *Students must register for a laboratory section which meets an additional 70 minutes each week. Students may register for either SOC 190 or ECON 103 and credit will be granted accordingly.*

Prerequisite: One course in sociology or ECON 101 or 102 and fulfillment of the basic skills component of the quantitative reasoning requirement. Not open to students who have taken or are taking MATH 220, PSYC 205 or POL 199.
Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement. Does not satisfy the laboratory requirement.
Semester: Fall, Spring, Summer

Unit: 1.0

SOC 200 Classical Sociological Theory

Rutherford

A survey of the origins of sociology through the works of the classical founders of the discipline. Focused attention is given to the writings of Marx, Weber, and Durkheim, with emphasis on learning to read and interpret primary texts. Students will understand foundational sociological concepts as used by classical theorists and will also apply these concepts to understand contemporary social life. Students will also explore the development of the canon of classical sociological theory with special emphasis on the place of women and African Americans in the history of that canon.

Prerequisite: One 100-level unit. Required of all majors.

Distribution: Social and Behavioral Analysis
Semester: Fall

Unit: 1.0

SOC 201 Contemporary Sociological Theory

Cushman

An overview of important twentieth-century social and cultural theories. Focus on functionalist analysis, social conflict theory, dramaturgical theory, theories of modernity, and cognitive sociology. Class lectures and written work will focus on the application of sociological theories to the interpretation of a wide range of empirical phenomena.

Prerequisite: 200. Required of all majors.

Distribution: Social and Behavioral Analysis
Semester: Spring

Unit: 1.0

SOC 202 The Sociology of Human Rights

Cushman

Human rights is one of the most powerful approaches to social justice in the contemporary world, yet it is a rapidly developing and changing system. This course offers a critical analysis of human rights as a social, cultural, and legal system. It explores the historical and philosophical origins of the contemporary human rights system and its growth and development as a global social movement over the last few decades. This includes the diversification of rights to include social, economic and cultural rights and the collective rights of indigenous peoples. The course examines

the ongoing controversy between human rights' claims to universalism in contrast to assertions of cultural difference. Special topics include the rise of nongovernmental human rights organizations, humanitarianism as an ideology, debates on military humanitarian interventions, the emergence of violence against women as a human rights issue, and the forms and types of justice in societies that have experienced large-scale violence.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall

Unit: 1.0

SOC 204 Social Problems

Swingle

This course investigates why certain problems become matters of significant public and policy-making concern while others do not. We do not focus on a pre-defined 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.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Summer

Unit: 1.0

SOC 205/WGST 211 American Families and Social Equality

NOT OFFERED IN 2010-11. American families are undergoing dramatic changes in social, political, and economic arenas: the rise of the dual-worker family, the increasing number of single mothers, the demands of family rights by gay and lesbian families, and the growing numbers of couples having children at older ages. The new economy poses real challenges for American parents as the social and economic gaps between families continues. As women dedicate a greater proportion of their time to the workplace, more children are cared for outside the home. How do children view parents' employment? How do families function when they have only limited hours together? What does fatherhood mean in these families? Using a provocative blend of social science, novels, and memoirs, we will examine how gender, race, ethnicity, and social class shape the experience of family life in the contemporary United States. *Students may register for either SOC 205 or WGST 211 and credit will be granted accordingly.*

Prerequisite: None. Not open to students who have taken [WOST 211].

Distribution: Social and Behavioral Analysis
Semester: N/O

Unit: 1.0

SOC 209 Social Inequality: Class, Race, and Gender

Rutherford, Silver (Framingham State College)

This course examines the distribution of social resources to groups and individuals, as well as theoretical explanations of how unequal patterns of distribution are produced, maintained, and challenged. Special consideration will be given to how race, ethnicity, and gender intersect with social class to produce different life experiences for people in various groups in the United States. Consideration will also be given to policy initiatives designed to reduce social inequalities and alleviate poverty.

Prerequisite: One 100-level unit or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring, Summer

Unit: 1.0

SOC 217 Power: Personal, Social, and Institutional Dimensions

Cuba

The study of power extends far beyond formal politics or the use of overt force into the operation of every institution and every life: how we are influenced in subtle ways by the people around us, who makes controlling decisions in the family, how people get ahead at work, whether democratic governments, in fact, reflect the "will of the people." This course explore some of the major theoretical issues involving power (including the nature of dominant and subordinate relationships and types of legitimate authority) and examines how power operates in a variety of social settings: relations among men and women, professions, corporations, cooperatives, communities, nations and the global economy.

Prerequisite: One 100-level unit or permission of the instructor.

Distribution: Social and Behavioral Analysis
Semester: Fall

Unit: 1.0

SOC 221 Globalization

Levitt

NOT OFFERED IN 2010-11. McDonald's®, Starbucks®, and the Gap® are now common features on the street corners of Europe, South America, and Asia. Arnold Schwarzenegger enjoys unprecedented popularity in the Far East while Americans are fascinated by karaoke and Indian films. Does this globalization of production and consumption mean that people all over the globe are becoming the same? In this course, we will explore the globalization of social organization. We will examine the different ways in which economic, political, and cultural institutions are organized in the increasingly interdependent world in which we live, compare them to those in the past, and explore their consequences.

Prerequisite: One 100-level unit or permission of instructor.

Distribution: Social and Behavioral Analysis
Semester: N/O

Unit: 1.0

SOC 231 The Sociology of Art, Media, and Culture—Comparative Perspectives

Levitt

In this era of globalization, many aspects of social life span national boundaries. In his book, *Imagined Communities*, Benedict Anderson stressed the role of the media in creating nations. How does the relationship between art, culture, and society change when communities cross national borders? What role does the media play in creating new kinds of publics? This course examines the globalization of the artistic and cultural worlds and how artistic products change in response. We will look at high and popular cultural forms of painting, music, film, and writing. We will explore the interactions between artists, their audiences, and the curators, editors, and music industry moguls who are the gatekeepers of the culture industry.

Prerequisite: One 100-level unit or permission of instructor.

Distribution: Social and Behavioral Analysis
Semester: Fall

Unit: 1.0

SOC 233 Gender and Power in South Asia

Radhakrishnan

How do issues of gender continue to figure into the political agendas of contemporary South Asia? In this course, we will address the gendered

dimensions of contemporary social, political, and economic debates in South Asia, while coming to grips with changing roles and representations of South Asian women. Topics to be covered will include women's movements, the legal system, contemporary regional politics, the new economy, and popular culture.

Prerequisite: One 100-level unit or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

SOC 234 Gender and International Development

Radhakrishnan

NOT OFFERED IN 2010-11. As theoretical approaches to studying gender have shifted in the academic world, practical approaches to international development have changed to reflect them. In this course, we will focus on the relationship between theories of gender and their translation into policies and programs designed to ameliorate the lives of the world's poorest over the past several decades. In so doing, we will discuss the major trends in feminist theorizing, particularly in the postcolonial world, as well as the shifting paradigms of local and global organizations in designing and implementing "local" development projects. Topics to be addressed include microfinance, water distribution, land reform and economic liberalization in Asia, Africa, and Latin America.

Prerequisite: One 100-level unit or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

SOC 249/AMST 249 Celebrity, Fame and Fortune

Imber

A critical examination of the concept of status in sociological and social-scientific thinking. Focus on the historical rise of fame and its transformation into celebrity in the modern era. The relationship of status and violence. The meaning of sudden changes in good and bad fortune as attributes of status, including contemporary examples such as lottery winners, disgraced politicians, and media-driven attention to the powerful and pathetic. Fame and celebrity among women and minorities. The psychopathologies of leadership and conformity in political, religious, and educational institutions. *Students may register for either SOC 249 or AMST 249 and credit will be granted accordingly.*

Prerequisite: One 100-level unit or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

SOC 251 Sociology of Race

Radhakrishnan

Racial categorization is an abstraction, yet its effects on our individual and collective lives are acutely real. How can we understand the mechanisms of racial domination in our society? In this class, we will move towards the formulation of a sociological conception of race by examining race comparatively in societies around the world. We will question and examine our own notions of race made in the United States, even as we explore institutions of racial domination in other parts of the world. Case studies will include the penal system in the United States, apartheid and post-apartheid states in South Africa, Brazil's "racial democracy," Chicago's Black Metropolis, and caste systems in India and Japan, among other examples.

Prerequisite: Any 100-level social science course or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

SOC 301 Methods of Social Research

Swingle

Focus on quantitative methods of data collection and analysis. Beginning with modes of data presentation, students will practice with existing data sets to describe and explain social variation in different populations. Building on this extension of basic statistics (SOC 190/ECON 103), this course will be devoted primarily to an examination of the logic of survey analysis from the development of hypotheses and construction of a survey instrument to the analysis and reporting of results. Discussion sessions and exercises will address issues of sampling, validity, and reliability; models of causation and elaboration; data coding, cleaning, and analysis. The course will also review multiple methods of research, content analysis, triangulation, and case studies.

Prerequisite: 190/ECON 103 or permission of instructor. Required of all sociology majors.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

SOC 302 Seminar. Advanced Topics in Human Rights

Cashman

NOT OFFERED IN 2010-11. This course focuses on central human rights problems and issues in contemporary global society from a social science perspective. The seminar is topical and the following issues will be examined: humanitarianism, genocide and genocide prevention, global slavery, sex and organ trafficking, stateless peoples, and the persistence of torture in the modern world. The seminar will rely on case studies of each of the topics and aims to provide students with a concrete sociological understanding of these global social problems.

Prerequisite: 202
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

SOC 303 Comparative Perspectives on Religion and Politics

Levitt

NOT OFFERED IN 2010-11. This course examines the relationship between religion and politics in the United States and around the world. How does religiosity shape political participation in different contexts? How do different countries manage religious pluralism and the relationship between church and state? How do global religious movements influence religious life in local contexts? The course will be organized around comparative case studies from around the world chosen to highlight the effect of history, demography, and economic development on religious and political life. At the end of the semester, we will compare what we have learned to the U.S. context.

Prerequisite: One 100-level course in a social science discipline or permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

SOC 304 Seminar in Advanced Sociological Theory

Cashman

NOT OFFERED IN 2010-11. This seminar continues the themes and issues raised in classical and contemporary sociological theory. Topics will vary each semester around a basic core of themes,

including: sociological theories of modernity and postmodernity, cultural sociology, social inequality, and the sociology of the future. Special attention is given to theories which help to explain social and cultural phenomena in the twenty-first century such as terrorism, the rise of new forms of power and autocracy, globalization and new forms of social inequality, and social environments of risk and danger.

Prerequisite: Open to junior and senior sociology majors only. 200 and 201 are required.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

SOC 306/WGST 306 Seminar. Women and Work

Marshall (Women's and Gender Studies)

The biggest force for change in the U.S. economy has been the growing diversity of the American labor force. The first half of the course emphasizes the impact of gender and racial diversity on the nature of work in America. We will discuss four key aspects: the dynamics of gender and race in the workplace; the tensions between work/family and gender equity; the struggle to integrate women into male-dominated occupations and professions; and the challenges for women in leadership roles. The second half of the course will focus on women as critical to the "new" global workforce in selected regions. We will discuss: (1) women's migration and domestic work; (2) the paradox of caring for others while leaving one's children behind; (3) women in global factories; and (4) women's activism in their home communities. *Students may register for either SOC 306 or WGST 306 and credit will be granted accordingly.*

Prerequisite: One course in ANTH, SOC, ECON, or WGST (WGST) at the 200-level or permission of the instructor. Not open to students who have previously taken (WOST 306).
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

SOC 309 Seminar. Topics in Inequality

Topic A for 2010-11: Critical Intersections: Race, Class, Gender, and Nation

Radhakrishnan

In an increasingly borderless world, does the nation still inspire a sense of community and belonging? How are nations built and sustained? In this course, we tackle these questions through the vocabularies of feminism, critical race theory, and postcolonial critique. By focusing on the mutual constitution of race, class, and gender, we will think about the nation as a tenuous patchwork of meanings that work together in different ways across various historical and spatial contexts, such as the U.S., India, and South Africa.

Prerequisite: At least one course in the social sciences or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

Topic B: Language, Power, and Society

Rutherford

NOT OFFERED IN 2010-11. Language is critical in the formation of social groups and struggles for power and prestige among groups. This course will survey language diversity in American society, based on such variables as class, ethnicity, race, gender, religion, age and region. Examination of language policy issues that illuminate the ways that dominant usages of language reinforce structured differences in social power and prestige among cultural groups. Political uses of language both legitimize and challenge key aspects of the social order, with particular attention to discus-

sive attempts by both liberals and conservatives to appropriate the American narrative in staking their territory on contested issues.

Prerequisite: At least one course in the social sciences or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

SOC 310 Encountering the Other - Comparative Perspectives on Immigration *Levitt*

Each year, approximately 5 million people cross a national border to settle in a new land. This course looks comparatively and historically at the social and cultural aspects of the immigrant experience. We will begin with an overview of immigration in the United States, paying particular attention to the experiences of the children of immigrants. We will then look at how relatively new countries of settlement (such as Europe) compare to long-term plural societies (such as Malaysia). How is ethnic, racial, and religious diversity managed in each of these contexts? What do we learn about the nation by looking at how it "encounters the other?" We will also focus on how cultural institutions and creators represent the immigrant experience by looking at novels, films, art exhibitions, the media, and museums. Class projects will include oral histories, media and literary analyses, and a major research paper on a topic of students' choice. Some class time will be devoted to how to design and carry out qualitative research.

Prerequisite: One 100-level unit or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

SOC 311/WGST 311 Seminar. Family and Gender Studies: The Family, the State, and Social Policy

McNeill (Women's and Gender Studies)

Analysis of problems facing the contemporary U.S. family and potential policy directions for the new millennium. Discussion of the transformation of the American family including changing economic and social roles for women and expanding varieties of family types (such as single mothers by choice and lesbian/gay families). Sexuality, teen pregnancy, reproductive issues, day care, the elderly, divorce, welfare, the impact of work on the family, equality between spouses, choices women make about children and employment, and the new American dreams will be explored. Comparisons to other contemporary societies will serve as a foil for particular analyses. Students are expected to work in groups to analyze the media's portrayal of family/gender stories and selected legal cases. *Students may register for either SOC 311 or WGST 311 and credit will be granted accordingly.*

Prerequisite: One 200-level course in family or gender in SOC, ANTH, HIST, POL, PSYC or WGST, or by permission of instructor. Not open to students who have taken WGST 311.

Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

SOC 314 Global Health and Social Epidemiology

Imber

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, influenza, among others. Both governmental and non-governmental 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.

Prerequisite: One 200-level unit or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

SOC 320 Technology, Society, and the Future *Silver (Framingham State College)*

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 undesides of so-called "technological progress." The remainder of the course examines a variety of salient contemporary issues concerning the social implications of technological change.

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Summer Unit: 1.0

SOC 334 Consumer Culture

Rutherford

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 U.S. 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.

Prerequisite: 100-level sociology course or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

SOC 344/AMST 344 Greed in America

Cushman

A sociologically grounded examination of acquisitiveness in American society, examining the history of social thought on the "sin" of avarice and the "virtues" of thrift and self-control, as a backdrop for understanding the ongoing tension between morality and acquisition of material wealth in the United States from its earliest history to the present. Focus on the moral critique of greed; the representation of greed in popular culture; and the cultural contradictions of American capitalist society in which the profit motive competes with values and norms of restraint and temperance. Students will read classical and contemporary theoretical social science texts—Adam Smith, Karl Marx, Max Weber, Thorstein Veblen, R.H. Tawney—and apply the insights to the interpretation of acquisitiveness in American life. *Students may register for either SOC 344 or AMST 344 and credit will be granted accordingly.*

Prerequisite: Open to juniors and seniors only. Permission of the instructor required. Enrollment is limited and preference is given to sociology and American studies majors.

Distribution: Social and Behavioral Analysis or Historical Studies
Semester: Spring Unit: 1.0

SOC 348 The Sociology of Conservatism

Imber

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.

Prerequisite: A 100-level sociology course or permission of the instructor. Open to juniors and seniors only.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

SOC 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

SOC 350H Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 0.5

SOC 360 Senior Thesis Research

Students must complete all major requirements prior to enrolling. Students are encouraged to take SOC 350 (Research or Individual Study) and SOC 301 (Methods of Social Research) with an instructor of their choice in preparation for thesis work.

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

SOC 365/ENG 365 Images of the American City

Cuba and Brogan (English)

NOT OFFERED IN 2010-11. This course considers how literary representations and sociological studies of urban life variously respond to the astonishing growth of cities in the twentieth century, helping to shape newly emergent and highly contested cultural meanings of the city. In considering the interplay between mind and urban forms, we'll explore the relationship between the individual and the urban environment, how life in cities is socially organized, patterns of immigration and tensions between ethnic groups, the creation of the slum and ghetto and efforts to gentrify them, cognitive mapping, and the legibility of the cityscape. We'll also discuss how literary and sociological perspectives on the city meet and diverge. Authors may include Stephen Crane, Georg Simmel, Robert Park, Ann Petry, James Baldwin, Anselm Strauss, Paul Marshall, Kevin Lynch, Anna Deavere Smith, and Elijah Anderson. *Students may register for either SOC 365 or ENG 365 and credit will be granted accordingly.*

Prerequisite: One 200-level course in either literature or sociology or by permission of the instructor to other qualified students.
Distribution: Social and Behavioral Analysis or Language and Literature
Semester: N/O Unit: 1.0

SOC 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring

Unit: 1.0

Requirements for the Major

A major in sociology consists of at least nine units. The core of the major consists of four required courses (SOC 190, 200, 201, and 301), plus an additional unit of 200-level work, excluding 350, 360, and 370) which emphasize basic concepts, theory, and research methods that are the foundation of the discipline, but are also useful in a range of social sciences and professions. Permission to take a required unit elsewhere for the major must be obtained from the department chair in advance. Students must take at least five additional units exploring the range of substantive topics in sociology (e.g., social problems, deviance, immigration, social change and development, race and ethnicity, medicine and epidemiology, religion, gender, mass media, and popular culture).

Choosing courses to complete the degree and the major requires careful thought and planning. Sociology majors are encouraged to explore the full range of disciplines and subjects in the liberal arts, and they should consult a faculty member to select courses each term and to plan a course of study over several years. It is recommended that students complete the sequence of theory and methods courses by the end of their junior year if they want to conduct independent research or honors projects during their senior year. If a major anticipates being away during all or part of the junior year, the theory (SOC 200 and 201) and research methods course (SOC 301) should be taken during the sophomore year, or an alternative plan should be arranged with her advisor.

Requirements for the Minor

A minor in sociology (six units) consists of: any 100-level unit, SOC 200, and four additional units, one of which must be a 300-level unit, excluding 350. The plan for this option should be carefully prepared; a student wishing to add the sociology minor to the major in another field should consult a faculty advisor in sociology.

Honors

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.

South Asia Studies

AN INTERDEPARTMENTAL MAJOR AND MINOR

Director: *Sabin*^{A2} (English) Fall, *Candland*^{A1} (Political Science) Spring

Assistant Professor: *Shukla-Bhatt*^A

Visiting Lecturer: *Bard, Hines*

Visiting Fulbright Teacher: *Sharan*

Affiliated Faculty: *Candland*^{A1} (Political Science), *Klimburg-Salter*^{A2} (Art), *Kodera* (Religion), *Marlow* (Religion), *Radhakrishnan* (Sociology), *Rao* (History), *Sabin*^{A2} (English)

The major and minor in South Asia Studies are designed to equip students with a set of methods and scholarly approaches for study of South Asia. The region includes Afghanistan, Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan, and Sri Lanka (the members of the South Asia Association for Regional Cooperation). Majors and minors gain knowledge of an important region of the world and develop facility in three significant methods: language; aesthetic, cultural, and literary interpretation; and behavior and social analysis.

Goals for the 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.

HNUR 101-102 Elementary Hindi/Urdu

Bard

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. *Each semester earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None. Not open to students who have taken the course as SAS 101-102.

Distribution: None
Semester: Fall, Spring

Unit: 1.0

HNUR 201-202 Intermediate Hindi/Urdu

Hines

Intermediate Hindi/Urdu will build on the reading, writing, and speaking skills acquired in Introductory Hindi/Urdu (HNUR 101-102). 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. *Each semester earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 101-102 or equivalent. Not open to students who have taken the course as SAS 201-202.
Distribution: One unit of Language and Literature for 202
Semester: Fall, Spring
Unit: 1.0

SAS 211/REL 281 Sacred Arts of South Asia

Shukla-Bhatt

NOT OFFERED IN 2010-11. Cultural life in South Asia is vibrant with aesthetic expressions of religion in its diverse traditions—Hindu, Muslim, Buddhist, Jain, Sikh, and Christian. This course introduces students to one of the most powerful avenues for transmission of religious knowledge in the traditions of South Asia—the aesthetic experience derived through a variety of forms. In addition to visual messages sent through architectural motifs and paintings, teaching of religious doctrines through narratives in drama, dance, and musical performance is common across religious boundaries. The course will introduce theories of aesthetic experience and religious knowledge from the subcontinent and relate them to contemporary theories of performance. *Students may register for either SAS 211 or REL 281 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Religion, Ethics, and Moral Philosophy
Semester: N/O
Unit: 1.0

SAS 250 Research or Individual Study

Prerequisite: Open by permission of instructor and approval of program director to first-year students and sophomores only.
Distribution: None
Semester: Fall, Spring
Unit: 1.0

SAS 251/REL 251 Religions in South Asia

Shukla-Bhatt

NOT OFFERED IN 2010-11. An examination of the religions of South Asia as expressed in sacred texts and arts, religious practices, and institutions in a historical manner. Concentration on the origins and development of Hindu traditions, Buddhism, Jainism, and Sikhism, as well as integration of Islam and Christianity in the religious landscape of South Asia. Interactions among the diverse communities of the region will also form a major theme. *Students may register for either SAS 251 or REL 251 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy or Historical Studies
Semester: N/O
Unit: 1.0

SAS 254/POL2 218 Gender and Conflict Resolution in South Asia

Sharam

This course will examine the linkages between gender and the discourse of conflict resolution in South Asia. It will highlight the struggle of women to overcome structural inequities pertaining to gender in this discourse. Case studies from selected and diverse sites within the region will supplement conceptual analysis of topics such as: women's relationship to armed conflict, the impact of violence on women, the movement from victim hood to agency, the role of women in peace processes—from the grass roots to the peace table. *Students may register for either SAS 254 or POL2 218 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

SAS 301 Religion in Modern South Asia

Shukla-Bhatt

NOT OFFERED IN 2010-11. In many parts of South Asia, the encounter with modernity coincided with colonial rule. This complex history added to the tension between modernity and religious traditions. This seminar will examine the texts, intellectual discourses, political movements, and social changes emerging from religious phenomena in South Asia from 1800 to the present. Students will not only examine specific historical events, but also reflect on how this historical knowledge can be applied in the areas of development, international relations, and human rights movements.

Prerequisite: Two units at the 200 level in South Asia Studies, or by permission of the instructor.
Distribution: Religion, Ethics, and Moral Philosophy or Historical Studies
Semester: N/O Unit: 1.0

SAS 302 Traditional Narratives of South Asia

Shukla-Bhatt

NOT OFFERED IN 2010-11. This course will explore traditional narratives from South Asia that have had significant cultural impact in the region. We will examine classical epic texts, hagiographical literature of diverse religious traditions, and regional folktales in translations not only as channels for transmission of cultural values, but also as sites of debate and sometimes even conflict through their contested interpretations. Examples of contested texts, such as the epic Ramayana, told in elite Hindu, Dalit, Jain and Buddhist traditions, will be explored. Along with texts, performative traditions of these texts and their use in identity politics will be discussed.

Prerequisite: Two units at the 200 level in South Asia Studies, or by permission of the instructor.
Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

SAS 303 South Asian Models of Religious Pluralism

Shukla-Bhatt

NOT OFFERED IN 2010-11. This seminar will explore in a historical manner the development of pluralistic discourses, ideologies, and interactions in South Asia. While remaining focused on South Asia, we will consider more generally the implications of this history for other religiously diverse societies. Readings will range from ancient texts, such as the *Upanishads*, *Dharmapada*, medieval writings of Sufi, Sikh and *bhakti* traditions, to historical documents about policies of

Mogul emperor Akbar, and modern writings on pluralism, including Gandhi's. We will also study the relationship of religious diversity to violence, and modern projects, by Diana Eck and others, to promote sustainable models of religious pluralism. Final projects will give students the opportunity to develop their own model for religious pluralism in a specific part of the world.

Prerequisite: Open by permission of the instructor.
Distribution: Religion, Ethics, and Moral Philosophy or Historical Studies
Semester: N/O Unit: 1.0

SAS 350 Research or Individual Study

Prerequisite: Open by permission of instructor and approval of program director to juniors and seniors only.
Distribution: None
Semester: Fall, Spring Unit: 1.0

SAS 350H Research or Individual Study

Prerequisite: Open by permission of instructor and approval of program director to juniors and seniors only.
Distribution: None
Semester: Fall, Spring Unit: 0.5

SAS 360 Senior Research or Individual Study

Prerequisite: Open by permission of program director. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

SAS 370 Senior Thesis

Prerequisite: 360 and permission of program director.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Courses for Credit Toward the Major

*ANTH 203 Indigenous People, Global Development, and Human Rights

ARTH 239 Art and Architecture of South Asia

*ARTH 240 Asian Art and Architecture

*ARTH 247 Islamic Art and Architecture

ARTH 347 Seminar. Topics in South Asian Art: Buddhist Art in India and Tibet Tenth and Fifteenth Centuries

ENG 277 Modern Indian Literature

HIST 272 Political Economy of Development in Colonial and Postcolonial South Asia

HIST 275 The Emergence of Ethnic Identities in Modern South Asia

HIST 276 The City in South Asia

*PEAC 104 Introduction to the Study of Conflict, Justice, and Peace

PEAC 324 Grassroots Development, Conflict Resolution, and the Gandhian Legacy in India

*POL2 202 Comparative Politics

*POL2 204 Political Economy of Development and Underdevelopment

POL2 211 Politics of South Asia

*POL2 307S Seminar. Women and Development

*POL2 309S Seminar. Ethnicity, Nationalism, Religion, and Violence

*POL2 310S Seminar. Politics of Community Development

POL3 223 International Relations of South Asia

*POL3 323 International Economic Policy

*POL3 332S Seminar. People, Agriculture, and the Environment

*POL3 351 Global Governance

*REL 108 Introduction to Asian Religions

*REL 253 Buddhist Thought and Practice

*REL 260 Islamic/ate Civilizations

*REL 261 Cities of the Islamic World

*REL 262 The Formation of the Islamic Tradition

*REL 263 Islam in the Modern World

REL 354 Seminar. Tibetan Buddhism

*REL 364 Seminar. Sufism: Islamic Mysticism

*REL 367 Seminar. Muslim Travelers

*SOC 221 Globalization

SOC 233 Gender and Power in South Asia

*SOC 234 Gender and International Development

*SOC 309 Seminar. Topics in Inequality. Topic for 2010-11: Critical Intersections: Race, Class, Gender, and Nation

Courses with an asterisk () also require the permission of the instructor if the course is to be counted for South Asia Studies.

Requirements for the Major

For students entering in Fall 2009, the major in South Asia Studies requires nine units, including two units of elementary Hindi/Urdu (or demonstration of its equivalent), one course in the humanities from among: SAS [210], SAS 211/REL 281, SAS 251/REL 251, and ENG 277 and one course in the social sciences from among: HIST 272, HIST 276, POL2 211, POL3 223 or SOC 233, and at least two additional units above the 100 level, and two units at the 300 level. For students entering prior to Fall 2009, the major requires nine units, including SAS [210] (or its equivalent) and at least four 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; religion; or in relation to a theme: such as international development; cultural expression; gender; ethnicity and identity.

The major requires four courses in the area of concentration above the 100 level, including at least one of the required 300-level courses. Advanced study of Hindi/Urdu (or another Indian language) may be substituted for the Hindi/Urdu requirement and may be pursued as either a 250 course, or an approved course at another institution. Majors devise their programs in consultation with an advisor from the affiliated faculty and with the approval of the program director. Courses with an asterisk (*) also require the permission of the instructor if the course is to be counted for South Asia Studies. To supplement Wellesley's offerings, students are encouraged to take courses for the major at neighboring institutions such as MIT, Olin, and Brandeis. *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.

Requirements for the Minor

A minor in South Asia Studies consists of five units, of which at least one should be at the 300 level (excluding 350). A program for the minor must include one course in the humanities from among: SAS [210], SAS 211/REL 281, SAS 251/REL 251, and ENG 277, and one course in the social sciences from among: HIST 272, HIST 276, POL2 211, POL3 223, or SOC 233; only one course at the 100 level can be counted towards the minor. Elementary Hindi/Urdu does not count toward the minor.

Honors

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.

Department of Spanish

Professor: *Agosin*^{AI}, *Gascón-Vera*, *Ramos*, *Vega* (Chair)

Associate Professor: *Renjilian-Burgy*

Assistant Professor: *Guzauskyte*^{AI}, *Hagimoto*, *Núñez-Negrón*

Senior Lecturer: *Darer*, *Hall*, *Sverson-Stork*

Visiting Lecturer: *Wellington*

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 ten centuries in the Spanish-speaking world. The program emphasizes fundamental links between the study of language and its broader cultural contexts. Except as noted below, all courses are taught in Spanish.

Goals for the Major

- Achieve linguistic fluency in order to actively participate in Spanish-language settings (daily life, study abroad, professional interactions, undergraduate and graduate research).
- Attain proficiency in the literary and cultural analysis of texts in Spanish, including a foundation in literary theory.
- Develop appreciation for the history and diversity of Spanish-speaking cultures, firmly rooted in an understanding of their origins.
- Engage critically with both canonical works and emerging forms of cultural expression in the Hispanic world, including works by Spanish, Latin American, Afro-Caribbean and U.S. Latino artists and authors.

SPAN 101-102 Elementary Spanish

Hall, Staff

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. *Each semester earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Open to all students who do not present Spanish for admission.
Distribution: None
Semester: Fall, Spring, Summer

Unit: 1.0

SPAN 201-202 Intermediate Spanish

Darer, Staff

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. *Each semester earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Two admission units in Spanish or 101-102
Distribution: One unit of Language and Literature for 202
Semester: Fall, Spring, Summer

Unit: 1.0

SPAN 231 Women's Art and Activism in Latin America

Agosin

Since the early seventies, women in Latin America have been at the forefront of social justice initiatives and have held important leadership posi-

tions. Artistic expression has both informed and been the conduit for much of this activist engagement. Literature, film, textile arts and painting are only a few dimensions of this dual agenda of artistic expression and insuring human rights. The course will examine key movements in Latin America—from the rejection of dictatorial regimes to a call for greater indigenous rights—paying particular attention to the role of women, both as individuals and as a group, in these movements.

Prerequisite: Open to first-year students only. Students must demonstrate sufficient Spanish ability to undertake the course (normally, a 5 on an AP exam, a score on the placement exam in Spanish that would indicate placement in 241 or higher, or other demonstration of ability).

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

SPAN 241 Oral and Written Communication

Renjilian-Burgy, Staff

Practice in oral and written expression at the advanced level. Through frequent presentations, film viewing, and essays, students will develop the ability to use idiomatic Spanish comfortably in various situations. Students will thoroughly review grammar and self-test through a series of linguistic exercises. The course also features the reading and interpreting of literature in Spanish.

Prerequisite: 201-202, 242, or placement by the department.

Distribution: Language and Literature

Semester: Fall, Spring, Summer

Unit: 1.0

SPAN 242 Literary Genres of Spain and Latin America

Gascón-Vera, Vega, Staff

A course to serve as a transition between language study and literary analysis; speaking and writing organized around interpretations of different genres by Hispanic authors; creative writing; oral presentations on current events relating to Spain and Latin America; a review, at the advanced level, of selected problems in Spanish structure.

Prerequisite: 201-202, 241 or placement by the department.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

SPAN 250 Research or Individual Study

Prerequisite: Open by permission to qualified students

Distribution: None

Semester: Fall, Spring

Unit: 1.0

SPAN 250H Research or Individual Study

Prerequisite: Open by permission to qualified students

Distribution: None

Semester: Fall, Spring

Unit: 0.5

SPAN 252 Christians, Jews, and Moslems: The Spirit of Spain in Its Literature

Gascón-Vera, Vega

An intensive study of writers and masterpieces that establish Spanish identity and create the traditions that Spain has given to the world: *El Poema de Mio Cid*, Maimónides, Ben Sahl de Sevilla, *La Celestina*, *Lazarillo de Tormes*, Garcilaso de la Vega, Fray Luis de León, Cervantes, Lope de Vega, San Juan de la Cruz, and Calderón de la Barca.

Prerequisite: 241 or 242 or permission of instructor

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

SPAN 253 The Latin American Short Story

Hall

NOT OFFERED IN 2010-11. A survey of the genre with in-depth analysis of works in Spanish by foundational writers Ricardo Palma, Rubén Darío, and Horacio Quiroga, as well as twentieth-century masters Jorge Luis Borges, Julio Cortázar,

Juan Rulfo, Elena Garro, Gabriel García Márquez, and Elena Poniatowska, among others. Special attention to voices that have emerged since 2000, including Alberto Fuguet (Chile), Mayra Santos (Puerto Rico), and Juan Gabriel Vásquez (Colombia), and to translations of contemporary stories written in indigenous languages. Readings address issues of identity; memory, class, freedom, creative expression, myth-making, violence, mass media, race, education, women, children, urban and rural life.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 254 Alienation and Desire in the City: Spanish Literature Since 1936

Ramos
NOT OFFERED IN 2010-11. 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. Authors include Mercè Rodoreda, Camilo J. Cela, and Eduardo Mendoza.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 255 Chicano Literature: From the Chronicles to the Present

Renjilian-Burgy
NOT OFFERED IN 2010-11. 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.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 257 The Word and the Song: Contemporary Latin American Poetry

Agosin
NOT OFFERED IN 2010-11. 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. *Mandatory credit/noncredit.*

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 258 Barcelona and the Spirit of Modernity: Art, History, and Culture (1859–2005)

Ramos
The city of Barcelona offers a unique site to study the twentieth century, in both the Spanish and the global context. In the historical arena, the city has gone from political upheaval and anarchistic rebellions early in the century, to the fight against fascism in the middle years, and finally to the struggle for nationhood and democracy at the end of the century. 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. In Spain. *Not offered every year. Subject to Dean's Office approval.*

Prerequisite: One course above 241/242. Application required.
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video
Semester: Wintersession Unit: 0.5

SPAN 259 Inhabiting Memory

Agosin
NOT OFFERED IN 2010-11. During the years of post-dictatorial regimes in Latin America writers, poets, historians and filmmakers have become deeply involved in the ways in which literature and the arts can explore the representation of memory and oblivion and collective remembrance as well as forgetting. Among the cultural historians and writers we will read are: Diamela Eltit, Carlos Cerda and Raúl Zurita. Among the filmmakers, the works of Patricio Guzmán and his series on memory will be explored.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 260 Women Writers of Spain, 1980 to the Present

Gascón-Vera
NOT OFFERED IN 2010-11. A selection of readings—novels, poetry, essays, theater—by Spanish women writers from the 1980s to the present day, including Rosa Montero, Esther Tusquets, Adelaida García-Morales, Cristina Fernández-Cubas, and Lucía Etxebarria. A close study of the development of their feminist consciousness and their response to the changing world around them.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 262 Death, Love, and Revolt: An Introduction to Spanish Poetry

Ramos
NOT OFFERED IN 2010-11. This course presents an introductory overview of poetry written in Spain, across regions and aesthetic periods. Our study will be anchored in poets representative of important poetic movements, including Romanticism, Modernismo, and Modernity. Texts will also cover Medieval, Renaissance and Baroque periods. Basque, Catalan and Galician poetry will also be analyzed. Some of the poets to be examined are Garcilaso de la Vega, San Juan de la Cruz, Francisco de Quevedo, Federico García Lorca, Concha Méndez, Luis Cernuda, Pedro Salinas, Gloria Fuertes and Jaime Gil de Biedma.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 265 Latin American Cinema

Renjilian-Burgy
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 texts which have been

made into films. Directors whose films will be analyzed include María Luisa Bemberg, Fernando Solanas, Jorge Silva, and Raúl Ruiz.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Fall Unit: 1.0

SPAN 267 The Writer and Human Rights in Latin America

Agosin
NOT OFFERED IN 2010-11. 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. *Mandatory credit/noncredit.*

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

SPAN 268 Contemporary Spanish Cinema

Gascón-Vera
NOT OFFERED IN 2010-11. 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 Iñárriz Bollaín.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O Unit: 1.0

SPAN 269 Caribbean Literature and Culture

Hagimoto, Renjilian-Burgy
An introduction to the major literary, historical, and artistic traditions of the Caribbean. Attention will focus on the Spanish-speaking island countries: Cuba, Dominican Republic, Puerto Rico. Authors will include Juan Bosch, Lydia Cabrera, Guillermo Cabrera Infante, Julia de Burgos, Alejo Carpentier, Nicolás Guillén, René Marqués, Luis Palés Matos, and Pedro Juan Soto.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature
Semester: Fall Unit: 1.0

SPAN 271 Intersecting Currents: Afro-Hispanic and Indigenous Writers in Latin American Literature

Guzauskyte
NOT OFFERED IN 2010-11. 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. Individual authors to be studied include Rigoberta Menchú, Esteban Montejo, Luis Palés Matos, Nicolás Guillén, Nancy Morejon, and Daisy Rubiera Castillo. 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.

Prerequisite: 241 or 242 or permission of instructor
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 272 Civilizations and Cultures of Spain

Ramos

An examination of Spain's multicultural civilization and history, from the prehistoric cave paintings of Altamira to the artistic *movida* of post-Franco Spain. Literary, historical, artistic, and anthropological readings will inform our understanding of recurrent themes in Spanish national ideology and culture: Spain as a nexus between Christian, Jewish, and Islamic thought; regionalism, nationalism, and internationalism; religion and class; long-term economic consequences of global empire; dictatorship and democracy; and the creation and questioning of national identity.

Prerequisite: 241 or 242 or permission of instructor

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

SPAN 273 Latin American Civilization

Guzauskyte, Niñez-Negrón

An introduction to the multiple elements constituting Latin American culture. An examination of the principal characteristics of Spanish colonialism and Creole nationalism will inform our general understanding of Latin American culture today. Readings and class discussions will cover such topics as the military and spiritual conquest, the Indian and African contributions, the emergence of *criollo* and *mestizo* discourses, and gender and race relations. Readings will include the works of Latin American writers, filmmakers, and historians.

Prerequisite: 241 or 242 or permission of instructor

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

SPAN 275 The Making of Modern Latin American Culture

Darer, Staff

NOT OFFERED IN 2010-11. 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, film-makers, and historians. Special attention will be given to the relationship between social issues and the evolution of literary form.

Prerequisite: 241 or 242 or permission of instructor

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

SPAN 279 Jewish Women Writers of Latin America

Agostu

NOT OFFERED IN 2010-11. This course will explore the vibrant literary culture of Jewish women writers of Latin America from the 1920s to the present. We will examine selected works by these authors, daughters of immigrants, whose various literary genres reveal the struggle with issues of identity, acculturation, and diasporic imagination. Writers include Alicia Steimberg of Argentina, Clarice Lispector of Brazil, Margo Glantz of Mexico, as well as a new generation of writers who explore issues of multiculturalism and ethnicity.

Prerequisite: 241 or 242 or permission of instructor

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

SPAN 300 Seminar. Honor, Monarchy, and Religion in Golden Age Drama

Gascón-Vera, Sverson-Stork

NOT OFFERED IN 2010-11. The characteristics of the Spanish drama of the Golden Age. Analysis of ideals of love, honor, and religion as revealed in drama. Representative masterpieces of Lope de Vega, Cervantes and Ruiz de Alarcón, Tirso de Molina, and Calderón.

Prerequisite: Open to senior and junior majors

Distribution: Language and Literature or Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

SPAN 302 Cervantes

Gascón-Vera, Sverson-Stork

NOT OFFERED IN 2010-11. 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.

Prerequisite: Open to senior and junior majors

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

SPAN 304 Seminar. All about Almodóvar: Spanish Cinema in the *Transición*

Gascón-Vera

NOT OFFERED IN 2010-11. An examination of the culture of Spain of the last two decades seen through the eyes of filmmaker, Pedro Almodóvar. We will study those films and literary texts that depict the development of Spain as a country in transition from a repressive dictatorship to democracy and postmodernism. Themes of freedom, homosexuality and cross-dressing, family, violence, and the transcendence of love and death in our contemporary society will be analyzed. Films will range from Almodóvar's first, *Pepi, Lucy y Bom* to his most recent productions, with special attention given to *Mujeres al borde de un ataque de nervios* and *Tacones lejanos*.

Prerequisite: Open to senior and junior majors

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O

Unit: 1.0

SPAN 305 Seminar. Hispanic Literature of the United States

Reñjilian-Burgy

NOT OFFERED IN 2010-11. A study of U.S. Hispanic writers of the Southwest and East Coast from the Spanish colonial period to the present. Political, social, racial, and intellectual contexts of their times and shared inheritance will be explored. Consideration of the literary origins and methods of their craft. Authors may include: Cabeza de Vaca, Gaspar de Villagrà, José Villarreal, Lorna Dee Cervantes, José Martí, Uva Clavijo, Pedro Juan Soto, Miguel Algarín, and Edward Rivera.

Prerequisite: Open to senior and junior majors

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

SPAN 307 Seminar. The Clothed and the Naked in Colonial Latin America

Guzauskyte

NOT OFFERED IN 2010-11. In this seminar, we will study the colonial period of Latin America, focusing on the cultural notions of "clothing" and "nakedness." The course will be divided into three parts dedicated to: Native American texts and art (mythologies, codices, maps); European

texts (Bible, Aristotle, Montaigne); and accounts of the conquest told from various points of view (Columbus, Ixtlilxochitl, Cabeza de Vaca, Catalina de Erauso). We will analyze how clothing and nakedness were used to symbolize changing power relationships between various protagonists: indigenous/white, female/male, and colonized/colonizer. Topics will include: notions of dress in distinct cosmological systems, clothing and gender in early colonial chronicles, clothing and its absence in the construction of the individual, and collective notions of the Self and the Other.

Prerequisite: Open to senior and junior majors

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

SPAN 315 Seminar. Luis Buñuel and the Search for Freedom and Morality

Gascón-Vera

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).

Prerequisite: Open to senior majors or by permission of the instructor

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Spring

Unit: 1.0

SPAN 318 Seminar. Love and Desire in Spain's Early Literature

Vega

NOT OFFERED IN 2010-11. Medieval Spain, at the nexus of the Christian, Jewish, and Islamic cultures, witnessed a flowering of literature dealing with the nature and depiction of love. This course will examine works from all three traditions, stressing the uses of symbolic language in the linguistic representation of physical desire. Texts will include Ibn Hazm, *The Dove's Neck-Ring*; the poetry of Ychuda Ha-Levi and Ben Sahl of Seville; the Mozarabic *khazaj*; the Galician *cantigas d'amigo*; Juan Ruiz, *The Book of Good Love*; Diego de San Pedro, *Cárcel de Amor*; and Fernando de Rojas, *La Celestina*.

Prerequisite: Open to senior and junior majors

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

SPAN 320 Seminar. Topics in Cross-Cultural Hispanic Studies

Vega

NOT OFFERED IN 2010-11. An analysis of the study abroad experience in a Spanish-speaking country, framed within the student's academic trajectory. Based upon personal observations, shared readings, and selected films, students will weigh the validity of concepts that promote a unified identity for Spanish-speaking peoples ("Hispanicity," "Hispanidad," "Latino," and "La Raza"), and will examine the cultural, historical, and intellectual evolution of these notions. Participants will carry out individual research projects focusing on a cultural issue or creative current experienced firsthand abroad.

Prerequisites: Study abroad experience in a Spanish-speaking country, open to seniors only.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

SPAN 323 Seminar. Modern Mexico Hall

A study of post-Revolutionary Mexico focusing on works by writers, artists, filmmakers and activists preoccupied with what it means to be modern. We will explore the political and historical context of one-party rule, technological innovations in the thirties and forties, the student movement of 1968, the emergence of women into the public sphere, the 1985 earthquake, and the Zapatista rebellion of 1994. We will analyze the writings of leading intellectuals (Paz, Fuentes, Poniatowska and Monsiváis), poetry in Spanish and indigenous languages, essays, works of fiction, crónicas, murals, photographs, *communiqués* and manifestos. Attention to enduring cultural icons such as the Virgin of Guadalupe and Cantinflas, as well as to the realities faced by workers on the Periferico highway in Mexico City and in the *maquilas* along the U.S.-Mexico border.

Prerequisite: Open to senior and junior majors
Distribution: Language and Literature
Semester: Fall Unit: 1.0

SPAN 324 Seminar. Topics in Spanish Modernity

Ramos

Topic for 2010-11: Modernity and Avant-Garde. Using a wide variety of literary texts, paintings, movies, and architectural examples, this course will explore various forms of Modernity in Spain. Emphasis will be placed on the connections between Spanish and mainstream European Avant-Garde, as well as the marginalization of women's contributions. Main figures will include Federico García Lorca, Gómez de la Serna, Huidobro, Rafael Alberti, Luis Buñuel, Concha Méndez, Ortega y Gasset, Salvador Dalí and Pablo Picasso. The connections between modernity and post/modernity will also be explored.

Prerequisite: Open to senior and junior majors
Distribution: Language and Literature
Semester: Fall Unit: 1.0

SPAN 325 Seminar. Candid Cuisine: Food in Latin American Literature and Culture

Guzauskyte

An in-depth study of food in Latin American literature and culture, with a particular focus on its functions and symbolism in indigenous cultures and in the context of the transatlantic exchanges of food products, plants, animals, and recipes among the Americas, Europe and Africa after 1492. We will also study the role of food and cuisine in the search for new literary forms of expression during the Latin American independence era and contemporary food times. Notions of food, kitchens and hunger will be vehicles to explore issues of gender, race, power relations, slavery and the emergence of new hybrid cultures. Readings will include Gonzalo Fernández de Oviedo's *Historia*, Sor Juana Inés de la Cruz' *Respuesta*, Francisco de Paula García Peláez' *Libro del Chocolate*, Fernando Ortíz' *Contrapunto cubano*, and Laura Esquivel's *Como agua para chocolate*.

Prerequisite: Open to senior and junior majors
Distribution: Language and Literature
Semester: Spring Unit: 1.0

SPAN 327 Seminar. Latin American Women Writers: Identity, Marginality, and the Literary Canon

Agosin

NOT OFFERED IN 2010-11. 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 non-canonical works by Gabriela Mistral, Remedios Varo, Elena Poniatowska, Nancy Morejón, Rosario Aguilar, Gioconda Belli and Victoria Ocampo.

Prerequisite: Open to senior and junior majors
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 329 Seminar. Chile: Literature and the Arts

Agosin

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, theatrical and visual productions will be examined *vis-à-vis* the social and political history in which the topics were created.

Prerequisite: Open to senior and junior majors
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Spring Unit: 1.0

SPAN 350 Research or Individual Study

Prerequisite: Open by permission of the instructor to seniors who have taken two 300-level units in the department
Distribution: None
Semester: Fall, Spring Unit: 1.0

SPAN 350H Research or Individual Study

Prerequisite: Open by permission of the instructor to seniors who have taken two 200-level units in the department
Distribution: None
Semester: Fall, Spring Unit: 0.5

SPAN 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

SPAN 370 Senior Thesis

Prerequisite: 360 and permission of department
Distribution: None
Semester: Fall, Spring Unit: 1.0

Courses for Credit Toward the Major

CPLT 220 Introduction to Comparative Literature. Topic for 2010-11: Maps and Minds: History of Cartography and Mapping in Literature.

EDUC 308 Seminar. World Languages Methodology

EDUC 325 Seminar. English as a Second Language: Pedagogy, Theory, and Practice

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 101-102 and 201-202 are counted toward the degree but not toward the major.

Requirements for the Major

A minimum of eight units exclusive of 101-102 and 201-202 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 towards the major must be taken at Wellesley. SPAN 350, 360, and 370 do not count towards the minimum requirement of two 300-level courses for the major.

The major in Spanish incorporates considerable flexibility in designing a program of study, but must include the following elements: foundational work, breadth, depth and historical perspective. To ensure oral and linguistic competence, as well as a basic understanding of how to approach and interpret texts, the major normally includes one of the following two units: SPAN 241 (Oral and Written Communication) or SPAN 242 (Literary Genres of Spain and Latin America). Qualified students may begin the major at a level higher than 241 or 242. To attain breadth, majors must take at least one literature and/or culture course in each of the following areas: (1) Spain ([244], [248], 252, 254, [256], 258, 260, 262, 272, 300, 302, 304, 318, 320, 324) and (2) the Americas ([245], [247], 253, 255, 257, 259, 265, 267, 269, 271, 273, 275, 279, [301], 305, 307, 320, 323, 325, 327, 329). In order to achieve depth, Spanish majors must take two units in a special field of study of their choice, such as a particular genre, cultural movement or theme (252, 253, [256], 257, 265, [301], 302, 304). We also require Spanish majors to achieve historical perspective by taking a minimum of one unit in Medieval, Renaissance, Golden Age, or Latin American Canonical literature and culture ([244], [248], 252, 254, 258, 272, 273, 275, 300, 302). All majors must take a minimum of two 300-level Spanish courses at Wellesley College, at least one of which must be a seminar taken in the senior year.

Upon approval from the department, up to four courses taken during a semester of study away from Wellesley and up to five during a full academic year away may be counted toward the major.

For students interested in an interdisciplinary approach to the study of Latin America, also available is the interdepartmental major in Latin American Studies, which allows students to choose from a list of courses in different departments, including Spanish. Majors devise their own programs in consultation with the directors of Latin American Studies. Students are referred to the Latin American studies interdepartmental program listing for further information.

Honors

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

Students interested in obtaining certification to teach Spanish in the Commonwealth of Massachusetts should consult Professor Renjilian-Burgy, Department of Spanish, and Professor Beatty of the Department of Education.

Advanced Placement Policies and Language Requirement

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.

Study Abroad

Qualified juniors are encouraged to spend a semester or a year in a Spanish-speaking country, either with Wellesley's consortium programs in Córdoba, Spain, and in Puebla, Mexico, 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 Program for Mexican Culture and Society in Puebla (PMCSO) a student should ordinarily be enrolled in 241 or a higher-level language or literature course the previous semester.

Theatre Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Hussey*

Professor: *Morley*

Senior Lecturer: *Arciniegas*

Lecturer: *Lopez, Roach*

Visiting Lecturer: *Houlwand*

Director of Theatre: *Hussey*

Production Manager: *Loewit*

Advisory Committee: *Ko (English), Masson^A (French), Genero (Psychology)*

The Theatre Studies major is both an academic field of study and a practical application of that study. The purpose of the major is to provide students with a theoretical knowledge and appreciation of the history and literature of the theatre. In addition, students are instructed and given hands-on experience in production and promotion of theatrical events. The theatre is one of the oldest art forms in existence, and students learn valuable information about the way various disparate societies have evolved throughout the ages. Students are expected to work on productions as performers and technicians. The theatre department actively tries to cultivate well-rounded theatre students who are knowledgeable in all areas of theatre.

Goals for the Major

- The ability to break down and score a scene, conduct a rehearsal and produce a play
- An understanding of the development of dramatic literature from the Greeks to the present, and ability to identify major movements within that chronology
- Knowledge of current theatre technologies
- Problem solving independently, and within an ensemble
- Basic construction skills and attention to detail in execution
- Competence to compete with conservatory-trained graduates for graduate school or casting/hiring opportunities within the industry

THST 101 Can We Have an Argument? Understanding, Employing, and Delivering Sound Rhetoric

Arciniegas

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 non-dramatic 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.

Prerequisite: None. Open to first-years only.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall

Unit: 1.0

THST 106 I'm Talking Here...

Are you listening?

Hussey

This course will introduce the first-year student 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 Anna Devere Smith, Spaulding Gray, Frank McCourt and Wellesley alum Marta Rainer, 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 that 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. *Mandatory credit/noncredit.*

Prerequisite: None. Open to first-year students only.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

THST 130/JPN 130 Japanese Animation (in English)

Morley

NOT OFFERED IN 2010-11. What makes Japan tick? New visitors to Japan are always struck by the persistence of traditional esthetics, arts, and values in a highly industrialized society entranced by novelty. Through animation films (English subtitles) and readings on animation we will explore this phenomenon from the inside. Focus is on the works of Tezuka Osamu, Hayao Miyazaki, and others. No Japanese language required. *Students may register for either THST 130 or JPN 130 and credit will be granted accordingly.*

Prerequisite: None

Distribution: Language and Literature or Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

THST 203 Plays, Production, and Performance

Hussey

This course studies the principles and practice of the related arts that make up the production of a play in the theatre. Students will analyze the dramatic script in terms of the actor, the director, the scenic, costume, and lighting designers, and the technicians. Practical applications of acquired skills integrate the content of the course. Each student participates in the creation of a fully realized "miniproduction" given as a public performance at the end of the term. Emphasis is placed on artistic and intrapersonal collaboration within the companies.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.25

THST 204 Introduction to Acting

Arciniegas

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.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

THST 205 Advanced Scene Study (Historic Periods)

Arciniegas

This course is intended to give the advanced theatre student experience in the performance styles of other periods. Focusing on Classical, Elizabethan, Restoration, and Victorian dramatic literature, students retrace the development of the Western European theatrical tradition in practical terms. Particular emphasis is placed upon developing the performance skills necessary for remaining faithful to the acting style of the period while ensuring relevance and accessibility to a contemporary audience.

Prerequisite: 204
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

THST 206 Directing and Dramaturgy

Hussey

This course studies the creative skills of the director in conjunction with the analytical skills of the dramaturge. Particular emphasis will be placed on communicating on a "moment-to-moment" basis with an actor. Students will be encouraged to develop their own unique "directorial vision." Students will be expected to provide probing intellectual questions to each other while collaborating. Dramatic material will be drawn from a variety of world literatures with emphasis placed on women playwrights. Students will be given opportunities to work each week with professional actors in a guest-artist "lab" format.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

THST 207 Stagecraft for Performance

Loewit

NOT OFFERED IN 2010-11. 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.

Prerequisite: 203 or permission of instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

THST 208 Introduction to Stage Management

Loewit

This course examines the role and duties of a stage manager in the collaborative process and the stage manager's relationship to the director, designers, and actors. Students will learn to write rehearsal reports, call cues, assemble rehearsal schedules, call scripts, etc. Students will also be taught the importance of technical script analysis. Emphasis will also be placed on a number of transfer-

able skills, including leadership, organization, delegation, effective communication, and attention to detail. In addition, students are strongly encouraged to complete a THST 250H by stage managing either a Wellesley College Theatre or an Upstage production during the academic year in order to complement the material learned in class.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 0.5

THST 209 Introduction to the Art of Scenic Design

Houlard

Think outside the box! Learn visual communication skills in this basic art of scenic design course. After reading assigned plays, students will learn how to develop their concepts through analysis of the action of the play. Visual research, sketches and basic drafting skills will be developed in addition to the idea of a basic "concept" for each script. In addition to teaching artistic and technical skills, this course will emphasize the importance of collaboration with the director and fellow designers.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Summer Unit: 1.0

THST 210 Echoes of the Homeland

Hussey, Lopez, Roach

Have you ever wondered what is lost in the process of assimilation into American culture? In this interpretation class, students are introduced to the literature of Latino, Celtic, and African American cultures. Through prose, poetry, and drama, stories and characters are brought to vivid life. Students will hone their interpretive skills while exploring issues of identity, immigration, and the female experience. Material will be taken from folklore, mainstream literature, and emerging writers of today. Students will also have the opportunity to write about their "homeland" as part of a final exercise.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

THST 212 Representations of Women on Stage

Lopez

NOT OFFERED IN 2010-11. This course looks at specific examples of the representation of women on the dramatic stage during various eras in a variety of cultures, focusing primarily on what a public and popular art says and implies about women: their "nature," their roles, their place in the society reflected. Consideration is given to the male dominance in both playwrighting and performance in historic cultures. Texts will be chosen from a broad spectrum of dramatic world literature.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

THST 214 Inside Out: A Study of Character Through Voice and Movement

Ratner

NOT OFFERED IN 2010-11. This course will give students the tools and skills to develop a character either from the outside in, using movement, or from the inside out, using the voice. Utilizing the techniques of Kristin Linklater, students will move 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. *Not offered every year. Subject to Dean's Office approval.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 0.5

THST 215 Twenty Plays, Twenty Years

Lopez

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.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

THST 221 Introduction to Playwriting

Roach, Lopez

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. *Mandatory credit/noncredit.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

THST 250 Research, Independent Study, or Apprenticeship

Prerequisite: Permission of instructor.
Distribution: None
Semester: Fall, Spring Unit: 1.0

THST 250H Research, Individual Study, or Apprenticeship

Prerequisite: Permission of instructor.
Distribution: None
Semester: Fall, Spring Unit: 0.5

THST 251/JPN 251 Japanese Writers and Their Worlds (in English)

Morley

A study of the emerging voice of the writer in Japan from the tenth through the eighteenth centuries. Texts will include the early poetic diaries of the Heian Court ladies, *The Tale of Genji*, the *Noh* plays, puppet plays and the haiku poetry of

Matsuo Basho. Emphasis is on the changing world of the Japanese writer, the influence of Buddhism and Confucianism, and the role of the texts in shaping Japanese aesthetic principles. Selected films shown throughout course. *Students may register for either THST 251 or JPN 251 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Language and Literature
Semester: Spring

Unit: 1.0

THST 255/JPN 255 Japan on Stage

Morley
This course provides an introduction to Japanese theater with an emphasis on the development of the performance text from the eighth century to the contemporary period. Our work will be a combination of textual analysis and hands-on performance. Using videos and translated texts, as well as critiques by actors (in particular those of the medieval *nob* actor Zeami Motokiyo and the *kabuki* collection of actor's analects), and scholarly studies, we will cover three units: *nob* and *kyogen*; *kabuki* and *bunraku* puppet theater; and contemporary theater. Students will have an opportunity to experiment with writing a modern *nob* play based on their understanding of the *nob* theatrical conventions, and to perform in a *kyogen* play. No previous experience in Japanese Studies or Theater Studies required. *Students may register for either THST 255 or JPN 255 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring

Unit: 1.0

THST 312/JPN 312 Literary Japanese: Reading the Classics (in Japanese)

Morley
Reading and discussion in Japanese of selections from classical Japanese literature: focus on translation skills. Students will have the opportunity to sample *The Tale of Genji* and *The Pillow Book*, among others, in the original and to familiarize themselves with the classical language. *Two periods with discussion section. Students may register for either THST 312 or JPN 312 and credit will be granted accordingly.*

Prerequisite: JPN 232 or permission of the instructor.
Distribution: Language and Literature
Semester: Fall

Unit: 1.0

THST 315 Acting Shakespeare

Arvincigas
NOT OFFERED IN 2010-11. 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.

Prerequisite: 203, 204, and 205 or permission of instructor after audition.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O

Unit: 1.0

THST 350 Research or Individual Study

Prerequisite: Open by permission to qualified students.
Distribution: None
Semester: Fall, Spring

Unit: 1.0

THST 350H Research or Individual Study

Prerequisite: Open by permission to qualified students.
Distribution: None
Semester: Fall, Spring

Unit: 0.5

THST 351/JPN 351 Seminar. Theaters of Japan (in English)

Morley
The Tales of the Heike (Heike Monogatari), an epic recounting the 12th century battles between the Heike (Taira) and Genji (Minamoto) clans for dominance over the imperial court, has spawned plays in almost every genre of Japanese theater. Some will be familiar with the story from anime as well. We will use this text and the themes that appear to explore the performance arts of *noh*, *kyogen*, *bunraku* puppet theater, and *kabuki*. Where possible we will view DVDs of the plays under discussion. Some of the major themes we will be examining have shaped Japanese culture into the modern period: loyalty and the code of the warrior; Buddhism; the esthetic of pathos; Confucianism; and the significance of China. Our approach will be multiple, as we will be discussing performance texts and the differences between genres of theater, as well as the Heike themes and their manifestation in different periods of Japanese drama. *Students may register for either THST 351 or JPN 351 and credit will be granted accordingly.*

Prerequisite: One course on theatre or on Japan.
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video
Semester: Fall

Unit: 1.0

THST 353/JPN 353 Lady Murasaki and *The Tale of Genji* (in English)

Morley
NOT OFFERED IN 2010-11. Shortly after 1000 C.E., in the imperial court of Japan, Murasaki Shikibu, a court lady of middle rank, completed what is arguably the first novel in the history of world literature, *The Tale of Genji*. Who was she? How did she come to write a novel of such surprising psychological subtlety? Who is the hero? Why is he still appealing a millennium later? Focusing on *The Genji* and Murasaki's diary, we examine the culture of the Heian court, Buddhist beliefs, the esthetic of *mono no aware* (a beauty evocative of longing), and the literature (poetry, prose, and ladies' diaries) of the court salons. Films, plays, animation, and modern novels modeled on *The Genji* will also be discussed in class. No Japanese language required. *Students may register for either THST 353 or JPN 353 and credit will be granted accordingly.*

Prerequisite: One course on Japan or by permission of the instructor.
Distribution: Language and Literature
Semester: N/O

Unit: 1.0

THST 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring

Unit: 1.0

THST 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring

Unit: 1.0

Courses for Credit Toward the Major

AFR 207 Images of Africana People Through the Cinema

AFR 266 Black Drama

AMST 317/CAMS 346/ENG 363 Hawks and Hitchcock

ARTH 364/CAMS 328 Women Filmmakers: History and Theory of Subversion

ARTS 165/CAMS 135 Introduction to Video Production

CAMS 101 Introduction to Cinema and Media Studies

CAMS 135/ARTS 165 Introduction to Video Production

CAMS 221 Cinema: Art and Theory

CAMS 328/ARTH 364 Women Filmmakers: History and Theory of Subversion

CAMS 346/AMST 317/ENG 363 Hawks and Hitchcock

ENG 223 Shakespeare Part I: The Elizabethan Period

ENG 224 Shakespeare Part II: The Jacobean Period

ENG 363/AMST 317/CAMS 346 Hawks and Hitchcock

FREN 222 French Cinema

PHIL 203 Philosophy of Art

Requirements for the Major

Students majoring in Theatre Studies must take a minimum of nine units. For students entering Wellesley in the fall of 2009 or later these must include THST 203 and either THST 220 or 215. For students who entered prior to fall of 2009, these must include THST 203 and either THST 220 or 215 or ENG 281. Two of the nine must be at the 300 level. At least five of the nine must come from within the theatre studies department. The remaining four may be drawn from any related department (see list above). Developments in the theatre arts are a result of stage experiments, and because the theatre performance is an expression of theatre scholarship, it is expected that students planning a major in theatre will elect to complement formal study of theatre with practical experience in the extracurricular production program of the College Theatre and related on-campus producing organizations. Students may also remain on campus over the summer or Wintersession (depending on housing availability) to gain experience with Wellesley Summer Theatre Company (the professional wing of the academic department) for credit. All students are encouraged to participate in 250 and 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 Study Abroad

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, or one of the many London programs offering intensive study in their discipline. On occasion a student may elect to take a relevant course in the program at MIT.

Honors

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.

Department of Women's and Gender Studies

Professor: *Hertz^A, Reverby*

Associate Professor: *Creef (Chair)*

Adjunct Associate Professor: *Marshall*

Assistant Professor: *Cheng^{A1}, Galarneau, Mata^A*

Visiting Lecturer: *McNeill*

Women's and Gender Studies is an interdisciplinary field that places gender and its intersections with race, social class, sexuality and ethnicity at the center of rigorous academic inquiry. These structural forces shape the individual and collective lives of all persons across diverse cultures and times as well as provide analytical categories for critically examining the worlds in which we live. The Women's and Gender Studies major offers particular attention to the lives and experiences of women and girls via the critical scholarship of the humanities, sciences, and social sciences. Department faculty endeavor to provide intellectually rich student-centered learning environments via limited class sizes, collaborative research opportunities, and summer internship support.

Goals for the Major

- Studying "gender" within a critical and theoretical interdisciplinary and cross-cultural framework.
- Building specialized knowledge in one of the following concentrations: global feminism; families and work; health care, science and bioethics; gay/lesbian/transgender/sexuality studies; body politics; ethics and rights; gender and cinema; public policy; intersectionalities of race, class, gender, and sexuality; and Asian American women.
- Learning how to craft a feminist critical inquiry framework.
- Benefiting from a unique capstone experience in their senior year where students can explore a provocative topic in Women's and Gender Studies with either peers or a faculty member.

WGST 108 The Social Construction of Gender *Marshall*

This course discusses the ways in which gender is socially constructed through social interactions and within social institutions. The relationship among gender, race, ethnicity, and social class will be stressed. The processes and mechanisms that construct and institutionalize gender will be considered in a variety of contexts: political, economic, religious, educational, and familial.

Prerequisite: None. Not open to students who have previously taken [WOST 108].

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

WGST 120 Introduction to Women's and Gender Studies

Cheng, Creef, McNeill, Reverby

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.

Prerequisite: None. Not open to students who have previously taken [WOST 120].

Distribution: Language and Literature or Social and Behavioral Analysis

Semester: Fall, Spring, Summer

Unit: 1.0

WGST 121 Reading Elvis Presley and 1950s America

Creef

NOT OFFERED IN 2010-11. 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, at key cultural film texts from the 1950s, and end with evaluating Presley's lasting impact as a unique icon in American cultural history.

Prerequisite: None. Open only to first-year students.

Distribution: Arts, Music, Theatre, Film and Video

Semester: N/O

Unit: 1.0

WGST 205 Love and Intimacy: A Cross-Cultural Perspective

Cheng

This course examines the system of meanings and practices that evolved around notions of love and intimacy as well as their political significance. The course seeks to demonstrate how these "private" emotions and desires are embedded in social structures such as gender, networks of kinship, class, race, ethnicity, and religion. How do intimate relations challenge patriarchy and heteronormativity? The course invites students to interrogate the public/private divide, examine both the reproductive role in ideologies of love and intimacy, as well as their transformative potential. In demonstrating how "the personal is political," this course also hopes to open possibilities for systemic transformation.

Prerequisites: 108 [WOST 108], 120 [WOST 120], or a course on gender in anthropology, history, sociology, psychology, or political science. Not open to students who have previously taken [WOST 205].

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

WGST 206 Migration, Gender, and Globalization

Cheng

NOT OFFERED IN 2010-11. This course will explore the dimensions, debates, and histories which pertain to economic migration. Contemporary economic migration must be placed within the context of globalization and, more specifically, the effects of neoliberal economic policies (including "free trade" agreements) have had globally. Building on the work of feminist theorists who have argued that both neoliberalism and migration are gendered phenomena, we will focus our readings and discussions on using gender as a critical category of analysis for understanding the ways in which globalization has fundamentally altered wealth, production, and movement throughout the world.

Prerequisite: 108 [WOST 108], 120 [WOST 120], or a course on gender, migration, or globalization in anthropology, history, sociology, political science. Not open to students who have previously taken [WOST 206].
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

WGST 211/SOC 205 American Families and Social Equality

Hertz

NOT OFFERED IN 2010-11. American families are undergoing dramatic changes in social, political, and economic arenas: the rise of the dual-worker family, the increasing number of single mothers, the demands of family rights by gay and lesbian families, and the growing numbers of couples having children at older ages. The new economy poses real challenges for American parents as the social and economic gaps between families continues. As women dedicate a greater proportion of their time to the workplace, more children are cared for outside the home. How do children view parents' employment? How do families function when they have only limited hours together? What does fatherhood mean in these families? Using a provocative blend of social science, novels, and memoirs, we will examine how gender, race, ethnicity, and social class shape the experience of family life in the contemporary United States. *Students may register for either WGST 211 or SOC 205 and credit will be granted accordingly.*

Prerequisite: None. Not open to students who have previously taken [WOST 211].
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

WGST 212 Feminist Bioethics

Galarnau

NOT OFFERED IN 2010-11. How would bioethics differ if it took seriously the experiences and needs of women and other marginalized social groups? This course engages the works of feminist theorists and practitioners in philosophy, religion, law, medicine, public health, and the social and biological sciences—works that develop more inclusive bioethical theories and practices in the service of the health and well-being of all persons and communities. Feminist bioethics is both critical and constructive in its attention to moral frameworks, principles, norms, and values related to the conditions for human health including health care's professions, practices, and institutions. Also addressed are gender, race, and class disparities in health status, clinical care, and biomedical research.

Prerequisite: 108 [WOST 108], 120 [WOST 120], 222 [WOST 222], or PHIL 249 or permission of instructor. Not open to students who have previously taken [WOST 212].
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

WGST 214 Women and Health

Galarnau

This multidisciplinary course introduces a broad range of concepts and issues related to contemporary women, health, and health care in the United States. Conventional indicators of women's health, recent research in economic inequality and poverty, and the women's health movement help us understand women's health status beyond simple morbidity and mortality. The course incorporates foci on reproductive health, relational violence, HIV/AIDS and mental health.

Prerequisite: None. Not open to students who have previously taken [WOST 214].
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

WGST 216 Women and Popular Culture: Latinas as Nannies, Spitfires, and Sex Pots

Mata

NOT OFFERED IN 2010-11. This course proposes an analysis of popular cultural productions and the ways in which they represent Chicanas and Latinas. 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 Chicana/Latinas 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 Chicana/Latinas? What role does sexuality play in the representation of the Chicana/Latina subject? In what ways do cultural productions by Chicana/Latinas resist/challenge negative images?

Prerequisite: None. Not open to students who have previously taken [WOST 216].
Distribution: Social and Behavioral Analysis or Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

WGST 217 Growing Up Gendered

Marshall

This course focuses on childhood and the teen years in the United States. How do we become gendered? What are the experiences of children and teens in families, schools, and peer groups that contribute to that process? What is the relationship between pop culture and the gendered lives of children and teens? How does gendering vary by race/ethnicity and social class? We will explore the core issues in the field, including the importance of including the voices of children and teens, the ways in which gender is constructed in social interactions, the intersections of gender, sexuality and peer status, and the importance of collective and individual agency.

Prerequisite: 108 [WOST 108] or 120 [WOST 120]. Not open to students who have previously taken [WOST 217].
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

WGST 219 Gender in the Workplace

Marshall

NOT OFFERED IN 2010-11. Women now make up almost half of the U.S. workforce; 75 percent of employed women work full-time and 62 percent of mothers of infants are employed. This course explores the experiences of women and men in the changing U.S. workplace. The course will address key issues related to gender, race and class in the workplace, with a focus on: the social organization of work—the nature of work, division of labor, social inequality—and its consequences for women and men; and gendered organizations and processes of gender discrimination, including sexual harassment.

Prerequisite: 108 [WOST 108], 120 [WOST 120], or SOC 102. Not open to students who have previously taken [WOST 219].
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

WGST 220 American Health-Care History in Gender, Race, and Class Perspective

Reverly

Traditional American medical history has emphasized the march of science and the ideas of the "great doctors" in the progressive improvement in American medical care. In this course, we will

look beyond just medical care to the social and economic factors that have shaped the development of the priorities, institutions, and personnel in the health-care system in the United States. We will ask how gender, race, and class have affected the kind of care developed, its differential delivery, and the problems and issues addressed.

Prerequisite: 108 [WOST 108], 120 [WOST 120], 222 [WOST 222], or by permission of instructor. Not open to students who have previously taken [WOST 220].
Distribution: Historical Studies
Semester: Spring Unit: 1.0

WGST 222 Women in Contemporary American Society

Reverly

This course examines the transformations and continuities in the lives of women in the United States since World War II. We will look critically at the so-called "happy days" of the 1950s, the cultural and political "revolutions" of the 1960s and early 1970s, and the shifts in consciousness over the last five decades. The rise and changes in feminism and the women's movement will receive special attention. Emphasis will be placed on the differing communities of women and how they have balanced the so-called "private," "public," and "civic" spheres of their lives.

Prerequisite: None. Not open to students who have previously taken [WOST 222].
Distribution: Historical Studies or Social and Behavioral Analysis
Semester: Spring Unit: 1.0

WGST 223/CAMS 240 Gendering the Bronze Screen: Representations of Chicanas/Latinas in Film

Mata

NOT OFFERED IN 2010-11. The history of Chicanas and Latinas on the big screen is a long and complicated one. To understand the changes that have occurred in the representation of Chicanas/Latinas, 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 Chicanas and Latinas 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 only as support characters to the male protagonists. *Students may register for either WGST 223 or CAMS 240 and credit will be granted accordingly.*

Prerequisite: None. Not open to students who have previously taken [WOST 223].
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

WGST 225 Politics and Sexuality

McNeill

This interdisciplinary course will provide an overview of the key texts, topics, debates, and politics that inform the field of sexuality studies. Students will use critical thinking skills to discern how gender and sexuality inform social, political and historical ways of knowing and being. Because this field of inquiry has developed within the context of many different movements for social change, we will be discussing sexuality with respect to its intersections with feminist and LGBTQ (lesbian, gay, bisexual, transgender and queer) movements.

We will place these alongside critiques of race, nationalism, fundamentalism, and uneven economic development, and will aim to articulate foundational questions about the relationship between power and sexual subjectivity.

Prerequisite: One 100-level course of instructor. Not open to students who have previously taken [WOST 225].

Distribution: Social and Behavioral Analysis
Semester: Fall

Unit: 1.0

WGST 230 Female or Feminist: Women's Movements in U.S. History

Reverby

American women have been often been in the forefront of social change, while the organizational forms to make this possible have shifted. This course examines a variety of American "women's movements" from female to feminist since the nineteenth century in a global context. The major focus of the course will be the recent past and what is often referred to as "second wave" feminism. Students will gain an historical understanding of how differing groups of women organized across and between class and racial lines, self-consciously as "female," and self-consciously as "feminist."

Prerequisite: Open to juniors or seniors who have taken one WGST course.

Distribution: Historical Studies
Semester: Fall

Unit: 1.0

WGST 235 Cross Cultural Sexuality

NOT OFFERED IN 2010-11. This course will examine and explore sexuality from cross-cultural perspectives, focusing on the production of sexuality in the context of different disciplines—literature, anthropology, history, and sociology. The course will address the intersections between sexual and sociocultural, political, and economic discourses. How is sexuality constructed in relation to ideological, social, and political considerations? How are sexual "norms" established, circulated, and maintained in different cultures and at different historical junctures? What, if anything, constitutes sexual otherness in different cultures? How is this negotiated in a global economy and how is it represented under variable conditions? How do different descriptions of sexual behavior interact with the discourses of identity politics and queerness as constituted in the United States?

Prerequisite: 108 [WOST 108], 120 [WOST 120], or 222 [WOST 222]. Not open to students who have previously taken [WOST 235].

Distribution: Historical Studies or Language and Literature
Semester: N/O

Unit: 1.0

WGST 240 U.S. Public Health: Theory and Practice

Galarneau

Two decades ago the Institute of Medicine defined public health as "what we as a society do collectively to assure the conditions in which people can be healthy." Focused on population/community health, health disparities, and the social inequalities underlying these disparities—namely social divisions by gender, class, race/ethnicity, sexual identity, and age, public health is philosophically rooted in a commitment to social justice. This course attends to US public health history, epidemiology, ethics, and law; also to public health's government infrastructure, services, and core functions including policy-making. Relationships between public health, medicine, and health care

will be explored as will the roles of private players (NGOs, industry, academia). Topics include chronic and infectious diseases, global health, violence, bioterrorism, and environmental health.

Prerequisite: Not open to first-year students
Distribution: Social and Behavioral Analysis
Semester: Fall

Unit: 1.0

WGST 249/CAMS 241 Asian American Women in Film

Creff

This course will serve as an introduction to Asian American film and video, and begin with the premise that there is a distinct American style of Asian "Orientalist" representation by tracing its development in classic Hollywood film over the last 75 years. We examine the politics of interracial romance, the phenomenon of the "yellow face" masquerade, and the different constructions of Asian American femininity, masculinity, and sexuality. In the second half of the course, we look at the production of what has been named "Asian American cinema" where our focus will be on contemporary works, drawing upon critical materials from film theory, feminist studies, Asian American studies, history, and cultural studies. *Students may register for either WGST 249 or CAMS 241 and credit will be granted accordingly.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring

Unit: 1.0

WGST 250 Research or Individual Study

Prerequisite: Open to juniors and seniors who are majors or minors by permission.
Distribution: None
Semester: Fall, Spring

Unit: 1.0

WGST 250H Research or Individual Study

Prerequisite: Open to juniors and seniors who are majors or minors by permission.
Distribution: None
Semester: Fall, Spring

Unit: 0.5

WGST 305 Seminar. Representations of Women, Natives, and Others

Creff

NOT OFFERED IN 2010-11. A feminist cultural studies approach to the comparative histories and theories of the representation of race, class, sexuality, and gender in visual culture. We will look comparatively at Native American, African American, Chicana/Latina, and Asian American/Pacific Islander men and women in film, photography, performance, and installation art. The course examines both dominant historical modes of representation of cultural others in the U.S., in colonial/postcolonial contexts, and at contemporary modes of oppositional self-representation as a form of cultural critique and theoretical "writing back."

Prerequisite: None. Not open to students who have previously taken [WOST 305].
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O

Unit: 1.0

WGST 306/SOC 306 Seminar. Women and Work

Marshall

The biggest force for change in the U.S. economy has been the growing diversity of the American labor force. The first half of the course emphasizes the impact of gender and racial diversity on the nature of work in America. We will discuss four key aspects: (1) the dynamics of gender and race

in the workplace; (2) the tensions between work/family and gender equity; (3) the struggle to integrate women into male-dominated occupations and professions; and (4) the challenges for women in leadership roles. The second half of the course will focus on women as critical to the "new" global workforce in selected regions. We will discuss: (1) women's migration and domestic work; (2) the paradox of caring for others while leaving one's children behind; (3) women in global factories; and (4) women's activism in their home communities. *Students may register for either WGST 306 or SOC 206 and credit will be granted accordingly.*

Prerequisite: One course in ANTH, SOC, ECON, or WGST [WOST] at the 200 level or permission of the instructor. Not open to students who have previously taken [WOST 306].

Distribution: Social and Behavioral Analysis
Semester: Spring

Unit: 1.0

WGST 311/SOC 311 Seminar. Family and Gender Studies: The Family, the State, and Social Policy

McNeill

Analysis of problems facing the contemporary U.S. family and potential policy directions for the new millennium. Discussion of the transformation of the American family including changing economic and social roles for women and expanding varieties of family types (such as single mothers by choice and lesbian/gay families). Sexuality, teen pregnancy, reproductive issues, day care, the elderly, divorce, welfare, the impact of work on the family, equality between spouses, choices women make about children and employment, and the new American dreams will be explored. Comparisons to other contemporary societies will serve as a foil for particular analyses. Students are expected to work in groups to analyze the media's portrayal of family/gender stories and selected legal cases. *Students may register for either WGST 311 or SOC 311 and credit will be granted accordingly.*

Prerequisite: One 200-level course in family or gender in SOC, ANTH, HIST, POL, PSYC or WGST [WOST], or by permission of instructor. Not open to students who have previously taken [WOST 311].

Distribution: Social and Behavioral Analysis
Semester: Spring

Unit: 1.0

WGST 312 Capstone Seminar. Feminist Inquiry

Creff

Topic for 2010-11: Feminist Roundtable. This is a multi-disciplinary roundtable that aims to provide a forum for students and faculty to explore, discuss, and debate the different narratives, approaches, and methodologies of feminist scholarship. Faculty and guest speakers from a range of disciplines will join students to jointly interrogate the history, present, and future of feminist theory and feminist praxis. A theme will be selected every year as a platform to examine notions of agency, resistance, coalition, justice, and social transformation, for example. The roundtable is designed to facilitate learning by provoking debates and investigating differences, propelling students to find their own voice amidst the diversity of feminist thought and approaches.

Prerequisite: Open to WGST Seniors and WGST juniors/minors or by permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall

Unit: 1.0

WGST 313 Fieldwork in Women's Studies*Staff*

This is a supervised, independent fieldwork project resulting in a research paper, documentary policy initiative, creative arts presentation, or other research product approved by the student's advisor. This project, developed in conjunction with the student's advisor, will have a significant experiential component focusing on women's lives. Students are required to spend either the summer before their senior year or the first semester of their senior year gathering data on a topic of their choice. Topics should be part of the student's area of concentration. Students may (1) work in an organization, (2) work with activists or policy makers on social change issues or social policy issues, (3) design their own fieldwork experience.

Prerequisite: Open to majors and minors only. Not open to students who have previously taken [WGST 313].
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

WGST 317 Seminar. History of Sexuality: Queer Theory*McNeill*

This course will cover terms, concepts, and writers central to the elaboration of queer theory. We will begin by situating the concerns of queer theory within the historical development of lesbian, gay, bisexual, and transgender movements for social change around the world, and within institutional contexts, including those of higher education. We will read some of the works that have come to be framed by the rubric of queer theory, including those works by Foucault, Warner, Jagose, and Butler, and, more generally, works produced under the aegis of cultural studies, anthropology, history, literary studies, philosophy, performance studies, and gender and sexuality studies. Through film, visual art, literature, and theoretical essays, students will be asked to engage with questions of intersectionality, intersubjectivity, governmentality and power that are raised by this theoretical line of inquiry.

Prerequisite: Open to juniors and seniors who have taken any course on gender, race, or sexuality. Not open to students who have previously taken [WGST 317].
Distribution: Epistemology and Cognition or Social and Behavioral Analysis
Semester: Spring Unit: 1.0

WGST 321 Seminar. Gender Justice and Health Policy*Galarneau*

NOT OFFERED IN 2010-11. Various understandings of justice vie for dominance in contemporary health policy debates, especially debates about health-care reform and universal access to health care. Yet, "just" health care is not limited to reform discussions or to distributive notions of justice that typically ignore social structures (gender, race, class, culture, citizenship), social processes (decision-making, division of labor) and social contexts (poverty, unequal risk for poor health). This seminar explores multiple constructions of justice drawn from moral and political philosophy, religious social ethics, and Catholic social thought (feminist and otherwise). Social, participatory, and distributive justices are examined as normative guides for health and health care policies intended to meet the health-care needs of all persons.

Prerequisite: Open to juniors or seniors who have taken 108 [WGST 108], 120 [WGST 120], or 212 [WGST 212], or with permission of instructor. Not open to students who have previously taken [WGST 321].
Distribution: Religion, Ethics and Moral Philosophy
Semester: N/O Unit: 1.0

WGST 324 Seminar. History, Memory, and Women's Lives*Reverby*

NOT OFFERED IN 2010-11. If a woman speaks of her experiences, do we get closer to the "truth" of that experience? How can oral history provide a window into the lives of women in the past and what does it close off? Analysis of methodological and theoretical implications of studying women's lives through oral histories as a way to end the silences in other historical forms. Special attention to be paid to other genres—history, fiction, ethnographies—as a foil to explore the strengths, and limitations, of the oral-history approach.

Prerequisite: 108 [WGST 108], 120 [WGST 120], 222 [WGST 222] or HIST 257. Not open to students who have previously taken [WGST 324].
Distribution: Epistemology and Cognition or Historical Studies
Semester: N/O Unit: 1.0

WGST 326 Seminar. Crossing the Border(s): Narratives of Transgression*Mata*

NOT OFFERED IN 2010-11. This course examines literatures that challenge the construction of borders, be they physical, ideological, or metaphorical. 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.

Prerequisite: 108 [WGST 108], 120 [WGST 120], and a 200 level WGST [WGST] course, or by permission of instructor. Not open to students who have previously taken [WGST 326].
Distribution: Language and Literature
Semester: N/O Unit: 1.0

WGST 340 Global Health*Galarneau*

This seminar explores global/international health from its historical origins to its contemporary expressions. In 2011 we will focus on a close examination of the recently revised Textbook in International Health, 3rd edition (Birn et al. 2009). This classic work offers a political economy perspective that expands the disease-oriented, biomedical model of global health to engage the social determinants and disparities of population and individual health. In the absence of a global health infrastructure we will attend particularly to the role of the U.S. in shaping global health (past and present) as well as to the influences of gender, culture, nationality, and related social structures.

Prerequisite: Senior or junior standing plus at least one of the following: 212, 214, 220, 240, 321 or permission of instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

WGST 350 Research or Individual Study

Prerequisite: Open to juniors and seniors who are majors or minors by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

WGST 350H Research or Individual Study

Prerequisite: Open to juniors and seniors who are majors or minors by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

WGST 360 Senior Thesis Research

Prerequisite: By permission of the department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

WGST 370 Senior Thesis

Prerequisite: 360 and permission of department.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Courses for Credit Toward the Major**AFR 212 Black Women Writers****AFR 222 Blacks and Women in American Cinema****AMST 151 The Asian American Experience****AMST 286/ENG 286 New Literatures. Lesbian and Gay Writing from Sappho to Stonewall****AMST 315 Beats, Rhymes, and Life: Hip-Hop Studies****ANTH 238 The Vulnerable Body: Anthropological Understandings****ARTH 230 Frank Lloyd Wright and the American Home****ARTH 330 Seminar. Italian Renaissance Art. Topic for 2010-11: Dinner with Michelangelo: Art and Food in Renaissance Italy****ARTH 342/CAMS 342 Seminar. Domesticity and Its Discontents****ARTH 364/CAMS 328 Women Filmmakers: History and Theory of Subversion****CAMS 203/CHIN 243 Chinese Cinema (in English)****CAMS 328/ARTH 364 Women Filmmakers: History and Theory of Subversion****CAMS 342/ARTH 342 Seminar. Domesticity and Its Discontents****CHIN 230/330 Writing Women in Traditional China (in English)****CHIN 232/332 Writing Women in Modern China (in English)****CHIN 243/CAMS 203 Chinese Cinema (in English)****CLPT 334 Literature and Medicine****ECON 243 The Political Economy of Gender, Race, and Class****ECON 343 Seminar. Feminist Economics****EDUC 312 Seminar. History of Childhood and Child Welfare****ENG 121 Jane Austen's Novels****ENG 269 Asian American Literature****ENG 272 The Nineteenth-Century Novel****ENG 286/AMST 286 New Literatures: Lesbian and Gay Writing from Sappho to Stonewall**

ENG 383 Women in Literature, Culture, and Society. Topic for 2010-11: Jane Austen and Others

EXTD 106 Women in Science: Their Lives and Work

FREN 208 Women and Literary Tradition

FREN 216 Mothers and Daughters

FREN 304 Male and Female Perspectives in the Eighteenth-Century Novel

FREN 313 George Sand and the Romantic Theater

FREN 319 Women, Language, and Literary Expression

FREN 327 A Fascination with Bodies: The Doctor's Malady

FREN 329 Colette/Duras: A Pleasure unto Death

FREN 331 Desire, Sexuality, and Love in African Francophone Cinema

GER 245 Radicals, Decadents, and New Women: Literature, Culture, and Society in Weimar Germany, 1918-1933 (in English)

GER 329 Men Writing Women? Readings in Eighteenth- and Early Nineteenth-Century Literature

GER 345 Radicals, Decadents, and New Women: Literature, Culture, and Society in Weimar Germany, 1918-1933

HIST 215 Gender and Nation in Latin America

HIST 243 Gender and Sexuality in Twentieth-Century Europe

HIST 257 Women, Gender, and the Family in American History

HIST 293 Changing Gender Constructions in the Modern Middle East

HIST 301 Seminar. Women of Russia: A Portrait Gallery

ITAL 274 Women in Love: Portraits of Desire in Italian Culture

JPN 111 Gender and Popular Culture of Japan (in English)

JPN 353/THST 353 Lady Murasaki and *The Tale of Genji* (in English)

KOR 256 Gender and Language in Modern Korean Culture (in English)

ME/R 248 Medieval Women. Topic for 2010-11: Uppity Women of the Middle Ages and the Renaissance

MUS 224/REL 224 Hildegard of Bingen

MUS 222/322 Music, Gender, and Sexuality

PHIL 217 Philosophy of Science: Traditional and Feminist Perspectives

PHIL 249 Medical Ethics

POL1 324S Seminar. Gender and Law

POL1 330S Seminar. Race, Gender, and Representation

POL2 307S Seminar. Women and Development

POL3 322 Seminar. Gender in World Politics

POL4 344 Seminar. Feminist Political Theory

PSYC 303 Psychology of Gender

REL 209 Women, Sexuality, and Patriarchalism in the New Testament

REL 224/MUS 224 Hildegard of Bingen

REL 225 Women in Christianity

REL 226 The Virgin Mary

REL 243 Women in the Biblical World

REL 323 Seminar. Women Theologians on Jesus, Gender, and the Earth

SOC 209 Social Inequality: Class, Race, and Gender

SOC 233 Gender and Power in South Asia

SOC 234 Gender and International Development

SPAN 260 Women Writers of Spain, 1980 to the Present

SPAN 271 Intersecting Currents: Afro-Hispanic and Indigenous Writers in Latin American Literature

SPAN 279 Jewish Women Writers of Latin America

SPAN 305 Seminar. Hispanic Literature of the United States

SPAN 327 Seminar. Latin American Women Writers: Identity, Marginality, and the Literary Canon

THST 212 Representations of Women on Stage

THST 353/JPN 353 Lady Murasaki and *The Tale of Genji* (in English)

Requirements for the 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 thought about the meaning and role of gender in human life. Majors pursue knowledge of gendered experiences in diverse cultures and across time, examining the ways in which race, social class, sexuality, and ethnicity are constitutive of that experience.

A major in Women's and Gender Studies requires nine units taken both within the department and through the related courses taught in other departments. Of these, two units must be 300-level courses (not counting 350, 350H, 360, or 370). Not more than two units can be 100-level courses.

Students are encouraged to enter the department through one of the three core units: WGST 108 [WOST 108] (The Social Construction of Gender), WGST 120 [WOST 120] (Introduction to Women's Studies), or WGST 222 [WOST 222] (Women in Contemporary American Society). Majors must take one of these units as a required course. Apart from this one required unit (108, 120 or 222), majors must elect at least three other units offered within the Women's Studies department, of which one should be a seminar. Courses at the 100 level are introductions to topics in Women's and Gender Studies. They are taught from the perspective of each faculty member's specialty. Courses at the 200 level are overviews to substantive areas. Courses at the 300 level provide in-depth examination of material covered in 200-level courses. Students majoring in women's and

gender studies must elect four of the nine units in such a way that they form a "concentration," i.e., have a focus or central theme in common. Such concentration should include relevant method and theory units in the area of concentration, and must be discussed with and approved by a women's and gender studies faculty advisor. Priority in all courses above the 100 level will go to majors and minors. Students selecting 300-level courses must have one course listed in the department.

The 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 2010-11. Students should begin to think about which option would best fit their concentration when they declare the major. They must declare their option by the end of their junior year.

Option 1: WGST 312 [WOST 312] Seminar. Feminist Inquiry – Feminist Roundtable. Each year the seminar will be a different special topic. For 2010-11, the topic is "Feminist Roundtable" taught by Professor Creef.

Option 2: WGST 313 [WOST 313] (Fieldwork in Women's Studies).

Option 3: WGST 360/370 [WOST 360/370] (Senior Thesis).

Option three 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.

Requirements for the Minor

A minor in Women's and Gender Studies consists of five courses, of which one must be chosen from among 108, 120, or 222, and of which one must be a 300-level course (not 350 or 350H) offered within the department. A total of at least three courses must be taken within the women's and gender studies department. Minors must devise a three-course "concentration" (see above) in consultation with a women's and gender studies faculty advisor (the chair or any of the four women's and gender studies faculty members). Not more than one unit can be a 100-level course.

Honors

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

Advanced Placement Policy

Women's and Gender Studies does not allow students to count AP credits towards the fulfillment of the major or minor.

The Writing Program

Director: *Velenchik*

Senior Lecturer: *Schwartz, Viti, Wood*

Visiting Lecturer: *Armstrong, Johnson, Kretschmer, Lederman*

Writing is central to academic life at Wellesley and will continue to play an important role in most students' lives after they graduate, whether they choose majors in the sciences, the social sciences, or the humanities. WRIT 125 provides a common introductory experience in college-level thinking and writing for all students at Wellesley and is also assumed to provide the base for writing assigned in later courses. WRIT 125 courses are taught by faculty from many departments as well as by a team of writing professionals; all WRIT 125 faculty view writing as an important part of their own professional lives and are committed to helping Wellesley students learn to use writing as a powerful tool of thought and expression, a way to gain entrance to public discourse.

All WRIT 125 courses have the primary goal of helping students establish a useful writing process, from developing ideas through revision. All sections provide instruction in analysis and interpretation, in argument and the use of evidence, in the development of voice, and in the conventions of academic writing, including writing from sources. Students may choose to take a standard WRIT 125 course (meeting two periods a week and addressing a small, well-defined topic related to the instructor's expertise), or to study writing as part of an introductory course in another department. (These "combined courses" are designated with a slash in the course title; all carry one unit of credit, fulfill distribution and/or major requirements, and meet for at least three periods each week.)

All students are required to take WRIT 125 in either the fall or spring semester of their first year at Wellesley. Students who lack confidence in their writing are advised to select one of the sections designated for underconfident writers (12, 13, 14 in semester I; 12, 13 in semester II). Sections 10 and 11 are reserved for students who have chosen to enroll in the Wellesley Plus Program.

Students who wish to pursue the study of writing beyond WRIT 125 may select WRIT 126 or WRIT 126H (full- or half-unit tutorial for students who need more help with writing), WRIT 225 (nonfiction writing), WRIT 290 (advanced research writing), or independent study in writing (WRIT 250 for a full-unit or WRIT 250H for a half-unit of credit) with a member of the Writing Program staff. Students should also be aware that many courses at Wellesley are taught writing intensively, offering the opportunity to study writing as part of their disciplinary study. Students wishing to pursue coursework in creative writing should consult the English department course listings.

PLEASE NOTE: Students may not take a second semester of WRIT 125 unless they have the written consent of the director of the Writing Program.

Semester I

WRIT 125 01, 02/ENG 120 Critical Interpretation

Hickey (English), Shetley (English)

A course designed to increase power and skill in critical interpretation by the detailed reading of poems and the writing of interpretive essays. *This course satisfies both the WRIT 125 requirement and the critical interpretation requirement of the English major. Includes a third session each week.*

Prerequisite: None

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

WRIT 125 03/ARTH 100 Introduction to the History of Art Part I: Ancient and Medieval Art

Bedell (Art)

A broad multicultural survey of the art of the ancient and medieval worlds. This team-taught course focuses upon major monuments and masterpieces, including the Egyptian pyramids, the temples and sculptures of Greece and Rome, the Buddhist shrines of India, the painted scrolls of China and Japan, the mosques of the Islamic Near East, and the Gothic cathedrals of Europe. Students in this section of ARTH 100 will attend the same twice-weekly lectures as the other ARTH 100 students, but their assignments will be different, and they will attend two special WRIT 125 conferences each week. Through writing about art, students in 100/125 will develop skills in visual and critical analysis. *This course satisfies the WRIT 125 requirement and counts as a unit toward the major in Art History, Architecture, or Studio Art.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

WRIT 125 07/CAMS 115 Hitchcock, Auteur

Wood (The Writing Program)

What is it that draws filmmakers, critics, writers, and scholars back to the films of Alfred Hitchcock, time and time again? What shots and frame compositions tempt filmmakers to imitation and homage? What narrative themes seduce critics? What paradoxes puzzle scholars and writers? To what extent is Hitchcock the master of his own films—in the words of film theorists, an auteur as much as a director? To what extent did he collaborate with others—screenwriters, composers, actors, cinematographers, and yes, his own wife and daughter—to produce enduring works of art? In reading, viewing, analyzing, and writing about films from all periods of Hitchcock's working life, this course will use these questions to shape our understanding of film and film theory. *This course satisfies the WRIT 125 requirement and counts as a unit toward the major in Cinema and Media Studies. Includes a third session each week.*

Prerequisites: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall, Spring

Unit: 1.0

WRIT 125 09 The Making of the Modern Self: Writing and Identity from the Middle Ages to the Twentieth Century

Southarden (Italian and Medieval and Renaissance Studies)

What do we understand by the term "selfhood," and especially "the modern self"? Can, or should, we think of the "birth" of the "modern self" as having occurred in a specific historical period? If so, when? What techniques do writers use to

bring that self into being and what influences—historical, cultural, philosophical, psychological, and linguistic—help to shape it? Are literature and writing primarily a means of self-expression or self-creation? This course will explore themes such as these through writing assignments based around the close-reading of selections from some of the great works of European literature that contribute to the debate about the origins and development of the self and the notion of the individual, including texts by Dante, Petrarca, Shakespeare, Protst, Joyce, and Woolf.

Prerequisite: None

Distribution: None

Semester: Fall

Unit: 1.0

WRIT 125P 10 The Maternal in Film

Wood (The Writing Program)

Film theorist MaryAnn Doane observes that "in Western culture, there is something obvious about the maternal, which has no counterpart in the paternal"—and whatever it is that is *obvious* about motherhood is represented and played out in countless films. In this course, we will test Doane's claim, examining multiple versions of "the mother" in Hollywood cinema, both classic and contemporary. Among the motherly archetypes we will consider are: the self-sacrificing mother of '40s melodrama, the monstrous mother of the '50s, women-who-could-never-be-mothers of *film noir*, the absent mother of the '80s and '90s, and (possibly), as we investigate race and immigration issues, mother as "other." Writing assignments will ask students to analyze films using the techniques of film analysis to be taught in the course. *A third class session each week will be devoted to technical aspects of writing, and an additional research and computing lab will be led by Clapp Library staff. The course will provide extra academic support to students who desire intensive preparation for the demands of writing at the college level. Registration in this section is restricted to students selected for the Wellesley Plus Program. Mandatory credit/noncredit.*

Prerequisite: None

Distribution: None

Semester: Fall

Unit: 1.25

WRIT 125P 11 The Wire and the American City

Viti (The Writing Program)

The acclaimed HBO television series *The Wire* has opened up a new avenue for scholars, urban community members, and everyday viewers to consider the complex problems of the contemporary American city. In this course, we will look at the rich array of new writing by sociologists, legal analysts, and political scientists in relation to selected episodes of *The Wire*. Required readings from authors, including Randall Kennedy, Geoffrey Canada, William Julius Wilson, Kurt Schmoke, David Simon, and William Bennett as well as screenings of *The Wire* will serve as a springboard for argument and writing. This course emphasizes both writing and research skills. *A third class session each week will be devoted to technical aspects of writing, and an additional research and computing lab will be led by Clapp Library staff. The course will provide extra academic support to students who desire intensive preparation for the demands of writing at the college level. Registration in this section is restricted to students selected for the Wellesley Plus Program. Mandatory credit/noncredit.*

Prerequisite: None

Distribution: None

Semester: Fall

Unit: 1.25

WRIT 125 12 Wellesley and the World*Johnson (The Writing Program)*

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 the history of American education, collegiate athletics, women's rights, and politics and diplomacy. We will also study the world that is Wellesley, with special emphasis on the College's historic buildings and unique landscape architecture. *This section is appropriate for students who have not done much writing in high school or who lack confidence in their writing. Mandatory credit/noncredit.*

Prerequisite: None
Distribution: None
Semester: Fall, Spring

Unit: 1.0

WRIT 125 13 Argument in Action*Lederman (The Writing Program)*

The language of academic writing—at least in the Western university—is the language of argument. A master of argument will be able to think, write and even read more effectively in any course. This class will apprentice students into the language of (Western) argument by introducing them to its many appearances in both everyday life (film, television, advertisements, blogs) and in scholarly work. Through critique of others' arguments we will learn the deeper nuances of creating our own. We will learn the common components of all arguments, the mastery of which will make us stronger writers, thinkers, and problem solvers, both in school and in our professional and personal lives. *For students who speak English as an additional language. Mandatory credit/noncredit.*

Prerequisite: None
Distribution: None
Semester: Fall, Spring

Unit: 1.0

WRIT 125 14 Great Debates in Education*Lederman (The Writing Program)*

Education is such an ubiquitous part of our lives, we rarely have the chance to reflect upon its purposes—what we hope to get from it, and what we most fear about it—especially while we are still in school. Education scholars have debated questions about the foundations of education for centuries. "Should education be for the elite or open to all?" "Should education prepare students for a vocation or seek to liberate the mind?" More recently, "What is the role of standardized language in education?" and "Who truly benefits from the answers to these questions?" Through the works of Freire, Du Bois, Delpit, and others we will investigate these crucial questions. *For students who speak English as an additional language. Mandatory credit/noncredit.*

Prerequisite: None
Distribution: None
Semester: Fall

Unit: 1.0

WRIT 125 15 Richard Nixon: An American Icon*Viti (The Writing Program)*

Archetypal political villain to some, hero and statesman to others, Richard Nixon rose to national prominence with the Army-McCarthy hearings in the 1950s and resigned from the Presidency in disgrace in 1974. In this course, we will trace Nixon's evolution as a public figure and draw some conclusions about legal and political

issues in the U.S. during this tumultuous period in American society. Readings will be drawn from Nixon's own speeches and writings, as well as from legal, literary, cinematic and historical texts portraying Nixon and his many personal, political and legal crises.

Prerequisite: None
Distribution: None
Semester: Fall

Unit: 1.0

WRIT 125 16 Hamlet: Poem Unlimited*Cain (English)*

The topic for this course will be Shakespeare's *Hamlet*—the greatest of all plays, a towering artistic achievement that is as vital and provocative as ever and open to endless inquiry. We will study the text intensively; enjoy and examine a number of film adaptations; survey treatments of the play by major critics, intellectuals, philosophers, and psychologists of the past (e.g., Samuel Taylor Coleridge, A.C. Bradley, Sigmund Freud); and explore the play's fascination and importance for contemporary scholars and literary theorists (e.g. René Girard, Harold Bloom).

Prerequisite: None
Distribution: None
Semester: Fall

Unit: 1.0

WRIT 125 17 The Living City on Page and Screen*Ford (English)*

The city is not just a setting but a character in its own right in the American literary and cinematic traditions. In this course, we'll read and watch selected works of literature and film that tell stories in and about American cities; we will examine the ways in which these urban myths define particular ideas about gender, race, and identity in contemporary narrative. Characters like the hard-boiled detective hero and the femme fatale, urban experiences like race riots and existential angst, and images of fairy-tale and futuristic cities will all figure into our exploration of the role of the city in defining contemporary American culture. We'll use writing assignments to make connections between the city's varied characters while developing rich and layered readings of individual texts. *Mandatory credit/noncredit.*

Prerequisite: None
Distribution: None
Semester: Fall

Unit: 1.0

WRIT 125 18 New Voices in American Fiction*Schwartz (The Writing Program)*

In this course, we will read the stories and novels of four diverse American writers: Jhumpa Lahiri, Junot Diaz, Ha Jin and Edward P. Jones. We will look at how these writers have mined their "outsider" status to produce an extraordinarily rich body of fiction. Most importantly, we will consider how writers from very different linguistic and cultural backgrounds have created themselves as American writers.

Prerequisite: None
Distribution: None
Semester: Fall

Unit: 1.0

WRIT 125 19 The Image of Islam in Western Literature, Media, and the Arts*Rollman (History)*

Through critical evaluation of selected texts and images produced by European and American travelers, academics, journalists, and artists during the nineteenth and twentieth centuries, the

course will explore how cultural stereotypes have had, and continue to have, a formative impact on the way Islam, Muslims, and the Middle East are understood in the West. Students will analyze the processes by which these representations and assumptions are created and perpetuated, their impact in specific historical contexts, and their relevance to broader issues of intercultural communication and understanding.

Prerequisite: None
Distribution: None
Semester: Fall

Unit: 1.0

WRIT 125 20 Athletes and Artists*Johnson (The Writing Program)*

Sport and art may not seem to have much in common, but in this course we will examine the ways in which they intersect. We will study poetry, film, and literary non-fiction in which athletics and art are featured, and examine how writers and others use sport as a metaphor or find deeper meaning in it. We will also consider several current controversies involving athletes such as Michael Phelps, Alex Rodriguez, Mehboba Ahdyyar, Oscar Pistorius, and Caster Semenya. We will explore what roles art and sport play in defining contemporary culture, and engage philosophical questions about their respective natures. The course material will focus primarily on athletics, with art as a framework through which to view it or as a point of comparison.

Prerequisite: None
Distribution: None
Semester: Fall, Spring

Unit: 1.0

WRIT 125 21 Women's Movements and**Women's Status in American Society***Kretschmer (The Writing Program)*

The American women's movement has been characterized by more disagreement than unity on the question of what it means to be a woman. In this course, we examine the various branches of the women's movement in the United States, including their roots, histories, competing philosophies, and challenges. We will read original texts from activists, organizations and opponents dealing with debates within the movement. Through written analyses and class discussions, students will learn to analyze feminist perspectives in connection with their new knowledge and personal observations of women's changing status in contemporary American society.

Prerequisite: None
Distribution: None
Semester: Fall

Unit: 1.0

WRIT 125 22 The Art of Reading:**An Introduction to Literary Theory***Parussa (Italian Studies)*

What is literary theory? What is its use? Where does it come from? These are just some of the questions that will be addressed in this course dedicated to the exploration of the most important theories for the interpretation of literary texts. Students will read essays on various methods of textual reading and will apply them to the interpretation of major texts of world literature. Through reading and writing assignments, students will consider how theories have represented a challenge to the traditional literary canon, and will develop the intellectual tools that will enable them to interpret other texts they will encounter in their future.

Prerequisite: None
Distribution: None
Semester: Fall

Unit: 1.0

WRIT 125 23 Love Manuals: Medieval and Modern

Vega (Spanish)

Beginning with the Islamic eleventh century *Dove's Neck-Ring* by Ibn Hazm of Cordoba, and the Christian twelfth century *Art of Courty Love* by Andreas Capellanus—considered among the earliest of texts in the genre of the Western romantic love manual—we will critically examine medieval concepts of gender, sexuality, and “love sickness,” and how these elements have evolved in contemporary popular culture (self-help manuals such as Barbara D’Angelis’ *Are You the One for Me?*, as well as examples from video/film and the Internet). Complementary readings include selections from Ovid, *Art of Love*; Diego de San Pedro, *Prison-House of Love*; Irving Singer, *The Nature of Love*; and John Boswell, *Same-Sex Unions in Premodern Europe*. *Mandatory credit/noncredit.*

Prerequisites: None
Distribution: None
Semester: Fall

Unit: 1.0

WRIT 125 24 Women and Television

San Filippo (Cinema and Media Studies)

How have women been represented on the “boob tube”? As daughters, mothers, wives, and divorcées in the domestic sitcom, as professional women in the workplace sitcom, as heroines of action series, as talk show hosts and broadcast journalists and comedienne and sex symbols. What role has television played in the construction of gender roles and the shaping of feminism, and how have women contributed to the development of American television? We will consider these questions by looking at women’s roles on screen and behind the scenes, from television’s beginnings in the late 1940s to the present.

Prerequisites: None
Distribution: None
Semester: Fall, Spring

Unit: 1.0

WRIT 126 Writing Tutorial

Schwartz (The Writing Program)

An individual tutorial in expository writing, taught by juniors and seniors from a variety of academic departments. An opportunity to tailor reading and writing assignments to the student’s particular needs and interests. Tutorial meetings are individually arranged by students with their tutors. *Mandatory credit/noncredit.*

Prerequisite: Open to students from all classes by permission of the instructor.
Distribution: None
Semester: Fall, Spring

Unit: 1.0

WRIT 126H Writing Tutorial

Schwartz (The Writing Program)

This half-unit version of Writing 126 is also an individual tutorial taught by juniors and seniors. Students electing 126H can focus their work in the first half of the semester, finishing by the end of week 7, or can choose to work throughout the semester at a slower pace than would be required for a full unit. Students will work with their tutors to determine the appropriate meeting structure, readings and assignments for the course. *Mandatory credit/noncredit.*

Prerequisite: Open to students from all classes by permission of the instructor.
Distribution: None
Semester: Fall, Spring

Unit: 0.5

WRIT 225/ENG 206 Nonfiction Writing

Writing 225/ENG 206 is a changing topics writing workshop that will each year take up a particular nonfiction writing genre. Open to students who have fulfilled the Writing 125 requirement; please note that this course is not intended as a substitute for Writing 125. *Enrollment limited to 15 students. Mandatory credit/noncredit.*

Topic A for 2010-11: Creative Nonfiction

Schwartz (The Writing Program)

“...all memoirs are false... The correct detail is rarely, exactly, what happened; the most truthful detail is what *could* have happened, or what *should* have.”—John Irving

Creative nonfiction is a protean genre of writing, including narrative, dramatic, meditative, and lyrical elements of novels, plays, poetry and memoirs. In this course on writing creative nonfiction, we’ll look at a range of forms so we can use the techniques in many different writing situations. We’ll pay especially close attention to how writers of creative nonfiction can use fictional techniques to better express the truth about their lives. We’ll also consider the ethical and artistic limits of transforming and embellishing personal experience in memoir. How does the implied contract between writer and reader differ between fiction and creative nonfiction?

Prerequisite: Fulfillment of the WRIT 125 requirement

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

Topic B for 2010-11: Writing the Travel Essay

Sides (English)

Taken a trip lately—junior year abroad, summer vacation, spring break? Look back fondly or in horror at a family road trip? Turn your experience into a travel essay. We will be studying both the genre of the literary travel essay as well as the more journalistic travel writing found in newspaper travel sections and travel magazines. And, of course, we will be writing our own travel narratives. The course focuses on the essentials of travel writing: evocation of place, a sophisticated appreciation of cultural differences, a considered use of the first person (travel narratives are closely related to the genre of memoir), and basic strong writing/research skills.

Prerequisite: Fulfillment of the WRIT 125 requirement

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

WRIT 250 Research or Individual Study

Prerequisite: Open to qualified students who have completed 125. Permission of the instructor and the director of the Writing Program required.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

WRIT 250H Research or Individual Study

Prerequisite: Open to qualified students who have completed 125. Permission of the instructor and the director of the Writing Program required.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

Semester II

WRIT 125 01, 02/ENG 120 Critical

Interpretation

Fisher (American Studies), Wall-Randell (English)

Please refer to description for WRIT 125 01, 02/ENG 120, Semester I.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall, Spring

Unit: 1.0

WRIT 125 03/ARTH 101 Introduction to the History of Art Part II: Renaissance to the Present

McNamara (Art)

A foundation course in the history of art. From Michelangelo to media culture, this course introduces the visual cultures of Europe, Africa, and the Americas, beginning with the Renaissance, using key issues and monuments as the focus of discussion. Students in this section of ARTH 101 will attend the same twice-weekly lectures as the other ARTH 101 students, but their assignments will be different, and they will attend two special Writing 125 conferences each week. Through writing about art, students in 101/125 will develop skills in visual and critical analysis. *This course satisfies the WRIT 125 requirement and counts as a unit toward the major in art history, architecture, studio art, or media arts and sciences.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring

Unit: 1.0

WRIT 125 05/CAMS 115 Hitchcock, Auteur Wood (The Writing Program)

Please refer to description for WRIT 125 07/CAMS 115, Semester I.

Prerequisites: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring

Unit: 1.0

WRIT 125 06/EDUC 102 Education in Philosophical Perspective

Hawes (Education)

This course is guided by questions such as: What is a good education? What is its dependence on culture, context, and aims? What perspectives on reaching and learning are most helpful? How can we get reliable knowledge of good education? We will use the works of earlier writers (e.g., Confucius, Plato, and Dewey) and contemporary writers in our investigations. *This course satisfies the WRIT 125 requirement and counts as a unit toward the Teacher Education or Education Studies minor. Includes a third session each week.*

Prerequisite: None
Distribution: Epistemology and Cognition
Semester: Spring

Unit: 1.0

WRIT 125 07/CHIN 105 Self and Society in Chinese Literature

Allen (East Asian Languages and Literatures)

How do individual voices establish their identities within and against the demands of the community? How does the drive to assert the individuality of the self balance the comfort and security of being part of a group? We will examine these questions through the lens of Chinese literature, from its beginnings in songs and kings’ proclamations in the first millennium B.C.E., through modern writers’ reaction against their literary inheritance in the early twentieth century. Our scope will be broad, from lyric poems and essays on political philosophy, to love songs and bawdy plays. The works we will read continue to be read by much of the educated populace and constitute a heritage that writers today emulate, play off of, and rebel against. *No prior knowledge of Chinese literature or language is required. This course satisfies the WRIT 125 requirement and counts as a unit toward the major in Chinese. Includes a third session each week.*

Prerequisite: None
Distribution: Language and Literature
Semester: Spring

Unit: 1.0

WRIT 125 09 The Magic of Everyday Life: Stores About Our Culture

Armstrong (The Writing Program)

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.

Prerequisite: None
Distribution: None
Semester: Spring

Unit: 1.0

WRIT 125 11 The Art of Fiction

Schwartz (The Writing Program)

This course examines the basic elements of short fiction, but it might also be titled "How Writers Write." In conjunction with reading and writing about short stories, we'll study commentaries about the art of fiction by writers such as Flannery O'Connor and Charles Baxter. We will approach these texts as a source of inspiration and instruction for our own efforts to master the writing process. Our understanding of stories will continually inform our strategies for writing academic essays.

Prerequisite: None
Distribution: None
Semester: Spring

Unit: 1.0

WRIT 125 12 Wellesley and the World

Johnson (The Writing Program)

Please refer to description for WRIT 125 12, Semester 1. This section is appropriate for students who have not done much writing in high school or who lack confidence in their writing. *Mandatory credit/noncredit.*

Prerequisite: None
Distribution: None
Semester: Fall, Spring

Unit: 1.0

WRIT 125 13 Argument in Action

Lederman (The Writing Program)

Please refer to description for WRIT 125 13, Semester 1. For students who speak English as an additional language. *Mandatory credit/noncredit.*

Prerequisite: None
Distribution: None
Semester: Fall, Spring

Unit: 1.0

WRIT 125 14 Watching the Supreme Court

Vitti (The Writing Program)

In this course, students will read and write about landmark United States Supreme Court opinions, and in doing so, locate important themes and trends in the Court's decisions, beginning with the power of judicial review in *Marbury v. Madison*, and jumping ahead to more recent decisions about the Fourteenth Amendment and equal educational opportunity (*Brown v. Board of Education*), privacy rights (*Griswold v. Connecticut* and *Roe v. Wade*), executive privilege (*U.S. v. Nixon*), and

federalism (*Bush v. Gore*). We will also read and analyze essays and reports by journalists and legal scholars who comment on the Supreme Court, including Laurence Tribe, Bob Woodward, Nina Totenberg, Jeffrey Rosen, and Jeffrey Toobin.

Prerequisite: None
Distribution: None
Semester: Spring

Unit: 1.0

WRIT 125 15 Macbeth, Shakespeare's Anatomy of Evil

Cain (English)

In this course, we focus on *Macbeth*, the most intense and disturbing of Shakespeare's tragedies. We will analyze the language, characters, and themes of the play in depth and detail, as well as documents and texts from the period dealing with free will and predestination, witchcraft, and tyrannicide. We will consider important film versions by Orson Welles, Roman Polanski, Akira Kurosawa, and Trevor Nunn. Students with some prior interest in and knowledge of Shakespeare will especially enjoy and benefit from this course.

Prerequisite: None
Distribution: None
Semester: Spring

Unit: 1.0

WRIT 125 16, Athletes and Artists

Johnson (The Writing Program)

Please refer to description for WRIT 125 20, Semester I.

Prerequisite: None
Distribution: None
Semester: Fall, Spring

Unit: 1.0

WRIT 125 17, Growing Up in the Novel

Rodensky (English)

Because we've grown up reading the novels of the nineteenth, twentieth, and twenty-first centuries, we take for granted that the novel as a genre has a deep investment in a plot that begins with an immature protagonist and traces his or her progress (gender matters here, in ways we will discuss) over the course of the novel. We will investigate this pattern by reading and writing about novels that both conform to and interrogate it. We will also think about why this plot has come to dominate the novel. Readings may include Charlotte Brontë's *Jane Eyre*, George Eliot's *The Mill on the Floss*, Virginia Woolf's *The Voyage Out*, Marilynne Robinson's *Housekeeping* and Russell Banks' *Rule of the Bone*. *Mandatory credit/noncredit.*

Prerequisite: None
Distribution: None
Semester: Spring

Unit: 1.0

WRIT 125 18 Great Debates in Education

Lederman (The Writing Program)

Education is such an ubiquitous part of our lives, we rarely have the chance to reflect upon its purposes—what we hope to get from it, and what we most fear about it—especially while we are still in school. Education scholars have debated questions about the foundations of education for centuries. "Should education be for the elite or open to all?" "Should education prepare students for a vocation or seek to liberate the mind?" More recently, "What is the role of standardized language in education?" and "Who truly benefits from the answers to these questions?" Through the works of Freire, Du Bois, Delpit, and others we will investigate these crucial questions.

Prerequisite: None
Distribution: None
Semester: Spring

Unit: 1.0

WRIT 125 19 Germs: A Primer

Crum (Biological Sciences)

Microorganisms have a profound effect on our everyday lives and on the health and longevity of our planet. Students in this course will come to view germs in diverse lights: as enemies, friends, or celebrities. Through analyzing news accounts, popular press articles, and original published scientific research reports about bacteria, viruses, or other microbes and their impact, students will be able to make more informed public health decisions. Students will improve their understanding of the structure of scientific writing and will learn to critically evaluate the findings that form the basis of public policy. This course is especially useful for people with microphobia or an interest in scientific writing. *Mandatory credit/noncredit.*

Prerequisite: None
Distribution: None
Semester: Spring

Unit: 1.0

WRIT 125 20 Human Genetics and Ethics

LaBonte (Biological Sciences)

Due to recent advances in genetic technology, it is now possible for individuals to make choices that will change the genetic makeup of the human population. Should parents who can conceive naturally undergo *in vitro* fertilization in order to select the sex of their child? Is it appropriate to terminate a pregnancy when the fetus has a genetic variation of unknown significance? Should gene therapy be used to cure disease by altering the genetic makeup of an individual? What are the risks associated with consumer-driven genetic testing and whole genome sequencing? We will analyze accounts of human genetic technologies from the popular press and the scientific literature and discuss the advantages and disadvantages of each.

Prerequisite: None
Distribution: None
Semester: Spring

Unit: 1.0

WRIT 125 21 Wealth and Poverty in America: An Economist's Perspective

Velenchik (The Writing Program and Economics)

America has become increasingly unequal over the past 30 years. Corporate executives' earnings are hundreds of times those of their blue-collar employees. The middle class is on the precipice, according to *Harvard Magazine*. More Americans are millionaires than ever before, but more of us are poor as well. What is happening? Why? What does this change mean for our economy and society? This course will use primary data, government publications, and articles in both the popular and scholarly press as a basis for writing about the causes and consequences of these trends. We will pay particular attention to learning to write about quantitative phenomena using numbers, charts and graphs. No previous knowledge of economics is required. *Mandatory credit/noncredit.*

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement
Distribution: None
Semester: Spring

Unit: 1.0

WRIT 125 22 The Human Brain: A Case-Study Approach

Sommers Smith (Biological Sciences)

This course will explore a classic method for learning about the structure and function of the human brain. Much of what we know about how the brain works we have learned from "deficit;" that is, by investigating what has been lost when the

brain is injured or diseased. We can also approach the subject of repair and regeneration of function by similar means. To learn about the human brain from "deficit," students will read, discuss, and respond to case studies of patients who have suffered injury to or disease of the central nervous system. The final project will involve students researching and writing a neurological case study. *Mandatory credit/noncredit.*

Prerequisite: None
 Distribution: None
 Semester: Spring Unit: 1.0

WRIT 125 23 Modern North African Writers: Identity and Struggle

Rollman (History)
 Since independence (1956-1962), North African writers have played a prominent, often courageous, role in the ongoing struggle to turn the promises of national liberation from colonial rule into daily life realities for the people of Algeria, Tunisia, and Morocco. This course focuses on works in English translation by four women writers who have spoken especially eloquently and strongly for human rights and against the harsh realities of the post-colonial order: Laila Lalami, Assia Djebar, Monia Hejaie, and Leila Abouzeid. Writing projects will examine the issues (identity, patriarchy, democracy, poverty, freedom of expression) addressed in their works, as well as the evolution of the writing form and style in response to intensely contested linguistic, cultural, economic, and political terrains that configure North Africa today.

Prerequisite: None
 Distribution: None
 Semester: Spring Unit: 1.0

WRIT 125 24 Women and Television

San Filippo (Cinema and Media Studies)
 Please refer to description for WRIT 125 24, Semester I.

Prerequisites: None
 Distribution: None
 Semester: Fall, Spring Unit: 1.0

WRIT 126 Writing Tutorial

Schwartz (The Writing Program)
 Please refer to description for WRIT 126, Semester I.

Prerequisite: Open to students from all classes by permission of the instructor.
 Distribution: None
 Semester: Fall, Spring Unit: 1.0

WRIT 126H Writing Tutorial

Schwartz (The Writing Program)
 Please refer to description for WRIT 126H, Semester I.

Prerequisite: Open to students from all classes by permission of the instructor.
 Distribution: None
 Semester: Fall, Spring Unit: 0.5

WRIT 225/ENG 206 Nonfiction Writing

Writing 225/ENG 206 is a changing topics writing workshop that will each year take up a particular nonfiction writing genre. Open to all students who have fulfilled the Writing 125 requirement; please note that this course is not intended as a substitute for Writing 125. *Enrollment limited to 15 students. Mandatory credit/noncredit.*

Topic C for 2010-11: The Personal Essay: Page to Performance

Channer (English)
 The first half of this "mashup" course will be devoted to writing and revising personal essays. The second half will be devoted to adapting two of these essays into five-minute narrative monologues, one of which will be performed from memory in a mini festival of student performances. Course material will include essays by writers such as Gayatri Chakravorty Spivak, James Baldwin and Joan Didion; narrative monologues from playwrights such as William Shakespeare, Anna Devereaux Smith and Berthold Brecht; and performance films by narrative comedians and monologists such as David Sedaris, Bill Cosby, Richard Pryor and Margaret Cho. Evaluation will place more emphasis on writing than performance, although genuine engagement with performance will be actively supported and encouraged.

Prerequisite: Fulfillment of the WRIT 125 requirement
 Distribution: Language and Literature
 Semester: Spring Unit: 1.0

WRIT 250 Research or Individual Study

Please refer to description for WRIT 250, Semester I.

WRIT 250H Research or Individual Study

Please refer to description for WRIT 250H, Semester I.

WRIT 290 Advanced Writing in the Social Sciences

This course is designed to develop students' skills in writing up the results of research in the social sciences, with emphasis on qualitative research, including interviews and oral histories, and research from secondary sources. In addition, the course will focus on adapting scholarly findings to a range of genres, audiences, and purposes. The course will serve students who have already taken Writing 125 and achieved a certain degree of proficiency in writing, but who wish to deepen and broaden their understanding of research, writing, and rhetoric in the social sciences.

Topic for 2010-11: Writing About Religion: Church and State in Conflict

Viti (The Writing Program)
 In a footnote to his opinion in *United States v. Carolene Products Company* (1938), U.S. Supreme Court Justice Harlan Fiske Stone coined the now well-known phrase, "discrete and insular minorities," to describe those citizens most in need of the law's protection. What happens when a religious minority challenges existing law through non-compliance and civil disobedience? We will focus on several landmark legal cases involving three discrete religious minorities, Jehovah's Witnesses, Seventh-day Adventists, and Christian Scientists, and the ways these religious sects have challenged, influenced and shaped American law and public policy.

Prerequisite: Fulfillment of the WRIT 125 requirement.
 Distribution: Language and Literature or Social and Behavioral Analysis
 Semester: Spring Unit: 1.0

Courses in Asian American Studies

Asian American Studies is an interdisciplinary and interdepartmental field at Wellesley. Distinct from, and yet interdependent on, East Asian Studies, South Asia Studies, and American Studies, it focuses on critical issues unique to the experience of the people of Asian and Pacific Islander heritage in North America since the mid-eighteenth century, and examines the growing globalization of this experience in transnational terms. Course work in this curricular field can enrich and enlarge concentrations in a variety of existing departments and programs.

AMST 151 The Asian American Experience

AMST 212 Korean American Literature and Culture

ANTH 220 Identity and Community Formation: Asian American Perspectives

CAMS 241/WGST 249 Asian American Women in Film

ENG 269 Asian American Literature

WGST 249/CAMS 241 Asian American Women in Film

Courses in Health and Society

The anthropologist Mary Douglas observed that “the human body is always treated as an image of society and there can be no natural way of considering the body that does not involve at the same time a social dimension.” Similarly, how we perceive our bodies, how they are treated by the health care system, how medicine and health care shape how we see ourselves are critical questions we must all face. Courses in health and society include ones that examine the workings of the human body and mind and ones that take a broad look at the relationship between health and larger cultural and societal issues. These courses encourage students to confront the ethical, social, and political issues in the creation of health and science, and they allow students to consider the broad issues that link the body to the body politic. They offer valuable perspectives to students planning careers in the health field and benefit anyone confronting health care in today’s complex world.

Although there is no departmental or interdepartmental major in health studies, these courses enrich and enlarge concentrations in a variety of disciplines. They also demonstrate how different disciplines contribute to understanding a topic (health) and an institution (the health care system) that affect all our lives. Students who plan to apply for admission to medical school should consult the section on Preparation for Medical School in this catalogue.

AFR 297 Medical Anthropology: A Comparative Study of Healing Systems

AFR 340 Seminar. Topics in African American History. Topic for 2010-11: Health, Medical Professionals, and the Body in the African Diaspora

ANTH 238 The Vulnerable Body: Anthropological Understandings

ANTH 251 Cultures of Cancer

BISC 105 Stem Cells: A New Frontier in Biomedicine

BISC 107 Biotechnology

BISC 109 Human Biology with Laboratory

BISC 209 Microbiology with Laboratory

BISC 302 Human Physiology with Laboratory

BISC 331 Seminar. Cancer Genomics

BISC 334 The Biology of Stem Cells

CPLT 334 Literature and Medicine

FREN 327 A Fascination with Bodies: The Doctor’s Malady

NEUR 100 Brain, Behavior, and Cognition: An Introduction to Neuroscience

NEUR 320 Vision and Art: Physics, Physiology, Perception, and Practice with Laboratory

PE 205 Sports Medicine

PHIL 249 Medical Ethics

POLI 317 Health Politics and Policy

POLI 334 Disability in American Society: Politics, Policy, and Law

PSYC 208 Adolescence

PSYC 219 Biological Psychology

PSYC 308 Systems of Psychotherapy

PSYC 318 Seminar. Brain and Behavior

SOC 202 The Sociology of Human Rights

SOC 314 Global Health and Social Epidemiology

WGST 212 Feminist Bioethics

WGST 214 Women and Health

WGST 220 American Health-Care History in Gender, Race, and Class Perspective

WGST 312 Capstone Seminar. Feminist Inquiry. Topic for 2010-11: Feminist Roundtable

WGST 321 Seminar. Gender Justice and Health Policy

Courses in Legal Studies

Law plays a central role in social organization, and legal and political institutions use law, doctrines, and procedures to establish collective values, mediate conflicts between individuals and groups, and resolve questions of state power. Legal materials provide a rich ground for developing reading and interpretive skills, and for promoting serious inquiry into visions of the good and the just, the dimensions and limits of private and public decision-making, and conflicts between consent and coercion. Finally, cross-cultural and historical analyses offer students opportunities to explore the ways in which legal institutions and practices help create diverse social identities and communities. Students wishing to explore a range of legal materials, analytical frameworks, and institutions are encouraged to select courses from several perspectives and disciplines.

There is no departmental or interdepartmental major in legal studies; however, coursework in this area can enrich and enlarge concentrations in a variety of disciplines. Students who plan to apply for admission to law school should consult the section on Preparation for Law School in this catalogue.

CLCV 243 Roman Law

ECON 325 Law and Economics

ES 325/POL3 325 International Environmental Law

NEUR 332 Advanced Topics in Neuroscience

PHIL 326 Philosophy of Law

POLI 215 Courts, Law, and Politics

POLI 320S Seminar. Inequality and the Law

POLI 324S Seminar. Gender and Law

POLI 334 Disability in American Society: Politics, Policy, and Law

POLI 335S Seminar. The First Amendment

POL3 325/ES 325 International Environmental Law

POL3 329 International Law

PSYC 330 Psychology of Law

SOC 202 The Sociology of Human Rights

Courses in Literature or Film (from Language Departments) Taught In English

Students should note that a number of foreign language departments offer literature courses in translation. All material and instruction is in English and no knowledge of the foreign language is required for these courses.

AMST 212 Korean American Literature and Culture

ARAB 210 Arabic Literature in Translation

CHIN 105/WRIT 125 Self and Society in Chinese Literature

CHIN 208 Writing Modern China

CHIN 211/311 *The Dream of the Red Chamber* in Chinese Literature and Culture

CHIN 212 Speaking What's on My Mind: Classical Chinese Poetry and Song

CHIN 223/323 When Women Rode Horses: The Tang Dynasty, China's Golden Age

CHIN 225 Representations of the Other in Traditional Chinese Literature

CHIN 230/330 Writing Women in Traditional China (in English)

CHIN 232/332 Writing Women in Modern China

CHIN 243/CAMS 203 Chinese Cinema

CHIN 244 Classical Chinese Theatre

CHIN 326 The City in Modern Chinese Literature and Film

CHIN 339 Popular Culture in Modern China

CAMS 203/CHIN 243 Chinese Cinema

CAMS 204/GER 280 Film in Germany 1919-2009

CAMS 205/JPN 256 History of Japanese Cinema

CAMS 224/ITAS 212 Italian Women Directors: The Female Authorial Voice in Italian Cinema

CLCV 104 Classical Mythology

CLCV 201 The Age of Experiment: The Literature and Culture of Archaic Greece

CLCV 202 Crisis, Drama, Classical Athens

CLCV 203 Roman Culture and Society

CLCV 204 Latin Literature

CLCV 212/CPLT 212 Reading Travel: the Theme of Travel in Classical and Contemporary Fiction

CLCV 244 Invective Literature: the Poetics and Politics of Transgression

CPLT 212/CLCV 212 Reading Travel: the Theme of Travel in Classical and Contemporary Fiction

CPLT 220/CLCV 220 Introduction to Comparative Literature. Topic for 2010-11: Maps and Minds: History of Cartography and Mapping in Literature

CPLT 228 Narratives of the Self

CPLT 284 Magical Realism

CPLT 330/MES 330 Seminar. Comparative Literature. Topic for 2010-11: Narratives and Its Discontents

GER 122/WRIT 125 Hitler: the Man in History, Literature, and Film

GER 280/CAMS 204 Film in Germany 1919-2009

GER 276 Franz Kafka

ITAS 209/309 Italian-Jewish Literature

ITAS 212/CAMS 224 Italian Women Directors: The Female Authorial Voice in Italian Cinema

ITAS 261 Italian Cinema

ITAS 263 Dante

JPN 111 Gender and Popular Culture of Japan

JPN 130/THST 130 Japanese Animation

JPN 251/THST 251 Japanese Writers and Their Worlds

JPN 256/CAMS 205 History of Japanese Cinema

JPN 351/THST 351 Seminar. Theaters of Japan

JPN 352 Seminar. Postwar Japanese Fiction

JPN 353/THST 353 Lady Murasaki and *The Tale of Genji*

ME/R 246 Monsters, Villains, and Wives

ME/R 247 Arthurian Legends

ME/R 248 Medieval Women

RUSS 251 The Nineteenth-Century Russian Classics: Passion, Pain, Perfection

RUSS 255 Soviet and Russian Film

RUSS 260 Witches and Devils: From Slavic Folklore and Fairy Tales to Modern Literature

RUSS 272 Politically Correct: Ideology and the Nineteenth-Century Russian Novel

RUSS 276 Fedor Dostoevsky: The Seer of Spirit

RUSS 277 Lev Tolstoy: Russia's Ecclesiast

RUSS 286 Vladimir Nabokov

THST 130/JPN 130 Japanese Animation

THST 251/JPN 251 Japanese Writers and Their Worlds

THST 351/JPN 351 Seminar. Theaters of Japan

THST 353/JPN 353 Lady Murasaki and *The Tale of Genji*

WRIT 125/CHIN 105 Self and Society in Chinese Literature

WRIT 125/GER 122 Hitler: the Man in History, Literature, and Film

Courses in Statistics

Wellesley College offers statistics courses in a variety of disciplines. Some introductory statistics courses are intended as terminal courses (e.g., MATH 101) while others are prerequisites for more advanced research methods courses in the major (e.g., PSYC 205). The courses listed below all focus on descriptive and inferential statistics but differ in their specific applications and use of statistical software. Students who wish to take one of the following statistics courses to satisfy the QR overlay requirement are advised to select the most appropriate course given their intended major(s) and minor. Students who scored a 5 on the AP Statistics exam have satisfied the QR overlay requirement but may be required to forgo that AP credit if a specific statistics course is required for their major. Please refer to the Quantitative Reasoning Program section for a complete list of QR overlay courses and see the full course descriptions under each department or program for details on the applications emphasized in each course.

ECON 103/SOC 190 Introduction to Probability and Statistical Methods

MATH 101 Reasoning with Data: Elementary Applied Statistics

MATH 101Z Reasoning with Data: Elementary Applied Statistics with Health Applications

MATH 220 Probability and Elementary Statistics

POL 199 Introduction to Research Methods in Political Science

PSYC 205 Statistics

QR 180 Statistical Analysis of Education Issues

SOC 190/ECON 103 Introduction to Probability and Statistical Methods

The following rules apply to these statistics courses: MATH 101 and MATH 101Z are not open to students who have taken or are taking ECON 103/SOC 190, POL 199, QR 180, or PSYC 205. In addition, MATH 101 and MATH 101Z are not open to students who have completed MATH 205 except by permission of the instructor; such students should consider taking MATH 220 instead. MATH 101 and MATH 101Z are intended for students who do not anticipate taking further statistics courses in college. Students considering a major in economics, political science, sociology, or psychology are advised not to take MATH 101 and MATH 101Z; other courses are more appropriate for those majors.

ECON 103/SOC 190 (formerly QR 199) is a prerequisite for ECON 203 (Econometrics) which is required of economics majors, and for SOC 301 (Methods of Social Research) which is required of sociology majors. Economics or sociology majors or minors who have completed MATH 220 or PSYC 205 may not also take ECON 103/SOC 190, but must take an additional elective in economics or sociology to complete their major or minor. Students who have taken MATH 101, MATH 101Z, POL 199 or QR 180 may only take ECON 103/SOC 190 if they are majoring or minoring in economics or sociology, and should consult the appropriate department chair.

POL 199 is not open to students who have taken or are taking ECON 103/SOC 190, MATH 101, MATH 101Z, MATH 220, PSYC 205, or QR 180, except with permission of the instructor.

PSYC 205 is required of all psychology and neuroscience majors. Students who have not declared a psychology or neuroscience major may not enroll in PSYC 205 if they have taken or are taking ECON 103/SOC 190, MATH 101, MATH 101Z, POL 199, or QR 180; students who have declared a psychology or neuroscience major must take PSYC 205 even if they have already taken one of these other statistics courses.

QR 180 is an elective statistics course for students interested in education policy issues. The course is not open to students who have taken or are taking ECON 103/SOC 190, MATH 101, MATH 220, POL 199 or PSYC 205.

Courses in Urban Studies

The city as a unique social, cultural, political, economic, educational, environmental, and geographic locus has been one of the main themes of nineteenth- and twentieth-century thought. As we move into the twenty-first century, the problems and promises of urban life remain an enormous intellectual challenge for researchers and policy makers in many fields, and of great import to the health of our society and to that of other countries. These courses examine the city from many perspectives and allow students to use the city as a focus for interdisciplinary study.

While there is no departmental or interdepartmental minor or major in urban studies, these courses complement and enrich concentrations in other fields, and may be useful for students interested in anthropology, architecture, economics, education, the environment, history, literature, politics, policy analysis, medicine, sociology, or other subjects. Students interested are strongly encouraged to take at least one course in the Department of Urban Studies and Planning at MIT. A special guide to MIT courses in Urban Studies and Planning is available on the Wellesley College urban studies conference. Students are also encouraged to engage in urban fieldwork and internships, opportunities for which are available through the Center for Work and Service.

AFR 306 Urban Development and the Underclass: Comparative Case Studies

ARTH 200 Architecture and Urban Form

ARTH 320 Seminar. American Architecture

ARTH 334 Seminar. Paris, Capital of the Nineteenth Century

ECON 225 Urban Economics

ECON 232 Health Economics

EDUC 216 Education and Social Policy

EDUC 335 Seminar. Urban Education.

EDUC 339/POL1 339S Seminar. The Politics of Urban Public Schools

ENG 365/SOC 365 Images of the American City

GER 233 Berlin in the Twenties

HIST 240 Cities in Modern Europe

HIST 276 The City in South Asia

HIST 377 Seminar. The City in Latin America

POL1 212 Urban Politics

POL1 315 Public Policy and Analysis

POL1 337S Seminar. The Politics of Minority Groups in the United States

POL1 339S/EDUC 339 Seminar. The Politics of Urban Public Schools

REL 244 Jerusalem: The Holy City

REL 261 Cities of the Islamic World

REL 290 Kyoto: Center of Japan's Religion and Culture (Wintersession in Kyoto)

RUSS 203W/303W Wintersession in Moscow

SOC 365/ENG 365 Images of the American City

Courses at MIT:

11.001J Introduction to Urban Design

11.013J American Urban History I

11.041J American Urban History II

11.0016J The City

11.020 Poverty, Public Policy, and Controversy

11.023 Bridging Cultural and Racial Differences

11.024 Great Cities

11.026J Downtown

11.123 Big Plans

Faculty

Legend

- A Absent on leave
A1 Absent on leave during the first semester
A2 Absent on leave during the second semester

Accurate as of June 1, 2010

Rachid Aadanani

Assistant Professor of Middle Eastern Studies
B.A., Université Moulay Ismail (Morocco); M.A., Dartmouth College; Ph.D., Binghamton University

Rana Abdul-Aziz

Visiting Lecturer in Middle Eastern Studies
B.A., M.A., Tufts University

Kris Adams

Instructor in Vocal Jazz
B.M., Berklee College of Music; M.M., New England Conservatory of Music

Marjorie Agosin^{A1}

Luella LaMer Slaner Professor in Latin American Studies
Professor of Spanish
B.A., University of Georgia; M.A., Ph.D., Indiana University

Robin M. Akert

Professor of Psychology
B.A., University of California (Santa Cruz); M.A., Ph.D., Princeton University

Fred Aldrich

Instructor in French Horn
B.M., New England Conservatory of Music

Sarah M. Allen

Assistant Professor of Chinese
A.B., Harvard College; M.A., University of Michigan; Ph.D., Harvard University

Scott D. Anderson

Lecturer in Computer Science
B.S., Yale University; M.S., Ph.D., University of Massachusetts (Amherst)

Diego Arciniegas

Senior Lecturer in Theatre Studies
B.A., Williams College

Brittina Argow

Assistant Professor of Geosciences
B.A., College of William and Mary; M.S., Stanford University; Ph.D., Boston University

Justin Armstrong

Visiting Lecturer in the Writing Program
B.A., Wilfred Laurier University (Waterloo, ON); M.A., McMaster University (Hamilton, ON)

Chris R. Arumainayagam^{A2}

Professor of Chemistry
A.B., Harvard University; Ph.D., Stanford University

John Babington

Instructor in Physical Education, Recreation and Athletics
B.A., Williams College; J.D., Harvard University

Amy C. Bard

Visiting Lecturer in South Asia Studies
B.A., University of Wisconsin; M.A., M. Phil., Ph.D., Columbia University

Samuel Barkin

Distinguished Visiting Associate Professor of Environmental Studies
B.A., M.A., University of Toronto; M.Phil., Ph.D., Columbia University

Tamar Barzel

Assistant Professor of Music
B.M., Oberlin Conservatory of Music; M.A., Ph.D., University of Michigan

Thomas J. Bauer

Senior Instructor in Physics Laboratory
B.A., Wabash College; M.A., University of Idaho

Wendy Hagen Bauer

Professor of Astronomy
B.A., Mount Holyoke College; M.S., Ph.D., University of Hawaii

Connie Lynn Bauman

PERA Associate Professor of the Practice
B.S., Illinois State University; M.S., Arizona State University; Certificate, Indiana State University

Barbara R. Beatty^A

Professor of Education
A.B., Radcliffe College; Ed.M., Ed.D., Harvard University

Rebecca Bedell

Assistant Professor of Art
B.A., Wellesley College; M.A., Ph.D., Yale University

Melissa A. Beers

Instructor in Biological Sciences Laboratory
B.S., University of New Hampshire; Ph.D., Cornell University

Bridget Belgiovine

PERA Professor of the Practice
Director of Athletics
Chair of Department of Physical Education, Recreation and Athletics
B.S., Trenton State College; M.Ed., Springfield College

Barbara S. Beltz

Susan M. Hollowell and Ruby Frances Howe Furwell Professor of Biological Sciences
Professor of Neuroscience
B.A., Mount Holyoke College; M.S., Ph.D., Princeton University

Nurit Ben Yehuda

Visiting Lecturer in Jewish Studies
B.A., Ben-Gurion University; M.A., University of Jerusalem

Robert S. Berg

Professor of Physics
A.B., Princeton University; M.A., Ph.D., University of California (Berkeley)

Joanne Berger-Sweeney^A

Allene Lumnis Russell '46 Professor of Neuroscience
Professor of Biological Sciences
B.A., Wellesley College; M.P.H., University of California (Berkeley); Ph.D., Johns Hopkins University

Patricia Gray Berman

Theodora L. and Stanley H. Feldberg Professor of Art
B.A., Hampshire College; M.A., Ph.D., New York University

Wendy Berry

PERA Assistant Professor of the Practice
B.S., Brighton University

James R. Besancon

Associate Professor of Geosciences
B.S., Yale University; Ph.D., Massachusetts Institute of Technology

Gurminder Kaur Bhogal^{A2}

Assistant Professor of Music
B.Mus., Royal College; M.Mus., King's College; Ph.D., University of Chicago

Frank L. Bidart

Andrew W. Mellon Professor in the Humanities
Professor of English
B.A., University of California (Riverside); A.M., Harvard University

Hélène Bilis

Assistant Professor of French
B.A., Rutgers University; M.A., Ph.D., University of California (Berkeley)

Seth Binder

Visiting Lecturer in Economics
B.A., Georgetown University; M.S., London School of Economics and Political Science

Laura Bossert-King

Instructor in Viola and Violin
B.M., M.M., Eastman School of Music

Kathleen Boyd

Instructor in Flute
B.M., M.M., New England Conservatory of Music

Michael C. Boyer

Instructor in Chemistry Laboratory
B.A., Harvard College; M.A., Johns Hopkins University; Ph.D., Massachusetts Institute of Technology

Daniel J. Brabander

Associate Professor of Geosciences
B.S., M.A., Binghamton University; Ph.D., Brown University

Sheila P. Brachfeld-Child

Senior Lecturer in Psychology
Director, Medical Professions Advising
B.A., Tufts University; M.A., Boston University; Ph.D., Brandeis University

Martin Alan Brody

Catherine Mills Davis Professor of Music
B.A., Amherst College; M.M., D.M.A., Yale University School of Music

Kathleen Brogan

Associate Professor of English
B.A., Queens College; M.A., M.Phil., Ph.D., Yale University

Anne M. Brubaker

Visiting Lecturer in the Writing Program
B.A., Dickinson College; M.A., University of Sussex (Brighton, England)

Charles Bu

Professor of Mathematics
B.S., M.S., Shanghai Jiao Tong University; M.S., Michigan State University; Ph.D., University of Illinois

Emily A. Buchholtz

Gordon P. Lang and Althea P. Lang '26 Professor of Biological Sciences
B.A., College of Wooster; M.A., University of Wisconsin; Ph.D., George Washington University

Tom Burke

Professor of Political Science
B.A., University of Minnesota (Minneapolis); M.A., Ph.D., University of California (Berkeley)

Bryan E. Burns

Assistant Professor of Classical Studies
B.A., University of North Carolina; M.A., Ph.D., University of Michigan

Kristin Butcher^{A1}

Professor of Economics
B.A., Wellesley College; M.S., London School of Economics; M.A., Ph.D., Princeton University

William E. Cain

Mary Jewett Gaiser Professor of English
B.A., Tufts University; M.A., Ph.D., Johns Hopkins University

John S. Cameron

Professor of Biological Sciences
B.S., College of William and Mary; M.S., Ph.D., University of Massachusetts (Amherst)

Samantha Cameron

Instructor in Physical Education, Recreation and Athletics
B.A., San Jose State University; M.A., University of California (Los Angeles)

Christopher Candland^{A1}

Associate Professor of Political Science
B.A., Haverford College; M.A., M.Phil., Ph.D., Columbia University

George M. Caplan

Senior Instructor in Physics Laboratory
B.A., Swarthmore College; S.M., Harvard University

Linda Carli

Senior Lecturer in Psychology
B.A., University of Connecticut; Ph.D., University of Massachusetts (Amherst)

Angela C. Carpenter

Wellesley Faculty Assistant Professor of Cognitive and Linguistic Sciences
B.A., Wellesley College; M.A., Ph.D., University of Massachusetts (Amherst)

Dora Carrico-Moniz^A

Assistant Professor of Chemistry
B.S., SUNY (Purchase College); M.S., Ph.D., Yale University

Margaret Deutsch Carroll^{A1}

Professor of Art
B.A., Barnard College; A.M., Ph.D., Harvard University

Kimberly Cassibry
Assistant Professor of Art
B.A., Louisiana State University
(Baton Rouge); M.A., University of
Texas (Austin); Ph.D., University of
California (Berkeley)

Margaret Cezair-Thompson
Senior Lecturer in English
A.B., Barnard College; M.A., New
York University; Ph.D.,
City University of New York

Stanley S. Chang
Associate Professor of Mathematics
B.A., University of California
(Berkeley); M.A., Cambridge
University (England); Ph.D.,
University of Chicago

Colin Channer
*Newhouse Visiting Assistant Professor/
Writer in Residence*
B.A., Hunter College

Robert A. Charlton
*Instructor in Physical Education,
Recreation and Athletics*
B.A., Boston University

Jonathan M. Cheek
Professor of Psychology
B.A., George Washington University;
M.A., University of Texas (Austin);
Ph.D., Johns Hopkins University

Dai Chen
Lecturer in Chinese
B.A., Shanghai Teachers' University;
M.A., University of Iowa

Sealing Cheng^{A1}
*Assistant Professor of Women's
and Gender Studies*
B.S., M.Phil., University of Hong
Kong; Ph.D., University of Oxford

Dan Chiasson^A
Associate Professor of English
B.A., Amherst College; Ph.D.,
Harvard University

Calvin T. Chin
*Instructor in Physical Education,
Recreation and Athletics*

James David Christie
Instructor in Organ
B.A., Oberlin College; M.M.A., New
England Conservatory of Music

Suzanne Cleverdon
Instructor in Harpsichord and Continuo
B.M., M.M., New England
Conservatory of Music

Courtney C. Coile
*Class of 1966 Associate Professor
of Economics*
A.B., Harvard College; Ph.D.,
Massachusetts Institute of Technology

William F. Coleman
Professor of Chemistry
B.S., Eckerd College; Ph.D., Indiana
University (Bloomington)

Glorianne Colver-Jacobson
Instructor in Guitar and Lute
B.A., University of California
(Berkeley)

Catia Cecilia Confortini
*Visiting Lecturer in Peace
and Justice Studies*
B.S., Università degli Studi di
Firenze; M.A., University of Notre
Dame; Ph.D., University of Southern
California

Bevil R. Conway^A
*Knafel Assistant Professor
of Natural Sciences*
Assistant Professor of Neuroscience
B.S., McGill University; M.M.Sc.,
Harvard Medical School; Ph.D.,
Harvard University

Robert F. Couture
Instructor in Trombone
B.M., New England Conservatory
of Music; M.A., University of
Massachusetts (Boston)

Kendall Cox
*Instructor in Physical Education,
Recreation and Athletics*
B.A., Bowdoin College

Elena Tajima Creef
*Associate Professor of Women's and
Gender Studies*
B.A., University of California
(Riverside); M.A., University of
California (Santa Barbara); Ph.D.,
University of California (Santa Cruz)

Tucker R. Crum
*Senior Instructor in Biological
Sciences Laboratory*
B.S., Mary Washington College of the
University of Virginia; M.S., Long
Island University

Lee Cuba^{A2}
Professor of Sociology
B.S., Southern Methodist University;
M.A., M.Phil., Ph.D., Yale University

Selwyn R. Cudjoe
*Margaret E. Deffenbaugh and
LeRoy T. Carlson Professor in
Comparative Literature*
Professor of African Studies
B.A., M.A., Fordham University;
Ph.D., Cornell University

Jennifer Cullen
Visiting Lecturer in Japanese
B.A., Columbia University; M.A.,
Indiana University; Ph.D., University
of California (Los Angeles)

Thomas Orton Cushman
Professor of Sociology
B.A., Saint Michael's College; M.A.,
Ph.D., University of Virginia

Brett Danaher
Instructor in Economics
B.S., Haverford College

Veronica Darer
Senior Lecturer in Spanish
M.A.T. School for International
Training/World Learning; Ph.D.,
University of Florida

Venita Datta
Professor of French
A.B., Bryn Mawr College; M.A.,
Ph.D., New York University

Helena de Bres
Assistant Professor of Philosophy
B.A., Victoria University; M.A., Ph.D.,
Massachusetts Institute of Technology

Nicolas de Warren^{A2}
Associate Professor of Philosophy
B.A., Ph.D., Boston University

Phillip Deen
Visiting Lecturer in Philosophy
B.A., Texas A & M University; M.A.,
Ph.D., Southern Illinois University
(Carbondale)

Elizabeth R. DeSombre
*Camilla Chandler Frost Professor
of Environmental Studies*
B.A., Oberlin College; Ph.D., Harvard
University

Alexander J. Diesl
Assistant Professor of Mathematics
B.A., M.A., Johns Hopkins University,
Ph.D., University of California
(Berkeley)

Bonnie M. Dix
PERA Associate Professor of the Practice
B.S., University of Vermont; M.S.,
University of Tennessee (Knoxville)

Nicholas K. Doe
*Senior Instructor in Chemistry
Laboratory*
B.A., M.S., University of California
(Santa Cruz); M.A., Stanford
University

Jocelyne L. Dolce
*Instructor in Biological Sciences
Laboratory*
B.Sc., M.Sc., University of Rhode
Island

Carlos G. Dorrien
Professor of Art
Montserrat College of Visual Art,
Diploma in Sculpture

Carol Dougherty
*William R. Kenau, Jr. Professor
of Classical Studies*
B.A., Stanford University; M.A.,
University of California (Santa
Barbara); M.A., Ph.D., Princeton
University

Marion Dry
Instructor in Voice
Director, Music Performance Program
Chair, Music Department
A.B., Harvard University; M.M.,
Northwestern University

Theodore W. DuCAS
Professor of Physics
B.A., Yale University; Ph.D.,
Massachusetts Institute of Technology

Sylvaine V. Egron-Sparrow
Senior Lecturer in French
Licence de Lettres Modernes,
Université de Haute Bretagne; Maîtrise
de Français et de Linguistique,
Université de Vincennes

Sharon K. Elkins
Professor of Religion
B.A., Stetson University; M.T.S.,
Harvard Divinity School; Ph.D.,
Harvard University

David Ellerby
Assistant Professor of Biological Sciences
B.S., University of Manchester, UK;
Ph.D., University of Leeds, UK

Donald E. Elmore
Assistant Professor of Chemistry
B.A., Grinnell College; Ph.D.,
California Institute of Technology

Alla L. Epsteyn
Lecturer in Russian
M.A., Moscow University; Ph.D.,
Academy of Sciences Institute of
World History (Russia)

Roxanne Euben
*Ralph Emerson and Alice Freeman
Palmer Professor of Political Science*
B.A., Wesleyan University; M.A.,
Ph.D., Princeton University

Daniel Fetter
Instructor in Economics
B.A., Wesleyan University; M.Sc.,
London School of Economics and
Political Science

Paul Fisher
Assistant Professor of American Studies
A.B., Harvard College; B.A., M.A.,
Trinity College (Cambridge); M.A.,
M.Phil., Ph.D., Yale University

Charles B. Fisk
*Phyllis Henderson Carey Professor
of Music*
A.B., Harvard College; M.M.A.,
D.M.A., Yale University School of
Music

Nolan T. Flynn
Associate Professor of Chemistry
B.A., St. Olaf College; Ph.D.,
University of Illinois

Claire Fontijn
*Barbara Morris Caspersen Associate
Professor in the Humanities*
Associate Professor of Music
B.A., Oberlin College; Certificate, The
Royal Conservatory of The Hague;
M.A., Ph.D., Duke University

Elisabeth V. Ford
Assistant Professor of English
B.A., Yale University; M.A., Ph.D.,
Harvard University

Ryan K. Frace
Assistant Professor of History
B.A., Pennsylvania State University;
M.A., Ph.D., University of Chicago

Richard G. French
*Louise Sherwood McDowell and Sarah
Frances Whiting Professor of Astrophysics*
Professor of Astronomy
Dean of Academic Affairs
B.A., M.S., Ph.D., Cornell University

Alice T. Friedman
*Lucia Slack McNeil Professor
of American Art*
Professor of Art
A.B., Radcliffe College; M.Phil.,
University of London; Ph.D., Harvard
University

Gale Fuller
Instructor in Voice
B.M., Peabody Conservatory of Music;
M.M., New England Conservatory
of Music

Charlene Galarneau

Assistant Professor of Women's and Gender Studies
B.A., University of Massachusetts; M.A.R., Iliff School of Theology; A.M., Ph.D., Harvard University

Marie-Cécile Ganne-Schiermeier

Visiting Lecturer in French
M.A., Ph.D., Boston University

Elena Gascón-Vera

Professor of Spanish
Licenciatura, University of Madrid; M.Phil., Ph.D., Yale University

Barbara Geller

Professor of Religion
A.B., Princeton University; M.A., Ph.D., Duke University

Nancy P. Genero

Associate Professor of Psychology
A.B., Cornell University; M.A., Ph.D., University of Michigan (Ann Arbor)

C. Pat Giersch

Associate Professor of History
B.A., Dartmouth College; Ph.D., Yale University

Beth Gifford

Instructor in Physical Education, Recreation and Athletics
B.S., Northeastern University

Kathleen W. Gilbert

Instructor in Geosciences Laboratory
B.A., Smith College; M.S., University of Miami

Catherine Keane Gilhuly

Associate Professor of Classical Studies
B.A., Wesleyan University; M.A., Ph.D., University of California (Berkeley)

Lacy Gillotti

Instructor in Physical Education, Recreation and Athletics
B.S., Fitchburg State College; M.S., Springfield College

Tracy R. Gleason

Associate Professor of Psychology
A.B., Dartmouth College; Ph.D., University of Minnesota

Stacie Goddard

Assistant Professor of Political Science
A.B., University of Chicago; M.A., M.Phil., Ph.D., Columbia University

Lisa Graham

Evelyn Barry Director of the Choral Program
Lecturer in Music
B.A., Sonoma State College; M.M., D.M.A., University of Southern California

CoriEllen Grande

Instructor in Physical Education, Recreation and Athletics

Katherine Grandjean

Assistant Professor of History
B.A., Yale University; Ph.D., Harvard University

Laura Grattan

Assistant Professor of Political Science
B.A., College of William and Mary; M.A., Ph.D., Duke University

Alden Griffith

Botany Fellow in the Botanic Gardens
B.A., Wesleyan University; Ph.D., University of California (Santa Cruz)

Scott E. Gunther

Associate Professor of French
B.A., Cornell University; D.E.A., Ecole Normale Supérieure et Ecole des Hautes Etudes en Sciences Sociales; J.D., Ph.D., New York University

Evelina Guzauskyte^{A1}

Assistant Professor of Spanish
B.A., Middlebury College; M.A., M.Phil., Ph.D., Columbia University

Vachik Hacopian

Instructor in Biological Sciences Laboratory
B.A., University of California (Los Angeles); M.S., University of Massachusetts (Boston)

Kathy Hagerstrom

Instructor in Physical Education, Recreation and Athletics
B.A., University of Nebraska (Lincoln); M.S., Central Missouri State University

Koichi Hagimoto

Assistant Professor of Spanish
B.A., Soka University of America, M.A., Ph.D., University of Pittsburgh

David R. Haines

Associate Professor of Chemistry
B.A., Earlham College; Ph.D., University of Illinois (Urbana)

Mona Lambracht Hall

Senior Instructor in Chemistry Laboratory
B.A., Russell Sage College; Ph.D., Tufts University

Nancy Abraham Hall

Senior Lecturer in Spanish
B.A., Smith College; M.A., Ph.D., Harvard University

Neal Louis Hampton

Conductor, Wellesley-Brandeis Orchestra
B.M., Eastman School of Music; M.M., Boston University

Hahrie Han^A

Knafl Assistant Professor in the Social Sciences
Assistant Professor of Political Science
B.A., Harvard University; M.A., Ph.D., Stanford University

Anjeana K. Hans

Assistant Professor of German
A.B., M.A., Ph.D., Harvard University

Thomas S. Hansen

Professor of German
B.A., M.A., Tufts University; Ph.D., Harvard University

Marianne Harkless

Instructor in Physical Education, Recreation and Athletics

David B. Harris

Instructor in Jazz Trombone
B.M., New England Conservatory of Music

Gary C. Harris

Professor of Biological Sciences
B.S., Bates College; M.S., Ph.D., University of Massachusetts (Boston)

Bunny Harvey

Elizabeth Christy Kopf Professor of Art
B.F.A., M.F.A., Rhode Island School of Design

Miyuki Hatano-Cohen

Visiting Lecturer in Japanese
B.A., Tohoku Gakuin University

Kenneth S. Hawkins

Senior Lecturer in Education
B.S., Massachusetts Institute of Technology; Ed.M., Ed.D., Harvard University

David P. Hawkins

Associate Professor of Geosciences
B.A., Clark University; M.A., George Washington University; Ph.D., Massachusetts Institute of Technology

Grechen Hayden-Ruckert

Instructor in Physical Education, Recreation and Athletics

Michael J. Hearn

Professor of Chemistry
B.A., Rutgers University; M.S., M.Phil., Ph.D., Yale University

Simone Helly

Senior Instructor in Biological Sciences Laboratory
Maîtrise des Sciences, Doctorat, USTL (France); Ph.D., University of Alberta (Canada)

Beth Ann Hennessey

Professor of Psychology
A.B., Brown University; M.Ed., Lesley College; Ph.D., Brandeis University

Mark S. Henry

Instructor in Double Bass
B.M., Berklee College of Music; M.M., University of Massachusetts (Lowell)

Jean Herbst

Instructor in Computer Science Laboratory
B.S., University of Wisconsin (Madison); M.S., University of Rhode Island

Rosanna Hertz^A

Class of 1919—50th Reunion
Professor of Women's and Gender Studies and Sociology
B.A., Brandeis University; M.A., Ph.D., Northwestern University

Alison Hickey

Associate Professor of English
A.B., Harvard and Radcliffe Colleges; M.A., M.Phil., Ph.D., Yale University

Ellen C. Hildreth

Professor of Computer Science
B.S., M.S., Ph.D., Massachusetts Institute of Technology

Eric Hilt

Associate Professor of Economics
A.B., Occidental College; M.Phil., Ph.D., Columbia University

Nasem A. Hines

Visiting Lecturer in South Asia Studies
B.A., Osmania University (India); B.A., M.A., Ph.D., University of Washington (Seattle)

Philip Steven Hirschhorn^A

Professor of Mathematics
B.S., Brooklyn College of City University of New York; Ph.D., Massachusetts Institute of Technology

Edward Craig Hobbs

Professor of Religion
Ph.B., S.T.B., Ph.D., University of Chicago

Thomas Peter Hodge

Professor of Russian
B.A., Pomona College; M.A., Oxford University; M.A., Ph.D., Stanford University

Randall Hodgkinson

Instructor in Piano
B.M., M.M., New England Conservatory of Music

Soo Hong

Assistant Professor of Education
B.A., M.T., University of Virginia; Ed.D., Harvard University

Jennifer Hood-DeGrenier

Assistant Professor of Biological Sciences
B.A., Williams College; Ph.D., Harvard University

Greg Hopkins

Instructor in Jazz Trumpet

Janie E. Howland

Lecturer in Theatre Studies
B.A., University of Pennsylvania; M.F.A., Brandeis University

Yue Hu

Associate Professor of Physics
B.S., Beijing University; M.S., Ph.D., Cornell University

Jeff Hughes

Lecturer in Biological Sciences
B.A., Boston University; M.S., University of Washington; Ph.D., University of Rhode Island

Susan Hughes

Instructor in Physical Education, Recreation and Athletics
B.S., Northeastern University; M.Ed., University of Massachusetts

Nora Hussey

Director, Theatre and Theatre Studies Program
B.A., Mundelein College

Jonathan B. Imber

Jean Glascock Professor of Sociology
B.A., Brandeis University; M.A., Ph.D., University of Pennsylvania

Michael Jeffries

Assistant Professor of American Studies
A.B., Swarthmore College; Ph.D., Harvard University

Laura Jeppesen

Instructor in Viola da Gamba
B.A., Wheaton College; M.M., Yale University

Doug Johnson
Instructor in Jazz Piano
B.M., Michigan State University;
M.M., New England Conservatory of
Music

Jeannine Johnson
Visiting Lecturer in the Writing Program
B.A., Haverford College; Ph.D., Yale
University

Jenny Olivia Johnson
Assistant Professor of Music
B.A., Barnard College; M.M.,
Manhattan School of Music; Ph.D.,
New York University

Kristina Niovi Jones
Adjunct Assistant Professor
of Biological Sciences
Director, Wellesley College
Botanic Gardens
B.S., Stanford University; Ph.D.,
University of California

William A. Joseph
Professor of Political Science
B.A., Cornell University; M.A., Ph.D.,
Stanford University

Joseph P. Joyce
Professor of Economics
B.S.F.S., Georgetown University;
M.A., Ph.D., Boston University

Marion R. Just
William R. Kenan, Jr. Professor
of Political Science
B.A., Barnard College; M.A., Johns
Hopkins University; Ph.D., Columbia
University

Stella Kakavouli
Lecturer in Computer Science
Laboratory
B.S., National Technical University
(Athens, Greece); M.S., Brown
University

Gamil Kaliouby
Instructor in Physical Education,
Recreation and Athletics
B.A., Ain Shams University (Egypt);
M.A., Military Academy (Egypt)

Lidwien Kapteijns
Elizabeth Kimball Kendall and
Elizabeth Hodder Professor of History
B.A., Amsterdam University; M.A.,
University of London; Ph.D.,
Amsterdam University

Anastasia Karakasidou
Professor of Anthropology
B.A., College of Wooster; M.A.,
Brandeis University; M.A., Bryn Mawr
College; M.Phil., Ph.D., Columbia
University

Margaret Keane
Professor of Psychology
A.B., Harvard College; Ph.D.,
Massachusetts Institute of Technology

Megan Kerr
Associate Professor of Mathematics
B.A., Wellesley College; Ph.D.,
University of Pennsylvania

Deborah Klimburg-Salter
Mary L. Cornille Distinguished Visiting
Professor in the Humanities
Ph.D., Harvard University

Yu Jin Ko
Professor of English
B.A., Columbia University; M.A.,
Cambridge University (Clare College);
Ph.D., Yale University

T. James Kodera
Professor of Religion
B.A., Carleton College; M.A., M.Phil.,
Ph.D., Columbia University

Philip L. Kohl^A
Kathryn Wasserman Davis Professor
of Slavic Studies
Professor of Anthropology
B.A., Columbia University; A.M.,
Ph.D., Harvard University

Nancy Harrison Kolodny
Nellie Zuckerman Cohen and Anne
Cohen Heller Professor of Health Sciences
Professor of Chemistry
B.A., Wellesley College; Ph.D.,
Massachusetts Institute of Technology

Martina Königer^{A2}
Adjunct Assistant Professor of
Biological Sciences
Diploma, Ph.D., University of
Würzburg (Germany)

Kelsy Kretschmer
Visiting Lecturer in the Writing Program
B.A., Oregon State University; M.A.,
University of California (Irvine)

Joel Krieger
Norma Wilentz Hess Professor
of Political Science
B.A., Yale College; Ph.D., Harvard
University

Jennifer A. Kroll
PERA Assistant Professor of the Practice
B.S., Northwestern University; M.S.,
University of Kentucky

Jens Kruse^{A2}
Professor of German
Staatsexamn, Universität Hamburg;
M.A., Indiana University; Ph.D.,
University of California (Los Angeles)

Kyra Kulik-Johnson
Visiting Lecturer in Psychology
B.A., Boston College; Ed.M., Harvard
University Graduate School of
Education; Ph.D., Boston College

Brian K. Kuscher
PERA Assistant Professor of the Practice
B.A., Franklin Pierce University; M.A.,
Concordia University

Michelle LaBonte
Visiting Lecturer in Biological Sciences
B.A., Princeton University; Ph.D.,
Harvard University

Barbara E. LaFitte
Instructor in Oboe
B.M., Arizona State University; M.M.,
Temple University

Yuan-Chu Ruby Lam^{A1}
Professor of Chinese
B.A., M.A., Ph.D., Harvard University

Steve Langone
Instructor in Jazz-Rock-Latin Drums
B.A., Berklee College of Music

Courtney Lannert
Associate Professor of Physics
B.S., Brown University; M.A., Ph.D.,
University of California (Santa
Barbara)

Flavia Laviosa
Senior Lecturer in Italian Studies
B.A., University of Bari (Italy); M.A.,
Ph.D., State University of New York
(Buffalo)

Anne Le Brun
Visiting Lecturer in Economics
B.A., Swarthmore College; M.P.A.,
Harvard University; Ph.D., University
of California (Berkeley)

Amanda M. Leahy
Instructor in Physical Education,
Recreation and Athletics
B.A., Bowdoin College

Josh Lederman
Visiting Lecturer in the Writing Program
B.A., Clark University; M.E.A., Boston
University

Eun-Jo Lee
Visiting Lecturer in Korean
B.A., Ewha Women's University; M.A.,
University of Texas (Austin)

Sohie Moody Lee
Instructor in Computer Science
Laboratory
B.S., Cornell University; M.S.,
Stanford University; Ph.D., University
of California (San Diego)

Sun-Hee Lee
Assistant Professor of Korean
B.A., M.A., Ph.D., Yonsei University;
Ph.D., Ohio State University

Yoon Sun Lee^{A1}
Associate Professor of English
A.B., Harvard College; Ph.D., Yale
University

Amanda M. Leff
Mellon Postdoctoral Fellow in English
B.A., Yale University; M.A., New York
University

Phillip Levine
Katharine Coman and A. Barton
Hepburn Professor of Economics
B.S., M.S., Cornell University; Ph.D.,
Princeton University

Andrea Gayle Levitt
Margaret Clapp '30 Distinguished
Alumna Professor of French and
Linguistics
B.A., Wellesley College; M.A., M.Phil.,
Ph.D., Yale University

Peggy Levitt^{A2}
Professor of Sociology
B.A., Brandeis University; M.S.,
Columbia University; Ph.D.,
Massachusetts Institute of Technology

Clara Lieu
Visiting Lecturer in Art
B.F.A., Rhode Island School of Design;
M.F.A., New York Academy of Art

David Lindauer
Stanford Calderwood Professor
of Economics
B.S., City College of City University
of New York; A.M., Ph.D., Harvard
University

Heping Liu
Associate Professor of Art
B.A., Guangzhou Institute of Foreign
Languages (China); M.A., Southern
Methodist University; M.A., M.Phil.,
Ph.D., Yale University

Liang Kok Liung
Instructor in Physical Education,
Recreation and Athletics

Kenneth Loewit
Theatre Production Manager

Melinda Lopez
Lecturer in Theatre Studies
B.A., Dartmouth College; M.A.,
Boston University

Adrienne Lucas^{A1}
Assistant Professor of Economics
B.A., Wesleyan University; M.A.,
Ph.D., Brown University

Margery Lucas
Professor of Psychology
B.S., Pennsylvania State University;
M.S., Ph.D., University of Rochester

Barry Lydgate
Professor of French
B.A., M.Phil., Ph.D., Yale University

Kathryn L. Lynch
Katharine Lee Bates and Sophie
Chantal Hart Professor of English
Dean of Faculty Affairs
B.A., Stanford University; M.A.,
Ph.D., University of Virginia

Yoshimi Maeno
Senior Lecturer in Japanese
B.A., Baika Women's College (Japan);
M.A., West Virginia University;
Ed.M., Ed.D., Harvard University

Martin A. Magid^A
Professor of Mathematics
B.A., Brown University; M.S., Yale
University; Ph.D., Brown University

Patricia Magill
Instructor in Physical Education,
Recreation and Athletics
B.S., Marquette University

Sherry D. Makerney
PERA Assistant Professor of the Practice
B.S., University of Northern Colorado

Frances Malino^{A1}
Sophia Moses Robison Professor of Jewish
Studies and History
B.A., Skidmore College; M.A., Ph.D.,
Brandeis University

Stephen Anthony Marini
Elizabeth Luce Moore Professor
of Christian Studies
Professor of Religion
B.A., Dickinson College; Ph.D.,
Harvard University

Louise Marlow
Professor of Religion
B.A., Cambridge University; M.A.,
Ph.D., Princeton University

Eugene Marshall
Assistant Professor of Philosophy
Ph.D., University of Wisconsin
(Madison)

Nancy Marshall

Adjunct Associate Professor of Women's and Gender Studies
B.A., Oberlin College; M.A., University of Connecticut (Storrs); Ed.D., Harvard University

Lance Alexander Martin

Instructor in Jazz Flute

Meredith Martin

Assistant Professor of Art
B.A., Princeton University; M.A., Ph.D., Harvard University

Catherine Masson A

Professor of French
Licence, Maîtrise, Université de Haute Bretagne (Rennes); Ph.D., University of Michigan (Ann Arbor)

Irene Mata A

Assistant Professor of Women's and Gender Studies
B.A., M.A., New Mexico State University; Ph.D., University of California (San Diego)

Katherine Matasy

Instructor in Clarinet and Saxophone
B.A., M.M.A., New England Conservatory of Music

Y. Tak Matsusaka A

Associate Professor of History
B.A., Brandeis University; M.A., Ph.D., Harvard University

Julie Ann Matthaeci

Professor of Economics
B.A., University of Michigan (Ann Arbor); M.A., M.Phil., Ph.D., Yale University

Andrea Matthews

Instructor in Voice
A.B., Princeton University

Heather Rose Mattila

Assistant Professor of Biological Sciences
B.Sc., Ph.D., University of Guelph (Ontario, Canada)

Rebecca G. Mattison

Lecturer in Geosciences
B.A., Bates College; M.S., Ph.D., University of Massachusetts (Amherst)

Deborah C. Matzner

Instructor in Anthropology
B.A., Columbia University; M.A., New York University

Amanda M. McCarthy

Senior Instructor in Chemistry
Laboratory
B.S., M.S., Syracuse University

Janet McDonough

Instructor in Biological Sciences
Laboratory
B.S., Simmons College; M.S., Harvard University

Patrick J. McEwan

Whitehead Associate Professor of Critical Thought
Associate Professor of Economics
B.A., University of Illinois (Urbana-Champaign); M.A., Ph.D., Stanford University

Phyllis McGibbon

Professor of Art
B.F.A., M.F.A., University of Wisconsin (Madison)

Tracy L. McGinnis

Instructor in Bassoon
B.M.A.S., University of Delaware; M.M., New England Conservatory of Music

Mary Kate McGowan A

Associate Professor of Philosophy
B.A., Wellesley College; M.A., Ph.D., Princeton University

Alison G. McIntyre

Virginia Onderdonk '29 Professor of Philosophy
B.A., M.A., Tufts University; Ph.D., Princeton University

Robin McKnight

Assistant Professor of Economics
B.A., Amherst College; Ph.D., Massachusetts Institute of Technology

Kim Katris McLeod

Professor of Astronomy
B.A., Cornell University; Ph.D., University of Arizona

Tanya McNeill

Visiting Lecturer in Women's and Gender Studies
B.A., Wesleyan University; M.A., Ph.D., University of California (Santa Cruz)

Craig McNatt

Instructor in Percussion
B.M., Hartt School of Music; M.M., Yale University; D.M.A., New England Conservatory of Music

Julia M. McPhee

PERA Assistant Professor of the Practice
B.A., Middlebury College; M.A., Trinity College

Salem Mekuria A2

Luella LaMer Professor of Women's Studies
Professor of Art
B.A., Macalester College; M.A., San Francisco State University

Qing-Min Meng

Senior Lecturer in Art
B.F.A., Shanghai Teachers' University; M.F.A., Miami University (Ohio)

Ifanyi A. Menkiti

Professor of Philosophy
B.A., Pomona College; M.S., Columbia University; M.A., New York University; Ph.D., Harvard University

P. Takis Metaxas

Professor of Computer Science
B.Sc., University of Athens (Greece); Ph.D., Dartmouth College

Susan L. Meyer A2

Professor of English
B.A., Johns Hopkins University; M.A., University of California (Los Angeles); M.A., M.Phil., Ph.D., Yale University

Cercie Miller

Instructor in Jazz Saxophone
Director, Wellesley Bluejazz

Vicki E. Mistacco A2

Professor of French
B.A., New York University; M.A., Middlebury College; M.Phil., Ph.D., Yale University

Julia Hendrix Miwa

Associate Professor of Chemistry
B.A., Haverford College; Ph.D., Massachusetts Institute of Technology

Tony Mohammed

PERA Assistant Professor of the Practice
B.A., Kenyon College; M.A., St. Lawrence University

Katharine H.S. Moon

Edith Six Wasserman Professor of Asian Studies
Professor of Political Science
A.B., Smith College; M.A., Ph.D., Princeton University

Marianne V. Moore

Associate Professor of Biological Sciences
B.A., Colorado College; M.S., Iowa State University; Ph.D., Dartmouth College

Codruta Morari

Assistant Professor of French
B.A., Babes-Bolyai University (Romania); B.A., M.A., Ph.D., University of Paris III

Carolyn A. Morley

Professor of Theatre Studies and Japanese
B.A., Oberlin College; M.A., University of British Columbia; Ph.D., Columbia University

Andrew Mowbray

Visiting Lecturer in Art
B.F.A., Maryland Institute College of Art; M.F.A., Cranbrook Academy of Art

Brian A. Munson

Visiting Lecturer in Mathematics
B.A., Clark Honors College (University of Oregon); Sc.M., Ph.D., Brown University

Craig N. Murphy A

M. Margaret Ball Professor of International Relations
Professor of Political Science
B.A., Grinnell College; M.A., Ph.D., University of North Carolina (Chapel Hill)

Jacqueline Marie Musacchio A2

Associate Professor of Art
B.A., Wellesley College; M.A., Ph.D., Princeton University

Eni Mustafaraj

Norma Wilentz Hess Fellow in Computer Science
M.Eng., Polytechnic University of Tirana (Albania); Ph.D., Philipps-Universität Marburg (Germany)

Malhar Nabar A

Assistant Professor of Economics
B.A., University of Pune, India; B.A., Oxford University, U.K.; M.B.A., Queensland University, Australia; Ph.D., Brown University

Leila Christine Nadir

Mellon Postdoctoral Fellow in Environmental Studies
B.A., Syracuse University; M.A., M.Phil., Ph.D., Columbia University

Irene Newton

Assistant Professor of Biological Sciences
B.A., Swarthmore College; A.M., Ph.D., Harvard University

James William Noggle

Professor of English
B.A., Columbia University; Ph.D., University of California (Berkeley)

Thomas Nolden

Professor of German
Staatsexamen, Universität Tübingen; M.A., Ph.D., Yale University

Julie K. Norem

Margaret Hanm Professor of Psychology
A.B., Harvard College; Ph.D., University of Michigan

Manolo Núñez-Negrón

Assistant Professor of Spanish
B.A., University of Puerto Rico (Rio Piedras, San Juan); M.A., New York University; Ph.D., Harvard University

Elizabeth Oakes

Instructor in Chemistry Laboratory
B.A., Bryn Mawr College; Ph.D., University of Wisconsin (Madison)

Washington Obeng A1

Associate Professor of Africana Studies
B.A., University of Ghana; Th.M., Princeton Theological Seminary; Ph.D., Boston University

Kimberly H. O'Donnell

Senior Lecturer in Biological Sciences
A.B., Brown University; Ph.D., Brandeis University

James Oles

Senior Lecturer in Art
B.A., Yale University; J.D., University of Virginia; M. Phil., Ph.D., Yale University

David Olsen

Assistant Professor of Art
B.F.A., University of Washington (Seattle); M.A., M.F.A., University of Wisconsin (Madison)

Keri O'Meara

PERA Associate Professor of the Practice
B.A., Montclair State University; Ed.M., Bloomsburg University

Alejandra Osorio

Associate Professor of History
B.A., M.A., New York University; Ph.D., State University of New York at Stony Brook

Liz Owen

Instructor in Physical Education, Recreation and Athletics
B.A., University of Minnesota

Kazuko Ozawa

Lecturer in Japanese Language
B.A., Sacred Heart University (Tokyo)

Robert L. Paarlberg

Betty Freyhoff Johnson '44 Professor of Political Science
B.A., Carleton College; Ph.D., Harvard University

Sergio Parussa

Associate Professor of Italian Studies
Laurea in Lettere, Università degli studi di Torino (Italy); M.A., Ph.D., Brown University

Donna A. Patterson
Assistant Professor of Africana Studies
B.A., University of Houston; M.A., Ph.D., Indiana University

Carol Ann Paul
Senior Instructor in Neuroscience Laboratory
B.A., Keele University (England)

Timothy Walter Hopkins Peltason
Professor of English
A.B., Harvard College; M.A., Ph.D., Yale University

T. Kaye Peterman^A
Professor of Biological Sciences
B.S., Texas A & M University; Ph.D., Duke University

James Michael Peterson^{A2}
Associate Professor of French
B.A., Reed College; M.A., Columbia University; Ph.D., University of California (Berkeley)

Jessica Polito
Lecturer in the Quantitative Reasoning Program
B.A., Harvard University; Ph.D., University of California (Berkeley)

Anjali Prabhu^{A1}
Associate Professor of French
B.A., Jawaharlal Nehru University (India); M.A., Purdue University; Ph.D., Duke University

Taryn Provencher
Instructor in Physical Education, Recreation and Athletics
B.A., Syracuse University

Jennie E. Pyers
Assistant Professor of Psychology
B.A., Smith College; Ph.D., University of California (Berkeley)

Joanne (Zhao) Qu
Visiting Lecturer in Chinese
M.A., Otani University; Ph.D., Kyoto University (Japan)

Ryan Alexander Quintana
Assistant Professor of History
B.A., University of Tennessee (Knoxville); M.A., Ph.D., University of Wisconsin (Madison)

William W. Quivers
Associate Professor of Physics
B.S., Morehouse College; S.M., Ph.D., Massachusetts Institute of Technology

Mala Radhakrishnan^A
Assistant Professor of Chemistry
A.B., Harvard University; Ph.D., Massachusetts Institute of Technology

Smitha Radhakrishnan
Assistant Professor of Sociology
A.B., M.A., Ph.D., University of California (Berkeley)

Carlos Ramos
Professor of Spanish
Licenciatura, Universidad Central de Barcelona; M.A., Emerson College; Ph.D., Boston University

Valerie Ramseyer^{A1}
Associate Professor of History
A.B., Smith College; M.A., Ph.D., University of Chicago

Nikhil Rao
Assistant Professor of History
B.A., Stanford University; M.A., Ph.D., University of Chicago

Paul I. Reisberg
Adjunct Assistant Professor of Chemistry
B.S., Rensselaer Polytechnic Institute; Ph.D., Rice University

Joy Renjilian-Burgy
Associate Professor of Spanish
B.A., Mount Holyoke College; A.M., Harvard University

Michèle M. Respaut^A
Professor of French
Faculté des Lettres, Université de Montpellier; M.A., Assumption College; Ph.D., Brown University

Susan M. Reverby
Marion Butler McLean Professor in the History of Ideas Professor of Women's and Gender Studies
B.S., Cornell University; M.A., New York University; Ph.D., Boston University

Daniela Rivera
Assistant Professor of Art
M.F.A., Museum of Fine Arts (Boston)

Lois P. Roach
Lecturer in Theatre Studies
B.S., Emerson College; M.A., Lesley College

Nicholas L. Rodenhouse
Frost Professor in Environmental Science Professor of Biological Sciences
A.B., Hope College; M.S., Iowa State University; Ph.D., Dartmouth College

Lisa Rodensky
Associate Professor of English
B.A., Wellesley College; J.D., Harvard Law School; Ph.D., Boston University

Christine Rogers
Visiting Lecturer in Art
B.A., Oberlin College; M.F.A., School of the Museum of Fine Arts, Tufts University

Guy M. Rogers
Mildred Lane Kemper Professor of History and Classical Studies
B.A., University of Pennsylvania; B.A., University of London; M.A., Ph.D., Princeton University

Wilfrid J. Rollman
Adjunct Associate Professor of History
B.A., Creighton University; M.A., Ph.D., University of Michigan

Lawrence A. Rosenwald
Anne Pierce Rogers Professor of American Literature Professor of English
B.A., M.A., Ph.D., Columbia University

Natalie Rouland
Visiting Lecturer in Russian
B.A., Wellesley College; M.A., Stanford University

Mary Jane Rupert
Instructor in Flarp
B.A., Oberlin College; M.A., Ph.D., Indiana University (Bloomington)

David Russell
Instructor in Cello Director, Chamber Music Society
B.M., Eastman School; M.M., University of Akron; D.M.A., SUNY (Stony Brook)

Dana Russian
Instructor in Trumpet
B.A., Colby College

Markella B. Rutherford
Assistant Professor of Sociology
B.A., Mississippi College; M.A., University of Memphis; Ph.D., University of Virginia

Margery M. Sabin^{A2}
Lorraine C. Wang Professor of English
B.A., Radcliffe College; M.A., Ph.D., Harvard University

Britt Salapek
PERA Assistant Professor of the Practice
B.S., M.S., Slippery Rock University

Maria San Filippo
Visiting Lecturer in Cinema and Media Studies
B.A., Wellesley College; M.A., New York University; Ph.D., UCLA

Karen Sauer
Accompanist and Coach
B.A., Humboldt State University; M.M., New England Conservatory of Music

Nancy Scherer
Jane Bishop '51 Associate Professor of Political Science
B.A., Lafayette College; J.D., Emory University; Ph.D., University of Chicago

Andrew Schultz
Assistant Professor of Mathematics
B.S., Davidson College; M.S., Ph.D., Stanford University

Adam Schwartz
Senior Lecturer in the Writing Program
B.A., Macalester College; M.A., University of Chicago; M.F.A., Ph.D., University of Iowa

Stefano Selenu
Visiting Lecturer in Italian Studies
B.A., University of Bologna (Italy)

Andrea S. Sequeira
Associate Professor of Biological Sciences
M.S., Ph.D., University of Buenos Aires (Argentina)

Orit Shaer
Luce Assistant Professor of Computer Science
B.A., Academic College of Tel-Aviv; M.S., Ph.D., Tufts University

Lois Shapiro
Instructor in Piano
B.Mus., Peabody Institute of Music; M.Mus., Yale University School of Music; D.Mus., Indiana University School of Music (Bloomington)

Kartini Shastry
Assistant Professor of Economics
A.B., Brown University; A.M., Ph.D., Harvard University

Aaron Sheehan
Instructor in Voice
B.A., Luther College; M.M., Indiana University (Bloomington)

Andrew Shennan
Professor of History Provost and Dean of the College
B.A., M.A., Ph.D., Cambridge University (Corpus Christi College)

Vernon L. Shetley
Professor of English
A.B., Princeton University; M.A., M.Phil., Ph.D., Columbia University

Alan Shuchat
Professor of Mathematics
B.S., Massachusetts Institute of Technology; M.S., Ph.D., University of Michigan (Ann Arbor)

Neelima Shukla-Bhatt^A
Assistant Professor of South Asia Studies
B.A., M.A., Maharaja Sayajirao University of Baroda (India); M.Div., Ph.D., Harvard University

Randy Shull
Professor of Computer Science
B.A., Humboldt State University; M.S., University of New Hampshire; M.A., Ph.D., Dartmouth College

Frederic W. Shultz
Assistant Professor of Mathematics
B.S., California Institute of Technology; Ph.D., University of Wisconsin (Madison)

Olga Shurchkov
Assistant Professor of Economics
B.A., Wellesley College; Ph.D., Massachusetts Institute of Technology

Marilyn Sides
Senior Lecturer in English
B.A., M.A., University of Utah; Ph.D., Johns Hopkins University

Linda M. Sieck
Instructor in Physical Education, Recreation and Athletics
B.A., William Paterson College

Edward Silver
Assistant Professor of Religion
B.A., University of Minnesota (Twin Cities); A.M., Ph.D., University of Chicago

Susan E. Skeath^{A1}
Professor of Economics
B.A., Haverford College; M.A., Ph.D., Princeton University

Jeffrey Skoller
Associate Professor of Cinema and Media Studies
M.F.A., The San Francisco Art Institute; Ph.D., Northwestern University

Christa D. Skow
Instructor in Biological Sciences Laboratory
B.S., Ph.D., University of Massachusetts (Amherst)

Stephen Slivan
Instructor in Astronomy Laboratory
S.B., S.M., Ph.D., Massachusetts Institute of Technology

Quinn Slobodian

Assistant Professor of History
B.A., Lewis & Clark College; Ph.D.,
New York University

Sally Sommers Smith

Visiting Lecturer in Biological Sciences
B.A., Grinnell College; Ph.D., Tufts
University School of Medicine

Mingwei Song^A

Assistant Professor of Chinese
B.A., Shandong University; M.A.,
Fudan University; M.Phil., Ph.D.,
Columbia University

Francesca Southerden

Assistant Professor of Italian Studies
B.A., University of Oxford (Somerville
College); M.A., Ph.D., University of
Oxford (Hertford College)

Bernice W. Speiser

Senior Lecturer in Education
A.B., Boston University; Ed.M.,
Harvard University

Tessa Spillane

PERA Assistant Professor of the Practice
B.A., Mount Holyoke College; M.S.,
Smith College

Glenn Stark

Professor of Physics
B.S., Massachusetts Institute of
Technology; M.A., Ph.D., University
of California (Berkeley)

Jane E. Starkman

Instructor in Baroque Violin
B.M., M.M., New England
Conservatory of Music

Raymond James Starr

*Theodora Stone Sutton Professor
of Classics*
Professor of Classical Studies
B.A., University of Michigan (Ann
Arbor); M.A., Ph.D., Princeton
University

Filomina Chioma Steady

Professor of Africana Studies
B.A., Smith College; M.A., Boston
University; B.Litt., Ph.D., Oxford
University

Christopher Stout

Instructor in Political Science
B.A., University of California
(Riverside)

Suzanne E. Stumpf

Instructor in Flute and Baroque Flute
B.A., Wellesley College

Rachael Sushner

*Instructor in Physical Education,
Recreation and Athletics*
B.A., Skidmore College

Yui Suzuki

Assistant Professor of Biological Sciences
A.B., Bowdoin College; Ph.D., Duke
University

Joseph Swingle

Lecturer in Sociology
B.A., Carleton College; M.A., Ph.D.,
Harvard University

Jill Ann Syverson-Stork

Senior Lecturer in Spanish
B.A., Smith College; M.A., Ph.D.,
Harvard University

Jenny Chui-Chun Tang

Instructor in Piano
*Assistant Director, Chamber
Music Society*
B.M., M.M., New England
Conservatory of Music

Qiuyan Tang

Lecturer in Chinese Language
B.A., Nanjing Normal University;
M.A., Fudan University

Jonathan Tannenhaus

Visiting Lecturer in Mathematics
A.B., Harvard University; M.A.,
Ph.D., University of California
(Berkeley)

Corrine Taylor

*Senior Lecturer in the
Quantitative Reasoning Program*
*Director, Quantitative
Reasoning Program*
B.A., College of William and Mary;
M.S., Ph.D., University of Wisconsin
(Madison)

Marc J. Tetel

Associate Professor of Neuroscience
B.A., Northwestern University; Ph.D.,
University of Massachusetts (Amherst)

Shiao-Wei Tham^A

Assistant Professor of Chinese
B.A., National University of Singapore;
M.A., Ph.D., Stanford University

Sally A. Theran

Assistant Professor of Psychology
B.A., Bates College; M.A., Ph.D.,
Michigan State University

Marcia E. Thomas

*Senior Instructor in Biological
Sciences Laboratory*
B.S., University of Massachusetts;
M.A., Smith College

Brian Tjaden

*Theresa Mall Mullarkey Associate
Professor of Computer Science*
B.A., Amherst College; M.S., Ph.D.,
University of Washington

Lara Tohne

*Knafel Assistant Professor
in the Humanities*
Assistant Professor of Art
B.A., University of Washington;
M.A., University of Oregon; Ph.D.,
Massachusetts Institute of Technology

Eiko Torii-Williams

Senior Lecturer in Japanese
B.A., Kansai University (Osaka);
Ed.M., Ph.D., Boston University

Donna R. Trainor

Instructor in Chemistry Laboratory
B.A., University of Rochester; Ph.D.,
University of Akron

Marie-Paule Tranvouez

Senior Lecturer in French
D.U.T., Institut Universitaire de
Technologie, (Brest); M.A., State
University of New York (Stony Brook);
Ph.D., University of California (Santa
Barbara)

Ann Trenk

Professor of Mathematics
A.B., Harvard University; M.S., Ph.D.,
Johns Hopkins University

Nina Tumarkin

Professor of History
B.A., University of Rochester; M.A.,
Ph.D., Harvard University

Franklyn A. Turbak

Associate Professor of Computer Science
S.B., M.S., Ph.D., Massachusetts
Institute of Technology

Marilyn T. Turnbull

*Senior Instructor in Chemistry
Laboratory*
B.A., Wellesley College; M.A.,
University of California (Berkeley)

James Turner^{A1}

*Assistant Professor of
Environmental Studies*
B.S., Washington and Lee University;
A.M., Brown University; Ph.D.,
Princeton University

Diane Tutin

Lecturer in Education
B.A., Clark University; M.Ed.,
Framingham State College

L. Terrell Tyler, Jr.^{A1}

Associate Professor of English
B.A., Southwestern University
(Memphis); M.A., M.Phil., Ph.D.,
Yale University

Catherine Uhissey

*Instructor in Physical Education,
Recreation and Athletics*
B.A., Emerson College

Rebecca Vaill

PERA Assistant Professor of the Practice
B.A., Colby College; M.A.,
Connecticut College

Adam Van Arsdale

Assistant Professor of Anthropology
B.A., B.S., Emory University; M.A.,
Ph.D., University of Michigan

Antoine van Dongen

Instructor in Violin and Viola
B.A., Sweelinck Conservatory
(Amsterdam)

Didem Vardar-Ulu

Assistant Professor of Chemistry
B.S., Bilkent University (Turkey);
Ph.D., Boston University

Carlos Alberto Vega

Professor of Spanish
A.B., Columbia University; A.M.,
University of Virginia; Ph.D., Harvard
University

Ann Velenchik

Associate Professor of Economics
Director, Writing Program
B.S.F.S., Georgetown University;
Ph.D., Stanford University

Margaret Rose Vendryes

Visiting Lecturer in Art
B.A., Amherst College; M.A.,
Tulane University; Ph.D., Princeton
University

Carla M. Verschoor

Adjunct Assistant Professor of Chemistry
B.S., University of Illinois (Urbana);
Ph.D., University of Wisconsin
(Madison)

Maurizio S. Viano

Professor of Cinema and Media Studies
Laurea in Lettere Moderne, University
of Genova; Ph.D., University of
Oregon

Wilton L. Virgo

*Diana Chapman Walsh Assistant
Professor of Chemistry*
A.B., Princeton; Ph.D., Arizona State
University

Lynne Spigelmirle Viti

Senior Lecturer in the Writing Program
B.A., Barnard College; M.A.,
Columbia University; Ph.D., J.D.,
Boston College

Ismar Volic^{A2}

Assistant Professor of Mathematics
B.A., Boston University; M.A., Ph.D.,
Brown University

Lusike Wabuye

Visiting Lecturer in Africana Studies
B.Ed., Kenyatta University; M.S.,
Ph.D., Ohio University

Maria Waller

Instructor in Geosciences Laboratory
B.A., Wellesley College; M.S.,
University of Massachusetts

Sarah Wall-Randell

Assistant Professor of English
B.A., Wellesley College; M.Phil., St.
John's College (Oxford University);
Ph.D., Harvard University

Helen P. Wang

Professor of Mathematics
B.A., University of Wisconsin
(Madison); M.A., Ph.D., Harvard
University

David Ward^{A2}

Professor of Italian Studies
B.A., University of East Anglia
(England); M.A., Ph.D., Cornell
University

Laori L. Wardell

Senior Instructor in Physics Laboratory
B.S., Fort Lewis College; M.S.,
University of Kentucky

Kera M. Washington

*Instructor in African Diaspora
Drumming*
Director, Yanvalou
B.A., Wellesley College; M.A.,
Wesleyan University

Lois Wasserspring

Senior Lecturer in Political Science
B.A., Cornell University; M.A.,
Princeton University

Catherine Wearing

Assistant Professor of Philosophy
B.A., McGill University; Ph.D.,
Harvard University

Deborah Weaver

*Instructor in Physical Education,
Recreation and Athletics*
Certificate, London School of
Contemporary Dance

Andrew C. Webb

Professor of Biological Sciences
B.S., Ph.D., University of
Southampton (England)

Dorothy Webb
PERA Associate Professor of the Practice
B.A., University of the Pacific; M.A.,
Brown University

Akila Weerapana
Associate Professor of Economics
B.A., Oberlin College; A.M., Ph.D.,
Stanford University

Adam Weiner^{A1}
Associate Professor of Russian
B.A., M.A., Ph.D., University of
Wisconsin (Madison)

Elizabeth Wellington
Visiting Lecturer in Spanish
B.A., University of Arizona; M.A.,
Johns Hopkins University School of
Advanced International Studies; M.A.,
Ph.D., Boston University

Ellen B. Widmer^{A2}
Mayling Soong Professor
of Chinese Studies
Professor of Chinese
B.A. Wellesley College; M.A., Fletcher
School of Law and Diplomacy; M.A.,
Ph.D., Harvard University

Michael Wiest
Assistant Professor of Neuroscience
B.A., Dartmouth College; M.D.,
Ph.D., Michigan State University

Jeremy B. Wilmer
Assistant Professor of Psychology
B.A., Williams College; Ph.D.,
Harvard University

Tom Wilson
Instructor in Physical Education,
Recreation and Athletics
B.S.Ed., M.A., Central Missouri State
University

Paul M. Wink
Class of 1949 Professor in Ethics
Professor of Psychology
B.A., M.A., University of Melbourne;
Ph.D., University of California
(Berkeley)

Robert Winters
Visiting Lecturer in Mathematics
B.A., Queens College; Ph.D., Boston
University

Ann D. Witte^{A2}
Professor of Economics
B.A., University of Florida; M.A.,
Columbia University; Ph.D., North
Carolina State University

Adele Wolfson
Nan Walsh Schow '54 and Howard B.
Schow Professor in the Physical
and Natural Sciences
Professor of Chemistry
B.A., Brandeis University; Ph.D.,
Columbia University

Winifred Jaac Wood
Senior Lecturer in the Writing Program
B.A., University of Illinois (Urbana);
M.A., University of Iowa; Ph.D.,
University of Massachusetts (Amherst)

Austin B. Work
Instructor in Physical Education,
Recreation and Athletics
B.A., Lewis and Clark College

Suh-jen Yang
Visiting Lecturer in Chinese
B.A., M.A., National Taiwan Normal
University; M.A., University of
Wisconsin; Ph.D., University of
Washington

Elizabeth Marie Young
Assistant Professor of Classical Studies
B.A., Columbia University; Ph.D.,
University of California (Berkeley)

Tom Zajac
Instructor in Recorder and Early Winds
Director, Collegium Musicum
B.A., Northern Illinois University;
M.F.A., Sarah Lawrence College

Paula Zeitlin
Instructor in Jazz Violin
B.A., Earlham College; M.A.,
University of Chicago

Weina Zhao
Lecturer in Chinese
B.A., Nanjing University; M.A., Clark
University

Eve Zimmerman^A
Associate Professor of Japanese
B.A., University of Pennsylvania;
Ph.D., Columbia University

Professors and Administrators Emeriti

Beverly J. Layman Ph.D.
Professor of English

Elizabeth Veeder M.D.
Associate Physician, Health Service

Gabriel H. Lovett Ph.D.
Professor of Spanish

Eleanor A. Gustafson M.S.
Librarian

David R. Ferry Ph.D.
Sophie Chantal Hart Professor of English

D. Scott Birney Ph.D.
Professor of Astronomy

Owen H. Jander Ph.D.
Catherine Mills Davis Professor of Music

Elizabeth V. Rock Ph.D.
Nellie Zuckerman Cohen and Anne
Cohen Heller Professor of Health Sciences
Professor of Chemistry

Rene Galand Ph.D.
Professor of French

Eugene L. Cox Ph.D.
Mary Jewett Gaiser Professor of History

Alice B. Robinson Ph.D.
Professor of History

Doris Drescher Cook B.S.
Secretary of the College and Clerk of the
Board of Trustees

Jeanne Darlington M.A.
Instructor in Chemistry Laboratory

Ellen Hall B.A.
Instructor in Biological Sciences
Laboratory

Barbara Muisse M.A.
Instructor in Biological Sciences
Laboratory

Marcia Stubbs M.A.
Lecturer in English
Director of the Writing Program

Philip J. Finkelppearl Ph.D.
Anne Pierce Rogers Professor of English

Dorothea J. Widmayer Ph.D.
Professor of Biological Sciences

Theresa C. Yao B.A.
Lecturer in Chinese

Doris Holmes Eyles A.M.
Lecturer in English

Katherine Allston Geffcken Ph.D.
Professor of Classical Studies

Marshall Irwin Goldman Ph.D.
Kathryn Wasserman Davis Professor of
Economics

Roger A. Johnson Th.D.
Elizabeth Luce Moore Professor
of Christian Studies
Professor of Religion

Ruth Anna Putnam Ph.D.
Professor of Philosophy

Elaine Smith M.A.
Instructor in Chemistry Laboratory

Anne de Coursey Clapp Ph.D.
Professor of Art

Blythe McVicker Clinchy Ph.D.
Professor of Psychology

Paul A. Cohen Ph.D.
Edith Stix Wasserman Professor of Asian
Studies and History

James Herbert Loehlin Ph.D.
Professor of Chemistry

Ingrid H. Stadler Ph.D.
Professor of Philosophy

Mary V. Lenihan M.A.
Senior Instructor in Biological Sciences
Laboratory

Rodney J. Morrison Ph.D.
Professor of Economics

Priscilla J. Benson Ph.D.
Professor of Astronomy

Beverly A. Blazar Ph.D.
Associate Professor of Biological Sciences

Mary D. Coyne Ph.D.
Professor of Biological Sciences

Laurel Furumoto Ph.D.
Professor of Psychology

Margaret V. Merritt Ph.D.
Professor of Chemistry

James Wilson Rayen M.F.A.
Elizabeth Christy Kopf Professor of Art

Alan Henry Schechter Ph.D.
Professor of Political Science

Susan S. Silbey Ph.D.
Professor of Sociology

Barbara Miriam Brenzel Ed.D.
Professor of Education

Linda B. Miller Ph.D.
Professor of Political Science

James F. O'Gorman Ph.D.
Grace Slack McNeil Professor of the
History of American Art

Richard William Wallace Ph.D.
Professor of Art

Judith Claire Brown Ph.D.
Professor of Physics

Gerdsé Fleurant Ph.D.
Associate Professor of Music

Barbara Leah Harman Ph.D.
Professor of English

Sonja E. Hicks Ph.D.
Professor of Chemistry

Mary Rosenthal Lefkowitz Ph.D.
Andrew W. Mellon Professor in
the Humanities
Professor of Classical Studies

Harold E. Andrews III Ph.D.
Professor of Geosciences

Lilian Armstrong Ph.D.
Mildred Lane Kemper Professor of Art

Maud H. Chaplin Ph.D.
Virginia Onderdonk '29 Professor of
Philosophy

Peter J. Fergusson Ph.D.
Theodora L. and Stanley H. Feldberg
Professor of Art

Elissa Koff Ph.D.
Margaret Hamm Professor of Psychology

Jing-Heng Sheng Ma Ph.D.
Mayling Soong Professor
of Chinese Studies

Anthony C. Martin Ph.D.
Professor of African Studies

Diana Chapman Walsh Ph.D.
President Emerita

Howard J. Wilcox Ph.D.
Professor of Mathematics

Ann Streeter Batchelder Ed.D.
Professor of Physical Education,
Recreation and Athletics

Judith Rollins Ph.D.
Professor of African Studies

Lorraine Elena Roses Ph.D.
Professor of Spanish

Elaine Spatz-Rabinowitz M.F.A.
Professor of Art

Edward A. Stettner Ph.D.
Ralph Emerson and Alice Freeman
Palmer Professor of Political Science

Margaret D. Thompson Ph.D.
Professor of Geosciences

Mary Mennes Allen Ph.D.
Jean Glasscock Professor
of Biological Sciences

Anne T. Gillan Ph.D.
Professor of French

Jerold S. Auerbach Ph.D.
Professor of History

Judith B. Black M.A., M.S.
Associate Professor of Art

Karl E. Case Ph.D.
Katharine Coman and A. Barton Hepburn Professor of Economics

Ann Congleton Ph.D.
Professor of Philosophy

Rachel Jacoff Ph.D.
*Margaret E. Deffenbaugh and LeRoy T. Carlson Professor in Comparative Literature
Professor of Italian Studies*

Micheline E. Jedrey M.S.
College Librarian Emerita

Elizabeth C. Lieberman M.A.
Instructor in Chemistry Laboratory

Miranda Constant Marvin Ph.D.
Professor of Art and Classical Studies

John G. Rhodes Ph.D.
Adjunct Assistant Professor of Art

Wilbur C. Rich Ph.D.
William R. Kenan, Jr. Professor of Political Science

R. Steven Schiavo Ph.D.
Professor of Psychology

Alexia Henderson Sontag Ph.D.
Professor of Mathematics

Margaret Ellen Ward Ph.D.
Professor of German

Claire Zimmerman Ph.D.
Professor of Psychology

Board of Trustees

Alicia Ann DeCoudreaux J.D.
Chair
Indianapolis, Indiana

Sidney R. Knafel M.B.A.
Vice Chair
New York, New York

Shelly C. Anand B.A.
Chapel Hill, North Carolina

Kenneth G. Bartels M.B.A.
New York, New York

M. Amy Batchelor B.A.
Boulder, Colorado

Ruth J. Chang M.S.
Cincinnati, Ohio

Alison Li Chung M.B.A.
Chicago, Illinois

Alicia M. Cooney M.B.A.
Boston, Massachusetts

Thomas E. Faust, Jr. M.B.A.
Boston, Massachusetts

Laura C. Gates M.B.A.
Charleston, South Carolina

Sandra Polk Guthman B.A.
Chicago, Illinois

Mahnaz Ispahani Ph.D.
New York, New York

Dorothy Chao Jenkins B.A.
Lakeland, Florida

Lynn Dixon Johnston B.A.
Hanover, New Hampshire

William S. Kaiser M.B.A.
Wellesley, Massachusetts

Katherine Stone Kaufmann Ed.D.
Wellesley, Massachusetts

Stephen W. Kidder J.D.
Belmont, Massachusetts

James T. Kloppenberg Ph.D.
Cambridge, Massachusetts

Betsy Wood Knapp B.A.
Los Angeles, California

Ellen Goldberg Luger J.D.
Minneapolis, Minnesota

Laura Russell Malkin B.A.
London, United Kingdom

Ellen R. Marram M.B.A.
New York, New York

Pamela A. Melroy M.S.
Houston, Texas

Ioannis Miaoulis Ph.D.
Boston, Massachusetts

Ellen Gill Miller M.B.A.
McLean, Virginia

Nami Park M.B.A.
Boston, Massachusetts

Beth K. Pfeiffer M.B.A.
Lincoln, Massachusetts

Elizabeth Strauss Pforzheimer B.A.
Scarsdale, New York

Norton Reamer M.B.A.
Boston, Massachusetts

Linda Cozby Wertheimer B.A.
Washington, D.C.

Patricia J. Williams J.D.
New York, New York

Bunny Winter M.B.A.
Atlanta, Georgia

H. Kim Bottomly Ph.D.
ex officio
President of Wellesley College
Wellesley, Massachusetts

Karen Gentleman M.B.A.
ex officio
President of the Wellesley College
Alumnae Association
Indianapolis, Indiana

Marianne Brons Cooley M.B.A.
Clerk of the Board of Trustees
& Assistant to the President
Needham, Massachusetts

Trustees Emeriti

Douglas Bennet Ph.D.
Lyme, Connecticut

Walter M. Cabot M.B.A.
Dedham, Massachusetts

John S. Clarkeson M.B.A.
Brookline, Massachusetts

Prudence Slitor Crozier Ph.D.
Wellesley, Massachusetts

Nader F. Darchshori B.A.
Wellesley, Massachusetts

Nelson J. Darling, Jr. LL.B.
Swampscott, Massachusetts

Kathryn Wasserman Davis Ph.D.
Tarrytown, New York

Camilla Chandler Frost B.A.
Los Angeles, California

M. Dozier Gardner M.B.A.
Brookline, Massachusetts

Luella Gross Goldberg B.A.
Minneapolis, Minnesota

Margaret Jewett Greer B.A.
Chevy Chase, Maryland

Daniel S. Gregory M.B.A.
Westwood, Massachusetts

Victoria J. Herget M.B.A.
Chicago, Illinois

Barbara Loomis Jackson Ed.D.
New York, New York

Betty K. Freyhof Johnson M.A.
Cincinnati, Ohio

Judith Gaillard Jones B.A.
Pacific Palisades, California

Lois Juliber M.B.A.
Quogue, New York

Hilda Rosenbaum Kahne Ph.D.
Lexington, Massachusetts

Amalie Moses Kass M.Ed.
Lincoln, Massachusetts

George H. Kidder LL.B.
Concord, Massachusetts

Gail Heitler Klapper J.D.
Denver, Colorado

Edward P. Lawrence LL.B.
Brookline, Massachusetts

Robert A. Lawrence B.A.
Dedham, Massachusetts

Pamela Leach Lewis LL.M.
Jamaica Estates, New York

Regina Montoya J.D.
Dallas, Texas

Suzanne Kibler Morris B.A.
Houston, Texas

Suzanne Carreau Mueller B.A.
Westwood, Massachusetts

Theresa Mall Mullarkey B.A.
Locust Valley, New York

Susan Marley Newhouse B.A.
New York, New York

Horace S. Nichols B.S.
Boston, Massachusetts

George Putnam M.B.A.
Manchester, Massachusetts

Meredith Riggs Spangler M.A.
Charlotte, North Carolina

John K. Spring M.B.A.
Concord, Massachusetts

Nancy Angell Streeter B.A.
New York, New York

Estelle Newman Tanner B.A.
New York, New York

Dorothy Dann Collins Torbert B.A.
Dallas, Texas

Lulu Chow Wang M.B.A.
New York, New York

Dorothy Collins Weaver B.A.
Coral Gables, Florida

Presidents

Ada Howard
1875–1881

Alice Freeman Palmer
1881–1887

Helen Shafer
1887–1894

Julia Irvine
1894–1899

Caroline Hazard
1899–1910

Ellen Fitz Pendleton
1911–1936

Mildred McAfee Horton
1936–1949

Margaret Clapp
1949–1966

Ruth M. Adams
1966–1972

Barbara W. Newell
1972–1980

Nannerl Overholser Keohane
1981–1993

Diana Chapman Walsh
1993–2007

H. Kim Bottomly
2007–

Administration

Office of the President

H. Kim Bottomly Ph.D.
President

Catherine R. Salop M.A.
Assistant Vice President and
Executive Assistant to the President

Marianne Broms Cooley M.B.A.
Clerk of the Board and Assistant
to the President

Josephine M. DeMaso M.A.
Assistant to the President

Jill Downing B.A.
Administrative Assistant

Office of Admission and Student Financial Services

Jennifer C. Desjarlais M.Ed.
Dean of Admission and
Financial Aid

Office of Admission

Joy St. John J.D.
Director of Admission

Milena Mareva '01 B.A.
Senior Assistant Director

Anna Young B.S.
Associate Director

Lauren Dennis '02 M.A.
Assistant Director

Victoria George '05 B.A.
Assistant Director

Lucy Pelham B.A.
Assistant Director

Youlim Yai '04 B.A.
Assistant Director

Jane Kyricos B.A.
Admission Publications and
Communications Director

Ron LeShane, Jr. B.S.
Admission Information Systems

Office of Student Financial Services

Kathryn Osmond M.B.A.
Executive Director

James Garrant B.A.
Manager, Student Accounts

Lee Hanna
Assistant Director

Karen MacGregor '07, B.A.
Assistant Director, Financial Aid

Patricia Ramonat M.S.
Director, Financial Aid and Student
Employment

Mary W. Roberts B.S.
Manager, Information Systems

Denise Shearman B.S.
Applications Specialist

Laura M. Till M.Ed.
Associate Director, Financial Aid
and Student Employment

Karen T. Wilcox M.Mus.
Associate Director, Financial Aid

Office of the Provost and Dean of the College

Andrew Shennan Ph.D.
Provost and Dean of the College
Professor of History

Richard French Ph.D.
Dean of Academic Affairs
McDowell and Whitin Professor
of Astrophysics

Kathryn Lynch Ph.D.
Dean of Faculty Affairs
Katharine Lee Bates and Sophie
Chantal Hart Professor of English

Elizabeth C. Lieberman M.A.
Special Advisor to the Provost

Mary Pat Navins A.B.
Assistant Provost

Kathy Sanger
Assistant to the Provost and Dean
of the College

Office of Sponsored Research

Kevin Channess B.A.
Director

Office of International Study

Jennifer Thomas-Starck M.A.
Director

Mireille McLaughlin
Assistant to the Director of
International Studies

Child Study Center

Susan Kerr A.B.
Interim Educational Director

Tracy R. Gleason Ph.D.
Psychological Director
Assistant Professor of Psychology

Jennifer Clifton Ed.M.
Interim Lead Teacher

Becky L. Geer M.Ed.
Lead Teacher

Susan S. Ferguson B.S.
Lead Teacher

Annie P. Cohen
Assistant to the Director

Science Center

Cathy Summa Ph.D.
Science Center Director

Sheila P. Brachfeld-Child Ph.D.
Chair, Medical Professions Advisory
Committee

Orion McClure B.A.
Coordinator, Medical Professions
Advisory Committee

Kristina Jones Ph.D.
Adjunct Director, Botanic Gardens
Assistant Professor of Biological
Sciences

Patricia A. Paul A.S.
Office Manager

Carol Gagosian B.A.
Administrative Assistant

Knapp Social Science Center and Pendleton East

TBA

Susan and Donald Newhouse Center for the Humanities

Carol L. Dougherty Ph.D.
Director
William R. Kenan Jr. Professor of
Classical Studies

Whitin Observatory

Richard G. French Ph.D.
Director
McDowell and Whitin Professor
of Astrophysics
Dean of Academic Affairs

Office of the Dean of Students

Debra K. DeMeis Ph.D.
Dean of Students

Michelle Lepore M.A.
Associate Dean of Students

Linda Hiltz B.A.
Administrative Assistant

Anne Manning B.A.
Director of Student Life Technology

Office of Advising and Academic Support Services

John T. O'Keefe Ph.D.
Director, Advising and Academic
Support Services
Dean of the Class of 2011

Joy P. Playter M.A.
Dean of the Class of 2012

Susan R. Cohen Ph.D.
Dean of the Class of 2013
Dean of Davis Scholars

Lori I. Tenser M.Ed.
Dean of First-Year Students

Ruth A. Samia B.A.
Coordinator
First-Year Students Office

Mary M. Holliday M.Ed.
Administrative Assistant
Office of the Class Deans

Pforzheimer Learning & Teaching Center

Roberta Schotka
Director of Programs

Beth Ann Hennessey Ph.D.
Faculty Director
Professor of Psychology

Kim Lancaster
Administrative Assistant

Nontraditional Student Programs

Susan R. Cohen Ph.D.
Director, Davis Degree Program
Dean of Davis Scholars

Center for Work and Service

S. Joanne Murray Ed.M.
Director
Director, Madeleine Korbel
Albright Institute for Global Affairs,
Wintersession and Internship
Programs

E. Folsom Patterson M.B.A.
Associate Director
Director of Alumnae Career
Programs

Melissa Hawkins M.Ed.
Director, Service and Stipend
Programs

Judith A. Kenney B.A.
Librarian; Director of Technology

Kristy Liu B.A.
Assistant Director, Recruiting and
Technology

Salwa Nur Muhammad Ed.M.
Assistant Director, Internships and
Service Learning

Elizabeth O'Connell B.S.
Director, Not-for-Profit and
Public Service Programs;
Prelaw Advisor

Dori Peleg M.B.A.
Director, Internships and Service
Learning

Ellie Perkins M.A.
Director, Fellowship and
Preprofessional Programs

Sue G. Regnier
Assistant to the Director
Budget Manager

Irma Tryon
Director of Recruiting

*Madeleine Korbel Albright
Institute for Global Affairs*

Joseph P. Joyce M.A., Ph.D.
Professor of Economics
Faculty Director

Kathleen Miller J.D.
Program Director

S. Joanne Murray Ed.M.
Director, Madeleine Korbel
Albright Institute for Global Affairs,
Wintersession and Internship
Programs

*International Students and
Scholars Services*

Karen Pabon M.A.
Director, Slater International Center
Advisor to International Students
and Scholars

Kim Kadohata Maire B.A.
Assistant to the Director, Slater
International Center

Cultural Advising Network

Mared Alica-Westort M.Ed.
Director of Multicultural
Programs and Services
Advisor to Latina Students

Tracey Cameron
Interim Director of
Harambee House
Advisor to Students of
African Descent

Judah Dorrington M.S.
Director of Programs and Services,
Advisor to Lesbian, Bisexual, and
Transgendered Students

Karen Pabon M.A.
Director, Slater International Center
Advisor to International Students
and Scholars

Patti Sheinman M.A.
Director of Hillel

Karen Shih Ph.D.
Director of Multicultural Programs
and Services
Advisor to Students of Asian
Descent

James J. Wice M.Ed., C.R.C.
Director of Disability Services

College Health Service

Vanessa Britto M.D., M.Sc.
Director

Tanya C. Sullivan
Associate Director

Mary Bonner Seay WHNP-BC
Women's Health Nurse Practitioner

Mozelle Soule MS, PA-C
Physician Assistant—Certified

**Catherine Collins R.N., M.S.,
C.H.E.S.**
Director of Health Education

Amy Veale M.D.
Staff Physician

Jodi Colman R.H.J.A.
Office Manager

Lisa Keefe R.N.
Associate Clinical Coordinator

*The Office of Religious &
Spiritual Life*

Victor H. Kazanjian Jr. M.Div.
Dean of Religious and Spiritual Life

Donna Matson B.S.
Assistant to the Dean

Najiba Akbar M.S.W.
Muslim Chaplain

**The Reverend Mark D. W.
Edington M.Div., M.A.L.D.**
Protestant Chaplain

The Reverend Pamela Barz M.Div.
Unitarian Universalist Chaplain

David Bernat Ph.D.
Associate Director Hillel
Jewish Chaplain

**Sister Nancy Corcoran C.S.J.,
M.T.S.**
Catholic Chaplain
Director Newman Catholic Ministry

Lisa Desai Psy.D.
Hindu Chaplain

Whitney Harris B.A.
Advisor to the Evangelical Christian
Community

Ji Hyang Padma M.A.
Buddhist Chaplain

Patti Sheinman M.Ed., L.C.S.W.
Director Hillel

Residential and Campus Life

Kristine M. Niendorf Ed.D.
Director of Residential and
Campus Life

Donald C. Leach M.Div.
Assistant Director of Residential Life

Sandra Kim Ed.M.
Office Coordinator, Residential Life

Megan Jordan M.A.
Assistant Director of Student
Activities

Dorris Forde B.A.
Event Scheduler, Student Activities

**Office for Finance and
Administration**

Andrew B. Evans M.B.A., C.P.A.
Vice President for Finance and
Treasurer

Lisa J. Barbin M.B.A.
Chief of Police

Robert S. Bossange B.A.
Assistant Vice President for
Administration

Eloise See McGaw M.A.
Assistant Vice President and
Director of Human Resources

Annick F. Mansfield Ph.D.
Research Analyst

Amy Chandler-Nelson A.S.
Risk and Finance/Administration
Division Manager

Donna Ng M.B.A., C.P.A.
Associate Vice President for Finance

Peter D. Zuraw B.S.
Assistant Vice President for Facilities
Management and Planning

Investment Office

Deborah Foye Kuenstner '80
Chief Investment Officer

Louis E. Sousa
Investment Manager and Chief
Operating Officer

Rosecann C. Carpenter
Alternative Assets Manager

Susan J. M. Devlin
Office Manager

**Office for Resources and
Public Affairs**

Resources

Cameron Mason M.P.A.
Vice President

Julia Parrillo B.A.
Assistant Vice President

William S. Bennett M.P.A.
Senior Development Officer

Susan L. Berry B.A.
Associate Director, Stewardship

Dennis S. Boyer M.B.A.
Senior Development Officer

Laura E. Christian M.Ed.
Associate Director, Annual Giving

Debra D. DeVaughn J.D.
Senior Development Officer

Lisa Dissanayake B.A.
Assistant Director, Research

Lois M. Enos B.A.
Assistant Director, Research

Kathryn K. Flynn B.A.
Director, Development Services and
Donor Relations

Patricia Galindo B.S.
Director, Planned Giving

Courtney E. Greene B.A.
Associate Director, Annual Giving

Kristina L. Grinder B.A.
Assistant Director, Friends
Marketing

Kimberly A. Hokanson D.Ed.
Director, Annual Giving

Gail W. Joag
Director, External Relations

Mayumi A. Knudsen B.E.A.
Assistant Director, Leadership Gift
Stewardship

Jane LeBlanc M.A.T.
Assistant Director, Annual Giving

Nicole A. LeBlanc M.A.
Associate Director, Marketing

Amy R. Michelson M.A.
Associate Director, Development Services

Meredith L. Morgan B.A.
Assistant Director, Research

Deborah A. Mulno B.A.
Associate Director, Development Services for Gifts and Records

Karen Ossen B.A.
Associate Director, Corporate and Foundation Relations

Robert W. Phifer B.A.
Senior Philanthropic Advisor

Katherine C. Small B.A.
Senior Development Officer

Ann Stout A.S.
Assistant Director, Development Services/Planned Giving Administrator

Seth A. Taylor B.A.
Assistant Director, Annual Giving

Elizabeth Ward B.A.
Senior Associate Director, Annual Giving

Rebecca H. Yturregui B.A.
Director, Marketing and Stewardship

Sheila Zarba-Campbell B.A.
Senior Development Officer

Public Affairs

Elizabeth Gildersleeve
Assistant Vice President,
Communications and Public Affairs

Arlie Corday B.A.
Director of Communications and Media Relations

Sarah P. Medina B.S.
Director of Communications and Publications

Office for Information Services

Veronica Brandstrader B.A.
Director, Planning and Communication

Megan Adams Brooks M.L.S.
Director, Research, Instruction, and Computing Support

S. Terry Ballantyne M.S.
Director, Enterprise Application Integration

Kenneth Freundlich B.A.
Director, Instructional Technology

Eileen D. Hardy M.L.S.
Director, Information Resources

Sandra E. Roberts B.S.
Director, Technology Infrastructure

Jan Graham M.L.I.S.
Archivist and Records Management Officer

Heather Woods B.A.
Director, Access and Digital Media

The Davis Museum and Cultural Center

Lisa Fischman Ph.D.
Ruth Gordon Shapiro '37 Director

Dennis McFadden M.Arch.
Associate Director

Rebecca Dolloff
Executive Assistant to the Director

David J. Accorsini B.S.
Security Manager

Andrew Daubar B.A.
Assistant Preparator

Molly Eberle B.A.
Office Assistant, Friends of Art

Sandy Petrie Hachey B.A.
Assistant Registrar

Dabney Hailey M.A.
Linda Wyatt Gruber '66 Curator of Painting, Sculpture, and Photography

Elaine Mehalakes M.A.
Nancy Gray Sherrill '54 Kemper Curator for Academic Programs

Alexa Miller M.A.
Curator of Education

Bo Mompho B.A.
Director of Collection Management Care and Museum Registrar

Jim Olson M.A.
Coordinator of Information Technology Services

Richard Peterson
Security Supervisor

John Rossetti B.F.A.
Museum Preparator/Collection Care Specialist

Elizabeth Wyckoff Ph.D.
Assistant Director for Curatorial and Education
Curator of Prints and Drawings

Wellesley Centers for Women

Susan McGee Bailey Ph.D.
Executive Director

Christie S. Kim B.A.
Assistant to the Executive Director

Jean Murphy M.P.P.
Deputy Director for Finance and Administration

Donna Tambascio B.S.
Deputy Director for Communications and External Relations

Elaine Lawrence B.A.
Director of Annual Giving

An expanded list of research and program staff is available at wcuonline.org

Stone Center Counseling Services

Robin Cook-Nobles Ed.D.
Director

Angela Guerrero M.S.W.,
L.I.C.S.W.
Assistant Director and Coordinator of Training

Dawn Balcazar Ph.D.
Staff Psychologist and Coordinator of Group and Outreach Activities

Kumi Kang Choe Ed.D.
Staff Psychologist

George Ellsworth M.D.
Consulting Psychiatrist

Alex Prior L.I.C.S.W.
Staff Social Worker

Ellen Tucker M.S., P.C., N.P.
Clinical Nurse Practitioner

Jane Ward R.N., M.S.N., C.S.
Clinical Nurse Practitioner and Therapist

Ann Hughes M.A.
Office Manager

Cindy Verdelli
Office Assistant

Alumnae Association

Alumnae Office

Susan Challenger '76, B.A., MSc, MBA
Executive Director

Laura St. Germain Adamczyk '87, B.A.

Assistant to the Executive Director
Clerk of the Board

Greg Jong B.S.
Financial Administrator

Susan Lohin B.S.
Director, Alumnae Groups

Christine Kurtz M.A.
Assistant Director, Classes

Jessica Johnston '09, B.A.
Assistant Director, Clubs

Karen Kerns '97, B.A.
Senior Assistant Director, Shared Interest Groups

Heather Tromblee B.A.
Director, Events

Cindy Tashjian M.A.
Assistant Director, Events

Tom Haas B.A.
Assistant Director of Communications

Alice M. Hummer B.A.
Editor, *Wellesley Magazine*

Lisa Scanlon '99, B.A.
Associate Editor, *Wellesley Magazine*

Francie Latour B.A.
Associate Editor, *Wellesley Magazine*

Michelle A. Gillett '95, B.A.
Director, Alumnae Technology and Communications

Anne Springsteen '01, B.A.
Assistant Director, Alumnae Technology

Alumnae Association Board of Directors

President

Karen Gentleman '77
(2009–2012)
Indianapolis, Indiana

Treasurer/Secretary
Carol Cheswick Wilson '80
(2006–2010)
Darien, Connecticut

Anne Crary Berger '91
Chair, Alumnae Admission Representatives
(2007–2011)
San Francisco, California

Sandra Yeager '86
Chair, Annual Giving
(2008–2012)
Christiana, Pennsylvania

Melissa King '92
(2006–2010)
San Francisco, California

Grace Y. Toh '83
(2006–2010)
McLean, Virginia

Laura Wray '74
(2006–2010)
Denver, Colorado

Paulina PoncedeLeon Barido '05
Young Alumna Director
(2008–2010)
New York, New York

Debra DeV Vaughn '74
(2008–2012)
Chestnut Hill, Massachusetts

Karen Capriles Hodges '62
(2008–2012)
Phoenix, Arizona

Inyeai Ororokuma '79
(2008–2010)
Maineville, Ohio

Willajeanne McLean '77
(2009–2012)
Hartford, Connecticut

Aniella Gonzalez '93
(2009–2013)
Miami, Florida

Mei-Mei Tuan '88
(2009–2013)
Short Hills, New Jersey

Georgia Murphy Johnson '75
(2009–2013)
Brookline, Massachusetts

Susan Challenger '76
ex officio
Executive Director

Alice Hammer
ex officio
Editor, *Wellesley Magazine*

Kathy Stone Kaufmann '67
ex officio
Trustee, Chair, Wellesley
Development and Outreach Council

Alumnae Trustees

Ruth Chang '81
(2008–2014)
Cincinnati, Ohio

Lindsey Boylan '06
Young Alumnae Trustee
(2007–2010)
New York, New York

Joan Wallace-Benjamin '75
(2007–2010)
Boston, Massachusetts

Nami Park '85
(2007–2013)
Boston, Massachusetts

Linda Cozby Wertheimer '65
(2006–2012)
Washington, District of Columbia

Index

Academic advising, 15
Academic calendar 2009-10, 1
Academic distinctions, 16
 honors, 16
 other academic distinctions, 16
Academic policies and procedures, 15
Academic requirements for financial aid, 21
Academic support, 15-16
 academic advising, 15-16
 Learning and Teaching Center,
 Pforzheimer, 16
Accelerating candidates, 13
Additional academic opportunities, 15
Administration, 223-225
Admission, 12-15
 see admission plans
 see nontraditional students
 see criteria for admission
 see international students
 see transfer student admission
Admission application, 12
Admission of transfer students, 14
Admission plans, 12-13
 accelerating candidates, 13
 deferred entrance, 13
 early decision, 13
 early evaluation, 13
 regular decision, 13
Advising, academic, 15-16
African American student, cultural, and
 social center, 6
Africana studies, 26-30
Alternative Educational Loans, 20
Alumnae

 association, 225
 board of directors, 225
 hall, 8
 trustees, 225
American studies,
 interdepartmental major, 30-33
Anthropology courses, 34-37
Application form,
 admission, 12
 financial aid, 21
Applying for graduate fellowships, 23
Arabic courses,
 see Middle Eastern studies
Architecture,
 interdepartmental major, 38-39
Archives, 6-7
Art courses,
 applied arts, 48
 history of, 39-45, 48
 studio, 45-48, 49
Arts Center, Jewett, 6
Assistance for families not eligible
 for aid, 22
Astronomy courses, 49-51
Astrophysics, interdepartmental major, 51
Athletic facilities, 6
Athletics, see physical education and
 athletics courses

Bachelor of arts degree,
 Davis Scholars, 14-15
Billing and Payment, 18-19
cash, check, or money order, 19
monthly plan, 19
outside scholarships or grants, 19
payment procedures, 18-19
Tuition Stabilization Plan, 19
wire transfer, 19
Biological chemistry,
 interdepartmental major, 52

Biological sciences courses, 53-58
Black student cultural and social center, 6
Board of Trustees, 222
Botanic Gardens, 5
Buildings, see Campus

Calendar, academic, 1
Campus, see facilities and resources
Campus Center, Lulu Chow Wang, 8
Campus life, 9
Campus map, 228
Campus visit, 3, 13
Career Center, see Center for Work
 and Service
Career counseling, 12
CEEB, see standard tests
Center for the Humanities, Newhouse, 7
Center, media and technology, 6
Center, Multifaith, 6
Center for Research on Women, see
 Wellesley Centers for Women
Center, Schneider, 7
Center, social science, 6
Center, Wang Campus, 8
Center for Work and Service, 12
 career counseling, 12
 community service, 12
 fellowships, 12
 graduate schools, 12
 internships, 12
 job search, 12
 library, 12
 references, 12
 recruiting, 12
 summer stipends, 12
Centers for Women, see Wellesley
 Centers
 for Women
Chapel, Houghton Memorial, 6
Chaplaincy, see religious and spiritual life
Chemistry courses, 58-62
Chinese courses, 81-83
 see East Asian languages and literatures
Chinese studies, see East Asian studies
Cinema and media studies,
 interdepartmental major, 62-67
Classical studies courses, 68-73
 classical civilization, 68-70
 classical studies, 70-71
 greek, 71
 latin, 71-72
Classrooms, 5
Cognitive and linguistic sciences,
 interdepartmental major, 73-75
College, description of, 4-5
College Board tests, see standard tests
College Club, 8
College Counseling Service, 11
College government, 10
College health service, 11
Community service, 11
Comparative literature,
 structured individual major, 75-76
Computer facilities, 5
Computer science courses, 77-80
Conference,
 Ruhlman, 16
 Tanner, 16
Contents, Table of, 2
Continuing Education, see nontraditional
 students
 admission, 14
Costs, 17-20
 see fees and expenses
 see financing options
 see payment plans
Counseling and advising resources,
 11, 15-16

Courses of instruction, 25-213
 legend, 25
Criteria for admission, 12-13
 application, 12
 campus visit, 13
 college board tests, see standard tests
 general requirements for first-year
 student applicants, 12
 interview, 12-13
 standard tests, 13
Cultural Center, see Davis Museum and
 Cultural Center, 5
Cultural Center for African American
 Students, 6
Curriculum, 15

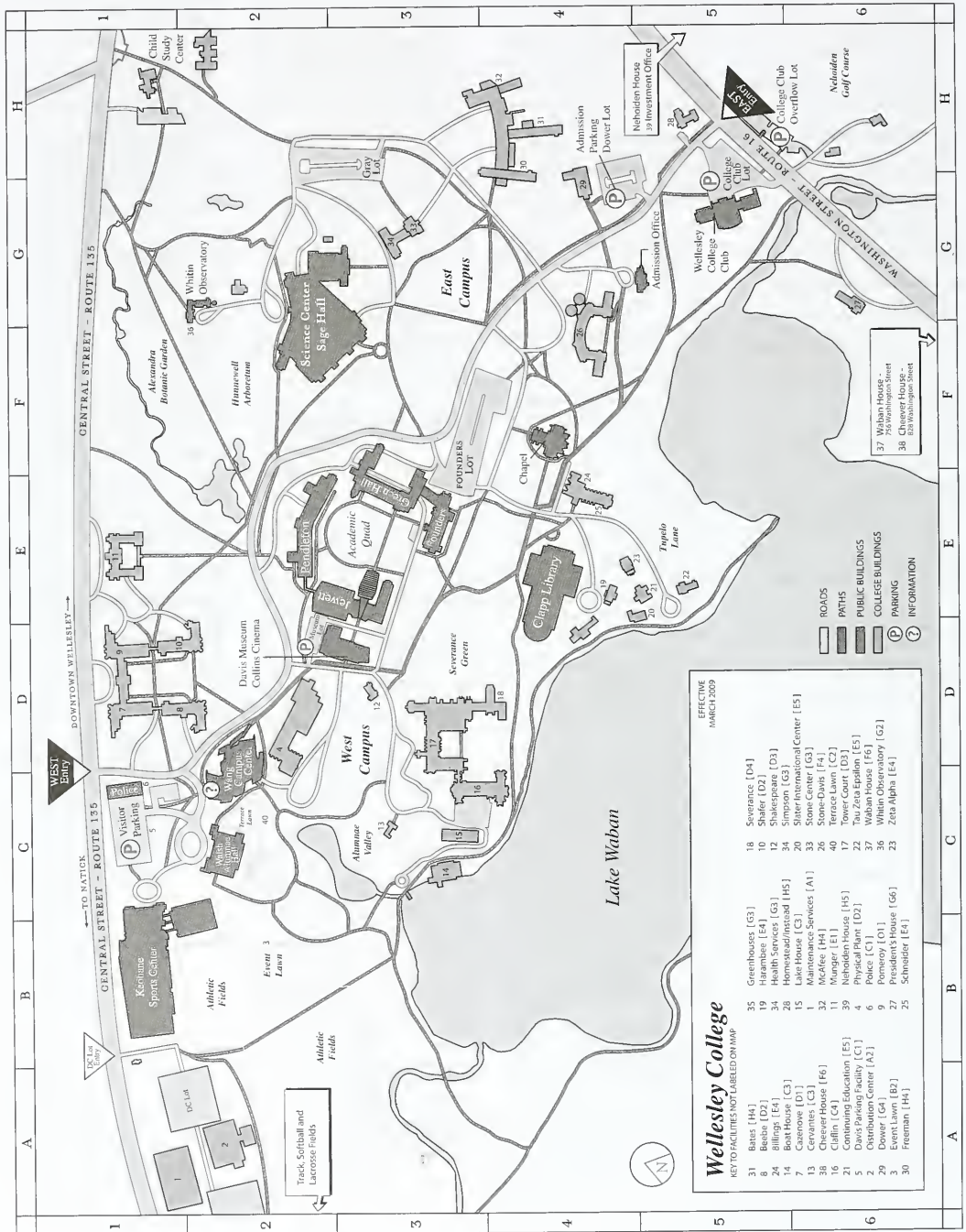
Davis Degree Program, 14
Davis Museum and Cultural Center, 5
Davis Scholars
 admission, 14
 financial aid for, 22
Deferred entrance, 13
Departmental honors, see honors
Disabilities, see services for students with
 disabilities
Division of student life, 8-12
Dormitories, see residence halls
Drama, see theatre studies

Early decision admission, 13
Early evaluation admission, 13
East Asian languages and literatures,
 department of, 80-85
East Asian studies, interdepartmental
 major, 86
Economics courses, 82-91
Education courses, 97-94
Emeriti
 administrators, 221-222
 professors, 221-222
Employment, student, 21
English courses, 95-102
Environmental studies,
 interdepartmental major, 103-106
Experimental courses, 106
Extrdepartmental courses, 106-107

Facilities and Resources, 5-8
 Center for Research on Women, 8
 chapel, Houghton Memorial, 6
 child study center, 5
 classrooms, 5
 computer facilities, 5
 continuing education house, 5
 Davis Museum and Cultural Center, 5
 greenhouses, see Botanic Gardens
 Jewett Arts Center, 6
 observatory, Whitin, 8
 President's House, 7
 Science Center, 7
 society houses, 7
 Wellesley Centers for Women, 8
 Wellesley College Club, 8
Faculty, 214-221
FAFSA/CSS profile forms, 21
Federal Parent Loan for Undergraduate
 Students (PLUS), 20
Federal Unsubsidized Stafford Loan, 20
Federal work-study, 21
Fees and Expenses, 17-19
 general deposit, 18
 high school student fees and
 refunds, 20
 refund policy, 19
 student accident and insurance
 program, 18
 student activity fee, 18
 tuition refund plan, 18

- Fellowships,
 - information, 23-23
 - graduate, 23-24
- Film and video courses, see cinema and media studies
- Financial Aid, 20-22
 - academic requirements, 21
 - application due dates, 21
 - applying for, 21
 - assistance for families not eligible, 22
 - Davis Scholars, 22
 - grants, 21
 - international students, 22
 - loans, 21
 - repayment of loans from the college, 21
 - ROTC scholarships, 21-22
 - town tuition grants, 21
 - verification of, 21
 - Wellesley Students' Aid Society, 22
 - work, 21
- Financial assistance for families not eligible, 22
- Financing Options, 20
 - alternative educational loans, 20
 - Federal Parent Loan for Undergraduate Students (PLUS), 20
 - Federal Unsubsidized Stafford Loan, 20
 - MEFA, 20
- First-year courses, 107-109
- First-year student,
 - admission requirements, 12
 - parking, 7
- French courses, 110-115
- French cultural studies,
 - interdepartmental major, 115-116
- Freshman, see first-year student
- General deposit, 18
- General requirements for first-year student applicants, 12
- Geology, see geosciences
- Geosciences courses, 116-119
- German, 119-122
- German studies, 122
- Graduate Fellowships, 22-23
 - for Wellesley College alumnae in Asia, 23
 - for Wellesley College graduates, 22-23
 - for Wellesley College graduating seniors, 22
 - for women graduates of any American institution, 23
 - instructions for applying, 23
- Grants, 21
- Greek courses, 71
- Green Hall, 5
- Greenhouses, see Botanic Gardens
- Health and society, courses in, 211
- Health Service, 11
 - medical insurance, 18
- Hebrew courses, see Jewish studies
- High school student fees and refunds, 20
- Hillel, see religious and spiritual life
- History courses, 123-131
- History of art courses, 39-45, 48
- Honor code, 10
- Honors, 16-17
 - see also academic distinctions
- Inquiries, visits and correspondence, 3
- Insurance, medical, 18
- International Center, Slater, 7
- International Relations,
 - interdepartmental majors, 132-133
 - International students, 7, 13-14
 - admission of, 13, 14
 - applying from U.S. high schools, 14
 - financial aid for, 22
 - transfer applicants, 14
 - U.S. citizens living abroad, 13
 - International Study, 15
 - Internships
 - information on, 12
 - Interview, admission, 12
 - Italian studies, 133-135
 - Japanese courses, 83-85
 - see East Asian languages and literatures
 - Japanese studies, see East Asian studies
 - Jewish studies,
 - interdepartmental major, 136-137
 - Jobs
 - recruiting, 12
 - search, 12
 - work, 12, 21
 - Korean, Language and Culture, 80-81
 - Language studies, see cognitive and linguistic sciences
 - Latin courses, 71-72
 - Latin American studies,
 - interdepartmental major, 137-138
 - Learning and Teaching Center, Pforzheimer, 16
 - Legal studies, courses in, 211
 - Library, 6-7
 - astronomy, 8
 - Linguistics, see cognitive and linguistic sciences, 74
 - Literature in translation, courses in, 212
 - Loans, 21
 - Loan plans, see financing options
 - Federal Parent Loan for Undergraduate Students (PLUS), 20
 - Federal Unsubsidized Stafford Loan, 20
 - MEFA, 20
 - Major, see individual department
 - Marine Studies Consortium, 106-107
 - Massachusetts Educational Financing Authority (MEFA), 20
 - Mathematics courses, 139-142
 - Meal plan, 10
 - Media arts and sciences,
 - interdepartmental major, 142-144
 - Medical insurance premium, 18
 - Medieval/Renaissance studies,
 - interdepartmental major, 144-146
 - MEFA, 20
 - Middle Eastern studies,
 - interdepartmental major, 146-148
 - Minor, see individual department
 - Mission, 4
 - Multifaith Center, 6
 - Museum and Cultural Center, Davis, 5
 - Music courses, 148-153
 - performing music, 148, 150, 152
 - performing organizations, 152-153
 - Neuroscience,
 - interdepartmental major, 153-155
 - Nontraditional students, 14-15
 - Observatory, Whitin, 8
 - Online course information, 15
 - Orchestra, 9, 153
 - Outside scholarships or grants, 19
- Parent Loan for Undergraduate Students (PLUS), 20
 - Parking, 7
- Payment plans
 - monthly plan, 19
 - Monthly Plan through Tuition Management Systems (TMS), 19
 - Prepaid Tuition Stabilization Plan, 19
 - student account payment, 18-19
- Peace and justice studies,
 - individual major and minor, 155-156
- Philosophy courses, 157-161
- Physical education and athletics courses, 161-162
- Physical education facilities, 6
- Physics courses, 162-165
- Placement examinations, see individual departments
- Political science courses, 165-173
- Postbaccalaureate study, 15
 - admission, 15
- Premiums, Student Accident and Insurance Program, 18
- Prepaid Tuition Stabilization Plan, 19
- Presidents, 223
 - President's house, 7
 - Professors emeriti, 221
 - Psychology courses, 173-178
- Quantitative reasoning program, 178-179
- Quantitative reasoning requirement, 178
- Recreation, see physical education and athletics courses
- Recruiting, 12
- References, 12
- Refund Policy, 19-20
- Regular decision admission, 13
- Religion courses, 179-184
- Religious and spiritual life, 11
- Repayment of loans from the college, 21
- Research or individual study, 15
- Residence halls, 7, 10
- Resources, facilities and, 5-8
- ROTC scholarships, 21-22
- Russian area studies,
 - interdepartmental major, 187-188
- Russian courses, 185-187
- SAT test dates, see standards tests
- Scholarships and fellowships, 21, 22-23
- Scholastic assessment and achievement tests, 13
- Science Center, 7
 - Services for students with disabilities, 11
- Society houses, 7
- Sociology courses, 188-192
- South Asia studies, courses in, 192-194
- Spanish courses, 194-198
- Special Academic Programs, 15
 - international study, 15
- Sports Center, Natnerl Overholser Keohane, 6
- Sports facilities, 6
- Standard tests, 13
- Statistics, courses in, 212-213
- Stipends, see internships funding resources
- Student activity fee, 18
- Student Accident and Insurance program premium, 18
- Student government, 10
 - college government, 10
 - honor code, 10
- Student life, division of, 8-12
- Student organizations, 9
- Student parking, 7
- Student records, confidentiality of, 233
- Student residence life philosophy, 8-9
 - college health service, 11
 - counseling, 11
 - religious and spiritual life, 11
 - residence halls, 7, 10
 - services for students with disabilities, 11
- Stone Center Counseling Service, 11
- Students
 - international and transfer, 13-14
 - nontraditional students, 14-15
- Students' Aid Society, Wellesley, 22
- Studio art courses, 45-48, 49
- Studios, audio and video production, 6
- Theatre studies
 - interdepartmental major, 198-201
- Town tuition grants, 21
- Transfer student admission, 13-14
- Transportation, 7-8
- Travel directions, 229
- Trustees,
 - alumnae, 225
 - Board of, 222
- Tuition, see payment plans
- Tuition Refund Plan, 18
- Tuition Stabilization Plan, 19
- Tuition Management Systems (TMS),
 - monthly plan, 19
- U.S. citizens living abroad,
 - admission of, 13
- Unsubsidized Stafford Loan, 20
- Urban Studies, courses in, 213
- Visits, 3, 13
- Web site, see Wellesley College Web site
- Wellesley Centers for Women, 8
- Wellesley College Center for Research on Women, 8
- Wellesley College Club, 8
- Wellesley College Web site, 3
- Wellesley Students' Aid Society, 22-23
- Women's research center, 8
- Women's studies courses, 201-205
- Work, see employment, student
- Writing program courses, 206-210
- Writing requirement, 206
- Zipcar, 8

Campus Map



Wellesley College
KEY TO FACILITIES NOT LABELED ON MAP

EFFECTIVE MARCH 2009

1	Bliss [H4]	35	Greenhouses [G3]
2	Bliss [D2]	36	Hazmat [E4]
3	Bliss [E4]	37	Health Services [G3]
4	Boat House [C3]	38	Homestead/Instead [H5]
5	Cazzone [D1]	39	Lake House [C3]
6	Chapin [C4]	40	Life Sciences Center [E5]
7	Chapin [C4]	41	McKee [H4]
8	Cliffin [C4]	42	Murphy [E1]
9	Continuing Education [E5]	43	Neholden House [H5]
10	Davis Parking Facility [C1]	44	Physical Plant [D2]
11	Davis Parking Facility [C1]	45	Physical Plant [D2]
12	Dower [G4]	46	Pomroy [O1]
13	Event Lawn [B2]	47	President's House [G6]
14	Freeman [H4]	48	Schneider [E4]
15	Freeman [H4]	49	Schwartz [E4]
16	Freeman [H4]	50	Shaffer [D2]
17	Freeman [H4]	51	Shakespeare [O3]
18	Freeman [H4]	52	Simpson [G3]
19	Freeman [H4]	53	Slater-International Center [E5]
20	Freeman [H4]	54	Stone-Davis [F4]
21	Freeman [H4]	55	Terrace Lawn [C2]
22	Freeman [H4]	56	Tower Court [D3]
23	Freeman [H4]	57	W. Zeta Spalding [E5]
24	Freeman [H4]	58	W. Zeta Spalding [E5]
25	Freeman [H4]	59	Whitin Observatory [G2]
26	Freeman [H4]	60	Zeta Alpha [E4]
27	Freeman [H4]	61	Zeta Alpha [E4]
28	Freeman [H4]	62	Zeta Alpha [E4]
29	Freeman [H4]	63	Zeta Alpha [E4]
30	Freeman [H4]	64	Zeta Alpha [E4]
31	Freeman [H4]	65	Zeta Alpha [E4]
32	Freeman [H4]	66	Zeta Alpha [E4]

Travel Directions

By Car

• From the West:

Take the Massachusetts Turnpike (I-90) to Exit 14 (Weston). Go south on Interstate 95 (Route 128) for 1/2 mile to Route 16, Exit 21B. Follow Route 16 West for 2.9 miles to a stoplight (five-way intersection) in the town of Wellesley; go straight on Route 135 (West). At the third traffic light, take a left into the main entrance of the College. Take your first right to the new Davis Parking Facility.

• From the East:

Take the Massachusetts Turnpike (I-90) west to Exit 16 (West Newton). Follow Route 16 West for 4.7 miles, using directions above.

• From the North:

Take Interstate 95 South (Route 128) to Exit 21B (Route 16 West). Follow Route 16 West for 2.9 miles, using directions above.

• From the South:

Take Interstate 95 North (Route 128) to Exit 21B (Route 16 West). Follow Route 16 West for 2.9 miles, using directions above.

By Airplane

Options from Logan International Airport:

• **By car:** From the airport, take the Ted Williams Tunnel to the Mass Pike (I-90) West. Then follow directions from the East.

• Take a taxi directly to Wellesley College. **See Area Taxis.** Allow at least an hour for the commute.

Or

• Take the Logan Express bus, which picks up at all airline terminals, to Framingham. Allow at least an hour for the commute. Call 800-23-LOGAN or visit www.massport.com/logan/getti_typeo_logan.html for more information.

From Framingham, take a taxi to the College. **See Area Taxis.** Allow half an hour for the ride to Wellesley.

Or

• Take the free shuttle bus to the MBTA subway stop. Take the Blue Line Inbound four stops to Government Center. Go upstairs and change to the Green Line. Ride an Outbound subway marked "RIVERSIDE-D" to Woodland, the second to last stop on the D line. Subway fare is \$1.70.

From Woodland, take a taxi to the College. **See Area Taxis.**

Allow two hours for total commute.

By Train

Options from the Amtrak terminal at South Station:

• From South Station, take the Framingham/Worcester Commuter Rail to the Wellesley Square stop. The commute is approximately half an hour. One-way fare is \$5.25 and is paid on the train. Exact change is not required.

Go up the stairs and turn left onto Crest Road; follow Crest a short distance. Take a right onto Central Street. Walk five minutes to the second set of lights. Cross the street to the entrance of the College. From there, allow 20 minutes to walk to your destination on campus.

Note: The Commuter Rail runs on a schedule that can be accessed by calling 800.392.6100 or 617.222.3200 or by visiting www.mbtta.com. Please call ahead when making travel plans; the schedule varies on weekends and holidays. You may also take the Commuter Rail to Wellesley from Back Bay Station.

If you prefer, call a taxi from the Wellesley Square Commuter Rail stop. **See Area Taxis.**

Or

• From South Station, take the MBTA Subway (Red Line) Inbound two stops to Park Street. Go upstairs and change to the Green Line. Ride an Outbound subway marked "RIVERSIDE-D" to Woodland, the second to last stop on the D Line. Follow the above directions from Woodland.

By Bus

• From Peter Pan and Greyhound terminals at South Station, use Commuter Rail directions above.

Or

• Take a Non-Express Greyhound or Peter Pan bus to the Riverside terminal. From there, take a taxi to the College. **See Area Taxis.** Commute from Riverside will be about 30 minutes, although it may be longer during rush hour.

Note: Express buses DO NOT stop at Riverside.

Area Taxis

Bay State Taxi Service
617.566.5000
www.baystatetaxi.com

Newton Yellow Cab
617.332.7700
www.newtonyellowcab.com

Veteran's Taxi
617.527.0300
www.veterantaxi.com

Wellesley Town Taxi
781.237.2201
www.wellesleytowntaxi.com

Prices may vary.

Note: All fares quoted are subject to change. Travel time may need to be increased during rush hour.

Student Records

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

The final regulations for the Act make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the education records of the student may be disclosed to the parents without the student's prior consent. It will be assumed that every student is a dependent of her parents, as defined by the Internal Revenue Code, unless notification to the contrary with supporting evidence satisfactory to the College is filed in writing with the Registrar by October 1 of each academic year. All correspondence relating to a student's undergraduate performance is removed from a student's file and destroyed one year after graduation.

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

Students interested in placing limitations on the release of information should contact Student Financial Services.

Directory Information

The Privacy Act gives Wellesley the right to make public at its discretion, without prior authorization from the individual student, the following personally identifiable information: name; class year; home address and telephone number; college address and telephone number; college e-mail address; schedule of classes; major and minor field(s); date and place of birth; dates of attendance at Wellesley College; degrees, honors, and awards received; weight and height of student athletes; participation in officially recognized sports and activities; and previous educational institution most recently attended. In addition, student photographs are part of a College directory that resides on the Wellesley College Web site and they appear on class lists that are available to the members of the faculty. These photographs are accessible only to members of the college community.

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

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

Wellesley College
106 Central Street
Wellesley, MA 02481-8203

Nonprofit
U.S. Postage
PAID
Permit 12548