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1980-1981





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# Academic Calendar 1985-86

## First Semester

### AUGUST

New students arrive	29, Thurs.
Orientation weekend for new students	30, Fri. through 2, Mon.
Returning students arrive	31, Sat.

### SEPTEMBER

Classes begin	3, Tues.
Convocation	5, Thurs.

### OCTOBER

Fall recess begins (after classes)	11, Fri.
Fall recess ends	15, Tues.

### NOVEMBER

Thanksgiving recess begins (after classes)	27, Wed.
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### DECEMBER

Thanksgiving recess ends	1, Sun.
Classes end	6, Fri.
Reading period begins	7, Sat.
Examinations begin	12, Thurs.
Examinations end	18, Wed.
No examinations	14, Sat. 15, Sun.
Holiday vacation begins (after examinations)	18, Wed.

### JANUARY

Holiday vacation ends	3, Fri.
Wintersession begins	6, Mon.
Wintersession ends	22, Wed.

## Second Semester

### JANUARY

Classes begin	27, Mon.
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### FEBRUARY

Washington's Birthday (no classes)	17, Mon.
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### MARCH

Spring vacation begins (after classes)	21, Fri.
Spring vacation ends	30, Sun.

### APRIL

Patriot's Day (no classes)	21, Mon.
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### MAY

Classes end	6, Tues.
Reading period begins	7, Wed.
Examinations begin	12, Mon.
Examinations end	16, Fri.
Commencement	30, Fri.

## Inquiries, Visits & Correspondence

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Wellesley 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, may be obtained by writing to the appropriate office as listed.

For those who would like to visit the College, the administrative offices in Green Hall are open Monday through Friday, 8:30 a.m. to 4:30 p.m., and by appointment on Saturday mornings during term time. Special arrangements for greeting prospective students can also be made during vacation periods. Rooms 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 writing to the club manager.

A prospective student who wishes to arrange an interview with a member of the professional staff of the Board of Admission should make an appointment well in advance.

Student guides provide tours for visitors without previous appointment. Visitors to the College may call the Board of Admission prior to their visit to arrange a mutually convenient time for the tour.

### **President**

General interests of the College

### **Dean of the College**

Academic policies and programs

### **Dean of Students**

Student life

Advising, counseling

Residence

MIT cross registration

Exchange programs

International students

Study abroad

### **Class Deans**

Individual students

### **Dean of Continuing Education**

Continuing education students

### **Director of Admission**

Admission of students

### **Director of Financial Aid**

Financial aid; student employment; fellowships; student loans

### **Bursar**

College fees

### **Registrar**

Transcripts of records

### **Director, Center for Women's Careers**

Graduate school; employment; general career counseling of undergraduates and alumnae

### **Vice President for Finance and Administration**

Business matters

### **Vice President for Public Affairs**

Media; publications; special events

### **Vice President for Resources**

Gifts and bequests

### **Executive Director, Alumnae Association**

Alumnae interests

### **Address**

Wellesley College

Wellesley, Massachusetts 02181

(617) 235-0320

The Call  
to Service  
Life

# The College

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A student's years at Wellesley are the beginning — not the end — of an education. A Wellesley College degree signifies not that the graduate has memorized certain blocks of material, but that she has acquired the curiosity, the desire, and the ability to seek and assimilate new information. Four years at a women's college can provide the foundation for the widest possible range of ambitions, and the necessary self-confidence as an individual and as a woman to fulfill them. At Wellesley, a woman has every educational opportunity. Above all, it is Wellesley's purpose to teach students to apply knowledge wisely, and to use the advantages of talent and education to seek new ways to serve the wider community. These are the elements of an education that can never grow old and can never become obsolete.

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Wellesley is a college for the serious student, one who has high expectations for her intellectual life and for her career. Beyond this common ground, there is no Wellesley stereotype. Students at the College come from all over the world, from different cultures and backgrounds. They have prepared for Wellesley at hundreds of different secondary schools; two-thirds of them attended public secondary schools. Wellesley students are American Indian, Asian-American, Black, Hispanic, and white. Through the Continuing Education Program, a number of older women, many of whom are married and have children, are part of the student body working toward a Wellesley degree. Men and women from other colleges and universities study at Wellesley through various exchange programs.

This diversity of people and personalities is made possible, in large part, by the College's continuing ability to maintain an "aid-blind" admission policy. Students are accepted without reference to their ability to pay. Once admitted, those with demonstrated need receive financial aid through a variety of services. Approximately 65% of the student body currently has financial help; about 43% of those receive aid directly from the College.

Wellesley's founder, Henry Fowle Durant, was an impassioned believer in educational opportunity for women. Throughout its 110 year history Wellesley has been one of a handful of preeminent liberal arts colleges in the country, and, at the same time, a distinguished leader in the education of women.

Wellesley has remained a women's college because there are priceless advantages for the student. These advantages have increased in importance over the last twenty years, especially since women began entering the paid labor force in large numbers. At a college for women, the student is free to reflect upon herself as an individual and as a scholar, without the encumbrance of



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stereotypes. As a result, students at Wellesley find themselves taking courses and pursuing interests that elsewhere might be seen as more appropriate for men. They also take courses and pursue interests with an emphasis on the lives and achievements of women, that elsewhere might not be available at all. The College has always encouraged women to make responsible choices, without regard for prevailing convention. In the early part of this century, a woman choosing to become a physician would have been viewed as atypical. Today, it might be equally unconventional for a Wellesley graduate to devote herself to a family and to volunteer activities. Either way, the women's college experience helps each student understand that she has many choices, that she may set her own goals and strive to fulfill them in a way that is satisfying to her.

In recognition of the importance of studying the contribution of women to their world, the College inaugurated a major in Women's Studies in 1982. While the major concentration is new and presents many exciting opportunities, the investigation of women's work and women's lives has been a respected part of academic life here for many years. The Wellesley College Center for Research on Women, a policy-oriented research institution on campus, was founded in 1974 and has produced much work of national importance about the role of women in contemporary society.

Wellesley is not, however, a community composed only of women. Many members of the faculty and administration are men, and through the various exchange programs there are always male students on campus. With Boston and Cambridge, and their many educational institutions, only 35 minutes away, there is a wealth of opportunity for each student to enjoy the kind of social life she desires. For example, Wellesley-Harvard and Wellesley-MIT gatherings are held regularly in Cambridge and on campus.

In some respects, the liberal arts curriculum at Wellesley, like the traditional commitment to women, has changed little since the College was founded. The constant features are the grouping of disciplines into several broad areas and the requirement that each student sample widely from courses in each area. Consistent also is the concept of the major — the opportunity for each student, through concentrated study during her junior and senior years, to establish mastery in a single area. The College has adhered to this framework because it emphasizes the building blocks of a continuing education: the ability to speak and write clearly, the knowledge to manage quantitative data with ease, the confidence to approach new material, the capacity to make critical judgments. Whatever the student chooses to do with her life, these skills will be essential.

Within this traditional liberal arts framework, the Wellesley curriculum is dynamic, responsive to social change and quick to incorporate new fields of study. The dramatic expansion of information of the last 20 years has led to an increasingly interdisciplinary course

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of study. Single majors in traditional disciplines have been joined by double majors, and especially designed interdisciplinary and interdepartmental majors. A multidepartmental Freshman Writing Course is a degree requirement.

Wellesley stresses computer literacy for all its students. In 1982 the College instituted a major concentration in Computer Science. At Wellesley the use of data and word processing is not limited to the sciences: faculty members are pioneering applications of artificial intelligence and teaching technology in such fields as philosophy, history, and languages. A Technology Studies program designed primarily for humanities students began in September, 1983.

Also new since 1984 is the Freshman Cluster Program. It offers freshmen a new format in which to study traditional materials of the liberal arts curriculum.

The Wellesley curriculum is further extended through exchange programs, residential and nonresidential, with a number of other institutions.

The Wellesley-MIT Cross Registration Program allows students to combine the strengths of these two outstanding institutions while remaining in residence on their own campuses. Wellesley students enroll in a large variety of MIT subjects, largely in the humanities, social sciences, art, engineering, planning and management, as well as courses in engineering, mathematics, and the sciences. Popular courses have been "Issues in Architecture", "Financial and Management Accounting" and "Field Geology". Wellesley students construct individual majors in such subjects as Urban Planning, Engineering and Linguistics which draw on the resources of departments at both MIT and Wellesley. A bus runs hourly between the two campuses.

The Twelve College Exchange Program brings men and women from other member New England colleges to Wellesley for a semester or a year, and enables Wellesley students to live and study on another campus. The College also offers exchanges between Wellesley and Brandeis University, Spelman College, a distinguished Black liberal arts college for women in Atlanta, Georgia, and Mills College, a women's college in Oakland, California.

Wellesley students are encouraged to spend a semester or a year abroad in programs at many institutions throughout the world. Financial aid for study abroad is available through several Wellesley funds. The Slater program underwrites the cost of attending European institutions for a summer or academic year, and it brings Slater Fellows from abroad to the Wellesley campus. The Waddell program provides funds for study in Caribbean countries or in Africa. The Stecher program enables students to study art abroad either during the academic year or summer.

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Wellesley's faculty — of which 55 percent are women — bring to the College a vast range of academic and professional interests. Poets, artists, musicians, scientists, political and economic analysts, the members of the faculty are scholars dedicated to teaching and committed to all aspects of life in the Wellesley community. The President of the College, Nannerl Keohane, teaches a seminar in Political Science. A number of faculty live on or near the campus, and are available to students long after the end of class.

At Wellesley there is one faculty member for every ten students. As a result, the average class size is 15 to 18 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. In general, seminars bring together 12 to 15 students and an instructor to investigate clearly defined areas of concern. The low faculty-student ratio offers an excellent opportunity for students to undertake individual work with faculty or honors projects and research.

Learning at Wellesley is supported by excellent academic facilities. The Margaret Clapp Library has an extensive general collection of over 700,000 volumes in its open stacks, as well as many rare books in special collections. In addition to the collections in the main library, many departments have their own libraries, totaling 100,000 volumes.

Wellesley's strength in the sciences dates to the nineteenth century, when the College's physics laboratory was the second such laboratory in the country (the first was at the Massachusetts Institute of Technology). 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 in the Science Center are completely equipped for a wide variety of fields. Resources for the sciences at Wellesley also include an extensive complex of greenhouses and a fine observatory.

Students in the arts find excellent facilities in the Jewett Arts Center, a complex consisting of the art department wing and the theatre and music wing, linked by the Wellesley College Museum.

Wellesley recognizes that classroom activities and studying are only part of a college education. The residence hall system not only provides a pleasant and comfortable place to live, but seeks, through educational programs and meaningful experiments in collective living, to integrate academic and extracurricular life. Residence life is administered in several different ways, ranging from professional heads of houses to student-run cooperatives.

For many students, the lessons learned competing on the athletic field, publishing the *Wellesley News*, or participating in a Wellesley-sponsored summer internship in Washington are of life-long importance. The College encourages self-expression through

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any of the over 100 established extracurricular activities, as well as any interest that a student may choose to pursue alone or with a small number of friends. Wellesley also supports those students who investigate religious issues and thought. The College chaplaincy offers a religious program embracing many faiths, including denominational services for those who wish to participate.

Wellesley is a small community, and the quality of life depends upon the involvement and commitment of each of its constituents. For this reason, students at the College participate in decision-making in nearly every area of College life. Students serve, frequently as voting members, on every major committee of the Board of Trustees, including the Investment Committee, and on committees of the Academic and Administrative Councils, including the Board of Admission and the Committee on Curriculum and Instruction. In academic departments, they are voting members of the curriculum and faculty search committees. They also serve on committees that set policy for residential life and govern Schneider Center, the focus for much student and community activity on campus.

The Wellesley College Government Association was established in 1918 by student and faculty agreement. Through Senate, its elected representative body, it is the official organization of all Wellesley students. College Government officers are elected each spring on a campus-wide basis; Senate representatives are elected in each residence hall and by the Nonresident Student Organization.

In its desire to create the best possible education for women, we at Wellesley continue to seek solutions to problems faced by both men and women in a changing world. We also look closely at our own immediate environment, and try to make it a better place in which to study and to grow. Members of the Wellesley community are exploring new patterns of work, new ways for campus groups to communicate more effectively, and new styles of residential life.

Each student who comes to Wellesley College joins an extended community, composed of the thousands of women who have preceded her. Some of Wellesley's alumnae have been outstanding scholars and researchers; others have been leaders in politics and women's rights; still others have made important contributions to their communities through volunteer work. We are proud of our alumnae. Their contributions, however they have chosen to make them, have proven that four years at Wellesley College *is* just a beginning.

# The Campus

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Wellesley College has a campus of more than 500 acres bordering on Lake Waban. There are woodlands, hills and meadows, an arboretum, ponds, and miles of footpaths. In this setting are 64 buildings, with architectural styles ranging from Gothic to contemporary. The focal point of the campus is the Galen Stone Tower, named for its donor, which rises 182 feet.

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## Facilities & Resources

The broad scope of Wellesley's curriculum is supported by excellent academic facilities, ranging from large lecture halls to study carrels, from tools to create art to equipment for advanced scientific research. Of equal importance to the quality of its academic facilities is the College's policy of making them available to all students.

- Classrooms** The two primary classroom buildings, Founders Hall and Pendleton Hall, are located in the academic quadrangle. The humanities are taught in Founders and the social sciences in Pendleton East.
- Science Center** The Science Center houses the departments of astronomy, biological sciences, chemistry, computer science, geology, mathematics, physics, and psychology. In the Center are the teaching and research laboratories: an extensive array of sophisticated facilities and equipment. Special equipment includes two electron microscopes, two NMR spectrometers, an X-ray diffractometer and argon and dye lasers. There are also environmental rooms, animal quarters, and closed circuit TV.
- The Science Center also houses the Science Library, comprised of over 78,000 volumes from five separate departmental collections. Group study rooms, carrels, audiovisual and tutorial rooms, copying equipment and microfilm facilities are under the supervision of a science librarian.
- Greenhouses** The Margaret C. Ferguson greenhouses, named after an early Wellesley professor of botany, contains more than 1,000 different kinds of plants. The 14 houses, completely renovated and double glazed in 1982-83 for energy efficiency, can be controlled separately, providing a range of conditions from temperate to tropical. Laboratories used for botany classes open directly into the greenhouses, where considerable space is set aside for student and faculty research and classroom instruction. The greenhouses and the adjacent 22-acre Botanic Gardens are open to the public throughout the year.

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Observatory	The Whitin Observatory contains laboratories, classrooms, dark-room, and the library of the astronomy department. Its research equipment includes a 6-inch, a 12-inch, and a 24-inch telescope. The observatory was a gift of Mrs. John C. Whitin, a former trustee of the College. It was built in 1900, enlarged in 1962 and 1966, and is considered to be an unusually fine facility for undergraduate training in astronomy.
Computer Facilities	Many courses and research projects at Wellesley involve the use of a computer. The College has a DEC-2060 computer which is housed in the Henry David Tishman Computer Laboratory. Computer terminals are located in the Public Terminal Room of the Margaret Clapp Library, in the Science Center, and at various locations in academic buildings.
Jewett Arts Center	<p>The Jewett Arts Center, consists of the Mary Cooper Jewett art wing and the Margaret Weyerhaeuser Jewett music and drama wing. Linking the two buildings is the Wellesley College Museum.</p> <p>The Museum was founded in 1889 to provide original works for the study of art at Wellesley. Its collection of over 3,000 objects includes classical, medieval and Renaissance sculpture, old master paintings, prints, drawings, photographs and twentieth-century art. Special exhibitions and works drawn from the collection and by studio artists are shown. The Museum presents lectures, Art-Breaks, gallery talks, receptions and tours for students and members of the community. Students have an opportunity to participate in the professional life of the Museum.</p> <p>The art wing consists of the Art Department and Museum offices, classrooms, an extensive library, photography darkrooms, and a print laboratory. The music and theatre wing contains the music library, listening rooms, practice studios, classrooms and offices. A collection of musical instruments of various periods is available to students.</p> <p>The Jewett Auditorium, a theatre seating 320 persons, was designed for chamber music performances, and is also used for special events. In addition, there are rehearsal rooms and other theatre facilities.</p> <p>Pendleton West contains laboratories, studios, a sculpture foundry, an extension of the Music Library, the choir rehearsal room, and a concert salon.</p>
Margaret Clapp Library	The third enlargement and complete remodeling of the Margaret Clapp Library was finished in 1975. At the center of the modern and functional building is the reference room which distinguished the original building erected in 1910.

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The College library's holdings (including art, music, and science collections) contain more than 800,000 items and an important collection of public documents. Subscriptions to periodicals number over 2,800. Interlibrary loans through the Boston Consortium of Academic and Research Libraries augment the College's own collections.

The Special Collections include letters, manuscripts, and rare books and the Archives contain materials documenting the history of Wellesley. The language laboratory and a listening room for the collection of spoken and dramatic recordings are in the library. A lecture room is available for meetings.

**Continuing  
Education  
House**

The CE House is the official home for the Continuing Education students. The Dean and the staff who coordinate the academic and support systems of the Continuing Education program are located here. The CE House is also used for meetings and special events and as an informal gathering place to study, relax and share ideas. A House Council is elected each year to plan and organize activities for the CE population, and CE advisors serve as peer counselors for the new students entering each semester.

**Child  
Study  
Center**

The Child Study Center is a preschool and laboratory which serves the College and the neighboring community. It is housed in the Anne L. Page Memorial Building, which was specifically designed in 1913 as a school for young children. Under the direction of the Psychology Department, students and faculty from any discipline can 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 at the Center, there is a Developmental Laboratory at the Science Center; research equipment is available at both locations.

**Physical  
Education  
Facilities**

Classes for all indoor sports and dance will be conducted in the new Sports Center beginning this fall. This Center includes an eight-lane competitive swimming pool; badminton, squash and racquetball courts; exercise/dance studios; volleyball courts; and an athletic training area. The new field house has basketball and volleyball courts, indoor tennis courts and a 200-meter track. Outdoor water sports center around the boathouse where the canoes, sailboats, and crew shells are kept. Wellesley also maintains a nine-hole golf course, 24 tennis courts, hockey, lacrosse, and soccer fields, and a swimming beach.

**Alumnae  
Hall**

The largest auditorium on the campus, seating 1,500 people, is in Alumnae Hall. The Hall also has a large ballroom and houses the Wellesley College Theatre. Visiting lecturers, concert artists, and professional theatre groups often appear there. The building was erected in 1923 and is the gift of Wellesley alumnae.

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Chapel	The Houghton Memorial Chapel was presented to Wellesley in 1897 by the son and daughter of William S. Houghton, a former trustee of the College. The chapel's stained glass windows commemorate the founders and others, while a tablet by Daniel Chester French honors Alice Freeman Palmer, Wellesley's second president. The chapel is a setting for lectures and community meetings as well as religious services.
Schneider College Center	The center for extracurricular life at the College is Schneider College Center. Its facilities provide lounge areas, a snack bar, meeting rooms, offices for student organizations, the College Government Office, a meeting room for Hillel, a kosher kitchen, a student-staffed Info Box, a student-managed Café Hoop, a store and the Wellesley College Radio Station WZLY. It also contains the facilities for nonresident students, office of the Center Director, the Residence Office, and the Chaplaincy.
Harambee House	Harambee House is the cultural and social center for the Black community at Wellesley. Diverse program offerings, which highlight various aspects of Black culture, are open to the College community. Harambee has a growing library of the history and culture of African and Afro-American peoples and boasts a record library (classical-jazz by Black artists), which is housed in the Jewett Music Library. The House also contains offices for the staff, Ethos (the Black student organization), and Brown Sister (a literary magazine), as well as rooms for seminars, meetings, and social gatherings.
Slater International Center	Slater International Center is a social and educational center for foreign and American students and faculty. The Center serves campus organizations that have an interest in international affairs and helps to sponsor seminars and speakers on international topics. Located in the Center is the Foreign Student Office, where the Foreign Student Advisor handles immigration and counsels students from abroad. Slater Center is the headquarter for the Slater International Association, providing a place where foreign students may study, cook, entertain, and get to know each other better. In addition, the Center coordinates a peer counseling group of foreign students to help new students make a smooth adjustment to the United States.



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<b>Society Houses</b>	There are three society houses. Each house has kitchen and dining facilities, a living room, and other gathering rooms. Members are drawn from all four classes, beginning with second semester freshmen. Shakespeare House is a center for students interested in Shakespearean drama; Tau Zeta Epsilon House is oriented around art and music; and Zeta Alpha House is for students with an interest in modern drama. Phi Sigma, reinstated in 1985, is a society that promotes intelligent interest in cultural and public affairs.
<b>Green Hall</b>	The offices of the president, the board of admission, the deans, and all administrative offices directly affecting the academic and business management of the College are located in Green Hall. The building has large rooms for Academic and Administrative Council and trustee meetings and class and seminar rooms. Named for Hetty R. Green, the building was erected in 1931.
<b>Infirmary</b>	Simpson Infirmary is a licensed hospital, with an outpatient clinic approved by the American Hospital Association. It is connected to the original infirmary which was built in 1881.
<b>President's House</b>	The President's House, formerly the country estate of Wellesley's founders, Mr. and Mrs. Henry Fowle Durant, is located on a hill just south of the main campus. The spacious lawns border Lake Waban. Remodeled and renovated in 1968, it is frequently the scene of alumnae and trustee gatherings as well as receptions for distinguished visitors, for entering students, and for graduating seniors and their parents.
<b>Wellesley College Club</b>	The Wellesley College Club is a center for faculty, staff, and alumnae. Its reception and dining rooms are open to members, their guests, and parents of students for lunch and dinner and are used for many special occasions. Overnight accommodations are available for alumnae and for parents of students and prospective students.
<b>Center for Research on Women</b>	The Center for Research on Women was established in the summer of 1974 by a grant from the Carnegie Corporation and has received support from the Ford Foundation, Time, Inc., and a variety of private foundations, government agencies, corporations, and individuals. The Center conducts policy-oriented studies of women's educational, work, and family needs and examines paid and unpaid work in the context of increasing life choices for both women and men.

# Student Life

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Intellectual growth is only part of the realization of one's talents and abilities. Wellesley College offers many opportunities for a student to develop self-confidence, leadership skills, and a sense of social responsibility through participation in student organizations and college governance. Camaraderie built through these involvements creates solid friendships that support Wellesley students during their college years and for a lifetime.

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On the Wellesley campus many student groups reflect ethnic, social, political, and religious interests. Among the organizations are Alianza, an association of Chicana, American Indian, and Puerto Rican students; Ethos, an organization of Black students; the Asian Association, composed of Asian and Asian-American students; the Women's Alliance, a group interested in feminist issues; and the Nonresident Council. Religious groups such as the Newman Club, the Wellesley Christian Fellowship, Hillel, the Black Christian Fellowship, the Muslim Fellowship, Canterbury Club, and Christian Scientists offer many programs throughout the year.

Students are also responsible for a number of publications, among them the *Wellesley News*, the weekly student newspaper; *Brown Sister*, a student publication for and about Third World women; *Legenda*, the College yearbook; *Perspectives*, a student commentary on campus and world issues; and *WRagtime* and the *Galen Stone Review*, literary publications. WZLY, the campus radio station, is operated by an all-student staff.

Sports are a significant part of life at Wellesley. There are ten intercollegiate teams, and numerous opportunities for competition in the intramural program. Other students pursue physical education just for fun, or to stay in shape. Interests range from yoga and fencing to dance and scuba diving. Wellesley's new Sports Center opened this fall and includes an eight-lane competitive swimming pool, badminton, squash and racquetball courts; exercise/dance studios; volleyball courts; and an athletic training area. The new field house has basketball and volleyball courts, indoor tennis courts and a 200-meter track. Lake Waban is used for water sports and Paramecium Pond for ice skating.

The arts have always been a highly visible part of the Wellesley experience. The College Choir, the Madrigals, the Tupelos, the Collegium Musicum, the Chamber Music Society, the Chapel Choir, the Ethos Choir, the Carillonners Guild, and the MIT Orchestra all offer experiences for students with interests in music. Those inclined toward the theatre can choose among the Wellesley College Theatre, the Experimental Theatre, and the Shakespeare Society.

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Life at Wellesley also includes a number of traditional social events. Junior Show, Sophomore Parents' Weekend, Spring Weekend, and International Week are supplemented by frequent informal parties.

Schneider Center, which also has a coffee house, conference rooms, and a student-run store, is the center of community activity. Supplementing the facilities and resources of Schneider are Slater International Center, which is the frequent setting for international events and celebrations, and Harambee House, the social and cultural center of the Black community at Wellesley. Harambee sponsors lectures and dance rehearsal performances, many in conjunction with the Black Studies Department. Lectures and cultural programs are presented also by Alianza, the Asian Association, and Hillel.

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## Student Residences & Resources

Although some students live off campus, most live in one of Wellesley's twenty residence halls. For resident and nonresident students alike, the College provides the counseling, religious, and health services necessary to ensure the spiritual and medical health of the community.

### Residence Halls

The residence halls are the focus of much campus life. Each has a character of its own. Much of the informal learning at Wellesley takes place in spontaneous discussions and debates in the residence halls. The diversity of Wellesley's students, who bring to the College differing life styles and cultural backgrounds, contributes much to this process.

The residence hall system at Wellesley is designed to foster a sense of community, with most of the administration and program planning left to the individuals who live within the community. Within this principle of student self-government, the halls offer many opportunities for residents to assume leadership positions.

The residence experience is also likely to include lectures, faculty, staff and alumnae Guests in Residence, group discussions, dinners with faculty members, and parties. One tradition, initiated in the early years of the College, is Wednesday Tea — an informal occasion which continues to attract many students.

There are several types of residence halls at Wellesley, each with a distinctive theme and structure. Of the 15 larger residence halls (most housing 120-140 students), 11 are staffed by a professional Head of House and 4 by a student Head of House. Each Head of House serves as an advisor and counselor to individuals and groups in each hall and as a liaison to the College community. The Heads of House supervise a residence staff which includes

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a Resident Advisor on each floor, a Freshman Coordinator, and a House President. The smaller halls (Simpson West, Homestead, French House, and 2 cooperative houses) are staffed by student Resident Advisors or Coordinators and have a more informal system of house government for the 8-18 upperclass students living there.

Students in the larger residence halls elect a House Council which administers the day-to-day details of living. The Vice President of Programming and her committee in each hall plan a variety of social, cultural, and educational events throughout the year. Each residence also elects representatives to the Senate, and these students consult with members of the residence hall on campus-wide issues and convey opinions of their constituencies to the student government.

A residential policy committee reviews many aspects of residential life and is developing ways to involve students in all areas of residential policy making. The Residence Office has been working to strengthen the involvement of faculty, staff, and alumnae in residence hall life.

Most of the residence halls contain single rooms, double rooms, and some suites. Incoming freshmen are placed in double rooms. The cost of all rooms is the same, regardless of whether they are shared, and students are required to sign a residence contract. Each hall has a spacious living room, smaller common rooms, and a study room. All but six have dining facilities, and in the remaining halls, facilities are open on a five-day or seven-day basis. There are limited kitchenette facilities in the halls for preparing snacks. Each building is equipped with coin-operated washers and dryers.

The College supplies a bed, pillow, desk, chair, lamp, bookcase, and bureau for each resident student. Students may rent linen or supply their own. Students supply blankets, quilts, and their own curtains, pictures, rugs, and posters. They clean their own rooms and contribute two or three hours a week answering the telephones and doing other miscellaneous jobs which are scheduled by the student heads of work.

Twenty residence halls are grouped in three areas of the campus: Bates, Freeman, McAfee, Simpson, Dower, French House, Homestead, Stone, and Davis are near the Route 16 entrance to the campus; Tower Court, Severance, Crawford House, Lake House, and Claflin are situated off College Road in the center of the campus; and Shafer, Pomeroy, Cazenove, Beebe, and Munger are located by the Route 135 entrance to the College.

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## Counseling and Advising Resources

Counseling is readily available. Many students benefit from talking with someone other than friends and roommates about personal matters, whether their concerns are large or small, affecting their daily life or their more basic sense of purpose and direction.

The offices of the Dean of Students offer a wide range of counseling and advising services for individuals and groups of students. They include the Class Deans, the Residence Office staff, Heads of House and student staff in residence halls, the Nonresident Advisor, the student activities staff in Schneider Center, Harambee House, Slater International Center, and the Chaplain and religious groups advisors.

The College Counseling Service, part of the Stone Center for Developmental Services and Studies, provides short-term counseling and a variety of outreach services. Staff members are all professionals who offer individual and group counseling as well as preventive programs such as workshops and issue-oriented groups. They are trained in a variety of fields including psychiatry, psychology, and psychiatric social work. Long-term psychotherapy is not provided at the College, but the resources for such treatment are readily available in the Greater Boston area. The counseling service can help students locate appropriate long-term therapists. *Complete professional confidentiality is maintained at all times.*

## Religious Resources

Wellesley seeks to respond sensitively to a variety of religious traditions. The College encourages independent religious involvement on the part of its students.

The College Chaplaincy offers diverse religious, personal growth, and social action programs as well as service opportunities. The Chaplain and members of the Chaplaincy staff are regularly available for religious and personal counseling.

The Chaplain also officiates at regular Sunday morning worship, an ecumenically oriented Protestant service in Houghton Memorial Chapel with guest preachers invited once a month.

Catholic masses are offered on Sunday and Tuesday afternoons, and the Newman Catholic Ministry offers a number of other programs.

Jewish students will find a varied program including high holiday services and a kosher meal plan. Schneider Center houses a Hillel room and kosher kitchen facilities.

Attendance at all worship services is open and voluntary. Many activities are also sponsored by other religious groups on campus.

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College  
Health  
Service

The services of the College physicians and nurses are available at Simpson Infirmary which includes a licensed hospital and an outpatient clinic. Regular full-time students and Continuing Education students who carry three or more courses are eligible for care. There is no health fee. Appropriate charges are made for inpatient care (medical, surgical, or psychiatric). These services are usually covered by insurance. There are no charges for outpatient treatment except laboratory studies, elective examinations or procedures, immunizations and treatment of pre-existing or ongoing conditions. A College-sponsored student insurance plan is available. Consultation with specialists in all fields is readily available both locally and in Boston. Financial responsibility for these consultations rests with the student, parents, or their health insurers.

Besides the usual care given by College Health Services, members of the staff establish programs to expand the use of the health services and arrange special programs in response to student interests.

The confidentiality of the doctor-patient relationship is carefully preserved. *College medical personnel will not share any medical information concerning a student with any College authorities, or with the parents of students, without the written consent of the student.* It may be necessary to disclose minimal information to insurance companies for verification of medical claims. Students are required to enroll in the College Student Health Insurance Plan unless they have equivalent coverage.

Parents are requested to sign a statement authorizing the College to proceed with appropriate treatment in the case of serious illness or emergency in the event they cannot be reached by telephone.

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## Student Government

Throughout its history the College has based its policies regarding student life upon the concepts of personal integrity, respect for individual rights, and student self-government. The rules and procedures governing student life reflect these concepts, and are designed chiefly to ensure the privacy and safety of individuals. Legislation concerning all aspects of Wellesley community life is contained in the *Articles of Government*, copies of which are available to all students.

### Honor Code

Inherent in Wellesley's system of democratic government, 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 he or she approaches both the regulated and nonregulated 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 special conduct of its members. Each student — degree candidate, exchange student, and special student — is bound by all the rules.

Each student is expected to live up to the honor code, as a member of the student body of Wellesley College both on and off the campus. She should also remember that she is subject to federal, state, and local laws which are beyond the jurisdiction of Wellesley College.

The honor code can work only with full support among all members of the 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.

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**College  
Government**

Most of the legislation and regulations guiding student life is enacted and administered by the student College Government, of which all students are members. Responsibilities delegated by the Board of Trustees to the College Government include governance of all student organizations, appointment of students to College committees, allocation of student activities monies, and administration of the Honor Code and judicial process. Many of these responsibilities are assumed by Senate, the elected legislative body of College Government, which also provides the official representative voice of the student body.

Violations of the Honor Code are adjudicated through the student Judicial System. Three separate branches of the Judicial System address infractions of residence hall violations, violations of academic principles, and the appeal process.

**Confidentiality  
of Student  
Records**

Maintenance of the confidentiality of individual student educational records has been and continues to be important at Wellesley, as is a concern for the accuracy of each record. Under the provisions of the federal Family Educational Rights and Privacy Act of 1974, 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 by prohibiting the release of such information (other than those facts 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.



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All correspondence relating to a student's undergraduate performance is removed from a student's file and destroyed one year after graduation. All disciplinary records are destroyed when a student graduates from the College. Disciplinary records are never a part of a student's permanent file while she is at Wellesley.

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 Dean of Students. Students wishing to inspect a record should apply directly to the office involved. Complaints concerning alleged noncompliance by the College with the Privacy Act, which are not satisfactorily resolved by the College itself, may be addressed in writing to the Family Educational Rights and Privacy Act Office, Department of Education, 550 Independence Avenue, S.W., Washington, D.C. 20201.

## Directory Information

The Privacy Act gives to 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; major field; 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; previous educational institution most recently attended.

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 1 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 itself.

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## Career Services

The Center for Women's Careers helps students translate their liberal arts skills into specific career opportunities. Through programs such as *Women in Action* and *Management Basics*, students are introduced to the realities of various professions. Other programs teach job search skills. On the job experience is offered through over 2,500 internship programs. Students are encouraged to maintain contact with the Center throughout their time at Wellesley. All services are available to alumnae and staff.

The CWC Library houses information on specific professions and career options, graduate and professional study, entrance examination requirements, and opportunities for work and study abroad.

The Center for Women's Careers maintains a file of alumnae who are willing to talk to students about their graduate study and/or career experience. The Center also sponsors a wide variety of programs that bring alumnae back to the campus to discuss their personal and professional working lives.

- Counseling** During the school year, there is a counselor available in the front office each day to answer career-related questions on a drop-in basis. Group and individual counseling sessions are also offered. The Center gives workshops on career goal setting, resume writing, and applying to graduate and professional schools. These workshops take a variety of forms, from simple discussion to role playing and group critique. Vocational interest inventories are also available.
- Recruiting** The Center for Women's Careers arranges interviews with recruiters from over 65 companies. Students are notified of impending visits by postings in the Center, in the *Weekly Bulletin* and in the *Career Planning News*, and are advised to consult with a career counselor prior to the interview.
- Job Notices** Job notebooks are maintained by the Center staff and are open to all students and alumnae. Notices of job openings are filed in these notebooks as they are received by the Center. A job bulletin newsletter is sent to alumnae and seniors upon request.
- Graduate Schools** Students seeking information on the academic programs at specific graduate and professional schools should speak with their academic advisors and members of the faculty as well as career counselors. The Center for Women's Careers provides complete assistance and materials for application to graduate school, including graduate school and professional school examinations, application forms, copies of recommendations solicited by the students but maintained on file at the Center, and advice on completing graduate school applications.

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**Internships**

The Center for Women's Careers houses information on a wide variety of internship programs available through the College, the local community, and the country, during the term, January, and summer. Interns work at the Department of Justice, the Corcoran Gallery of Art, and in dozens of fields ranging from engineering to environmental advocacy, from stage management to banking. The Center serves as the clearinghouse for information concerning all internships and can direct students to the appropriate faculty members for those programs administered by college academic departments. The Center also coordinates efforts with the Massachusetts Internship Office. All internships require early application and considerable planning; students interested in internships should consult a counselor well in advance.

**Scholarships  
and Fellowships**

The Center provides information and assistance on a wide variety of scholarships and fellowships, some for very specific institutions or fields of interest, and others with more general application. A full listing and description of scholarships and fellowships is maintained in the CWC Library.

**Recommendations**

All students are encouraged to build a reference file; all references will be forwarded to schools and employers upon request. In addition to recommendations from faculty, students should consider obtaining references from summer employers, from responsible individuals with whom the student has worked on internships or special programs, and from faculty members at schools she attends on exchange programs. The Center provides standard recommendation forms acceptable to graduate schools and employers unless forms are provided in application materials.

## Geographic Distribution, 1984-85

### Students from the United States and Outlying Areas

Alabama	2
Alaska	3
Arizona	13
Arkansas	5
California	150
Colorado	16
Connecticut	127
Delaware	6
District of Columbia	18
Florida	51
Georgia	17
Hawaii	17
Illinois	50
Indiana	13
Iowa	3
Kansas	16
Kentucky	9
Louisiana	12
Maine	36
Maryland	69
Massachusetts	563
Michigan	26
Minnesota	15
Mississippi	5
Missouri	6
Montana	2
Nebraska	3
Nevada	1
New Hampshire	29
New Jersey	148
New Mexico	5
New York	286
North Carolina	14
Ohio	53
Oklahoma	4
Oregon	16
Pennsylvania	87
Puerto Rico	5
Rhode Island	26
South Carolina	8
Tennessee	6
Texas	39
Utah	2
Vermont	12
Virginia	41
Virgin Islands	1
Washington	20
West Virginia	8
Wisconsin	16
<b>Total</b>	<b>2,079</b>

### Students from Other Countries

	Foreign Citizens	U.S. Citizens Living Abroad	Foreign Citizens	U.S. Citizens Living Abroad
Bahamas	1		Saudi Arabia	1
Bangladesh	4		Singapore	1
Belgium		2	South Africa	2
Bermuda	2		Spain	3
Brazil		2	Switzerland	1
Burma	1		Taiwan	2
Canada	3	5	Thailand	3
China, People's Rep. of	6		Uruguay	1
Colombia	4	2	Venezuela	1
Congo	1		West Germany	2
Cyprus	2		<b>Total</b>	<b>36</b>
Dominican Republic	1			
Ecuador		1		
El Salvador	1			
England	8	3		
Ethiopia	1			
France	2	3		
Ghana	1			
Great Britain	1			
Greece	3	1		
Hong Kong	7	2		
India	6			
Iran	1			
Israel	1			
Italy	1	1		
Jamaica	2			
Japan	12	2		
Kenya	2			
Korea	11	3		
Kuwait	1			
Lebanon	1			
Malaysia	6			
Mexico	3			
Morocco		1		
Nepal	2			
Netherlands	1			
Nicaragua	1			
Pakistan	4			
Panama	2			
Peru	1			
Philippines	10			



# Admission

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The Board of Admission chooses students who will benefit from and contribute to the type of education offered at Wellesley and be able to meet the standards for graduation from the College. Consideration is given to creativity and high motivation as well as strong academic potential.

The Board of Admission considers each application on its merits and does not discriminate on the basis of race, religion, color, creed, or national origin. In accordance with its desire to maintain diversity in its student body, Wellesley College encourages applications from qualified students who come from a wide variety of cultural, economic, and ethnic backgrounds.

The Board of Admission at Wellesley is composed of representatives of the faculty, the administration, and the students. In selecting the candidates who will comprise the student body, the Board of Admission considers a number of factors: high school records, rank in class, scholastic aptitude and achievement test scores, letters of recommendation from teachers and principals, the student's own statements about herself and her activities, and the interview reports of the staff or alumnae. The Board of Admission values evidence of unusual talent and involvement in all areas of academic and social concern.

Each application is evaluated with care. The admission decision is never made on the basis of a single factor. For instance, the Board recognizes that standardized tests do not measure motivation or creativity and that scores may be influenced by the student's experience with timed examinations. Each part of the application, however, contributes to a well rounded appraisal of a student's strengths and is useful in attempting to predict whether Wellesley would be the right place for her to continue her education.

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## Criteria for Admission

### General Requirements for Freshman Applicants

Wellesley College does not require a fixed plan of secondary school courses as preparation for its program of studies. However, entering students normally have completed four years of strong college preparatory studies in secondary school. Adequate preparation includes training in clear and coherent writing and in interpreting literature, training in the principles of mathematics (usually a minimum of three years), competence in at least one foreign language, ancient or modern (usually achieved through three or four years of study), and experience in at least one laboratory science and in history.

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Students planning to concentrate in mathematics, in premedical studies, or in the 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 before they enter college.

There are often exceptions to the preparation suggested here, and the Board will consider an applicant whose educational background varies from this general description.

### **The Application**

Application forms may be obtained from the Board of Admission. A nonrefundable fee of \$30 must accompany the formal application. If the applicant fee imposes a burden on the family's finances, a letter from the applicant's guidance counselor requesting a fee waiver should be sent to the Director of Admission with the application for admission.

### **The Interview**

A personal interview is required of each applicant. If it is not possible for a candidate to come to the College for an interview, she should write to the Board of Admission or use the form provided in the application to request the name of an alumna interviewer in the candidate's local area. A high school junior just beginning to think about colleges may arrange for an informal conversation with an alumna or member of the Board. The Board of Admission is closed for interviews from February 15 to April 1; however, tours will still be given by student guides during this time.

### **Campus Visit**

Students who are seriously considering Wellesley will have a better understanding of student life at Wellesley if they can arrange to spend a day on campus. Candidates are welcome to attend classes, eat in the residence halls, and talk informally with Wellesley students. Prospective students who plan to spend some time exploring the College are urged to notify the Board of Admission at least two weeks in advance so that tours, interviews, meals, and attendance at classes can be arranged before arrival on campus. Overnights in the residence halls can also be arranged for high school seniors.

### **College Entrance Examination Board Tests**

The Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board (CEEB) are required of all applicants for admission. One Achievement Test must be the English Composition or English Composition with Essay Test.

Each applicant is responsible for arranging to take the tests and for requesting CEEB to send to Wellesley College the results of all tests taken. CEEB sends its publications and the registration forms necessary to apply for the tests to all American secondary schools and many centers abroad. The applicant may obtain the

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registration form at school, or may obtain it by writing directly to CEEB, Box 692, Princeton, New Jersey 08540; or in western United States, western Canada, Australia, Mexico, or the Pacific Islands, to CEEB, Box 1025, Berkeley, California 94701.

It is necessary to register with CEEB approximately six weeks before the test dates; however, limited walk-in registration may be available at some test centers.

Either the SAT or three Achievement Tests may be taken on any of the following dates, but it is not possible to take both the SAT and the Achievement Tests on the same day, so students must select and register for two different test dates. The latest test date from which scores can be used for admission in September, 1986 is January 25, 1986.

The CEEB Code Number for Wellesley College is 3957.

Dates of  
CEEB Tests

- November 2, 1985
- December 7, 1985
- \*January 25, 1986
- \*\*March 15, 1986 (SAT only)
- May 3, 1986
- June 7, 1986
- \*In New York: ACH only
- \*\*Not held in New York

In addition, on October 12, 1985 the SAT only is offered in California, Florida, Georgia, Illinois, North Carolina, South Carolina and Texas. The English Composition with Essay Test is offered only on the December 7, 1985 test date.

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## Admission Plans

Students may apply to Wellesley under several admission plans. Most applicants use the Regular Decision or Early Evaluation plans, but for students with special considerations or with particularly strong high school records there are plans for early decision and early admission. Each plan has specific guidelines and deadlines.

Regular  
Decision

A candidate who uses the regular plan of admission must file an application by February 1 of the year for which she is applying. Applicants will be notified of the Board of Admission's decisions in mid-April. Applicants for regular admission may take Scholastic Aptitude Tests and Achievement Tests any time through January of the senior year. It is preferred, however, that students take these tests before the January test date to insure that scores will arrive well before the Board of Admission begins to review records.

Results of tests taken after January arrive too late for consideration by the Board of Admission.



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**Early Decision**

This plan is intended for those students with strong high school records who have selected Wellesley as their first choice college by the fall of the senior year. Candidates under this plan may initiate applications at other colleges, but they agree to make only one Early Decision application, and if admitted under Early Decision, they must then withdraw all other applications.

Candidates who wish Early Decision must submit Part I of the application by November 1 and indicate that they want to be considered under the Early Decision Plan. Although CEEB tests taken through the November 2, 1985 test date may be used, it is preferred that students complete the appropriate tests by the end of the junior year. All supporting credentials and an interview must be completed by November 15. 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 request it by checking the appropriate box of the application form, will receive an Early Evaluation of their chances of admission. These evaluations will be sent by the end of February. Candidates will receive the final decision from the Board of Admission in mid-April.

**Early Admission**

The College considers applications from candidates who plan to enter college after completing three years of high school and who have demonstrated academic strength and personal and social maturity. These candidates are considered for admission along with other applicants for the Regular Decision Plan. They are requested to identify themselves as Early Admission applicants in their correspondence with the Board of Admission. It is preferable that these candidates have their interviews at the College if distance permits. Early Admission candidates are not eligible for Early Decision or Early Evaluation. In all other respects they follow the regular procedures for the Regular Decision Plan.

**Deferred Entrance**

Students who complete their applications and are admitted and who then wish to defer entrance to the freshman class for one year should accept the offer of admission by May 1, and at the same time request a year's deferral. 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 foreign students.

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United States  
Citizens Living  
Abroad

For U.S. citizens living in other countries the entrance requirements and procedures for making application are the same as for applicants within the United States. U.S. citizens who have been educated exclusively in foreign school systems follow the same application procedures as foreign students.

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## Continuing Education

The Continuing Education program offers educational opportunity for women beyond traditional college age. The program is designed for women who wish to work toward the Bachelor of Arts degree, as well as for a limited number of men and women who seek nondegree course work as special students. Continuing Education students enroll in the same courses as the traditional Wellesley undergraduates and meet the same degree requirements. They may enroll on a part-time or full-time basis.

Bachelor  
of Arts Degree  
Candidates

Prospective candidates for the B.A. degree are women, usually over the age of twenty-five, whose education has been interrupted for at least two years, or whose life experience make enrollment through Continuing Education the logical avenue of admission to Wellesley College. At least eight of the 32 units required for the B.A. degree must be completed at Wellesley. There is no time limitation for completion of the degree.

The College will accept for credit only those courses which are comparable to courses offered in the liberal arts curriculum at Wellesley. One Wellesley unit is equal to four semester hours or six quarter-hours. The Registrar will evaluate credit earned at accredited colleges with the official transcript, catalog, and degree requirements from those colleges. All entering Continuing Education students should have course descriptions and degree requirements from the period of enrollment at all previous colleges sent as part of their application.

Special  
Students

Special students apply to Wellesley with a special purpose in mind. They may be graduates of an accredited college or university who wish to do further undergraduate work to prepare for graduate studies; they may be matriculated students currently affiliated with another accredited college or university who wish to take courses for degree credit at the affiliate; or they may have special needs for nondegree course work. The College reserves the right to limit the number of semesters and/or courses that a Special Student may take for credit.

Application for admission to the Continuing Education Program is made through the Office of Continuing Education. The deadline for first semester admission is April 1 and for the second semester admission is December 1.

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## Foreign & Transfer Students

Through the years Wellesley has sought and benefited from a large body of foreign students on campus. The College also seeks highly qualified transfer students who believe that Wellesley's special opportunities will help them to achieve specific goals. For Foreign and transfer students there are some additional and different application procedures and deadlines.

### Foreign Students

Students who are applying from overseas secondary schools or universities, or who entered a United States high school in the twelfth grade, should apply through the Foreign Student Board. Citizens of other countries who will have been studying in the United States for longer than one full year by the time of College entrance should apply through the regular admission program and are eligible for the various decision plans Wellesley offers (see previous page). Applicants who would like to compete for the limited financial aid funds available for foreign citizens should apply under the Regular Decision Plan. Foreign students must apply by January 15 of the year in which the student plans to enter the College. Admission is for September entrance only. There is no application fee for Foreign students living outside of the United States. Foreign students cannot apply under Early Decision, Early Evaluation, or Early Admission. Specific instructions for Foreign students wishing to apply to Wellesley are contained in the brochure, *For Foreign Students*, which may be obtained by writing to the Board of Admission. Letters of inquiry should include the student's country of citizenship, present school and year of entry, and academic level.

### 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 deans and instructors. Scholastic Aptitude Tests are required of transfer applicants. Incoming sophomores and juniors are eligible to apply for entrance in either the first or second semester. Applications for transfer in the middle of the freshman year are discouraged. Students wishing to transfer into Wellesley should apply by February 1 for entrance in the fall semester, and before November 15 for entrance in the spring semester, on forms which may be obtained from the Board of Admission. Notification is in mid-April and late December, respectively. The preliminary application forms should be returned with a nonrefundable registration fee of \$30, or a fee waiver request authorized by a financial aid officer or college dean; the rest of the application forms will be sent upon receipt of these items.

The College will accept for credit only those courses which are comparable to courses 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 in foreign countries will be granted only when the Registrar has given specific approval of the courses elected and 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. A Wellesley unit is equivalent to four semester hours and 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. Wellesley College has no summer school and courses done independently during the summer may not be counted toward the 16 units required. 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 requirements which must be fulfilled for graduation. These requirements are described on p. 51 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. Candidates who are older than the usual undergraduate age and whose educations have been interrupted for several years prior to the date of application, may wish to consult the Office of Continuing Education.

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**Summary of Students, 1984-85**

	Resident	Non-resident	Class Totals	Totals
Candidates for the B.A. degree				2,242
Seniors	532	31	563	
Juniors	389	20	409	
Sophomores	497	9	506	
Freshmen	635	6	641	
Continuing Education Students	5	118	123	
Nondegree Candidates	12	2		14
Special Students	4	37		41
<b>Total Registration</b> October 1984				<b>2,297</b>

# Costs

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The cost of an excellent education is high, both at Wellesley and at other comparable institutions. To assist students and their families in meeting these costs, Wellesley offers a variety of payment plans. At the same time through financial aid the College is currently able to make its educational opportunities open to all its regular U.S. students regardless of their financial circumstances. The amount and kind of financial assistance is determined solely by financial need. At present, there is only limited financial aid available to Continuing Education, foreign, and transfer students.

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## Fees & Expenses

At Wellesley the fee represents approximately 60% of the educational cost to the College for each student. In past years the difference has been made up from gifts and income earned on endowment funds.

### Annual Fee

The fee for the academic year 1985-86 is \$13,760. In addition, there is a student activity fee of \$90, a facilities fee of \$150, and a fee of \$210 for the student health insurance program. The breakdown is as follows:

	Resident Plans		Non-resident
	21 Meals*	14 Meals	
Tuition	\$ 9,970	\$ 9,970	\$ 9,970
Room	1,650	1,650	
Board	2,140	1,990	
Student activity fee	90	90	90
Facilities fee	150	150	150
Student Health Insurance Program	210	210	210
	<hr/> \$14,210	<hr/> \$14,060	<hr/> \$10,420

\*Freshmen are required to take the 21 Meal Plan.

A kosher meal plan is available to all resident students. It includes kosher dinners five days a week and is served in one residence hall. The additional charge for this plan is \$200 per year or \$105 per semester.

In addition to the fees payable to the College, a student should count on approximately \$950 for books, supplies, and personal expenses. Some students spend more and some spend less.

<b>Student Activity Fee</b>	The purpose of the student activity fee of \$90 is to provide resources from which the student government organization can plan and implement the programs of student activities sponsored by various clubs and organizations on campus.
<b>Facilities Fee</b>	The facilities fee of \$150 is a usage charge for both the recently upgraded student computer facility and the new 149,000 square foot sports complex.
<b>Tuition Reservation Fee</b>	A fee of \$250 reserves a place in the College for the student. It is due February 1 for Early Decision students and May 1 for all other entering students, and annually on June 1 for returning students. It is included in the annual fee of \$13,760.
<b>General Deposit</b>	A general deposit of \$100 is paid by each entering student. The deposit is refunded after graduation or withdrawal and after deducting any unpaid charges, fees, or fines.
<b>Room Retainer Fee</b>	Returning resident students must submit \$400 to the Bursar by March 1 to reserve a room for the following year. This \$400 fee is applied against room and board charges for the following year. A student who is on leave the first semester and wishes to have a room reserved for the second semester must submit \$400 to the Bursar by November 1. The fee will be applied against room and board charges for the second semester.
<b>Special Fees and Expenses</b>	<p>These include, but are not limited to, the following:</p> <p>Certain special fees and expenses listed in departmental descriptions, e.g., the cost of instrumental and vocal lessons given on p. 186.</p>
	<p>A fee for each unit of work taken for credit in excess of five in any semester: \$1,246.</p>
	<p>A fee for each unit of work done independently during the summer: 50% of the tuition cost per course.</p>
	<p>A fee for each examination for credit during the summer: 50% of the tuition cost per course.</p>
	<p>An automobile parking fee for resident students: \$35 for each semester, or \$60 for the year if purchased in September and \$20 per semester or \$35 per year for nonresident and continuing education students.</p>
	<p>All fees, with the exception of tuition, room, board and activity fees, are subject to change without notice.</p>

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**Payment for  
Students on  
Financial Aid**

Except for the reservation fee, grants and loans are usually applied equally by semester against all tuition and room and board payments for the year. The remaining financial obligation must be paid in accordance with one of the approved plans. Students on financial aid who have difficulty meeting the scheduled payments outlined above should consult the financial aid office.

**Student  
Health  
Plan**

Information concerning student medical insurance is sent to all parents by the Bursar. Because of the high cost of medical care, parents are required to subscribe to the Wellesley College Student Health Plan or to provide equivalent coverage, especially since Wellesley College does not assume financial responsibility for injuries incurred in instructional, intercollegiate, intramural, or recreational programs under the auspices of the Department of Physical Education and Athletics. Full-time Continuing Education students are also required to have coverage if they plan to use the College Health Service. Continuing Education students carrying less than three courses per semester are not eligible for infirmary care or insurance.

The insurance is charged at \$105 per semester, and provides coverage for the period September 1 through August 31. Students subscribing to the Wellesley College Student Health Plan will not be billed for services at Simpson Infirmary.

Students entering Wellesley College at the beginning of the second semester — transfers, Twelve College Exchange students — and students who are ineligible for their parents' insurance due to age requirements are eligible for enrollment for the second half of the year.

**Parent  
Loan Plan**

Wellesley offers a Parent Loan Plan to enable parents to extend the payment period for college education expenses beyond four years. Wellesley provides funds for loans at an interest rate lower than is generally available commercially. The current rate is 12%. Monthly payments begin at the time a student enrolls and extend over a period of six to eight years. Details can be obtained from the Office of the Vice President for Finance and Administration.

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Massachusetts  
Education Loan  
Prepaid Tuition  
Stabilization  
Program  
(MELPTSP)

Wellesley College has entered into an agreement with the Massachusetts Education Loan Authority (MELA) to reserve a limited amount of funds for tuition prepayment which will be loaned to eligible parents on a first-come, first-served basis. The amount borrowed by the parent is equivalent to four times current tuition in return for a guarantee of no increase in the tuition rate for four years. Provisions are also made for leaves of absence up to two semesters. Loan payments under this program are spread over 15 years at an annual effective estimated rate of 12.5 percent. Payments are made directly to the Authority at an approximate monthly rate of \$12.32 per \$1,000. Interest payments are tax deductible. A brochure describing the program is available.

Refund  
Policy

Refunds of prepaid tuition, reservation and other fees and room and board charges will be allowed for withdrawal or leave of absence prior to the midpoint of the semester. In computing refunds, such prepayment will be prorated on a weekly basis, except that \$200 will be withheld to cover administrative costs in any case. No refunds will be made for withdrawal or leave of absence after the semester midpoint. The date of withdrawal shall be the date on which the student notifies the Registrar of withdrawal in writing, or the date on which the College determines that the student has withdrawn, whichever is earlier. Admissions candidates must notify the Director of Admission of withdrawal. Refunds will be made within 40 days after withdrawal and will be prorated among the sources of original prepayment. Wellesley College grants are not subject to refund to the student.

Continuing  
Education Fees

The basic fee for a Continuing Education student is \$1,246 per semester course, payable August 1 for the fall semester and January 15 for the spring semester. Continuing Education students taking four units of academic credit a semester may take a fifth unit at no charge. A \$10 student activity fee will also be charged on a per unit basis with a maximum of \$40 per semester. In addition, a \$20 facilities fee will be charged on a per unit basis with a maximum of \$75 per semester. Continuing Education applicants pay the nonrefundable \$30 application fee as do all other students. There is also a nonrefundable registration fee of \$25, payable when the student is accepted.



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A Continuing Education student who finds it necessary to withdraw from a course is entitled to tuition refunds as follows: a full refund of prepaid tuition charges and student activity fee will be allowed for withdrawal from courses during the first two weeks of classes. Thereafter, refunds will be prorated on a weekly basis until the midpoint of the semester. No refunds will be made for withdrawal after the semester midpoint. The date of withdrawal shall be the date on which the student notifies the Office of Continuing Education of withdrawal in writing, or the date on which the College determines that the student has withdrawn, whichever is earlier. Refunds will be made within 40 days after withdrawal and will be prorated among the sources of original prepayment. Wellesley College grants are not subject to refund to the student.

### Payment Plans

It is necessary that *all* fees be paid in accordance with the specified plans before the student can begin or continue attendance, and all financial obligations to the College must be discharged before the degree is awarded. Interest at the rate of 1½% a month may be charged each month on all accounts not paid in full by the due date. Degrees and official manuscripts will be held until all financial obligations are satisfied. Detailed descriptions of plans are sent by the Bursar to the parents of entering students and to others on request. Although there are minor variations in the payment plans for Regular Decision and Early Decision students, the final due dates for each group are the same.

# Payment Plans

## Semester Plan\*

	Resident Plans		Non-resident	Early Decision	Regular Decision	Returning Students
	21 Meals Amount	14 Meals Amount	Amount	Due	Due	Due
Tuition reservation fee	\$ 250	\$ 250	\$ 250	Feb. 1	May 1	June 1
General deposit for entering students	100	100	100	Feb. 1	May 1	
Room retainer fee for returning students	400	400				March 1
First semester fee for entering students	6,855*	NA	4,960*	Aug. 1	Aug. 1	
First semester fee for returning students	6,455*	6,380*	4,960*			Aug. 1
Second semester fee	7,105	7,030	5,210	Jan. 15	Jan. 15	Jan. 15

**Ten-Payment Plan\*** (Available *only* for a complete academic year. Payments begin July 1 and end April 1. A contract will be mailed to participants.)

	Resident Plans		Non-resident	Early Decision	Regular Decision	Returning Students
	21 Meal Amount	14 Meal Amount	Amount	Due	Due	Due
Tuition Reservation fee	\$ 250	\$ 250	\$ 250	Feb. 1	May 1	June 1
General deposit for entering students	100	100	100	Feb. 1	May 1	
Room retainer fee for returning students	400	400				March 1
Ten equal monthly payments for entering students**	13,960*	NA	10,170*	July 1 through Apr. 1	July 1 through Apr. 1	
Ten equal monthly payments for returning students**	13,560*	13,410*	10,170*			July 1 through Apr. 1

\* Amount will be adjusted if Health Insurance Program is waived.

\*\* Interest at an Annual Rate of 9% will also be charged

Examples of the interest charge are as follows:

Amount to be Financed	Interest Charge	Annual % Rate
\$13,960	\$582.13	9%
10,000	417.00	9%
6,000	250.20	9%
4,000	166.80	9%

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**Prepaid  
Tuition  
Stabilization  
Plan (PTSP)**

This new program provides a written contract that guarantees that the cost of tuition (not including room and board) for an entering student will remain the same for each of four consecutive years provided the parent pays the College by July 1 of the entering year an amount equal to four times the current year's tuition cost. The tuition for 1985-86 is \$9,970; the amount required to be paid to Wellesley College by July 1 would be \$39,880 (\$9,970 x 4 years). Financing for this program may be done through the Massachusetts Education Loan Prepaid Tuition Stabilization Program (MELPTSP). Provisions are made for leaves of absence (up to two semesters), refunds, and withdrawals. This program guarantees the cost of tuition only; all other applicable charges such as room and board for resident students will be billed on a Semester or Ten-Payment Plan at the current rate.

# Financial Aid

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The Wellesley College program of financial aid opens educational opportunities to able students of diverse backgrounds, regardless of their financial resources. No entering freshman student should be discouraged from applying to Wellesley because of the need for financial aid. At Wellesley, admission decisions are made without regard for financial need, and only after a student is admitted does the Financial Aid staff determine the amount of aid she will require. Approximately 65% of all Wellesley students receive aid from some source, 43% receive financial aid based on need from the College.

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At Wellesley College financial aid is given solely because of demonstrated need. Amounts 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 generally granted for one year at a time, the College expects to continue aid as needed throughout the student's four years, provided funds are available.

Determination of the amount of aid begins with examination of family financial resources. Using a national system of need analysis, modified to meet special needs, the Financial Aid staff establishes the amount the parents can reasonably be expected to contribute. The staff next looks at the amount the student herself — with summer earnings and a portion of accumulated savings and benefits — can contribute. The total of the parents' and the student's contributions is then subtracted from the student's budget which is comprised of the College fees, a \$950 book and personal allowance, and an allowance toward two low-cost round trips from her home area to Wellesley. The remainder, which equals the "financial need" of the student, is offered in aid.

## Renewal of Financial Aid

Evaluations of all students' records are made at the end of each semester by the Academic Review Board. Eligibility for financial aid may be terminated or reinstated at each evaluation period. Records are maintained by the Academic Review Board. If a student is permitted to return to the College, the Academic Review Board has judged that she is making adequate progress toward the degree. No credit is associated with course incompleteness, course withdrawal, noncredit remedial courses or course repetition; therefore, these courses are not considered in progress toward the degree.

Under normal circumstances, a full-time undergraduate student completes the requirements for the B.A. degree in eight semesters. A student may submit an appeal to the Academic Review Board for additional time. The Academic Review Board will consider special circumstances and may grant up to 10 semesters for a

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full-time student or up to 14 semesters for a part-time student. A student may request financial aid for semesters beyond the usual eight which have been approved by the Academic Review Board.

Most financial aid packages are a combination of three types of aid: work, loans, and grants.

#### Loans

Generally, the first portion of a student's financial aid, \$2,200 for first year students and \$2,350 for upperclass students, is met through low-interest loans. There are several kinds of loans available with different interest rates. In most cases a student is required first to apply for a Guaranteed Student Loan from a lending institution in her local area.

#### Repayment of Loans from the College

A student who has received a loan from the College has the obligation to repay the loan after withdrawal or graduation. Before she leaves the College she should make arrangements for an exit interview with the Bursar. At that time she will be notified of her responsibilities regarding the loan and will be given a repayment schedule.

#### Work

The next portion of aid is met through jobs on and off campus, generally as part of federal Work-Study programs. Students are expected to devote approximately six and one-half hours a week to their jobs, earning \$850 a year.

Over 70% of Wellesley College students work on or off campus. The Office of Financial Aid is the center for student employment, a service open to all students, whether they are receiving aid or not. Financial aid students receive priority for on-campus jobs such as office work in academic and administrative departments. Off campus, students have worked in offices, stores, and restaurants.

#### Grants

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

Students who are eligible for other federal or state grants are required to apply; if the student does not apply, 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.

<b>Town Tuition Grants</b>	Wellesley College offers ten Town Tuition Grants to residents of the Town of Wellesley who qualify for admission and whose parents or guardian live in the town. These students may live at home or on campus. Those who choose to live on campus may apply to the College for financial aid, and their applications will be reviewed in light of the same financial aid considerations presently applicable to all Wellesley students.
<b>ROTC Scholarships</b>	ROTC programs offered at MIT are open to Wellesley students as part of the College's cross registration program. Wellesley students may apply for scholarship aid from all services. Interested students should contact the appropriate service office at Building 20E, Massachusetts Institute of Technology, Cambridge, MA 02139, or call: Air Force, (617) 253-3755; Army, (617) 253-4471; or Navy, (617) 253-2991.
<b>Financial Aid for Transfer Students</b>	Financial aid funds are available to assist a limited number of transfer students. Those students with demonstrated need will be eligible to receive aid for the number of semesters determined by the Registrar as necessary for degree completion. If a transfer student does not receive a grant upon admission to the College, she will not qualify for a grant while she is at the College. It is possible, however, that she may receive work study or loans.
<b>Financial Aid for Continuing Education Students</b>	<p>Financial Aid is available for Continuing Education students who are degree candidates. Funds are limited, and therefore the College may not be able to aid all C.E. applicants. Should a student enroll without the offer of Wellesley grant aid, the College may not guarantee that aid will be awarded in subsequent years.</p> <p>A financial aid advisor is available to assist C.E. students in planning their budgets and in their efforts to obtain funds from outside sources. All C.E. applicants are encouraged to discuss their financial aid plans with a financial aid officer <i>before</i> applying for admission.</p>
<b>Assistance for Families Not Eligible for Aid</b>	<p>Wellesley has special concern for the growing number of middle and upper income families who find it difficult to finance their daughters' education through current income. The services of the Office of Financial Aid are designed to assist all families, regardless of the need for aid.</p> <p>For those families not eligible for aid, the College will assist in several ways. Wellesley will help any student find a job, on or off campus. The College will furnish information and advice on obtaining a Guaranteed Student Loan (every state in the country has such a program) or a Parent Loan for Undergraduate Students (PLUS, also called ALAS in some states). Four payment programs</p>

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are offered by the College: the Insured Tuition Payment Plan, a monthly prepayment plan; the Tuition Stabilization Plan, a lump sum prepayment of four year's tuition; the Massachusetts Education Loan Program and the Parent Loan Plan, through which the parents, not the students, obtain loans.

**For Further Information**

Detailed information on all the material summarized here is available in a booklet entitled *Financial Aid*. This booklet is sent to every student who requests this information.

**Applying for Financial Aid**

Each registered applicant for admission who is applying for financial aid must file four forms: the Wellesley College Application for Financial Aid, the Financial Aid Form of the College Scholarship Service, and signed copies of all pages and schedules of both the parents' and the student's latest federal income tax returns. Additional forms are required if parents are separated/divorced or self-employed.

**Application Form**

The Wellesley College Application for Financial Aid should be returned to the Director of Financial Aid, Box FA, Wellesley College, by November 1 for Early Decision applicants; February 1 for Regular Decision applicants and fall semester transfer applicants; and November 15 for spring semester transfer applicants.

**Financial Aid Form**

This form is available in the secondary schools, or may be obtained by writing to the College Scholarship Service, CN6300, Princeton, New Jersey 08540; or Box 380, Berkeley, California 94701. A copy can also be provided by the Director of Financial Aid if specifically requested by an applicant. The Financial Aid Form should be filed with the College Scholarship Service which will then forward a copy for confidential use to the college or colleges indicated on the form.

The Financial Aid Form must be filed by February 1 for Regular Decision applicants and fall semester transfer applicants; and by November 15 for spring semester transfer applicants. Early Decision applicants must file a special financial aid form, the FAF Early Version which is mailed to students after their Wellesley financial aid application is received and must be filed by November 15. Early Decision applicants should also file the 1986-87 Financial Aid Form of the College Scholarship Service by February 1.

**Federal Income Tax Return**

Parents of all financial aid applicants are required to submit copies of all pages and schedules of their most recent federal income tax returns. If a student enrolls at Wellesley College, parents are required to submit a transcript of their latest federal income tax return. The certified copy is forwarded directly to the College by the District IRS Office at the request of the parent on a form provided by the Financial Aid Office. Financial aid awards are not final until the IRS form is submitted.

# Graduate Fellowships

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A number of fellowships for graduate study are open to graduating seniors and alumnae of Wellesley College, while others administered by Wellesley are open to women graduates of any American institution. Awards are usually made to applicants who plan full-time graduate study for the coming 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.

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## For Graduates and Undergraduates of Wellesley College

Fellowships open to Wellesley College alumnae and graduating seniors are listed below.

**Anne Louise Barrett Fellowship**, preferably in music, and primarily for study or research in musical theory, composition, or in the history of music, abroad or in the United States. Stipend: \$3,000

**Margaret Freeman Bowers Fellowship** for a first year of study in the fields of social work, law, or public policy/public administration. Also eligible are MBA candidates with plans for a career in the field of social services. Preference will be given to candidates demonstrating financial need. Stipend: \$1,000

**Professor Elizabeth F. Fisher Fellowship** for research or further study in geology or geography, including urban, environmental or ecological studies. Preference given to geology and geography. Stipend: \$500-\$1,000

**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. Stipend: \$4,000

**Peggy Howard Fellowship in Economics**, to provide financial aid for Wellesley students or alumnae continuing their study of economics. Administered by the economics faculty who may name one or two recipients depending on the income available.

**Edna V. Moffett Fellowship** for a young alumna, preferably for a first year of graduate study in history. Stipend: \$1,500-\$2,500

**Vida Dutton Scudder Fellowship** for graduate study in the field of social science, political science, or literature. Stipend: \$2,000

**Sarah Perry Wood Medical Fellowship** for the study of medicine. Nonrenewable. Stipend: \$6,000

**Trustee Scholarships** are awarded on a competitive basis to seniors who intend to pursue graduate studies. These scholarships are unrestricted as to field of study. The title Trustee Scholar is honorary and in cases of financial need stipends may be awarded to



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the scholars or, if not needed by them, to alternates who need financial assistance. All applications and credentials are due by December 1. Recipients share the total annual stipend.

Stipend: \$6,000

**Fanny Bullock Workman Fellowship** for graduate study in any field.

Stipend: \$3,000

**Mary Elvira Stevens Traveling Fellowship** for travel or study outside the United States. Any scholarly, artistic, or cultural purpose may be considered. Candidates must be at least 25 years of age on September 1 of the year in which the fellowship is first held. Applications must be filed with the Secretary to the Stevens Fellowship Committee, Office of Financial Aid, before December 1.

Stipend: \$12,000

**For Graduates  
of Other  
Institutions and  
Wellesley  
College**

Some graduate fellowships for study at the institution of the candidate's choice are administered by Wellesley College and are open to alumnae of any American institution, including Wellesley.

**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. Non-Wellesley candidates should file through their institutions. Wellesley will accept no more than four applications from another institution.

Stipend: \$4,000

**Mary McEwen Schimke Scholarship**, a supplemental award for the purpose of affording relief from household and child care 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 given to American Studies.

Stipend: \$500-\$1,000

**M. A. Cartland Shackford Medical Fellowship** for the study of medicine with a view to general practice, not psychiatry.

Stipend: \$3,500

**Harriet A. Shaw Fellowship** for study or research in music and allied arts, abroad or in the United States. The candidate must be no more than 26 years of age at the time of her appointment. Preference given to music candidates; undergraduate work in history of art required of other candidates.

Stipend: \$2,000-\$3,000

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Information and application forms may be obtained from the Secretary to the Committee on Graduate Fellowships, Office of Financial Aid, Box GR, Wellesley College, Wellesley, Massachusetts 02181. Application forms for the Peggy Howard Fellowship may be obtained from the Economics Department, Wellesley College, Wellesley, Massachusetts 02181. The applications and supporting materials should be returned to the same address by April 1. Applications and supporting materials for all other fellowships are due December 1.



# The Academic Program

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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 of 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.

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## The Curriculum

The curriculum at Wellesley is structured to provide strong guidance and to allow, at the same time, great personal choice. Central to the curriculum is the concept of diversity, the concept that the student should pursue a number of disciplines during her four years at the College. Accordingly, by the time the Bachelor of Arts degree is earned, she should be acquainted with the main fields of human interest, 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.

### Academic Advising

At Wellesley academic advising for the freshman and sophomore classes is the responsibility of the class dean. The class dean is a central source of information about degree requirements, academic legislation, and resources available at the College to help students achieve their academic goals. She advises students about course selections and sequences, and she is available throughout a student's years at Wellesley for consultation about matters of more general intellectual and personal concern.

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

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**Academic Assistance**

In addition to the regular office hours all instructors hold for students needing extra help, peer tutoring is available in the Study Center located in the Margaret Clapp Library. Peer tutors, called A+ Advisors, are trained in study skills and time management in addition to being well-prepared to tutor in specific subjects. An A+ advisor lives in each residence hall. She conducts workshops on study skills, test-taking, etc. through the semester and serves as a resource person on matters of academic policy.

A noncredit reading course and reading workshops are offered several times during the semester.

**Requirements for Degree of Bachelor of Arts**

Each student is responsible for meeting all degree requirements and for ensuring that the Registrar's Office has received all credentials. Each candidate for the degree of Bachelor of Arts is required to complete 32 units of academic work at a C average or better. Each semester course is assigned one unit of credit. A unit of credit is equivalent to four semester-hours or six quarter-hours. The normal period of time in which to earn the degree is four years and a normal program of study includes from three to five courses a semester. Freshmen are encouraged to carry a maximum of four courses each semester, but upperclass students may take five.

Courses are classified in Grades I, II, and III. Introductory courses are numbered 100-199 (Grade I); intermediate courses, 200-299 (Grade II); advanced courses, 300-399 (Grade III). Each student must include in her program at least four units of Grade III work, at least two of which shall be in the major. The program in the senior year may not include more units of Grade I than of Grade III work, and at least two must be Grade III. Directions for election of the major vary with the department. Please see departmental listings for specific major requirements.

**Distribution Requirements**

In order to provide students with as much flexibility as possible, Wellesley requires no specific courses. To ensure, however, that students gain insight and awareness in areas outside their own major fields, the College does require that they elect three semester courses in each of three academic areas as part of the 32 units required for graduation. (Courses numbered 350—Research or Individual Study—do not satisfy this requirement.) The three groups of academic disciplines are:

**GROUP A Literature, Foreign Languages, Art, and Music**

Three units chosen from courses in Art, Chinese, English, French, German, Greek and Latin, Hebrew, Italian, Japanese, Music, Russian, Spanish, Theatre Studies; or from certain courses offered by the Department of Black Studies and from those extradepartmental literature courses which are designated as fulfilling the requirement in Group A.

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**GROUP B**  
Social Science,  
Religion,  
Philosophy, and  
Education

**Group B<sup>1</sup>**

One or two units chosen from courses in the Departments of History, Philosophy, Religion, and courses offered by the Departments of Black Studies, Education and the Women's Studies Program in these fields  
and

**Group B<sup>2</sup>**

One or two units chosen from courses in the Departments of Anthropology, Economics, Political Science, Psychology, Sociology, and courses offered by the Departments of Black Studies, Education and the Women's Studies Program in these fields.

**GROUP C**  
Science and  
Mathematics

Three units, at least one of which shall be a course with laboratory, chosen from courses offered in the Departments of Astronomy, Biological Sciences, Chemistry, Geology, Mathematics, Physics and courses in Computer Science above the Grade I level.

**Foreign  
Language  
Requirement**

Before the beginning of the senior year, students must exhibit a degree of proficiency in the use of one foreign language, either ancient or modern. Many students fulfill this requirement by passing one of the language tests offered by the College Entrance Examination Board (CEEB). Wellesley requires a score of 610 or better on the CEEB Achievement Test, or a score of at least 3 on the Advanced Placement Examination (AP). This requirement can also be met by the completion of two units of language study at the second year college level or one unit of language study above the second year college level.

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**Second Year College Level Courses**

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Chinese:	201 (1-2), 202 (1-2)
French:	111-122 (1-2), or 121-122 (1-2) or 141-142 (1-2)
German:	101-103 (1-2), or 102-103 (1-2) or 104-105 (1-2)
Greek:	201 (1) - 205 (2) or Religion 207 (2)
Hebrew:	(see Religion Department), 209 (1-2)
Italian:	202 (1), 203 (2), 205 (2)
Japanese:	(Extrdepartmental 207)
Latin:	200 (1) - 201 (2) or 207 (2)
Russian:	200 (1-2), 215 (1)
Spanish:	102 (1-2)

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Students may take introductory courses in only two modern foreign languages.

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Fulfillment of the foreign language requirement through work done at another institution must be approved by the appropriate department. A student whose native language is not English will be exempted from this requirement, subject to approval of the Class Dean and the Academic Review Board.

**Writing Requirement**

Since September 1983, each entering student has been required to complete one semester of expository writing in her freshman year. Writing courses (numbered 125) are offered in the Department of English and in a number of other departments. These courses are described under the Writing Program. Transfer and Continuing Education students who have not fulfilled a similar requirement must also complete one semester of expository writing, either a Writing 125 course or English 200.

**Other Requirements**

Students are expected to use acceptable standards of spoken and written English in their college work. Special assistance in English, mathematics, and other basic and special skills is offered at the College.

In addition, all students must complete the physical education requirement described on p. 193 for which no academic credit is given.

**Preparation for Engineering**

Students interested in mathematics, physics, chemistry, or biology can apply these interests in a very practical way through engineering, an expanding field for women.

Engineering can be pursued at Wellesley through the cross-registration program with MIT. Wellesley students can prepare for graduate study in engineering by combining courses in engineering at MIT with their Wellesley science major. Students interested in an undergraduate engineering degree might try to qualify for the Double Degree Program. See p. 61.

Students interested in engineering should take mathematics and physics at Wellesley in their freshman year in preparation for MIT courses. Information concerning possible fields, prerequisites and contact persons at MIT is available through the Office of the Class Deans.

**Preparation for Law School**

The prelaw student should develop three basic competencies: skill in analysis and reasoning, effective writing and speaking, and breadth of understanding of the diverse factors which make up the community in which the legal system functions. These competencies can be developed in any field in which the student chooses to major, whether in the social sciences, the humanities, or in the natural sciences. Law schools do not specify particular major fields or particular courses of study for admission.

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## Preparation for Medical School

Medical, dental and veterinarian schools require special undergraduate preparation. Students should consult as early as possible with the Premedical Advisory Committee to plan their academic preparation to meet their individual needs and interests. Appointments can be made with the premedical secretary in the Science Center.

In general, most health profession schools require two units of English and two units each of the following science courses (with lab): Introductory Biology, Introductory Chemistry, Organic Chemistry, and Physics. Many schools also require Mathematics, in some cases two units of Calculus, and additional science courses. Veterinary schools frequently require courses such as speech, technical writing, animal nutrition, genetics, biochemistry, etc. Requirements vary and catalogues of individual schools should be consulted.

All science requirements should be completed before taking the Medical College Admission Test (MCAT) or the Dental Admission Test (DAT), which are taken approximately 16 months before entering medical or dental school.

## The Major

Students may choose from among 28 departmental majors, 14 interdepartmental majors—American Studies, Architecture, Biological Chemistry, Chinese Studies, Classical Civilization, Classical and Near Eastern Archaeology, East Asian Studies, French Studies, German Studies, Italian Culture, Language Studies, Medieval/Renaissance Studies, Psychobiology, and Women's Studies—or they may design an individual major. Of the 32 units required for graduation, at least eight are to be elected in the major, and at least 18 must be elected outside of any one department.

Students who are interested in an individual major submit a plan of study to two faculty members from different departments. The plan should include four units in one department above the introductory level. The program for the individual major is subject to the approval of the Committee on Curriculum and Instruction. Some students wish to center their studies upon an area, a period, or a subject which crosses conventional departmental lines. Examples of possible area studies include Latin American Studies, Russian Studies; of periods, the Middle Ages, the Renaissance; of subjects, Comparative Literature, International Relations.



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In the second semester of the sophomore year each student elects a major field and prepares for the Registrar a statement of the courses to be included in the major. Later revisions may be made with the approval of the chairman of the major department; the director of the interdepartmental major; or in the case of the individual major, with the consent of the student's advisors and the Committee on Curriculum and Instruction. Any revisions must be presented to the Registrar not later than the second semester of the junior year. Directions for Election of the major vary. See departmental listings for specific requirements for the major.

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## Academic Policies & Procedures

The academic policies and procedures of the College have been subject to continuous change and examination throughout the College history, responding to changes in student life styles and innovations in the curriculum. The policies and procedures that govern most routine aspects of academic life are described below.

### Academic Standards

Academic standards at Wellesley are high, and students take full responsibility for attending classes, submitting required work on time, and appearing for examinations. If students have difficulties with course work, become ill, or have other problems which interfere with their academic work, they should consult with their class deans for assistance in making special arrangements for their studies. Tutoring and programs in study skills are offered through the Academic Assistance Program.

Students are expected to maintain at least a C average throughout their college career. At the end of each semester each student's record is reviewed, and appointments with the Class Dean are arranged if needed. The College tries to provide the appropriate support services to students in difficulty. Students who show consistent effort are rarely asked to leave the College.

### Academic Review Board

The Academic Review Board is the principal body for review of academic legislation and for overseeing each student's academic progress. Chaired by the Dean of Students, the Board is composed of the class deans, the Dean of Continuing Education, and seven elected faculty and student representatives. The student members of the Academic Review Board do not participate in discussions of individual students' standing, but they do contribute to discussions of academic policy and of student requests for exceptions to regulations. The Board researches and recommends changes in academic policy and is also responsible for proposing an annual academic calendar. Dates of Academic Review Board meetings are posted in the Registrar's Office. A student who wishes to submit a petition

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to the Academic Review Board should do so in consultation with her Class Dean. She should deliver her petition, in writing, at least one week before the petition is to be considered by the Board.

**Credit for  
Advanced  
Placement  
Examinations**

Students entering under the Advanced Placement Program of the College Entrance Examination Board, and who make the scores specified by Wellesley College, will receive credit toward the B.A. degree, provided they do not register in college for courses which cover substantially the same material as those for which they have received Advanced Placement credit. Two units of credit will be given for each AP examination in which a student received a grade of 4 or 5 with the following exceptions: one unit of credit will be given for the Latin 4 examination; one unit of credit will be given in the Mathematics AB examination; one unit of credit for a score of 3 in the Mathematics BC examination. Not more than two units may be offered for credit in any one department. Note: the taking of a course deemed equivalent to one for which credit has been granted will nullify the credit previously awarded.

**Credit for  
Other  
Academic Work**

Of the 32 units required for the degree of Bachelor of Arts, a student may earn a maximum of 16 units through a combination of the following: AP examinations (no more than eight); courses taken at another institution during the summer or the academic year; or study independent of Wellesley courses which is then evaluated by examination by a Wellesley department. (See Examinations.) Four units may be earned in summer school, or by a combination of summer school and summer independent study. No more than two units may be earned for summer independent study. Eight units, in addition to summer school, may be earned through courses taken at another institution. Students, including transfer students, must complete 16 units at Wellesley. Candidates for the B.A. degree in the program for Continuing Education must complete a minimum of eight units of work at the College.

Credit may be given for a liberal arts course taken at an accredited institution for which prior approval has been obtained. Credit will be given only for a course in which a grade of C or better is earned. Students should not take a course on a credit/noncredit or pass/fail basis. Students must request that an official transcript be sent to the Wellesley College Registrar's Office.

**Exemption  
from Required  
Studies**

Students may be exempted from any of the studies required for the degree, provided they can demonstrate to the department concerned a reasonable competence in the elements of the course. Exemption from any of the studies required does not affect the general requirement for completion of 32 units of credit. It does, however, make it possible for some students to select more advanced courses earlier in their college careers.

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Such exemption may be achieved in one of two ways: a score of 4 (Honors) or 5 (High Honors) on the CEEB AP tests, or passing a special exemption examination. Permission for the exemption examination must be obtained from the chairman of the department concerned. In addition to the evidence offered by the examination, some departments may require the student to present a paper or an acceptable laboratory notebook.

**Research or Individual Study**

Each academic department provides the opportunity for qualified students to undertake a program of individual study directed by a member of the faculty. Under this program, an eligible student may undertake a research project or a program of reading in a particular field. The results of this work normally are presented in a final report or in a series of short essays. The conditions for such work are described under the course numbered 350 in each department. Wellesley offers further opportunities for research and individual study. (See Honors in the Major Field.)

**Credit for Summer School and Summer Independent Study**

Four units of credit may be earned through summer school and/or independent study. Some students undertake planned programs of summer independent study which they have designed with members of the faculty and their class dean. Two units may be earned in this way. Other students attend summer school. The amount of summer school credit allowed toward the degree is limited to four units, and is not automatic. Students should consult their class deans before enrolling in summer school courses. In addition, students must get approval for summer school courses first from the Registrar for the amount of credit, and then from department chairmen for course content. Approval forms are available in the Registrar's Office. (A summer school course must be equivalent to four semester-hours or six quarter-hours in order to earn one full unit of Wellesley credit.)

**Grading System**

Students have the option of electing courses on a letter or nonletter grading system. At the beginning of the eighth week of a semester, students notify the Registrar and their instructor whether they plan to take a course for a letter grade or on the credit/noncredit basis. Credit is given to students who have attained a satisfactory familiarity with the content of a course and have demonstrated ability to use this knowledge in a competent manner; this is equivalent to a Grade of C or better. If credit is not earned, the course does not appear on the student's permanent record.

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**Examinations**

An examination period occurs at the end of each semester. Within this period, students may devise their own examination schedules for the majority of courses. Examinations are scheduled for some art, music, and foreign language courses which require audiovisual equipment. Special examinations are offered in September to qualified students to earn credit for work done independently, for admission to advanced courses without the stated prerequisites, and for exemption from required studies.

Students who wish credit for work done independently in the summer should consult the appropriate department and the class dean, and should apply to the Registrar at least a month in advance for a special examination to be given at the beginning of the college year.

Examinations may be taken for admission to a more advanced course, for exemption from the required studies in Groups A, B, and C, and in some instances for credit. Examinations taken for credit and passed with a grade of C or better also count for advanced placement and/or exemption. Examinations passed for advanced placement may also count for exemption. Examinations taken solely for the purpose of exemption from required studies do not count for credit. However, the transcript does include a record of the number of credits completed as well as the number of credits attempted.

**Transcripts and Grade Reports**

Official transcripts may be ordered in writing from the Office of the Registrar. The request for transcript should include the name and address of the person to whom the transcript is to be sent, the name by which the person was known as a student at Wellesley, and the years of attendance at the College. There is a charge of \$2 for each transcript, and this fee should accompany the request. Transcripts may not be issued if a student has an outstanding bill at the Bursar's Office.

Grade reports are issued to students at the end of each semester. Grade reports for the first semester are available at the beginning of the second semester and are delivered to the residence halls. Grade reports for the second semester are mailed to the students' home addresses in June.

**Registration for Courses**

All returning students must register in April for the courses they select for the fall semester, and in November for the spring semester. Upon returning to college at the start of each semester, the student will be issued a schedule card of her classes. All changes to this schedule must be recorded in the Registrar's Office by the end of the first week of classes. A student will not receive credit for a course unless she has registered for it, and a student who has registered for a course will remain registered unless she takes formal action to drop it.

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Any conflicts in scheduling must be reported to the Registrar's Office immediately. A student is not permitted to take a course if it conflicts with any other course on her schedule.

**Adding or Dropping Courses**

Add/Drop cards are available from the Registrar's Office during the first week of classes. A student may submit only one Add/Drop card, indicating on it any changes in her schedule. New courses must be added by the end of the first week of classes. A course may be dropped at any time through the last day of classes. Permission is required from the department chairman or the major advisor if a student wishes to drop a course which affects the major. If a course is dropped, before the beginning of the eighth week of classes, it will not appear on a student's record. Students are advised to consult with their class dean when making any changes in their program.

**Auditing Courses**

A student who wishes to attend a class as a regular visitor must have the permission of the instructor. Auditors may not submit work to the instructor for criticism, and audited courses will not be considered for credit.

**Acceleration**

A few students complete all the requirements for the degree in less than the usual eight semesters. After two semesters at Wellesley, students who wish to accelerate should consult their deans and then write a letter to the Academic Review Board, petitioning to fulfill the requirements in less than the normal period of time.

The petition should include the month and year in which the degree requirements will be fulfilled, and all units which will be counted toward the degree.

Normally, a plan to accelerate must include eight units at Wellesley in two consecutive semesters during the junior and senior years. In accumulating units in addition to courses taken at Wellesley, an accelerating student may count:

- 1 Advanced Placement credit (no more than eight units);
- 2 a maximum of four units earned in summer school; and
- 3

a maximum of two units of college or university credit earned prior to graduation from secondary school, which is not included in the units of secondary school work presented for admission and which does not appear on the secondary school transcript.

An accelerating student must maintain at least a C average at all times.

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**Leave of  
Absence**

Recognizing that many students benefit educationally if they interrupt the normal sequence of four continuous years at Wellesley, the College has established a policy for temporary leaves of absence. Leaves may be taken for as short a period as one semester or as long as two years, and for a variety of reasons which may include study at another institution, work, travel, or other activities which meet personal needs. Application for leave of absence may be made to the class dean or Dean of Continuing Education at any time after a student has completed at least one semester at Wellesley. Freshmen who have completed only one semester may remain on leave for a maximum of three semesters. A student who goes on leave of absence cannot remain in residence on campus more than 48 hours after the effective date of leave.

To obtain permission to spend the year at another institution as nonmatriculated students or guests, students submit a detailed plan to the class dean or advisor and, if a major has been chosen, to that department. The plan should list the course of study for the year and justify its relationship to the four-year program. No more than eight units of credit taken during an academic year at another institution while a student is on leave may be counted toward the Wellesley degree.

**Voluntary  
Withdrawal**

Students who plan to withdraw must inform the class dean and sign an official withdrawal form. The official date of the withdrawal is the date agreed upon by the student and the class dean and written on the withdrawal card which is signed by the class dean. The withdrawal date is important in order to compute costs and refunds. (See Refund Policy p. 38.) Students who have officially withdrawn from the College cannot remain in residence on campus more than 48 hours after the effective date of withdrawal.

**Required  
Withdrawal**

The College reserves the right to require the withdrawal of any student whose academic work falls below its standards, who violates its rules and regulations or the rights of others, or whose continuing presence constitutes a risk to the health, safety, or general well-being of the College community or herself. In addition, the College may require the withdrawal of any student who fails to meet financial obligations to the College.

**Readmission**

A student who has withdrawn from the College and wishes to return should apply to the Office of the Dean of Students for the appropriate forms. Readmission will be considered in the light of the reasons for withdrawal and reapplication, and in the case of resident students, available residence hall space. A nonrefundable fee of \$15 must accompany the application form for readmission.

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## Special Academic Programs

The traditional four-year curriculum offered at Wellesley is expanded by many special academic programs. Some are administered by the College and some are 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.

### Freshman-Sophomore Colloquia

These courses are designed for freshmen and sophomores to undertake concentrated study of a significant, well-defined topic. They offer students the opportunity to work in small groups in association with individual faculty members. They are similar to advanced seminars in method and approach in that they stress discussion, independent work, and oral and written presentations.

### Cross Registration Program with the Massachusetts Institute of Technology

A program of cross registration of students at Wellesley and the Massachusetts Institute of Technology was officially inaugurated in 1968-69. The program allows students to elect courses at the other institution, and extends the diversity of educational experiences available in the curricula and in the environments of both.

A Wellesley student interested in exploring the possibilities of electing specific courses at MIT should consult the Exchange Coordinator, her department advisor, or the appropriate exchange program faculty advisor. Registration in MIT courses takes place each semester in the MIT Exchange Office, 339 B Green Hall. Students must follow the instruction sheet carefully to ensure that they register for courses that are equivalent in credit to Wellesley courses.

### Wellesley Double Degree Program

Wellesley offers a Double Degree Program which enables Wellesley students who are accepted to MIT as transfer students to earn a B.A. degree from Wellesley and a B.S. degree from MIT over the course of five years. Students fulfill the requirements for a major at both institutions. Interested Wellesley students apply for transfer admission to MIT at the end of their sophomore year. They are encouraged to consider any of the 23 courses of study offered at MIT but advised that access to a given department could at times be limited for transfer students. Wellesley applicants are subject to the same admissions criteria and financial aid policies used by MIT for all other college transfer applicants.

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Accepted students enroll at MIT after they have completed their junior year at Wellesley. During this “bridge year” students have assigned major advisors at both institutions so that they can plan a program which will advance their work toward both degrees. During the fourth and fifth years students enroll at MIT. The existing Wellesley/MIT Exchange permits cross registration throughout the five year period; this enables students to integrate their two courses of study more completely.

**Cross  
Registration  
Program with  
Brandeis  
University**

Wellesley has established an experimental cross registration program with Brandeis University. Students can register in a limited number of departments at the other institution. Wellesley students will be able to take courses at Brandeis in the following areas: Anthropology, Biology, Chemistry, Classical and Oriental Studies, Economics, Philosophy, Political Science (Politics), Russian, Spanish, Women's Studies, Psychology and Linguistics, Near Eastern and Judaic Studies, Theatre Arts and Legal Studies. Courses must be approved by the relevant Wellesley department for transfer credit.

**The Twelve  
College  
Exchange  
Program**

Wellesley belongs to a consortium which includes Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wesleyan, Wheaton, and Williams. Two one-semester programs associated with the Twelve College Exchange are the National Theater Institute in Waterford, Connecticut, and the Williams Mystic Seaport Program in American Maritime Studies. Students in good standing may apply through the Exchange Coordinator for a semester or full academic year in residence at any of the member institutions. The number of places is limited and admission is competitive. Preference is given to students planning to participate in their junior year.

Students must request that transcripts be sent to the Registrar's Office to receive credit for work done away from Wellesley.

**The Wellesley-  
Spelman  
Exchange  
Program**

Wellesley maintains a student exchange program with Spelman College in Atlanta, Georgia, a distinguished Black liberal arts college for women. The exchange, initiated as a three-year experimental program in 1974-75; was approved in spring 1977 as one of the continuing exchange opportunities available to students.

The program is open to students in their junior or senior year, with a maximum four-semester enrollment per year (one to four students) at each institution. Students apply through the Office of the Exchange Coordinator.

**The Wellesley-  
Mills Exchange  
Program**

Wellesley maintains an exchange program with Mills College, a small women's college in Oakland, California, which has a cross-registration program with the University of California at Berkeley. Students apply through the Office of the Exchange Coordinator.



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**Study  
Abroad**

Students may apply for admission for their junior year to programs and universities overseas, not only in Europe but in almost all parts of the world. By studying at respected universities in other countries, students gain new insights into the cultural wealth of other nations and a new perspective on their studies. Some scholarship money is available to students eligible for financial aid. The Slater Fund provides scholarships for semester and academic year study, mainly in Europe, while the Waddell Fund offers money to students going to Africa or the Caribbean during the academic year or the summer. In addition, there is the Stecher Fund for the study of art abroad. This money is used for semester, year and summer programs, as well as for the January Art Department trip to Italy.

The selection of recipients for awards is made early in the second semester of the sophomore year on the basis of academic qualifications and faculty recommendations. The amount of each individual award is determined according to need. Information about these awards may be obtained from the Office of Foreign Study.

The Office of Foreign Study helps students with individual plans for study abroad, for example, applications for direct enrollment as visiting students in British universities. Undergraduates with strong background in their majors may apply to the Foreign Study Committee for places at both Cambridge University and Oxford University.

Wellesley College administers programs in Aix-en-Provence, France, and in Konstanz, West Germany. The College also shares in the governance of a program in Córdoba, Spain.

Students who are interested in spending the junior year abroad should consult their class dean and the Study Abroad Advisor during their first year of college, if possible, to ensure completion of Wellesley eligibility requirements. No more than eight units of credit may be earned at another institution during a one-year leave of absence.

Students must request that transcripts be sent to the Registrar's Office in order to receive credit for study done abroad.

**Summer Study  
Abroad**

Students planning summer study in foreign countries should consult the Office of Foreign Study. Wellesley awards Stecher Summer Scholarships for study of art. First consideration is given to applicants whose summer studies are related to honors projects approved for the senior year. Waddell Summer Scholarships provide opportunities for students wishing to study in Africa or the Caribbean.

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An application for a Stecher or a Waddell Scholarship requires the support of the student's major department and a statement from the Director of Financial Aid showing what funds are needed to supplement the student's financial resources.

### **Summer Internships**

The College sponsors a Washington Summer Internship Program which provides a unique opportunity for students to learn about the national government through direct participation in political activity. Interested juniors may apply for 16 available summer internships, in governmental and nongovernmental offices. Interns hold full-time jobs for ten weeks and also participate in evening seminars with guest speakers on governmental or political problems. Job assignments are made according to the interest of the student and the potential for learning. Recent assignments have included positions in congressional offices, in the Department of Justice, in the International Trade Administration, with the Federal Reserve Board, in the Office of the President, and with a major broadcasting system. Salaries are offered in some of these positions; the College provides stipends for students who hold nonsalaried positions.

In addition, the Wellesley Urban Politics Summer Internship Program offers juniors the opportunity to focus on some of the dilemmas of contemporary urban life. Students participating in this program spend ten weeks working for government agencies or private organizations in Los Angeles. Interns attend seminars and other meetings designed to stimulate analytical thinking about politics, government institutions, and public policy-making. Interns receive a stipend from the College.

### **Community Involvement**

Wellesley students can become involved in the Greater Boston community in a variety of ways. Some students choose to work in communities where they can participate in legal aid, tutoring, and health services, or church work. Others work with the City of Boston or the Town of Wellesley in various departments.

Credit may be given for supervised field work as a research component of some courses or independent study; in other instances, experience in the community forms part of the required work of courses dealing with social, political, or economic issues. Generally, students become involved in community work for many reasons besides the possibility of earning academic credit.

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## Academic Distinctions

To give recognition for superior or advanced work, either upon graduation or during the student's career, the College confers a number of academic distinctions.

### Departmental Honors

Students who have shown marked excellence and an unusual degree of independence in their work may be invited to participate in the Honors Program, based on their record in the major field. Under this program, an eligible student may be invited to undertake independent research or special study which will be supervised by a member of the faculty. In several departments, options for general examinations, special honors seminars, and opportunities to assist faculty in teaching introductory and intermediate level courses are available to honors candidates. The successful completion of the work and of an oral honors examination leads to the award of Departmental Honors.

### Other Academic Distinctions

The College names to Freshman Distinction those students who maintain high academic standing during the freshman year. Wellesley College Scholars and Durant Scholars are named at Commencement, based on scholastic achievement after the freshman year. Students with an honors average of 3.33 or higher graduate as Wellesley College Scholars cum laude; those with an average of 3.67 or higher are Durant Scholars magna cum laude; students with a 3.90 or higher average are Durant Scholars summa cum laude.

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

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. In cases of financial need, stipends are awarded to the Scholars or, if not required by them, to alternates who need financial assistance. Applications and supporting credentials should be sent to the Secretary to the Committee on Graduate Fellowships by January 3.

Certain prizes have been established at the College for the recognition of excellence in a particular field. The selection of the recipient is made by the appropriate academic department; each award carries a small stipend or gift and usually bears the name of the donor or the person honored.

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**Honors  
Awarded,  
1985**

In the Class of 1985, 92 students achieved the highest academic standing and were named Durant Scholars, 13 of those students were graduated summa cum laude, 79 were graduated magna cum laude; an additional 193 students won recognition as Wellesley College Scholars — cum laude for high academic achievement. The names of members of the Class of 1985 who were awarded other honors and prizes appear below.

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**Departmental  
Honors**

Lynn Kay Ansley, <i>Molecular Biology</i>	Rosemarie Young Chun, <i>Political Science</i>
Alice Proskauer Arnold, <i>Psychology</i>	Kathleen Loretta Collins, <i>Molecular Biology</i>
Sherry Ruth Barker, <i>English</i>	Ilaria Conciato, <i>French</i>
Nancy Nicole Barry, <i>Chemistry</i>	Hilary Elizabeth Davis, <i>Political Philosophy</i>
Leigh Helon Bernstein, <i>Philosophy</i>	Daniela Drake, <i>Biological Sciences</i>
Ellen Wainwright Brown, <i>Political Science</i>	Sharon Miriam Drevitch, <i>English</i>
Kerstin Elizabeth Calia, <i>English</i>	Pamela Kathleen Ellis, <i>Political Science</i>
Kerin Louise Cantwell, <i>Chinese Studies</i>	Carolyn Marie Fleming, <i>Chemistry</i>
Margaret Cardelus, <i>Studio Art</i>	Mary Ann Frankhauser, <i>Molecular Biology</i>

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Ruth Patterson Frantz, <i>Psychology</i>	Jennifer Duston Kloss, <i>Art History</i>
Jenny Angela Fung, <i>Psychology</i>	Iris Hope Kopeloff, <i>Sociology</i>
Rebecca Linn Grant, <i>International Relations</i>	Gretchen Anna Kuldau, <i>Biological Sciences</i>
Erica Lyn Harvey, <i>Chemistry</i>	Julia Marie Langdon, <i>Art History</i>
Lisa Ellen Hendrickson, <i>History</i>	Jane Anne Langley, <i>Music</i>
Sharona Hoffman, <i>English</i>	Suzanne Aloe Lebold, <i>Chemistry</i>
Helene Elizabeth Hopkins, <i>Visual Design</i>	Kara Meaghan Lee, <i>Biological Sciences</i>
Nina Howard, <i>French</i>	Majorie Suzan Lehman, <i>Religion</i>
Joan Karen Humphrey, <i>Philosophy</i>	Anne Margaret Mary Lewis, <i>History</i>
Mary Leeds Hurd, <i>Mathematics</i>	Laura Alane Lewis, <i>Studio Art</i>
Julie Carolyn Inness, <i>Philosophy</i>	Halina Maria Iuszczyński, <i>Molecular Biology</i>
Suzanne Holly Jackson, <i>Economics</i>	Laurie Manchester, <i>Russian Studies</i>
Patricia Joan Jagger, <i>English</i>	Lori Ann Martin, <i>Political Science</i>
Alice Elizabeth Jones, <i>Geology</i>	Michelle Ann McKinley, <i>Third World Studies</i>
Dawn Laurel Jones, <i>Biological Sciences</i>	Ann Marie McLellan, <i>English</i>
Deborah Leigh Kanter, <i>Art History</i>	Nancy Sheffield Melberg, <i>Molecular Biology</i>
Karin Sarah Katz, <i>Political Science</i>	Lisa Ann Melchior, <i>Psychology</i>
Elizabeth Ann Keene, <i>Religion</i>	Rebecca Merrill, <i>Religion</i>

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Pamela Metz, <i>Political Science</i>	Patrice Marie Larkin Sbardelli, <i>English</i>
Christine Lynn Miller, <i>Political Science</i>	Nancy Ann Schena, <i>Spanish</i>
Elizabeth Anne Mullen, <i>Biological Sciences</i>	Elizabeth Ann Sesler, <i>Music</i>
Poh-leng Ng, <i>Chemistry</i>	Frances Margaret Sessa, <i>Psychobiology</i>
Amy Rucker Oaks, <i>Political Philosophy</i>	Crystal Eileen Mary Sharp, <i>Economics</i>
Pamela Ann O'Connor, <i>English</i>	Rahmawati Sih, <i>Biological Sciences</i>
Susan Elizabeth O'Donnell, <i>English</i>	Susan Dee Silverman, <i>Economics</i>
Catherine Marie O'Leary, <i>Philosophy</i>	Tracy Lynn Simpson, <i>Psychology</i>
Tejal Madhusudan Parikh, <i>Psychobiology</i>	Ann Farr Snowden, <i>Art History</i>
Wendy Ann Partridge, <i>History</i>	Susan Elizabeth Steinberg, <i>Peace Studies</i>
Michelle Denise Peterson, <i>Molecular Biology</i>	Masumi Tateishi, <i>Economics</i>
Ellen Caroline Peyton, <i>History</i>	Danelle Kimberly Utley, <i>English</i>
Kristin Parker Powers, <i>Computer Science</i>	Patricia Beck VanDeMark, <i>Psychobiology</i>
Nicole Yvette Prado, <i>Studio Art</i>	Wendy Gray Wakefield, <i>Psychobiology</i>
Amelia Estelle Prounis, <i>Political Science</i>	Martha Lee Walden, <i>Molecular Biology</i>
Ana Leonor Revenga, <i>Economics</i>	Sarah Lynne White, <i>History</i>
Olga Danielle Rizk, <i>Psychology</i>	Betty Wu, <i>Art History</i>
Leona Stewart Roach, <i>Political Science</i>	Joan Leslie Yanofsky, <i>Philosophy</i>
Christine Phyllis Roberts, <i>English</i>	Genevieve Marie Young, <i>Philosophy</i>
Andrea Lillie Sahlin, <i>English</i>	

Phi Beta  
Kappa  
Class of  
1985

Margaret Mary Angelini  
Sherry Ruth Barker  
Saundra Lynn Bernatovich  
Jeanne Marie Brown  
Tyler Katharine Bancroft Clinch  
Kathleen Loretta Collins  
Barbara Susan Desmond  
Elizabeth Virginia Deutsch  
Daniela Drake  
Sharon Miriam Drevitch  
Winifred Barrett Dunnan  
Mary Ann Frankhauser  
Caroline Galand  
Svetlana Gibarac  
Hilary Amy Gleekman  
Susan Greer Hafer  
Jennifer Milne Harrison  
Erica Lyn Harvey  
Lisa Ellen Hendrickson  
Jennifer Lynn Hertz  
Sharona Hoffman  
Mary Leeds Hurd  
Patricia Joan Jagger  
Deborah Leigh Kanter  
Elizabeth Ann Keene  
Iris Hope Kopeloff  
Andrea Charna Kramer  
Laura Annette Last  
Kara Meaghan Lee  
Marjorie Suzan Lehman  
Elizabeth Mary Ann Lewis

Cari Lynn Likness  
Deborah Liu  
Linda Jean Spence Lydon  
Susan Beth MacDonald  
Nancy Sheffield Melberg  
Patricia Young Melberg  
Diane Michele Nelson  
Denise Anne Neumann  
Poh-leng Ng  
Susan Elizabeth O'Donnell  
Wendy Ann Partridge  
Kari Ellen Peterson  
Michelle Denise Peterson  
Ana Leonor Revenga  
Christine Phyllis Roberts  
Ana Isabel Sacristan Rock  
Nancy Ann Schena  
Gabriela Shelley  
Rahmawati Sih  
Susan Dee Silverman  
Heidi Smith  
Amy Louise Stein  
Masumi Tateishi  
Lorraine Cornelia Tsui  
Patricia Beck VanDeMark  
Lori Ann Viscogliosi  
Michelle Anne Walsh  
Sally Turner Weylman  
Sarah Lynne White  
Maria Mercedes Zambrano

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**Sigma Xi**  
**Class of**  
**1985**

Lynn Kay Ansley, <i>Molecular Biology</i>	Iris Hope Kopeloff, <i>Sociology</i>
Alice Proskauer Arnold, <i>Psychology</i>	Gretchen Anna Kuldau, <i>Biological Sciences</i>
Khandan Baradaran, <i>Molecular Biology</i>	Suzanne Aloe Lebold, <i>Chemistry</i>
Nancy Nicole Barry, <i>Chemistry</i>	Kara Meaghan Lee, <i>Biological Sciences</i>
Stacy Ann Beller, <i>Psychobiology</i>	Halina Maria Luszczynski, <i>Molecular Biology</i>
Kathleen Loretta Collins, <i>Molecular Biology</i>	Nancy Sheffield Melberg, <i>Molecular Biology</i>
Daniela Drake, <i>Biological Sciences</i>	Lisa Ann Melchior, <i>Psychology</i>
Carolyn Marie Fleming, <i>Chemistry</i>	Rebecca Anne Miller, <i>Chemistry</i>
Mary Ann Frankhauser, <i>Molecular Biology</i>	Marcia Isabel Molina, <i>Molecular Biology</i>
Ruth Patterson Frantz, <i>Psychology</i>	Elizabeth Anne Mullen, <i>Biological Sciences</i>
Jenny Angela Fung, <i>Psychology</i>	Poh-leng Ng, <i>Chemistry</i>
Melinda Sue Gandy, <i>Molecular Biology</i>	Laura Jean Nigro, <i>Physics</i>
Susan Ann Greenawald, <i>Astronomy</i>	Abigail Tahl Panter, <i>Psychology</i>
Karen Renee Hagenlocker, <i>Psychobiology</i>	Tejal Madhusudan Parikh, <i>Psychobiology</i>
Erica Lyn Harvey, <i>Chemistry</i>	Michelle Denise Peterson, <i>Molecular Biology</i>
Alice Elizabeth Jones, <i>Geology</i>	Kristin Parker Powers, <i>Computer Science</i>
Dawn Laurel Jones, <i>Biological Sciences</i>	Olga Danielle Rizk, <i>Psychology</i>
Nicole Jordan, <i>Chemistry</i>	Suzanne Marie Rodday, <i>Chemistry</i>
Suzanne Ghislaine Joris, <i>Chemistry</i>	Frances Margaret Sessa, <i>Psychobiology</i>
Elizabeth Graf Jurisich, <i>Mathematics</i>	Grace Sunhae Shin, <i>Psychobiology</i>



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Rahmawati Sih,  
*Biological Sciences*  
Tracy Lynn Simpson,  
*Psychology*  
Carol Ann Stern,  
*Chemistry*  
Patricia Beck VanDeMark,  
*Psychobiology*

Wendy Gray Wakefield,  
*Psychobiology*  
Martha Lee Walden,  
*Molecular Biology*  
Susan Brandis Ward,  
*Molecular Biology*

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**Trustees  
Scholarships**

Tyler Katharine Bancroft Clinch  
for graduate study in *Public Policy  
Analysis*  
Kathleen Loretta Collins  
for graduate study in *Medicine*

Sharon Hoffman  
for graduate study in *Law*  
Ana Leonor Revenga  
for graduate study in *Economics*

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**Academic  
Prizes**

*The Lucy Branch Allen Prize* was given in 1934 by an anonymous friend in memory of Lucy Branch Allen of the Class of 1897, to perpetuate the spirit of one who was endlessly generous; who loved everything that walks or flies, or scrambles in the world of out-of-doors; to whom the poetry of life was a perpetual joy. It is awarded in the field of Biological Sciences.  
JONA KARIENE BLOOM  
DEBRA WHEELER

*The Adelaide Niles Belyea Prize in Botany* was founded in 1974 and is awarded to a student who has exhibited general excellence in plant science.  
LISA ANN MACOI

*The Billings Performance Award in Music* was a gift from the estate of Robert C. Billings in 1903. This award is given in recognition of an outstanding contribution to the community through the performance of music.  
PAMELA LEE MOK  
PAMELA ATHANASIA PANTOS

*The Billings Prize in Music.* A gift from the estate of Robert C. Billings in 1903, the income provides a prize in recognition of excellence in music studies.

MARGARET MARY ANGEINI

*The Ralph H. Bollard Prize for Distinction in American History* was founded in 1961 by his daughter, Margaret Bollard Rogers, of the Class of 1930 to promote more surely the knowledge of, and interest in United States History.

ANNE MARGARET MARY LEWIS

*The Natalie V. Bolton Faculty Prize in Economics* was established to honor the memory of this distinguished alumna. Its purpose is to encourage good scholarship and analytical ability in the field of economics and is awarded to the student who has written the best economics paper during the year.

AMY LOUISE HINKLESTEIN  
CRYSTAL EILEEN SHARP

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*The Natalie V. Bolton Student Prize* is awarded annually to the economics major designated by her peers as an outstanding economist.

ANA LEONOR REVENGA

*The María Luisa Bombal Prize in Spanish* in memory of the great Chilean novelist is awarded each year to a student who has distinguished herself in the field of Latin American Literature.

VICTORIA MARIA KING  
NANCY ANN SCHENA

*Botanical Society of America – Young Botanist Recognition Award* is awarded in honor of excellence and outstanding promise to a student as a contributor to the advancement of knowledge in the botanical sciences.

DANIELA DRAKE

*The Cervantes Prize in Spanish* is awarded for the best paper written on Cervantes. Given by former Professor Alice Bushee.

NAMI PARK  
GRACE YUKIKO WATANABE

*The Davenport Performance Prize for Acting* was established in 1922 by George H. Davenport and is awarded to an undergraduate who has performed in an outstanding manner in one of the regularly scheduled college dramatic productions.

CATHRYN ANN GARIAND

*The Deborah W. Diehl Prize for Distinction in History* was established as a memorial by the friends and family of Deborah Diehl of the Class of 1973 to be awarded to the outstanding senior graduating in history chosen by vote of the faculty.

LISA ELLEN HENDRICKSON  
WENDY ANN PARTRIDGE

*The John Charles Duncan Prize in Astronomy*

NOREEN GAIL BROWN  
LAURA ALANE LEWIS

*The Allan Eister Award for Academic Excellence in Sociology* was founded in dedication to Allan Eister, Professor of Sociology, for his love of the intellectual life and his devotion to enhancing academic excellence in the liberal arts. It is awarded annually to the sociology major graduating with the very highest academic record in her sociology major.

IRIS HOPE KOPELOFF  
LINDA JLANNE SPENCE LYDON

*The Isabelle Eastman Fisk Performance Prize for Acting*

SUSAN REBECCA BUFFALO

*The Jorge Guillen Prize in Spanish Studies*

ELIZABETH MARY ANN LEWIS  
ANA ISABEL SACRISTAN ROCK

*The Hubert Weldon Lamb Prize in Musical Composition* was established in 1976 in the Music Department to honor the accomplishments of Wellesley composers, past and present, and thereby encourage composition as a field of endeavor on the part of present and future Wellesley students.

ELIZABETH ANN SESSLER

*The Mary C. Lyons Prize for Writing* was founded in 1978-79 by friends of Mary Lyons of the Class of 1935, former editor of the *Alumnae Magazine*. The prize is awarded to a senior and can be a story, a scholarly study, or an essay. It must reflect topical interest and show literary distinction.

JO ANN CANSLER RISHB

*The Barnette Miller Foundation Prize in History*

REBECCA LINN GRANT

*The Barnette Miller Foundation Prize in International Relations and Comparative Politics* was established in 1980 as an essay contest in the field of international relations in the History and Political Science Departments to encourage interest and excellence in international relations studies.

PAMELA MELTZ

*The Northeast Conference on the Teaching of Foreign Languages Award for Excellence in the Study of Spanish Language and Hispanic Culture* recognizes excellence in the study of the Spanish language and Hispanic cultures.

MEAGHAN ELLEN BRIGID MORLA  
BARRETT  
LUCIA MARIA FLA DESIDERIO

*The Mary White Peterson Prize in Chemistry* was established in 1926 by the mother and husband of Mary White Peterson, of the Class of 1908. It is awarded to a student "for evidence or promise, of exceptional ability to do independent work" in the field of Biological Sciences or Chemistry.

NANCY NICOLE BARRY

*The Plogsterth Award in Art* was established by W. Thomas Plogsterth, whose daughter Ann is a member of the Class of 1965, for outstanding work in art history, preferably to a senior.

MARGARET CARDELIUS

*The Royal Society of Arts London Silver Medal* is a silver medal awarded to a student who has a distinguished academic record directly concerned with art or application of art and/or science to industry and/or commerce, and who has played some significant part in student activities.

MARGARET CARDELIUS

*Justina Ruiz-de-Conde Prize in Spanish* was established in 1983 by her colleagues in the Spanish Department, her friends, and her former students to express their affection and admiration for her life-long dedication to fostering the love of Spanish culture. It is awarded each year to an outstanding student of Spanish studies.

ANA MARIA BORROMEO  
LISA O'ROURKE

*The Mayling Soong Foundation Prize* is awarded annually for the best paper submitted by students on any aspect, ancient or modern, of the anthropology, art, economics, history, literature, philosophy, politics, religion, sociology of or scientific development in East or South Asia.

FRANCEY LIM YOUNGBERG

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*The Lewis Atterbury Stimson Prize in Mathematics* was founded in 1920 by Miss Candace Stimson of the Class of 1892. It is awarded to a student in memory of her father "because of his love of mathematics."

MARY LEEDS HURD  
KIMBERLY KAY LEWIS

*The Chun-Jen Tai Memorial Award for Essay Writing in Chinese*

KERIN LOUISE CANTWELL

*The Chun-Jen Tai Memorial Award for Speaking Achievement in Chinese*

KERIN LOUISE CANTWELL

*The Dudley Folk Templeton Memorial Prize* founded in 1979 is awarded annually to a Wellesley student for the best article, poem or story on a religious subject in the opinion of the senior ordained member of the faculty of the Department of Religion at Wellesley College.

SHERI ELISSA STEISEI

*The Virginia Wainwright Sonnet Prize* was established in 1963 by Virginia Wainwright and is awarded annually.

ANN MARIE MCLELLAN

*The Wall Street Journal Student Achievement Award*, established in 1973 by the Dow Jones Company is an annual award of a year's subscription to *The Wall Street Journal* presented by the Economics Department faculty to an outstanding senior.

AMY LOUISE FINKELSTFIN

*The Wellesley College Theatre Award*

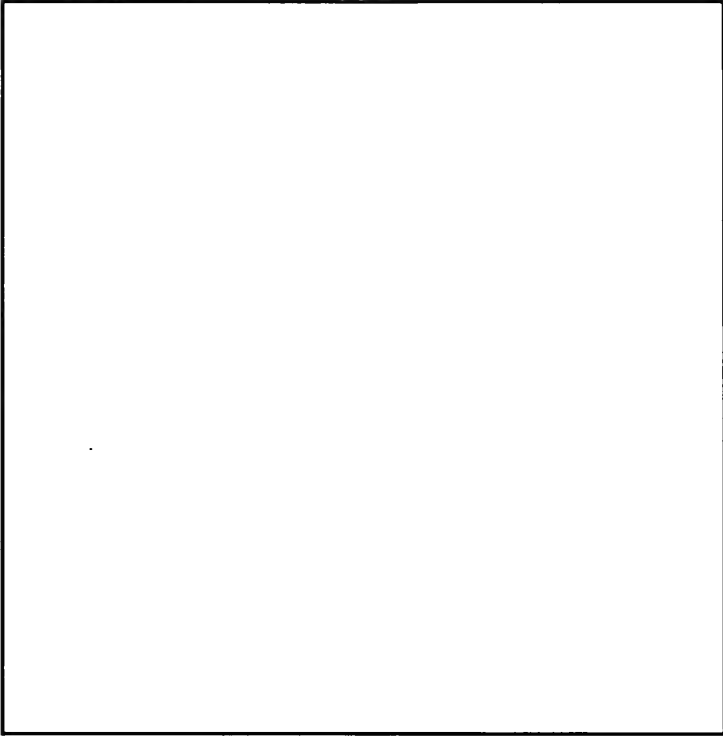
KRISTINA INGEBORG JOHNSON

*The Natalie Wipplinger Prize in German* was established in 1940 by former students of Miss Wipplinger, teacher of German, at Wellesley College, 1904-40. The prize is awarded to a senior for an outstanding paper in modern politics.

SUSAN REBECCA BUFFALO  
JANE ANNE LANGLEY

*The Mary Ann Youngren Memorial Award in Critical Reading* was established for Mary Ann Youngren, a former member of the Wellesley College English Department. In memory of her great gift and passion for fine reading, it is awarded to a graduating senior.

SHARONA HOFFMAN



# Courses of Instruction

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A semester course which 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. Classes are scheduled from Monday morning through late Friday afternoon.

Prerequisites are given in terms of Wellesley courses, exemption examinations, AP scores, and "admission units." Admission units refer to the secondary school credits acquired in various precollege courses.

Freshman-  
Sophomore  
Colloquia (150  
courses)  
Directions for  
Election

For a general description see page 61. The colloquia have no prerequisites, although some are open only to freshmen. Each course counts as one unit, and may be elected to satisfy in part one of the distribution requirements. Since class sizes are limited, students ordinarily may not enroll in more than one of these courses. They may, however, apply for more than one, indicating their preference. If a course is oversubscribed, the chairman or instructor, in consultation with the class dean, will decide which applicants will be accepted.

In 1985-86 colloquia are offered by the Departments of Art, Black Studies, English, History, and Mathematics.

## LEGEND

Courses numbered

100-199 Grade I courses

200-299 Grade II courses

300-399 Grade III courses

Units of Credit Unless stated otherwise, a course is equal to one unit of credit.

(1) Offered in first semester

(2) Offered in second semester

(1) (2) Offered in both semesters

(1-2) Continued throughout the academic year. Unless specifically stated, no credit is awarded unless both semesters are completed satisfactorily.

[ ] Numbers in brackets designate courses listed only in earlier catalogs.

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- \* Not offered every year. Note: Unless specifically stated such courses will be offered in 1985-86.
  - \*\* Course may be elected to fulfill in part the distribution requirement in Group A
  - \*\*\* Course may be elected to fulfill in part the distribution requirement in Group B<sup>1</sup> or Group B<sup>2</sup> as designated
  - \*\*\*\* Course may be elected to fulfill in part the distribution requirement in Group C
  - A Absent on leave
  - A<sup>1</sup> Absent on leave during the first semester
  - A<sup>2</sup> Absent on leave during the second semester
  - P Part-time instructor

# American Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Marini*

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The American Studies major seeks to understand the American experience through a flexible yet integrated program of study.

Eight courses are required for a minimum major, including two Grade III level seminars. To insure sufficient concentration in a single American field, at least three Grade II level courses and a seminar must be elected in one department. Majors must also complete American Studies 315, the required integrative seminar; it is recommended that majors elect this course in their junior year.

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. A complete list of qualifying courses for the major is available from the director.

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## 315 (1) Seminar. American Studies

Topic for 1985-86. Darwinism in American Culture, 1859-1925. An interdisciplinary exploration of Charles Darwin's theory of evolution and its formative impact on American science, religion, social thought, philosophy, literature, and law between the Civil War and the Scopes trial. Special attention to the problem of cultural change as exemplified in the complex response of Americans to Darwin's revolutionary ideas of natural selection and progressive evolution. Readings in major primary source texts from the period; guest lectures by members of the American Studies faculty. *Required for American Studies majors. Open to all students with Grade II level courses in American subjects.*

*Mr. Marini*

The following is a partial list of courses available that may be included in an American Studies major.

Anthropology 210 (2)  
Racism and Ethnic Conflict in the United States and the Third World

Anthropology 246 (2)  
Societies and Cultures of Central America and the Caribbean

Anthropology 342 (1)\*  
Seminar on Native American Ethnology

Art 231 (1)  
Architecture and Decorative Arts in the English Colonies and the United States.

Art 232 (2)  
Painting and Sculpture in the English Colonies and the United States

Black Studies 201 (1)\*\*  
The Afro-American Literary Tradition

Black Studies 206 (2)\*\*\*<sup>1</sup>  
Introduction to Afro-American History 1500 - Present

Black Studies 215 (1) \*\*\*<sup>2</sup>  
The Politics of Race in America

Black Studies 216 (1)\*\*\*<sup>1</sup>  
History of the West Indies

Economics 204 (2)  
American Economic History

Economics 222 (2)  
Seminar. Reindustrialization of Massachusetts

Economics 243 (1)  
The Sexual Division of Labor

Education 212 (1)\*\*\*<sup>1</sup>  
History of American Education

Education 216 (2)\*\*\*<sup>2</sup>  
Education, Society, and Social Policy

English 261 (2)  
The Beginnings of American Literature

English 262 (1)  
The American Renaissance

English 266 (1)  
Early Modern American Literature

English 267 (2)  
Late Modern and Contemporary American Literature



# Anthropology

Professor: *Shimony (Chairman)*

Associate Professor: *Kobl<sup>v</sup>, Merry,  
Bamberger<sup>p</sup>, Redding<sup>p</sup>, Manz<sup>p</sup>*

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## 104 (1) (2) Introduction to Anthropology

Consideration of man's place in nature. Brief survey of physical anthropology, archaeology and linguistics. Ethnological study of social and political systems, religion, and art. Examination of the nature of culture with examples primarily from non-Western societies. *Open to all students.*

*Mrs. Merry, Ms. Manz, Mrs. Shimony*

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## 106 (1) Introduction to Archaeology

A survey of the development of archaeology. The methods and techniques of archaeology are presented through an analysis of excavations and prehistoric remains. Materials studied range from 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 will have the opportunity to participate in field excavations. *Open to all students.*

*Mr. Redding*

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## 200 (2)\* Current Issues in Anthropology

An examination of current controversial issues in anthropology. Topics covered will include Sociobiology, Race and Intelligence, Anthropological Interpretations of Malthus, the Culture of Poverty, and Neo-Colonialism. *Open to sophomores, juniors, and seniors without prerequisite, and to freshmen with previous anthropological experience, and by permission of the instructor. Not offered in 1985-86.*

*Mrs. Shimony*

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## 204 (2) Physical Anthropology

The origin of man as a sequence of events in the evolution of the primates. This theme is approached broadly from the perspectives of anatomy, paleontology, genetics, primatology, and ecology. Explanation of the interrelationship between biological and sociobehavioral aspects of human evolution, such as

- English 363 (2)  
Advanced Studies in American Literature
- History 252 (1)  
The United States in the Nineteenth Century
- History 253 (2)  
The United States in the Twentieth Century
- History 255 (1-2)  
Intellectual History of the United States
- History 257 (2)  
Women in American History
- History 262 (1)  
Modern Latin America
- History 309 (1)  
Social History of the United States, 1600 to 1850
- History 339 (1)  
Seminar. American Jewish History
- Philosophy 222 (2)  
American Philosophy
- Political Science 200 (1) (2)  
American Politics
- Political Science 210 (1)  
Political Participation
- Political Science 212 (2)  
Urban Politics
- Political Science 215 (1) (2)  
Law and the Administration of Justice
- Political Science 311 (1)  
The Supreme Court in American Politics
- Political Science 313 (1)  
American Presidential Politics
- Religion 220 (2)\*  
Religious Themes in American Fiction
- Religion 330 (2)  
Seminar. Nuclear Ethics
- Sociology 213 (1)  
Law and Society
- Sociology 215 (1)  
Sociology of Popular Culture
- Sociology 216 (2)  
Sociology of Mass Media and Communications
- Sociology 220 (1)  
Urban Sociology

the changing social role of sex. Review of the human fossil record and the different biological adaptations of the polytypic species *Homo sapiens sapiens*. *Open to all students.*

Mr. Redding

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### 205 (1)\* Social Anthropology

A comparative approach to the study of social organization. Emphasis is placed on the influence of ecology and economy, and on the roles of kinship, marriage, politics, and religion in the organization of tribal societies. *Prerequisite: 104 or by permission of the instructor. Not offered in 1985-86.*

Ms. Bamberger

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### 210 (2) Racism and Ethnic Conflict in the United States and the Third World

A comparative view of racial and ethnic conflict in Western and non-Western societies, focusing on underlying social processes and barriers to intercultural communication. Topics for discussion include the history of American immigration, racial conflict in American neighborhoods, school busing, separatist movements, refugee problems, and the competition for subsistence in multi-ethnic nations. *Prerequisite: 104, or one unit in Sociology, Black Studies, Political Science, or Economics, or by permission of the instructor.*

Mrs. Merry

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### 212 (2) The Anthropology of Law and Justice

Cross-cultural examination of modes of resolving conflict, processes of social control, and mechanisms for constructing laws in the U.S. and non-industrial societies. The course will focus on war, peace: on the processes of escalating and dampening conflict. It will examine the nature of law, legal and non-legal dispute resolution, and the imposition of law in colonial and post-colonial situations. Major topics include legal change and development, the role of the court in American communities, and court reform efforts such as the American dispute resolution movement. *Prerequisite: 104, or one unit in Political Science or Sociology, or by permission of the instructor.*

Mrs. Merry

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### 234 (2)\* Urban Poverty

An anthropological analysis of urban poverty in the U.S. and the Third World. Cultural and structural interpretations of poverty. The strategies of the poor for coping with poverty. Ameliorating poverty as a problem in applied anthropology. *Prerequisite: 104, or one unit in Sociology; Political Science, Economics, or European History; open to juniors and seniors without prerequisite. Not offered in 1985-86.*

Mrs. Shimony

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### 242 (2)\* The Rise of Civilization

A comparative survey of the emergence of the Early Bronze Age civilizations in Mesopotamia, Egypt, the Indus valley, and Shang China, as well as pre-Columbian developments in Mesoamerica and Peru. The course will examine ecological settings, technologies, and social structures of the earliest complex urban societies. *Open to all students. Not offered in 1985-86.*

Mr. Kobl

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### 243 (1)\* Food Production: Origins and Development in the Old and New World

An examination of the beginnings of agriculture and domestication of animals in the Old and New World and a discussion of the causes and effects of the "neolithic revolution." A survey of traditional subsistence systems throughout the world, such as swidden agriculture, pastoral nomadism, and Asian wet-rice cultivation, and an examination of their effect on social development and structure. *Prerequisite: 104 or 106 or by permission of the instructor.*

Mr. Redding

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### 244 (1)\* Societies and Cultures of the Middle East

Comparative study of political, economic, and other social institutions of several major cultures of the Middle East. Traditionalism vs. modernization. International conflict in anthropological perspective. *Prerequisite: 104, or one unit in Political Science, Economics, Sociology, or History. Not offered in 1985-86.*

Mr. Kobl

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**245 (1)\* Societies and Cultures of South America**

A survey of the tribal, rural, and urban peoples of South America, with attention to their histories and current social conditions. Topics include ecology and village economies, male/female roles, race and social class, religious groups and mass movements. *Prerequisite: 104, or one unit in Sociology, Political Science, Economics, or History. Not offered in 1985-86.*

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**246 (2) Societies and Cultures of Central America and the Caribbean**

A Survey of the tribal, rural, and urban peoples of Central America and the Caribbean with attention to their histories and current social conditions. Topics include ecology and village economies, male/female roles, race and social class, religious groups and mass movements, and current regional conflicts. Attention also will be given to current political developments and human rights issues in Central America. *Prerequisite: 104, or one unit in Sociology, Political Science, Economics, or History.*

Ms. Manz

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**248 (2)\* African Cultures in Modern Perspective**

A survey of the ethnological background and an analysis of cultural transformations of African institutions. Topics covered will include racial and ethnic conflict, stratification, leadership, militarization, economic modernization, and cult formation. Emphasis on West and South Africa. *Prerequisite: 104, or one unit in Political Science, Economics, Sociology, History, or by permission of the instructor. Not offered in 1985-86.*

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**269 (1) The Anthropology of Sex Roles, Marriage and the Family**

An examination of the variations in sex roles and family life in several non-Western societies. Comparisons of patterns of behavior and belief systems surrounding marriage, birth, sexuality, parenthood, male and female power,

and masculine and feminine temperament in non-Western and Western societies. Emphasis on the ways kinship and family life organize society in non-Western cultures. *Open to all students.*

Mrs. Merry

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**275 (1) Technology and Society in the Third World**

Examination of the social and political implications of the transfer of technology from the industrial North to Third World societies. We will begin with an historical overview of the role of technology in the encounter between Europeans and agricultural and foraging peoples since the fifteenth century. The course will focus on the impact of the introduction of both simple and complex technologies in the contemporary world.

Topics to be discussed include the use of small-scale technologies in development, the Green Revolution in agriculture, women and development, industrial technologies and major accidents such as Bhopal, India, and the emergence of a culture of technology and technological modes of thinking. *Prerequisite: one unit in Technology Studies, Anthropology or Sociology, or two units in another social science or in the physical sciences.*

Mrs. Merry

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**301 (2) Anthropological Theory**

Historical landmarks of anthropological thought. Examination of current evolutionary and functional theories of culture. Discussion of the relationship between personality and culture. Problems of method in anthropology. *Prerequisite: 104 and one Grade II unit, or by permission of the instructor.*

Ms. Bamberger

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**308 (1-2) Seminar for Materials Research in Archaeology and Ethnology 2**

Seminar-laboratory subject offered by the Center for Materials Research in Archaeology and Ethnology. Role of materials and technologies in the development of ancient societies; major focus on scientific analysis of archaeological artifacts made of stone (lithics). *Open by permission of the instructor.*

Ms. Lechtman

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**317 (2)\* Economic Anthropology**

Analysis of economic structures of non-Western societies in relation to our industrial capitalistic system. Concentration on substantive issues in economic anthropology, such as the debate on the applicability of formal economic theory to simpler societies, the nature and importance of the economic surplus, and problems of scarcity and development. *Prerequisite: 104 and one Grade II unit of Anthropology, or Economics, or Sociology, or by permission of the instructor. Not open to students who have taken [217]. Not offered in 1985-86.*

*The Staff*

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**318 (2) Social Theories and Models of the Past**

An examination of the social theories that have inspired prehistorians, historians, and historical sociologists/anthropologists. Various speculative philosophers of history (e.g. Vico, Marx) and classical sociological and anthropological schools (e.g. evolutionism, Weberian historical sociology), which attempt to define large-scale historical patterns, will be briefly reviewed. Contemporary macro-historical and major prehistoric studies will be analyzed to determine how the compilation and presentation of data have been guided implicitly or explicitly by specific social theories. Readings will include selections from Abrams, Adams, Anderson, Braudel, Childe, Wallerstein, and Wolf. *Not offered in 1985-86.*

*Mr. Kohl*

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**342 (1)\* Seminar on Native American Ethnology**

Selected topics concerning Native Americans today. Ethnographic review of North American cultures. Problems of tribal and urban Indian communities, ethnic conflicts, the impact of recession, sovereignty and legal questions. Native Americans in literature and art. *Prerequisite: 104 and one Grade II unit in Anthropology, or Sociology, or Political Science, or by permission of the instructor.*

*Mrs. Shimony*

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**345 (2)\* Anthropology of the City**

Comparative analysis of the city in the United States and non-Western societies. Topics for discussion include the nature of urban kinship and friendship, social networks, the decline of community, urban social disorder, crime, the role of urban courts, urban housing and gentrification, as well as migration and housing in the developing world. *Prerequisite: 104 and one Grade II unit in Anthropology, or Sociology, or Political Science, or Economics. Not offered in 1985-86.*

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**346 (1) Colonialism, Development and Nationalism: The Nation State and Traditional Societies**

Joint MIT-Wellesley rotating seminar. Examination of the impact of modern national political systems on traditional societies as these are incorporated into the nation state. Focus on the nature of development, colonialism, and dependency and the implications for cultural minorities, technologically simple societies, peasant populations, and the urban poor. Topics related to an understanding of the impact of world capitalism on indigenous peoples will also be covered. *Prerequisite: two Grade II courses in any of the following: Anthropology, Sociology, Political Science, Economics, or by permission of the instructor. Classes to be held at Wellesley. Not offered in 1985-86.*

*Mrs. Merry*

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**347 (2) Human Rights Issues in Central America**

Anthropological perspectives on contemporary human rights issues in Guatemala, El Salvador, Honduras, and Nicaragua. Examination of ethnic and class conflicts, displacements of indigenous peoples, scorched earth policies, and death squad activities and their relation to contemporary political developments in the region.

*Ms. Manz*

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**350 (1) (2) Research or Individual Study I or 2**

Open by permission to juniors and seniors.

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**370 (1-2) Thesis 2 to 4**

Open only to honors candidates.

## Cross-Listed Courses

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### Language Studies 114 (1)

Introduction to Linguistics. *For description and prerequisite see Language Studies 114.*

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## Directions for Election

Majors in anthropology must take eight courses (which may include courses from MIT's anthropology offerings), of which 104 and 301 are obligatory. In addition, at least one "methods" course is strongly suggested. Preferably this should be calculus or statistics in the mathematics department, or a computer science course, but it may also be the methods course offered by economics, psychology, or sociology (depending on the particular need and interest of the student).

# Architecture

AN INTERDEPARTMENTAL MAJOR

Directors: *Friedman, Harvey*

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A major in architecture offers the opportunity for study of architectural history and practice through an interdisciplinary program. Following 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. Courses in studio art, mathematics, and physics lead to appreciation of the principles of design and the fundamental techniques of architecture.

The MIT-Wellesley exchange provides a unique opportunity for students to make use of resources at MIT—such as advanced courses in design and technique. Students are 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.

Students must design their programs individually in consultation with the directors. Normally, a student majoring in Architecture must take four courses above the Grade I level and two Grade III courses within the Department of Art. For a minimum major at least three units exclusive of MIT units must be taken in the Art Department including one at the Grade III level.

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

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## History of Art

### Art 203 (2)

Cathedrals and Castles of the High Middle Ages

### Art 228 (2)

Nineteenth- and Twentieth-Century Architecture

### Art 229 (1)

Renaissance and Baroque Architecture

**Art 231 (1)**  
Architecture and Decorative Arts in the English Colonies and the United States

**Art 233 (1)\***  
Domestic Architecture and Daily Life *Not offered in 1985-86.*

**Art 254 (1)\***  
Art of the City: Medieval, Renaissance, and Baroque Urban Form *Not offered in 1985-86.*

**Art 309 (1)\***  
Seminar. Problems in Architectural History  
Topic for 1985-86: The Eighteenth-Century Country House and Garden

**Art 320 (1)**  
Studies in American Art and Architecture  
Topic for 1985-86: "New York 1908"

**Art 332 (2)**  
Seminar. The Art of Medieval Stained Glass

**Art 333 (1)**  
Seminar. The High Baroque in Rome

**Art 340 (2)**  
Seminar. Art in America. Topic for 1985-86: The Architecture of H.H. Richardson

## Studio Art

**Art 105 (1) (2)**  
Drawing I

**Art 206 (1)**  
Drawing II

**Art 207 (1)(2)**  
Sculpture I

**Art 209 (1)(2)**  
Basic Two-Dimensional Design

**Art 210 (2)**  
Color

**Art 213 (2)**  
Basic Three-Dimensional Design

**Art 218 (1)(2)**  
Introductory Painting

**Art 316 (1)**  
Life Drawing

**Art 318 (2)**  
Intermediate Painting

## MIT

**4.01 (1)**  
Issues in Architecture

**4.26**  
Built Form Observation

**4.125 (1)**  
Design Studio Level I  
(2 Wellesley units)

**4.126 (2)**  
Design Studio Level II  
(2 Wellesley units)

**4.402J (1)**  
Basic Building Construction

## Mathematics

**Mathematics 102 (1) (2)**  
Applications of Mathematics without Calculus

**Mathematics 115 (1) (2)**  
Calculus I

**Mathematics 116 (1) (2)**  
Calculus II

## Physics

**Physics 104 (1)**  
Basic Concepts in Physics I

**Physics 105 (1)**  
General Physics I

**Physics 106 (2)**  
Basic Concepts in Physics II

**Physics 109 (1)**  
Advanced General Physics I

# Art

Professor: O'Gorman, Armstrong, Rayen, Wallace, Fergusson, Janis, Marvin (Chair), Clapp

Visiting Professor: Macaulay

Associate Professor: Harvey

Assistant Professor: MacNeil<sup>P</sup>, Drew, Carroll, Freeman, Friedman, Schmidt, Swift<sup>P</sup>, Dorrien

Lecturer: Gabhart<sup>P</sup>

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The Department of Art offers courses in the history of art, architecture, and in studio art. Some of the courses in art history include laboratory work in one or more media with which the course is concerned. One of the studio courses, 204, is a survey of the techniques of painting from the Middle Ages to the present, and is required of all art history majors. The department believes that laboratory training has great value in developing observation and understanding of artistic problems. However, no particular artistic aptitude is required, and the laboratory work is adjusted to the student's ability.

An art major may either concentrate in history of art, in history of architecture, or in studio art.

Stecher Scholarships are available to qualified students for the study of art abroad during the school year, Wintersession, or summer.

## History of Art

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### 100 (1-2) Introductory Course 1 or 2

A foundation for further study in the history of art. The major styles in Western architecture, sculpture, and painting from ancient Egypt to the present are presented in lectures and in conference sections. Some consideration of sculpture and painting of the Orient. Simple laboratory work requiring no previous training or artistic skill planned to give the student a greater understanding of artistic problems. One unit of credit may be given for 100 (1), but 100 (2) cannot be taken without 100 (1). *Open only to freshmen and sophomores.*  
*The Staff*

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### 125 (1) Architecture: The Art We Live in

Writing Course

See Writing Program for complete description.

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### 125 (2) Film Criticism/Movie Reviews

Writing Course

See Writing Program for complete description.

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### 150 (2) Colloquium

For directions for applying see p. 76. *Open by permission to freshman and sophomore applicants. Limited to 15 students.*

### The Eloquent Object

An orientation to art using originals. Examination of the material properties of objects and the manner in which they may incorporate and express social, political, historical, literary, and aesthetic ideas. Extensive reading on art by poets, philosophers, and critics as well as art historians. Reading, conversation, writing and rewriting several short papers as well as field trips to Boston and Cambridge. A course in basic drawing or design to accompany this course is strongly advised but not required. *Not offered in 1985-86.*

*Ms. Janis*

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### 200 (1)\* Classical Art

Topic for 1985-86: Roman Art. A survey of the arts of Imperial Rome. Principal focus on the period from Augustus to Constantine. Architecture, sculpture, and painting; the function of art in Roman society, the nature of Roman taste, and the influence of Roman art on later Western art. Topic for 1986-87: Greek Art. *Open to sophomores, juniors and seniors who have taken 100 (1) or 215, or by permission of the instructor.*

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### 201 (2) Egyptian Art

A survey of Egyptian architecture, sculpture, painting and minor arts from 3000 to 31 B.C. The course will trace historically the development of ancient Egyptian style, stressing sculpture and painting. *Open to sophomores, juniors, and seniors; and to freshmen who have taken 100 (1). Not offered in 1986-87.*  
*Ms. Marvin*

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### 202 (2) Medieval Art Survey

This course follows the development of Medieval Art from the early Christian catacombs to the great Gothic cathedrals. In the beginning, Christians used their knowledge of Greek and Roman mythology and art to tell their story, but were soon using new, abstract forms more appropriate to their own religious beliefs. From these early experiments, Medieval Art emerged as a vital and lasting alternative to Classical art. *Prerequisite: 100 (1) or 215.*

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### 203 (2) Cathedrals and Castles of the High Middle Ages

A study of the major religious and secular buildings of the Romanesque and Gothic periods with emphasis on France and England. Attention will be given to the interpretation and context of buildings and to their relationship to cult, political and urban factors. Occasional conferences. *Open to all students.*  
*Mr. Fergusson*

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### 204 (1) (2) General Techniques Course

A survey of significant technical material related to the history of Western painting from the Middle Ages to the modern period. Laboratory problems of purely technical nature requiring no artistic skill. *Prerequisite: 100 (1) and (2) or by permission of the instructor. 204 or 209 or 213 is required of all art history majors.*

*Mr. Drew*

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### 211 (2) Topics in Ethnographic Art: The Arts of Africa

This course surveys major traditions with selected case studies. It also provides students with a framework for identifying African art works according to style and for recognizing basic principles of representation specific to Africa, in order to interpret unidentified or poorly documented works. Topical subjects like the artist in Africa and African portraiture promote cross-cultural comparisons, which raise questions about the definition and use of art in Western culture. *Open to all students.*

*Ms. Borgatti*

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### 214 (2)\* Art and Ideology

Case studies of selected monuments from the 5th through the 20th centuries A.D. affording a survey of important phases in the development in Western Christian and secular iconography. The historical context and ideological function of these works will be analyzed, allowing the class to consider the problem of the generation and demise of symbolic codes for political legitimation and dissent. *Prerequisite: 100 (1) and (2) or 215 and 216. Not offered in 1985-86.*

*Mrs. Carroll*

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### 215 (1) European Art through the Renaissance

The major movements in architecture, sculpture, and painting from ancient Egypt through the Renaissance. Students attend course 100 lectures and conferences. Reading and paper assignments differ from those of 100. Students will be assigned staff advisors. *Open only to juniors and seniors who have not taken 100.*  
*The Staff*

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### 216 (2) Later European and Oriental Art

Western art from the Renaissance to the present with emphasis on painting, sculpture, and architecture. Some consideration of sculpture and painting of the Orient. Students attend course 100 lectures and conferences. Reading and paper assignments differ from those of 100. *Prerequisite: same as for 215.*

*The Staff*

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### 217 (2)\* Themes and Meaning in Asian Art

Topic to be announced. *Open to all students. Not offered in 1985-86.*

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### 219 (2) Painting and Sculpture of the Nineteenth Century

Survey of 19th-century European painting and sculpture with an emphasis on France. The relationship of academic ideals to emerging individualism is stressed as is the social context of artistic innovation and style. This year the course will be specifically coordinated with



two important exhibitions at the Metropolitan Museum in New York, one on Daumier, the other on Rodin. *Open to sophomores who have taken 100 (1) and (2), by permission of the instructor to freshmen who are taking 100, and to juniors and seniors without prerequisite.*

Ms. Janis

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**220 (1) Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe**

A study of Italian and Spanish painting and sculpture from early Mannerism through the late Baroque. Among the principal artists studied are Michelangelo, Il Rosso Fiorentino, Pontormo, Parmigianino, Tintoretto, El Greco, the Carracci, Caravaggio, Bernini, Pietro da Cortona, Ribera, Velasquez, Tiepolo. *Open to sophomores who have taken 100 (1) and (2), and to juniors and seniors without prerequisite.*

Mr. Wallace

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**221 (2) Seventeenth-Century Art in Northern Europe**

Dutch and Flemish painting, drawing and printmaking of the 17th century with emphasis on Rubens, Van Dyck, Hals, Rembrandt, and Vermeer. *Prerequisite: same as for 220.*

Mrs. Carroll

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**223 (2) The Decorative Arts**

A survey of the European decorative arts from the Renaissance into the 20th century considered from the standpoint of social history, materials, technical innovations and relationships to the ideas of leading artists, artisans and architects of each period. *Open to all students.*

Mrs. DeLorme

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**224 (1-2) Modern Art**

The course will examine the development of modern art from its roots in late 19th-century Post Impressionism to the present day. It will emphasize the 20th century avant garde movements in Europe and America, focusing on such provocative historical events as Picasso's invention of Cubism, the development of abstract styles, the "anti-art" of Dada, and the rich variety of contemporary styles. The class

will view 20th-century collections and exhibitions in the Boston area. For students joining 224 for the 2nd semester, preparatory reading will be required. *Prerequisite: 100 (1) and (2), or 216 or 219, or by permission of the instructor.*

Ms. Freeman

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**228 (2) Nineteenth- and Twentieth-Century Architecture**

A survey of the major movements in architecture in Europe and the United States from Neo-Classicism to the present. *Open to all students.*

Ms. Friedman

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**229 (1) Renaissance and Baroque Architecture**

A survey of architecture in Europe from 1400 to 1750 with particular emphasis on Italy. *Open to all students.*

Ms. Friedman

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**231 (1) Architecture and Decorative Arts in the English Colonies and the United States**

The course will consist of a series of lectures surveying the architecture and furniture of the 17th, 18th, and 19th centuries with special emphasis upon their historical development.

Mr. O'Gorman

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**232 (2) Painting and Sculpture in the English Colonies and the United States**

The course will consist of a series of lectures surveying the arts of the 17th, 18th, and 19th centuries with special emphasis upon their historical development.

Mr. O'Gorman

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**233 (1)\* Domestic Architecture and Daily Life**

A survey of European and American houses, their design and use from the late Middle Ages to the present. Economic and social conditions will be stressed, with particular attention to changes in family structure and the role of women. The use of rooms and furnishings will also be discussed. *Open to all students. Not offered in 1985-86.*

Ms. Friedman

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**248 (1) Chinese Art**

Topic for 1985-86: A study of the themes and styles of Chinese painting with special attention to the expression of Chinese philosophical and social ideals. The course will examine the magical and political function of early figure painting, the conquest of naturalism in the classical art of the Sung dynasties, and the scholars' painting of the later dynasties. Study of and visits to the Boston Museum of Fine Arts and the Fogg Museum. *Open to all Students.*

*Mrs. Clapp*

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**249 (2) Far Eastern Art**

Topic for 1985-86: Japanese Art. The sculpture and pictorial arts of Japan, from the Buddhist period to the 18th-century woodblock print. The course will concentrate on Japan's early ties with India and China, the subsequent development of native Japanese styles in Yamato-e and the art of the great screen painters, and the emergence of the print tradition. Study of and visits to the Boston Museum of Fine Arts and the Fogg Museum. *Open to all students.*

*Mrs. Clapp*

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**250 (1)\* From Giotto to the Art of the Courts: Italy and France, 1300-1420**

Topics to be explored are: the great narrative tradition in Italian painting and sculpture—Giotto, Duccio, and Giovanni Pisano, the Siense painters Simone Martini and the Lorenzetti in the context of the Italian medieval city state; the reaction of artists to the Black Death of 1348; French manuscript painting under Valois patronage, especially the Limbourg Brothers and Jean Duc de Berry; and the International Gothic Style in Italy—Ghiberti, Lorenzo Monaco and Gentile da Fabriano. *Open to sophomores who have taken 100 (1) and to juniors and seniors without prerequisite.*

*Ms. Armstrong*

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**251 (2) Italian Renaissance Art**

Painting and sculpture in Italy in the 15th and early 16th centuries. Topics included in this survey are: the formation of the Early Renaissance style by Masaccio, Donatello, and Ghiberti; the development of sculpture in relation to architecture in Luca della Robbia; Medici patronage; the spread of the Renaissance outside of Florence by Piero della Francesca, Mantegna and Bellini; and the formation of the High Renaissance by Leonardo, Raphael, and Michelangelo. *Prerequisite: same as for 250.*

*Ms. Armstrong*

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**254 (1)\* Art of the City: Medieval, Renaissance, and Baroque Urban Form**

The course surveys the history of urban form from antiquity to the late 18th century with emphasis on medieval and Renaissance urban phenomena in Italy, France, and Great Britain. Topics include: introduction to Greek and Roman city planning; medieval town types such as market towns, cathedral towns, and planned "new towns"; medieval Siena and its public art; Italian Renaissance architectural theory and practice in relation to the city; Renaissance and Baroque innovations in French and English cities. *Open to sophomores who have taken 100 (1) and (2), or 202 or 203 or 250 or 251, to juniors and seniors without prerequisite, or by permission of the instructor. Not offered in 1985-86.*

*Ms. Armstrong*

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**304 (2)\* Problems in Italian Sculpture**

Not offered in 1985-86.

*Ms. Armstrong*

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**305 (1) The Graphic Arts**

A history of prints and visual communication from the time of Gutenberg to the present alternating between the achievements of great masters such as Dürer, Rembrandt, Goya, Picasso, and the proliferation of popular imagery and ephemera leading to the invention

of photography. Emphasis is on class participation, the examination of originals, rewriting short papers, as well as occasional field trips to collections, public and private, in the Boston area. *Open only to seniors. Not offered in 1985-86.*

*Ms. Jams and Ms. Schmidt*

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### 306 (1) History of Photography

A survey of the history of photography also treating its language and peculiar formal code. Treats work by amateurs as well as professionals and artists in 19th- and 20th-century France, England, and America. Student paper topics will range from problems of realism and documentary to what constitutes art in photography. Students will also learn how photography has affected the study of art history. Laboratory required. *Open to juniors and seniors who have taken 219 or 305 or by permission of the instructor.*

*Ms. Jams and Mr. Swift*

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### 309 (1)\* Seminar. Problems in Architectural History

Topic for 1985-86: The Eighteenth-Century Country House and Garden. This seminar will focus on monumental domestic architecture, landscape design, decorative arts and art theory in 18th-century Europe with particular emphasis on England. Interdisciplinary approach. *Open to students who have taken a Grade II course in architecture, or by permission of the instructor.*

*Ms. Friedman*

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### 311 (1)\* Northern European Painting and Printmaking

Painting and printmaking in Northern Europe from the late 14th through the 16th centuries. Emphasis on Jan van Eyck, Rogier van der Weyden, Bosch, Dürer, and Pieter Brueghel the Elder. *Open to sophomores who have taken 202 or 250, to juniors and seniors who have taken or are taking one Grade II unit in the department, or by permission of the instructor.*

*Mrs. Carroll*

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### 312 (2)\* Problems in Nineteenth and Early Twentieth-Century Art

This study of special problems of critical interpretation takes into account art's relationship to literature and social context. Emphasis is on extensive reading, class discussion and sustained research culminating in a long paper. *Prerequisite: 219 or by permission of the instructor. Not offered in 1985-86.*

*Ms. Jams*

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### 320 (1) Studies in American Art and Architecture

Topic for 1985 will be "New York 1908." The seminar will explore the coexistence in New York of three different directions in American art represented by the National Academy of Design, the Eight, and 291. The first presented the American Renaissance in its continued adherence to traditional classical style and idealized subject matter; the second, the "realist" art of the quotidian city; the third, the avant-garde work inspired by current European movements. The work of Abbott Thayer exemplifies the first; that of Robert Henri the second; and that of Alfred Stieglitz the third. *Prerequisite: 232.*

*Mr. O'Gorman*

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### 330 (2) Seminar. Venetian Renaissance Art

Selected problems in Venetian painting, architecture, and patronage from 1450 to 1600. Consideration of major works by Giovanni Bellini, Carpaccio, Giorgione, Titian, Veronese, and Tintoretto, as well as the architecture, sculpture, and urban projects of Jacopo Sansovino and Andrea Palladio. The importance of the revival of classical antiquity will be stressed. Some consideration of Venetian book decoration and at least one session in the Wellesley Rare Book Collection will be included. *Prerequisite: any Grade II or Grade III course in Renaissance art or history, or by permission of the instructor.*

*Ms. Armstrong*

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**332 (2) Seminar. The Art of Medieval Stained Glass**

Stained glass ranks among the most spectacular achievements of Medieval art. Although glass making was known in Egyptian times, it was not until the Middle Ages that stained glass was united with architecture and used as a major vehicle for narration. Its history and technique will be investigated using panels in the Wellesley College Museum and in the Boston area. Its development and influence on Gothic architecture will be examined. Finally, the program and style of some of the best preserved examples including Chartres, Canterbury, Bourges and the Sainte-Chapelle will be analyzed. *Prerequisite: 100 (1) or 215.*

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**333 (1) Seminar. The High Baroque in Rome**

Topic for 1985-86: The art and architecture of Gian Lorenzo Bernini, Francesco Borromini and Pietro de Cortona. *Prerequisite: 220 or by permission of the instructor.*  
*Mr. Wallace*

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**334 (2)\* Seminar. Problems in Archaeological Method and Theory**

*Not offered in 1985-86.*

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**335 (1) Seminar. Art of Our Time**

The seminar will explore crucial issues of contemporary art, examining in detail individual artists, art forms, and critical concepts. The class will work from material in contemporary museums, galleries, collections, and studios in the Boston area. *Open by permission of the instructor. 224 is strongly recommended as background.*

*Ms. Freeman*

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**336 (2) Seminar. Museum Problems**

An investigation of the history and structure of the museum, the philosophy of exhibitions and acquisitions, and the role of the museum in modern society, combining the theory and practice of all aspects of museum work. Problems of conservation, exhibition, acquisition, publication, and education will be discussed. If the museum schedule permits, students will

be involved in the planning and mounting of an exhibition. Visits to museums and private collections in the area will be arranged. Limited enrollment. *Open by permission of the instructor to junior and senior art majors.*

*Ms. Gabbart*

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**337 (2)\* Seminar. Chinese Art**

*Not offered in 1985-86. Offered in 1986-87.*  
*Mrs. Clapp*

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**340 (2) Seminar. Art in America**

Topic for 1985-86: The Architecture of H.H. Richardson. April 27, 1986, marks the centennial of the death at 47 of the American architect, H.H. Richardson. This seminar will explore his place in the development of building in the United States after the Civil War. The seminar will include field trips. *Prerequisite: 231.*

*Mr. O'Gorman*

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**345 (2) Seminar. Historical Approaches to Art for the Major**

Comparative study of the major art historical approaches and their philosophical bases: connoisseurship, iconography, theories of the evolution of art, theories of style, psychoanalysis and art, psychology of perception, and theories of art criticism. Strongly recommended to all art majors. *Open to juniors and seniors who have taken or are taking one Grade II unit in the department.*

*Mrs. Clapp*

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**350 (1) (2) Research or Individual Study 1 or 2**

Open to qualified students by permission of the instructor and chairman of the department.

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**370 (1-2) Thesis 2 to 4**

Open only to honors candidates.

## Boston Museum of Fine Arts Seminars

A limited number of qualified students may elect for credit seminars offered by the curators of the Boston Museum of Fine Arts. These are held in the museum and use objects from the collections for study. For enrollment procedures, consult the department chairman.

### FIRST SEMESTER

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#### 395 (1) Textile and Costume Design in Western Europe from the Middle Ages to the French Revolution

Before the Industrial Revolution, the art of textile and costume design was an elaborate enterprise, greatly influenced by court etiquette and by the major artists involved in textile production. Using the Museum's extensive collections, this seminar will introduce students to the evolution of diverse textile techniques and designs and to the complex social meanings associated with costume during this period. Limited to 12. Course requirements include two papers. A reading knowledge of French and Italian is preferred. *Admission to the Museum Seminars is by permission of the instructor.*

*Jean-Michel Tuchscherer*

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#### 396 (1) Charles Sheeler and American Modernism

Sheeler began painting when William Merritt Chase's bravura style dominated American art academies, and finished his last works in 1959, the year of Rauschenberg's Monogram. The art he produced during that 50-year span has been variously described as exhibiting a machine-age aesthetic, "skyscraper primitivism," and photographic precision, and has been compared to cubism, dada, the German "new Realism," and other European styles. Rather than seeking yet another label for Sheeler's art, this course will examine it in the context of the international art scene during the era — the 1920s and 30s — when Sheeler reached maturity, studying his paintings, drawings and photographs alongside those of his contemporaries, considering as well the dealers, critics and patrons involved with his work. Works by Sheeler and his contemporaries in the Museum's collection, as well

as a sizeable group on loan to the MFA, will be the focus of this course, held in anticipation of a major retrospective in 1987 of Sheeler's work in all media. Limited to 12. *Prerequisite: either a course in 19th and 20th-century American painting or a course in 20th-century European art. Course requirements are a catalogue entry, seminar report, and paper. Admission to the Museum Seminars is by permission of the instructor.*

*Carol Troyen*

### SECOND SEMESTER

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#### 397 (2) The Japanese Wookblock Print

A survey of the history and stylistic evolution of the Ukiyo-e woodblock print from its origin until about 1800, utilizing the Museum's extensive collection. This is not a course for beginners, but one designed to interest students who already have some familiarity with Japanese culture. Limited to 12 (probably in two sections of six). *Prerequisite: previous course work in Japanese art, literature or history. Some familiarity with the Japanese language is recommended. Course requirements include extensive reading; two papers will be assigned (one a survey, the other on a specialized topic). Admission to the Museum Seminars is by permission of the instructor.*

*Money Hickman*

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#### 398 (2) Early Masters of Printmaking

The seminar will provide a selective survey of the history of Western printmaking through the 18th century, focusing on certain key figures. Sessions will be devoted to Martin Schongauer and printmaking in the late Middle Ages in the North, Andrea Mantegna and Italian Renaissance printmaking, Albrecht Dürer and printmaking in 16th-century Germany (2 meetings), Jean Duvet and printmaking in 16th-century France, Lucas van Leyden and Hendrik Goltzius and the Renaissance in the Netherlands, Jacques Callot and Stefano della Bella and 17th-century printmaking in Italy and France, Rembrandt van Rijn and Dutch printmaking in 17th-century Holland (2 meetings), G. B. Piranesi and the Tiepolos and printmaking in the 18th century. Limited to 12. Students who have previously taken a course surveying the history of Western art

will be favored. A reading knowledge of a second language (German, Italian, French or Dutch) will be useful in researching the required term paper. All sessions will be taught with original works of art from the Museum's collection. *Admission to the Museum Seminars is by permission of the instructor.*

Clifford S. Ackley

## Cross-Listed Courses

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### Anthropology 308 (1-2) 2

Seminar for Materials Research in Archaeology and Ethnology. *For description and prerequisite see Anthropology 308.*

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### Experimental 325 (2)

Seminar. The Art and Politics of the Nude. *For description and prerequisite see Experimental Courses 325.*

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## Directions for Election

### History of Art

An art major concentrating in History of Art must elect:

- A. Art 100 (1) and (2) or Art 100 (1) and Art 150 (unless an exemption exam is passed)
- B. 204 or 209 or 213
- C. A minimum of five further units in history of art to make a total of eight units, which must include distribution requirements.

For distribution a student must elect at least one unit in three of the following six areas of specialization: Ancient, Medieval, Renaissance, Baroque (17th and 18th centuries), Modern (19th and 20th centuries), Non-Western Art (Asian or Ethnographic art). Among the three areas elected one must be either previous to 1400 A.D. or outside the tradition of Western European art and architecture.

Art 305 and 345 may not be used to meet this distribution requirement. If approved by the chairman, courses elected at other institutions may be used to meet the distribution requirement.

Although the department does not encourage overspecialization in any one area, by careful choice of related courses a student may plan a field of concentration emphasizing one period or area, for example, medieval art or oriental art. Students interested in such a plan should consult the chairman of the department as early in the freshman or sophomore year as possible.

Students intending to major in history of art should plan to take 204 or 209 or 213 in the sophomore or junior year.

Art 345 is strongly recommended for all majors, especially those who are considering graduate study in History of Art.

A reading knowledge of German and French, or Italian, is strongly recommended for majors.

Students intending to major in art history whose high school preparation does not include a thorough grounding in history should take History 100 and 101. They should also consult the Catalog carefully for other courses in history as well as in literature, religion, philosophy, and music, which will be relevant to their interests.

Students interested in graduate study in the field of conservation of works of art should consult with the chairman of the department regarding chemistry requirements for entrance into conservation programs. Ordinarily at least two semesters of chemistry at the college level should be elected.

The attention of students is called to the interdepartmental major in Architecture, in Classical and Near Eastern Archaeology, and in Medieval/Renaissance Studies.

## Studio Art

Studio courses meet twice a week for double periods.

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### 105 (1) (2) Drawing I

Introductory drawing with emphasis on basic forms in spatial relationships. Stress on the essential control of line in a variety of media. *Open to all students.*

*The Staff*

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### 108 (1) (2) Photography I

Photography as a means of visual communication. Problems dealing with light, tonal values, two- and three-dimensional space, documentary and aesthetic approaches to the medium. Emphasis on printing and critical analysis of photographs. Laboratory fee cost approximately \$190.00 per semester. Limited enrollment. *Open by permission of the instructor.*

*Mr. Swift*

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### 204 (1) (2) General Techniques Course

A survey of significant technical material related to the history of Western painting from the Middle Ages to the modern period. Included are laboratory problems of purely technical nature requiring no artistic skill. *Prerequisite: 100 (1) and (2) or permission of the instructor. 204 or 209 (1) is required of all art history majors.*

*Mr. Drew*

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### 206 (1) Drawing II

Drawing problems dealing with line, value, structure, space, and abstraction. Students use various drawing materials including graphite, charcoal, wash, and monotype. Stress on developing an individual project during the course. *Prerequisite: 105.*

*Ms. Schmidt*

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### 207 (1) (2) Sculpture I

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. Some work from the figure will be introduced. Studio fee for materials: \$30. *Prerequisite: 105 or 213 or permission of the instructor.*

*Mr. Dorrien*

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### 208 (1) Photography II

The development of the student's personal photographic vision. Each student completes a book of photographs. Study of the work of master photographers and various forms of the photographic book. *Prerequisite: 108 or permission of the instructor.*

*Ms. MacNeil*

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### 209 (1) (2) Basic Two-Dimensional Design

A series of problems in two-dimensional design intended to develop both observational and formal skills. Introduction to line, shape, color, structure, and other tools of the artist. Design involves the formation of an effective visual statement. *Open to all students.*

*Ms. Schmidt (1), Mr. Drew (2)*

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### 210 (2) Color

Basic problems in the interaction of color. Special attention will be given to considerations of value, intensity and the natural mutability of hue. *Open to all students.*

*Mr. Rayen*

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### 212 (2) Printmaking

Topic for 1985-86: INTAGLIO. Including etching, aquatint, lift ground, soft ground, photo etching, engraving and drypoint. Monotypes will also be explored. Emphasis on both image and process. Studio fee: \$30.00. Topic for 1986-87: Lithography. *Prerequisite: 105 or 209 (1), or permission of the instructor.*

*Ms. Schmidt*

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### 213 (2) Basic Three-Dimensional Design

Introduction to three-dimensional design stressing various formal and spatial concepts related to sculpture, architecture and product design. A wide range of materials will be handled in completing several preliminary problems as well as constructing a final project. *Open to all students.*

Mr. Dorrien

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### 218 (1) (2) Introductory Painting

A study of basic forms in plastic relationships in a variety of media. *Prerequisite: 105 or 209 (1), or by permission of the instructor.*

Mr. Rayen (1), Ms. Harvey (2)

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### 307 (1) (2) Sculpture II

Continuation on a more advanced level of sculptural issues raised in Sculpture I. Projects include working from the figure, metal welding or wood construction, and metal casting in the foundry as well as stone carving. Studio fee for materials: \$30. *Prerequisite: 207 or by permission of the instructor.*

Mr. Dorrien

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### 316 (1) Life Drawing

Intensive analysis of anatomy, perspective, composition, chiaroscuro, with direct visual observation of the model. *Prerequisite: 105.*

Mr. Drew

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### 317 (1) Seminar. Problems in the Visual Arts

A course in which students explore and evolve solutions to a variety of conceptual and visual problems in a variety of media. Each student will pursue an individual project throughout the semester as well as participate in assigned project and weekly class discussions. All studio majors are encouraged to take this course; it is especially recommended as advanced preparation for those who are contemplating a 350 or 370 project. *Prerequisite: either 206, 207, 316, 318, or by permission of the instructor.*

Ms. Harvey

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### 318 (2) Intermediate Painting

Continuing problems in the formal elements of pictorial space, including both representational and abstract considerations. *Prerequisite: 105 and 218.*

Ms. Harvey

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### 321 (1) Advanced Painting

Advanced studies in painting. Each student will be required to establish and develop personal imagery. Emphasis will be given to the roles which observation and memory play in the development of individual concepts. *Prerequisite: 318.*

Mr. Rayen

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### 350 (1) (2) Research or Individual Study 1 or 2

Open to qualified students by permission of the instructor and the chairman of the department.

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### 370 (1-2) Thesis 2 to 4

Open only to honors candidates.

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### Applied Arts Program

In addition to the regular studio curriculum, a separately funded program makes it possible to offer one noncredit course each year in such fields as metal casting and enameling, ceramics, woodworking, and weaving. Topic for 1985-86 to be announced.

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### Directions for Election

#### Studio Art

An art major concentrating in studio art must elect 100 (1) and (2), 105, 209, and 213; and in addition at least two Grade II and two Grade III units in studio art. Since the department believes in the importance of an understanding of the history of art, the attention of students is drawn particularly to 224 (1) and (2) and 219 (see History of Art).

For students particularly interested in design, attention is further drawn to Theatre Studies 206.



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## Directions for Election

### The Combined Major in Art History and Studio Art

A student may elect a combined Art History/Studio Art major by taking:

Art 100 (1) and (2) Introductory Survey

1 semester of Art 105 Drawing I

1 semester of Art 209 Two-Dimensional Design

1 semester of Art 213 Three-dimensional Design

1 semester of Art in Ancient, or Medieval, or Non-Western (Asian or Ethnographic)

2 semesters of Grade II in Art History

2 semesters of Grade III in Art History

2 semesters of Grade II in Studio Art

2 semesters of Grade III in Studio Art

14 courses

The Combined Major in Art will require early planning, well before the junior year, preferably in the freshman year.

# Astronomy

Professor: *Birney (Chairman)*

Assistant Professor: *Little-Marenn, Hagen, French, Benson*

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## 103 (1) (2) Introduction to Astronomy

A survey of the solar system, stars, galaxies and cosmology. Two periods of lecture and discussion weekly; laboratory in alternate weeks, and unscheduled evening work at the Observatory for observation of stars and constellations, and use of the telescopes. *Open to all students.*

*The Staff*

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## 104 (2) Recent Developments in Astronomy

Contemporary topics in optical, radio, and space astronomy. Topics include cosmology, pulsars, quasars, black holes, exploration of the planets, and extraterrestrial communication. Not to be counted toward the minimum major. *Prerequisite: 103, or by permission of the instructor.*

*Ms. Little-Marenn*

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## 125A (1) Astronomy Through Science Fiction

Writing Course

See Writing Program for complete description.

*Ms. Hagen*

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## 206 (1) Basic Astronomical Techniques I

Visual and photographic use of telescopes. Optics applied to astronomical instruments. Astronomical coordinate systems. Spherical trigonometry. Conversion of time and use of Ephemeris. Star catalogs. Photometry. *Prerequisite: 103 and a familiarity with trigonometric functions and logarithms.*

*Ms. Benson*

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## 207 (2) Basic Astronomical Techniques II

Measurement of stellar radial velocities. Spectroscopy. Classification of stellar spectra. Applications of the Method of Least Squares and statistical methods. The semester's work includes an independent project at the telescope. *Prerequisite: 206 and some familiarity with calculus.*

*Mr. Birney*

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**210 (1) Astrophysics I**

The physical principles behind the analyses of stars, interstellar matter and galaxies. *Prerequisite: 103 and Physics 108 or 200 taken previously or concurrently, or by permission of the instructor. Not open to those who have taken [204].*

Ms. Benson

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**304 (1)\* Stellar Atmospheres and Interiors**

The formation of continuous and line spectra in stellar atmospheres. An introduction to stars with unusual spectra. The structure of and energy generation in stellar interiors. Stellar evolution. *Prerequisite: 210 and Mathematics 205. Physics 204 is recommended.*

Ms. Hagen

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**307 (2)\* Planetary Astronomy**

Study of the properties of planetary atmospheres, surfaces and interiors with emphasis on the physical principles involved. Topics covered include the origin and evolution of the planetary system, comparison of the terrestrial and giant planets, properties of minor bodies and satellites in the solar system and inadvertent modification of the earth's climate. Recent observations from the ground and from spacecraft will be reviewed. *Prerequisite: 103 and Physics 108 or 200; permission of the instructor for interested students majoring in geology or physics.*

Ms. Hagen

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**310 (2) Astrophysics II**

Kinematics and dynamics of stars and stellar systems, galactic structure, special and general relativity, and cosmological models. *Prerequisite: 210 and Physics 108 or 200.*

Ms. Benson

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**349 (1)\* Selected Topics**

Topics in previous years have included variable stars, galaxies, stars of special interest. *Open by permission of the instructor. Not offered in 1985-86.*

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**350 (1) (2) Research or Individual Study  
1 or 2**

Open to juniors and seniors by permission.

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**370 (1-2) Thesis 2 to 4**

Open only to honors candidates.

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**Cross-Listed Courses**

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**Mathematics 205 (1) (2)**

Intermediate Calculus. *For description and prerequisite see Mathematics 205.*

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**Physics 204 (2)**

Modern Physics. *For description and prerequisite see Physics 204.*

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**Directions for Election**

The following courses form the minimum major: 103, 206, 207, 210, 310; Mathematics 205; Physics 204; one more Grade III course in Astronomy plus an additional Grade III course in Astronomy or Physics. Extradepartmental 216 and Computer Science 110 or 111 are strongly recommended. In planning a major program students should note that some of these courses have prerequisites in mathematics and/or physics. Additional courses for the major may be elected in the Departments of Physics, Mathematics, and Astronomy.

A substantial background in physics is required for graduate study in Astronomy.

A student planning to enter graduate school in astronomy should supplement the minimum major with courses in physics, including Physics 306 and other Grade III work. The student is also urged to acquire a reading knowledge of French, Russian, or German.

See p. 12 for a description of Whitin Observatory and its equipment.

# Biological Chemistry

AN INTERDEPARTMENTAL MAJOR

Director: *Allen*

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The Departments of Biological Sciences and Chemistry offer an interdepartmental major in biological chemistry which gives opportunity for advanced study of the chemistry of biological systems.

In addition to two units of Biochemistry (323 and 324), the area of concentration must include the following units of Chemistry (114 and 115, or 120; 211 and 231); Biology (110, 111, 200, 205, and one Grade III unit with a scheduled laboratory taken at Wellesley excluding 350 or 370); Physics (104, 105, or 109); and Mathematics (116 or the equivalent). Students should be sure to satisfy the prerequisites for the Grade III courses in biology and chemistry.

Please see the Department of Chemistry Student Handbook for additional pertinent information.

# Biological Sciences

Professor: *Widmayer, Allen, Coyne*<sup>Δ</sup>

Associate Professor: *Webb, Harris*  
(*Chairman*), *Hirsch, Eichenbaum*

Assistant Professor: *Hendricks, Smith, Standley, Tassinari, Cameron*

Instructor: *Lee*

Laboratory Instructor: *Muise, Dermody, Hall, Hacopian, Hoult, Paul, DePamphilis*

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Unless otherwise noted, all courses meet for five periods of lecture, discussion, and laboratory weekly, except for seminars that meet for two periods.

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## 108 (2) Horticultural Science

Fundamentals of cultivation and propagation of plants, the effects of chemical and environmental factors on their growth, and methods of control of pests and diseases. Laboratory includes work in the field and in the greenhouses. Not to be counted toward the minimum major in biological sciences. *Open to all students except those who have taken III.*  
*Ms. Standley, Mrs. Muise*

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## 109 (1) Human Biology

The study of human anatomy and physiology, with a focus on nutrition, the nervous system, reproduction, embryology, circulation and respiration. Two lectures weekly with a double period every other week for demonstration-discussions. Does not meet the laboratory science distribution requirement. Not to be counted toward the minimum major in biological sciences. *Open to all students except those who have taken III.*

*Mrs. Tassinari, Mr. Hacopian*

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## 110 (2) Cell Biology

Eukaryotic and prokaryotic cell structure, chemistry and function. Cell metabolism, genetics, cellular interactions and mechanisms of growth and differentiation. *Open to all students.*

*The Staff*

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**111 (1) Biology of Organisms**

Major biological concepts including the evolution, ecology, and the structure and function relationships of multicellular plants and animals. *Open to all students.*

*The Staff*

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**200 (2) Cellular Physiology**

A study of the experimental basis for current concepts in cellular physiology using plant, animal, and microbial models. Topics may include enzyme kinetics, thermodynamics, membrane structure, intercellular communication, intracellular messengers, the photochemistry of photosynthesis and vision; normal and uncontrolled cell proliferation, cytoskeletons, irritability of cells. *Prerequisite: 110 and 111 and one unit of college chemistry.*

*Mrs. Allen, Mr. Hendricks, Mrs. DePamphils*

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**201 (1) Ecology**

Studies on the interrelationship between living organisms and their environment will include: the physical environment and aspects of physiological ecology; reproductive ecology and population interactions; community structure; and biogeography. Emphasis will be on evolutionary aspects of ecology. Laboratory studies will include field work and data analysis. *Prerequisite: 111, 109 or permission of the instructor.*

*Ms. Lee*

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**203 (1) Comparative Physiology and Anatomy of Vertebrates**

A study of the functional anatomy of vertebrates. The course will cover topics in thermoregulatory, cardiovascular, respiratory, digestive, endocrine and muscle physiology. There will be an emphasis on comparative environmental physiology. The laboratory sessions will be divided between anatomy and physiology. *Prerequisite: 111, 109 or AP Biology and by permission of the instructor.*

*Mr. Cameron, Mrs. Hoult*

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**204 (2) Plant Biology**

Introduction to the study of plants for biology majors and nonmajors. The first part of the course introduces the student to the diversity of the plant kingdom by surveying plant life histories, structure and evolution from the algae to the angiosperms. The second part of the course emphasizes the physiology of plants. Laboratories rely heavily on living material cultured in the growth chambers and greenhouse collections. *Prerequisite: either 111 or equivalent course or by permission of the instructor.*

*Ms. Standley*

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**205 (1) Genetics**

Principles of inheritance, structure and function of hereditary informational molecules, application of genetic principles to biological problems. Laboratory and lecture material selected from plant, animal, microbial and human studies with some emphasis on the development and use of recombinant DNA methodology. *Prerequisite: 110 or by permission of the instructor.*

*Miss Widmayer, Mr. Webb, Mrs. Dermody, Mrs. Hall*

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**206 (1) Histology-Cytology I: Cells and Tissues**

The structure and function of animal cells and tissues, based on microscopic techniques. Ultrastructural and cytochemical correlates of functional activity. Laboratory study includes direct experience with selected techniques including tissue sectioning and electron microscopy. *Prerequisite: 110.*

*Mr. Smith*

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**209 (1) Microbiology**

Introduction to the microbial world with emphasis on representative groups of bacteria and viruses. A detailed consideration of biological principles which characterize microbes and their activities in nature. Microbial pathogenicity and human diseases will also be considered. *Prerequisite: 110 and one unit of college chemistry.*

*Mr. Hendricks*

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**210 (2) Invertebrate Zoology**

*Not offered in 1985-86.*

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**213 (1) Introduction to Psychobiology**

An introduction to the study of the relationship between the nervous system and behavior with particular emphasis on the structure and function of the nervous system. Topics include basic neuroanatomy and neurophysiology, and brain mechanisms involved in such aspects of behavior as emotion, language, motivation, memory, sensation, and cognition. Emphasis on comparison of experiments with animal and human subjects in an effort to shed light on human cognitive functions. Laboratory. *Prerequisite: III or 109 and Psychology 101.*

*Mr. Eichenbaum, Mrs. Paul*

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**216 (2) Concepts in Growth and Development**

Introduction to principles governing the growth and development of organisms. Lectures and laboratory integrate the use of plant, animal and microbial systems to illustrate the concepts of development from the molecular to the gross morphological level. *Prerequisite: 110 and III or by permission of the instructor.*

*Ms. Hirsch, Mrs. Tassinari*

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**302 (2) Animal Physiology**

The physiology of organ systems in vertebrates. This course will cover topics in cardiovascular, respiratory, digestive, excretory, endocrine, sensory, neural and muscle physiology. Students gain experience in the use of various physiological measuring devices such as polygraphs, strain gauges, pressure transducers, stimulators, and oscilloscopes. *Prerequisite: 200 or 203 or 213 or by permission of the instructor.*

*Mrs. Tassinari, Mr. Cameron*

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**304 (2) Histology-Cytology II: Organ Systems**

Analysis of structure: function relationships of mammalian organ systems, based principally on microscopic techniques. Some examination of pathologic structural changes, as well as discussion of recent literature in some

systems. Laboratory study includes tissue preparation for both transmission and scanning electron microscopy as well as hands-on experience at the transmission electron microscope. *Prerequisite: 206.*

*Mr. Smith, Mr. Hacopian*

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**305 (2) Seminar. Genetics**

Topic for 1985-86: Mobile Genetic Elements. Critical examination of current studies on the structure and role of genetic material that moves the genome and how mobile genetic elements are used to analyze the structure and expression of chromosomal genes. Consideration of "jumping genes," plasmids, recombinant DNA vectors, retroviruses, oncogenes and gene rearrangements in various eukaryotic systems. *Prerequisite: 205 and either 200 or Chemistry 211, and by permission of the instructor or chairman.*

*Miss Widmayer*

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**306 (1) Developmental Biology and Embryology**

Topic for 1985-86: Nutritional and Environmental Effects on Human Development. The first part of the semester will focus on human ontogenetic development including the nutritional and biochemical requirements for normal growth and some immunological aspects of pregnancy. The remainder of the semester will study the deleterious effects of inadequate nutrition, inborn errors of metabolism and exposure to environmental contaminants. Students will prepare at least one topic for class presentation and discussion from readings of current literature. This course does not satisfy the Grade III laboratory requirement for Biology majors. *Prerequisite: 216 or by permission of the instructor. 205 is recommended.*

Topic for 1986-87: Comparative Embryology. This course will cover the similarities and special adaptations of development in vertebrates including human development. Laboratory sessions will demonstrate the diversities of developing systems as well as current methods for the study of the mechanisms of morphogenesis and differentiation. *Prerequisite: 216. Students without 216 who have taken 200 or 205 may enroll with permission of the instructor.*

*Mrs. Tassinari*

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### 307 (2) Topics in Ecology

Topic for 1985-86: Marine Ecology. This course will cover survival mechanisms of marine organisms and the dynamics of coastal and oceanic communities. Habitats to be considered include: rocky intertidal, coral reef, soft bottom substrate, deep ocean, and the pelagic environment. Laboratory will include experimental and field studies. *Prerequisite: 201, 210, or permission of the instructor.*

*Ms. Lee*

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### 309 (2) Topics in Experimental Plant Biology

A series of research projects will be conducted involving various aspects of plant biochemistry. The experiments will involve enzyme analysis and purification, leaf fluorescence, sucrose density gradient separations, SDS gel electrophoresis and the various methodologies utilized to measure photosynthesis. One two-hour class meeting (for discussion of experimental results and relevant publications) plus laboratory. *Prerequisite: 200 and two units of college chemistry.*

*Mr. Harris*

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### 310 (1) Topics in Plant Biology

Topic for 1985-86: Plant Biotechnology. This seminar considers the recent progress in plant tissue culture, gene cloning, vectors for introducing genes into plants and plant pathology. Recent research publications will be discussed. *Prerequisite: 205 or 216 or by permission of the instructor.*

*Ms. Hirsch*

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### 312 (1) Seminar. Endocrinology

*Not offered in 1985-86.*

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### 313 (1) Microbial Physiology and Cytology

The study of the chemical activities (cellular growth and its physiological basis, metabolic patterns, biochemical genetics, and relation of structure to function) of microorganisms as model systems in order to explain living processes in molecular terms. Emphasis on experimental approaches and current literature.

In the laboratory, groups carry out a number of experimental problems designed to allow the development of research techniques and analysis. *Prerequisite: 200 and 205 or by permission of the instructor.*

*Mrs. Allen*

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### 314 (1) Topics in Microbiology

Topic for 1985-86: Immunology. This seminar will focus on several specific aspects of immunology; possible topics are: autoimmune diseases, congenital and acquired immunodeficiencies, cell surface markers, histocompatibility antigens, chemical mediators of the immune response, and the roles of the immune responses in cancers. Students will be expected to evaluate articles from the current literature and to take an active role in class discussions. *Prerequisite: 200, Chemistry 211, and permission of the instructor.*

*Mr. Hendricks*

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### 315 (2) Research in Neurobiology

This advanced level psychobiology course is concerned with current topics and biological methods of investigation in the neurosciences. Meetings consist of one weekly double period seminar including presentation, criticism, and discussion of research-journal articles on selected topics such as sleep, mechanisms of cortical mapping, brain evolution, neurohormones, and physiological mechanisms of memory and attention. The course includes one weekly laboratory involving projects using methods of neurohistology, electrophysiological stimulation and recording, experimental brain lesions, and behavioral observations in animals. *Prerequisite: 213 or Psychology 213 and by permission of the instructor.*

*Mr. Eichenbaum, Mrs. Paul*

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### 316 (1) (2) Molecular Biology of Plants and Animals

The practical applications of recombinant DNA techniques to the study of the control and organization of animal and/or plant genes at the molecular level. The course will be centered around a laboratory project designed to provide experience with the methodologies used in molecular biology (e.g., molecular

cloning, gene mapping, mutagenesis and expression, DNA sequencing, computer analysis of nucleic acid and protein structure and homology). *Prerequisite: 205 and by permission of the instructor.*

Mr. Webb, Ms. Hirsch

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### 330 (1) Seminar

Topic for 1985-86: Evolution. Using plants as the basis for discussion, this seminar will focus on understanding the processes of evolution that are responsible for the origin of new species and the adaptive radiation of higher groups. Two major areas will be covered: understanding different mechanisms of evolution (variation and selection, genetic drift, macroevolution, co-evolution) and understanding the evolutionary relationships among groups of plants based on evidence from structure, chromosomes, genetics, chemistry, distributions, and fossils.

Ms. Standley

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### 330 (2) Seminar

Topic for 1985-86: Progress in Cellular Biology. Although molecular genetics has received a great deal of attention recently, there have been other exciting developments in cellular biology. The major focus of this seminar will be a consideration of these advances in the understanding of non-nuclear intra- and extracellular processes. Examples of topics to be considered include the control of secretory function, cell junctions, and the extracellular matrix. *Prerequisite: 200.*

Mr. Smith

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### 331 (2) Seminar

Topics for 1985-86: Comparative physiology of transport systems. The focus of the course will be adaptations of the vertebrate circulatory and respiratory systems to hostile environments. Topics may include air-breathing in fish, dive reflexes, comparative aspects of temperature control in fish, reptiles, birds and mammals, adjustments for exercise and for altitude, functional morphology of gills, lungs

and heart and the role of autonomic nervous regulation. The course will emphasize student participation, and will make extensive use of the original literature. *Prerequisite: 203, 213, or 302 or by permission of the instructor.*

Mr. Cameron

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### 350 (1) (2) Research or Individual Study 1 or 2

Open to juniors and seniors by permission.

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### 370 (1-2) Thesis 2 to 4

Open only to honors candidates.

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## Cross-Listed Courses

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### Chemistry 323 (1)

Chemical Aspects of Metabolism. *For description and prerequisite see Chemistry 323.*

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### Chemistry 324 (2)

Chemistry of Biological Phenomena. *For description and prerequisite see Chemistry 324.*

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## Directions for Election

A major in Biological Sciences must include II0 and III or their equivalent, and at least three Grade II courses which must be taken at Wellesley. Students are advised to check the prerequisites for Grade III courses carefully so they will have taken the appropriate Grade II courses early enough to enter the Grade III work of their choice. The required Grade II work should be completed within the first 5-6 units in the major. At least two Grade III units must be taken at Wellesley. One of these Grade III units, exclusive of 350 or 370 work, must require laboratory experience. In addition to eight units in biological sciences, two units of college chemistry are also required. Additional chemistry is strongly recommended or required for certain Grade III courses. Courses [323], [324], 350 and 370 do not count toward a minimum major in biology.

Courses 108, 109 and [112] which do not ordinarily count toward the minimum major in biological sciences do fulfill the College distribution requirements for the degree; 108 as a laboratory science; 109 and [112] as non-laboratory science courses. Independent summer study will not count toward the minimum major. Course 213 does not fulfill the Group B distribution requirement for biology majors.

Within the major, students may design a program in general biology or one which emphasizes subjects dealing with animals, plants, or microorganisms. A broad training in the various aspects of biology is recommended.

Students interested in an interdepartmental major in biological chemistry are referred to the section of the Catalog where the program is described. They should consult with Mrs. Allen the director of the Biological Chemistry program.

Students interested in an interdepartmental major in psychobiology are referred to the section of the Catalog where the program is described. They should consult with Mr. Eichenbaum and Ms. Koff, the directors of the Psychobiology Program.

Students interested in an individual major in environmental sciences should consult a faculty member who teaches 201.

Freshmen with advanced placement or with II0 or III exemptions are advised to consult the chairman before continuing the core curriculum.

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

Premedical students are referred to the requirements given on p. 54.

# Black Studies

Professor: *Martin*

Associate Professor: *Jackson (Chairman)*

Assistant Professor: *Darling, Henderson*

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**\*\* Course may be elected to fulfill in part the distribution requirement in Group A.**

**\*\*\* Course may be elected to fulfill in part the distribution requirement in Group B<sup>1</sup> or Group B<sup>2</sup> as designated.**

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## **105 (1)\*\*\*<sup>2</sup> Introduction to the Black Experience**

This course serves as the introductory offering in Black Studies. It explores in an interdisciplinary fashion salient aspects of the Black experience, both ancient and modern, at home and abroad. *Open to all students.*

*Mr. Martin*

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## **150 (1) (2) Colloquia**

For directions for applying see p. 76. *Open by permission to a limited number of freshman and sophomore applicants.*

### **(1)\*\*\*<sup>2</sup> Blacks in the Electoral Arena**

An examination of the "politics of participation" by Black Americans, with special emphasis on voting in national and municipal elections. This colloquium will examine such questions as: What are the determinants of electoral success? Is the "politics of participation" a viable strategy to effect greater sociopolitical equality? How are Blacks mobilized for effective participation? What are the qualities of the newly emergent Black politician class? Historical and contemporary elections will be included. Strongly recommended for further work in Black Studies with a political science focus. *Not offered in 1985-86.*

*Mr. Jackson*



(2)\*\*\*<sup>2</sup> **The Internationalization of Black Power**

The Black Power movement of the 1960s and 1970s represents one of the most militant periods in Afro-American history, similar in many respects to the "New Negro" period after World War I. As was the case with the New Negro movement, the Black Power idea quickly spread to Black populations in many countries. This colloquium will discuss some of the highlights of the Black Power era in the United States, Canada, Britain, and the West Indies.

*Mr. Martin*

(2)\*\* **Black Autobiography**

The purpose of this colloquium is to trace the formal and thematic development of Black autobiography from the early 19th century to the present. We will explore the complex relationship between the community and the individual, the public and the private, the political and the personal aspects of self which shape the Afro-American conception of identity. Authors will include Linda Brent, Frederick Douglass, Ida B. Wells, W.E.B. DuBois, Richard Wright, Maya Angelou, Malcolm X, and others.

*Ms. Henderson*

(2)\*\* **The Harlem Renaissance**

Described variously as The Harlem Renaissance, The New Negro Movement, and Harlem's Golden, this period represents a flourishing of the arts in New York in the decade of the 1920s. This colloquium will examine the Harlem Renaissance within the broader historical tradition of Negritude in Afro-American letters as well as within the post-war American artistic and intellectual revolt against 19th-century beliefs and values. As a movement, the Renaissance symbolized the Black artist's quest for a useable past as well as a sense of self and racial identity. The search for a distinctive tradition led the artist back to a folk culture rooted in slavery, the rural south, the cities in the north, and, even further back, to the ancient African past. The quest for identity led sometimes to personal doubt and racial despair, and other

times, to self-pride and racial affirmation. We will examine these journeys of immersion into the fiction, literary debates, and manifestoes of such writers as W.E.B. DuBois, Marcus Garvey, Alain Locke, and Zora Neale Hurston. *Not offered in 1985-86.*

*Ms. Henderson*

(2)\*\*\*<sup>1</sup> **1919: The Year of the New Negro**

The New Negro period was similar in many ways to the Civil Rights and Black Power era of the 1950s through 1970s. We will examine some of the major problems facing Black people in 1919, including lynching, mob violence and the mistreatment of Afro-American and West Indian soldiers. We will then examine the response to these conditions by Black folk in general, by the Black press and by leaders such as Marcus Garvey, W.E.B. DuBois and A. Philip Randolph. Finally, we will look at the way that state, federal and foreign governments viewed New Negro militancy. Our sources will mostly be newspapers and magazines from 1919. *Not offered in 1985-86.*

*Mr. Martin*

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200 (2)\*\*\*<sup>1</sup> **Africans in Antiquity**

Highlights of the African experience in the pre-Christian era: African origins of humankind; African Egypt; Nubia, Kush, and Ethiopia; Egyptian/Ethiopian influences on the beginnings of Western civilization; Africans in Greece and Rome; Africans in the Bible; ancient Africans in the Americas. *Open to all students.*

*Mr. Martin*

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201 (1)\*\* **The Afro-American Literary Tradition**

A survey of the Afro-American experience as depicted in literature from the 18th century through the present. Study of various forms of literary expression including the short story, autobiography, literary criticism, poetry, drama, and essays as they have been used as vehicles of expression for Black writers during and since the slave experience. *Open to all students.*

*Ms. Henderson*

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**202 (2)\* \*\*\*<sup>1</sup> Introduction to African  
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. Offered in alternation with 211. *Open to all students except those who have taken [302]. Not offered in 1985-86.*

*Mr. Menkiti*

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**205 (1)\*\*\*<sup>3</sup> The Politics of Race  
Domination in South Africa**

The politics of apartheid and racial domination in South Africa; its historical origins and present-day manifestations; the liberation struggle in South Africa; the apartheid system as a threat to international stability. *Open to all students. Not offered in 1985-86.*

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**206 (2)\*\*\*<sup>1</sup> Introduction to Afro-American  
History, 1500-Present**

An introductory survey of the political, social, economic and cultural development of American Blacks from their African origins to the present. Particular attention will be focused on the evolution of Afro-American culture and the growth of Black institutions through self-reliance. *Open to all students except those who have taken 207.*

*Ms. Darling*

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**211 (2)\* \*\* Introduction to African  
Literature**

The development of African literature in English and in translation. Although special attention will be paid to the novels of Chinua Achebe, writers such as James Ngugi, Camara Laye, Wole Soyinka, Ezekiel Mphahlele, and Christopher Okigbo 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 as time allows. Offered in alternation with 202. *Open to all students.*

*Mr. Menkiti*

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**212 (2)\*\* Black Women Writers**

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. *Open to all students.*

*Ms. Henderson*

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**214 (2)\*\*\*<sup>2</sup> The Supreme Court and Racial  
Equality**

An analysis of the Supreme Court and its impact on the lives and experiences of Black Americans. Particular concern will focus on the Court's role as protector-creator of fundamental rights and privileges for Black Americans. *Open to sophomores, juniors, and seniors without prerequisite and to freshmen by permission of the instructor.*

*Mr. Jackson*

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**215 (1)\*\*\*<sup>2</sup> The Politics of Race in America**

An introductory examination of the efforts by Blacks in the United States to realize various degrees of political effectiveness within the context of American politics. Particular attention will be focused on the special difficulties presented by the phenomena of race and racism as Blacks have sought to enjoy full citizenship status in the U.S. Some comparisons with other groups in the American political system. *Open to all students.*

*Mr. Jackson*

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**216 (1)\*\*\*<sup>1</sup> History of the West Indies**

Survey of political, economic, and sociological factors shaping West Indian society. Topics covered include Africans in the New World before Columbus, genocide against the indigenous peoples, slavery and slave revolts,

immigration and emigration, the West Indies and Africa, the West Indies and Afro-America, the struggle for majority rule, the spread of United States influence, independence and its problems. *Open to all students.*

Mr. Martin

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**217 (1)\*\*\*<sup>2</sup> Race, Class, and Public Policy**

An examination of the interactions among race, class, and several key aspects of the public policy process. Consideration of the dependency on public policy prevalent in the Black community and the policies responding to that dependency. Critical assessment of the design, implementation, and impact of these policies, and formulation of guidelines for continued policy reform. *Open to sophomores, juniors, and seniors.*

Mr. Jackson

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**222 (1) Images of Blacks and Women in American Cinema**

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

Ms. Darling

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**225 (2)\*\*\* Psychology and People of Color**

The historical development and contemporary dimensions of scientific racism in psychology. People of color in the context of oppression and transformative praxis. *Open to all students. Not offered in 1985-86.*

Ms. Darling

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**230 (1)\*\*\*<sup>2</sup> Black and Third World Women**

A cross-cultural introduction to the lives and cultures of Women of Color. This course will undertake an interdisciplinary examination of the social, economic, political and cultural roles of Black and Third World Women within American and Third World societies. *Open to all students.*

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**265 (2)\*\* The Afro-American Expatriate Writer**

The effects of living abroad on the fiction of selected major and minor 20th-century Black authors. *Open to all students.*

Ms. Henderson

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**266 (2)\*\* Black Drama**

This course will examine 20th-century Black drama, with a special emphasis on the period of its efflorescence during the Black Arts Movement of the 60s and 70s. 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. *Not offered in 1985-86.*

Ms. Henderson

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**310 (2)\*\* Seminar. Black Literature**

Topic for 1985-86: Negritude. This course will examine Negritude as a literary movement among Black, French-speaking African and Caribbean writers in the 30s and 40s. We will also attempt to reconstruct the international and intellectual milieu in which Negritude flourished, with particular attention to the ideological and aesthetic tendencies associated with concepts such as Pan-Africanism, Humanism, Surrealism, and Marxism, which have influenced this movement. Our aim is to demonstrate how the concept of Negritude, with its emphasis on the cultural values of Black life and its opposition to French assimilation, has informed the works of its major proponents and poets, Léopold Sédar Senghor, Léon Damas, and Aimé Césaire. Also included will be the anticolonial novels of Camara Laye, Mongo Beti, Ferdinand Oyono, Cheikh Hamidou Kane, and other francophone African and Caribbean writers.

Ms. Henderson

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**312 (2)\*\*\*<sup>2</sup> Urban Black Politics in the South**

The political modernization paradigm has been extensively used by political scientists in their examinations of African, Asian, and Latin American countries. This seminar will use this approach in an effort to examine recent political changes in the urban South. Materials based on the Atlanta, Birmingham, Houston, New Orleans, and Durham experiences will be emphasized. *Open to qualified juniors and seniors. Not offered in 1985-86.*

Mr. Jackson

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**317 (1)\*\*\*<sup>2</sup> Political Sociology of Afro-Americans**

An explanatory analysis of the changing political and social indices operative in the Black community. Emphasis will be placed on the political and social patterns that have emerged as a result of these changes. *Open to juniors and seniors or by permission of the instructor.*

Mr. Jackson

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**319 (2)\*\*\*<sup>1</sup> Pan-Africanism**

The historical efforts of African peoples all over the world to unite for their mutual advancement. Such topics as 19th-century emigrationist movements to Liberia and elsewhere, the role of Afro-American churches in African nationalism, the Pan-African Congress of W.E.B. DuBois, the Garvey movement, the Communist International and Pan-Africanism, Pan-Africanism in the 1960s, Pan-Africanism on the African continent. *Open to sophomores, juniors and seniors. Not offered in 1985-86.*

Mr. Martin

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**320 (1)\*\*\*<sup>2</sup> The Black Church in America**

A critical examination of the oldest and perhaps most significant institution in the Black community. Topics include: slave religion, politics and the church, the "church community," ritual, religious tradition, Black theology, religious radicalism, etc. Consideration will be given to the multifaceted role of the Black Church in the larger effort to institutionalize a Black presence in American life. *Not offered in 1985-86.*

Mr. Jackson

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**340 (1)\*\*\*<sup>1</sup> Seminar. Black History**

Topic for 1985-86: Grenada: Revolution and Invasion. The seminar will look at the Grenada revolution (1979-1983) and the U.S. invasion of 1983 in the context of West Indian history and contemporary Third World reality. We will look at the rise of United States power in the Caribbean, the attempt by the New Jewel Movement to usher in a new society in Grenada and the possible consequences of the invasion for the future of the region. *Open to qualified juniors and seniors and by permission of the instructor to sophomores.*

Mr. Martin

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**344 (1) Seminar. Interdisciplinary Perspectives in Black Family Studies**

An examination of the evolution of the Black American family and an analysis of its intrafamilial structure and interface with other social institutions, the State and Public policies. Critical evaluation of the scholarship on Black family studies. Consideration of the historical development of Black nuclear and/or extended families, and male and/or female headed households. Analysis of kinship modes, sexuality, age and gender relations, child care, family planning, the rural-urban setting, migration, land loss and unemployment; and the legal and economic infrastructure of the State and public welfare policies. *Open to qualified juniors and seniors.*

Ms. Darling

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**345 (2) Seminar. Women and International Development**

Interdisciplinary approaches to examining the impact of change on contemporary events which have shaped international development with an analysis of applicable development theories as they identify salient issues in women's lives. The cross-cultural focus examines Women of Color in the West and elsewhere in the Third World through some of these issues: agriculture, health, nutrition, urban living, education and communications, family planning, women's organizations, technology, the law, energy, migration and employment, public administration and religion. *Open to qualified juniors and seniors. 230 is strongly recommended.*

Ms. Darling

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**350 (1) (2) Research or Individual Study**  
1 or 2

Open by permission to juniors and seniors.

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**370 (1-2) Thesis 2 to 4**

Open only to honors candidates.

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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 Black Studies departmental offerings.

**English 363 (2)**

Advanced Studies in American Literature  
See English 363.

**History 267 (2)**

African Historical Traditions  
See History 267.

**History 268 (1)**

Africa in the Modern World  
See History 268.

**Music 106 (2)\***

Afro-American Music  
See Music 106.

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**Directions for Election**

The requirements for the major are consistent with the concept of Black Studies as a multidisciplinary field of study. The requirements are designed to provide a wide range of knowledge and analytical ability as well as a firm foundation in an area of specialization, such as sociology, history, political science, or literature.

It is suggested that two units be elected in each of the three general areas of Black history, humanities, and the social sciences as multidisciplinary training. As the basic introduction to the discipline of Black Studies, 105 is strongly recommended of all majors. Units taken at another institution to fulfill any departmental requirements must be approved by the department.

A minimum of six courses must be elected from Black Studies department courses. The others may be elected, after consultation with your advisor, from related courses taught in other departments or from courses taken on exchange.

# Chemistry

Professor: *Rock, Loebelin, Hicks, <sup>A</sup> Kolodny*

Visiting Professor: *Clapp, Elliott*

Associate Professor: *Coleman (Chair), Levy<sup>A</sup>, Hearn*

Assistant Professor: *Haines<sup>A</sup>, Merritt, McGowan, Schneider, Stanley, Wolfson*

Instructor/Laboratory Instructor:  
*Darlington, Mann, Smith<sup>P</sup>, Lieberman<sup>P</sup>*

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Unless otherwise noted, all courses meet for two periods of lecture and one three-and-one-half hour laboratory appointment weekly and one 50-minute discussion period every other week, at the pleasure of the instructor. The selected topics courses will generally be taught without laboratory, but may include laboratory for some topics. Calculators may be used in all chemistry courses.

The Chemistry Department reviews elections of introductory chemistry students and places them in 113, 114, 115 or 120 according to their previous preparation and entrance examination scores.

Ordinarily, students who have taken one year of high school chemistry should elect 114. Chemistry 113, intended for students who have not studied chemistry within the past four years or whose preparation is insufficient for 114, leads to 115. Chemistry 120 replaces 114 and 115 for some students with more than one year of high school chemistry.

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**101 (2) Contemporary Problems in Chemistry**

Consideration of selected aspects of chemistry and related chemical concepts. Topic for 1985-86: It's Elementary. A study of the chemical elements following the pattern of Primo Levi's recently translated book, *The Periodic Table*. Students will learn about the chemical and physical nature of the elements and relate them to the 'elements of life'. There will be no laboratory and no scheduled discussion session. Not to be counted toward the minimum major but does meet Group C non-laboratory requirement. Students wishing

credit for more than one unit of 101 should consult the department. *Open to all students except those who have taken any Grade I course in the department.*

Ms. Rock

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### 102 (2) Contemporary Problems in Chemistry with Laboratory

Consideration of selected aspects of chemistry and related chemical concepts. Topic for 1985-86: It's Elementary. A study of the chemical elements following the pattern of Primo Levi's recently translated book, *The Periodic Table*. Students will learn about the chemical and physical nature of the elements and relate them to the 'elements of life'. There will be no scheduled discussion session. Not to be counted toward the minimum major but does meet Group C laboratory requirement. Students wishing credit for more than one unit of 102 should consult the department. *Open to all students except those who have taken any Grade I course in the department.*

Ms. Rock

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### 113 (1) Fundamentals of Chemistry

The periodic table, chemical formulas and equations, atomic and molecular structure, chemical bonding, transition-metal complexes, colligative properties, states of matter. Three periods of lecture and one three-and-one-half hour laboratory appointment weekly. *Open only to students who have not taken a chemistry course within the past four years, and to students who think that their preparation in high school chemistry is equivalent to less than one full year. Successful completion of 113 satisfies the prerequisite for 115.*

The Staff

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### 114 (1) (2) Introductory Chemistry I

Atomic and molecular structure, chemical bonding, transition-metal complexes, states of matter, colligative properties and review of stoichiometry. *Open only to students who have taken one year of high school chemistry. Not open to students who have taken 113.*

The Staff

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### 115 (1) (2) Introductory Chemistry II

Properties of solutions, chemical kinetics and equilibrium, acids and bases, thermochemistry, electrochemistry, chemistry of the elements. *Prerequisite: 113 or 114.*

The Staff

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### 120 (1) Intensive Introductory Chemistry

A one-semester alternative to Introductory Chemistry I and II for students who have taken more than one year of high school chemistry. Atomic and molecular structure, chemical bonding, properties of liquids and solutions, chemical equilibria, thermochemistry, electrochemistry, chemical kinetics. Three periods of lecture and one three-and-one-half-hour laboratory appointment weekly. *Open only to students who have taken more than one year of high school chemistry. Not open to students who have taken any Grade I chemistry course.*

The Staff

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### 211 (1) (2) Organic Chemistry I

A study of the synthesis and reactions of typical organic compounds with emphasis on the chemistry of aliphatic molecules. *Prerequisite: 115 or 120 or by permission of the department.*

The Staff

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### 222 (2) An Introduction to Biochemical Principles

A study of the chemistry of biological macromolecules and selected metabolic pathways. *Prerequisite: 211 and either one year of high school biology or Biology 110.*

Ms. Schneider

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### 231 (1) (2) Physical Chemistry I

Properties of gases, chemical thermodynamics, properties of solutions and chemical kinetics. *Prerequisite: 115, 120, or by permission of the department, Mathematics 116, and Physics 104 or 105 or 109.*

Ms. Rock (1), Mr. Loeblich (2)

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**241 (1) Inorganic Chemistry**

Structure of atoms, periodic properties, bonding models for inorganic systems, chemistry of ionic compounds, non-metals, transition metal complexes, organometallics and bioinorganic compounds. *Prerequisite: 211.*

*Mr. Coleman*

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**261 (2) Analytical Chemistry**

Classical and instrumental methods of separation and analysis, quantitative manipulations, statistical treatment of data. *Prerequisite: 115 or by permission of the instructor.*

*Ms. Merritt*

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**306 (1) Seminar**

Each year an important topic will be studied from a variety of chemical perspectives. Topic for 1985-86: Medical and Biological Applications of NMR. Recent advances in nuclear magnetic resonance techniques will be studied through their applications to medical and biological problems. Current literature will serve as a basis for the course. Field trips to local NMR laboratories will be scheduled. One two-period meeting per week. No laboratory. *Open to all students regardless of major who have completed two units of chemistry beyond the Grade I level and who have permission of the instructor.*

*Ms. Kolodny*

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**313 (1) (2) Organic Chemistry II**

A continuation of 211, with emphasis on the chemistry of aromatic molecules. *Prerequisite: 211.*

*The Staff*

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**317 (1) Organic Chemistry III**

A critical examination of topics such as rearrangements, neighboring group effects, orbital symmetry and synthetic design. Related laboratory work and readings will be taken from the primary research literature. There will be no regularly scheduled discussion session. *Prerequisite: 313.*

*Mr. Hearn*

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**319 (2)\* Selected Topics in Organic Chemistry**

Normally a different topic each year. Topic for 1985-86: The Study of Heterocyclic Compounds. Emphasis will be on the synthesis and reactivity of the major classes of heterocycles. *Prerequisite: 313 and permission of the department.*

*Ms. McGowan*

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**323 (1) Chemical Aspects of Metabolism**

An examination of reaction mechanisms, mechanism of enzyme and coenzyme action, interrelationships and regulation of metabolic pathways. *Prerequisite: 211 and Biology 200, or 222. 313 is recommended.*

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**324 (2) Chemistry of Biological Phenomena**

A consideration of topics of current biochemical research interest such as interferon, nucleic acid structure and function, applications of immunochemistry and carcinogenesis. *Prerequisite: 222 or 323.*

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**329 (1)\* Selected Topics in Biochemistry**

Normally a different topic each year. *Prerequisite: one unit of biochemistry and permission of the department. Not offered in 1985-86.*

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**333 (2) Physical Chemistry II**

Quantum chemistry and spectroscopy. Structure of solids and liquids. *Prerequisite: 231, Physics 108 or 200 and Mathematics 205 or Extradepartmental 216.*

*Ms. Kolodny*

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**339 (2)\* Selected Topics in Physical Chemistry**

Normally a different topic each year. *Prerequisite: 231 and permission of the department. Not offered in 1985-86.*

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### 349 (2)\* Selected Topics in Inorganic Chemistry

Normally a different topic each year. Two topics will be considered in 1985-86: (1) Bioinorganic Chemistry. The role of transition metal ions in a variety of biological systems including heme and non-heme iron proteins, electron transfer processes, nitrogen fixation and photosynthesis. (2) Catalysis by Organometallic Complexes. The relationships between structure and bonding and catalytic activity in industrially important organometallic catalysts. *Prerequisite: 241 and permission of the department.*

Mr. Coleman

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### 350 (1) (2) Research or Individual Study 1 or 2

Open by permission to students who have taken at least two units in chemistry above the Grade I level.

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### 363 (1) Instrumental Analysis

Instrumental analysis with emphasis on data acquisition and manipulation. Electrochemical, spectroscopic and separation techniques for quantitative analysis. *Prerequisite: 261 or by permission of the department.*

Ms. Merritt

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### 370 (1-2) Thesis 2 to 4

Open only to honors candidates.

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## Directions for Election

Chemistry 113 or 114 serves as prerequisite for 115. Final assignment to one of these courses or to 120 will be made by the Chemistry Department.

Any student who plans to take chemistry beyond 115 or 120 should consult a member of the chemistry department faculty. The Department Handbook, available in the department office, 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.

Through 1986, a major in chemistry must include 115 or 120, 211, 231, 313, and 333, plus two additional units at the Grade II or Grade III level exclusive of 350 and 370. In addition, Mathematics 205 or Extradepartmental 216, and a Grade II unit of physics with laboratory are required. Early completion of physics requirement is recommended. The new requirements below should be followed where possible.

Starting with the class of 1987, the major must include introductory chemistry (113-115, or 114-115, or 120), 211, 231, 313, and 333, plus two of the courses 222 (or 323), 241, and 261. At least one additional unit at the Grade II or Grade III level in the department is also required. Requirements in mathematics and physics are unchanged.

Students interested in biochemistry or biological chemistry are referred to the section of the Catalog where the interdepartmental major in biological chemistry is described. They should consult with the director of the biological chemistry program.

Students planning graduate work in chemistry or closely allied fields should plan to elect 241 and 261, and should also strongly consider additional mathematics and physics courses. A reading knowledge of German is often required in graduate programs.

The American Chemical Society has established a set of requirements 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 of Chemistry.

## Placement and Exemption Examinations

For exemption with credit, students will be expected to submit laboratory notebooks or reports.



# Chinese

INTERDEPARTMENTAL MAJOR:

## Chinese Studies

INTERDEPARTMENTAL MAJOR:

## East Asian Studies

Professor: *Lin (Chairman)*

Associate Professor: *Lam*

Assistant Professor: *Liu*

Lecturer: *Yao<sup>P</sup>, Crook*

Teaching Associate: *Huang*

Teaching Assistant: *Un*

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### 101 (1-2) Elementary Spoken Chinese 2

Introduction to vernacular Mandarin Chinese. Pronunciation, sentence structure, and conversation. Three periods. 101 and 102 combined form the first year Chinese course. *Open to all students with no background or no previous formal Chinese language training. Corequisite: 102.*

*Mrs. Yao, Mrs. Lin*

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### 102 (1-2) Basic Chinese Reading and Writing

Analysis of grammar and development of reading skills of simple texts and in character writing in both regular and simplified forms with emphasis on vocabulary currently used in People's Republic of China. One period with additional hour for smaller group discussions or individual assignments. 101 and 102 combined form the first-year Chinese course. *Open to all students with no background or no previous formal Chinese language training. Corequisite: 101.*

*Mr. Liu, Mrs. Yao*

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### 106 (1) Introduction to Chinese Culture

An inquiry into the patterns and themes of China's culture by examining its history, philosophy, religion, literature, art and science. Particular themes will be explored through a series of historical topics. The patterns we will look for should help us answer questions such

as: why did the Chinese Empire continue to exist for four millenia? Why did Chinese philosophy develop in the direction of Maoist ideology? Classes in English. *Open to all students without prerequisite.*

*Mr. Crook*

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### 141 (2) China on Film

West looks East through the camera's eye. Charlie Chan in Shanghai, Shirley MacLaine at the Great Wall, Pearl Buck on the Good Earth: a cinematic exploration of Western conception of 20th-century China. A broad selection of films, primarily documentary, will be analyzed in their historical context, supplemented by readings on both background material and film criticism. Focus on major shift of dominant Western opinion toward China. Films by Felix Greene, Antonioni, Rene Burri, Shirley MacLaine, Edgar Snow to be included among others. Course conducted in English. Discussion following each film showing. Short paper assignments throughout the course. *Open to all students.*

*Mr. Liu*

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### 151 (1) Advanced Elementary Chinese I

Intensive oral training and practice in reading and writing with particular stress on sentence structure and vocabulary building. *Open to students who can read and write some Chinese with a speaking ability of either Mandarin or any kind of Chinese dialect. More advanced students can enroll for second semester for 152 only by permission of the department chairman.*

*Mr. Crook*

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### 152 (2) Advanced Elementary Chinese II

Logical continuation of 151. Students are urged to take both 151 and 152. Two units of credit are given only after completion of 152, the preparation for advanced work in 201-202. *Prerequisite: more advanced students can be enrolled for only 152 by permission of the department chairman.*

*Mr. Crook*

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**201 (1-2) Intermediate Chinese Reading**

Reading with emphasis on vocabulary building; review and further development of sentence structure, composition, and oral expression. Newspaper reading. Two periods with additional hour for smaller group discussions or individual assignments. 201 and 202 combined form the second year Chinese course. *Prerequisite: 101 and 102 taken concurrently, or 152, and by permission of the instructor. Corequisite: 202.*

*Mrs. Lam, Mr. Liu*

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**202 (1-2) Intermediate Conversational Chinese**

Discussion of current events and cultural topics combined with use of videotapes. Two periods. 201 and 202 combined form the second-year Chinese course. *Prerequisite: same as for 201. Corequisite: 201.*

*Mrs. Liu, Mrs. Lam*

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**241 (2)\* \*\* Chinese Poetry and Drama in Translation**

A survey of Chinese literature of classical antiquity, with emphasis on works of lyrical nature. Readings include selections from Book of Songs, elegiac poetry of Ch'u Yuan and works by the great poets of the T'ang and Sung periods. The course concludes with the introduction to poetic drama of the Yuan Dynasty. Comparative analysis with other literature will be encouraged. Classes in English. *Open to all students without prerequisite. Not offered in 1985-86.*

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**242 (1)\* \*\* Chinese Fiction in Translation**

A survey of Chinese narrative literature from the medieval period to the present. Readings include short stories from the T'ang Dynasty to the end of the Ming, selections from the great classic novels of the Ming and Ching Dynasties, and prose fiction by 20th-century authors. Discussions will focus on the different stylistic developments of high- and low-culture literature, the social significance of this literature, and the writer's perceptions of the customs, institutions, and conflict of his/her historical environment. Classes in English. *Open to all students without prerequisite. Not offered in 1985-86.*

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**252 (1) Readings in Modern Style Writings**

Reading and discussion in Chinese of selections from contemporary Chinese writings, including plays, poetry, and essays on various topics such as economics, history, philosophy, political theory, and sociology. Three periods. *Prerequisite: 201 and 202 taken concurrently, or by permission of the instructor.*

*Mrs. Yao*

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**275 (2) Readings in Expository Writings of People's Republic of China**

Readings and discussions in Chinese of selections from People's Republic of China, including the works of Mao Zedong and important issues of various current events and focus on practice in writing and translating skills. Three periods. *Prerequisite: 252 or by permission of the instructor. Not offered in 1985-86.*

*Mr. Crook*

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**300 (2) Readings in Contemporary Chinese Literature**

Reading and discussion in Chinese of selections from short stories and novels. Readings from 1919 to the present. Three periods. *Prerequisite: 252 or by permission of the instructor.*

*Mrs. Lam*

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**310 (1) Introduction to Literary Chinese**

Wen-yen grammar, reading, and discussion in Chinese with concentration on analyzing the grammar of classical Chinese and further strengthening students' writing skills in vernacular Chinese style. Two periods. *Prerequisite: 252 or by permission of the instructor.*

*Mrs. Lin*

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**311 (2) Readings in Classical Chinese**

Reading and discussion in Chinese of selections of poetry, prose, traditional short stories, and novels. Two periods. *Prerequisite: 310 or by permission of the instructor. Not offered in 1985-86.*

*Mr. Crook*

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### 312 (2) Readings in Contemporary Developmental Issues of China

Texts from Mainland China and Taiwan chosen to improve reading, discussion, and translation skills. Emphasis on issues of contemporary cultural development as seen in works of scholarship, government publications, and case studies documenting various developmental models. Where applicable, students may translate western studies of Chinese development from English to Chinese and apply their knowledge in comparing socio-economic and political models. Offered in alternate years. *Open to students who have taken at least one Grade III course by permission of the instructor. Not offered in 1985-86.*  
Mr. Crook

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### 316 (2) Seminar. Chinese Literature in the Twentieth Century

Study of works and authors in Chinese theatre, poetry, novels, etc. Topic will be changed every year so students can elect repeatedly. Topic for 1985-86: Development of Chinese Theatre from its Beginning to the Present. Representative plays from different periods will be examined. Students may experiment with writing and staging Chinese plays. Readings and discussions all in Chinese. *Prerequisite: 300 or 310 or by permission of the instructor.*

Mrs. Lin

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### 330 (1) Literary Images of Women of Intellect, East and West, Eighteenth and Nineteenth Centuries

A comparative study of the attitude which society, community, family, religion, cultural tradition had toward women through the analysis of 18th and 19th century novels of China, Russia, France, England and America, against the background of social systems, philosophical outlook, and psychological comprehension. Topics discussed through both male and female perspectives: repression of expression of love; women of intellect—"lusus naturae," religion and guilt; community and self; independence and loneliness; rage and rebellion, etc. The course will include lecture materials,

with an emphasis on classroom discussion. *Open by permission of the instructor to students who have taken one Grade II course in any literature. Not open to students who have taken Extradepartmental 330. Taught in English.*

Mr. Liu

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### 349 (1) Seminar. Topics in Literary Chinese

Reading and discussion in Chinese of premodern literary writings. This course is conducted in Chinese. Topic for 1985-86: Ming and Qing (14th-19th centuries) Vernacular Fiction. Topic will be changed every year so students can elect repeatedly. *Prerequisite: 310 or 311 or by permission of the instructor.*

Mrs. Lam

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### 350 (1) (2) Research or Individual Study 1 or 2

Open by permission to qualified students.

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### 370 (1-2) 1-4 Thesis

Open only to honors candidates.

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## Cross-Listed Courses

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### Experimental 260 (1-2)

Advanced Conversational Chinese Through Audio-Visual Projects. *For description and prerequisite see Experimental 260.*

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## Directions for Election

Students who are interested in the area of Chinese have 3 options to consider for a major: 1. Chinese major, mainly working on language and literature; 2. Chinese Studies, Chinese Studies in general with Chinese language proficiency; 3. East Asian Studies. For categories 2 and 3, please check the respective directions for election listed in the interdepartmental majors. The individual should consult the chairman of the department and the advisor early in the college career.

For students majoring in Chinese, Chinese 101, 151 and 106 which is required for students who have had no previous courses in Chinese history or culture, count toward the degree but not toward the major. Students must reach seminar level proficiency in the language before graduation. Students who enter with no

previous Chinese language background are strongly recommended to take a summer and/or one semester abroad. Please consult with the chairman of the department or the advisor as early as possible.

Students who wish to take Chinese 252 or other courses in Chinese literature are advised to have a knowledge of Chinese culture or literature in translation. Courses offered in this department and taught in English are Chinese 141, 241 and 242, and are strongly recommended for this.

Course 350 is an opportunity for properly qualified students to work independently in fields not covered in other courses in the department.

For Chinese Studies majors, although only two years of Chinese language are required for language proficiency, an extensive language training and ability to read literature in the original are strongly recommended.

For East Asian Studies majors, although language is not required, some exposure to an Asian language is recommended. Chinese is one of the choices offered for East Asian language learning.

## Chinese Studies

AN INTERDEPARTMENTAL MAJOR

Directors: *Cohen, Lin*

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The major in Chinese Studies is designed for students whose main interests are in areas other than language and/or literature. It requires at least two years of Chinese language training and a minimum of four courses from such fields as Chinese, art history, history, politics, and religion.

**Art 248 (1)**  
Chinese Art

**Art 337 (2)\***  
Seminar. Chinese Art *Not offered in 1985-86. Offered in 1986-87.*

**Chinese 101 (1-2)**  
Elementary Spoken Chinese

**Chinese 102 (1-2)**  
Basic Chinese Reading and Writing

**Chinese 106 (1)**  
Introduction to Chinese Culture  
Taught in English

**Chinese 141 (2)**  
China on Film  
Taught in English

**Chinese 151 (1)**  
Advanced Elementary Chinese I

**Chinese 152 (2)**  
Advanced Elementary Chinese II

**Chinese 201 (1-2)**  
Intermediate Chinese Reading

**Chinese 202 (1-2)**  
Intermediate Conversational Chinese

**Chinese 241 (2)\* \*\***  
Chinese Poetry and Drama in Translation  
Taught in English *Not offered in 1985-86.*

**Chinese 242 (1)\* \*\***  
Chinese Fiction in Translation  
Taught in English *Not offered in 1985-86.*

**Chinese 252 (1)**  
Readings in Modern Style Writings

**Chinese 275 (2)**  
Readings in Expository Writings of People's Republic of China *Not offered in 1985-86.*

**Chinese 300 (2)**  
Readings in Contemporary Chinese Literature

**Chinese 310 (1)**  
Introduction to Literary Chinese

**Chinese 311 (2)**  
Readings in Classical Chinese *Not offered in 1985-86.*

**Chinese 312 (2)**  
Readings in Contemporary Developmental Issues of China

**Chinese 316 (2)**  
Seminar. Chinese Literature in the Twentieth Century

**Chinese 330 (1)**  
Literary Images of Women of Intellect, East and West, 18th and 19th Centuries  
Taught in English

**Chinese 349 (1)**  
Seminar. Topics in Literary Chinese

Economics 302 (1)  
Economics of the Soviet Union and China

Experimental 260 (1-2)  
Advanced Conversational Chinese Through  
Audio-Visual Projects

History 150 (1b)  
China in Outside Perspective

History 275 (1)  
Late Imperial Chinese History

History 276 (2)  
China in Revolution

History 345 (2)  
Seminar. China's Current Reforms in Historical  
Perspective

Political Science 208 (2)  
Politics of East Asia

Political Science 306 (2)  
Seminar. Revolutions in the Modern World

Political Science 309 (2)  
Communist Parties and Socialist Societies

Political Science 328 (2)  
Seminar. Problems in East-West Relations

Religion 254 (2)\*  
Chinese Thought and Religion

Religion 353 (2)\*  
Seminar. Zen Buddhism

## East Asian Studies

AN INTERDEPARTMENTAL MAJOR

Directors: *Cohen, Lin*

This major is designed for: (1) those whose interests are equally divided between China and Japan; (2) those who do not intend to do more than minimal work with an East Asian language; and/or (3) those whose interests are principally in Japanese Studies. At least two units in Chinese Studies and two units in Japanese Studies are required. Although there is no language requirement for the major, some exposure to either Chinese or Japanese is strongly recommended. Courses applicable to the major include all those listed under the Chinese Studies Interdepartmental Major, as well as the following:

Art 249 (2)  
Far Eastern Art  
Topic for 1985-86: Japanese Art

Extrdepartmental 107 (1-2)\*\*  
Beginning Japanese

Extrdepartmental 207 (1-2)\*\*  
Intermediate Japanese

History 271 (2)  
Japanese History

Religion 108 (1) (2)  
Introduction to Asian Religions

Religion 253 (1)\*  
Buddhist Thought and Practice

Religion 255 (2)\*  
Japanese Religion and Culture *Not offered in  
1985-86.*

Religion 351 (1)  
Seminar. Women and Asian Religions

Religion 352 (1)\*  
Seminar: Asian Mysticism

Theatre Studies 207 (1)\*  
East Asian Theatre

# Classical Civilization

AN INTERDEPARTMENTAL MAJOR

Director: *Lefkowitz*

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Students who wish a Classical Civilization Major can plan with the Departments of Greek and Latin an appropriate sequence of courses, which should include work in art, history, philosophy, and literature. Such a program should always contain at least four units in the original language. Basic knowledge of French or German is recommended.

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## 101 (1)\*\* Classical Literature: An Introduction

Reading in translation from the greatest and most influential works of ancient Greece and Rome, including such authors as Homer, Aeschylus, Sophocles, Euripides, Plato, Aristotle, Cicero, Horace, Vergil, and Ovid. The works in their own social, historical, and literary contexts; their influence on later ages.

Mr. Starr

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## 104 (2)\*\* Classical Mythology

The more important classical myths read in English translations of Greek and Latin authors; their religious origins; their expression in ancient literature and art; their later influence. *Open to all students.*

*Mrs. Lefkowitz*

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## 203 (1) Greek Drama in Translation

Intensive study of tragedies of Aeschylus, Sophocles, and Euripides, in English translation. The survival in literary form of primitive ritual; the development of new mythic patterns on ancient models. The role of contemporary psychoanalytic theory in evaluating the social function and structure of drama. *Open to all students. Not offered in 1985-86. Offered in 1986-87.*

*Mrs. Lefkowitz*

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## 244 (2)\* \*\*\* Sport and Ancient Society

The significance of organized athletics and recreational play for the understanding of Greek and Roman cultures; the events and

mythology of athletic contests; ethical and political importance of the games. *Open to all students.*

*Mr. Poliakoff*

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## 246 (1)\*\*\*<sup>1</sup> Ancient Medicine

A survey of medical practice in the Near East, Greece, and Rome focusing on the development of rational medicine under Hippocrates and the medical achievements of the Hellenistic era. Also, theories of physical and mental diseases and their consequences for later Western medical practice, doctor-patient relations, malpractice suits, the cult of the healing god Asklepios, and miracle cures. *Open to all students.*

*Mr. Petrimi*

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## 252 (2)\* Women in Antiquity

The role of women in Greek and Roman societies; the influence of ancient values on present-day attitudes. Readings from historical, medical, legal and religious documents; consideration of archaeological evidence. Comparison of relevant materials from other periods and cultures. *Open to all students. Not offered in 1985-86. Offered in 1986-87.*

*Mrs. Lefkowitz*

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## 328 (2)\* Alexander the Great

Study of Alexander using both ancient sources in translation and modern works. The problem in reconciling the two ancient source traditions concerning Alexander, one hostile, the other apologetic. What criteria do modern historians use to choose between the two traditions and are their criteria justified? Analysis of the significant problems of Alexander's personality and career in this context. *Prerequisite: History 229, 230, or by permission of the instructor. Not offered in 1985-86. Offered in 1986-87.*

The selections listed below are available for majors in Classical Civilizations:

### Art 100 (1-2)

Introductory Course 1 or 2

### Art 200 (1)\*

Classical Art

**Art 334 (2)\***  
Seminar. Problems in Archaeological Method and Theory *Not offered 1985-86.*

**Experimental (100) (1-2)**  
English Grammar and Vocabulary: the Classical Heritage

**History 150 (2)c**  
The Origins of History

**History 229 (2)\***  
Alexander the Great and the Hellenistic World

**History 230 (1)\***  
Greek History from the Bronze Age to the Death of Philip II of Macedon

**History 231 (1)\***  
History of Rome

**Philosophy 101 (1) (2)**  
Plato's Dialogues as an Introduction to Philosophy

**Philosophy 311 (1)\***  
Plato *Not offered in 1985-86.*

**Philosophy 312 (1)\***  
Aristotle

**Religion 104 (1)**  
Introduction to the Hebrew Bible/Old Testament

**Religion 105 (1) (2)**  
Introduction to the New Testament

**Religion 210 (1)\***  
The Gospels

**Religion 203 (2)\***  
The Ancient Near East *Not offered 1985-86.*

**Religion 212 (2)\***  
Paul: The Controversies of an Apostle *Not offered 1985-86.*

**Religion 298 (2)**  
New Testament Greek

**Religion 304 (2)**  
Seminar. Hebrew Bible/Old Testament

# Classical and Near Eastern Archaeology

AN INTERDEPARTMENTAL MAJOR

Director: *Marvin*

The purpose of a major in Classical and Near Eastern Archaeology is to acquaint the student with the complex societies of the Old World in antiquity.

The program for each student will be planned individually from courses in the Departments of Anthropology, Art, Greek, History, Latin, Philosophy, and Religion as well as from the architecture and anthropology programs at MIT. Certain courses in statistical methods, geology, and chemistry are also useful. The introductory course in archaeology (Anthropology 106) or its equivalent is required for all archaeology majors.

Students who concentrate in classical archaeology must normally have at least an elementary knowledge of both Greek and Latin. Students who concentrate on the ancient Near East must have knowledge of one ancient Near Eastern language and have taken Anthropology 244 which details the emergence of early urban societies, and Religion 203 which traces their later history.

Students should plan for at least one summer of excavation and travel. Scholarship aid for this travel is available from the Stecher Fund for qualified students. See p. 63.

# Computer Science

Assistant Professor: *Joni, Long, Przytula, Shull (Chairman), Wolfson*

Lecturer: *Louske<sup>p</sup>*

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Signature of the instructor required for all Grade II and Grade III courses.

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## 110 (1) (2) Introduction to Computer Programming and Computation

Introduction to the science of computation and problem-solving techniques in the BASIC programming language, with an introduction to algorithms using TURTLE. Focus on the development of good programming style and experience with modern programming methodology in a range of application areas. The use of Wellesley's DECsystem-20 computer, the use of the EMACS editor and the impact of computers on society. *Open to all students. No prior background with computers or mathematics is expected. This course does not count toward the Group C distribution requirement.*

*The Staff*

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## 111 (1) (2) Introduction to Computer Science

Introduction to the science of computation and programming. Similar in content to CS110, but will cover the material in greater depth, with more mathematical sophistication, and will proceed at an accelerated pace. Students will also be required to complete a term project of reasonable complexity. *Open to all students. Intended for students who wish to major in computer science or elect more advanced courses in the field. This course does not count toward the group C distribution requirement.*

*The Staff*

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## 120 (2) Computer Science and its Applications

Illustrates the use of computers and computational techniques to solve problems chosen from a variety of application areas. Concentrates on the development of good programming style and programming experience, using

FORTRAN 77 as the implementation language. Topics include: program design and organization, structured programming methodology, use of advanced language facilities (files, subroutines), simulations and models, management of large programs and data structure design. *Prerequisite: Mathematics 104 or 115 and Computer Science 110/111 or by permission of the instructor based on equivalent preparation from previous computer experience. Designed for students whose primary interest is in areas outside of computer science who want to pursue their understanding of computer science and its applications beyond the level of Computer Science 110. This course does not count toward the Group C distribution requirement.*

*The Staff*

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## 230 (1) (2) Information Structures and Algorithmic Techniques

An introduction to the PASCAL programming language and the theory and application of data structuring techniques. Topics include: internal data representations, abstract data types, stacks, recursion, pointers, list structures and trees. *Open to students by permission of the instructor based on performance in 110, 111, 120, or equivalent previous computer experience.*

*The Staff*

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## 231 (1) Fundamental Algorithms

An introduction to the design and implementation of fundamental algorithms. Topics will include algorithms on graphs and trees, sorting and searching, backtracking, and set manipulation. *Prerequisite: 230 and by permission of the instructor.*

*The Staff*

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## 240 (1) (2) Assembly Language Programming

An investigation of the design of programming systems at the assembly language level. Topics include: machine language programming, basic system architecture, interaction with an operating system, the general structure of assemblers, and macroprocessing. *Prerequisite: 230 and by permission of the instructor.*

*The Staff*



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**241 (2) Operating Systems**

An introduction to operating systems and computer systems architecture. Topics include: device management, file systems, multiprocess environments, and memory management. Additional topics as time permits. *Prerequisite: 240 and by permission of the instructor. The Staff*

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**249 (1) Topics in Computer Science**

Topic for 1985: LISP Programming. A first course in symbolic programming using a LISP programming environment, and an introduction to fundamental theories and methods of Artificial Intelligence Programming. This course will focus on developing LISP programming style and on understanding the power and appropriateness of LISP environments for problem-solving in Artificial Intelligence. Topics include game-playing, pattern matching, knowledge representation, and machine problem-solving. *Prerequisite: 230 and by permission of the instructor.*

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**260 (2) Computer System Architecture**

An introduction to computer hardware organization and principles of computer operation. Topics include: architecture of digital systems (gates, registers, combinatorial and sequential networks), computer major building blocks and their interactions, microprogramming, microprocessors, pipelined and multiprocessor systems, new technologies. *Prerequisite: completion of, or concurrent registration in 240 and by permission of the instructor.*

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**301 (2) Theory of Programming Languages**

A survey of the techniques used in the design of a modern programming language and in the implementation of programming language translators. Emphasizes the relationship of research in computer science to the problems of programming language translation and considers such questions as the theory of parsing, formal languages and their grammars, table-driven lexical analysis, code generation and optimization. *Prerequisite: 240, Mathematics 225 and by permission of the instructor.*

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**302 (2) Artificial Intelligence**

A study of current research methods and fundamental concepts in artificial intelligence. To provide a basis for discussion in a practical environment, the LISP language and its derivatives (such as PLANNER) which are used in most research projects will be studied in detail. Additional topics covered will include structures for the representation of knowledge, models of learning and cognition, a survey of current work in the field and philosophical critiques of machine intelligence. *Prerequisite: 230 and at least one other Grade II course in Computer Science, Mathematics 225 and by permission of the instructor.*

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**304 Database Systems**

An introduction to the principles of database systems. Topics include: file organization; the relational, network, and hierarchical data models; query languages; relational database theory; security; and concurrent operations. *Prerequisite: 230 and at least one other Grade II course in Computer Science, Mathematics 225 and by permission of the instructor. Not offered in 1985-86.*

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**305 (2) Theory of Algorithms**

A survey of topics in the analysis of algorithms and in theoretical computer science. The course will emphasize asymptotic analysis of the time and space complexity of algorithms. Topics will include fast algorithms for combinatorial problems, theory of NP-Complete problems, and an introduction to complexity theory. *Prerequisite: 231 and by permission of the instructor.*

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**310 (1) Mathematical Foundations of Computer Science**

A survey of topics in the mathematical theory of computation. Includes material in the following areas: abstract automata theory, computability and decidability, computational complexity, recursive function theory. *Prerequisite: 230 and at least one other Grade II course in Computer Science, Mathematics 225 and by permission of the instructor. Not offered in 1986-87.*

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**347 (1) Fundamentals of Computer Graphics**

A survey of topics in computer graphics with an emphasis on fundamental techniques. Topics include: an exploration of different types of display hardware, fundamentals of two and three dimensional graphics such as clipping, windowing, and coordinate transformation, raster techniques such as line drawing and filling algorithms. *Prerequisite: 230 and by permission of the instructor*

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**349 (1) Topics in Computer Science**

Topic for 1985: VLSI and Computer Architectures. A presentation of some of the newest developments in Computer Science stimulated by Very Large Scale Integration (VLSI). Topics include: Computer Aided Design (CAD) of VLSI systems, comparative analysis of single processor computers and multiprocessor architectures, VLSI Algorithms and Architectures. Some of the multiprocessor architectures will be discussed in detail and illustrated by application examples from Image and Signal Processing. *Prerequisite: 240 and by permission of the instructor.*

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**350 (1) (2) Research or Individual Study 1 or 2**

Open by permission to juniors and seniors.

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**370 (1-2) Thesis 2 to 4**

Open only to honors candidates in computer science.

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**Directions for Election**

A major in computer science must include: Computer Science 230, 240, and at least one additional course at the Grade II level.

At least two Grade III courses in Computer Science, not including 349, 350 or 370.

Additional courses to complete the required minimum of eight units in Computer Science, subject to the condition that no more than one unit of Grade I work may be counted as part of the required eight. Computer-related courses in other departments or at MIT used to meet this requirement must be approved by the department on an individual basis.

In addition, all majors in Computer Science will be expected to complete (1) either Mathematics 225 or Mathematics 305 and (2) at least one additional course in Mathematics at the Grade II or Grade III level.

Students who expect to go on to do graduate work in computer science are encouraged to concentrate on developing their background in mathematics and are especially encouraged to elect Mathematics 305. In addition, students who are planning either graduate study or technical research work are further encouraged to get as much laboratory experience as possible, either through a 350/370 project or appropriate courses at MIT.

During the next few years, as the Computer Science Department grows, it may be necessary to limit the number of majors in the Department.

# Economics

Professor: *Bell, Goldman, Morrison, Witte*

Visiting Professor: *Domar*

Associate Professor: *Case<sup>^</sup>, Matthaei (Chair), Lindauer*

Assistant Professor: *Amott, Grant, Nichols, Klamer<sup>^</sup>, Baum, Norton, Kamas<sup>^</sup>, Preston, Joyce*

Instructor: *Aguais, Kiray*

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## 101 (1) (2) Survey of Modern Economics—Microeconomics

## 102 (1) (2) Survey of Modern Economics—Macroeconomics I each

Each course, which may be taken independently and in either order, presents a view of our market economy, beginning with the nature of economics and economic systems, supply and demand analysis, and the development of economic thought. 101, microeconomics, is an analysis of the choices individuals and firms make in the markets where they buy and sell. It deals with questions of equity and efficiency. Policy problems include income distribution, competition and its regulation, health and education as human capital investment, and current economic topics. 102, macroeconomics, is an analysis of the aggregate dimensions of the economy: GNP, national income and employment, price levels and inflation, money and banking, international trade and investment. Policy problems include the role of government, prosperity and depression, investment and economic growth, worldwide economic development, and current economic topics. All sections present the same course; individual instructors may offer slightly different material and problem sets. Small classes allow for discussion. *Open to all students.*

*The Staff*

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## 201 (1) (2) Microeconomic Analysis

Microeconomic theory; analysis of the individual household, firm, and industry. Two sections each semester. In the first semester, one section will require Mathematics 115 (or the equivalent) and will use differential calculus in exposition of the material and in required work. *Prerequisite: 101 and 102.*

*Mr. Grant, Mr. Morrison, Mr. Nichols*

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## 202 (1) (2) Macroeconomic Analysis

Analysis of aggregate income, output, employment, and the price level. Analysis of policies to control inflation and unemployment. Two sections each semester. *Prerequisite: 101 and 102.*

*Ms. Amott, Ms. Baum, Mr. Domar*

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## 204 (2) American Economic History

Description and analysis of the growth and development of the U.S. economy and its institutions from Colonial times to the 20th century. Emphasis on the "new" economic history; explicit economic models and quantitative methods to analyze historical phenomena, including slavery and the South, the industrial economy and its labor force, the transportation revolutions, and government's role in economic change. *Prerequisite: 101 and 102.*

*Mr. Norton*

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## 205 (2) The Corporation

The development of the modern corporation and its major activities. Topics include corporate growth, organization, marketing, strategy, forecasting, multinationals, finance and mergers. *Prerequisite: 101 and 102.*

*Mr. Joyce*

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## 210 (1) Financial Markets

Overview of financial markets and institutions, including stock and bond markets, financial intermediaries, money markets, commercial banks and thrifts, monetary policy, foreign lending. *Prerequisite: 101 and 102.*

*Mr. Joyce*

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## 211 (1) (2) Statistics and Econometrics

Descriptive statistics and an introduction to statistical inference. Expected values, probability distributions, and tests of significance. Classical models of bivariate and multiple regression. Problem solving using the computer. *Prerequisite: 101 and 102, or for students who have completed one course, and are taking the other, and with instructor's permission in certain cases. See Department Handbook.*

*Mr. Morrison, Mr. Norton, Ms. Witte*

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**212 (1) Financial Accounting and Managerial Economics**

Principles of managerial accounting: the decision-making tools for planning production and investment; measuring overhead and variable costs, prices, and profits. Principles of financial accounting: calculating assets and liabilities, cash flow and depreciation, net worth and contingencies. Current problems in funding pension liabilities, the investment tax credit, inflation accounting. Not open to students who have taken Economics 312 or a basic accounting course at another institution. *Prerequisite: 101 and 102.*

*Mrs. Bell*

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**214 (1) International Economics**

An introduction to the major issues and institutions in international trade and finance. Topics to be covered include the gains from trade, commercial policy, multinational corporations, the New International Economic Order. Also, foreign exchange markets, balance of payments adjustment, the international monetary system, Eurodollar markets, and international lending. *Prerequisite: 101 and 102.*

*Mr. Aguais*

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**216 Elementary Mathematical Economics**

Mathematical foundations of elementary economic theory; fundamentals of relevant advanced theory. Mathematical applications of economic analysis; mathematical problem solving in the social science. *Prerequisite: 101, 102, and Mathematics 115. Not offered in 1985-86.*

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**217 (2) Topics in Mathematics and Economics**

Applications of calculus and linear algebra to economic analysis. Topics selected from: linear and general optimization, input-output analysis, marginal analysis, analysis of market equilibrium and stability. *Prerequisite: 201 or 202 and Mathematics 205, or by permission of the instructor.*

*Mr. Grant, Ms. Sontag*

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**220 (1) Development Economics**

Survey and analysis of problems and circumstances of less developed nations. Examination of theories of economic development. Review of policy options and prospects for Third World countries. Specific topics to include: population growth, income distribution, basic needs, rural development and international trade strategies. *Prerequisite: 101 and 102.*

*Mr. Lindauer*

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**222 (2) Seminar. Reindustrialization of Massachusetts**

Has Massachusetts become the Japan of the United States? What explains Massachusetts apparent turnaround from 1974 when it had one of the highest unemployment rates among the 50 states to 1983 when it had the lowest? Students will be required to prepare case studies, examining why firms have located in Massachusetts. Consideration of location theory, tax policy, and the availability of energy, labor and technology. *Open by permission of the instructor.*

*Mr. Goldman*

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**225 (1) Urban Economics**

Analyses of the urban and suburban economies with particular reference to urban renewal, income distribution, transportation, housing markets, employment, and the economic development of the inner city. *Prerequisite: 101. Not offered in 1985-86.*

*Ms. Witte*

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**229 (2) Introduction to Labor Economics**

Analysis of labor markets and wage determination including microeconomics of labor supply and demand, labor unions and collective bargaining, human capital and occupations, minimum wages and "new" theories of unemployment. *Prerequisite: 101 and 102.*

*Ms. Amott*

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**230 (2) Contemporary Economic Issues**

A course applying introductory macro- and microeconomic analysis to problems of current policy.

Topic for 1985-86: Issues in Public Finance: Income Distribution and Public Policy. Analysis of the factors determining the personal distribution of income and the role the government plays in altering that distribution. Discussion of the measurement of inequality and the benefits and problems involved in changing the distribution of income through taxation and social welfare programs. *Prerequisite: 101.*

Ms. Baum

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**239 Seminar. Economics of Energy and the Environment**

Is economic growth without environmental deterioration possible? The economic forces (externalities) which cause pollution; the costs and who bears the costs; the energy crisis; the implications of zero economic growth; the extent of the problem and possible solutions both here and abroad. *Prerequisite: 101 and 102. Not offered in 1985-86.*

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**241 (2) The Economics of Personal Choice**

Analysis and decision-making in ordinary life situations; using economics to plan for one's future. Representative topics include housing, borrowing, having a family, insurance, saving, retirement, investment in one's self. *Prerequisite: 101 and 102.*

Mrs. Bell

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**243 (1) The Sexual Division of Labor**

Neo-Classical and Marxist-Feminist economic analyses of the sexual division of labor, the assignment of women and men to different and complementary work. Causes of the sexual division of labor in the home and marketplace, and its effects on women and men, economic efficiency, and society at large. Analysis of the historical development and recent breakdown of the sexual division of labor in the U.S. Evaluation of social policies to achieve sexual equality from an economic standpoint. *Prerequisite: 101.*

Ms. Matthaei

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**249 (1) Seminar. Radical Political Economy**

Study of radical political economists' critiques of capitalism, and their bases in Marxist, feminist, and anti-racist theories. Comparison with orthodox, neo-classical theory. Exploration of the radical vision of a just economy. Investigation of alternative economic institutions as practiced in the U.S. and abroad. *Prerequisite: 101 or 102.*

Ms. Matthaei

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**301 (2) Comparative Economic Systems**

Comparative study of the treatment of economic problems under different economic systems. Analyzes the economic ideology of capitalism, utopian writings, market socialism, workers' management, and Marxism. Functions of prices, profits, and planning in allocation of resources. Compares several capitalist and socialist countries including the U.S. and Yugoslavia. *Prerequisite: 201 and 202 or by permission of the instructor.*

Mr. Goldman

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**302 (1) Economics of the Soviet Union and China**

History of prerevolutionary Russian and Chinese industry and agriculture. Economic ideology of Communist regimes including their approach to agriculture, industry, management and labor. An overall comparative evaluation of their systems and a discussion of modern debates and recent reforms. *Prerequisite: 201 and 202 or by permission of the instructor.*

Mr. Domar

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**305 (2) Industrial Organization**

Applied microeconomics directed to the study of the interactions of market structure, business behavior, and economic performance. The first two-thirds of the course emphasizes positive explanation and theory. The remainder focuses on policy and includes critical, ex-post analysis of antitrust rulings. *Prerequisite: 201 and 211.*

Mr. Nichols

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**310 (1) Public Finance**

The role and function of government in a market economy. Issues in tax analysis including equity and efficiency, the effects of taxes on labor and capital supply, tax incidence and optimal taxation. Description and analysis of specific taxes and expenditure programs. *Prerequisite: 201.*

*Ms. Baum*

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**313 (1) International Macroeconomics**

Theory and policy of macroeconomic adjustment in the open economy. Topics to be covered include: the Keynesian model of income and balance of payments determination, the monetary approach to the balance of payments, fixed and floating exchange rate regimes, policy mix and effectiveness with capital mobility, and the asset-market approach to exchange rates. *Prerequisite: 202 and 211.*

*Ms. Kiray*

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**314 (2) International Economics**

Theory of international trade. Review of mercantilism, comparative advantage and the factor endowment model. Analysis of trade restrictions, such as tariffs and quotas. Other topics include: foreign exchange markets, economic integration and the impact of trade on growth. *Prerequisite: 201 and 211.*

*Mr. Lindauer*

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**315 (2) History of Economic Thought**

Analysis of the history of economic theory over the last 250 years. Focus on the development and interaction of two opposed views of the market economy—Classical/Marxian and Neo-Classical. Analysis of the issues of scarcity, price determination, income distribution, monopoly, unemployment, economic freedom, sexual and racial inequality, and limits to growth. Student debates on selected issues and search for a middle ground. *Prerequisite: 201 or 202. Not offered in 1985-86.*

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**316 (2) Modern Economic History**

Economic development and structural change from the Great Depression to the present. Economic policy in war and peace. International cooperation and division. Economic crises and economic theory. *Prerequisite: 202.*

*Mr. Morrison*

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**317 (1) Economic Modeling and Econometrics**

Introduction to mathematical and econometric modeling. Techniques of specifications, estimation, and simulation of rational and behavioral economic models. *Prerequisite: 201, 202, 211, and Mathematics 115 or [201], or by permission of the instructor.*

*Mr. Grant*

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**320 (2) Seminar. Economic Development**

International and microeconomic issues of the less developed countries. Topics covered include: theories of growth and development import substitution and export promotion, the foreign exchange constraint, the debt problem, foreign investment, industrialization and employment, inflation, short-term stabilization policy and income distribution. *Prerequisite: 202.*

*Ms. Kiray*

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**325 (2) Law and Economics**

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.*

*Ms. Witte*

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**329 (1)\* Labor Markets and Employment**

The structure and functioning of the labor market from both neoclassical and institutional points of view. Human capital theory, labor force participation, the economics of discrimination, labor unions, minimum wage policy, and other topics. *Prerequisite: 201 and 211.*

*Ms. Amott*

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**330 (2) Seminar. Macroeconomic Modeling**

Focused on contemporary macroeconomic issues, the economic events affecting them and the practical problems of analyzing and forecasting. Contemporary tools of applied macroeconomics, especially large-scale econometric models: their theoretical foundations, contemporary characteristics, and use. An interactive course: students participate in developing specification of key macroeconomic relationships which they use to analyze topical economic issues. *Prerequisite: 201, 202, and 211. Not offered in 1985-86.*

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**331 (2) Seminar. Monetary Theory and Policy**

The formulation of monetary policy and its theoretical foundations. This includes discussion of the latest developments in monetary theory, monetary autonomy in an open economy, the money supply process, and current procedures in the U.S. and other nations. *Prerequisite: 202 and 211.*

*Mr. Joyce*

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**332 ( ) Seminar. Macroeconomics Theory and Policy**

Stagflation theory and policy alternatives. Supply side disaggregation, job search, rational expectations, tax cut-induced investment, incomes policies, and modern macro debates. Emphasis throughout on the nature and implications of alternative stabilization policy actions. *Prerequisite: 201, 202, and 211. Not offered in 1985-86.*

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**333 (1) Seminar. Workshop in Applied Economics**

Students will apply the concepts of economic modeling and empirical analysis to selected policy topics. Students will work as a group doing primary research in a workshop environment. Enrollment limited to 12 in each section. Topics for 1985-86: The Economics of Wellesley College (Mrs. Bell); Individual Topics in Applied Microeconomics (Mrs. Witte). *Prerequisite: 201, 202 and 211 or by permission of the instructor.*

*Mrs. Bell, Ms. Witte*

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**335 (1) Seminar. Economic Journalism**

Students will combine their skills at exposition with their knowledge of economics in order to address current economic problems in a journalistic format. Students will be expected to do independent research to produce weekly articles including editorials, book reviews, interviews, etc. Class sessions will be organized as a workshop devoted to critiquing student work. Enrollment limited to 10. Not open to students who have taken Experimental 335. *Prerequisite: 201 and 202. Not offered in 1985-86.*

*Mr. Lindauer*

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**336 (1) The Welfare Economics of Stabilization Policy**

The course will survey the literature on the "costs" of unemployment, inflation, economic growth and various counter cyclical policies. For each, an attempt will be made to identify those who gain, those who lose and the magnitude of the gains and losses. A comparison of responses to inflation and employment across countries will be included. *Prerequisite: 201 and 202.*

*Mr. Nichols*

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### 337 (2) The Art of Economic Persuasion

Students will learn about types and styles of economic argument. They will probe the reasons that make an economic argument effective/ineffective. The students will study the rhetoric in a particular article or in the writing of a famous economist as a special project. Students will participate in a conference, the Rhetoric of Economics, that is being scheduled on campus in April 1986. They will read papers presented and discuss them with authors. *Prerequisite: 201 or 202.*

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### 350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors who have taken 201 and 202; 211 is strongly recommended.

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### 370 (1-2) Thesis 2 to 4

Open only to honors candidates.

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## Directions for Election

The complete survey course consists of both Grade I level courses. Neither 101 nor 102 is a prerequisite for the other and either may be elected separately for one unit of credit.

Any student who plans to take economics after 101 and 102 should consult a department advisor. See also the Department Handbook.

Economics is a social science directed to 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 the specific procedures by which business enterprises are managed, it examines a broad range of institutions and focuses on their interactions. Thus students are urged to supplement their program in economics with courses from many other disciplines in the liberal arts.

An economics major contains required courses 201, 202, and 211 which should be taken at Wellesley. Permission to take these courses elsewhere must be obtained in advance from the department chairman. An economics major must take more than half of her Grade III

economics units as Wellesley courses; permission for an exception must be obtained in advance from the chairman.

Choosing courses to complete the major requires careful thought; the department discourages a minimum major with only two Grade III courses. Students are advised to consult the Department Handbook prior to selecting courses each term. The Handbook contains specific suggestions and deals with a variety of topics including preparation in mathematics, desirable courses for those interested in graduate study in economics, complementary courses outside economics, etc.

The economics complement is recommended for students wishing to develop competence in economics in preparation for work or graduate study in law, business, public administration, area studies, international relations, public health, medicine, etc. The complement consists of Economics 101, 102, 211, and at least two other courses in the department. The plan for this option should be carefully prepared: a student wishing to add the economics complement to the major in another field should consult a faculty advisor in economics.



# Education

Associate Professor: *Brenzel (Chairman)*

Associate in Education: *Betts, Contompasis, Farrell, Schofield, Sleeper, Vasaturo*

Assistant Professor: *Beatty<sup>P</sup>*

Lecturer: *Leonard, Martin*

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\*\*\* Course may be elected to fulfill in part the distribution requirement in Group B<sup>1</sup> or Group B<sup>2</sup> as designated.

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## 102 (1)\*\*\*<sup>1</sup> Education in Philosophical Perspective

An introduction to philosophical ideas and ideals of education and pedagogy. Works by Plato, Rousseau, John Dewey, and other theorists will be read and analyzed in an attempt to answer questions about the purposes of education and to present rationales for particular pedagogical approaches. Special attention will be paid to the interpretation of philosophical texts and their application to various forms of education. Relevant field placement may be arranged as part of this course; it will be available for all students but especially for those wishing to fulfill requirements for teacher certification. *Open to all students.*

*Ms. Beatty*

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## 201 (2) Education in Cultural Context

This course will examine how formal and informal educational processes shape and influence values and behaviors in different cultural contexts. Basic theoretical constructs for describing education in a cultural and cross-cultural perspective will be presented. Course work will focus on readings in educational anthropology and include educational field research. Special attention will be given to education in non-western societies and to the education of women. *Open to all students who have taken at least one course in group B.*

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## 202 (2) Educating the Exception: Social Responsibility for Nontraditional Students

This course will consider the psychological, social and pedagogical needs of those members of society who have traditionally been excluded from mainstream education. The principal focus will be on handicapped students, including those with learning disabilities. Attention will also be paid to foreign students and returning adult women. Social and personal ethics will be examined, and related public policy explored. *Open to all students.*

*Ms. Leonard*

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## 206 (1) Women, Education, and Work

Examination of ways in which the background of women, the educational system, and the structure of work affect the lives of women, from a historical, sociological, and public policy point of view. Relationships between educational institutions and the economy, and intersections among the family lives, educational experience, and work lives of women will be studied. *Open to students who have taken one unit in Group B.*

*Ms. Brenzel*

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## 212 (1)\*\*\*<sup>1</sup> History of American Education

Study of the various historical conflicts and controversies leading to the development of education as a central force in American culture. Topics include the changing role of the family, the popularization of educational institutions, their role in socializing the young, and the effects of political, economic, and social forces in shaping American education. Emphasis will be placed on developing an understanding of the interrelationships of youth, culture and society. Relevant field placement may be arranged as part of this course; it will be available for all students but especially for those wishing to fulfill state requirements for teacher certification. *Open to all students.*

*Ms. Brenzel*

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**214 (2)\*\*\* 1,2 Youth, Education and Student Activism in Twentieth Century America**

Traditionally, educational institutions have separated youth from the larger society. At the same time, schools have been the seedbeds of youth unrest and student activism. The political activities of student groups will be studied in light of changing definitions of youth, their schooling, and dissent. We will address the relationship between society's efforts to educate the young and student activism among youth in schools as well as among "drop outs" and other disaffiliated groups. *Open to all students.*

*Ms. Brenzel*

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**216 (2)\*\*\* 2 Education, Society, and Social Policy**

An examination and analysis of educational policies in a social context. The formulation and implementation of these policies will be studied with emphasis on issues such as inequality, desegregation, tensions between communities and schools, parental choice, and the provision of various educational services. Relevant field placement will be available for all students. *Open to all students.*

*Ms. Beatty*

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**300 (1) Educational Theory, Curriculum, Evaluation, and Instruction**

An examination of the major philosophical and psychological theories underlying what is taught in schools. The course focuses on the relation of curriculum to intellectual development, learning, and the structure of the disciplines as well as on testing, evaluation, and instruction. Relevant field placement will be available for all students; it is mandatory for those wishing to fulfill requirements for teacher certification. *Open to all students. Required for secondary school certification. Prerequisite: 102, 212 or 216, or by permission of the instructor.*

*Ms. Beatty*

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**302 (2) Methods and Materials of Teaching**

Study and observation of teaching methods and classroom procedures in secondary school with a focus on the social role of teachers and the teaching of reading and writing in the content areas. Examination of curriculum materials and classroom practice in specific teaching fields. *Open only to students doing student teaching. Required for teacher certification. Students electing 302 and 303 may include in addition one unit usually of independent study in the same semester. Prerequisite: 300, and at least one of 102, 212 or 216 and by permission of the department.*

*Ms. Beatty*

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**303 (2) Practicum – Curriculum and Supervised Teaching**

Observation, supervised teaching, and curriculum development in students' teaching fields throughout the semester. Attendance at appropriate school placement required full time five days a week. Students electing 302 and 303 may include in addition one unit usually of independent study in the same semester. *Required for teacher certification. Students must apply to the department for admission to this course in the semester before it is taken. Corequisite: 302.*

*The Staff*

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**307 (2)\*\*\* 2 Seminar. Law, Ethics, and Education**

Study of federal and state statutory and constitutional law governing public education as it reveals public purposes of education, the legal status of students and teachers, the requirements for equal educational opportunity, and the basis of public school finance. Emphasis on ethical aspects of issues such as student rights, academic freedom and affirmative action. Attention will be paid to the comprehension and interpretation of legal cases and, to a limited extent, to methods of independent legal research. Special attention will be paid to efforts to desegregate the Boston Public Schools. *Open to juniors and seniors. Not offered in 1985-86.*

# English

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## 312 (2)\*\*\*<sup>1</sup> Seminar. History of Child Rearing and the Family

Examination of the American family and the emerging role of the state in assuming responsibility for child rearing and education. Study of the role of institutions and social policy in historical and contemporary attempts to shape the lives of immigrants, poor families, and their children. *Open to juniors and seniors without prerequisite.*

Ms. Brenzel

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## 350 (1) (2) Research or Individual Study 1 or 2

Open to juniors and seniors by permission.

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## Directions for Election

With the exception of Education 302 and 303 the department's courses are designed for all students and not simply those planning a career in public or private school teaching. Students who wish to be certified as high school (grades 9-12) teachers upon graduation should obtain the department's published description of the requirements of the Commonwealth of Massachusetts and the College's program for meeting those requirements. Briefly, the program requires students to take specific courses within their teaching fields and at least five additional courses.

Required:

Education 102, 212, 300, 302 and 303; Psychology 207 or 208 or MIT Psy 9.90.

Recommended:

Education 201, 202, [208], 216, or 307; Psychology 212, 217, or 219; Black Studies 105.

The Commonwealth requires that three courses taken prior to student teaching include field experience. In some circumstances, students may meet some of the requirements by submitting evidence of similar experience. Students should plan their program of studies to fulfill these requirements in consultation with a member of the department before the end of sophomore year.

Certification in Massachusetts is recognized by many other states.

Professor: *Ferry, Garis (Acting Chairman Sem. 1), Finkelppearl, Craig, Gold<sup>^</sup>, Sabin (Chairman)*

Associate Professor: *Bidart, Harman, Peltason, Tyler, Cain*

Assistant Professor: *Polito<sup>^</sup>, Reimer, Rosenwald, Hellerstein, Lynch, Sides, Strong<sup>p</sup>, Cohen<sup>p</sup>*

Instructor: *Shetley*

Lecturer: *Eyges<sup>p</sup>, Stubbs<sup>p</sup>*

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## 101 (1) (2) Critical Interpretation

A course designed to increase power and skill in critical interpretation by the detailed reading of individual works of literature in historical context. *Open to all students. Required of English majors. Ordinarily taken in freshman or sophomore year.*

*The Staff*

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## 112 (1) (2) Introduction to Shakespeare

The study of a number of representative plays with emphasis on their dramatic and poetic aspects. *Open to all students. Especially recommended to non-majors.*

*Miss Craig, Mr. Shetley*

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## 125 (1) (2)

This course satisfies the college-wide writing requirement, introduced in 1983-84. For a complete description of sections taught by members of the English Department, see Writing Program in this catalog. Students interested in participating as tutors or tutees in a special tutorial section of 125 should see Mrs. Stubbs or their class dean.

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## 127 (2) Modern Drama

A study of three great innovators of drama in this century — Ibsen, Brecht, and Beckett — combined with attention to contemporary plays in Boston. Emphasis on plays as drama and on developing skills as a critical audience. *Open to all students.*

*Ms. Cohen*

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**150 (1) Colloquium**

For directions for applying see p. 76. *Open by permission to a limited number of freshman and sophomore applicants.*

**Jewish American Literature**

A literary and cultural study of poetry and fiction written in America by Jews. From the beginnings among the immigrants of the 1880s through contemporary writers. Yiddish works by Isaac Bashevis Singer and others to be read in translation. Authors to include Abraham Cahan, Saul Bellow, Philip Roth, Henry Roth, Cynthia Ozick, and Grace Paley.

*Ms. Hellerstein*

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**200 (2) Intermediate Expository Writing**

Practice in writing expository prose. Six short papers; some revising. Many workshop classes devoted to analysis of photocopied student papers. Moderate amount of reading as resource for writing; some class discussion of texts. Especially recommended to transfer and Continuing Education students as a satisfaction of the college writing requirement.

*Mrs. Eyges*

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**201 (2) The Critical Essay**

Practice in writing literary criticism. Two papers on each of three texts. Study of published critical articles as well as the three primary sources. Half of class time devoted to analysis of student writing. *Open to all students.*

*Mrs. Eyges*

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**202 (1) Poetry**

The writing of short lyrics and the study of the art and craft of poetry. *Open to all students by permission of the instructor.*

*Mr. Bidart*

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**203 (1) (2) Short Narrative**

The writing of the short story, frequent class discussion of student writing, with some reference to established examples of the genre. *Prerequisite: same as for 202.*

*Mr. Strong, Ms. Hellerstein*

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**211 (2)\* Medieval Literature**

Medieval English literature, focusing on the major literary forms of the late medieval period. A study of allegory and romance narrative, poetic conventions like the dream, and the influence of changing social conditions and a changing idiom on poetic practice. Works will include, for example, Sir Gawain and the Green Knight, The Lover's Confession, Piers Plowman, and selected secular and religious lyrics. *Open to all students. Not offered in 1985-86.*

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**213 (1) Chaucer**

An introduction to Chaucer's poetry and Middle English through readings in *Troilus and Criseyde*, *The Canterbury Tales*, and selected shorter poems. An issue in the course will be the tension between individual experience and conventional form in Chaucer's narrative art. *Open to all students.*

*Ms. Lynch*

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**222 (2) Renaissance Literature**

Exploration of why the Renaissance generated such intense literary activity through study of a wide range of texts, including Christopher Columbus' journals, Montaigne's essays, parts of Spenser's *Faerie Queene*, and plays by Jonson and Shakespeare. *Open to all students.*

*Mr. Finkelpearl*

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**223 (1) Shakespeare Part I: The Elizabethan Period**

Plays written between 1591 and 1604, for example: *Richard II*, *Henry IV*, *Much Ado About Nothing*, *Troilus and Cressida*, *Hamlet*, *Measure for Measure*, *Othello*. *Prerequisite: 101.*

*Miss Craig, Mr. Garis, Mr. Finkelpearl*

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**224 (2) Shakespeare Part II: The Jacobean Period**

Plays written between 1605 and 1611, for example: *King Lear*, *Macbeth*, *Antony and Cleopatra*, *Coriolanus*, *Cymbeline*, *The Winter's Tale*, *The Tempest*. *Prerequisite: 101.*

*Mr. Ferry, Miss Craig, Mr. Finkelpearl*

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**227 (2) Milton**

An intensive study of his poetry in several genres, with some consideration of the prose. *Open to all students.*

*Mr. Ferry*

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**234 (1) Restoration and Eighteenth-Century Literature**

Survey of major authors in the period 1660-1800. Emphasis on two cultural debates, "politeness" and "luxury", as expressed in a variety of genres: drama, art criticism, poetry, fiction, satire, literary criticism, and political pamphlets. *Open to all students.*

*Ms. Sides*

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**241 (1) Romantic Poetry**

Study of a selection of poems, and some prose, by the chief Romantic poets: Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. *Open to all students.*

*Mr. Shetley, Mr. Tyler*

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**245 (1) Victorian Literature**

Poetry, fiction, and social criticism by major Victorian writers, including Mill, Carlyle, Dickens, Tennyson, Browning, Ruskin, and Arnold. Some emphasis will be placed on recurring themes, such as the growing conflict between private values and public facts. *Open to all students.*

*Mr. Peltason*

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**251 (1) (2) Modern Poetry**

Twentieth-century poetry and poets, emphasizing the sources and achievements of the modernist revolution. Major figures will be studied, such as Yeats, Eliot, Pound, Stevens, Frost, Williams and Lowell. *Open to all students.*

*Mr. Bidart, Miss Craig*

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**261 (2) The Beginnings of American Literature**

A study of how American literature and the idea of America came into being, looking at literary texts in their social, historical, and intellectual contexts. Major authors: Edwards, Franklin, Irving, Cooper, Poe, Emerson. *Open to all students.*

*Mr. Rosenwald*

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**262 (1) The American Renaissance**

A study of the first great flowering of American literature, paying close attention to the central texts in themselves and in their relations with one another. Major authors: Emerson, Thoreau, Hawthorne, Melville, Whitman, Dickinson. *Open to all students.*

*Mr. Rosenwald*

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**266 (1) Early Modern American Literature**

Representative selections by major American writers, primarily novelists, from the Civil War to World War II. Authors to be studied will be chosen from a rich and diverse group that includes James, Twain, Wharton, Dreiser, Stevens, Frost, Hemingway, Fitzgerald, Faulkner, and others. *Open to all students.*

*Ms. Hellerstein, Mr. Rosenwald*

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**Special topic section: Realism and Naturalism**

Focus on the development of literary realism and naturalism in American literature, with some attention to such influential European writers as Zola and Tolstoy. Major novels by James, Howells, Crane, Wharton, Dreiser, Hemingway, Faulkner, and others. *Open to all students.*

*Mr. Cain.*

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**267 (2) Late Modern and Contemporary American Literature**

American poetry and prose from World War II to the present. Among the writers likely to be studied are Mailer, Baldwin, Pynchon, Styron, Lowell, Bellow, Bishop, Nabokov, Ellison, Alice Walker, and others. *Open to all students.*

*Ms. Hellerstein, Mr. Peltason*

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**Special topic section: Literature of the White South**

An examination of the relations between the artist as "artist" and the artist as "oppressor," through readings of novels, poems, stories, diaries, letters, speeches, histories, hymns, and essays from and about the supposed ruling class of the Southern nation. Texts will be drawn from William Faulkner, William Alexander Percy, John Crowe Ransom, Allen Tate,

Robert Penn Warren, Flannery O'Connor, Eudora Welty, Walker Percy, J. K. Toole, and Bobbie Ann Mason, with reference to earlier figures like Mary Chesnut and George Washington Cable. *Open to all students.*

*Mr. Tyler.*

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**271 (1) The History of the English Novel I**

The beginnings of the English novel in the 18th century: Defoe through Jane Austen. *Open to all students.*

*Ms. Sides*

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**272 (1) (2) The History of the English Novel II**

The 19th-century English novel from the Brontës to James. *Open to all students.*

*Ms. Harman, Ms. Reimer, Ms. Sides, Ms. Cohen*

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**273 (1) (2) The History of the English Novel III**

The 20th-century English novel from Conrad to the present. *Open to all students.*

*Ms. Cohen, Ms. Harman*

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**283 (2)\* English Drama I**

Theories of the origins of drama; medieval guild, miracle, and morality plays; Tudor interludes. Earlier Elizabethan drama, concentrating on Marlowe and Jonson. *Open to all students.*

*Mr. Finkelpearl*

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**284 (2)\* English Drama II**

Jacobean drama: Webster, Tourneur, Marston, Chapman, Beaumont and Fletcher, Massinger. Restoration drama, notably Congreve. Eighteenth-century drama, notably Sheridan. A brief look at such modern playwrights as Wilde and Shaw. *Open to all students. Not offered in 1985-86.*

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**301 (2) The Short Story**

Techniques of short story writing together with practice in critical evaluation of student work. *Open by permission of the instructor to students who have taken one Grade II writing course.*

*Mr. Strong*

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**302 (2) Advanced Writing/Poetry**

Intensive practice in the writing of poetry. *Prerequisite: 202 or by permission of the instructor.*

*Mr. Bidart*

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**313 (2)\* Advanced Studies in Chaucer**

Intensive study of Chaucer's early works, especially his dream-visions, followed by investigation of a special topic in *The Canterbury Tales*, this year the definition and problems of a "marriage group." *Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.*

*Ms. Lynch*

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**320 (1) Literary Cross-Currents**

Topic for 1985-86: The shape of artists' careers. A study of three artists' careers as they unfolded: the film writer-director Preston Sturges, the choreographer George Balanchine, and the dramatist Samuel Beckett. Emphasis on the way audiences invest in artists by following their careers.

*Mr. Garis*

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**325 (1) Advanced Studies in the Renaissance**

*Not offered in 1985-86.*

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**327 (1) Seventeenth-Century Literature**

Major themes and structures in the poetry and prose of Bacon, Jonson, Donne, Herbert, Browne, Bunyan. *Prerequisite: same as for 313.*

*Ms. Harman*

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**331 (2)\* The Age of Satire**

A study of satire as social response and as literary phenomenon, exemplified in the work of such writers as Dryden, Congreve, Gay, Swift, and Pope. *Prerequisite: same as for 313. Not Offered in 1985-86.*

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**333 (1)\* From Neoclassic to Romantic**

The shift of sensibility from the 18th to the 19th century studied with emphasis on such authors as Johnson, Burke, and Blake. *Prerequisite: same as for 313.*

*Mr. Tyler*

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**341 (2) Advanced Studies in the Romantic Period**

Topic for 1985-86: Wordsworth and Byron. A study of poems by two masters in successive phases of English Romanticism, and of relationships between their work. Some attention to critical prose as well as to their poetry. *Prerequisite: same as for 313.*

*Mr. Ferry*

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**345 (2) Victorian and Modern Literature**

A survey of late Victorian and early Modern texts, emphasizing the continuities between 19th- and 20th-century literature: the modernity of Victorian literature and the Victorian origins of modern literature. Selections from Arnold, Hopkins, Pater, Wilde, early Yeats, early Eliot, and others. *Prerequisite: same as for 313.*

*Mr. Peltason*

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**350 (1) (2) Research or Individual Study 1 or 2**

Open to qualified students by permission of the instructor and the chairman of the department. Two or more Grade II or Grade III units in the department are ordinarily a prerequisite.

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**351 (2) Advanced Studies in Modern Poetry**

Topic for 1985-86: The Other Tradition. Study of the work of Emily Dickinson, Marianne Moore, and Elizabeth Bishop, emphasizing the social and literary context of these poets' achievements, and their relation to one another. *Prerequisite: same as for 313.*

*Mr. Shetley*

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**363 (2) Advanced Studies in American Literature**

Topic for 1985-86: Forms of American Autobiographical Writing. The literary, historical, and cultural significance of major works in the American autobiographical tradition. Authors will likely include Franklin, Emerson, Whitman, Douglass, James, Adams, Mailer, Wright, Angelou, Kingston. *Prerequisite: same as for 313.*

*Mr. Cain*

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**370 (1-2) Thesis 2**

Open only to honors candidates who choose to do honors research or an honors project in creative writing. For alternate honors programs see Directions for Election.

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**372 (2) Advanced Studies in the Novel**

Topic for 1985-86: Henry James and Traditions of Fiction. Selected novels and criticism by James in the context of the novelists who interested and influenced him, especially Balzac, Flaubert, George Eliot, Hawthorne. *Prerequisite: same as for 313.*

*Mrs. Sabm*

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**381 (1) Linguistics, Philology and English Literature**

Four modern schools of linguistic thought as they affect problems in the interpretation and criticism of English literature: special attention to questions in rhetoric; theorists to include Kenneth Burke, Chomsky, Saussure, Auerbach and Spitzer, among others. Not open to those who have taken this course under its previous name. *Not offered in 1985-86.*

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**382 (1) Criticism**

Major late 19th and 20th century critics and theoretical issues. Emphasis on definitions and discussions of the reading process, the relations between criticism and history, interpretive "authority," the role of the critic and intellectual in the modern world, and the development of "English" as an academic discipline. Figures to be examined include Arnold, Eliot, Pound, Leavis, the New Critics, Fish, Hirsch, Derrida, Foucault, and feminist theorists. *Prerequisite: same as for 313.*

*Mr. Cain*

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**383 (1) Women In Literature, Culture, and Society**

Topic for 1985-86: Mothers and Daughters in Literature. The mother-daughter relationship in 19th- and 20th-century novels by women, investigated from literary, psychological, and feminist perspectives. *Prerequisite: same as for 313.*

*Ms. Reimer*

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**386 (1) Seminar**

Topic for 1985-86: Jane Austen: a reading of the six completed novels.

*Mr. Peltason*

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**387 (2) Seminar**

Topic for 1985-86: Empson and English Literature. An advanced survey of English literature, through the eyes of William Empson, its most brilliant reader. In the process, an examination of the confinements and opportunities which an ethos of "close-reading" provided to the career of a great 20th-century English moralist and intellectual.

*Mr. Tyler*

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**Cross-Listed Courses**

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**Black Studies 150 (2)\*\***

Black Autobiography. *For description and prerequisite see Black Studies 150.*

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**Black Studies 201 (1)\*\***

The Afro-American Literary Tradition. *For description and prerequisite see Black Studies 201.*

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**Black Studies 212 (2)\*\***

Black Women Writers. *For description and prerequisite see Black Studies 212.*

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**Black Studies 310 (2)\*\***

Seminar: Black Literature. *For description and prerequisite see Black Studies 310.*

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**Experimental 310 (2)**

Translation in Theory and Practice. *For description and prerequisite see Experimental 310.*

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**Extrdepartmental 231 (2)\*\***

Interpretation and Judgment of Films. *For description and prerequisite see Extrdepartmental 231. Not offered in 1985-86.*

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**Extrdepartmental 330 (2)\*\***

Love and Marriage in the Eighteenth Century Novel. *For description and prerequisite see Extrdepartmental 330.*

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**Medieval/Renaissance Studies 247 (2)**

Arthurian Legends. *For description and prerequisite see Medieval/Renaissance Studies 247.*

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**Medieval/Renaissance Studies 316 (1)**

Visionary Literature of the Middle Ages. *For description and prerequisite see Medieval/Renaissance Studies 316.*

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**Directions for Election**

Grade I literature courses are open to all students and presume no previous college experience in literary study. They provide good introductions to such study because of their subject matter or focus on training in the skills of critical reading and writing. Grade II courses, also open to all students, presume some competence in those skills. They treat major writers and historical periods, and provide training in making comparisons and connections between different works, writers, and ideas. Grade III courses encourage both students and teachers 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 open to all those who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor or chairman to other qualified students. For admission to seminars and for independent work (350), students of at least B<sup>+</sup> standing in the work of the department will have first consideration. Students are encouraged to consult with the instructors of courses they are interested in. More complete descriptions of all courses, composed by their instructors, are posted on bulletin boards in Founders Hall, and are available from the department secretary.

The English Department does not grant credit towards the major for AP courses taken in high school. The department also maintains a roster of faculty advisors available for students



contemplating English courses, whether as majors or nonmajors.

The English major consists of a minimum of eight courses, six of which must be in literature. At least four of the latter courses must be above Grade I and at least two at the Grade III level. Neither Writing 125 nor English 200 may be counted toward the major; and for all students beginning their concentration in 1984-85, the two required Grade III level courses must be taken in residence. Independent work (350 or 370) does not fulfill the minimum requirement of two Grade III level courses for the major.

There are also certain requirements covering the kind of courses taken. All students majoring in English must take Critical Interpretation (101), at least one course in Shakespeare (preferably at the Grade II level), and two courses falling before the modern period, of which at least one must fall before 1800. Students who can show that they have had work equivalent to 101 may apply to the chairman for exemption from the Critical Interpretation requirement. A course falling before the modern period is defined here as a course emphasizing works written before 1900. Students majoring in English should consult with their advisors in order to determine whether they will have met the departmental requirements and in order to ensure a good balance between breadth and depth.

The department offers a choice of three programs for Honors. Under Program I the honors candidate does independent research or a project in creative writing. Although this program, upon completion, enters the student's transcript as two units of English 370, it may be begun as a unit of 350 and converted to 370 at the end of an auspicious fall semester. Programs II and III offer an opportunity to receive Honors on the basis of work done for regular courses; these programs carry no additional course credit. A candidate electing Program II takes a written examination in a field defined by several of her related courses (e.g., the Renaissance, drama, criticism). One electing Program III presents a dossier of essays written for several courses with a statement of connections between them and critical questions raised by them. Starting in 1984-85, every candidate for Honors in English is required to attend a stipulated number of meetings with other Honors candidates under the guidance of a member of the teaching staff.

Special attention is called to the range of courses in writing the College offers. Writing 125 is open to all students who want to improve their skills in writing expository essays. Extradepartmental 125 is open, with the permission of a class dean, to students who would benefit from a continuation of Writing 125 or from an individual tutorial. English 200 is a new course made possible through an endowed fund given by Luther I. Replogle in memory of his wife, Elizabeth McIlvaine Replogle. It is a workshop designed especially for juniors and seniors who want training in expository writing on a level above that of Writing 125. English 201 (The Critical Essay), besides offering intensive instruction in writing about literature, may include opportunities for writing review articles about the other arts. Courses in the writing of poetry and fiction (Grades II and III) are planned as workshops with small group meetings and frequent individual conferences. In addition, qualified students may apply for one or two units of Independent Study (350) in writing. Grade II and Grade III courses in writing and 350 writing projects as well, may at the discretion of the instructor be offered credit/noncredit/credit-with-distinction. Knowledge of English and American history, of the course of European thought, of theatre studies, and of at least one foreign literature at an advanced level is of great value to the student of English.

Students expecting to do graduate work in English should ordinarily plan to acquire a reading knowledge of two foreign languages.

# French

INTERDEPARTMENTAL MAJOR:

## French Studies

Professor: *Galand*<sup>A</sup>, *Stambolian*<sup>A</sup>,  
*Mistacco*

Associate Professor: *Lydgate*, *Gillain*  
(*Chairman*), *Grimaud*<sup>A</sup>, *Respaut*, *Dargent*

Assistant Professor: *Levitt*, *Straus*, *Frye*,  
*Abetti*, *Raffy*<sup>A</sup>, *Lane*, *Abbate*, *Lagarde*

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All courses (except 220 and 349) are conducted in French. Oral expression, composition, and, in certain courses, creative writing are 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.

Qualified students are encouraged to spend the junior year in France on the Wellesley-in-Aix program or another approved program. See p. 63.

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### 101-102 (1-2) Beginning French 2

Intensive oral training and practice in listening, speaking, and reading, supplemented by regular laboratory assignments. A slide presentation of the text introduces each week's cultural and linguistic material. The French comic book *Astérix* will be used as a supplement during the second semester. Three periods. *Open only to students who do not present French for admission.*

*Mr. Lydgate and Staff*

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### 111 (1) Elementary Intermediate French

Intensive oral training and practice in listening comprehension and writing. Thorough grammar review. Vocabulary building. Three periods. *Open to students by permission of the department only. To receive credit for 111 and to fulfill the language requirement, students completing the course must proceed to 122.*

*Ms. Levitt*

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### 121-122 (1-2) Intermediate French 2

First semester: Particular stress on grammar review, listening comprehension, vocabulary building, and development of oral skills. Second semester: Choice of different sections emphasizing either the reading of modern texts with discussion and written work or further development of conversational skills through regular laboratory work using primarily non-literary materials. Three periods. *Prerequisite: 102.*

*Ms. Lane and Staff*

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### 141-142 (1-2) The Language and Culture of Modern France 2

Discussion of selected modern literary and cultural texts. Grammar review. Study of vocabulary and pronunciation. Frequent written and oral practice. Three periods. *Prerequisite: 122.*

*Ms. Mistacco and Staff*

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### 201 (1) 202 (2) French Literature and Culture Through the Centuries 1 or 2

First semester: From the Middle Ages through Classicism. Second semester: From the Enlightenment through Existentialism. Class discussion of selected masterpieces, short papers, outside reading, slides. Either semester may be taken independently. *Prerequisite: 142, or by permission of the instructor, 122.*

*Ms. Mistacco, Mr. Frye*

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### 205 (1) French Society Today

Contemporary problems and attitudes. Class discussion of representative texts, periodicals, and newspapers. Oral reports, short papers, outside reading. *Prerequisite: same as for 201.*

*Ms. Lane*

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### 206 (1) (2) Intermediate Spoken French

Practice in conversation, using a variety of materials including films, videotapes, periodicals, songs, radio sketches, and interviews. Regular use of the language laboratory. Enrollment limited to 15. Not open to freshmen. *Prerequisite: same as for 201.*

*Ms. Respaut, Mr. Abbate, Ms. Gillain*

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**212 (2)\* Medieval French Literature I**

Kings, warriors, outlaws, women of courage, tricksters and mythical beasts: aspects of courtly and popular culture in medieval France, from the *Chanson de Roland* through Villon. Medieval texts read in modern French. *Prerequisite: one unit of 201, 202, 205, or 206; or, by permission of the instructor, 142. Not offered in 1985-86.*

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**213 (1) French Drama in the Twentieth Century**

Trends in contemporary drama: symbolism, the use of myths, the influence of existentialism, the theatre of the absurd. *Prerequisite: same as for 212.*

Mr. Straus

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**214 (1) The French Novel in the Nineteenth Century**

Intensive study of narrative techniques and the representation of reality in major works by Balzac, Stendhal, Flaubert, Zola. *Prerequisite: same as for 212.*

Mr. Frye

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**215 (2) Baudelaire and Symbolist Poets**

The nature of the poetic experience studied in the works of Baudelaire, Verlaine, Rimbaud, Mallarmé, and Laforgue. *Prerequisite: same as for 212.*

Mr. Dargent

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**219 (1) Love/Death**

In major novels of different periods, this course will investigate the connection between fiction and our fundamental preoccupation with the issues of love and death. Texts ranging from medieval to 20th century will be studied, with an eye toward understanding how the themes of love and death are related to structure, narration, and the dynamics of reading. *Prerequisite: one Grade II unit of French literature, or by permission of the instructor.*

Ms. Respaut

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**220 (2) Proust and the Modern French Novel (in English)**

Psychology and aesthetics in works by Flaubert, Gide, Sartre, Beckett, Duras, and Robbe-Grillet, with emphasis on Proust's *Remembrance of Things Past*. Lectures, papers, and class discussion in English. Students may read the texts in French or in English translation. *Open to all students except those who have taken two or more Grade II courses in French literature.*

Mr. Stambolian

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**222 (1) (2) Studies in Language I**

Comprehensive review of French grammar, enrichment of vocabulary, and introduction to French techniques of composition and the organization of ideas. Limited enrollment. Not open to students who have taken 223. *Prerequisite: 142, or by permission of the instructor.*

Mr. Abetti, Ms. Levitt, Mr. Lagarde

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**223 (2) Studies in Language II**

Techniques of literary analysis and training in composition, commentary, summary, and oral reports. Application of critical methods typically used in French universities: "contraction de texte," "commentaire composé," "explication de texte." Selections of poems and novels by Baudelaire, Mallarmé, Flaubert, Proust, Sarraute, Duras. *Open to students who have taken 222. Prerequisite: same as for 222.*

Ms. Raffy

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**226 (1) (2) Advanced Spoken French**

Practice in oral expression to improve fluency and pronunciation with special attention to idiomatic vocabulary and phonetics. In addition to recordings, videotapes, and periodicals, classics of the French cinema will be studied for their linguistic interest. Regular use of the language laboratory. Enrollment limited to 15. Not open to freshmen. Not recommended for students who have studied in France. *Prerequisite: one Grade II unit except 206, or by permission of the instructor.*

Ms. Gillain

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### 240 (1) French Cinema

A survey of French cinema from its invention (Lumière, Méliès) to the New Wave (Godard, Truffaut) with emphasis on the classical narrative film of the '30s and '40s (Vigo, Carné, Renoir, Ophüls, Cocteau, Bresson). Enrollment limited to 20. *Prerequisite: one Grade II unit or by permission of the instructor. Not offered in 1985-86.*

Ms. Gillain

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### 249 (2) Selected Topics

Topic 1: Journeys: French Literature and Folklore. An introduction to some of the great works of 19th and 20th century fiction through an imaginary journey from Paris to various regions of France. Discussion of texts by Alain-Fournier, Hugo, Loti, Mauriac, Mérimée, Pagnol, Sand and others. Readings will be approached from the point of view of French regional life, traditions and folklore in order to stress cultural context and provide new interpretations. *Not offered first semester in 1985-86.*

Ms. Lane

Topic 2: Le Roman policier français. Study of the Detective Novel as a popular literary genre in France. Examination of the craft of detective fiction with an emphasis on the structural and narrative techniques used to generate suspense, promote pleasure, and elicit reader response and participation. Works by: Balzac, Leroux, Bernanos, Simenon, Japrisot, Boileau-Narcejac. Supplemented by one or two French detective films. *Prerequisite: one Grade II unit, or by permission of the instructor.*

Mr. Abbate

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### 250 (2) The French Press

A reading of current newspaper and magazine articles in French. Analysis of cartoons, comic strips and advertisements. Ideological, sociological and stylistic differences will be stressed. Systematic comparison with the American Press. Intensive practice in conversation and composition. Oral and written reports. Enrollment limited to 15. *Prerequisite: same as for 249.*

Ms. Raffy

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### 300 (2)\* French Literature of the Renaissance

Social and intellectual contexts of the Renaissance in France. Humanism vs. traditional theology. Popular vs. official culture. Oral tradition and the revolution of printing. Tolerance vs. religious fanaticism. Study of major writers and the important literary beginnings their works reflect: Rabelais and the birth of the novel; Montaigne and the origins of autobiography; love poetry reoriented with Ronsard; a tradition of women's writing established by Louise Labé and Marguerite de Navarre. Frequent reference to concurrent developments in music and the plastic arts. *Prerequisite: 201 and 202 or their equivalents, or one unit of 212, 213, 214, 215, or 219.*

Mr. Lydgate

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### 301 (1) The French Classical Theatre

The crisis of passion and its resolution in the French classical theater. The representation of passions such as love, rivalry, or ambition in the tragedies and comedies of Corneille, Racine and Molière. *Prerequisite: same as for 300.*

Mr. Lagarde

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### 303 (1)\* Advanced Studies in the Seventeenth and Eighteenth Centuries

The lure of the new world and the orient: myth and representation of exoticism in the literature of the enlightenment. And investigation of various modes of the voyage (real vs. imaginary, philosophical vs. narratives) and their relationship to major issues of the enlightenment (concepts of nature, man, freedom, progress, wealth). Readings in Montesquieu, Voltaire, Rousseau and Diderot. *Prerequisite: same as for 300.*

Mr. Abetti

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### 304 (1)\* The French Novel in the Eighteenth Century

Sentiment, desire, power: the affirmation of self and its impact on the evolution of narrative forms in masterpieces of eighteenth-century fiction. Special attention will be given to the ideological assumptions underlying

the portrayal of women and to the correlation between female protagonists and narrative structures. Works by Prévost, Mme Riccoboni, Rousseau, Diderot, Laclous, Sade. *Prerequisite: same as for 300. Not offered in 1985-86.*

Ms. Mistacco

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**305 (1)\* Advanced Studies in the Nineteenth Century**

Topic for 1984-85: The Romantic Vision of the Artist. An investigation of the essentially romantic concept, derived from the culte du moi, of the artist as a god/creator figure. Among the writers to be considered are Chateaubriand, Musset, Balzac, Nerval, Baudelaire, Rimbaud, Mallarmé and Apollinaire. *Prerequisite: same as for 300. Not offered in 1985-86.*

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**306 (1) Literature and Ideology in the Twentieth Century**

Ideological purpose and literary form in selected works of Proust, Gide, Malraux, Sartre, Camus, and Simon. *Prerequisite: same as for 300.*

Mr. Dargent

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**307 (2)\* French Poetry in the Twentieth Century**

The nature and function of poetic creation in the works of Valéry, Apollinaire, Breton, Saint-John Perse, Char, and Ponge. Representative texts by poets associated with OULIPO and Tel Quel will also be included. *Prerequisite: same as for 300. Not offered in 1985-86.*

Mr. Galand

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**308 (2) Advanced Studies in Language I**

Comparative study of the major linguistic features of French and English as they apply to the art of translating. *Prerequisite or corequisite: one Grade III unit of French and 222 or 223, or their equivalents. Not open to students who have taken 309.*

Mr. Dargent, Mr. Abetti

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**309 (2) Advanced Studies in Language II**

Translation into French from novels, essays and poetry. Study of French style through analysis of selected texts. *Prerequisite: same as for 308. Not open to students who have taken 308.*

Mr. Abetti

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**312 (2)\* Medieval French Literature II**

See 212. Joint class meetings for 212 and 312. Supplementary assignments and readings in Old French for students at Grade III level. *Open by permission of the instructor. Not offered in 1985-86.*

Ms. Lane

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**318 (2)\* Transgression and the Reader**

Recent experiments in fiction: textual play vs. expression, communication, representation; transgression and transformation of conventions of reading in nouveaux romans, avant-garde fiction, and écriture féminine. Some discussion of film. Emphasis on the works and theoretical writings of Sarraute, Butor, Beckett, Duras, Roche, Simon, Ricardou, and Robbe-Grillet. *Prerequisite: same as for 300.*

Ms. Mistacco

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**319 (2) Women, Language and Literary Expression**

Topic for 1985-86: Subversion and Creativity: 20th Century Women Writers in France. Selected texts by Colette, Beauvoir, Duras, Leduc, Chawaf and Wittig, with emphasis on the revolutionary transformations in thinking about women in recent decades and the correspondingly explosive forms of writing by women in their search for a new language. *Prerequisite: same as for 300.*

Ms. Respaut

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**321 (1) Seminar**

Topic for 1985-86: François Truffaut. An in-depth review of Truffaut's overall contribution to cinema. Will include readings from his articles as a film critic, a study of influences on his directorial work (Renoir, Hitchcock, Lubitsch) and a close analysis of twelve of his films using a variety of critical approaches: biographical, historical, formal, and psychoanalytical. *Prerequisite: same as for 240, or 300, or by permission of the instructor.*

Ms. Gillain

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**330 (2) Intellectual Revolutions**

*Not offered in 1985-86.*

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**349 (2)\* Studies in Culture and Criticism  
(in English)**

Topic for 1985-86: The Autobiographical Impulse. A study of the human desire to reveal and record the individual's self, body, and world and of the various languages and forms it adopts. Among the writers and artists studied are: Rousseau, Proust, Freud, Barthes, Duras, Violette Leduc, Ingmar Bergman, Lucas Samaras. *Prerequisite: one Grade III unit, or by permission of the instructor.*

*Mr. Stambolian*

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**350 (1) (2) Research or Individual Study  
1 or 2**

Prerequisite: same as for 321.

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**370 (1-2) Thesis 2 to 4**

Open only to honors candidates.

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**Directions for Election**

Course 101-102 is counted toward the degree but not toward the major. Students who begin with 101-102 in college and who plan to major in French should consult the chairman of the department during the second semester of their freshman year. Course 141-142 may not be elected by students who have taken both 101-102 and 121-122. A student may not count toward the major 220, both 121-122 and 141-142, both 206 and 226. Course 349 may be counted toward the major but not toward the minimum major.

Students who achieve a final grade of A or A- in 121 or 141 may, on the recommendation of their instructor, accelerate their study of French in the following manner: from 121 to 142, from 141 to a lower Grade II course. Students achieving a final grade of A or A- in 102 may, upon the recommendation of their instructor, accelerate to 141.

Majors are required to complete the following courses or their equivalents: either 222 or 223, and either 308 or 309. In some cases 226 may also be required. Majors should consult their advisors regularly to arrange a program of study with these objectives: (a) oral and written linguistic competence; (b) acquisition of basic techniques of reading and interpreting texts; (c) a general understanding of the history of French literature; (d) focus on some

special area of study (such as a genre, a period, an author, a movement, criticism, poetics, contemporary French culture).

Students interested in an interdepartmental major in French Studies should consult the listing of courses under that heading in the Catalog; those courses, plus Religion 104 and 105, are also recommended for departmental majors in French.

Students who plan to do graduate work in French are advised to begin or to pursue the study of a second modern language and the study of Latin; those who plan to do graduate work in comparative literature are advised to continue the study of one or more other modern literatures and to acquire proficiency in at least one classical language.

Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult the director of the Interdepartmental Major in French Studies and the Chairman of the Department of Education.

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## French Studies

### AN INTERDEPARTMENTAL MAJOR

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The major in French Studies offers students the opportunity to achieve oral and written linguistic competence, a good knowledge of France through study of its history, literature, arts and thought, and an understanding of contemporary French society.

Students will have the further advantage of working closely with two advisors, one from French and one from another area of study, to devise and focus their programs. Programs are subject to the approval of the director.

Requirements: For the major, at least four units in French above the Grade I level are required. Of these, at least one shall be at the Grade III level, and at least one chosen from among the following: French 222, 223, 308, 309. All courses above French 102 may be counted toward the major in French Studies, except that French 121-122 and 141-142 may not both be counted, and only one course in each of the following pairs of related courses may be counted: French 206 and 226, French 222 and 223, French 308 and 309.

For the major in French Studies, two or more courses shall be elected from the following:

**Art 202 (1)**

Medieval Art Survey *Not offered in 1985-86.*

**Art 203 (2)**

Cathedrals and Castles of the High Middle Ages

**Art 219 (2)**

Painting and Sculpture of the Nineteenth Century

**Art 306 (1)**

History of Photography

**Black Studies 310 (2)\*\***

Seminar. Black Literature

**Extrdepartmental 331 (2)**

Seminar. The Theatre Since 1945 *Not offered in 1985-86.*

**Extrdepartmental 334 (2)**

Seminar. The Autobiographical Impulse in Writing and Photography *Not offered in 1985-86.*

**History 235 (1)**

Intellectual History of the Middle Ages and Renaissance *Not offered in 1985-86.*

**History 236 (1)\***

The Emergence of Modern European Culture: the Seventeenth and Eighteenth Centuries *Not offered in 1985-86.*

**History 242 (2)**

France in the Splendid Century *Not offered in 1985-86.*

**History 243 (1)**

The Enlightenment, the French Revolution, and Napoleon

**History 244 (2)**

History of Modern France, 1815-Present

**Language Studies 237 (2)**

History and Structure of the Romance Languages

**Music 251 (1)\***

Music in the Middle Ages

**Music 252 (2)\***

Music in the Renaissance *Not offered in 1985-86.*

**Political Science 343 (2)\***

Seminar. Society and Self in French Thought

At the discretion of the director, after consultation with the course instructor, research or individual study (350) may be approved, as may such other courses as: Art 216. Later European and Oriental Art; Art 225. Modern Art; Art 228, 19th- and 20th-Century Architecture; History 237, Modern European Culture: the 19th and 20th Centuries; History 330, Medieval Heroes and Heroines; Music 209, the Classical Era; Philosophy 200, Modern Sources of Contemporary Philosophy; Philosophy 223, Phenomenology and Existentialism; Political Science 205, Politics of Western Europe; Political Science 222, Comparative Foreign Policies; Extrdepartmental 333, Comparative Literature.

Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult the director of the Interdepartmental Major in French Studies and the Chairman of the Department of Education.

# Freshman Cluster Program

Director: *Congleton*

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The Freshman Cluster Program offers freshmen a new format in which to study traditional materials of the liberal arts curriculum. The new format is intended to help students develop more readily and fully a sense of the relationship between the materials and methods of several different disciplines. The format is also intended to increase the opportunities for sharing study with other students and with faculty. Six faculty members from different departments teach the Cluster courses, and student enrollment is limited to a maximum of 90 freshmen. The Freshman Cluster Program is an experimental program of the Committee on Educational Research and Development.

The topic of the Freshman Cluster changes each year. It is described fully in a Cluster brochure available from the Board of Admission or the Office of Educational Research and Development. The 1985-86 Cluster will study the thirteenth and early fourteenth centuries and is entitled "Journeys of the Mind and Spirit: Europe in the High Middle Ages." Students electing the Cluster begin their acquaintance with the Cluster topic through six representative objects sent to them in the summer, one from the field of each of the six Cluster faculty for that year. The six objects for the 1985-86 Cluster are a portfolio of photographs of Chartres Cathedral, an astrolabe (Arabic astronomical instrument), the *Inferno* from Dante's *Divine Comedy*, *La Messe de Notre Dame* by the composer Guillaume de Machaut, the *Commentary on Aristotle's "Categories"*, by Ibn Rushd (Averroes), and the "Rule" written by St. Clare for the daily life of the women of the religious order which she founded.

The special format of the Freshman Cluster is also described fully in the Cluster brochure. Briefly, the Cluster Program makes up half of each semester's work (2 courses out of the normal 4, a total of 4 for the year) for each participating freshman. Two of the four Cluster courses are chosen by the student from the six "Specialty Courses" of the program, one offered by each of the six Cluster faculty.

These Specialty Courses meet distribution requirements in the field of the instructor of each course. The other two courses taken in the Cluster Program are XWRIT 125 and XSEM 100, which together make up the year long "Connections Groups," each group led by one of the six Cluster faculty.

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## Cluster Connections Group Courses

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**XWRIT 125 (1) Connections Group Writing**  
Special sections of the regular College writing course, Writing 125. The Cluster sections of Writing 125 meet the College writing requirement while taking their materials from the subject matter of the Cluster. Required of all Cluster members. Maximum enrollment 15.

*The Cluster Faculty*

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**XSEM 100 (2) Connections Group Seminar**  
A seminar meeting in the second semester to draw together the work of the Cluster. After the Specialty Courses have ended, the meetings of the Connections Group Seminars will be organized primarily around presentation by each seminar member of the findings of her Specialty Course papers. Required of all Cluster members. Maximum enrollment 15.

*The Cluster Faculty*

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## Cluster Specialty Courses for 1985-86

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### XART 100 Chartres Cathedral

The great church at Chartres was the most important center of popular pilgrimage in the High Middle Ages. It eclipsed all other buildings in height and breadth, in the size and the range of themes of its nine sculpted doorways, and in the beauty of its 183 stained glass windows. What prompted the great expansion of scale and the structural daring of the building, and how did medieval technology provide the means for stability over 800 years? How were programs of sculpture and monumental painting on glass adapted for the larger doorways and windows? What do their subjects tell us of medieval views of God, nature, history, and humankind? How was the building used,



and how were the spaces around it developed and controlled? How was the enterprise funded and construction organized? And why did the building survive so relatively unchanged when every other Gothic Cathedral was severely altered, restored, or destroyed?

*Mr. Fergusson*

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### **XHIST 100 The Medieval Cosmos**

Scientists in the Middle Ages, like scientists today, sought to understand the universe through the observation and explanation of natural phenomena. They discussed the structure of the heavens, sketched laws of celestial and terrestrial motion, and tried to discover the rules of scientific reasoning. They devised instruments such as the astrolabe in order to make precise astronomical observations and calculations. We will trace the development of medieval astronomy and physics, beginning with the seminal works of Aristotle, Ptolemy and the Arabs and ending with the dissolution of the medieval cosmos under the influence of Copernicus and Galileo. We will study the courts and universities where scientists worked, and we will also consider the ties of science to medieval technology, art, philosophy, literature, and religion.

*Ms. Dyer*

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### **XLIT 100 Dante's Divine Comedy**

Dante's great poem is a lens through which we may see the central images, issues, and ideals of the High Middle Ages. We will concentrate on the poem's major stylistic and thematic concerns, discussing such topics as Dante's use of his poetic models, his political and theological ideas and their historical context, and his exploration of the possibilities of human and divine love. Because the reader's experience, like Dante's journey, is a progressive education, we will watch the poem's full meaning emerge gradually and retrospectively as we read through it.

*Ms. Jacoff*

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### **XMUS 100 The Science, Art, and Practice of Medieval Music**

As a manifestation of cosmic order, an integral part of worship, and a vehicle for love poetry or political satire, music permeated the fabric of existence in the middle ages. The church calendar and Gregorian chant provided a

shared framework for religious experience and practice. Polyphony grew out of liturgy but expanded into the secular sphere. Musical concord and proportion were seen as sounding representations not only of world harmony but also of the relation of body to soul, and as such, music was the crowning study in the university curriculum. Through studying chant, the development of polyphony, and speculative music theory, in conjunction with group performance of chant, we will come to understand why music was perceived as the ultimate representation of order and thus of beauty in the medieval world.

*Ms. Cumming*

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### **XPHIL 100 Personal Identity and the Rediscovery of Aristotle**

What can we learn about the nature of personal identity by approaching it through the concept most basic to philosophical discussion in the thirteenth century, the neo-Aristotelian concept of "substance?" We will ask such questions as how we can know or say that someone (or some tree or some table or some other "substance") remains the same, retains its identity, despite such changes as growth or movement. Questions about the concept of substance will lead us to equally perennial and even more basic philosophical questions about the nature of human knowledge and language in general. Readings will be primarily from three major neo-Aristotelians of the middle ages: the Islamic philosopher-lawyer Ibn Rushd (Averroes), the Jewish philosopher-physician Moses ben Maimon (Maimonides), and the Christian philosopher-theologian Thomas Aquinas. We will also consider some influential current discussions of identity which reflect recently renewed interest in the medieval approaches.

*Ms. Congleton*

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### **XREL 100 Religion and Politics in High Medieval Culture**

When should religion interfere in politics? How much conformity can a society justly demand? Are material possessions actually a hindrance? Are visions signs of sanctity or of insanity? Questions like these perplexed people in the High Middle Ages, and through primary source readings we will learn something of the responses of many different sorts of people, including heretics, saints, Jews, Muslims,

popes, female mystics, monarchs, theological and political theorists. Even when their answers differ from those we might propose today, their dilemmas provide a "distant mirror" to our own times.

*Ms. Elkins*

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## Directions for Election

The Experimental Freshman Cluster Program is open for election by entering freshmen at the same time that they choose the rest of their freshman program. The materials sent to entering freshmen by the Registrar's Office in the spring will contain a special registration card for students who wish to elect the Cluster Program. This special registration card will have spaces not only for electing the Cluster Program but also for electing courses outside the Cluster to complete her freshman program. Each student who registers for the Cluster will be asked to send in also the regular registration card with an alternative program to be followed in case the Cluster has filled before her registration materials are received. All freshman registration materials will be due no later than June 10, and Cluster enrollment will be limited to 90 on the basis of the date registrations are received in the Office of the Registrar.

Students who become members of the Cluster will be asked to make a choice of Specialty Courses within the Cluster after they have had a chance to look at the cluster materials sent to them in the summer. Cluster members will then choose two of the six Specialty Courses listed above, one from art, literature, or history of religion, and one from music, philosophy, or history of science. Students will be asked in the summer to list the three courses of each of these two groups in order of preference, and these preferences will be followed as far as is compatible with keeping the Specialty Courses equal in size.

In addition to her two Specialty Courses, each Cluster student takes two other units within the Cluster: XWRIT 125 in the first semester and XSEM 100 in the second semester. After the Specialty Course assignments have been determined, students will be assigned to a section of XWRIT 125 and XSEM 100 in such a way as to assure that each section contains students from each of the Specialty Courses other than that of the faculty member leading that section.

Cluster courses are graded according to the regular College grading system described on p. 57, except that it is a Cluster requirement that XWRIT 125 and XSEM 100 be elected on a credit/noncredit basis.

# Geology

Professor: *Andrews<sup>A</sup>*

Associate Professor: *Besancon, Chairman, Thompson<sup>B</sup>*

Instructor: *Weisse*

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## 100 (1) Oceanography

An introduction to ocean science with an emphasis on marine geology. Topics include ocean currents and sediments, ocean basin tectonics and evolution, coral reefs, deep-sea life, and marine resources. No laboratory. *Open to all students.*

*The Staff*

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## 102 (1) (2) Introduction to Geology

An introduction to the basic features of the solid earth and the processes that continue to modify it. Emphasis on the development and impact of the continental drift and plate tectonics theories. Laboratory and field trips include study of minerals, rocks, topographic and geologic maps. *Open to all students.*

*The Staff*

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## 200 (2) Historical Geology

The geologic history of North America and the evolution of life as revealed in the fossil record. Interpretation of paleogeography and ancient sedimentary and tectonic environments. Laboratory and field trips. *Prerequisite: 102 or by permission of the instructor.*

*The Staff*

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## 202 (1) Mineralogy

Introduction to crystallography; systematic study of the rock-forming minerals. Emphasis on geochemical relationships including bonding, solid solution series, and mineral structure. Introduction to optical mineralogy. Laboratory. *Prerequisite: 102 and one unit of chemistry or by permission of the instructor.*

*Mr. Besancon*

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## 206 (1) Structural Geology

Introduction to geometry and origin of rock structure ranging from microtextures and fabrics to large-scale folding and faulting. Emphasis on processes of rock deformation in terms of theoretical prediction and experimental findings. Laboratory and field trips. *Prerequisite: 102 or by permission of the instructor.*

*Ms. Thompson*

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## 207 (2)\* Earth Resources

An introduction to the formation and location of geological resources, especially petroleum and water. Topics will include supply and estimation of reserves, modern exploration and exploitation techniques, and environmental considerations. No laboratory. *Prerequisite: 102 or by permission of the instructor. Not offered in 1985-86. Offered in 1986-87.*

*Mr. Besancon*

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## 304 (2)\* Stratigraphy and Sedimentation

Study of the formation, composition, and correlation of stratified rocks. Emphasis on sedimentary environments, transportation of sedimentary particles, sediment diagenesis, and sedimentary petrography. Laboratory and field trips. *Prerequisite: 202. Offered in 1985-86. Not offered in 1986-87.*

*Ms. Thompson*

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## 305 (1)\* Invertebrate Paleontology

The morphology and evolution of the major fossil invertebrate phyla with discussion of such general topics as functional morphology, origin of species and higher taxa, ontogeny and phylogeny, and animal size and shape relationships. Laboratory. *Prerequisite: 200 or by permission of the instructor. Not offered in 1985-86. Offered in 1986-87.*

*Mr. Andrews*

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## 308 (2) \* Plate Tectonics

An examination of the geological, paleontological, and geophysical arguments underlying the plate tectonic theory of global dynamics. Topics to include: historic controversy over continental drift, evidence from

the ocean basins leading to the concept of sea floor spreading, geophysical evidence for plate boundaries and plate motions, tectonic provinces associated with presently active plate boundaries, applications of plate theory in the interpretation of ancient tectonic provinces. *Prerequisite: 102 and 206. Not offered in 1985-86. Offered in 1986-87.*

*Ms. Thompson*

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### 309 (2) Petrology

Study of the origin and occurrence of igneous and metamorphic rocks with particular reference to modern geochemical investigations. Examination and description of hand specimens and thin sections using the petrographic microscope. Laboratory. *Prerequisite: 202.*

*Mr. Besancon*

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### 310 (2)\* Geometrics

Statistical analysis of geologic data utilizing univariate, bivariate, and multivariate techniques. Development and application of FORTRAN computer programs for the solution of geologic problems. Laboratory includes field mapping and scientific photography. *Prerequisite: 102 and one Grade II unit, or by permission of the instructor. Not offered in 1985-86.*

*Mr. Andrews*

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### 349 (1)\* Seminar. Paleomagnetism

This seminar will focus on the study of the earth's magnetic field as it is recorded in sediments and rocks. Principles of geomagnetism and rock magnetism, laboratory techniques, data reduction and presentation will be laid down early in the course in a lecture format. Various small and large scale tectonic applications and shortcomings of the method will be explored in a seminar format. Topics will include: the origin of the field, field reversals and secular variation, acquisition of remanent magnetizations, secondary overprinting, magnetostratigraphy, magnetic fabrics of sediments and applications to Appalachian and

Cordilleran geology. *Prerequisite: 206 (may be taken concurrently) or by permission of the instructor. Offered in 1985-86. Not offered in 1986-87.*

*Ms. Weisse*

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### 350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

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### 370 (1-2) Thesis 2 to 4

Open only to honors candidates.

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## Cross-Listed Courses

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### Extrdepartmental 112 (1)\* \*\*\*\*

Evolution: Change Through Time. *For description and prerequisite see Extrdepartmental 112.*

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## Directions for Election

In addition to eight units in geology, normally to include 200, 206, 304, and 309, the minimum major requires four units from other laboratory sciences, mathematics, or computer science. All four units may not be taken in the same department. A student planning graduate work should note that most graduate geology departments normally require two units each of chemistry, physics, and mathematics. Biology often may be substituted if the student is interested in paleontology.

The department recommends that students majoring in geology take a geology field course, either 12.051 and 12.052 offered by MIT or a summer geology field course offered by another college.

# German

INTERDEPARTMENTAL MAJOR:

## German Studies

Professor: *Goth, Ward*

Associate Professor: *Hansen (Chairman)*

Assistant Professor: *Kruse*

Lecturer: *Gottschalk<sup>P</sup>*

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The language of the classroom in all courses is almost exclusively German. The student thus has constant practice in hearing, speaking, and writing German.

The department reserves the right to place a new student in the course for which she seems best prepared regardless of the number of units she has offered for admission.

Upon recommendation of their instructor and approval of the chairman, students may proceed from 101 or 102 to 105 or from 104 to 203 at mid-year.

Qualified students are encouraged to spend the junior year in Germany or Austria, either with the Wellesley—Konstanz program, or an approved non-Wellesley program. See p. 63.

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### 100 (1-2) Beginning German 2

An introduction which emphasizes German as it is spoken and written today. Extensive practice in all four skills: listening, speaking, reading and writing. Weekly laboratory assignments with special emphasis on oral expression. Reading of short stories and poetry. Introduction to contemporary life and culture in German speaking countries. Four periods. *Open only to students who do not present German for admission.*

*The Staff*

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### 101 (1) Intensive Review German 2

Intensive practice in listening comprehension, speaking and writing for students with previous knowledge of German. Thorough grammar review. Vocabulary building. Reading and tapes from the intermediate level. Five periods. Entering students must take a placement

exam. To receive credit and to fulfill the language requirement, students must proceed to 103, or with special permission, 105. Three units of credit are given after completion of 101-103 or 101-105.

*Ms. Gottschalk*

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### 102-103 (1-2) Intermediate German 2

Review of grammar and practice in all language skills with special emphasis on idiomatic usage. First semester: thorough grammar review, practice in classroom and language laboratory, reading in contemporary culture. Second semester: extensive composition practice, readings in German history and culture and modern literary texts. Three periods. To receive credit and to fulfill the language requirement, students must take two semesters of work. *Prerequisite: one to two admission units and placement exam or 100.*

*Mr. Kruse, Mr. Hansen*

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### 104-105 (1-2) Studies in Language and Literature 2

Intermediate language study with emphasis on idiomatic usage, vocabulary building, and expository writing. First semester: grammar review, written and oral practice based on literary readings. Second semester: further training in analysis of fiction, poetry, and drama with emphasis on the continued development of language skills. Texts read are on a more sophisticated level than those encountered in 102-103. Three periods. To receive credit and to fulfill the language requirement, students must take two semesters of work. *Prerequisite: two to three admission units and placement exam or, by permission of the department, 100. Permission will be based on a high grade in 100. One may not enter 104-105 after completing 102-103.*

*Ms. Goth*

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### 201 (1) Advanced Grammar and Writing Skills

The course, conducted primarily in German, will emphasize written expression. Grammar review will focus selectively on topics chosen by the group. Writing assignments will relate to cultural issues of modern Germany and call on skills that progress in sophistication from

summarizing ideas or reporting experience (including the conventions of letter-writing) to composing logically argued essays. Vocabulary-building exercises will be included. Does not count as prerequisite for Grade II literature courses. *Prerequisite: 102-103, or 104-105, or placement examination.*

*Mr. Hansen*

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**202 (1) 203 (2) Introduction to German Literature 1 or 2**

Interpretation of selected masterpieces. Short papers with emphasis on stylistics and grammar. First semester: from the Middle Ages to the Enlightenment. Second semester: from the 18th to the 20th century. Texts by Lessing, Goethe, Schiller, the Romantics and the Realists. Both semesters are required for the major. Each semester may be taken independently. Three periods. *Prerequisite: three or more admission units and placement exam, two units of intermediate level German, or by permission of the department, 100. Permission will be based on a high grade in 100 and summer work.*

*Mr. Hansen, Ms. Goth*

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**205 (1) Studies in Romanticism: Literary and Folk Fairy Tales**

The "Kunstmärchen" of the Romantic epoch and its relationship to the folk "Märchen" (Grimm, Andersen, Perrault) and to myth. Religious, social and psychological patterns. Psychoanalytical interpretations of the fairy tale: Freud, Jung, Bettelheim, Fromm. *Prerequisite: 202, 203 or by permission of the instructor. Not offered in 1985-86.*

*Ms. Goth*

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**206 (1) Nineteenth-Century Literature: Women from Romanticism to Realism**

Romanticism and Realism with special emphasis on key women of the period; their interaction with Goethe, the Romantic School and their activities in literature and politics of the Vormärz and into the late 19th century.

The rediscovery of these women by contemporary women authors. Caroline Schlegel-Schelling, Dorothea Schlegel, Karoline von Günderrode, Bettina von Arnim, Rahel Levin Varnhagen, Fanny Lewald, Annette von Droste-Hülshoff and others. Letters, journals, diaries, the salon, as well as novels, novelle and poetry will be examined. *Prerequisite: 202 and 203. Not offered in 1985-86.*

*Ms. Ward*

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**207 (2) Twentieth-Century Literature: The Modern German Novel**

The twentieth-century German novel, its themes, structures and contexts will be studied in works by Thomas Mann, Kafka, Böll, Martin Walser, Grass, and Christa Wolf. *Prerequisite: two Grade II units or by permission of the instructor. Not offered in 1985-86.*

*Mr. Kruse*

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**210 (2) Modern German Drama**

An overview of German literature from the 1880s to the 1960s, focusing on the genre of drama. Discussion of the major literary movements and figures, their social and aesthetic concerns, with attention to dramatic theory as well. *Prerequisite: one Grade II unit.*

*Mr. Hansen*

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**225 (2) Clashing Myths in German Culture (in English)**

Mythology from the Classical and Norse Traditions as a subject of inquiry in modern German thought and as thematic material in opera, literature, philosophy, psychology, and social thought. Includes theories of myth, some classical myths, a study of specific Norse Myths, myth in Wagner, Nietzsche, Hofmannsthal, Freud, Jung, Hesse, Alfred Rosenberg, and Thomas Mann. Course will include listening to two German operas. All texts read in English. *Open to all students. Not offered in 1985-86.*

*Mr. Hansen*

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**227 (2) The Lure of Enchantment: Magic and Fantasy in German Literature (in English)**

This course examines the Grimms' collection of folktales using various interpretive approaches to the material (anthropological, psychological, structural, political). We will trace the influence of themes and structures from this tradition in literature and the development of the supernatural from folkloric magic to the psychologically motivated surrealism in the 20th century. Among other topics, we will study *Tristan and Isolde*, tracing this story from medieval epic through Wagner's 19th-century opera to Thomas Mann's ultimate parody. Texts include works by E.T.A. Hoffmann, Kafka, and Günter Grass. *Open to all students. Not offered in 1985-86.*

Mr. Hansen

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**228 (2) Literature since 1945: Women and Women Authors in the Two Germanies (in English)**

Discussion of the changing role of women in the Federal Republic of Germany and the German Democratic Republic through an analysis of works by representative women writers. The image of women in literature considered within a political/historical context. Attention will also be given to recent trends in literary criticism, including feminist and Marxist approaches. *Open to all students.*

Ms. Ward

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**230 (2) Contemporary Language and Culture in German-Speaking Countries**

Development of advanced German language skills with emphasis on idiomatic communication, both oral and written. Readings will explore current cultural issues and form the basis of class discussions and outside activities. Required of majors whose native language is not German. *Prerequisite: one Grade II unit. Not offered in 1985-86.*

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**304 (2) Goethe**

An introduction to the Goethe era: texts from all phases of Goethe's literary career will be studied in their historical context. Readings will include: poetry, dramatic works including *Faust*, and selections from narrative works. *Prerequisite: 202-203 or by permission of the instructor.*

Mr. Kruse

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**305 (1) Readings in Eighteenth-Century Literature**

The problems and issues of the German Enlightenment and the Storm and Stress movement will be studied in their historical context. Texts by Lessing, Mendelssohn, Herder, Lenz, Wagner, Kant, Goethe and Schiller will be read. *Prerequisite: two Grade II units or by permission of the instructor. Not offered in 1985-86.*

Mr. Kruse

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**306 (1) Nineteenth-Century Literature: The Great Outsiders**

The course will examine four writers, Hölderlin, Kleist, Büchner, Heine, whose careers and works – even though they are now recognized as absolutely central to German literature in the 19th century – were pushed to the periphery during their lifetime. Key texts of these authors will be studied in the context of their time, but also in the light of recent literary attempts to deal with their lives and works. *Prerequisite: 202 and 203.*

Mr. Kruse

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**310 (1) Studies in Poetry**

Study of themes, techniques, and historical background. The development of German poetry from the Baroque to modern times. Close study of key poems by Gryphius, Goethe, Novalis, Rilke, Brecht, Celan and others. *Prerequisite: 202-203 or by permission of the instructor. Not offered in 1985-86.*

Ms. Goth

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**349 (1) Seminar. Freud and the Literary Mind.**

The relevance and the aesthetic potential of Freud's theory to writers of the 20th century. Texts by Freud, and by Hofmannsthal, Schnitzler, Musil, Rilke, Kafka and Thomas Mann. *Prerequisite: one Grade III unit or by permission of the instructor.*

*Ms. Goth*

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**350 (1) (2) Research or Individual Study 1 or 2**

Open by permission to juniors and seniors.

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**370 (1) (2) Thesis 2 to 4**

Open only to honors candidates.

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## Cross-Listed Courses

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**Experimental 200 (2)**

The Folktale. *For description and prerequisite see Experimental 200.*

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**Music 216 (2)**

Wagner's *Ring of the Nibelungen*. *For description and prerequisite see Music 216. Not offered in 1985-86.*

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## Directions for Election

German 100 is counted toward the degree but not toward the major. Intermediate level courses (101, 102-103, 104-105) are considered as Grade I courses and are not ordinarily counted toward the major. Students who begin with 100 and who wish to major in German should consult the department in order to obtain permission to omit the intermediate level and take 202-203. Students who begin with intermediate level work and wish to major may be encouraged at mid-year to advance from 101 or 102 to 105 and from 104 to 203.

Students intending to major in the department are required to take 202-203, 304 or 305 offered in alternate years, 230 or its equivalent, and at least one seminar.

It is strongly recommended that the major include a distribution by approach; that is, at least one period, one genre and one single-author course, and that there be three Grade III units.

Courses in art, music, philosophy, English, literature courses in other foreign language departments, and History 245 are recommended.

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## German Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Hansen*

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The major in German Studies is designed to provide the student with knowledge and understanding of the culture of the two Germanies, Austria and Switzerland by acquiring proficiency in the German language and through the study of the literature, history, philosophy, music and art of these countries.

German Studies is an interdisciplinary major of 8 units that offers students an alternative to the major in German Language and Literature. A student may choose her program from various courses devoted to some aspect of German culture offered by several departments. The course in German literature in English translation (course number and topic may vary) is recommended. To ensure competence in spoken and written German, a minimum of 4 units above the Grade I level must be taken in the German Department. Of these only German 202 and 203 are required. A 350 may not be substituted for one of these 4 units.

Students will have the advantage of working closely with two advisors, one from German and one from another department.

Programs must be approved by the Chairman of the German Department.

For the major in German Studies, two or more courses shall be elected from the following:

**History 236 (1)\***

The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries

**History 237 (1)**

Modern European Culture: The Nineteenth and Twentieth Centuries



History 245 (2)  
Germany in the Twentieth Century

History 357 (2)  
Seminar. Germany in the Twenties

History 358 (1)  
Seminar. Origins of the World Wars

Religion 340 (1)  
Seminar. Judaism: The Holocaust

Music 208 (2)  
The Baroque Era

Music 209 (1)  
The Classical Era

Music 216 (2)\*  
Wagner's *Ring of the Nibelungen*

Seminars in Music may be counted toward the German Studies major as long as the topic is relevant and appropriate. For example:

Music 317 (1)  
Seminar. The Baroque Era

Philosophy 203 (1)  
Philosophy of Art

Philosophy 221 (1)  
History of Modern Philosophy in the Nineteenth Century

Philosophy 223 (2)  
Phenomenology and Existentialism

Philosophy 302 (2)\*  
Kant

The following Political Science courses may be counted toward the major in German Studies if the student does a research project on a topic related to a German speaking country:

Political Science 242 (1)  
Contemporary Political Theory

Political Science 342 (1)  
Marxist Political Theory

# Greek and Latin

Professor: *Lefkowitz (Chairman), Geffcken, Marvin*

Associate Professor: *Starr*

Assistant Professor: *Poliakoff<sup>ni</sup>*

Instructor: *Petrini, Rogers*

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Courses on the original languages are conducted in English and encourage close analysis of the ancient texts, with emphasis on their literary and historical values.

The departments reserve the right to place a new student in the course for which she seems best prepared regardless of the number of units she has offered for admission.

Qualified students are encouraged to spend a semester, usually in the junior year, at the Intercollegiate Center for Classical Studies in Rome. See Directions for Election.

## Greek

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### 102 (1) Beginning Greek

An introduction to Ancient Greek, stressing rapid reading and Greek as an example of a highly inflected Indo-European language. Four periods. *Open to students who do not present Greek for admission.*

*Mr. Petrini*

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### 103 (2) Intermediate Greek

Further development of Greek reading and language skills. Three periods. *Prerequisite: 102 or equivalent.*

*Mr. Rogers*

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### 201 (1) Plato

Apology, Crito, and selections from the Phaedo. Socrates in Plato and in other ancient sources, his position 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. Three periods. *Prerequisite: 102 and 103, or two admission units in Greek, or exemption examination.*

*Mrs. Lefkowitz*

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**205 (2) Homer's *Iliad***

Study of selected books in Greek with emphasis on the oral style of early epic; reading of the rest of the poem in translation; the archaeological background of the period. Three periods. *Prerequisite: 201.*

Mr. Poliakoff

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**302 (1)\* Aeschylus and Sophocles**

Drama as expression of man's conflict with forces beyond his control; the use of mythology to describe the conflict between human institutions and the natural world; innovations in language, metaphor, and metre. Reading of one drama by each author in Greek, others in English. *Prerequisite: 205. Not offered in 1985-86. Offered in 1986-87.*

Mrs. Lefkowitz

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**303 (1)\* Herodotus**

A study of Herodotus and the origins of the Western historical tradition, focusing on his theory of history and his place in the intellectual world of 5th-century Athens. Herodotus' perception of the war between Greece and Persia as a conflict of liberal and absolutist political institutions and values; Herodotus and the origin of the concept of political freedom. *Prerequisite: 205.*

Mr. Petrini

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**304 (2)\* Euripides**

Euripides' exposition of current problems in traditional narrative framework; his development of dramatic form; his exploration of human and political motivation. Reading of one or two plays in Greek, others in English. *Prerequisite: 205.*

Mrs. Lefkowitz

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**305 (1)\* Thucydides**

Contemporary impressions of the political conflicts confronting the state in the late 5th century B.C. Imperialism and the causes of the Peloponnesian War; the flaws in Athenian democracy and the influence of Sophistic argumentation. The attempt to formulate a

scientific approach to history and the rejection of earlier models; the creation of a new prose style. Reading in Greek of selections from Thucydides. *Prerequisite: 205. Not offered in 1985-86. Offered in 1986-87.*

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**349 (2) Seminar**

Greek Lyric Poetry. The development of poetic forms and vocabulary to express individual emotion or communal response. The reevaluation of epic tradition in terms of contemporary experience. Reading from Sappho, Simonides, Pindar, and Bacchylides, and of choral odes from Aeschylus. *Prerequisite: 205. Not offered in 1985-86. Offered in 1986-87.*

Mrs. Lefkowitz

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**350 (1) (2) Research or Individual Study  
1 or 2**

Open to seniors by permission.

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**370 (1-2) Thesis 2 to 4**

Open only to honors candidates who choose to do honors research. For alternate honors program see Directions for Election.

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**Cross-Listed Courses**

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**Classical Civilization 100 (1-2)**

English Grammar and Vocabulary; the Classical Heritage. *For description and prerequisite see Classical Civilization 100.*

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**Classical Civilization 101 (1)\*\***

Classical Literature: An Introduction. *For description and prerequisite see Classical Civilization 101.*

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**Classical Civilization 104 (2)\*\***

Classical Mythology. *For description and prerequisite see Classical Civilization 104.*

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**Classical Civilization 203 (1)\* \*\***

Greek Drama in Translation. *For description and prerequisite see Classical Civilization 203.*

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**Classical Civilization 244 (2)\* \*\*\***

Sport and Ancient Society. *For description and prerequisite see Classical Civilization 244.*

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**Classical Civilization 246 (1)\*\*\*<sup>1</sup>**

Ancient Medicine. *For description and prerequisite see Classical Civilization 246.*

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**Classical Civilization 252 (2)\* \*\*\***

Women in Antiquity. *For description and prerequisite see Classical Civilization 252.*

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**Classical Civilization 328 (2)\*\*\*\***

Alexander the Great. *For description and prerequisite see Classical Civilization 328.*

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**History 150 (2)c\***

The Origins of History. *For description and prerequisite see History 150 c.*

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**History 229 (2)\***

Alexander the Great and the Hellenistic World. *For description and prerequisite see History 229.*

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**History 230 (1)\***

Greek History from the Bronze Age to the Death of Philip II of Macedon. *For description and prerequisite see History 230.*

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**History 231 (1)\***

History of Rome. *For description and prerequisite see History 231.*

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**Religion 298 (2)**

New Testament Greek. *For description and prerequisite see Religion 207.*

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**Latin**

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**100 (1) Beginning Latin**

Fundamentals of the Latin language. Readings from classical and medieval texts. Study of Latin derivatives in English; grammatical structure in Latin and English. Development of Latin reading skills. Four periods. *Open to students who do not present Latin for admission, or by permission of the instructor.*

*Mr. Rogers, Miss Geffcken*

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**101 (2) Intermediate Latin**

Development of reading skills through intensive study of classical authors. Three periods. *Prerequisite: 100.*

*Mr. Petrini*

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**102 (2) Intensive Review**

Survey of grammar and syntax; reading from classical Latin authors. Four periods. *Prerequisite: two admission units in Latin or permission of the instructor.*

*Miss Geffcken*

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**200 (1) Introduction to Vergil's Aeneid**

Study of the poem with selections from Books I-VI in Latin. Three periods. *Prerequisite: 101 or 102, or three admission units in Latin not including Vergil, or exemption examination.*

*Mr. Starr*

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**201 (2) Latin Comedy**

Study of selected plays of Plautus and Terence in the light of ancient and modern theories of the comic. Reading of two plays in Latin, others in English. Three periods. *Prerequisite: 200, or three admission units in Latin.*

*Miss Geffcken*

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**207 (2) Medieval Latin**

The interaction of Christian values and classical modes of thought in literature from 374 to 1374 A.D. Selected readings from prose and poetry. Three periods. *Prerequisite: 200 or 201 or the equivalent, or permission of the instructor.*

*Mr. Starr*

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**221 (1) Catullus and Horace**

The evolution of Latin poetic style during the last years of the Republic and the Augustan Age. Readings from the short poems of Catullus and the Odes of Horace. *Prerequisite: four admission units in Latin or three including Vergil or 200 or 201 or 207.*

*Miss Geffcken*

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**222 (2) Ovid and Petronius**

Narrative art in poetry and prose: Ovid's treatment of human psychology in selections from the *Metamorphoses* and from his other works, Petronius' use of comic technique in the *Satyricon*. *Prerequisite: same as for 221.*

Mr. Starr

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**249/349 (1) Selected Topics**

This course may be taken either as 249 or, with additional assignments, 349.

Topic for 1985-86: Lucretius, *De rerum natura*. Lucretius' re-creation in poetic form of the Epicurean view of human experience. *Prerequisite: 221 or 222 or 249 with different topic or AP Latin score of 5 in the Latin Lyric examination or by permission of the instructor.*

Miss Geffcken

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**302 (2) Vergil's *Aeneid***

The artistic achievement of Vergil in the light of earlier literature, especially Homer and Ennius; Vergil's view of man and the destiny of Rome. *Prerequisite: 249 or by permission of the instructor.*

Mr. Poliakoff

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**308 (1)\* The Struggle for Power in the Late Republic**

The events, life, and thought of the late Republic in the letters of Cicero and in the historical writings of Caesar and Sallust. *Prerequisite: 249. Not offered in 1985-86. Offered in 1986-87.*

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**309 (2)\* Livy**

Livy's vision of Rome, his use of sources, historical judgment, and literary techniques. Readings from selections on early Rome and the Hannibalic War. *Prerequisite: 249.*

Mr. Starr

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**316 (2)\* The Effects of Power and Authority in the Empire**

How Tacitus and Juvenal understood the Roman Empire. Tacitus' career and its effect on his approach to history; his literary techniques. Juvenal's picture of the debasement of Roman society and life. *Prerequisite: 249. Not offered in 1985-86. Offered in 1986-87.*

The Staff

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**350 (1) (2) Research or Individual Study 1 or 2**

Open to seniors by permission.

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**370 (1-2) Thesis 2 to 4**

Open only to honors candidates who choose to do honors research. For alternate honors program see Directions for Election.

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**Cross-Listed Courses**

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**Classical Civilization 100 (1-2)**

English Grammar and Vocabulary: the Classical Heritage. *For description and prerequisite see Classical Civilization 100.*

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**Classical Civilization 101 (1)\*\***

Classical Literature: An Introduction. *For description and prerequisite see Classical Civilization 101.*

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**Classical Civilization 104 (2) \*\***

Classical Mythology. *For description and prerequisite see Classical Civilization 104.*

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**Classical Civilization 203 (1)**

Greek Drama in Translation. *For description and prerequisite see Classical Civilization 203.*

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**Classical Civilization 244 (2)\* \*\*\***

Sport and Ancient Society. *For description and prerequisite see Classical Civilization 244.*

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**Classical Civilization 246 (1)\*\*\*\***

Ancient Medicine. *For description and prerequisite see Classical Civilization 246.*

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### Classical Civilization 252 (2)\*

Women in Antiquity. *For description and prerequisite see Classical Civilization 252.*

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### History 231 (1)\*

History of Rome. *For description and prerequisite see History 231.*

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## Directions for Election

To fulfill the distribution requirement in Group A, students may elect any courses in Greek or Latin except History 150, 229, 230, 231, 331; Classical Civilization 100, 244, 246, [251] 252 (except for CLCV 100 these courses may be elected to fulfill the requirement in Group B). The following may not be counted toward the major in Greek or Latin: Classical Civilization 100, 101, 104, 203, 244, 246, [251], 252, 328. History 150, 229, 230, 231.

All students majoring in Greek must complete four units of Grade III work.

All students majoring in Latin are required to complete 302 and at least two units of the following: 308, 309, 316, 349.

Latin students who offer an AP Latin score of 5 in the Latin Lyric examination should normally elect 249; an AP score of 5 or 4 in the Vergil examination usually leads to 221 but a student with a score of 4 in AP Latin Lyric examination should consult the Chairman regarding placement.

Students majoring in Greek or Latin are advised to elect some work in the other language. It should be noted that work in both Greek and Latin is essential for graduate studies in the classics.

Courses in ancient history, ancient art, ancient philosophy, and classical mythology are recommended as valuable related work. Students interested in a major in Classical and Near Eastern Archaeology are referred to p. 117 where the program is described.

Students who wish to focus a classical major on ancient civilization can plan with the department an appropriate sequence of courses, which should include work in art, history, philosophy, and literature. Such a program should always contain at least four units

of work in the original language. Basic knowledge of French or German is recommended. For details on the Classical Civilization major, see p. 116.

The departments offer a choice of two plans for the Honors Program. Plan A (Honors Research, see 370 above, carrying two to four units of credit) provides the candidate with opportunity for research on a special topic and the writing of a long paper or several shorter papers. Plan B provides an opportunity for the candidate to show through examinations at the end of her senior year that she has acquired a superior grasp, not only of a basic core of texts, but also of additional reading beyond course requirements. Plan B carries no course credit, but where appropriate, students may elect a unit of 350 to prepare a special author or project which would be included in the Honors examinations.

Honors candidates who are Classical Civilization majors should elect Plan B.

The College is a member of the Intercollegiate Center for Classical Studies in Rome, a program for American undergraduates in classical languages, ancient history and topography, archaeology and art history. Majors, especially those interested in Roman studies, are urged to plan their programs so as to include a semester at the Center in the junior year.

# History

Professor: *Auerbach*<sup>A</sup>, *Cohen*, *Cox*<sup>A2</sup>,  
*Preyer*, *Robinson*

Associate Professor: *Jones (Chairman)*,  
*Tumarkin*<sup>A</sup>, *Knudsen*

Assistant Professor: *Gouda*, *Dyer*, *Saad*,  
*Fitzpatrick*, *Lubkin*<sup>P</sup>

Barnette Miller Visiting Professor: *Wimm*

Kathryn W. Davis Visiting Professor in  
Slavic Studies: *Naimark*

Instructor: *Rogers*

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## 100 (1) (2) Medieval and Early Modern European History

A study of the major ideas and institutions that have shaped Western civilizations from the "grandeur that was Rome" to the Age of the Renaissance and Reformation. Emphasis upon the different "lifestyles" of successive Western societies and upon the processes of social change in the history of Western Europe. Introduction to the techniques of historical analysis and to problems in the interpretation of historical evidence through extensive use of original sources. *Open to all students.*

*Mr. Cox, Mr. Lubkin*

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## 101 (1) (2) Modern European History 1

An introduction to European history from 1600 to the present, designed to aid the student in formulating historical judgments about the significance of representative institutions, the scientific revolution, the Enlightenment, the French Revolution, industrialization, imperialism, world wars, totalitarianism. *Open to all students.*

*Mr. Knudsen, Ms. Gouda*

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## 102 (1) The American Experience

An introduction to the social, cultural, political, and economic forces that have shaped American history, including colonization, slavery, immigration, civil conflict, industrialization, and international relations. *Open to all students.*

*Mrs. Preyer*

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## 103 (1) Introduction to Non-Western History

An introduction to world history focusing on major trends and developments outside Europe. Discussion of the delineation of world cultures in ancient, medieval and modern times. Emphasis on comparative themes in each period, from the Middle East and Africa to India, China and the Far East. Concludes with discussion of Afro-Asian responses to European colonialism, including such major topics as nationalism, socialism and non-alignment. *Open to all students.*

*Mr. Saad*

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## 150 (1) (2) Colloquia

For directions for applying see p. 76. *Open by permission to a limited number of freshman and sophomore applicants.*

### (1) b. China in Outside Perspective

Can another people's historical or cultural experience be understood in its own terms by an outsider? Or does the outsider's outsider-ness place definite limits upon cross-cultural understanding? Many Westerners who went to China in the 20th century stayed for long periods, became deeply engaged in the revolutionary changes that were taking place, and then wrote accounts (often highly personal) of their experiences. What we can learn from these accounts about China—and what the accounts tell us about the outsiders themselves (many of them Americans)—will be the central problem explored in this course. Readings will be drawn from autobiography, fiction, personal memoirs, and journalism.

*Mr. Cohen*

### (1) d. Henry VIII: Wives and Policy

A study of the relationship between Henry's matrimonial ventures (all six) and issues of domestic and foreign policy during his reign. The colloquium will be structured around the BBC television series (6 films, 90 minutes each) called "The Six Wives of Henry VIII." Recent scholarly works, including biographies where possible, and 16th-century sources will provide historical materials for comparison with and contrast to the dramatic presentations. *Not offered 1985-86.*

*Mrs. Robinson*

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(2) c. The Origins of History

An introduction to Ancient Greek, Roman, and Christian Historiography. The analytical methods, literary techniques, and philosophical goals of Thucydides, Tacitus, and Eusebius among other historians will be examined within the relevant historical contexts and compared to the concerns of modern historians.

Mr. Rogers

(2) l. Karl Marx in His Times

Critical introduction to the life, writings, and activities of Karl Marx in the setting of German and European history. Problems to be considered: Marx as young Hegelian; life within the exile communities of Paris, Brussels, and London; Marx in the revolutions of 1848; the critique of capitalism; the friendship with Friedrich Engels; exile in Victorian England; Marx in the Second International; Marxism in the European labor movement; revisionism before World War I; Marx and Lenin. *Not offered in 1985-86.*

Mr. Knudsen

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221 (1) The Real and the Imagined:  
European Social History 1300-1700

An exploration of social history in late medieval and early modern Europe. The course analyzes conditions of life, strategies for survival, and ideals of achievement in Italy, France, and England during this crucial period of transition from "medieval" to "modern" culture. Particular emphasis is given to physical context (urban vs. rural) and social organization (aristocratic vs. "middle class" vs. peasant). The primary goal of the course is to understand how people living in Europe during this period interpreted the world in which they lived.

Mr. Lubkin

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222 (2) Classical and Early Medieval  
Intellectual History

A history of Western thought from its pre-Socratic origins to Boethius. Emphasis will be placed on the living issues of thought in the pre-Socratics, Plato, Aristotle, the Stoic and Epicurean philosophers, the Bible and the Church Fathers, among others. *Open to freshmen and sophomores who have taken 100 or related work in literature or philosophy, and to juniors and seniors without prerequisite.*

Mrs. Chaplin

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223 (2) Science and Medicine from the  
Middle Ages to the Scientific Revolution

A survey of developments in science and medicine between 500 and 1700. The course will trace the classical tradition in natural philosophy inherited from Antiquity, its transformation in the high Middle Ages, and the emergence of new explanatory systems during the 16th and 17th centuries. Authors to be read include Albertus Magnus, Oresme, Leonardo, Paracelsus, Copernicus, Vesalius, Francis Bacon, Galileo, Harvey, Descartes, and Newton. *Prerequisite: same as for 232. Not open to students who have taken [258]. Not offered in 1985-86.*

Ms. Dyer

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229 (2)\* Alexander the Great and the  
Hellenistic World

This course will survey the achievements of Alexander and the culture of the world he influenced. The personality and career of Alexander will be examined as well as the innovations he introduced into the Western world: new concepts of kingship, political organization, and brotherhood among diverse ethnic groups. Also, the characteristic developments of the Hellenistic world in the areas of kingship, religious syncretism, and science will be surveyed against the background of growing Roman power.

Mr. Rogers

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**230 (1)\* Greek History from the Bronze Age to the Death of Philip II of Macedon**

A survey tracing 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.

*Mr. Rogers*

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**231 (1)\* History of Rome**

An introduction focusing on Rome's cultural development from its origins as a small city state in the 8th century B.C. to its rule over a vast empire extending from Scotland to Iraq. Topics for discussion will include the Etruscan influence on the formation of early Rome, the causes of Roman expansion throughout the Mediterranean during the Republic, and the Hellenization of Roman society. Also, 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 will be examined. *Open to all students. Not offered in 1985-86. Offered in 1986-87.*

*Mr. Rogers*

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**232 (2) The Medieval World, 1000 to 1300**

An introduction to the history and culture of Europe during the High Middle Ages, for students interested in art, literature and philosophy as well as history. The attempt to create a Christian commonwealth will be examined, together with its effects upon feudal monarchy, knights and chivalry, peasants, townsmen and students. Life in castles, in manors, in villages and towns will be seen in relation to political, religious and social ideas as expressed in contemporary sources, including art and literature. *Open to qualified freshmen and sophomores (see Directions for Election) and to juniors and seniors without prerequisite. Not offered in 1985-86.*

*Mr. Cox*

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**233 (1) Renaissance Italy**

Italian history and culture from the age of Petrarch and Boccaccio to the age of Michelangelo and Machiavelli. The new urban civilization of late medieval Italy as a background to the developments in art, literature, and philosophy of the Renaissance. Topics to be discussed include the commercial revolution, the impact of the Black Death, republicanism and the growth of civic humanism, patronage and art, the rise of the court, theories of princely power, and Counter-Reformation culture. *Prerequisite: same as for 232.*

*Ms. Dyer*

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**234 (2) Renaissance and Reformation in Western Europe**

Culture and society in continental Europe between 1300 and 1600. The crises of the 14th century and the ways in which Renaissance and Reformation thinkers attempted to solve the problems of medieval Church and state. Topics to be discussed include the Black Death, humanism and art, the Renaissance papacy, and the religious upheavals of the 16th century. *Prerequisite: same as for 232. Not offered in 1985-86.*

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**235 ( ) Intellectual History of the Middle Ages and Renaissance**

A survey of European thought from Augustine to Francis Bacon. The transformation of classical ideas in medieval Christendom and their re-emergence in the new secular culture of Renaissance Europe. Reading largely from primary sources, including Augustine, Boethius, Anselm, Abelard, Bonaventure, Aquinas, Ockham, Petrarch, Montaigne. *Prerequisite: same as for 232. Not offered in 1985-86.*

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**236 (1)\* The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries**

A comparative survey of Enlightenment culture in England, France, and the Germanies. Topics to be considered include skepticism, the scientific revolution, classicism in art, the formation of liberal society, the differing social



structure of intellectual life. The approach is synthetic, stressing the links between philosophy, political theory, art, and their historical context. Among the authors: Locke, Hume, Voltaire, Diderot, Rousseau, Lessing, Kant, Goethe. *Prerequisite: same as for 232. Not offered in 1985-86.*

Mr. Knudsen

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**237 (1) Modern European Culture: The Nineteenth and Twentieth Centuries**

A survey of European culture from the French Revolution to the post-World War II period, from idealism to existentialism in philosophy, from romanticism to modernism in art and literature. As with 236, emphasis is placed on the social and historical context of cultural life. Among the authors: Wordsworth, Hegel, Marx, Mill, Nietzsche, Freud, Merleau-Ponty. *Prerequisite: same as for 232.*

Mr. Knudsen

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**238 (1) English History: 1066 and All That**

From the coming of the Anglo-Saxons through the coming of Henry Tudor. This survey will study some of the traditional heroes and villains, such as Alfred the Great, William the Conqueror, Richard the Third; church and churchmen, such as Bede, Becket, and Beaufort; developments into and away from feudal monarchy; aspects of sociopolitical history, including baronial and peasant uprisings; and selected cultural achievements. *Open to qualified freshmen and sophomores (see Directions for Election), to sophomores who have taken 100 or are concentrating in English literature, and to juniors and seniors without prerequisite.*

Mrs. Robinson

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**239 (2) English History: Henry VIII and Elizabeth I**

The first part of the course will focus on Henry VIII: the court and chivalry; connubial bliss and the church; T. Cromwell and the Commonwealth; the children. Part II will focus on Elizabeth: the Commons, courtiers, and courting; confrontations, domestic and

foreign; colonial adventures; culture. Analysis of several of the B.B.C. films on The Wives of Henry the VIII and on Elizabeth the Queen. *Prerequisite: 238 or same as for 238. Not open to students who have taken 150d.*

Mrs. Robinson

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**240 (2) English History: Victorians and Edwardians**

The 19th and early 20th centuries, emphasizing the interplay of individuals and groups confronted with historically unprecedented changes in their material and intellectual world. Exploration of the transformation of a basically agrarian, hierarchical, traditional society into an industrial, class-divided, secular world power. *Open to qualified freshmen and sophomores (see Directions for Election), to students who have taken 101 or 239, to sophomores concentrating in English literature, and to juniors and seniors without prerequisite.*

Mrs. Robinson

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**241 (1) Women in European History**

A survey of women in European history from the enlightenment to the present, focusing on such issues as women's legal, economic and affective position within the family, motherhood, religiosity, artistic expression, trends in female labor force participation, education, and the struggle for political rights or "equality of regard." Throughout careful attention will be devoted to the difference and/or commonalities in the lives of particular groups of women owing to their location in the class structure as well as their national origins. *Open to all students.*

Ms. Gouda

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**242 (2) France in the Splendid Century**

French history and culture, 1600-1715. Louis XIV and the palace-city of Versailles, both as a technique of government and as an expression of political theology and aesthetic ideas, will be studied against the background of religious wars and rebellion during the first half

of the century. The art, architecture, literature and drama of the "Classical Age" will complete this picture of the France that became the wonder and the terror of its time. *Prerequisite: same as for 232. Not offered in 1985-86.*

Mr. Cox

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**243 (1) The Enlightenment, the French Revolution, and Napoleon**

The history and culture of France, 1715-1815. Monarchical splendor, lordly pleasures, the new urban culture, and the pursuit of happiness and reform, as seen in art, architecture and letters during the Age of Voltaire and Rousseau. Analysis of the causes and events of the Revolution, the effort to create a Republic of Virtue, the rise of Napoleon and the creation of the Napoleonic Empire. Napoleon himself will be studied as one of the more fascinating and enigmatic phenomena in modern European history. *Prerequisite: same as for 232.*

Mr. Cox

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**244 (2) History of Modern France, 1815-Present**

Starting with the restoration of the monarchy this course will explore the interaction between the revolutionary tradition and reactionary factions in French politics, the eruption of revolution in 1830 and 1848, the Commune in 1870 and the emergence of a politicized labor movement and its connections to international Marxism. In the 20th century attention will be devoted to the fate of France during World War I, the United Front in the interwar years, and political alignments during World War II; France's economic takeoff in the postwar era, the Algerian crisis, and the student protests of the 1960s. Not open to those who have taken 245. *Prerequisite: same as for 232.*

Ms. Gouda

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**245 (2) Germany in the Twentieth Century**

An examination of German politics, society, and culture from World War I to the present. The course concentrates on the greater German language area – including the contemporary Federal, German Democratic, and Austrian republics – and explores the German response to pressures felt throughout Western Europe. Not open to those who have taken 244. *Prerequisite: same as for 232.*

Mr. Knudsen

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**246 (1) History of Russia from Peter the Great to 1917**

Political, socio-economic, cultural, and intellectual history of Imperial Russia. Focus on the development of the autocracy and state in the 18th and 19th centuries, as well as on serfdom, bureaucracy and absolutism. Opposition movements and the revolutions of 1905 and 1917 will also be examined.

Mr. Naimark

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**247 (2) History of the Soviet Union, 1917 to the Present**

The impact of the Bolshevik revolution on Russia; the rule of Lenin and Stalin; purges, industrialization, and the "Great Fatherland War." Examination of political, social, and economic history of the USSR during the Cold War and detente. Analysis of recent Soviet Arms and Arms Control Policy in historical context.

Mr. Naimark

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**248 (1) Europe in the Twentieth Century**

An interpretative study of modern Europe emphasizing social change and the development of new modes of thought and expression. Topics include: communism, fascism, nationalism; Freud; changing artistic and intellectual perceptions; the mass media. *Open to sophomores, juniors, and seniors. Not offered in 1985-86.*

Ms. Timarkin

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**250 (1) The First Frontier**

The adaptation of the English, Europeans, and Africans to the alien environment of North America in the 17th century. Analysis of the formation of colonial settlements, problems of survival and leadership, relations with Indian cultures, the creation of new societies in the New World. *Open to sophomores, juniors, and seniors without prerequisite. Not offered in 1985-86. Offered in 1986-87.*

Mrs. Preyer

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**251 (2) The United States in the Eighteenth Century**

The transformation of society, culture, and politics in the era of the American Revolution, 1750-1820. *Open to sophomores, juniors, and seniors without prerequisite. Not offered in 1985-86.*

Mrs. Preyer

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**252 (1) The United States in the Nineteenth Century**

An introduction to the century of the Industrial Revolution; westward expansion; maturation of the southern slave economy; civil war; and the first organized efforts of Afro-Americans, women, and workers to achieve full political and economic rights. *Prerequisite: same as for 246.*

Ms. Fitzpatrick

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**253 (2) The United States in the Twentieth Century**

Selected 20th-century issues and problems, with emphasis on the responses of Americans and their institutions to social change. *Prerequisite: same as for 246.*

Ms. Fitzpatrick

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**255 (1-2) Intellectual History of the United States**

The ideas associated with the development of American culture as they are embodied in political thought, religion, the arts, philosophy and social institutions from the colonial period to the present time. First semester to Civil War, second semester to the present. Either semester may be elected independently. *Open to sophomores, juniors and seniors.*

Mrs. Preyer

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**257 (2) Women in American History**

A survey of women in American history, from the colonial period to the present, focusing on the family, education, patterns of paid and unpaid labor, creative women, images of women in the popular media, women's rights, and feminism. Special emphasis on class, ethnic, racial, and religious differences among American women, as well as their common experiences. *Open to all students.*

Ms. Jones

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**262 (1) Modern Latin America**

The history of Latin America from 1830 to the present, stressing the efforts of Latin American nations to come to terms with political independence and economic dependence. Topics to be considered include nation-building and authoritarian rule, export economies and industrialization, social structure and social change, reform and revolution, external influences and internal conflicts. *Open to all students.*

Mr. Winn

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**266 (2) History of West Africa**

A study of West African history from medieval times to the present. Beginning with the medieval empires of Ghana, Mali and the Songhai, we will trace the fortunes of the West African subcontinent before and after the European expansion. Topics to be discussed include the long history of Timbuktu and of the cities of Yorubaland and Hausaland. Some attention to the impact of the slave-trade and the emergence of 'legitimate commerce'. Concludes with the emergence of the nationalist movements and the independence of the modern West African states. *Open to all students. Not offered in 1985-86.*

Mr. Saad

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**267 (2) African Historical Traditions**

An introduction to African history and culture in its traditional dimension. Discussion of various aspects of history and culture, from art and architectural achievements to literature and belief systems. Case study of societies which have preserved a rich heritage of oral traditions about their founders and heroes and about their kings and ancestors. The purpose of the course is to introduce that variety

and unity of African historical traditions from Mali and Yorubaland in West Africa, to Ethiopia and the Swahili coast in East Africa, to Zimbabwe and Zululand in southern Africa. *Open to all students. Not offered in 1985-86.*  
*Mr. Saad*

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#### 268 (1) Africa in the Modern World

Modern history of Africa from the mid-19th century to the present. Analyzes the origins, growth and breakdown of colonialism with emphasis on traditionalist and modernist African responses. Examines the rise of nationalist and liberation movements and the emergence of new states. Discussion of post-independence problems and special attention to the current crisis in southern Africa. *Open to all students.*

*Mr. Saad*

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#### 269 (1) History of the Islamic World

History of the Middle East from the rise of Islam to World War I. The first half of this course (600-1300) surveys the classical age of Islamic civilization and the early Islamic dynasties. Topics include: the rise and spread of Islam, the development of social and political institutions, the relationship of religion to state, and Islamic science and philosophy. The second half of the course (1300-1914) concentrates on the later Islamic states (Ottoman, Safavid, and Mughal) and their interaction with Europe. Special emphasis on the Ottoman Empire as the background to the Middle East in the 20th century. *Open to all students.*

*Mr. Saad*

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#### 271 (2) Japanese History

Japanese history from earliest times to the present, focusing on the modern period (since 1600). Special consideration will be given to cross-cultural comparison (Japanese and European feudalism, Japanese and Chinese responses to encounters with the modern West), factors contributing to Japan's rapid economic growth in the 19th century and the development of ultranationalism and militarism in the 20th, cultural and intellectual trends, World War II and the postwar recovery, problems faced by Japan in the future. *Open to all students.*

*Mr. Cohen*

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#### 275 (1) Late Imperial Chinese History

After a brief survey of earlier developments in Chinese history, the course will focus on the period from late Ming (ca. 1600) to the eve of the revolution of 1911. Emphasis will be placed on both internal and external sources of change: the growing commercialization of Chinese society, unprecedented population expansion, the doubling of the size of the Chinese empire in the 18th century, indigenous intellectual and cultural developments, the political-economic-intellectual impact of the West and the progressive breakdown of Chinese society and polity in the 19th century. *Open to all students.*

*Mr. Cohen*

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#### 276 (2) China in Revolution

An introduction to the revolutionary changes that have swept China in the 20th century. Among topics to be covered: the revolution of 1911 and its meaning; warlordism and the militarization of Chinese politics; May Fourth cultural, intellectual, and literary currents; Chiang Kai-shek and the Kuomintang; Mao Zedong and the early history of the Communist movement; social and economic changes; World War II; the Communist triumph in 1949 and major developments of the last 30 years; future problems. *Open to all students.*

*Mr. Cohen*

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#### 284 (2) Modern History of the Middle East

A study of the rise of the modern Middle Eastern states against the background of the disintegration of the Ottoman Empire. Focus will be on a series of important transformations, such as the rise of Muhammad Ali in Egypt, the Ottoman reforms of the 19th century and the realignments which came in the wake of the two world wars. A survey of the colonial interlude and the emergence of nationalist movements, concluding with a historical overview of the Mideast conflict. *Open to all students.*

*Mr. Saad*

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**309 (1) Social History of the United States, 1600 to 1850**

The evolution of American society from a few scattered colonial settlements along the East Coast to an industrializing, culturally and racially diverse nation that spanned the continent. Students will apply theories and models of social organization to selected topics covering the period from 1600 to 1850, including New England community life, the emergence of Afro-American culture, beginning of the Industrial Revolution, and political turmoil that preceded the Civil War. *Open to juniors and seniors who have taken two units of history or by permission of the instructor.*

*Ms. Jones*

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**310 (1) Social History of the United States, 1850-1985**

The development of American society in terms of changing family organization, socioeconomic class structure, patterns of work and leisure time activities, industrialization, urbanization, ethnic groups, and social and geographical mobility: 1850 to 1980. *Open to juniors and seniors who have taken two units of history or by permission of the instructor. Not offered in 1985-86.*

*Ms. Jones*

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**313 (2) Development of American Law**

Law and culture in early American society, the transfer of English law and legal cultures to the American colonies and their modification in a new environment, the nature of legal changes following the American Revolution and the function of law and legal institutions in the context of rapid social and economic change during the 18th and 19th centuries. (See History 340 which is a sequential seminar offered in the second semester.) *Open to juniors and seniors Not offered in 1985-86.*

*Mrs. Preyer*

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**314 (1) America in the Progressive Era**

An exploration of American society from 1890-1920 that focuses on the impact of urban, industrial growth and the vibrant movements for social reform. Many of the issues that confronted the Progressives are still with

us today. Political corruption, prison conditions and prisoner rights, the environment, muckraking, the power of corporations, juvenile delinquency and women's rights are among the topics to be considered. *Open to juniors and seniors.*

*Ms. Fitzpatrick*

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**315 (2) America in the 1960s**

This course will examine one of the more turbulent decades in recent American history. The "New Frontier," the "Great Society" and the early Nixon years will be explored along with the varied manifestations of political and social unrest. Civil Rights, the crisis in the nation's cities, the evolution of America's involvement in Vietnam and the impact of the war at home will be stressed. Not open to those who have taken 254. *Open to juniors and seniors.*

*Ms. Fitzpatrick*

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**316 (1) Eastern Europe since 1945**

Survey of major developments in Eastern Europe from Soviet occupation during WWII to the history of "Solidarity" in Poland. Other major points of focus include Tito-Stalin split, East German and Hungarian uprisings, Polish "October" and invasion of Czechoslovakia. Social and economic change within the "bloc" will also be considered.

*Mr. Naimark*

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**330 (1) Seminar. Medieval Heroes and Heroines**

Leadership (both secular and religious) and concepts of leadership in European society between the 5th and 16th centuries. An introduction to mythological and historical definitions of the "hero" since earliest times, followed by an investigation, primarily based upon medieval chronicles and biographies, of the ways in which heroic figures in premodern European history have changed with the changing conditions for successful leadership. *Open to qualified juniors and seniors by permission of the instructor (see Directions for Election).*

*Mr. Cox*

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**333 (2) Seminar. Renaissance Florence**

The Florentine Renaissance was a period of social upheaval, political constriction, economic depression, and religious uncertainty. In what ways did the social, political, and economic crises serve as the background and impetus to the intellectual and artistic flowering? We will approach this question by examining the structure of Florentine society, and in particular the life and mentality of the patrician families whose patronage and protection fueled the "golden age" of Florentine culture. *Prerequisite: same as for 330.*

*Ms. Dyer*

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**334 (2) Seminar. The Renaissance Court**

Princes, courtiers, artists, and humanists; the court of the Renaissance was filled with remarkable personalities and their achievements. This seminar focuses on the period from the late 14th to the late 16th centuries, concentrating on Italy but also bringing in material from France and England. We will examine the historiography of courts, the functions of a court, and the emergence of courts as central institutions during this period. *Prerequisite: same as for 330.*

*Mr. Lubkin*

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**335 (2) Seminar. Jefferson**

Analysis of the life, philosophy and public career of Thomas Jefferson in the context of the 18th century Enlightenment in Europe and America. *Prerequisite: same as for 330.*

*Mrs. Preyer*

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**336 (1) Women in the American South, 1830-1980: A Collective Portrait in Black and White**

This course will examine patterns of shared and divergent experiences among southern women as shaped by class and racial factors. Topics include black-white relationships under slavery; women's roles during the Civil War and Reconstruction; the sharecropping family; urban in-migration; the impact of federal relief policies on women as wives and workers; and the Civil Rights and feminist movements, southern-style. *Prerequisite: same as for 330. Not offered in 1985-86.*

*Ms. Jones*

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**337 (2) Seminar. The United States and Latin American Revolutions**

Exploration of the historical interactions between the United States and revolutionary movements in 20th century Latin America, from Mexico and Cuba to Chile and Nicaragua. The internal dynamics of revolutionary process, the intentions and impact of external influence and foreign intervention, the roles of ideology and interest, national ambition and international rivalry, considered in historical context. *Prerequisite: same as for 330.*

*Mr. Winn*

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**338 (2) Seminar. The United States and Israel**

Explorations in the history of an uneasy relationship between two nations and especially its Jewish peoples, from World War I to the present. Among issues to be considered are the Zionist justification for a Jewish state, and the impact of the Balfour Declaration, Naziism, the Holocaust, the birth of Israel, and the Arab-Israel conflict on American policy. The relations of American Jews to issues of Jewish statehood will be carefully scrutinized. *Open by permission of the instructor. Not offered in 1985-86.*

*Mr. Auerbach*

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**339 (1) Seminar. American Jewish History**

The development of American Jewish life and institutions since the era of mass immigration, with particular attention to the tension between Old World and American Jewish cultures. Historical and literary evidence will guide explorations into the social, psychological, and political implications of Jewish minority status in the United States. *Open by permission of the instructor. Not offered in 1985-86.*

*Mr. Auerbach*

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**340 (2) Seminar. American Legal History**

Selected topics relating to the development of American law and legal institutions during the 18th and 19th centuries. Emphasis on several group research projects by the class; normally a continuation of History 313 but open to other qualified juniors and seniors by permission of the instructor. *Not offered in 1985-86.*

*Mrs. Preyer*

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**341 (1) Seminar. The Nature and Meanings of History**

Introduction to modern historical writing with an emphasis on the tendencies and counter-tendencies in the 20th-century European tradition. Particular concern with patterns of historical explanation as adopted by practicing historians: individual and collective biography, demography and family reconstruction, psycho-history, Marxism. *Open to qualified juniors and seniors by permission of the instructor.*

*Mr. Knudsen*

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**342 (2) Seminar. Imperialism and Dependency in the Third World**

Theoretical approaches to the economic and political expansion of Europe and the United States since the 19th century. Analyzes the emergence of dependency relations in Africa, Asia, and Latin America during the present century. Discussion of development theory and its applications in contemporary Third World history. Due attention to recent trends such as the rise of oil prices and the growing trend towards global interdependence. *Prerequisite: same as for 330.*

*Mr. Saad*

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**345 (2) Seminar. China's Current Reforms in Historical Perspective**

In the years since Mao Zedong's death in 1976, China has initiated wide-ranging reforms in the economic, political, legal, educational, and cultural spheres. One way of analyzing these reforms—their causes and objectives, the problems they have encountered, their likelihood of success—is by comparing them with earlier patterns of Chinese reformism. After initial examination of the post-Mao reforms, the seminar will study major reform

efforts of the 19th century, the reforms immediately preceding and succeeding the 1911 Revolution, and the reforms attempted under the Kuomintang in the 1930s. Distribution of seminar time between the post-Mao reforms and earlier Chinese reform efforts will depend on the interests of the class. *Open to juniors and seniors who have taken 275, 276, or Political Science 208, or by permission of the instructor.*

*Mr. Cohen*

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**346 (2) Seminar. History of Sino-American Relations**

Possible topics to be covered: the treatment of Chinese in California and U.S. exclusion legislation, the rhetoric and reality of the Open Door, American intellectual and cultural influence on China in the 1920s and 1930s, China and the U.S. as allies during World War II, American intervention in the Chinese civil war, McCarthyism and the reemergence of anti-Chinese feeling in the 1950s, the Nixon opening and the renewal of diplomatic relations, current and future problems in Sino-American relations. *Prerequisite: same as for 330. Not offered in 1985-86.*

*Mr. Cohen*

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**350 (1) (2) Research or Individual Study 1 or 2**

Open by permission to juniors and seniors.

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**351 (1) Seminar. The "Woman Question" in Victorian England**

A study of the literature about, and the struggles for, the emancipation of women: personal, legal, educational, professional, political. Major sources will be the periodical literature from the 1850s onward, and recent scholarly works. *Prerequisite: same as for 330.*

*Mrs. Robinson*

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**352 (2) Seminar. Labor and Working Class Culture in Modern Europe**

A comparative history of various European nations, among them France, England, the Low Countries and Germany since the beginning of industrialization. While the French Revolution changed the nature of political authority, industrialization, as it first occurred

in England during the 18th century, revolutionized many of the prevailing productive and social relationships. Emphasis will be placed on social and demographic developments, changes in social structure and the family, working class conditions and popular culture. *Open to juniors and seniors.*

Ms. Gouda

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### 356 (2) Russia at War

For the Soviet Union the Second World War was a harrowing ordeal whose memory is still invoked by Soviet leaders and Western observers to explain current political behavior. This seminar will explore in depth this formative period of Soviet history, and will include the following topics: the Nazi-Soviet pact; the siege of Leningrad; the Western alliance; U.S. and British perceptions of the U.S.S.R. during the war; wartime propaganda and culture. *Open by permission of the instructor to juniors and seniors who have taken history 247. Not offered in 1985-86.*

Ms. Tumarkin

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### 357 (2) Seminar. Germany in the Twenties

Introduction to the Weimar Republic from its revolutionary beginnings in 1918 until the Depression and the Nazi takeover. Course will study the politics, society and culture of the 1920s using memoirs, plays, films, novels and pamphlets. Not open to those who have taken [150j]. *Prerequisite: same as for 330. Not offered in 1985-86.*

Mr. Knudsen

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### 358 (1) Seminar. Origins of the World Wars

A comparative study of the literature and the historians' debates about the coming of war in 1914 and again in 1939. The alleged underlying origins, some of the precipitating crises, and the roles of the various powers will be examined. Special attention will be given to the equivocal position of Great Britain in both the pre-World War I and pre-World War II years. *Prerequisite: same as for 330.*

Mrs. Robinson

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### 359 (1) Seminar. Russia after World War II

How did the U.S.S.R. achieve the status of a great power and at what cost? This seminar will explore such topics as: the politics of de-Stalinization; Khrushchev and Brezhnev as leaders; Soviet relations with China, the West and the Third World; Solzhenitsyn, Sakharov and other dissident writers; hooliganism, alcoholism, religious revivals. *Open by permission of the instructor to juniors and seniors who have taken 247. Not offered in 1985-86.*

Ms. Tumarkin

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### 362 (2) Seminar. The Gilded Age

Intensive examination of American society in the quarter century that followed the Civil War. During the 1870s and 1880s the structure of American life changed profoundly as rapid economic growth and national expansion challenged existing institutions and traditional values. Material progress and the costs it extracted will provide the focus of inquiry. Among the topics to be considered are the development of the West and the fate of American Indians, the rise of big business and the power of "Robber Barons," political bosses and mugwumps, the rise of American universities and the founding of women's colleges, violence in the labor movement, Populism, and race relations. *Prerequisite: same as for 330.*

Ms. Fitzpatrick

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### 370 (1-2) Thesis 2 to 4

Open only to honors candidates.

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### 381 (2) Seminar. The Jews Under the Tsars

Examination of the history of the Jewish community in Imperial Russia; social, economic, and cultural change in the Pale of Settlement and the Kingdom of Poland, 1770-1919. Focus on tsarist policy toward the Jews and on Jewish responses to government restrictions and modernization. Forms of emancipation will be analyzed as will the beginnings of modern Jewish politics. *Prerequisite: same as for 330.*

Mr. Naimark



## Cross-Listed Courses

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### Black Studies 105 (1) \*\*\*<sup>2</sup>

Introduction to the Black Experience. *For description and prerequisite see Black Studies 105.*

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### Black Studies 150 (2) \*\*\*<sup>1</sup>

1919: The Year of the New Negro. *For description and prerequisite see Black Studies 150.*

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### Black Studies 200 (2) \*\*\*<sup>1</sup>

Africans in Antiquity. *For description and prerequisite see Black Studies 200.*

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### Black Studies 206 (2)\*\*\*<sup>1</sup>

Introduction to Afro-American History, 1500-present. *For description and prerequisite see Black Studies 206.*

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### Black Studies 216 (1)\*\*\*

History of the West Indies. *For description and prerequisite see Black Studies 216.*

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### Black Studies 319 (2) \*\*\*<sup>1</sup>

Pan-Africanism. *For description and prerequisite see Black Studies 319.*

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### Black Studies 340 (2)\*\*\*

Seminar. Black History. *For description and prerequisite see Black Studies 340.*

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### Education 212 (1)\*\*\*<sup>1</sup>

History of American Education. *For description and prerequisite see Education 212.*

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### Education 214 (2)\*\*\*<sup>1,2</sup>

Youth, Education and Student Activism in Twentieth Century America. *For description and prerequisite see Education 214.*

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### Education 312 (2)\*\*\*<sup>1</sup>

Seminar. History of Child Rearing and the Family. *For description and prerequisite see Education 312.*

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### Religion 203 (2)\*

The Ancient Near East. *For description and prerequisite see Religion 203.*

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### Religion 218 (1)\*

Religion in America. *For description and prerequisite see Religion 218.*

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### Religion 255 (2)\*

Japanese Religion and Culture. *For description and prerequisite see Religion 255.*

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### Spanish 260 (2)\*

History of Latin America. *Not offered in 1985-86.*

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### Women's Studies 316 (2)

Seminar. History and Politics of Sexuality in the United States. *For description and prerequisite see Women's Studies 316.*

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### Women's Studies 320 (1)

Women and Health. *For description and prerequisite see Women's Studies 320.*

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## Directions for Election

The history department allows majors great latitude in designing programs of study to encourage breadth and depth of knowledge. Department offerings fall, for the most part, into three roughly defined areas: (1) the premodern West (ancient Greece and Rome, Europe before 1600, medieval and imperial Russia); (2) the modern West (Europe since 1600, the United States, modern Russia); and (3) the non-West (Africa, China, Japan, and the Third World). Majors may elect courses freely, but it is strongly recommended that at least one unit be taken from each of these areas. (The department chairman should be consulted if it is unclear into which area a particular course falls.) Students should discuss their programs with their major advisors, and should consult with their advisors about any changes they wish to make in the course of their junior and senior years.

The department encourages its majors to focus eventually upon a special field of interest

such as (1) a particular geographical area, nation, or culture; (2) a limited time period; (3) a special aspect of history, e.g., political, social intellectual, economic; (4) a significant historical problem or theme, e.g., revolution, cultural change, urbanization, institutional development, colonialism. In designing a program, students should consider courses given at MIT and in other departments at Wellesley. Some seminar work is strongly encouraged of all majors. Seminars, unless otherwise indicated, are open by permission of the instructor to qualified juniors and seniors.

The general survey courses (100, 101, 102, 103) and Grade II survey courses in classical (229, 230, 231), American (257), Asian (271, 275, 276), Middle Eastern (284), and African (267, 268, 269) history are open to all students without prerequisite. In addition, freshmen and sophomores with a strong secondary school background in European history (ancient, medieval, or modern) may elect as a beginning course 223, 232, 233, 234, 235, 236, 237, 238, 239, 240, 242, 243, 244, 245. Courses at the Grade I level however, are strongly recommended for students planning to major in history.

# Italian

INTERDEPARTMENTAL MAJOR:

## Italian Culture

Associate Professor: *Jacoff (Chairman)*

Assistant Professor: *Mattii<sup>A</sup>, Viano*

Instructor: *Sepa*

Lecturer: *De Angelis*

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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 the junior year in Italy. See p. 63.

Attention is called to the major in Italian Culture. See Directions for Election.

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### 100 (1-2) Elementary Italian

Development of basic language skills for the purpose of acquiring contemporary spoken Italian and a reading knowledge useful in the study of other disciplines. A general view of Italian civilization. Three periods.

*The Staff*

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### 202 (1) Intermediate Italian I

Review of grammar, syntax, and development of vocabulary. There will be short written compositions and emphasis on the spoken language with conversations on a variety of topics. The topics will be suggested by the reading of a significant modern novel or selected short stories. The novel or stories will be supplemented by pertinent articles which clarify their themes in historical and social terms. Three periods. *Prerequisite: 100 or by permission of the instructor.*

*The Staff*

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### 203 (2) Intermediate Italian II

Development and refinement of language skills, with equal emphasis on written and oral practice. Two significant novels will be read. The novels will be the basis for class discussion of cultural, historical and literary issues.

They will be supplemented by pertinent articles and other shorter literary texts. In this fourth semester of Italian, there will be great emphasis on critical and analytical reading of the novels. Three periods. *Prerequisite: 202 or by permission of the instructor.*

*The Staff*

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### 205 (2) Intermediate Spoken Italian

The course develops oral skills, introducing the major communicative functions for which language is used. The activities include work in pairs and in groups, communication games, role playing and simulation exercises. Students will use both audio and video programs which will form the basis of class discussions. Three periods. *Prerequisite: 203 or by permission of the instructor.*

*Ms. De Angelis*

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### 206 (1) Studies in Modern Italian Literature

An introduction to major trends in 19th- and 20th-century Italian literature. Reading and analysis of texts by such authors as Leopardi, Manzoni, Verga, Svevo and Pirandello. *Prerequisite: 203 or by permission of the instructor.*

*Mr. Viano*

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### 207 (2) Studies in Italian Renaissance Literature

An introduction to Medieval and Renaissance Italian literature through consideration of major authors such as Dante, Petrarch, Boccaccio, Machiavelli, and Castiglione. The course will explore the changing significance of the role of human love, the relationship between intellectual and civic life, and the role of literature itself. *Prerequisite: 206 or by permission of the instructor.*

*Ms. Sepa*

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### 211 (2) Dante (in English)

An introduction to Dante and his culture. This course presumes no special background and attempts to create a context in which Dante's poetry can be carefully explored. It concentrates on the Divine Comedy and Dante's use of his literary and philosophical sources. The centrality and encyclopedic nature of the Comedy make it a paradigmatic work for students of the Middle Ages. Since Dante has

profoundly influenced some key figures of the 19th and 20th centuries, students will find that he illuminates modern literature as well. Students majoring in Italian will receive credit toward the major by doing the reading and selected writing in Italian. *Open to all students.*

*Ms. Jacoff*

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### 212 (2)\* Literature of the Italian Renaissance (in English)

An opportunity to read certain key texts of the Italian Renaissance in depth: Boccaccio's *Decameron*, selected Petrarch letters and poems, Cellini's Autobiography, Castiglione's *The Courtier* and Machiavelli's *Prince* and *Discourses*. The focus will be on stylistic and thematic issues and on the problems of interpretation raised by these texts. *Open to all students. Not offered in 1985-86.*

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### 244 (2) Italian Cinema as an Art Form

Besides investigating the contribution of post-war Italian cinema to the development of cinematic art, the course will explore issues that pertain to contemporary western culture: Realism v. Modernism, Ideology and the image. Given in English. If readings and papers are done in Italian, the course will count toward the major in Italian. *Open to all students.*

*Mr. Viano*

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### 304 (1)\* Women Writers in Modern Italy

The work of representative women writers in Italy from the Risorgimento to the present will be examined within their historical, social, and literary contexts. Special attention will be focused on such topics as: the changing image of women from the traditional 19th-century novel to the contemporary feminist one; didacticism in female literature; the development of a female consciousness; the experience of women writers in Italian society. Selected texts by Cristina di Belgiojoso, Caterina Percoto, Neera, Matilde Serao, Ada Negri, Anna Banti, Sibilla Aleramo, Antonia Pozzi, Elsa Morante, Dacia Maraini and others. *Prerequisite: 207 or by permission of the instructor. Not offered in 1985-86.*

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### 308 (1) The Contemporary Novel

The study of Italian fiction since the 1940s as seen in the works by authors such as Moravia, Vittorini, Pavese, Viganò, Calvino, Bassani and novelists of the 1970s. Special emphasis on themes related to the literary, social, and cultural problems of the postwar era. *Prerequisite: same as for 304.*

*Ms. Sepa*

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### 311 (1) Italian Lyric Tradition

The course will focus on various crystallizations of the lyric voice in Italian literature in an attempt to determine the elements they share in common over the centuries, and how those elements make the Italian lyric tradition a distinctive one in literary history. Readings will include: Dante's *Vita Nuova*; selections from Petrarch's *Canzoniere*; Michelangelo's poetry; poems by Ugo Foscolo, Leopardi, Ungaretti, Montale and Andrea Zanzotto. *Prerequisite: same as for 304. Not offered in 1985-86.*

*The Staff*

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### 349 (2) Seminar. Literature and Society

The works of one or two writers studied in relation to their cultural and historical context. The author(s) will be chosen according to the interests of the participants in the course. *Open by permission of the instructor.*

*Ms. Sepa*

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### 350 (1) (2) Research or Individual Study 1 or 2

Open by permission to students who have completed two units in literature in the department.

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### 370 (1-2) Thesis 2 to 4

Open only to honors candidates.

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## Directions for Election

Course 100 is counted toward the degree but not toward the major.

Students majoring in Italian are required to take 206 and 207. Courses in one or more other languages, ancient or modern, art, history, and philosophy, are recommended as valuable related work.

Students interested in an individual major in Italian Culture are referred to the section in the Catalog where the program is described. They should consult with the director of the Italian Culture program. Italian 211 is strongly recommended and will count toward the major.

Majors planning to do graduate work in Italian are advised to take at least one unit in French or Spanish literature and to have a reading knowledge of Latin or of a third Romance language.

## Italian Culture

AN INTERDEPARTMENTAL MAJOR

Director: *Jacoff*

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The major in Italian Culture offers students the opportunity of becoming proficient in the language and of acquiring knowledge and understanding of Italy through the study of its art, history, literature, music, and thought.

The program for each student will be planned on an individual basis and is subject to the approval of the director. At least four units in Italian above the Grade I level, two of which shall be of Grade III level, must be included in the program.

The following courses are available for majors in Italian Culture:

#### Art 220 (1)

Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe

#### Art 229 (1)

Renaissance and Baroque Architecture

#### Art 250 (1)\*

From Giotto to the Art of the Courts: Italy and France, 1300-1420

**Art 251 (2)**  
Italian Renaissance Art

**Art 254 (1)\***  
Art of the City: Medieval, Renaissance, and Baroque Urban Form *Not offered in 1985-86.*

**Art 304 (2)\***  
Problems in Italian Sculpture *Not offered in 1985-86.*

**Art 330 (2)**  
Seminar. Venetian Renaissance Art

**History 233 (1)**  
Renaissance Italy

**History 333 (2)**  
Seminar. Renaissance Florence

**History 334 (2)**  
Seminar. The Renaissance Court

**Italian 202 (1)**  
Intermediate Italian I

**Italian 203 (2)**  
Intermediate Italian II

**Italian 205 (2)**  
Intermediate Spoken Italian

**Italian 206 (1)**  
Studies in Modern Italian Literature

**Italian 207 (2)**  
Studies in Italian Renaissance Literature

**Italian 211 (2)**  
Dante (in English)

**Italian 212 (2)\***  
Literature of the Italian Renaissance  
(in English) *Not offered in 1985-86.*

**Italian 244 (2)**  
Italian Cinema as an Art Form

**Italian 304 (1)\***  
Women Writers in Modern Italy *Not offered in 1985-86.*

**Italian 308 (1)**  
The Contemporary Novel

**Italian 311 (1)**  
The Italian Lyric Tradition *Not offered in 1985-86.*

**Italian 349 (2)**  
Seminar. Literature and Society

**Music 252 (2)\***  
Music in the Renaissance *Not offered in 1985-86.*

**Music 307 (2)\***  
The Opera *Not offered in 1985-86.*

**Music 317 (1)\***  
Seminar. The Baroque Era *Not offered in 1985-86.*

# Jewish Studies

AN INDIVIDUAL MAJOR

Director: *Ratner*

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A major in Jewish Studies may be designed according to the provision of the Individual Major option. See p. 54. Majoring in Jewish Studies offers the student the opportunity to pursue questions about Jewish civilization across departmental lines. Students must plan their courses in consultation with two members of the faculty.

A major in Jewish Studies should be designed to ensure competence in methods of study in the humanities and social sciences. The student must complete at least two semesters of Hebrew language beyond the introductory year.

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The following courses are available in Jewish Studies; for related courses consult the Director of the program.

**English 150 (1)**

Jewish American Literature

**History 338 (2)**

Seminar. The United States and Israel  
*Not offered in 1985-86.*

**History 339 (1)**

Seminar. American Jewish History  
*Not offered in 1985-86.*

**History 381 (2)**

Seminar. Jews under the Tsars

**Philosophy 212 (1)**

Modern Jewish Philosophy

**Religion 104 (1) (2)**

Introduction to the Hebrew Bible/Old Testament

**Religion 105 (1) (2)**

Introduction to the New Testament

**Religion 140 (2)**

Introduction to Judaism

**Religion 199 (1-2)**

Elementary Hebrew

**Religion 204 (2)\***

Five Books of Moses (Torah/Pentateuch)  
*Not offered in 1985-86.*

**Religion 205 (2)\***

Prophecy in Israel

**Religion 206 (1)\***

Prayer, Wisdom, and Love in the Hebrew Bible/Old Testament  
*Not offered in 1985-86.*

**Religion 240 (1)\***

Development of Judaism

**Religion 241 (2)\***

Judaism and Modernity

**Religion 243 (1)\***

Women in Judaism  
*Not offered in 1985-86.*

**Religion 244 (2)\***

American Judaism  
*Not offered in 1985-86.*

**Religion 246 (1)\***

Jewish Literature and Folklore  
*Not offered in 1985-86.*

**Religion 299 (1-2)**

Intermediate Hebrew

**Religion 304 (2)\***

Seminar. Hebrew Bible/Old Testament. Abraham in History and Tradition

**Religion 340 (1)\***

Seminar. Judaism: The Holocaust

**Spanish 206 (2)**

Christians, Jews and Moors: The Spirit of Spain in its Literature

In addition to the courses listed above, students are encouraged to take courses at Brandeis University in the NEJS Program that 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.

# Language Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Levitt*

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The major in Language Studies offers students who are interested in the field of linguistics the opportunity for interdisciplinary study of questions relating to the structure, history, philosophy, sociology and psychology of language.

A major in Language Studies has a number of core requirements. Students must take Language Studies 114 (Introduction to Linguistics), either Language Studies 237 (History and Structure of the Romance Languages) or Language Studies 238 (Linguistic Analysis of Social and Literary Expression) or both, and Language Studies 312 (Bilingualism: An Exploration of Language, Mind and Culture). In addition, majors must elect a concentration of at least four courses above Grade I in a single area, including at least two units at Grade III that are approved by the Language Studies Director. Concentrations may be in one department or may be constructed across departments. In either case, the major must demonstrate intellectual coherence. Students majoring in Language Studies are strongly urged to elect basic method and theory courses in their field of concentration and to show proficiency in a foreign language at the intermediate level or above.

Students are urged to consult the MIT catalogue for additional offerings for the major. Courses given by the visiting Luce Professor may also be relevant.

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## 114 (1) Introduction to Linguistics

Designed to familiarize the student with some of the essential concepts of language description. Suitable problem sets in English and in other languages will provide opportunities to study the basic systems of language organization. Changes in linguistic methodology over the last century will also be discussed. *Open to all students.*

*Ms. Levitt*

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**237 (2) History and Structure of the Romance Languages**

Open to students of French, Italian, Spanish and Latin, this course deals with the development of the modern Romance languages from Vulgar Latin. Primary emphasis will be placed on examining this development from a linguistic point of view, stressing general principles of historical change. Some reading and comparison of early texts in each of the languages will also be included. Offered in alternation with 238. *Prerequisite: 114 or permission of the instructor.*

*Ms. Levitt*

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**238 (2) Linguistic Analysis of Social and Literary Expression**

An interdisciplinary course designed for students in the humanities and social sciences based on the application of linguistics to the analysis of language in its written and spoken forms. Emphasis on the way literary styles are created, and levels of social expression are conveyed, by variations in the structural and semantic organization of language. Includes extensive study of women's language. *Prerequisite: 114 or permission of the instructor. Not offered in 1985-86.*

*Ms. Levitt*

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**312 (1) Bilingualism: An Exploration of Language, Mind and Culture**

The study of bilingualism provides an opportunity to explore the relationship of language to mind and culture. The bilingual individual will be the focus for questions concerning language and mind. The detection of 'foreign' accent, the relationship of words to concepts, the organization of the mental lexicon, language specialization of the brain, and the effects of early bilingualism on cognitive functioning will be among the subjects considered. The bilingual nation will be the focus for questions dealing with language and culture. Topics will include a look at the societal conventions governing use of one language over another, a study of the effects of extended bilingualism on language development and change, and an assessment of the

political and educational impact of a government's establishing official bilingualism. *Prerequisite: an appropriate Grade II course in language studies, psychology, anthropology or philosophy or permission of the instructor.*

The following courses are available in Language Studies:

**English 381 (1)**

Linguistics, Philology, and English Literature

**French 222 (1) (2)**

Studies in Language I

**French 308 (2)**

Advanced Studies in Language I

**French 309 (2)**

Advanced Studies in Language II

**Philosophy 207 (1)**

Philosophy of Language

**Philosophy 215 (1)**

Philosophy of Mind

Not offered in 1985-86.

**Philosophy 216 (1)(2)**

Logic

**Psychology 216 (2)**

Psycholinguistics

**Psychology 221 (1)**

Language Acquisition

**Psychology 321 (2)**

Seminar. Acquiring Conceptual Knowledge

**Russian 249 (2)\***

Language



# Mathematics

Professor: *Wilcox, Shuchat, Shultz*  
(Chairman)

Associate Professor: *Sontag, Wang,*  
*Hirschhorn, Magid*

Assistant Professor: *Brosius, Blomstrom,*  
*Levenberg, Morton*

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Most courses meet for two periods weekly with a third period approximately every other week.

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## 100 (1) (2) Introduction to Mathematical Thought

Topics chosen from areas such as strategies, computers, infinite sets, knots, coloring problems, number theory, geometry, group theory. Neither 100 nor 102 may be counted toward the major; both may be elected. *Not open to students who have taken 115, 150, or the equivalent.*

*The Staff*

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## 102 (1) (2) Applications of Mathematics without Calculus

Introduction to topics such as probability and statistics, matrices and vectors, linear programming, game theory; applications in the biological and social sciences. Neither 100 nor 102 may be counted toward the major; both may be elected. *Open to all students.*

*The Staff*

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## 103 (1) Precalculus

This course is open to students who lack the necessary preparation for 115 and provides a review of algebra, trigonometry and logarithms necessary for work in calculus. Methods of problem solving; an emphasis on development of analytic and algebraic skills. 103 does not count toward the Group C distribution requirement. *Open by permission of the department.*

*The Staff*

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## 115 (1) (2) Calculus I

Introduction to differential and integral calculus for functions of one variable. Differentiation and integration of algebraic and transcendental functions. Applications to curve sketching, extremal problems, velocities, related rates, areas, linear approximation, and differential equations. *Open to all students who have not taken an equivalent course. Whenever possible, students who took 103 at Wellesley should register for section X of 115, which meets three times weekly.*

*The Staff*

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## 116 (1) (2) Calculus II

Theoretical basis of limits and continuity, Mean Value Theorem, inverse trigonometric functions, further integration techniques. L'Hôpital's rule, improper integrals. Applications to volumes and differential equations. Infinite sequences and series of numbers, power series, Taylor series. *Prerequisite: [104] or 115, or the equivalent.*

*The Staff*

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## 120 (1) Intensive Calculus

A one-semester alternative to 115, 116 for students who have studied the techniques of differentiation and integration. Theory of limits, differential and integral calculus, improper integrals, L'Hôpital's rule. Detailed study of infinite sequences and series. *Open by permission of the department to students who have completed a year of high school calculus including derivatives and integrals but not Taylor series. (Students who have studied Taylor series should elect 205.) Not open to students who have completed 115, 116 or the equivalent.*

*The Staff*

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## 150 Colloquium

For directions for applying see p. 76. *Open by permission to a limited number of freshman and sophomore applicants.*

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### Discovery Course in Mathematics and its Applications

Mathematical reasoning and its applications. A discussion group in which students discover mathematical structure in several fields, including some not often recognized as mathematical in nature. Topics chosen from: network analysis, mathematics in music and art, graphing and interpretation of data, exponential growth, computer programming. Especially appropriate for students with an interest in fields requiring quantitative reasoning but who might otherwise avoid these fields because of the mathematics involved. Two 70-minute meetings and another 1-2 hour meeting weekly. Mandatory credit/noncredit. May not be counted toward the major. *Prerequisite: reasonable knowledge of high school level mathematics. Not open to those who have taken 100 or calculus. Not offered in 1985-86.*

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### 205 (1) (2) Intermediate Calculus

Vectors, matrices, and determinants. Curves, functions of several variables, partial and directional derivatives, gradients, vector-valued functions of a vector variable, Jacobian matrix, chain rule. First- and second-order differential equations, including power-series solutions. *Prerequisite: 116, 120, or the equivalent.*

*The Staff*

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### 206 (1) (2) Linear Algebra

Sets, functions, and relations. Algebra of complex numbers. Vector spaces, subspaces, linear independence, bases, dimension, inner products. Linear transformations, matrix representations, range and null spaces, inverses, eigenvalues. Applications to differential equations and Markov processes. Emphasis on proving theorems. *Prerequisite: 205.*

*The Staff*

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### 209 (1) (2) Methods of Advanced Calculus

Inverse and implicit function theorems. Multivariable integral calculus (multiple integrals, line and surface integrals, Green Theorem, Gauss Theorem, Stokes Theorem, numerical methods). Introduction to complex-variable theory. *Prerequisite: 205.*

*The Staff*

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### 210 (1) (2) Differential Equations

First order equations, higher order linear equations, systems of linear and nonlinear equations. Existence and uniqueness theorems. Power series, Laplace transform, and numerical methods of solution. Applications to problems from various fields. *Prerequisite: 205.*

*Mr. Brosius, Ms. Blomstrom*

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### 217 (2) Topics in Mathematics and Economics

Applications of calculus and linear algebra to economic analysis. Topics selected from: linear and general optimization, input-output analysis, marginal analysis, analysis of market equilibrium and stability. *Prerequisite: Economics 201 or 202 and Mathematics 205, or by permission of the instructor.*

*Ms. Sontag and Mr. Grant*

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### 218 (2)\* Topics in Applied Mathematics

*Not offered in 1985-86.*

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### 220 (2) Probability and Elementary Statistics

Topics selected from the theory of sets, discrete probability for both single and multivariate random variables, probability density for a single continuous random variable, expectations, mean, standard deviation, and sampling from a normal population. *Prerequisite: 116, 120, or the equivalent.*

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### 225 (1) Discrete Structures

An introduction to discrete mathematics and the fundamental mathematical structures and techniques associated with discrete analysis. Topics include: mathematical logic, combinatorial analysis, groups and graph theory. Does not count toward the major. *Prerequisite: 116, 120, or the equivalent.*

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### 249 (2) Selected Topics

Topic for 1985-86: Differential Geometry. Curves and surfaces — an introduction to differential geometry. Frenet-Serret formulas; curvature of curves and surfaces; second fundamental form; equations of Gauss, Codazzi and Weingarten; geodesics and surfaces of constant curvature. *Prerequisite: 205, or permission of the instructor.*

Mr. Magid

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### 302 (1) Elements of Analysis I

Metric spaces; compact, complete, and connected spaces; continuous functions; differentiation, integration, interchange of limit operations as time permits. *Prerequisite: 206.*

Mr. Shuchat, Ms. Sontag

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### 303 (2) Elements of Analysis II

Topics such as measure theory, Lebesgue integration, Fourier series, and calculus on manifolds. *Prerequisite: 302.*

Mr. Shuchat

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### 305 (1) (2) Modern Algebraic Theory I

Introduction to groups, rings, integral domains, and fields. *Prerequisite: 206.*

Mr. Magid, Mr. Wilcox

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### 306 (2) Modern Algebraic Theory II

Topics chosen from the theory of abstract vector spaces, Galois theory, field theory. *Prerequisite: 305.*

Mr. Hirschhorn

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### 307\* Topology

Introduction to point set, algebraic, and differential topology. Topological spaces, continuity, connectedness, compactness, product spaces, separation axioms, homotopy, the fundamental group, manifolds. *Prerequisite: 302. Not offered in 1985-86.*

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### 309 (2)\* Foundations of Mathematics

An introduction to the logical foundations of modern mathematics, including set theory, cardinal and ordinal arithmetic, and the axiom of choice. *Prerequisite: 302 or 305.*

Ms. Sontag

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### 310 (2) Functions of a Complex Variable

Complex functions and their mapping properties, integration theory, series expansions of analytic functions. Additional topics as time permits. *Prerequisite: 209 and 302.*

Ms. Wang

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### 318 (2) Topics in Applied Mathematics

Not offered in 1985-86.

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### 349 (2) Selected Topics

Not offered in 1985-86.

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### 350 (1) (2) Research or Individual Study 1 or 2

Open to juniors and seniors by permission.

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### 370 (1-2) Thesis 2 to 4

Open only to honors candidates who choose to do honors research. See Directions for Election.

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## Placement in Courses and Exemption Examinations

The Mathematics Department reviews elections of calculus students and places them in 103, 115, 116, 120, or 205 according to their previous courses and examination results. Students may not enroll in a course equivalent to one for which they have received high school or college credit. A special examination is not necessary for placement in an advanced course. Also see the descriptions for these courses.

Students may receive course credit towards graduation through the CEEB Advanced Placement Tests in Mathematics. Students with scores of 4 or 5 on the AB Examination or 3 on the BC Examination receive one unit of credit and are eligible for 116. Those entering with scores of 4 or 5 on the BC Examination receive two units and are eligible for 205.

Students who are well prepared in calculus may receive partial exemption from the group C distribution requirement without course credit by taking exemption examinations. Exemption examinations are offered only for 115 and 116.

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## Directions for Election

Students majoring in mathematics must complete 115 and 116 (or the equivalent) and at least seven units of Grade II and III courses, including 205, 206, 209, 302, 305, and either 303 or 310. Course 225 may not be counted toward the major.

The Mathematics Complement is recommended for students whose primary interests lie elsewhere but who wish to take a substantial amount of mathematics beyond calculus. The Complement consists of 115 and 116 (or the equivalent) and at least four units of Grade II and III courses. A student who plans to add the Mathematics Complement to a major in another field should consult a faculty advisor in mathematics.

Students expecting to major in mathematics should complete 206 before the junior year. It is desirable to take 303 in the same year as 302 and 306 in the same year as 305. In order to take 310, a student must first complete 209 as well as 302.

Students expecting to do graduate work in mathematics should elect 303, 306, 310 and another Grade III course. They are also advised to acquire a reading knowledge of one or more of the following languages: French, German, or Russian.

Majors who may practice teaching in their senior year should elect 302 and 303 or 310 not later than their junior year. Students are encouraged to elect MIT courses which are not offered by the Wellesley College mathematics department. All candidates for honors will be required to complete two of the following three courses: 303, 306, and 310. The department offers the following options for earning honors in the major field: (1) completion of 303, 306, 310 and one additional Grade III course beyond the major requirement, and two written comprehensive examinations; (2) two semesters of thesis work (370); or (3) participation in a two-semester seminar and a written examination on the seminar topics. An oral examination is required in all honors programs.

# Medieval/Renaissance Studies

AN INTERDEPARTMENTAL MAJOR

Directors: *Cox, Fergusson*

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The major in Medieval/Renaissance Studies enables students to explore the infinite richness and variety of Western civilization from later Greco-Roman times to the Age of the Renaissance and Reformation, as reflected in art, history, music, literature, and language.

Numerous opportunities for study abroad exist for those who wish to broaden their experience and supplement research skills through direct contact with European and Mediterranean culture. Majors who are contemplating postgraduate academic or professional careers should consult faculty advisors, who will assist them in planning a sequence of courses that will provide them with a sound background in the linguistic and critical techniques essential to further work in their chosen fields. Individual interests and needs can be accommodated through independent study projects carried out under the supervision of one or more faculty members and designed to supplement, or substitute for, advanced seminar-level work. Medieval/Renaissance Studies 316 is the seminar recommended for majors in Medieval/Renaissance Studies in 1985-86.

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## 247 (2) Arthurian Legends

A survey of legends connected with King Arthur from the 6th century through the 15th with some attention to the new interpretations in the Renaissance, the 19th, and the 20th centuries. Special lectures by members of the Medieval/Renaissance studies program. *Open to sophomores, juniors, and seniors; and also to freshmen by permission of the instructor.*

*Ms. Lynch*

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**315 (1) Women in the Middle Ages: Images and Voices**

An exploration of some of the ways in which women were seen and in which they saw themselves in the Middle Ages. We will examine a variety of texts and traditions which suggest differing responses to the issue. Selected texts from the following areas: Courtly and Romance literature (Chretien, Marie de France, Stilnovistic poetry); female devotional literature (Julian of Norwich, Catherine of Siena); patristic commentaries; medieval versions of classical mythology and history; and, in conclusion, Christine de Pizan's Book of the City of Ladies, a remarkable text which subverts many of the traditions we will have studied. The extraliterary aspects of the subject will be discussed by guest lecturers on such topics as social history, art history, devotional traditions, and theology. *Open to qualified juniors and seniors. Not offered in 1985-86.*  
*Ms. Jacoff*

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**316 (1) Visionary Literature of the Middle Ages**

An exploration of the many forms in which the medieval visionary imagination found expression. We will study works from among the following traditions: early medieval journeys to the Christian otherworld, such as the 9th-century Legend of Saint Patrick's Purgatory; manuscript illustrations of the Apocalypse and the cathedral art of St. Denis and Chartres; philosophical and psychological theories of dream and heavenly ascent; the musical compositions of Hildegard von Bingen; Dante; French and English love-visions; the mystical piety of late medieval women like Julian of Norwich; and the survival of the Celtic otherworld in poems like Sir Orfeo. This seminar will try to define the medieval visionary world view and its role as part of a literature of spiritual illumination that began in late classical Rome and continued to evolve into the Renaissance. Visitors from other departments will contribute their expertise in a series of guest lectures. *Open to juniors and seniors and qualified sophomores by permission of instructor; preference given to Medieval/Renaissance majors.*

Among other courses available for majors and prospective majors are:

**Art 100 (1-2)**

Introductory Course

**Art 202 (1)**

Medieval Art Survey

**Art 203 (2)**

Cathedrals and Castles of the High Middle Ages

**Art 215 (1)**

European Art through the Renaissance

**Art 229 (1)**

Renaissance and Baroque Architecture

**Art 250 (1)\***

From Giotto to the Art of the Courts: Italy and France, 1300-1420

**Art 251 (2)**

Italian Renaissance Art

**Art 254 (1)\***

Art of the City: Medieval, Renaissance, and Baroque Urban Form *Not offered in 1985-86.*

**Art 304 (2)\***

Problems in Italian Sculpture *Not offered in 1985-86.*

**Art 311 (1)\***

Northern European Painting and Printmaking

**Art 330 (2)**

Seminar. Venetian Renaissance Art

**Art 332 (2)\***

Seminar. The Art of Medieval Stained Glass

**English 112 (1) (2)**

Introduction to Shakespeare

**English 211 (2)\***

Medieval Literature *Not offered in 1985-86.*

**English 213 (1)**

Chaucer

**English 222 (2)**

Renaissance Literature

**English 223 (1)**

Shakespeare Part I: The Elizabethan Period

**English 224 (2)**

Shakespeare Part II: The Jacobean Period

**English 283 (2)\***

English Drama I

**English 313 (2)\***

Advanced Studies in Chaucer

**English 325 (1)**

Advanced Studies in the Renaissance *Not offered in 1985-86.*

**French 212 (2)\***

Medieval French Literature I *Not offered in 1985-86.*

**French 300 (2)\***

French Literature of the Renaissance

**French 312 (2)\***

Medieval French Literature II *Not offered in 1985-86.*

**German 203 (2)**

Introduction to German Literature

**History 100 (1) (2)**

Medieval and Early Modern European History

**History 150 (1)d**

Henry VIII: Wives and Policy *Not offered in 1985-86.*

**History 221 (1)**

The Real and Imagined: European Social History 1300-1700

**History 222 (2)**

Classical and Early Medieval Intellectual History

**History 223 (2)**

Science and Medicine from the Middle Ages to the Scientific Revolution *Not offered in 1985-86.*

**History 230 (1)\***

Greek History from the Bronze Age to the Death of Philip II of Macedon

**History 231 (1)\***

History of Rome *Not offered in 1985-86.*

**History 232 (2)**

The Medieval World, 1000 to 1300 *Not offered in 1985-86.*

**History 233 (1)**

Renaissance Italy

**History 234 (2)**

The Renaissance and Reformation in Western Europe *Not offered in 1985-86.*

**History 235 (2)**

Intellectual History of the Middle Ages and Renaissance *Not offered in 1985-86.*

**History 238 (1)**

English History: 1066 and All That

**History 239 (2)**

English History: Henry VIII and Elizabeth I

**History 330 (1)**

Seminar. Medieval Heros and Heroines

**History 333 (2)**

Seminar. Renaissance Florence

**History 334 (2)**

Renaissance Court

**Italian 207 (2)**

Studies in Italian Renaissance Literature

**Italian 211 (2)**

Dante (in English)

**Italian 212 (2)\***

Literature of the Italian Renaissance (in English) *Not offered in 1985-86.*

**Latin 207 (2)**

Medieval Latin

**Music 251 (2)\***

Music in the Middle Ages *Not offered in 1985-86.*

**Music 252 (2)\***

Music in the Renaissance *Not offered in 1985-86.*

**Political Science 240 (1)**

Classical and Medieval Political Theory

**Religion 216 (1)\***

History of Christian Thought: 100-1400 *Not offered in 1985-86.*

**Religion 217 (2)\***

History of Christian Thought 1400-1800

**Religion 316 (1)\***

Seminar. The Virgin Mary

**Spanish 206 (2)**

Christians, Jews, and Moors: The Spirit of Spain in Its Literature

**Spanish 302 (1)\***

Cervantes *Not offered in 1985-86.*

# Music

Professor: *Herrmann, Jander<sup>^</sup>, Barry*

Associate Professor: *Zallman, Brody (Chairman), Adams*

Assistant Professor: *Ladewig, Fisk*

Instructor: *Cumming, Urban*

Chamber Music Society: *Cirillo (Director), Plaster (Assistant Director)*

Instructor in Performing Music:

*Piano: Fisk, Shapiro, Alderman, Barringer (jazz piano), Urban (keyboard skills)*

*Voice: O'Donnell, Hurley*

*Violin: Cirillo*

*Viola: Murdock*

*Violoncello: Moerschel*

*Double Bass: Coleman*

*Flute: Krueger, Preble*

*Oboe: Gore*

*Clarinet: Vaverka*

*Bassoon: Plaster*

*French Horn: Gainsforth*

*Trumpet: Levine*

*Trombone: Sanders*

*Organ: Christie*

*Harp: Pappoutsakis*

*Guitar and Lute: Strizich*

*Saxophone: Malone*

*Harpsichord and Continuo: Cleverdon*

*Viola da Gamba: Hartzell (Collegium*

*Musicum, Director of Performance Workshop)*

*Recorder: Stillman (Collegium Musicum)*

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## 99 (1-2) Performing Music Noncredit

One half-hour private lesson per week. Students may register for 45-minute or hour lessons for an additional fee. *For further information, including fees, see Performing Music: Private Instruction. See also Music 199, 299, and 344. A basic skills test is given to students wishing to enroll in Music 99. For those who do not pass this test, a corequisite to Music 99 is Music 111.*

*The Staff*

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**100 (1) (2) Style in Music**

A survey of principal musical styles and forms of Western music, with emphasis on the period 1700 (Bach and Handel) to the turn of the last century (Moussorgsky, Debussy, and Stravinsky). Not to be counted toward the major. Two lectures and one section meeting.

*Mr. Herrmann, Mr. Fisk, Mr. Ladewig*

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**105 (2) World Music**

A general introduction to non-western music with special emphasis on East Asia and its diversity of musical styles, functions, and aesthetics. Students will acquire the concepts and listening skills to approach the music of other cultures with confidence. Not to be counted toward the major in music. *Open to all students.*

*Mr. Sur*

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**106 (2)\* Afro-American Music**

*Open to all students. Not offered in 1985-86.*

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**111 (1) (2) The Language of Music**

Instruction in simple musical skills, such as the reading and writing of notation, in a context that encourages students to discover for themselves the ideas underlying musical perception, systems of notation, and the elements of composition. Consideration of new ways of hearing and thinking about music. Not to be counted toward the major. Two section meetings and one 60-minute class devoted to lecture or laboratory. *Open to all students.*

*Miss Barry, Mr. Fisk*

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**115 (1) (2) Musicianship**

Cultivation of the ability to see and hear what is in a musical score through practice in reading, ear-training, and keyboard skills. Students develop a working understanding of tonality through writing melodies, and through reading and experiencing tonal works. Normally followed by 202. Two class meetings and one 60-minute laboratory. *Open to all students who have passed the basic skills test.*

*Mr. Brody, Miss Barry*

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**199 (1-2) Performing Music—Intermediate**

One 45-minute lesson per week. A minimum of six hours of practice per week is expected. Music 199 may be repeated, ordinarily for a maximum of four semesters. Not to be counted toward the major in music. For further information, including fees, see *Performing Music: Private Instruction and Academic Credit*. See also Music 99, 299, and 344.

Open, by audition for a limited number of spaces, to students who are taking, have taken, or have exempted Music 115. Successful completion of an additional music course is required before credit is given for a second year of 199.

Audition requirements vary, depending on the instrument. The piano requirements are described here to give a general indication of the expected standards for all instruments: all major and minor scales and arpeggios, a Bach two-part invention or movement from one of the French Suites, a movement from a Classical sonata, and a composition from either the Romantic or Modern period.

A student other than a pianist who wishes to apply for Music 199 should request detailed information concerning audition requirements for her instrument (including voice) by writing to the Chairman, Department of Music.

*The Staff*

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**200 (1-2) Design in Music 2**

A survey beginning with Gregorian chant and concluding with electronic music, with emphasis on live performance and on the incisive analysis of scores. One unit of credit may be given for the first semester. Three periods. *Prerequisite: 202.*

*Mr. Ladewig, Mr. Herrmann*

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**202 (2) Harmony I**

A continuation of 115. Further development of reading and listening skills. Concentrated studies in diatonic chord progression, voice leading practice, simple melody harmonization, and figured bass symbols. Two class meetings and one 60-minute laboratory. *Prerequisite: 115.*

*Ms. Zallman*

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**204 (1)\* Counterpoint I**

Writing and analysis of 16th-century modal counterpoint. A practical study based on the vocal music of the period. Offered in alternation with 304. *Open to students who have taken, or exempted, 115.*

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**205 (1) Twentieth Century Techniques**

Studies in the language and style of the concert music of our century through analysis of smaller representative compositions of major composers. Short exercises in composition will be designed to familiarize students with the concepts of musical coherence which inform the works of these composers. *Open to students who have taken or exempted Music 115. Students who can read music fluently are also invited with permission of the instructor. Not offered in 1985-86.*

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**208 (2)\*The Baroque Era**

Normally a different topic each year. Not to be counted toward the major in music. *Prerequisite: 100, 111, or 115. Not offered in 1985-86.*

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**209 (1)\* The Classical Era**

Normally a different topic each year. Not to be counted toward the major in music. *Prerequisite: 100, 111, or 115. Not offered in 1985-86.*

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**210 (1)\* The Romantic Era**

Topic for 1985-86: Program Music. In the 19th century, the Romantic composers attempted to write instrumental music with non-musical ideas found in literature, drama, and the fine arts. Such "programmatic" works as Beethoven's Symphony No. 6 "The Pastoral", Berlioz's *Symphonie fantastique*, Tchaikovsky's *Romeo and Juliet*, as well as others by Vivaldi, Haydn, Mahler, Debussy will be examined. Not to be counted toward the major. *Prerequisite: 100, 111, or 115.*

*Mr. Ladewig*

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**211 (2)\* Instrumental Music**

Topic for 1985-86: The Symphony in the 18th and 19th Centuries. After a brief investigation of the beginnings of the genre in the early Classic Period the body of the course will be devoted to a study of selected works by Haydn,

Mozart, Beethoven (the *Eroica* and the *Nineth*), Schubert, Berlioz (*Symphonie fantastique*), Mendelssohn, Brahms, Tchaikovsky and Mahler. Not to be counted toward the major. *Prerequisite: 100, 111, or 115, or by permission of the instructor.*

*Mr. Herrmann*

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**214 (2)\* The Modern Era**

Normally a different topic each year. Not to be counted toward the major. *Prerequisite: 100, 111, or 115 or by permission of the instructor. Not offered in 1985-86.*

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**215 (2)\* Vocal Forms**

Normally a different topic each year. Not to be counted toward the major. *Prerequisite: 100, 111, or 115 or by permission of the instructor. Not offered in 1985-86.*

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**222 (2) Literature of Musical Criticism**

A sampling of the writings of those who have made significant contributions to the field; e.g. Schumann, Debussy, E.T.A. Hoffmann, Tovey, and others. Study of specific compositions will illustrate critical attitudes and approaches. *Prerequisite: 100, 111, 115, Freshman Cluster, or Music section of Writing 125.*

*Mr. Urban*

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**251 (2)\* Music in the Middle Ages**

A survey of music in medieval society: Christian chant and its offshoots; liturgical drama; liturgical music at Notre Dame and elsewhere; the rise of secular lyric song; instrumental and dance music. *Prerequisite: 200 (1). Not offered in 1985-86.*

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**252 (2)\* Music in the Renaissance**

Music at the courts and cathedrals of France, Italy, England, and Flanders during the 15th and 16th centuries. A study of the Masses, motets, madrigals, chansons, and instrumental works of composers from Dunstable and Dufay to Byrd and Gabrieli. *Prerequisite: 200 (1). Not offered in 1985-86.*

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### 299 (1-2) Performing Music—Advanced

One hour private lesson per week. A minimum of ten hours of practice per week is expected. Music 299 may be repeated without limit. Not to be counted toward the major in music. For further information, including fees, see Performing Music: Private Instruction and Academic Credit. See also Music 99, 199, and 344.

Open by audition for a limited number of spaces, to students who have taken or exempted Music 115. One music course on the Grade II level or above must be completed for each unit of credit to be granted for Music 299. (A music course used to fulfill the requirement for Music 199 may not be counted for 299.)

A student auditioning for Music 299 is expected to demonstrate accomplishment distinctly beyond that of the Music 199 student. Students wishing to audition for 299 should request detailed audition requirements.

*Prerequisite:* 199.

*The Staff*

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### 302 (1) Harmony II

The harmonization of melodies. Improvisation and elaboration of typical harmonic phrases. A continuation of figured bass studies with emphasis on keyboard realization. Further study in the structure of classical tonality. Three class meetings and one 60-minute laboratory. *Prerequisite:* 202.

*Miss Barry*

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### 304 (2)\* Counterpoint II

A study of tonal counterpoint through written exercises based on examples from the works of J. S. Bach. Additional study will be devoted to developing an understanding of the role of counterpoint in classical tonal composition. Offered in alternation with 204. *Prerequisite:* 302. Not offered in 1985-86.

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### 306 (2) Tonal Analysis

The normal continuation of 302. A study of the tonal forms of the 18th and 19th centuries. Three class meetings and one 60-minute laboratory. *Prerequisite:* 302.

*Ms. Zallman*

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### 307 (2)\* The Opera

A study of operatic forms, styles, and traditions in the 18th and 19th centuries. *Prerequisite:* 200 or, with permission of the instructor, two Grade II units in the literature of music. Not offered in 1985-86.

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### 308 (2) Choral and Orchestral Conducting

A practical exposure to techniques for conducting music from the Renaissance to the present. *Prerequisite:* 200, 302, and 306 (which may be taken concurrently), or by permission of the instructor.

*Mr. Adams*

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### 313 (1)\* Twentieth-Century Analysis and Composition

A study of compositional devices of 20th-century music through the analysis of selected short examples from the literature. Students will attend Music 205 classes and will focus on composing complete pieces as a substantial part of their course assignments. Offered in alternation with 314. *Open to students who have taken 115 or 204 and have taken or are taking 200.* Not offered in 1985-86.

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### 314 (2)\* Tonal Composition

A study of tonal forms—the minuet, extended song forms, and the sonata—through the composition of such pieces within the style of their traditional models. Offered in alternation with 313. *Prerequisite:* 302.

*Ms. Zallman*

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### 317 (1)\* Seminar. The Baroque Era

Normally a different topic each year. *Open to students who have taken 200 and have taken or are taking 302.* Not open to students who have taken 321. Not offered in 1985-86.

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### 318 (1) The Classical Era

Normally a different topic each year. *Open to students who have taken 200 and have taken or are taking 302.* Not open to students who have taken 322. Not offered in 1985-86.

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**319 (2)\* Seminar. The Nineteenth Century**  
Topic for 1985-86: Varied Approaches to Text Setting in the 19th-century German Lied. The role of the vocal line and of the accompaniment. A study of Schubert's *Die Schöne Müllerin*, Schumann's *Frauenliebe und Leben*, Brahms' *Vier Ernste Gesänge*, and Wolf's Eichendorff-Lieder. Enrollment not limited to singers and pianists although live performances will be encouraged. *Prerequisite:* 200 and 302.

*Miss Barry*

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**320 (1)\* Seminar. The Twentieth Century**  
Topic for 1985: The First 84 Years or so . . . . The object of this study will be to trace diverse paths of development whose origins can be found in the music of Debussy and Bartok. Guest speakers will discuss cross-influences between popular idioms and 20th-century concert music. *Prerequisite:* 200.

*Ms. Zallman*

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**323 (1) Seminar. Selected Topics**

Normally a different topic each year. *Open to students who have taken 200 and have taken or are taking 302. Not offered in 1985-86.*

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**344 (1) (2) Performing Music—A Special Program 1 or 2**

Intensive study of interpretation and of advanced technical performance problems in the literature. One hour lesson per week plus a required performance workshop. One to four units may be counted toward the degree provided at least two units in the literature of music other than Music 200 (1-2), a prerequisite for 344, are completed. One of these units must be Grade III work, the other either Grade III or Grade II work which counts toward the major. Music 344 should ordinarily follow or be concurrent with such courses in the literature of music; not more than one unit of 344 may be elected in advance of election of these courses. Only one unit of 344 may be elected per semester. Permission to elect the first unit of 344 is granted only after the student has successfully auditioned for the

department faculty upon the written recommendation of the instructor in performing music. This audition ordinarily takes place in the second semester of the sophomore or junior year. Permission to elect subsequent units is granted only to a student whose progress in 344 is judged excellent.

*The Staff*

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**350 (1) (2) Research or Individual Study 1 or 2**

Directed study in analysis, composition, orchestration, or the history of music. Open to qualified juniors and seniors by permission.

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**370 (1-2) Thesis 2 to 4**

Open only to honors candidates who choose to do honors research, or an honors project in composition or in performance. See Directions for Election.

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## Cross-Listed Courses

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**Technology Studies 202 (2)**

Structure in Music: Experiments in Computer Modeling. *For description and prerequisite see Technology Studies 202.*

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## Directions for Election

The normal music major sequence is 115, 202, 200 (1-2), 302, and 306. Also required for the major are four additional units of Grade II or Grade III work in courses designed for the music major. Two of these units must be in music literature; at least one of the literature units must be Grade III work. Students who major in music are encouraged to explore their special areas of interest; composition, literature, performance, or theory.

Students who plan to undertake graduate study in music should be aware that a knowledge of both German and French is essential for work at that level, and a proficiency in Italian is highly desirable. Also of value are studies in European history, literature, and art.

Music majors are especially urged to develop their musicianship – through the acquisition of basic keyboard skills, through private instruction in practical music, and through involvement in the Music Department's various performing organizations.

Group instruction in basic keyboard skills including keyboard harmony, sight reading and score reading is provided to all students enrolled in any music course (including Music 100 with the instructor's permission and if space is available) and to Music 99 students with the written recommendation of their studio instructor. Ensemble sight reading on a more advanced level is also available for advanced pianists.

The department offers a choice of three programs for Honors, all entitled 370. Under Program I (two to four units of credit) the honors candidate performs independent research leading to a thesis and an oral examination. Under Program II, honors in composition, one unit is elected per semester in the senior year, these units culminating in a composition of substance and an oral examination on the honors work. Prerequisite for this program: 204, 306, distinguished work in 313, and evidence of independent work in 314; prerequisite or corequisite: 320. Program III, honors in performance, involves the election of one unit per semester in the senior year culminating in a recital, a lecture demonstration, and an essay on some aspect of performance. Participation in the Performance Workshops is mandatory for students who are concentrating in this area. Prerequisite for Program III: Music 344 (normally two units) in the junior year, and evidence that year, through public performance, of exceptional talent and accomplishment.

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## Performing Music

### Instrument Collection

The music department owns 38 pianos (which include 27 Steinway grands, one Mason and Hamlin grand, and 5 Steinway uprights), a Fisk practice organ, a harp, and a wide assortment of modern orchestral instruments.

In addition, an unusually fine collection of early instruments, largely reproductions, is available for use by students. These include a clavichord, virginal, two harpsichords, a positive organ, fortepiano, and two Clementi pianos; a lute, eight violas da gamba, and a baroque violin; a sackbut, krummhorns, shawms, recorders, a renaissance flute, two baroque flutes, and a baroque oboe. A recent addition to the collection is an 18th-century Venetian viola made by Belosius.

Of particular interest is the new Fisk organ in Houghton Chapel, America's first 17th-century German style organ. The chapel also houses a large, three-manual Aeolian-Skinner pipe organ, and Galen Stone Tower contains a 30-bell carillon.

### Performance Workshop

The performance workshop is directed by a member of the performing music faculty and gives students an opportunity to perform in an informal situation before fellow students and faculty, to discuss the music itself, and to receive helpful comments. Required for 344 students and for 370 students in Program III, the workshop is open to Wellesley students who study performing music at Wellesley and elsewhere, on the recommendation of their instructor.

### Private Instruction

The music department offers private instruction in voice, piano, fortepiano, organ, harpsichord, harp, violin, viola, cello, double bass, viola da gamba, flute (baroque and modern), oboe, clarinet, bassoon, trumpet, French horn, recorder, lute, classical guitar, saxophone, and jazz piano.

Information concerning auditions and course requirements for noncredit and credit study is given above under listings for Music 99, 199, 299, and 344. Except for Music 344, auditions and the basic skills and exemption tests are ordinarily given at the start of the first semester only.

There is no charge for performing music to students enrolled in Music 344, nor to Music 199 or 299 students who are receiving financial assistance. All other Music 199 and 299 students are charged \$390 for one lesson per week throughout the year. Students who contract for performing music instruction under Music 99 are charged \$390 for one half-hour lesson per week throughout the year and may register for 45-minute or hour lessons for an additional fee. 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 harpsichord and organ is \$45. Performing music fees are payable in advance and are not refundable. Lessons in performing music begin in the first week of each semester.

Arrangements for lessons are made at the department office during the first week of the semester. Students may begin their performing music study at the start of the second semester only if space permits.

### **Academic Credit**

Credit for performing music is granted only for study at Wellesley College. As enrollment in credit study is limited, the final decision for acceptance is based on the student's audition. A faculty jury determines whether or not a student may continue with performing music for credit, and at what level. One unit of credit is granted for two semesters of study in Music 199 and 299. Two semesters of credit study in performing music must be successfully completed before credit can be counted toward the degree. Of the 32 units for graduation a maximum of four units of performing music may be counted toward the degree. More than one course in performing music for credit can be taken simultaneously only by special permission of the Department.

The Music Department's 199 and 299 offerings are made possible by the Estate of Elsa Graefe Whitney '18.

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## **Performing Organizations**

The following organizations are a vital extension of the academic program of the Wellesley music department.

### **The Wellesley College Choir**

The Wellesley College Choir, with approximately 80 members, gives concerts on and off campus during the academic year, many of them with men's choirs. Endowed funds provide for at least one joint concert each year accompanied by a professional orchestra.

### **The Wellesley Madrigal Singers**

The Madrigal Singers are a chamber chorus of about 25 mixed voices. The organization elects its own student director.

### **The Collegium Musicum**

The Collegium Musicum, directed by a faculty member and several assistants, specializes in the performance of early music. Members of the Collegium enjoy the use of an unusually fine collection of historical instruments. See under Performing Music: Instrument Collection.

Separate consort instruction is available in viola da gamba, renaissance winds, and recorder for both beginning and advanced players for a nominal fee of \$35 per semester. Members of such groups are encouraged to take private instruction as well.

### **The Chamber Music Society**

The Chamber Music Society, supervised by a faculty member and assistants, presents three concerts each year, and a number of diverse, informal programs.

### **The Wellesley College Chamber Orchestra**

The Wellesley College Chamber Orchestra is a student-directed organization consisting of approximately 30 members. Its concerts include works from several periods for small orchestra, with possibilities for solo performance.

### **Jazz Workshop**

Faculty directed sessions are scheduled throughout the year giving students an opportunity to gain experience in ensemble playing with each other and with professional guest players.

### **The MIT Orchestra**

Through the Wellesley-MIT Cross Registration program, students on the Wellesley campus are eligible to audition for membership in the MIT Symphony Orchestra. Wellesley members of the orchestra have often held solo positions.

# Philosophy

Professor: *Stadler<sup>A</sup>, Putnam, Chaplin, Congleton*

Associate Professor: *Menkiti, Flanagan<sup>A</sup>, Winkler (Chairman), Little*

Assistant Professor: *Doran, Corbett*

Instructor: *Moody-Adams<sup>P</sup>*

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## 101 (1) (2) Plato's Dialogues as an Introduction to Philosophy

An introduction to philosophy through a study of Plato's views of the nature of man and society, and of the nature of philosophical inquiry as found in the early and middle dialogues taking Socrates as their central concern. Some consideration will be given to Aristotle. *Open to all students.*

*The Staff*

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## 106 (1) (2) Introduction to Moral Philosophy

An examination of the methods by which intelligent moral decisions are made through an examination of the views of several major figures in the history of moral philosophy. An attempt to develop the capacity to recognize and critically analyze philosophical arguments pertinent to the resolution of concrete contemporary issues. *Open to all students.*

*The Staff*

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## 125T (2) Science and Pseudo-Science, Writing Course

See Writing Program for complete description. *Ms. Doran*

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## 200 (1) (2) Modern Sources of Contemporary Philosophy

A study of the work of Descartes, Hume, and Kant. The course is intended to introduce students to the most influential philosophers of modern times. Key concepts, terms and arguments used by philosophers from the 17th century to the present day will be discussed. The course also provides preparation for more advanced work both in contemporary philosophy and in the history of modern philosophy. *Open to all students.*

*Mr. Winkler*

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## 202 (2)\* Introduction to African 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. *Open to all students except freshmen in their first semester.*

*Mr. Menkiti*

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## 203 (1) Philosophy of Art

An examination of some major theories of art and art criticism. Emphasis on the clarification of such key concepts as style, meaning, and truth, and on the nature of judgments and arguments about artistic beauty and excellence. *Open to freshmen who have taken one unit in philosophy, and to sophomores, juniors, and seniors without prerequisite. Not offered in 1985-86.*

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## 204 (2) Philosophy and Literature

This course examines the treatment of time, deliberation, love, and freedom in some selected works. Examined also will be the treatment of individual and social ideals, self-knowledge and self-identity, loyalty and commitment to self and others, and the problem of value revision. The course will end with some general discussion of how literature means—how to untangle the truth in fiction and the fiction in truth.

*Mr. Menkiti*

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## 207 (1) Philosophy of Language

What are the relations among thoughts, concepts and language? Or among thoughts, concepts and the world? Or between language and the world "out there"? How does language differ from other communication systems? These are some of the basic questions we will discuss as we examine various theories of meaning and of reference as well as of truth.

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Readings will be drawn from key figures who wrought "the linguistic turn"—Wittgenstein, Ryle, and Quine, along with contemporary figures such as Kripke, Putnam, and Rorty. *Prerequisite: same as for 203.*

*Ms. Doran*

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### 210 (1) Social Philosophy

An exploration of some key issues in social philosophy which will focus on such topics as the nature and value of community; the grounds for social coercion and the moral legitimacy of group rules; collective versus individual rationality; the responsibilities of persons in their roles; and obligations between generations. *Open to sophomores, juniors, and seniors without prerequisite.*

*Mr. Menkiti*

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### 211 (2)\* Philosophy of Religion

An examination of basic problems regarding the nature of religion, the grounds of religious belief, and the character of ritual, with attention to both traditional and contemporary positions. *Prerequisite: same as for 203. Not offered in 1985-86.*

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### 212 (1) Modern Jewish Philosophy

Major emphasis on the works of Spinoza and Martin Buber. Some time also devoted to thinkers of the Jewish enlightenment and to the philosophy of Franz Rosenzweig, a friend and collaborator of Buber. *Open to sophomores, juniors and seniors without prerequisite.*

*Mrs. Putnam*

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### 215 (1) Philosophy of Mind

Topics include the mind-body relation; free will/determinism; knowledge of one's own mind and other minds; reductionism; philosophical implications of recent work in neuroscience, cognitive science, and artificial intelligence. *Open to sophomores, juniors, and seniors. Not offered in 1985-86.*

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### 216 (1) (2) Logic

An introduction to the methods of symbolic logic and their application to arguments in ordinary English. Discussion of validity, implication, consistency, proof, and of such topics as the thesis of extensionality and the nature of mathematical truth. *Open to all students.*  
*Mrs. Putnam, Ms. Doran*

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### 217 (2) Philosophy of Science

A study of problems in the philosophy of the natural and social sciences, such as the growth of scientific knowledge, the reality of theoretical entities, space and time, purpose in nature, and the explanation of human action. Readings in both classical and contemporary sources. *Prerequisite: same as for 203.*

*Mr. Little*

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### 218 (1) Philosophy of Economics

A consideration of some of the philosophical and methodological issues which arise out of contemporary economic theory. Topics to be discussed include the concept of economic rationality; the status of economic laws; the relation between economic theory and data; the use of models in economic reasoning; the voters' paradox; philosophical problems arising out of the theory of games; and the relation between economic theory and other areas of social science. *Prerequisite: same as 203.*

*Mr. Little*

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### 220 (2) Knowledge and Reality: Metaphysics and Epistemology in the Seventeenth and Eighteenth Centuries

A study of the history of modern philosophy, intended as a sequel to Philosophy 200. The course will concentrate on three broad themes in the works of Hobbes, Locke, Spinoza, Leibniz, and Berkeley: the existence of innate ideas and the character and scope of human knowledge; nature and substance, and the nature and existence of God; the limits of mechanism and the relationship between matter and mind. *Prerequisite: 200.*

*Mr. Winkler*

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**221 (1) History of Modern Philosophy in the Nineteenth Century**

A study of Post-Enlightenment philosophy, concentrating on the German tradition. Selected texts from Hegel, Schopenhauer, and Nietzsche will illustrate the themes of reason, history, and human nature. Some attention will also be given to the thought of John Stuart Mill and Auguste Comte. *Prerequisite: 200 or other previous study of Kant accepted as equivalent by the instructor.*

Mr. Corbett

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**222 (2) American Philosophy**

The development of American philosophy from its beginnings as an attempt to come to terms with Puritanism, through the response to revolution and slavery and the development of Transcendentalism, to its culmination in Pragmatism. Pragmatism, exemplified by Peirce, James, and Dewey, as America's unique contribution to world philosophy occupies roughly half of the course. This course is intended for American studies majors as well as for philosophers. *Prerequisite: 200 or American Studies 315 or by permission of the instructor.*

Mrs. Putnam

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**223 (2) Phenomenology and Existentialism**

Central themes in contemporary European philosophy with special emphasis on the contributions of Søren Kierkegaard, Edmund Husserl, Martin Heidegger, and Jean-Paul Sartre. *Prerequisite: 200 or other previous study of Kant accepted as equivalent by the instructor.*

Mr. Corbett

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**227 (1) Philosophy and Feminism**

A systematic examination of competing theories of the basis, nature, and scope of women's rights. Included will be a comparison of J. S. Mill's classical liberal treatment of women's rights in *The Subjection of Women* with contemporary formulation of the liberal position. Several weeks will be devoted to discussion of (class selected) topics of contemporary interest to feminist theory. *Open to all students without prerequisite.*

Ms. Doran

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**249 (1) Medical Ethics**

A philosophical examination of some central problems at the interface of medicine and ethics. Exploration of the social and ethical implications of current advances in biomedical research and technology. Topics discussed will include psychosurgery, gendersurgery, genetic screening, amniocentesis, euthanasia. *Prerequisite: same as for 203.*

Mr. Menkiti

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**302 (2)\* Kant**

Intensive studies in the philosophy of Kant with some consideration of his position in the history of philosophy. *Prerequisite: 200. Not offered in 1985-86.*

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**303 (1)\* Hume**

Intensive studies in the philosophy of Hume with some consideration of his position in the history of philosophy. *Prerequisite: 200. Not offered in 1985-86.*

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**311 (1)\* Plato**

Two issues in Platonic philosophy will be emphasized. The so-called "Socratic paradox" which holds that no one knowingly does evil and the theory of "forms" or "Platonic ideas." Offered in alternation with 312. *Prerequisite: 101 or Greek 201 or by permission of the instructor. Not offered in 1985-86.*

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**312 (1)\* Aristotle**

Intensive study of the thought of Aristotle through detailed reading of selected texts. Attention will be given especially to those works which present Aristotle's picture of nature, human nature, and society. Aristotle's influence on subsequent science and philosophy will be discussed briefly. Offered in alternation with 311. *Prerequisite: 101 or Greek 201.*

Mrs. Chaplin

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**314 (2) Advanced Topics in Epistemology**

Course content will vary. Topics include theories of perception and sense datum theory, truth and the problem of justification, common sense and philosophical certainty, personal knowledge and knowledge of other



selves. *Open to juniors and seniors or by permission of the instructor.*

Ms. Doran

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### 326 (2) Philosophy of Law

A systematic consideration of fundamental issues in the conception and practice of law. Such recurrent themes in legal theory as the nature and function of law, the relation of law to morality, the function of rules in legal reasoning, and the connection between law and social policy are examined. Clarification of such notions as obligation, power, contract, liability, and sovereignty. Readings will cover the natural law tradition and the tradition of legal positivism, as well as such contemporary writers as Hart and Fuller. *Open to juniors and seniors, or by permission of the instructor.*

Mr. Menkiti

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### 327 (2) Seminar. Ideas of Progress and Perfection

The aim is to discover what exactly is at issue in discussions of the debts which the arts, sciences, and philosophies of the 20th century owe to their respective historical antecedents. The seminar will examine texts in the history of art, science, and philosophy with a view to clarifying the measure of agreement between different answers to the questions of what progress is and how it is to be assessed. Readings will include Gombrich, Lakatos, and Collingwood. *Open to juniors and seniors by permission of the instructor. Not offered in 1985-86.*

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### 328 (2) Problems in Twentieth-Century Art and Philosophy

Twelve major painters of the last 100 years, from Manet to Olitski, will be studied. Equal emphasis will be given to their stylistic development through a close study of individual paintings and to the critical issues raised by their work especially as these issues relate to the history of Modernist thought. Readings will include writings of the artists themselves, as well as relevant critical and philosophical texts. *Open by permission of the instructor. Not offered in 1985-86.*

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### 329 (2) Artistic Wealth and Cultural Plunder

What sorts of policies or legislation are needed to ensure that "cultural properties" remain, or are put into, the right hands? How can we assess the societal or communal values of these properties (public monuments, historic landmarks, artworks, etc.)? How should rights to their private ownership be justified? What are "cultural properties" anyway? The seminar will explore the philosophical literature on property rights and, with reference to traditional philosophy and to diverse contemporary sources, explore various disputed issues involved in the preservation of a culture's identity. *Prerequisite: one Grade II course in Philosophy, or by permission of the instructor. Not offered in 1985-86.*

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### 336 (1) Contemporary Analytic Philosophy

A study of contemporary philosophy in the English-speaking world. Points of contact with the philosophical tradition and philosophy on the European continent will be emphasized. Among the topics: language and the world, philosophical method, moral psychology, the self, skepticism, relativism. *Prerequisite: 200. Not offered in 1985-86.*

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### 338 (2) Justice: The Proper Balance of Liberty and Equality

Intensive study of John Rawls' *A Theory of Justice* as one attempt to clarify our thinking concerning the apparently conflicting demands for greater equality and more extensive liberty put forward by various groups in a democratic society. Attention will be paid to some of the major areas of conflict, e.g., affirmative action, the ERA, the welfare state, as well as to some of the philosophical responses to and clarifications of *A Theory of Justice*. *Prerequisite: one course in moral or social philosophy or in political theory, or by permission of the instructor.*

Ms. Moody-Adams

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### 339 (1) Contemporary Ethical Theory

Questions to be studied include: Are moral values discovered or invented? If there are objective values how do we come to know them, and if there aren't, where does the sense of moral obligation come from? What is the nature of moral (practical) reasoning? What is

the point of morality? Readings will be taken primarily from the works of 20th-century philosophers. *Prerequisite: one course in Philosophy or by permission of the instructor.*

*Mrs. Putnam*

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### 345 (2) Philosophy and the Human Sciences

A critical study of some major philosophical issues associated with the advent of the human sciences. Issues to be addressed include: the role of causal explanation in social science; the use of the concept of rationality within the social sciences; the method of *verstehen*; the adequacy of social explanations couched in terms of traditions and norms; reductionism and methodological individualism; and the status of macro-laws in social science. *Prerequisite: one course in philosophy, or by permission of the instructor.*

*Mr. Little*

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### 347 (1) Seminar. Marx

A careful reading of the main elements of Marx's theory of historical materialism through Marx's own texts and the important recent literature. Topics to be considered include the concept of class; technological determinism; the theory of exploitation; the relation between politics and economy in Marxist theory; the role of functional explanation in Marxism; and the relation between Marx's theory of capitalism and his revolutionary theory. *Prerequisite: one course in philosophy, or by permission of the instructor.*

*Mr. Little*

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### 350 (1) (2) Research or Individual Study 1 or 2

Open to juniors and seniors by permission.

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### 370 (1-2) Thesis 2 to 4

Open only to honors candidates. For alternate honors programs see Directions for Election.

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## Cross-Listed Courses

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### Education 102 (1)\*\*\* 1

Education in Philosophical Perspective. *For description and prerequisite see Education 102.*

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### Psychology 221 (1)

Language Acquisition. *For description and prerequisite see Psychology 221.*

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### Psychology 321 (2)

Seminar. Acquiring Conceptual Knowledge. *For description and prerequisite see Psychology 321.*

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## Directions for Election

Philosophy majors are expected to elect at least two courses from each of the following three areas:

A. (Historical): 101, 200, 202, 212, 220, 221, 222, 223, 302, 303, 311, 312, B. (Value Theory): 106, 202, 203, 204, 210, 211, 212, 227, 249, 326, 328, 329, 338, 339, 347 C. (Metaphysics and Theory of Knowledge): 202, 207, 215, 216, 217, 218, 220, [234], 314, 327, 336, 345.

Philosophy 200 is required of all philosophy majors; 216 is strongly recommended to students who plan to do graduate work in philosophy.

A knowledge of Latin, Greek, French, or German is desirable. Students planning graduate work in philosophy should acquire a reading knowledge of two of these languages.

The department offers the following options for earning honors in the major field: (1) writing a thesis or a set of related essays; (2) a two-semester project which replaces the thesis with some of the activities of a teaching assistant; (3) a program designed particularly for students who have a general competence and who wish to improve their grasp of their major field by independent study in various sectors of the field. A student electing option (2) will decide, in consultation with the department, in which course she will eventually assist and, in the term preceding her teaching, will meet with the instructor to discuss materials pertinent to the course. Option (3) involves selecting at least two related areas and one special topic for independent study. When the student is ready, she will take written examinations in her two areas and, at the end of the second term, an oral examination focusing on her special topic.

# Physical Education and Athletics

Professor: *Vaughan (Chairman)*

Associate Professor: *Batchelder, Cochran*

Assistant Professor: *Bauman, Cooper, Evans, Ford, Paul*

Instructor: *Antico<sup>p</sup>, Barber, Dale, Gabsi<sup>p</sup>, Hansa<sup>p</sup>, Hersbkowitz<sup>p</sup>, Katz<sup>p</sup>, Magraue<sup>p</sup>, Medeiros<sup>p</sup>, Normandean<sup>p</sup>, Stone<sup>p</sup>, Tierney<sup>p</sup>*

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## 121 (1-2) Physical Education Activities

The instructional program in physical education is divided into four terms, two each semester. To complete the College work in physical education a student must earn 8 credit points. Students are strongly urged to earn the 8 credits by the end of the sophomore year. These credit points do not count as academic units toward the degree, but are required for graduation. Most activities give 2 credit points each term, but certain activities give 3 or more credit points. Each activity is divided into skill levels to provide instruction in homogeneous groups. Special fees are charged for a few courses and are listed in the course descriptions. More detailed information on specific course offerings, skill levels, prerequisites, and numbers of points may be found in the Department of Physical Education and Athletics Curriculum Handbook which is sent to entering students and is distributed to each student prior to registration. The total program of activities offered in 1985-86 in very general terms follows.

### (1) Scheduled throughout the first semester

Ballet  
Jazz  
Modern Dance  
Self Defense  
Sports Medicine Seminar  
Wellness  
Yoga

### Term 1. Scheduled in first half of first semester

Aerobic Running  
Archery  
Canoeing  
Crew

Cycling  
Golf  
Horseback Riding  
Racquetball  
Sailing  
Softball  
Squash  
Tennis  
Volleyball  
Windsurfing

### Term 2. Scheduled in second half of first semester

Archery  
Badminton  
Boogie Into Shape  
CPR  
Fencing  
First Aid  
Horseback Riding  
Racquetball  
Squash  
Stretch and Strengthen  
Table Tennis  
Tennis  
Volleyball

### (2) Scheduled throughout the second semester

Advanced Life Saving and Aquatic Safety  
Ballet  
Jazz  
Modern Dance  
Scuba  
Self Defense  
Swimming  
WSI  
Wellness  
Yoga

### Term 3. Scheduled in first half of second semester

Badminton  
Boogie Into Shape  
Cross-Country Skiing  
CPR  
Downhill Skiing  
Fencing  
First Aid  
Horseback Riding  
Racquetball  
Squash  
Swimming  
Stretch and Strengthen  
Table Tennis  
Tennis

Term 4. Scheduled in second half of second semester

Aerobic Running  
Archery  
Canoeing  
CPR  
Crew  
Cycling  
First Aid  
Golf  
Horseback Riding  
Racquetball  
Sailing  
Soccer  
Softball  
Squash  
Stretch and Strengthen  
Swimming  
Tennis  
Windsurfing

#### Intercollegiate Program

There are opportunities for those who enjoy competition to participate in one of the intercollegiate teams presently sponsored by the Department of Physical Education and Athletics.

These teams include:

Basketball  
Crew  
Cross Country  
Fencing  
Field Hockey  
Lacrosse  
Soccer  
Squash  
Swimming and Diving  
Tennis  
Volleyball

### Cross-Listed Courses

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#### Theatre Studies 235 (1)\*

Looking at Ballet. *For description and prerequisite see Theatre Studies 235.*

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#### Theatre Studies 236 (1)\*

Looking at Modern Dance. *For description and prerequisite see Theatre Studies 236. Not offered in 1985-86.*

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### Directions for Election

Each student is expected to complete a minimum of two terms a year until Physical Education 121 is completed. A student may elect a course which is scheduled throughout a semester, two courses concurrently, or may choose not to elect a course during some terms.

Students should select courses which meet their present and projected interests in physical activities. It is hoped that students will gain knowledge of the relation of physical activity to the maintenance of general well-being; that they will achieve a level of ability, understanding, and participation in sports, dance, and/or exercise so that they may experience satisfaction and enjoyment; and that they will be able to swim with sufficient skill to participate safely in recreational swimming and boating.

A student's choice of activity is subject to the approval of the department and the College Health Services. Upon recommendation of a College physician and permission of the department, a student who has a temporary or permanent medical restriction may enroll in a modified program.

Students may continue to enroll in physical education after Physical Education 121 is completed. Members of the faculty may elect activities with permission of the department.

# Physics

Professor: *Fleming, Brown (Chair)*

Associate Professor: *Ducas*

Assistant Professor: *Marshall, Quivers, Fourquette*

Laboratory Instructor: *Bakhtiarinia*

Instructor: *Berg*

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All courses meet for two periods of lecture weekly and all Grade I and Grade II courses have one three-hour laboratory unless otherwise noted.

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## 100 (2) Musical Acoustics

Production, propagation and perception of sound waves in music; emphasis on understanding of musical instruments and the means of controlling their sound by the performer. No laboratory. Each student will write a term paper applying physical principles to a particular field of interest. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school. *Open to all students except to those who have taken [102].*

*Ms. Brown*

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## 101 (1)\* Physics in Perspective

A qualitative overview of the evolution of physics from classical to modern concepts. An introduction to the methodology and language of physics. Laboratory in alternate weeks. Not to be counted toward minimum major nor to fulfill entrance requirement for medical school. *Open to all students. Not offered in 1985-86.*

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## 102 (2) Musical Acoustics with Laboratory

Same description as 100 except the course is offered with laboratory in alternate weeks and the students will write a shorter term paper. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school. *Open to all students.*

*Ms. Brown*

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## 103 (1) Physics of Whales and Porpoises

Various aspects of these unusual mammals will be explored and viewed in the light of the physical principles they embody. Areas covered include: diving, acoustics, and movement through fluids. Each student will write a final paper on a particular topic. Laboratory in alternate weeks. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school. *Open to all students.*

*Mr. Ducas*

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## 104 (1) Basic Concepts in Physics I

Mechanics including: statics, dynamics, and conservation laws. Introduction to waves. Discussion meetings in alternate weeks. *Open to all students who do not offer physics for admission and by permission of the instructor to juniors and seniors who offer physics for admission. May not be taken in addition to 105, 109, or [110]. Prerequisite or corequisite: Mathematics 115.*

*Ms. Fourquette*

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## 105 (1) General Physics I

Principles and applications of mechanics. Includes: Newton's laws; conservation laws; rotational motion; oscillatory motion; thermodynamics and gravitation. Discussion meeting in alternate weeks. *Open to students who offer physics for admission and are not eligible for 109. May not be taken in addition to 104 or 109 [110]. Prerequisite or corequisite: Mathematics 115.*

*Mr. Quivers*

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## 106 (2) Basic Concepts in Physics II

Wave phenomena, electricity and magnetism, light and optics. 106 is normally a terminal course. *Prerequisite: 104 or 105 and Mathematics 115.*

*Mr. Berg*

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## 108 (2) General Physics II

Wave phenomena, electricity and magnetism, light and optics. *Prerequisite: 105 (or 104 and by permission of the instructor) and Mathematics 115; corequisite: Mathematics 116.*

*Ms. Fleming*

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**109 (1) Advanced General Physics I**

Same topics as 105, but in greater depth at a mathematically more advanced level. Discussion on meetings in alternate weeks. May not be taken in addition to 104 or 105. *Open to students who offer physics for admission and have completed Mathematics 115.*

*Ms. Fleming*

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**200 (2) Advanced General Physics II**

Same topics as 108, but in greater depth at a mathematically more advanced level. Discussion meetings in alternate weeks. *Prerequisite: 109 or [110], and Mathematics 116.*

*Ms. Fourquette*

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**203 (1) Vibrations and Waves**

Free vibrations; forced vibrations and resonance; wave motion; superposition of waves; interference and diffraction; emphasis on applications of Fourier analysis. *Prerequisite: 108 (or 106 and permission of the instructor) or 200 [201] and Mathematics 116. Mathematics 210 and some computer programming experience are recommended.*

*Ms. Brown*

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**204 (2) Modern Physics**

Basic principles of relativity and quantum theory and of atomic and nuclear structure. *Prerequisite: 108 (or 106 and by permission of the instructor) or 200 [201] and Mathematics 115. 203 is recommended.*

*Mr. Ducas*

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**219 (1) Modern Electronics**

Course is intended to give students the skills required to build various electronic devices that might be needed in the course of laboratory research. Emphasis will be placed on practical design and construction rather than on theoretical analysis or device physics. First half of course will cover analog circuits constructed with operational amplifiers; second half will cover digital circuits using TTL logic. Two laboratories per week and no formal lecture appointments. *Prerequisite: 108 or 200 [201].*

*Mr. Berg*

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**222 (2) Medical Physics**

The medical and biological applications of physics. Such areas as mechanics, electricity and magnetism, optics and thermodynamics will be applied to biological systems and medical technology. Special emphasis will be placed on modern techniques such as imaging tomography (CAT scans, ultrasound, etc.) and laser surgery. *Prerequisite: 106, 108, or 200 [201], and Mathematics 115, or by permission of the instructor. Not offered in 1985-86.*

*Mr. Ducas*

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**305 (2) Thermodynamics and Statistical Mechanics**

The laws of thermodynamics; ideal gases; thermal radiation; Fermi and Bose gases; phase transformations; and kinetic theory. *Prerequisite: 204 or 203 and permission of the instructor. Extradepartmental 216 or Mathematics 205.*

*Mr. Quivers*

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**306 (1) Mechanics**

Analytic mechanics, oscillators, central forces, Lagrange's and Hamilton's equations, introduction to rigid body mechanics. *Prerequisite: 200 [201] or 203 [202]; Extradepartmental 216; or by permission of the instructor.*

*Ms. Fleming*

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**314 (2) Electromagnetic Theory**

Maxwell's equations, boundary value problems, special relativity, electromagnetic waves, and radiation. *Prerequisite: 200 [201] or 108 and 306, and Extradepartmental 216 or Mathematics 205.*

*Ms. Fourquette*

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**321 (1) Quantum Mechanics**

Interpretative postulates of quantum mechanics; solutions to the Schrodinger equation; operator theory; perturbation theory; scattering; matrices. *Prerequisite: 204 and Mathematics 210; 306 or 314 are strongly recommended. Extradepartmental 216 is recommended.*

*Mr. Berg*

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### 349 (1)\* Application of Quantum Mechanics

Quantum mechanical techniques such as perturbation theory and the WKB method will be applied to describe phenomena in atoms and molecules. Such topics as Zeeman and Stark effects, internal level structure, one and two-photon transitions and basic non-linear optics will be discussed. *Corequisite: Physics 321 or Chemistry 333, or by permission of the instructor.*

Mr. Ducas

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### 350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

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### 370 (1-2) Thesis 2 to 4

Open only to honors candidates.

## Cross-Listed Courses

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### Extrdepartmental 216 (1)\* \*\*\*

Mathematics for the Physical Sciences. For description and prerequisite see *Extrdepartmental 216*.

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## Directions for Election

A major in physics should ordinarily include [201] or 200 or 108, [202] or 203, 204, 305, 306, 314, and 321. Extrdepartmental 216 or Mathematics 209, is an additional requirement. One unit of another laboratory science is recommended.

A reading knowledge of two of the following languages is desirable for students planning to attend graduate school: French, German, Russian.

## Exemption Examination

An examination for exemption from Physics 109 is offered to students who present one admission unit in physics. Students who pass this examination will be eligible for Grade II work in physics. No unit of credit will be given for passing this examination.

# Political Science

Professor: Miller (Chairman), Schechter<sup>A2</sup>, Stettner, Keohane, Just

Associate Professor: Paarlberg, Krieger

Assistant Professor: Joseph, Murphy, O'Neill<sup>A</sup>, Hope, Stanislawski<sup>P</sup>, Lib

Instructor: Vieceli, Fryling<sup>P</sup>

Lecturer: Entmacher<sup>P</sup>, Wasserspring<sup>P</sup>

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### 101 (1) (2) Introduction to Politics

Study of political conflict and consensus, or "who gets what, when, and how." Topics include ways in which political systems deal with problems in leadership, economic development, and social inequality. Comparison of democratic and authoritarian systems, including the United States, Great Britain, Nazi Germany, and the People's Republic of China. Emphasis on the relationship between political thought, institutions, and policy problems. Readings from Aristotle, Madison, Hitler, Marx, Lenin, and Mao as well as contemporary political analysts. Strongly recommended for all further work in political science. *Open to all students.*

The Staff

## Comparative Politics

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### 204 (1) (2) Political Economy of Development and Underdevelopment

An analysis of the national and international contexts of political and economic problems in the Third World with special emphasis on the major explanations for underdevelopment and alternative strategies for development. Topics discussed include colonialism and economic dependency, nationalism, nation-building, and political change, rural development, technology transfer, population control, and the role of women in developing countries. *Prerequisite: one unit in political science, economics, or European or Third World history; open to juniors and seniors without prerequisite.*

Mr. Joseph, Ms. Vieceli

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### 205 (1) Politics of Western Europe

A comparative study of democratic politics in Western Europe. The course will focus on political development in Great Britain, France, and Germany and will examine the role of political culture, parties, interest groups, and leaders in the political process. Contemporary problems in civil rights, economics, and European integration will be explored. *Prerequisite: one unit in political science or European history; open to juniors and seniors without prerequisite.*

Mr. Krieger

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### 206 (1) Politics of the Soviet Union and Eastern Europe

Study of the ideology and political organization of Soviet and Eastern European Communism since the 1917 Bolshevik Revolution. Topics include theory and practice of Marxism-Leninism and Stalinism, internal politics of the Communist Party, Soviet education and public opinion, and varieties of socialist democracy in contemporary Eastern Europe. *Prerequisite: one unit in political science or Russian language and/or history. Not open to students who have taken 301.*

Mr. Lib

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### 207 (2) Politics of Latin America

The course will explore Latin American political systems focusing on the problems 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 revolutionary experiences of Mexico and Cuba and the failure of revolution in Chile. Focus on the contemporary struggles for change in Central America. Contrasting examples drawn from Mexico, Cuba, Chile, Nicaragua and El Salvador. *Prerequisite: one unit in political science; by permission to other qualified students.*

Ms. Wasserspring

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### 208 (2) Politics of East Asia

An introduction to the political systems of contemporary China and Japan. Topics include the origins and evolution of the Chinese revolution; the legacy of Chairman Mao Zedong; the structure and nature of political

processes in the People's Republic of China; policy issues such as rural development, the status of women and ethnic minorities, and education in socialist China; party and bureaucratic politics in post-war Japan; and the reasons for the Japanese economic "miracle." *Prerequisite: one unit in political science, Asian history, or Chinese studies. Not open to students who have taken 300.*

Mr. Joseph

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### 209 (2)\* African Politics

An examination of the politics of Africa, with special emphasis on relations among African countries and between Africa and the rest of the world. Attention will be paid to the problems of decolonization, national integration, and to the crisis in southern Africa. *Prerequisite: one unit in political science; by permission to other qualified students.*

Ms. Vieceli

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### 303 (2) The Political Economy of the Welfare State

A comparative study of the foundations of social and welfare policy in Western democracies. Focus will be on the changing character of the welfare state in Europe and America: its development in the interwar years, its startling expansion after World War II, and its uncertain future today as a result of fiscal crisis and diverse political oppositions. Themes to be discussed include: state strategies for steering the capitalist economy; problems of redistribution of wealth; social security, health, and unemployment protection; and the implications of welfare policy for class, race, and gender in contemporary society. *Prerequisite: one Grade II unit in American or comparative European politics or macroeconomics or European history; open to juniors and seniors without prerequisite by permission of the instructor.*

Mr. Krieger

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### 304 (2) Seminar. Studies in Political Leadership

A comparative study of the resources and constraints modern political leaders experience. Conceptual approaches and case studies will be analyzed. Review of succession problems and political culture in a variety of democratic



and authoritarian societies. Individual research and student reports. *Open to students who have taken one Grade II unit in international relations, American or comparative politics, or by permission of the instructor.*

Mr. Lib

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### 305 (2) Seminar. The Military in Politics

The seminar will 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 of the United States, Brazil, Peru, Nigeria, Ghana, Egypt. *Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to instructor. Not offered in the 1985-86.*

Ms. Wasserspring

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### 306 (2) Seminar. Revolutions in the Modern World

Comparative analysis of the theory and practice of revolutions in the 20th century. The seminar will consider such questions as: Why and when do revolutions occur? What are the important qualities of revolutionary leadership? How are people mobilized to join a revolutionary movement? What are some of the different strategies for the revolutionary seizure of power? Writings by such revolutionaries as Lenin, Mao, and Guevara will be studied, along with contemporary social science analyses of revolutions. Case studies will be drawn from Russia, China, Vietnam, Cuba, Chile, and Iran. *Open to all juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to instructor.*

Mr. Joseph

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### 309 (2) Communist Parties and Socialist Societies

An examination of a variety of political, social, and economic issues in building socialism under the leadership of a communist party. Material will be drawn from such countries as China, the Soviet Union, Poland,

Yugoslavia, Cuba, Vietnam, North Korea, and Ethiopia. Topics to be considered include: routes to power, ideology, party structure and operation, succession, participation, dissent and social control, economic planning and reform, the role of the military, and women in socialist societies. *Prerequisite: one Grade II unit in comparative politics or by permission of the instructor.*

Mr. Joseph

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### 330 (1) Public Policy-Making in the Third World

This course examines public policy-making in the Third World with special emphasis on the dilemmas and constraints that confront policy-makers and implementors in developing countries. Emphasis will be on the political economy of policy-making, on the impact of resource scarcity and economic dependency and the complex economic and political constraints that conditions the range of choices available to policy-makers. The readings will provide a theoretical framework for examining public policy-making in the Third World and case studies of rural development and educational policy. Students may investigate the policy-making process in specific countries or particular policy sectors of their own interest.

Ms. Vieceli

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## American Politics and Law

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### 200 (1) (2) American Politics

The dynamics of the American political process: constitutional developments, growth and erosion of congressional power, the rise of the presidency and the executive branch, impact of the Supreme Court, evolution of federalism, the role of political parties, elections and interest groups. Emphasis on national political institutions and on both historic and contemporary political values. The course will include analysis of a variety of contemporary policy problems, including such issues as race and sex discrimination, individual liberties, poverty, urban conflict, environmental disruption, inflation, and unemployment. Recommended for further work in American law and politics. *Prerequisite: one unit in political science, economics, or American studies, or by permission of the instructor.*

Mr. Schechter, Ms. Hope, Ms. Fryling

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### 210 (1) Political Participation

The impact of voters, pressure groups, political parties and elections on American politics. Students will engage in participant observation in an election campaign or interest group. The decline of political parties and the rise of the media will be explored in the context of American elections. *Prerequisite: one unit in political science or by permission of the instructor.*

*Ms. Just*

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### 212 (2) Urban Politics

Introduction to contemporary urban politics. Study of policymaking and evaluation in the areas of education, transportation, housing, welfare, budgeting and taxation. Consideration of population shifts, regional problems, and the impact of federal policy on urban planning. *Prerequisite: one unit in Political Science or Economics or American Studies.*

*Ms. Hope*

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### 215 (1) (2) Law and the Administration of Justice

Fundamentals of the American legal process, including development of common law, courts and judges, civil and criminal proceedings, property rights, the "imperial judiciary," criminal liability, interaction of law and politics, limits of the legal system; some comparison with other legal systems. Recommended for further work in legal studies. *Prerequisite: 200 or by permission of the instructor.*

*Mr. Stanislawski*

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### 311 (1) The Supreme Court in American Politics

Analysis of major developments in constitutional interpretation, the conflict over judicial activism, and current problems facing the Supreme Court. Emphasis will be placed on judicial review, the powers of the President and of Congress, federal-state relations, and individual rights and liberties. Each student will take part in a moot court argument of a major constitutional issue. *Prerequisite: one unit in American Politics, or 215, or by permission of the instructor.*

*Mr. Schechter*

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### 312 (2) The Criminal Justice System

An examination of how the criminal justice system works, considering the functions of police, prosecutor, defense counsel, and court in the processing of criminal cases; uses of discretionary power in regard to international and national rendition of fugitive offenders, arrest, bail, plea bargaining, and sentencing; changing perceptions of the rights of offenders and victims; current problems in criminal law. Legal research and moot court practice. *Prerequisite: 215 or 311 or by permission of the instructor. Not offered in 1985-86.*

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### 313 (1) American Presidential Politics

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 congressional relations and leadership of the federal bureaucracy. *Prerequisite: 200 or 210 or by permission of the instructor.*

*Ms. Hope*

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### 314 (2) Congress and the Legislative Process

An examination of the structure, operation, and political dynamics of the U.S. Congress and other contemporary legislatures. Emphasis will be on Congress: its internal politics, relations with the other branches, and responsiveness to interest groups and the public. The course will analyze the sources and limits of congressional power, and will familiarize students with the intricacies of lawmaking. *Prerequisite: 200 or 210 or by permission of the instructor. Not offered in 1985-86. Offered in 1986-87.*

*Mr. O'Neill*

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### 315 (1) Public Policy in a Bureaucratic Age

An introduction to the skills of policy analysis and an exploration of the expanding roles of state and federal bureaucracies in American politics. Emphasizes how politics are made or evaded, who implements policies, and what standards we possess to appraise whether policies succeed or fail. Case studies include

welfare politics, legal services for the poor, environmental pollution controls, and other examples of intergovernmental relations. *Prerequisite: 200 or 210 or by permission of the instructor. Not offered in 1985-86.*

Mr. O'Neill

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### 316 (2) Mass Media and Public Opinion

Examination of the role of mass media and public opinion in American democracy. Study of American political culture, popular participation, and performance. Evaluation of the role of mass media in shaping public opinion, with special emphasis on the presidential election campaign. Discussion will focus on the organization of news-gathering, behavior and values of journalists, news production, problems of the First Amendment, reporting international affairs, and the impact of new technologies. *Prerequisite: 200, or 210, or by permission of the instructor.*

Ms. Just

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### 317 (2) Federal Policy-Making

Investigation of how politicians, bureaucrats and lobbyists bargain over policies at home and abroad. Focus on practical politics and general theories about the policy-making system. Case studies of successes and failures in both foreign and domestic policy. This course will emphasize student presentations and research papers on individual policies. *Prerequisite: 200 or by permission of the instructor. Not offered in 1985-86.*

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### 318 (1) Seminar. Conservatism and Liberalism in Contemporary American Politics

Examination of the writings of modern conservatives, neo-conservatives, liberals, and libertarians and discussion of major political conflicts. Analysis of such policy questions as the role of the Federal government in the economy, poverty and social welfare, personal liberty, property rights, capital punishment, preventive detention, affirmative action, bus-ing, abortion, school prayer. Assessment of the impact of interest groups, the president and

other political leaders, the media, and Supreme Court justices on constitutional rights and public policies. *Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to instructor.*

Mr. Schechter

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### 319 (2) Seminar. Executive Decision-Making: Varieties of Power

Study of presidents, governors and mayors and the policy environment in which chief executives function. Theories of decision-making will be explored. Comparison of the powers and constraints on public executives with those in the private sector. *Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to instructor.*

Ms. Hope

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### 320 (2) Seminar. Inequality and the Law

Analysis of the emerging constitutional and statutory rights of women and racial minorities. What rights have been sought? What rights have been achieved? To what extent have new legal rights been translated into actual social and governmental practices? Focus on the equal protection and due process clauses of the Fourteenth Amendment, statutes such as Title VII of the 1964 Civil Rights Act, and Supreme Court decisions during the past decade. The seminar will compare litigation with more traditional strategies for changing public policies toward employment discrimination, abortion, affirmative action, school segregation, housing and welfare. *Prerequisite: one unit in American legal studies and by permission of the instructor. Enrollment limited; apply in writing to instructor. Not offered in 1985-86.*

Mr. Schechter

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### 336 (1) Seminar. Women, the Family and the State

Analysis of the development and evolution of public policies toward the family, and their relationship to changing assumptions about "women's place." Consideration of policies toward marriage and divorce; domestic violence;

nontraditional families; family planning; the care and support of children; and public welfare. *Prerequisite: one unit in American Politics, 215 or 311, and by permission of the instructor. Enrollment limited; apply in writing to instructor.*

Ms. Entmacher

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## International Relations

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### 221 (1) (2) World Politics

An introduction to the international system with emphasis on contemporary theory and practice. Analysis of the bases of power and influence, the sources of tension and conflict, and the modes of accommodation and conflict resolution. *Prerequisite: one unit in history or political science.*

Miss Miller, Mr. Murphy

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### 222 (2) Comparative Foreign Policies

An examination of factors influencing the formulation and execution of national foreign policies in the contemporary international system. Comparisons and contrasts between rich and poor, and strong and weak countries will be stressed, especially the varying significance of domestic sources of foreign policy in Western and non-Western settings. *Prerequisite: one unit in international relations or comparative politics.*

Mr. Paarlberg

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### 321 (1) The United States in World Politics

An exploration of American foreign policy since 1945. Readings will include general critiques and case studies designed to illuminate both the processes of policy formulation and the substance of policies pursued. Consideration of future prospects. *Prerequisite: one unit in international relations or by permission of the instructor.*

Miss Miller

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### 322 (1) The Soviet Union in World Politics

An examination of Soviet foreign policy since 1917. Attention will be given to ideological, geo-political, economic, and domestic sources of foreign policy behavior. Soviet policy toward the Western nations, developing nations, and other communist countries will be treated. *Prerequisite: one unit in international relations, 301, 206, or by permission of the instructor.*

Mr. Lib

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### 323 (1) The Politics of Economic Interdependence

A review of the politics of international economic relations, including trade, money, and multinational investment, among rich and poor countries and between East and West. Global issues discussed will include food, population, and energy, and poor country demands for a New International Economic Order. *Prerequisite: one unit in international relations or comparative politics.*

Mr. Paarlberg

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### 324 (2) International Security

War as the central dilemma of international politics. Shifting causes and escalating consequences of warfare since the industrial revolution. Emphasis on the risk and avoidance of armed conflict in the contemporary period, the spread of nuclear and conventional military capabilities, arms transfer, arms competition, and arms control. *Prerequisite: one unit in international relations or permission of the instructor.*

Mr. Paarlberg

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### 325 (2) Seminar. Negotiation and Bargaining

An examination of modern diplomacy in bilateral and multilateral settings from the perspectives of both theorists and practitioners. Consideration of the roles of personalities, national styles of statecraft and domestic constraints in historical and contemporary case studies from Versailles to the present. *Prerequisite: one unit in international relations or by permission of the instructor. Enrollment limited; apply in writing to instructor.*

Miss Miller

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**326 (2) International Politics in the Middle East**

Examination of conflict and cooperation stressing the Arab-Israeli dispute, intra-Arab politics, and the behavior of extra-regional states. Consideration of domestic problems and the roles of religion and ideology as hindrances or aids to conflict resolution. *Prerequisite: same as for 321.*

Mr. Murphy

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**327 (1) International Organization**

The changing role of international institutions since the League of Nations. Emphasis on the UN, 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.*

Mr. Murphy

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**328 (2) Seminar. Problems in East-West Relations**

An exploration of contentious issues in relations between the superpowers and their allies. Stress on diverse approaches to such questions as defense, arms control, human rights, intervention in third-world conflicts, energy security, trade and technology transfer, scientific and cultural exchanges, the role of China in world affairs, and instability in Eastern Europe. *Prerequisite: one unit in international relations or by permission of the instructor. Enrollment limited; apply in writing to instructor. Not offered in 1985-86.*

*Offered in 1986-87.*

Miss Miller

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**329 (2) International Law**

The law applicable to the relations of states, international organizations, and individuals in the international community, considering lawmaking processes, settlement of public and private disputes, national claims to marine

areas, control of international terrorism, nationality and alienage, regulation and protection of foreign trade and investments, revision of laws of war. *Open to students who have taken 215 or one unit in international relations, or by permission of the instructor.*

Mr. Stanislawski

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**331 (1) Seminar. The Politics of the World Food System**

How politics shapes world food production, consumption, and trade. The seminar will include an examination of national food and food trade policies in rich and poor countries. Particular stress will be placed on the experience of India, the Soviet Union, and the United States. Also, an examination of the role of international agribusiness and private food trading companies, and of international organizations managing food trade and food assistance. Finally, an investigation of the use of food as a diplomatic weapon. *Prerequisite: one unit in international relations or comparative politics. Open to juniors and seniors by permission of the instructor. Enrollment limited. Apply in writing to instructor.*

Mr. Paarlberg

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**345 (1) Seminar. The Politics of Dominance: United States, Canada and Mexico**

An examination of the bilateral and multilateral relations of the United States, Canada and Mexico. This seminar will study the interaction of state and systemic factors and will consider the political, economic, legal, cultural, security, and environmental dimensions of the politics of North America. Students will review the historical bases for contemporary relations among these countries and examine specific areas of concern, including economic integration, population movements, trans-border pollution, energy policy and varying perspectives on defense and foreign relations. *Enrollment limited; apply in writing to instructor.*

Mr. Stanislawski

## Political Theory and Methods

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### 240 (1) Classical and Medieval Political Theory

Study of selected classical, medieval, and early modern writers such as Plato, Aristotle, Cicero, St. Augustine, St. Thomas Aquinas, Machiavelli, Luther, Calvin, and Hooker. Views on such questions as the nature of political man; interpretations of the concepts of freedom, justice, and equality; legitimate powers of government; best political institutions. Some attention to historical context and to importance for modern political analysis. *Prerequisite: one unit in political science, philosophy, or European history.*

Mr. Stettner

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### 241 (2) Modern Political Theory

Study of political theory from the 17th to 19th centuries. Among the theorists studied are Hobbes, Locke, Hume, Rousseau, Burke, Mill, Hegel, Marx, and Nietzsche. Views on such questions as the nature of political man; interpretations of the concepts of freedom, justice, and equality; legitimate powers of government; best political institutions. Some attention to historical context and to importance for modern political analysis. *Prerequisite: one unit in political science, philosophy, or European history.*

Mr. Stettner

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### 242 (1) Contemporary Political Theory

Study of selected 20th-century political theories, including Existentialism, contemporary variants of Marxism, Fascism, Neoconservatism. Attention will be paid to theories leading to contemporary approaches to political science, including elite theory, group theory, functionalism, and theories of bureaucracy. *Prerequisite: one unit in political theory; 241 is strongly recommended.*

Mr. Krieger

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### 249 (2) Political Science Laboratory

The role of empirical data and the use of the computer in the study of comparative politics, public opinion, and political behavior. Frequent exercises introduce students to topics in descriptive statistics, probability and sampling, questionnaire design, cross tabulation,

tests of significance, regression, correlation and modeling. Emphasis is on concepts in data analysis. No previous knowledge of mathematics, statistics, or computing is required. *Prerequisite: one Grade II unit in political science or by permission of the instructor.*

Mr. Murphy

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### 340 (1)\* American Political Thought

Examination of American political writing, with emphasis given to the Constitutional period, Progressive Era, and to contemporary sources. Questions raised include: origins of American institutions, including rationale for federalism and separation of powers, role of President and Congress, judicial review, etc.; American interpretations of democracy, equality, freedom and justice; legitimate powers of central and local governments. Attention paid to historical context and to importance for modern political analysis. *Prerequisite: one Grade II unit in political theory, American politics, or American history, or by permission of the instructor. Not offered in 1985-86.*

Mr. Stettner

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### 341 (2) Issues and Concepts in Political Theory

Study of such political concepts as freedom, justice, equality, democracy, power, revolution, civil disobedience, and political obligation. Discussion of related issues, including implications for political systems of adopting these concepts and problems which result when these values conflict with one another. Emphasis on contemporary political problems and sources. *Prerequisite: two Grade II units in political science, philosophy, or intellectual history, or by permission of the instructor.*

Mr. Krieger

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### 342 (1) Marxist Political Theory

Study of the fundamental concepts of Marxism as developed by Marx and Engels and explored by later classical Marxist theorists including: Lenin, Stalin, Trotsky, Gramsci, Kautsky, and Luxemburg. Attention will also be paid to the contemporary theoretical controversy surrounding both East European communism and the "Eurocommunism" of France, Italy, and Spain. Concepts to be critically examined include: alienation, the materialist view of history, the bourgeois state,

the transition to socialism, the dictatorship of the proletariat, and permanent revolution vs. statism. *Prerequisite: one Grade II unit in political theory or by permission of the instructor.*

Mr. Krieger

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### 344 (2) Feminist Political Theory

Examination of 19th and 20th-century feminist theory within the conventions and discourse of traditional political theory. Authors read will include Marx, Mill, deBeauvoir and Woolf, as well as several contemporary American, English and French theorists. Liberal, socialist, radical, historical, psychoanalytic and utopian approaches to the topic will be considered. *Prerequisite: one Grade II unit in political theory, philosophy, women's studies, or modern European history. Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to instructor.*

Ms. Keohane

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### 349 (1) Seminar. Political Ethics and Political Obligation

This seminar focuses on the notions of political obligation and political dissent, ranging from the assertion that citizens are always obligated to obey political authorities, to the espousal of the right of revolution. The course is divided into three sections: the ethical bases and extent of political obligation, the ethical bases of civil disobedience and passive resistance, and the moral defenses of the right of revolution. Readings will include Plato, Hobbes, Kant, Thoreau, Gandhi, Martin Luther King, Jr., Mao Zedong and Nelson Mandela. *Enrollment limited; apply in writing to instructor.*

Ms. Vieceli

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### 350 (1) (2) Research or Individual Study 1 or 2

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. *Open to juniors and seniors by permission.*

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### 370 (1-2) Thesis 2 to 4

Open only to honors candidates.

## Cross-Listed Courses

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### Black Studies 214 (2)\*\*\*2

The Supreme Court and Racial Equality. *For description and prerequisite see Black Studies 214.*

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### Black Studies 217 (1)\*\*\*2

Race, Class and Public Policy. *For description and prerequisite see Black Studies 217.*

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### Black Studies 317 (1)

Political Sociology of Afro-Americans. *For description and prerequisite see Black Studies 317.*

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### Extrdepartmental 222 (1)

Latin American Studies: Latin American Peasantry. *For description and prerequisite see Extrdepartmental 222.*

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## Directions for Election

The Political Science Department divides its courses and seminars into four sub-fields: Comparative Politics, American Politics and Law, International Relations, and Political Theory and Methods. Political Science 101, which provides an introduction to the discipline, is strongly recommended for freshmen or sophomores who are considering majoring in Political Science.

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 Grade II or Grade III unit in each of the four sub-fields offered by the Department. In the process of meeting this major requirement, students are encouraged to take at least one course or seminar which focuses on a culture other than their own.

In addition to the distribution requirement, the Department believes all majors should do advanced work in at least two of the four sub-fields. To this end, the minimum major shall include Grade III work in two fields and at least one of these Grade III units must be a seminar. Admission to department seminars is by written application only. Seminar applications may be obtained in the Department office. Majors are encouraged to take more than the minimum number of required Grade III

courses. Furthermore, while units of credit taken at other institutions may be used to fulfill up to two of the four distribution units, the Grade III units required for a minimum major must be taken at Wellesley.

Although Wellesley College does not grant academic credit for participation in intern programs, students who take part in the Washington Summer Internship program or the Los Angeles Urban Internship Program may arrange with a faculty member to undertake a unit of 350, Research or Individual Study, related to the internship experience.

Political Science majors who are considering going to graduate school for a Ph.D. in Political Science should keep in mind that most graduate schools require a reading knowledge of two foreign languages and statistics or, as an alternative, one language plus quantitative methods.

## Psychobiology

AN INTERDEPARTMENTAL MAJOR

Directors: *Koff, Eichenbaum*

The Departments of Psychology and Biological Sciences offer an interdepartmental major in psychobiology which provides opportunity for interdisciplinary study of the biological bases of behavior.

A major in psychobiology must include the following core courses: Psychology 101, 205, and a research methods course (207R, 210R, 212R, or 214R); Biology 110 and 111; and Psychobiology 213. Majors must elect at least one other Grade II course from each department. To be eligible for an invitation to the Honors program, students must have completed all of the above by the end of the junior year. Finally, all majors must elect at least one Grade III course in each department. Acceptable Grade III courses in Biology are 302, 304, 312, and 315; acceptable Grade III courses in Psychology are 310, 318, 319, 330, and 335. Any other Grade III courses must be specifically approved by the directors.

Students planning graduate work in this and related fields are advised to elect at least 2 units of chemistry, 2 units of physics, and to acquire a working knowledge of computers.

## Psychology

Professor: *Zimmerman, Dickstein, Furumoto (Chair), Schiavo*

Associate Professor: *Clinchy, Koff<sup>A</sup>, Pillemer, Cheek<sup>A</sup>, Mansfield<sup>P</sup>*

Assistant Professor: *Brachfeld-Child<sup>A</sup>, Akert<sup>A</sup>, Lucas, Ullman<sup>P</sup>, Rosen<sup>P</sup>, Schlesinger<sup>P</sup>, Thorne, Boyle<sup>P</sup>*

Instructor: *Hennessey, DiZio<sup>P</sup>*

Lecturer: *Rierdan<sup>P</sup>, Erkut<sup>P</sup>*

Visiting Luce Professor: *Valian*

Research Assistant: *Eister*

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### 101 (1) (2) Introduction to Psychology

Study of selected research problems from areas such as personality, child development, learning, cognition, and social psychology to demonstrate ways in which psychologists study behavior. *Open to all students.*

*The Staff*

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### 205 (1) (2) Statistics

The application of statistical techniques to the analysis of psychological 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. Additional optional periods may be arranged for review and discussion. *Prerequisite: 101.*

*Mr. Pillemer, Mr. Dickstein, Ms. Hennessey*

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### 207 (1) (2) Child Development

Behavior and psychological development in infancy and childhood. Theory and research pertaining to personality, social, and cognitive development are examined. Lecture, discussion, demonstration, and observation of children. Observations at the Child Study Center required. *Prerequisite: 101.*

*Ms. Hennessey*



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**207R (1) (2) Research Methods in Developmental Psychology**

An introduction to research methods appropriate to the study of human development. Individual and group projects. Laboratory. Each section typically limited to twelve students. Observations at the Child Study Center required. *Prerequisite: 205 and 207.*

*Mrs. Clinchy, Mr. Pillemer*

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**208 (1) Adolescence**

Consideration of physical, cognitive, social and personality development during adolescence. *Prerequisite: 101.*

*Ms. Erkut*

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**210 (1) (2) Social Psychology**

The individual's behavior as it is influenced by other people and the social situation. Study of social influence, interpersonal perception, social evaluation, and various forms of social interaction. Lecture, discussion, and demonstration. *Prerequisite: 101.*

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**210R (2) Research Methods in Social Psychology**

An introduction to research methods appropriate to the study of social psychology. Individual and group projects on selected topics. Laboratory. Each section typically limited to twelve students. *Prerequisite: 205 and 210 or 211.*

*Mr. Schiavo*

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**211 (1) Group Psychology**

Study of everyday interaction of individuals in groups. Introduction to theory and research on the psychological processes related to group structure and formation, leadership, communication patterns, etc. *Prerequisite: 101.*

*Mr. Schiavo*

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**212 (1) (2) Personality**

Psychodynamic, phenomenological, and behavioral approaches to personality, and the synthesizing possibilities of a fourth, interpersonal approach. Lectures and readings examine differing theoretical assumptions about the significance, contents, and causes of individuality. Students will critique theories by attempting to apply them to events in their own lives. *Prerequisite: 101.*

*Ms. Thorne*

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**212R (1) (2) Research Methods in Personality**

An introduction to research methods appropriate to the study of personality. Individual and group projects. Laboratory. Each section typically limited to twelve students. *Prerequisite: 205 and 212.*

*Mr. Dickstein, Ms. Rierdan*

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**213 (1) Introduction to Psychobiology**

An introduction to the study of the relationship between the nervous system and behavior with particular emphasis on the structure and function of the nervous system. Topics include basic neuroanatomy and neurophysiology, and brain mechanisms involved in such aspects of behavior as emotion, language, motivation, memory, sensation, and cognition. Emphasis on comparison of experiments with animal and human subjects in an effort to shed light on human cognitive functions. Laboratory. *Prerequisite: 101 and Biology 111 or 109.*

*Mr. Eichenbaum, Mrs. Paul*

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**214R (1)(2) Research Methods in Experimental Psychology**

Introduction to research methods employed in experimental psychology. Consideration of human and animal experimental methodology. Group and individual projects, with opportunity for students to design and execute an independent research project. *Prerequisite: 205, and one of the following: 213, 215, 216, 217, 218, 219.*

*Ms. Lucas, Ms. Mansfield*

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**215 ( ) Comparative Psychology**

Study of the behavior of a variety of animal species to provide insight into basic psychological processes and behavior patterns such as learning, cognition, communication, consciousness, courtship, mating behavior, and parenting. Course will include laboratory and field observations. *Prerequisite: 101. Not offered in 1985-86.*

*Ms. Furumoto*

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**216 (2) Psycholinguistics**

Consideration of psychological theories of language, including such topics as origins and evolution of language, animal communication, language acquisition, biological basis of language, and the relation between language and thought. *Prerequisite: 101.*

*Ms. Lucas*

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**217 (1) Cognitive Processes**

Examination of basic issues and research in human information processing, including topics from attention and pattern recognition; memory and conceptual processes; judgment, reasoning, and problem-solving. *Prerequisite: 101.*

*Ms. Lucas*

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**218 (2) Sensation and Perception**

This course focuses on theories concerning the possible links between a physical event, the response of sensory organs, and subjective experience. We will briefly review physical and physiological concepts, such as waves, mapping functions, neural coding, and receptive fields. Using these concepts, we shall try to answer such questions as why specific thresholds for seeing and hearing exist, whether we see the colors and shapes that are on the retina or in the world, and whether we hear a saxophone in the same way we hear a voice. Course will include laboratory demonstrations. *Prerequisite: 101.*

*Mr. DiZio*

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**219 ( ) Learning**

Conditioning, verbal learning, and memory will be discussed. There will be an emphasis on in-class exercises demonstrating principles of learning and a consideration of their relevance to everyday learning situations. *Prerequisites: 101. Not offered in 1985-86.*

*Ms. Furumoto*

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**221 (1) Language Acquisition**

The puzzle of acquisition is that children learn the complex meanings of many words and the basics of the complicated structure of sentences by age three, without direct instruction. This introduction approaches the puzzle by presenting important phenomena of early child language, the methods used to study acquisition, and various solutions that have been suggested to the puzzle. *Prerequisite: 101 or Language Studies 114 or Philosophy 207 or by permission of instructor. This course will only be offered in 1985-86 by the Visiting Luce Professor of Language, Mind, and Culture.*

*Ms. Valian*

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**249 (1) Seminar. The Psychology of Education**

The psychology of college education. Exploration of different types of liberal arts colleges from the psychological point of view. Topics will include changes in student attitudes, values, and behavior during the college years; salient features of the college environment as perceived by students and faculty (e.g., competition, achievement); student decision-making (e.g., the major, the career); relationships among students and faculty; the social psychology of the classroom and the residence hall; innovative and traditional teaching techniques; methods of evaluating student learning; single-sex vs. coeducational colleges; the ideal college education for women. Freshmen and sophomores are encouraged to apply. *Open by permission of the instructor to students who have taken 101.*

*Miss Zimmerman*

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### 301 ( ) Psychology and Social Policy

An examination of the relevance of psychological theories and research in forming social policy. Consideration of the applicability of research to policy. Consideration of the applicability of research to policy issues such as the content of federal regulations and the construction of social programs, such as Head Start and federal regulations relating to day care, and the effects of television violence on aggression. *Open by permission of the instructor to juniors and seniors who have taken two Grade II units, excluding 205, and to other qualified students. Not offered in 1985-86.*

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### 303 (2) The Psychological Implications of Being Female

Gender is an important aspect of personal and social identity. This seminar will examine major theories and research on the significance of gender identity, and its development across space and time. Student projects will uncover ways in which gender identity contours and is contoured by everyday social relations. *Open to juniors and seniors who have taken two Grade II units, excluding Statistics, or by permission of the instructor.*

Ms. Thorne

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### 306 (1) Advanced Personality

Topic of 1985-86: Personality Assessment. This course is concerned with strategies, issues, and ethics of personality assessment. Students will gain hands-on experience with constructing and using measures of personality. Methods include case studies, interviews, character sketches, self-report tests, observer ratings, and behavior tallies. *Open to juniors and seniors who have taken 212 and 205, or by permission of the instructor.*

Ms. Thorne

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### 308 (1) Selected Topics in Clinical Psychology

Topic to be announced.

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### 309 (2) Abnormal Psychology

Consideration of major theories of neurosis and psychosis. Illustrative case materials. Selected issues in prevention and treatment of emotional problems. *Open to juniors and seniors who have taken two Grade II units, including 212 and excluding 205.*

Ms. Rierdan

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### 310 ( ) Seminar. Schizophrenia

The nature, causes, and treatment of schizophrenia. Schizophrenia will be distinguished from other psychological disorders with which it is frequently confused (such as multiple personality); its causes in terms of genetic, biochemical, family, and social influences will be reviewed; effective treatment of people diagnosed schizophrenic will be considered. Theoretical and research articles will be supplemented by taped interviews and films. The goals of the seminar are to increase the student's appreciation of this particular psychological disorder and, in so doing, to broaden her understanding of the variety of functional and dysfunctional ways people attempt to resolve universal human dilemmas. *Open by permission of the instructor to juniors and seniors who have taken two Grade II units, including 212, and excluding 205. Not offered in 1985-86.*

Ms. Rierdan

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### 311 (1) Seminar. Social Psychology

Topic for 1985-86: Environmental Psychology. The focus of the seminar is on the influence of the physical environment on behavior and feelings. There will be emphasis upon relevant concepts such as crowding, privacy, territoriality, and personal space. Specific settings (e.g., classrooms, playgrounds) will be investigated. Students (in small groups) will use observation, interview, or questionnaire techniques to pursue research topics. Individual seminar reports are expected. *Open by permission of the instructor to juniors and seniors who have taken two Grade II units, including either 210 or 211 and excluding 205.*

Mr. Schiavo

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**312 (1) Seminar. Psychology of Death**

An examination of the psychological meaning of death to the individual. Topics to be covered will include acquisition of the concept of death, antecedents and correlates of individual differences in concern about death, psychological processes in dying persons and their relatives, and the psychology of grief and mourning. *Open by permission of the instructor to juniors and seniors who have taken two Grade II units, excluding 205.*

*Mr. Dickstein*

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**317 (2) Seminar. Psychological Development in Adults**

Exploration of age-related crises and dilemmas in the context of contemporary psychological theory and research. Primary focus will be on early adulthood, but selected topics in mid-life and aging will also be examined. Among the topics to be covered will be intellectual development in adulthood; changing conceptions of truth and moral value; sex differences in development. *Prerequisite: same as 301.*

*Mrs. Clinchy*

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**318 (2) Seminar. Brain and Behavior**

Selected topics in brain-behavior relationships. Emphasis will be on the neural basis of the higher-order behaviors. Topics will include language, perception, learning, memory, hemispheric specialization, and sex differences in lateralization. *Open by permission of the instructor to juniors and seniors who have taken two Grade II units, including one of the following: 213, 215, 216, 217, 218, 219 and one other Grade II course, excluding 205.*

*Mr. Rosen*

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**319 (1) Seminar. Psychobiology**

Topic for 1985-86: Developmental Psychology. An examination of the development of the nervous system and its relation to behavior. Topics to be covered include the effects of sex hormones on the development of the brain, the effects of early experience on adult behavior, the development of sleep-wake states, the development of lateralization of the brain,

and developmental disorders of the human brain. *Open by permission of the instructor to juniors and seniors who have taken two Grade II units, including one of the following: 213, 215, 216, 217, 218, 219 and one other Grade II course, excluding 205.*

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**321 (2) Seminar. Acquiring Conceptual Knowledge**

How do we acquire knowledge? Do we acquire it differently in childhood and adulthood? Do we acquire everyday knowledge in anything like the way scientists acquire specialized knowledge? This seminar examines acquisition of concepts by humans at different ages in different settings. Topics will include: acquisition of "natural" concepts, such as the object concept, concepts of particular object classes (animal, furniture, etc.), and linguistic concepts; acquisition of "artificial" concepts in laboratory settings; theory development in science; models of concept acquisition offered by psychologists, linguists, and philosophers. *Open to students who have taken one Grade II unit in Psychology (excluding 205), Philosophy, or Language Studies, or by permission of instructor. This course will only be offered in 1985-86 by the Visiting Luce Professor of Language, Mind, and Culture.*

*Ms. Valian*

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**325 (2) Seminar. History of Psychology**

Topic for 1985-86. Freud in His Time. The seminar will focus on the origins of psychoanalysis and will consider the recent controversy regarding Freud's motives for disavowing the "seduction theory" of neurosis. *Open by permission of the instructor to juniors and seniors who have taken 101.*

*Ms. Furumoto*

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**327 (2) Selected Topics in Personality**

The Psychology of Vocational Choice and Personnel Selection. The first half of the course concerns the psychological processes involved in the development of vocational interests and the choice of a career. Diagnostic tests used in career counseling will be examined. In the second half, attention will be focused on the use of personality tests and other measures by personnel psychologists to make

hiring and promotion decisions in business and industry. Recent controversies concerning sex and race discrimination and the validity of psychological tests for employee selection will be discussed. *Not offered in 1985-86.*

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**328 (1) Topics in Psychology**

Topic to be announced.

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**330 (1) Seminar. Cognitive Science**

Cognitive Science is an interdisciplinary effort to understand and model cognitive mechanisms that use symbols to represent and manipulate knowledge. This effort encompasses work from the fields of cognitive psychology, artificial intelligence, linguistics, philosophy, and the neurosciences. The course will examine the pre-theoretical assumptions behind the research in this field as well as consider a number of questions raised by this approach. How are the mind and the brain related? What is knowledge? Can computers think? *Open to students who have taken courses in relevant areas, e.g., psychology, psychobiology, philosophy, linguistics, computer science.*

*Ms. Lucas*

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**331 (2) Seminar. Advanced Topics in Psychology**

Topic for 1985-86: The Psychology of the Self. An examination of psychological approaches to understanding the nature of the self from William James (1890) to contemporary theories, including recent developments in psychoanalytic theory. Topics will include self-awareness, self-esteem, self-presentation, self-actualization, and psychopathology of the self. Development of the self throughout the life span will be considered. *Open to juniors and seniors who have taken two Grade II units, excluding 205, and by permission of the instructor to other qualified students.*

*Ms. Ullman*

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**335 (2) Seminar. Experimental Psychology**

Memory in Natural Contexts. The experimental study of memory traditionally has taken place in the laboratory, where subjects recall strings of digits, nonsense syllables, or other carefully controlled stimuli. Recent studies of memory for naturally occurring events have led to a new focus on how we use memory in our everyday lives. The seminar will explore this rapidly expanding research literature. Topics include memory for emotionally salient experiences, eyewitness testimony, autobiographical memory, *deja vu*, childhood amnesia, cross-cultural studies of memory, memory in early childhood and old age, and exceptional memory abilities. Students will have the opportunity to conduct original research. *Prerequisite: same as 312.*

*Mr. Pillemer*

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**340 (1) Applied Psychology**

Topic for 1985-86. Organizational Psychology. To be effective in any organization it is crucial to have a working knowledge of how organizations and people within them function. This course will examine applications of psychological and managerial principles to problems encountered in work settings. Topics will include the impact of organizational systems on behavior, the use of power and influence, strategies for increasing productivity, motivation and morale, training and development techniques, and the implementation of organizational change. Special attention will be paid to the role of women as managers and leaders. *Prerequisite: same as 303.*

*Ms. Schlesinger*

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**345 (2) Seminar. Selected Topics in Developmental Psychology**

Topic for 1985-86: The Psychology of Creativity. The purpose of this course will be 1) to explore the foundations of modern theory and research on creativity, and 2) to examine methods of stimulating creative thought and expression. The course material will include 1) psychodynamic, behavioristic, hu-

manistic and social-psychological theories of creativity, 2) studies of creative environments, 3) personality studies of creative individuals, 4) methods of defining and assessing creativity, and 5) programs designed to increase both verbal and non-verbal creativity. *Open by permission of the instructor to juniors and seniors who have taken two Grade II units, excluding 205.*

*Ms. Hennessey*

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**349 (2) Seminar. Selected Topics in Psychology**

Topic for 1985-86: Nonverbal Behavior. This course will consider how information conveyed by a person's face, voice, and style of movement influences impression formation and social interaction. Emphasis will be given to examining strategies for assessing the components and impact of nonverbal information. Topics to be covered include: the communication of emotion and the detection of deception, the influence of age and gender-related variations in physical appearance on person perception, and the impact of unimodal versus multimodal sources of information on social interaction. Students will be given the opportunity to conduct several observational studies on nonverbal behavior. *Open by permission of the instructor to juniors and seniors who have taken two Grade II units, excluding 205.*

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**350 (1) (2) Research or Individual Study  
1 or 2**

Open by permission to juniors and seniors.

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**370 (1-2) Thesis 2 to 4**

Open only to honors candidates. *Prerequisite: 207R, 210R, 212R, or 214R [220R].*

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## Directions for Election

Beginning with the Class of 1984. Majors in psychology must take at least nine courses, including 101, 205, one research course, and three additional Grade II courses. The Department offers four research courses: 207R, 210R, 212R, 214R, [220R]. The Department strongly recommends that the research course be completed no later than the end of the junior year.

Students interested in an interdepartmental major in psychobiology are referred to the section of the Catalog where the program is described. They should consult with the directors of the psychobiology program.

# Religion

Professor: Johnson<sup>A2</sup> (Chairman, semester 1), Hobbs (Chairman, semester 2)

Associate Professor: Koderá, Marini

Assistant Professor: Elkins<sup>P</sup>, Reynolds,  
Ratner, Geller-Nathanson<sup>P</sup>, Waldoks<sup>P</sup>

Instructor: Shvily<sup>P</sup>

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## 100 (1) Introduction to Religion

A beginning course in the study of religion. Four central issues in major religious traditions of the world: 1) The tragic sense of life; 2) Religion as an agent of conflict and oppression, yet also of reconciliation and peace; 3) Personal religious experience as a means of recovering the fullness of life; and 4) Different ways of understanding the "sacred" or "holy." Materials drawn from sources both traditional and contemporary, Eastern and Western. *Open to all students.*

Mr. Johnson, Mr. Koderá, and Staff

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## 104 (1)(2) Introduction to the Hebrew Bible/Old Testament

A critical study of the Old Testament/Hebrew Bible (TaNaK) from a variety of perspectives – as a cultural expression of the ancient Near East, as a source for the history of Israel, and as the record of the evolving religious tradition of the Israelites. Attention to this tradition as the matrix of Christianity and Judaism. Emphasis upon the world views and literary craft of the authors. *Open to all students.*

Mr. Ratner

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## 105 (1) (2) Introduction to the New Testament

An exploration of 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, both ancient and modern. Special attention throughout the course to the

factors which led to the break between "Christian" Jews and Judaism and to the rise of Christianity as a separate religion, as well as the effects of this break on the literature within the New Testament written thereafter. *Open to all students.*

Mr. Hobbs

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## 107 (1) Crises of Belief in Modern Religion

Religious and anti-religious thinkers from the Enlightenment to the present. An examination of the impact of the natural sciences, social theory, psychology, and historical method on traditional religion. Readings in Hume, Darwin, Teilhard de Chardin, Marx, Reinhold Niebuhr, Freud, Tillich, and others. Course is taught at MIT first semester. *Open to all students.*

Mr. Johnson

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## 108 (1) (2) Introduction to Asian Religions

An introduction to the major religions of India, Tibet, China and Japan with particular attention to universal questions such as how to overcome the human predicament, how to perceive the 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. Course is taught at MIT second semester. *Open to all students.*

Mrs. Reynolds (1), Mr. Koderá (2)

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## 110 (1) The Religious Dimension

What is the religious dimension of human life? An introductory comparative exploration of basic themes and patterns of religious experience and expression. Topics include: sacred space and sacred time, the holy in art, myths of creation, rite and sacrament, religious community, evil and suffering, means to spiritual fulfillment. Readings from various religious traditions. *Open to all students. Not offered in 1985-86.*

Mrs. Reynolds

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**140 (2) Introduction to Judaism**

A survey of the history of the Jewish community from its beginnings to the present. Exploration of the elements of change and continuity within the evolving Jewish community, as it interacted with the larger Greco-Roman world, Islam, Christianity, and post-Enlightenment Europe and America. Consideration given to the central ideas and institutions of the Jewish tradition in historical perspective. *Open to all students.*

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**199 (1-2) Elementary Hebrew 2**

A systematic introduction to the grammar of the Hebrew language, with a concentration on Biblical Hebrew. Reading of portions of the Bible in Hebrew. Preparation for 299, which emphasizes modern Hebrew, as well as for exegetical studies in Hebrew Bible. Three periods. *Open to all students except those who have taken [109].*

*Mr. Ratner*

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**203 (2)\* The Ancient Near East**

A discussion of the earliest civilizations which are basic to Western thought, focusing on the cultural history and especially the literature of Egypt, Mesopotamia, Syria, and Canaan. Readings include Enuma Elish, Gilgamesh, the Code of Hammurabi, the Baal cycle, the Keret and Aqhat epics, and various hymns, omens, letters, treaties, chronicles, and royal inscriptions. Closes with a discussion of the relationship of Israel to its environment. Offered in alternation with 306. *Open to all students. Not offered in 1985-86.*

*Mr. Ratner*

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**204 (2)\* The Five Books of Moses (Torah/Pentateuch)**

Close reading of narrative, legal, and cultic texts selected from the first five books of the Bible. The effort to understand the religious life and thought of ancient Israel as reflected in these documents. Introduction to and critique of the major modern methods of pentateuchal criticism including documentary theory, form criticism, tradition, history, etc. *Open to all students. Not offered in 1985-86.*

*Mr. Ratner*

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**205 (2)\* Prophecy in Israel**

An examination of each prophetic book in Hebrew Bible/Old Testament, with attention to historical context, literary form, and theology. Among the topics discussed, the affinities of Israelite prophecy with ecstatic experience and divination elsewhere in the ancient Near East; the tension between visionary experience and political reality; the ethics of the prophets and its relationship to Israelite law, conflict between prophets; the role of prayer and intercession, and the application of old oracles to new situations. *Open to all students.*

*Mr. Ratner*

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**206 (1)\* Prayer, Wisdom, and Love in the Hebrew Bible/Old Testament**

A study of selected texts in translation from the Writings/Ketubim. The devotional poetry of the Psalms, the philosophical expositions of the "Wisdom" literature (Ecclesiastes, Proverbs, and Job), and the shorter writings of Ruth, Song of Songs, and Esther are analyzed against the backdrop of biblical thought in general and ancient Near Eastern literature in particular. *Offered in alternation with 212. Open to all students. Not offered in 1985-86.*

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**210 (1)\* The Gospels**

A historical study of each of the four canonical Gospels, and one of the noncanonical Gospels, as distinctive expressions in narrative form of the proclamation concerning Jesus of Nazareth. *Open to all students except those who have taken [200].*

*Mr. Hobbs*

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**211 (1)\* Jesus of Nazareth**

A historical study of the life and teaching of Jesus of Nazareth. Includes use of source, form, and redaction criticism, as methods of historical reconstruction. *Open to all students. Not offered in 1985-86.*

*Mr. Hobbs*



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**212 (2)\* Paul: The Controversies of an Apostle**

A study of the emergence of the Christian movement with special emphasis upon those experiences and convictions which determined its distinctive character. Intensive analysis of Paul's thought and the significance of his work in making the transition of Christianity from a Jewish to a Gentile environment. *Open to all students except those who have taken 204.*  
*Mr. Hobbs*

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**216 (1)\* History of Christian Thought: 100-1400**

Good and evil, free will and determinism, orthodoxy and heresy, scripture and tradition, faith and reason, love of God and love of neighbor; issues in Christian thought as addressed by Augustine, Thomas Aquinas, Francis of Assisi, and other shapers of Christianity from its origins through the medieval period. Attention also to popular religious practices; pilgrimages, the cult of saints, asceticism, and mysticism. *Open to all students. Not offered in 1985-86.*

*Ms. Elkins*

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**217 (2)\* History of Christian Thought: 1400-1800**

Scripture, tradition, free will, reason, authority, and prayer as understood by Joan of Arc, Martin Luther, John Calvin, Ignatius Loyola, Teresa of Avila, John Bunyan, John Locke, John Wesley, and others. Attention as well to witch trials, spiritual practices, and the effect of science and the discovery of the New World on Christianity. *Open to all students.*

*Ms. Elkins*

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**218 (1)\* Religion in America**

A study of major ideas, institutions, and events in American religions from the colonial period to the present. Introduction to the principal ways Americans have interpreted religious reality and the historical impact of these ideas on society and culture. Readings in central thinkers including the Puritans,

Jonathan Edwards, Ralph Waldo Emerson, and Mary Baker Eddy as well as primary sources from Native American, Black, Catholic, Jewish, and Pentecostal traditions. *Open to all students. Not offered in 1985-86.*

*Mr. Marini*

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**220 (2)\* Religious Themes in American Fiction**

Human nature and destiny, good and evil, love and hate, loyalty and betrayal, salvation and damnation, God and fate as depicted in the novels of Hawthorne, Thoreau, Melville, Harriet Beecher Stowe, Edith Wharton, Flannery O'Connor, and others. Reading and discussion of these texts as expressions of religious thought and culture in 19th- and 20th-century America. *Open to all students.*

*Mr. Marini*

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**221 (2)\* Catholic Studies**

Contemporary issues in the Roman Catholic Church, with particular attention to the American situation. Topics include sexual morality, social ethics, spirituality, dogma, women's issues, ecumenism, and liberation theology. Readings represent a spectrum of positions and include works by Thomas Merton, Dorothy Day, Henri Nouwen, the American bishops, and recent popes. *Open to all students. Not offered in 1985-86.*

*Ms. Elkins*

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**222 (2)\* Christian Spirituality**

The experience and knowledge of God explored through Christian writers of all periods including Paul, Augustine, Thomas à Kempis, Teresa, Bunyan, Pascal, Hammarskjöld, Kazantzakis, Merton, and Nouwen. *Open to all students. Not offered in 1985-86.*

*Ms. Elkins*

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**223 (1) Modern Christian Theology**

The rise of evangelical, existentialist, and liberation theologies in the modern era. Readings in representatives of these three theological movements, including Sören Kierkegaard, Karl Barth, Francis Schaeffer, Rosemary Reuther, and Paul Tillich. *Open to all students.*

*Mr. Johnson*

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**230 (1) Ethics**

An inquiry into the nature of values and the methods of moral decision-making. Examination of selected ethical issues including sexism, terrorism, professional morality, nuclear technology, and personal freedom. Introduction to case study and ethical theory as tools for determining moral choices. *Open to all students except those who have taken [208].*  
*Mr. Marini*

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**231 (2) Psychology of Religion**

An examination of psychological studies of religion including a variety of theoretical perspectives and exercises in contemporary research methods. Readings in authors such as William James, Sigmund Freud, C. G. Jung, Erik Erikson, and Gordon Allport. *Open to all students. Not offered in 1985-86.*  
*Mr. Johnson*

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**232 (2)\* Religion and the Human Life Cycle**

A cross-cultural study of the role of religion in the major stages of the life cycle: birth, puberty, marriage, death. Attention given to the rituals that mark these critical episodes and the religious questions they raise. Readings from autobiography, literature, anthropology, psychology, and ritual texts of the major traditions. Opportunity to do field work. *Open to all students. Not offered in 1985-86.*  
*Mrs. Reynolds*

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**240 (1)\* Development of Judaism**

Judaism from its beginnings in the biblical period to the early Middle Ages. A survey of significant religious, literary, and historical developments in the biblical, inter-testamental, tannaitic, and amoraic periods. Relevant texts from the Hebrew Bible, Apocrypha, Dead Sea Scrolls, New Testament, Mishnah, Midrash, and Talmud are analyzed. May be taken independently of Religion 241. *Open to all students. Not offered in 1985-86.*  
*Mr. Ratner*

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**241 (2)\* Judaism and Modernity**

A study of the issues raised by Jewry's encounter with the culture of Western Europe since the Enlightenment. Included will be readings on Jewish secular identity; contemporary branches of Judaism; the development of modern Jewish literature and philosophy; racial anti-Semitism and the Holocaust; Zionist ideology and the State of Israel. 240 is not a prerequisite. *Open to all students.*

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**243 (1)\* Women in Judaism**

A study of the traditional role of women in Judaism—the biblical and rabbinic sources for that role, and the cultural patterns sustaining it, as well as recent substantive changes in women's position in Jewish religious life. *Open to all students. Not offered in 1985-86.*

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**244 (2)\* American Judaism**

An intellectual and institutional history of the Reform, Conservative, and Reconstructionist movements, and of the major Orthodox and secular Jewish communities in America. Attention to their origins in the Jewish life and thought of Europe. *Open to all students.*

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**246 (1)\* Jewish Literature and Folklore**

A study of modern poetry, fiction, and drama by Jewish writers and storytellers in Hebrew, Yiddish, and the languages of Western Europe (read in translation), expressing the complexities of the Jewish religious tradition and folk culture. *Open to all students. Not offered in 1985-86.*

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**250 (2)\* Primitive Religions**

An exploration of religious patterns of non-literate and archaic peoples. Topics include: magic, witchcraft, myth and ritual, the shaman, totemism, taboo, vision quest, peyote cult, revitalization movements. Consideration given to theories of the origins and evolution of religion, and to the concept of "the primitive." Special attention to the religious life of selected Native American societies. *Open to all students.*  
*Mrs. Reynolds*

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**251 (1)\* Religion in India**

An exploration of Indian religious expression and experience from 2500 B.C. to the present. Concentration on Hinduism, but with consideration of Islam, Buddhism, Christianity, and Judaism as well. Attention to myth, ritual, sacred time and space, cosmology, religious community, and patterns of interaction among traditions. Sources include sacred texts, ethnographies, literature, arts, and symbol systems. *Open to all students. Not offered in 1985-86.*

Mrs. Reynolds

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**252 (1)\* The Islamic Tradition**

An exploration of the fundamental patterns of Islamic religious life from its 7th-century origins to the present. Topics include: life of the Prophet, articles of belief and practice, pilgrimage, mosque, women in Islam, Sufi mysticism, Islamic revolution, unity and diversity in the Islamic world. *Open to all students.*

Mrs. Reynolds

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**253 (1)\* Buddhist Thought and Practice**

A study of Buddhist views of the human predicament and its solution, using different teachings and forms of practice from India, Southeast Asia, Tibet, China and Japan. Topics including Buddha's sermons, Buddhist psychology and cosmology, meditation, bodhisattva career, Tibetan Tantricism, Pure Land, Zen influence on Western thinkers (e.g., Eliot, Hesse), and adaptation to the West. *Offered in alternation with 257. Open to all students.*

Mr. Kodera

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**254 (2)\* Chinese Thought and Religion**

Continuity and diversity in the history of Chinese thought and religion from the ancient sage-kings of the third millennium B.C. to Mao. Topics including Confucianism, Taoism, Chinese Buddhism, folk religion and their further developments and interaction. Materials drawn from philosophical and religious works as well as from their cultural manifestations. *Offered in alternation with 255. Open to all students.*

Mr. Kodera

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**255 (2)\* Japanese Religion and Culture**

Constancy and change in the history of Japanese religious thought and its cultural and literary expressions. A consideration of Japanese indebtedness to, and independence from, China, assimilation of the West and preservation of indigenous tradition. Topics including Shinto, Japanese Buddhism and its arts, Neo-Confucianism and nationalism, Christian impact and failure, and modern Japanese thought. *Offered in alternation with 254. Open to all students. Not offered in 1985-86.*

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**257 (1)\* Contemplation and Action**

An exploration of the inter-relationship between two dimensions of religious life. Materials drawn from religious and cultural traditions, East and West, historic and contemporary. Topics include: self-cultivation and civil responsibility (Confucius, Dag Hammarskjöld), suffering and nonviolence (Gandhi, Martin Luther King, Jr.), solitude and compassion (Henri Nouwen, Simone Weil), capacity for anger and work of love (liberation theologians). *Offered in alternation with 253. Open to all students. Not offered in 1985-86.*

Mr. Kodera

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**259 (2) Gandhi**

An inquiry into the life, thought, acts, and enduring influence of M.K. Gandhi. Focus on the religious foundations of Gandhian programs, especially "nonviolent non-cooperation," and on Gandhi as homo religiosus. Readings include Gandhi's own writings, such as his commentary of the Bhagavadgita, and his Autobiography; assessments by his contemporaries, successors, later scholars, and biographers, e.g., Erik Erikson, B.R. Ambedkar. *Open to all students.*

Mrs. Reynolds

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**298 (2) New Testament Greek**

Special features of Koine Greek. Reading and discussion of selected New Testament texts. *Prerequisite: Greek 102 and 103. Not open to students who have taken [207].*

Mr. Hobbs

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299 (1-2) Intermediate Hebrew 2

Modern Hebrew. Emphasis on speaking, reading, writing, and listening skills. Brief review of Hebrew grammar with special attention to the similarities and differences between Biblical and Modern Hebrew grammar. Rapid acquisition of Modern Hebrew vocabulary through conversation, drills, readings, and tapes. *Prerequisite: 199 or by permission of the instructor. Not open to students who have taken [209].*  
*Ms. Shvily*

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304 (2)\* Seminar. Hebrew Bible/Old Testament

Abraham in History and Tradition. A close reading and critical analysis of the Abraham cycle, Genesis 11:26–25:11. Among the topics to be discussed are the historicity of the patriarchal narratives, the religion of the patriarchs, the relationship between the Abrahamic and Davidic covenants, and Abraham as prophet and man of faith. *Prerequisite: 104, or by permission of the instructor. Not open to students who have taken [306].*  
*Mr. Ratner*

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310 (2) Seminar. New Testament

Topic for 1984-85: The Gospel of Mark. 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 the study. *Prerequisite: one course in New Testament. Not offered in 1985-86.*  
*Mr. Hobbs*

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315 (2)\* Seminar. Theology

An examination of the theology and life of Paul Tillich. Focus on themes such as: Tillich's fusion of ontology and Christian faith; his borrowings from existentialism, psychoanalysis, and Marxism; and the intersection of his life history with world historical events. Readings of selected writings by Tillich and his biographers, including his wife, Hannah. *Prerequisite: one course in Western religion or philosophy. Not offered in 1985-86.*  
*Mr. Johnson*

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218 Religion

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316 (1)\* Seminar. The Virgin Mary

A study of the role of the Virgin Mary in historical and contemporary Catholicism. Topics include the biblical basis for devotion to Mary; the cult of the Virgin in the Middle Ages; the appearances at Guadalupe, Lourdes, and Fatima; and the two dogmas of the Immaculate Conception and Assumption. Concepts of Mary will also be discussed in relation to broader developments in history such as the attitude toward virginity, formulation of Christology, the roles of women, and "the feminization of the deity." *Prerequisite: one course in medieval history, women's studies or religion.*  
*Ms. Elkins*

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318 (2)\* Seminar. American Religions

Selected topics in the history of religion in America. *Prerequisite: one Grade II course in American religion, history, or literature; or by permission of the instructor. Not offered in 1985-86. Offered in 1986-87.*  
*Mr. Marini*

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330 (2) Seminar. Nuclear Ethics

An examination of the ethical arguments, moral values, and religious understandings relating to the use of nuclear weapons and their control. Analysis of ethical positions claimed and implied by deterrence, first-strike, build-down, freeze, "star wars," and unilateral disarmament. Exploration of responses to these options by leaders across the American religious spectrum. *Prerequisite: 208, 219, or by permission of the instructor. Not open to students who have taken 316.*  
*Mr. Marini*

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340 (1)\* Seminar. Judaism: The Holocaust

An examination of the origins, character, course, and consequences of Nazi anti-Semitism during the Third Reich. *Prerequisite: a course in one of the following: Judaism, modern European history, modern political theory, or permission of the instructor.*  
*Mr. Waldoks*

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350 (1) (2) Research or Individual Study 1 or 2

Open to juniors and seniors by permission.

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**351 (1) Seminar. Women and Asian Religions**

An exploration of the religious lives of women in Indian Buddhism, Hinduism, and Islam. Topics include: ideologies and metaphysics of the feminine and female; status of women in sacred law; rituals women perform; socio-religious status of virgins, wives, mothers, widows, and renunciants. *Prerequisite: one course in Asian religions or by permission of the instructor. Not open to students who have taken [302].*

Mrs. Reynolds

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**352 (1)\* Seminar. Asian Mysticism**

The sufi, the saint, and the yogi as foci for an exploration of mysticism and techniques of spiritual liberation in Asian religious traditions. Materials and readings from hatha yoga, Hindu and Buddhist tantra, Hindu and Muslim devotional paths. *Prerequisite: one course in Asian religions. Not offered in 1985-86.*

Mrs. Reynolds

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**353 (2)\* Seminar. Zen Buddhism**

Zen, the long-known yet little-understood tradition, studied with particular attention to its historical and ideological development, meditative practice, and expressions in poetry, painting, and martial arts. Offered in alternation with 305. *Prerequisite: one course in Asian Religions and by permission of the instructor. Not open to students who have taken 304.*

Mr. Kodera

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**357 (2) Seminar. Issues in Comparative Religion**

Topic for 1984-85: Encounter of the World's Religions. Critical study of inter-faith dialogues and movements concerned with building a global theology. Issues include: how to reconcile conflicting truth claims, the impact of emerging religious conservatism on ecumenism, how to preserve integrity in the

pluralistic world; ethnocentrism and mission; human survival as common concern. Readings drawn from Wilfred Cantwell Smith, Huston Smith, Ninian Smart, William Johnston, John Cobb, and others. Offered in alternation with 353. *Open by permission of the instructor. Not offered in 1985-86.*

Mr. Johnson, Mr. Kodera

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**370 (1-2) Thesis 2 to 4**

Open only to honors candidates.

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**Cross-Listed Courses**

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**Black Studies 320 (1)\*\*\* 2**

The Black Church in America. *For description and prerequisite see Black Studies 320.*

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**Classical Civilization 104 (2)\*\***

Classical Mythology. *For description and prerequisite see Classical Civilization 104.*

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**History 233 (1)**

Renaissance Italy. *For description and prerequisite see History 233.*

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**History 339 (1)**

Seminar. American Jewish History. *For description and prerequisite see History 339.*

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**Philosophy 212 (1)**

Modern Jewish Philosophy. *For description see Philosophy 212.*

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**Directions for Election**

In a liberal arts college, the study of religion constitutes an integral part of the humanities and social sciences. Recognizing religion as an elemental expression of human life and culture, past and present, the department offers courses in the major religious traditions of the East and the West. These courses examine both the individual and the collective dimensions of religion and approach their subject from a variety of perspectives including historical and textual, theological and social scientific.

The total program of the major is designed around the principles of breadth and depth. To promote breadth, majors shall complete one course in each of three groups: Biblical, Western, and Asian. To insure depth, majors shall concentrate in a special field of interest. The structure of this concentration shall be determined in consultation with the advisor.

In individual cases, studies in the original language of religious traditions may be especially valuable. Hebrew and New Testament Greek are available in this department. Religion 199, Elementary Hebrew, cannot be credited towards the department major. However, both Religion 299, Intermediate Hebrew, and Religion 298, New Testament Greek, can be credited towards the major. Latin and Chinese are available elsewhere in the College. Majors interested in pursuing language study should consult their advisors to determine the appropriateness of such work for their programs.

# Russian

Professor: *Lynch, Bones (Chairman)*

Instructor: *Chester*

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## 100 (1-2) Elementary Russian 2

Grammar: oral and written exercises; reading of short stories; special emphasis on oral expression; weekly language laboratory assignments. Three periods. *Open to all students.*  
*The Staff*

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## 200 (1-2) Intermediate Russian 2

Conversation, composition, reading, review of grammar. Three periods. *Prerequisite: 100 or the equivalent.*  
*Mrs. Bones*

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## 201 (1)\* Russian Literature in Translation I

Russian literature from its beginnings to the middle of the 19th century. The focus of the course is on the major prose of the first half of the 19th century. The authors to be considered include Pushkin, Lermontov, Gogol, Goncharov, Turgenyev, and Dostoevsky. *Open to all students.*  
*Mrs. Bones*

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## 202 (2)\* Russian Literature in Translation II

Russian literature from the second part of the 19th century to the present with emphasis on the works of Tolstoy, Chekhov, Sologub, and such Soviet writers as Babel, Olesha, Bulgakov, and Solzhenitsyn. *Open to all students.*  
*Not offered in 1985-86. Offered in 1986-87.*

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## 211 (2)\* Russian Literature before 1800

An examination of literature in the premodern period, including the chronicles, epics, military tales, sermons, saints' lives and folklore of the Kievan and Moscovite periods, as well as drama, prose fiction, and poetry of the 18th c. Attention will be given to the evolving concept of the literary text and of individual authorship. Course taught in English. *Open to all students.*  
*Ms. Chester*

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**215 (1)\* Intermediate Reading**

Reading of short texts selected from a variety of materials including short stories, newspapers, scholarly prose, letters, and memoirs. Emphasis on building speed and comprehension and on appropriate grammatical and stylistic usage of language. Weekly written assignments and oral presentations. Strongly recommended for majors in Russian or Russian Studies. *Prerequisite or corequisite: 200. Not offered in 1985-86. Offered in 1986-87.*

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**225 (1) Soviet Film 1917-1980 (in English)**

The history of Soviet film, Lenin's "most important art." Close analysis of several films with extensive reading in film history and theory, interrelation with other arts (literature and painting). Main genres to be examined: documentary, historical recreation, social drama, adaptation from literary sources. *Open to all students. Not offered in 1985-86.*

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**249 (2)\* Language**

General laws of phonology, syntax, and grammatical categories. History, theory, and logic of language and their application to Russian and the problems of English-Russian translation. *Prerequisite or corequisite: 300 or by permission of the instructor.*

*Mrs. Lynch*

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**300 (1-2) Advanced Russian 1 or 2**

The structure of modern Russian. Extensive reading of literary and historical works. Weekly written and oral reports on selected topics. Two periods and weekly laboratory assignments. *Prerequisite: 200.*

*Mrs. Lynch*

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**311 (2)\* Russian Literature Before 1800**

An examination of literature in the premodern period, including the chronicles, epics, military tales, sermons, saints' lives and folklore of the Kievan and Moscovite periods, as well as drama, prose fiction, and poetry of the 18th c. Students attend course 211 lectures. Reading and paper assignments in Russian. *Prerequisite or corequisite: 300.*

*Ms. Chester*

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**317 (1)\* Postrevolutionary Russian Writers: Emigré and Soviet**

Topic for 1985-86: Nabokov, Bunin; Tsvetaeva; Axmatova. *Prerequisite or corequisite: 300.*

*Mrs. Lynch*

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**320 (1)\* Seminar**

*Prerequisite or corequisite: 300. Not offered in 1985-86. Offered in 1986-87.*

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**349 (1)\* The Writer in a Censored Society: His Literary and Nonliterary Roles**

*Prerequisite or corequisite: 300. Not offered in 1985-86. Offered in 1986-87.*

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**350 (1) (2) Research or Individual Study  
1 or 2**

Open by permission to qualified students.

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**370 (1-2) Thesis 2 to 4**

Open only to honors candidates.

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**Directions for Election**

Course 100 is counted toward the degree but not toward the major. Courses 201, 202 and 211 are counted toward the distribution requirements in Group A and are strongly recommended to students who intend to major in Russian. However, only one of them may count toward the major. A major in Russian is expected to elect 215 or 249 in conjunction with 200 or 300, as well as three Grade III courses beyond Russian 300.

Students majoring in Russian should consult the chairman of the department early in their college career, as should students interested in an individual major which includes Russian.

The study of at least one other modern and/or classical language is strongly recommended for those wishing to do graduate work in Slavic languages and literatures.

Attention is called to Economics 302, History 246, 247, 316, and Political Science 206, 322 and 342.

# Sociology

Professor: Berger<sup>A2</sup> (*Chairman*)

Assistant Professor: Cuba<sup>A</sup>, Ewick, Imber, Hertz, Silbey<sup>A2</sup>

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## 102 (1) (2) Sociological Perspective

Introduction to the sociological perspective; its principal concepts, theories; its methodologies of examining human social behavior in relation to social institutions. The interconnection between the "micro" world of the individual and the "macro" world of social institutions. *Open to all students.*

*Mrs. Berger, Ms. Ewick, Mr. Imber*

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## 103 (1) Social Problems

An analysis of how behaviors and situations become defined as social problems, those aspects of life that are said to undermine the social order. Attention to contemporary and cross-cultural issues. Topics include: alcoholism and drug abuse; crime, poverty and over population; pollution and energy conservation. *Open to all students.*

*Mrs. Berger, Mr. Imber*

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## 111 (1) Sociology of the Family

The course looks at the rise of the modern family from a comparative perspective. Discussions will focus on its nature and role in relationship to wider society, its function for both individual and society and will introduce students to recent issues around the definition, the "crisis," the emergence of new forms, alternative life styles and projections as to the future of this central social institution. The family is examined in relation to work and as it is affected by social class. Dual career couples and working class families will be emphasized. *Open to all students.*

*Ms. Hertz*

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## 138 (2) Deviant Behavior

Why are some behaviors and some people considered "deviant" while others are not? This introductory level course examines several theoretical perspectives of social deviance which offer different answers to this question.

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It focuses on deviance as an interactive process through an exploration of the way in which people enter deviant worlds, how others respond to their deviance, and how deviants cope with these responses. *Open to all students.*

*Ms. Ewick*

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## 200 (1) Sociological Theory

Systematic analysis of the intellectual roots and the development of major sociological themes and theoretical positions from the Enlightenment to the present. *Prerequisite: 102 and one other Grade I unit.*

*Mrs. Berger, Mr. Imber*

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## 201 (1) Social Statistics

An introduction to the use of statistics in the social sciences. Both descriptive and inferential statistics are presented as ways of organizing data for the development and testing of hypotheses and as a guide to understanding social science research. Provides the necessary background for 302. *Open to all students.*

*Ms. Ewick*

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## 207 (2) Criminology

Systematic examination of the meaning of crime and reactions to crime. Topics include: theories regarding the causes of crime, nature and origins of criminal laws, extent and distribution of criminal behavior, societal reaction to crime through the criminal justice system, penology and corrections. Attention to the relationship among crime, punishment and justice. *Prerequisite: 102 or by permission of the instructor. Not offered in 1985-86.*

*Mrs. Silbey*

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## 208 (2) Social Construction of Gender

This course discusses the ways in which the social system and its constituent institutions create, maintain and reproduce gender dichotomies. Gender is examined as one form of social stratification. The processes and

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mechanisms that institutionalize gender differences will be considered in a variety of contexts: political, economic, religious, educational and familial. We will examine some deliberate attempts to change gender patterns. *Prerequisite: 102 or by permission of the instructor.*

Ms. Hertz

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### 209 (2) Social Stratification

The concept of social stratification is the core concept of sociology. It describes the differences among individuals and among institutions. The course examines indicators of social mobility, of social class and implications of race, sex, ethnicity for one's social standing and prestige. Dimensions of stratification will be analyzed at the community, national and international levels. *Prerequisite: 102 or by permission of the instructor.*

Mrs. Berger, Mr. Imber

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### 212 ( ) American Society

How the experience of being "American" has changed during the past century, from our agrarian roots to the foundations of the corporate state. Readings in local community studies and in social reports from de Tocqueville to the present which analyze American society in terms of an ideology of equal opportunity. Attention to populism, racial and class conflict, and social reform within the context of American Pragmatism. *Prerequisite: one Grade I unit. Not offered in 1985-86.*

Mr. Imber, Mrs. Silbey

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### 213 (1) Law and Society

Study of a day in court and underlying factors that lead to lawful behavior. Study of legal reasoning, types of law and legal systems, and relationship of law to social class and social change. Emphasis upon the profession and practice of law including legal education, stratification within the bar, and the politics of legal services. *Prerequisite: 102 or by permission of the instructor. Not offered in 1985-86.*

Mrs. Silbey

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### 215 (1) Sociology of Popular Culture

Examination of the production, organization, and consequences of popular culture with special attention to art, sports, and media. Analysis of common cultural symbols in rock music, literature, film, advertising and games. *Prerequisite: 102 or by permission of instructor.*

Mr. Imber, Mrs. Silbey

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### 216 (2) Sociology of Mass Media and Communications

Analysis of the assumption that the characteristics of a given society both affect and are affected by the communications media existing in that society. Focus on changes from oral to written communication, the development of mass media (newspapers, magazines, radio, television, films) and the structure of contemporary communications. The issues of ethics, media control and the professionalization of the field will be examined. *Prerequisite: 102 or by permission of the instructor.*

The Staff

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### 217 (1) Power: Personal, Social, and Institutional Dimensions

The study of power extends far beyond formal politics or the use of overt force into the operation of every institution and every life: how we are influenced in subtle ways by the people around us, who makes controlling decisions in the family, how people get ahead at work, whether democratic governments, in fact, reflect the "will of the people." This course explores some of the major theoretical issues involving power (including the nature of dominant and subordinate relationships, types of legitimate authority) and examines how power operates in a variety of social settings: relations among men and women, the family, the community, the corporation, the government, cooperatives and communes. *Open to sophomores, juniors, and seniors without prerequisite.*

Mrs. Silbey

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**220 (1) Urban Sociology**

A survey of theoretical perspectives which social scientists have used in their analyses of city life. This course explores the metaphorical images as well as the historical realities associated with the development of urban areas and their suburban links and reviews contemporary studies which follow from classic works on the city. Using Boston as a research setting, the class will take several trips and students will engage in independent fieldwork. *Prerequisite: 102 or by permission of the instructor. Not offered in 1985-86.*

*Ms. Hertz*

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**224 (2)\* Political Sociology and Social Movements**

Analysis of the social basis of power and political action in modern societies. How does one's socially structured position influence political behavior, and is political action rooted in ideological structures or material conditions? Special attention given to the relationship between the "ways of being political" and structures of power and authority. Analysis of revolutions, political movements, as well as ordinary citizen activities. *Prerequisite: 102 or by permission of the instructor. Not offered in 1985-86.*

*Mrs. Silbey*

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**228 ( ) \* Sociology of Work and Occupations**

Study of representative work and occupational experiences ranging from blue-collar jobs to the professions. The nature of work in traditional and in contemporary societies. Socialization to work roles; the process of professionalization; work careers; and other topics. *Prerequisite: 102 or by permission of the instructor. Not offered in 1985-86.*

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**229 (1) Organizations and Organizational Behavior**

How do organizations operate? Why do people act the way they do inside organizational settings? Analysis of organizational structure, processes, and behavior. Topics include organizational roles, managerial ideologies, the individual in the organization, power, communication, effectiveness, decision making,

conflict, recruitment, mobility, fast-tracking, risk-taking, initiative, flexibility and rigidity in organizational structure, and organizational change. *Prerequisite: 102 or by permission of the instructor.*

*Ms. Hertz*

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**231 (2) Society and Self**

How can the individual be at once cause and consequence of society? Not only is the person a social product, but s/he is also clearly unique, and in turn helps shape and modify society. This course is concerned with the relationship between the individual and society, and the behavior of persons in groups. Ways in which groups and institutions aid or inhibit individual experience will be discussed. *Prerequisite: 102 or by permission of the instructor. Not offered in 1985-86.*

*Mrs. Berger, Ms. Ewick*

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**300 (2)\* Senior Seminar. Sociological Theory and the Sociology of Knowledge**

Topics in contemporary social theory. *Open to seniors or by permission of the instructor. Not offered in 1985-86.*

*The Staff*

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**302 (2) Research Methods**

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. Emphasis is on field research experience; class participants work collectively on the design and implementation of a research project of their choice. *Prerequisite: 201 or by permission of the instructor.*

*Ms. Ewick*

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**311 (2) Seminar. Family Studies**

The Family, the State and Social Policy. Analysis of problems facing the contemporary U.S. family and potential policy directions. Discussion of the social meaning of income and the quality of family life. Emphasis on welfare, family planning, children's rights, child allowance, the impact of work on the family, day care, the elderly, the working poor, and

delivery of services to families with special needs. Comparisons to other contemporary societies will serve as a foil for particular analyses. *Prerequisite: one Grade II unit, or by permission of the instructor. Not offered in 1985-86.*  
*Ms. Hertz*

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### 314 (2) Medical Sociology and Social Epidemiology

Definition, incidence and treatment of health disorders. Topics include: differential availability of health care; social organization of health delivery systems; role behavior of patients, professional staff and others; attitudes toward terminally ill and dying; movements for alternative health care. *Prerequisite: one Grade II unit or by permission of the instructor.*

*Mr. Imber or The Staff*

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### 320 (1) Seminar. Utopias, Collectives, and Alternative Communities

Analysis of the social structure and processes of utopias and communities in a comparative perspective. Examination of fictional and experimental communities as an attempt to create alternative styles of living. Topics include analysis of ideational systems, the question of equality, the role and form of leadership, the organization or work, economy, gender roles and the family. *Prerequisite: one Grade II unit or by permission of the instructor.*

*Ms. Hertz*

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### 324 (1) Seminar. Social Change

Analysis of the impact of change on the polity, economy, family, the stratificational system and living arrangements. Comparison between western and non-western societies. Particular emphasis on the social psychological dimensions of change; the processes of rationalization, development and revolution; modernization and its discontents, and the rise of the new traditionalism. *Prerequisite: two Grade II units or by permission of the instructor.*

*Mrs. Berger*

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### 325 (1) Science, Technology and Society

An examination of the social conditions of scientific development and controversy, and the links among scientific work, technological development and everyday life. Topics include: the interrelation of science, government and industry; sociobiology and IQ debates; the politics of science education and the ethics of science research. *Prerequisite: 102 or by permission of the instructor.*

*Mr. Imber*

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### 329 (2) Internship in Organizations

An internship in organizational theory and analysis. Required internship assignment in organizations concerned with health, corrections, housing, planning, media, other public or private services, government and industry. The internship is utilized for participant observation on some aspect of organizational behavior, structure, or process. Seminar sessions are focused on selected topics in organization research and on issues in participant observation. Limited to juniors and seniors. *Prerequisite: one Grade II unit or by permission of the instructor. 229 is recommended. Admission by application prior to Nov. 15.*

*Ms. Hertz*

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### 338 Seminar. Topics in Deviance, Law and Social Control

Topic for 1984-85: Elite Deviance. This seminar examines the nature and causes of elite crime and the government's attempt to control it through a system of regulatory justice. Questions to be addressed include: What types of crime do the elite commit? Under what conditions do organizations and their officials violate business regulation? How effective and just is this system of control? *Prerequisite: one Grade II unit or by permission of the instructor. Not offered in 1985-86.*

*Ms. Ewick*

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### 350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

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### 370 (1-2) Thesis 2 to 4

Open only to honors candidates.

## Cross-Listed Courses

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### Anthropology 210 (2)

Racism and Ethnic Conflict in the United States and the Third World. *For description and prerequisite see Anthropology 210.*

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### Education 214 (2)\*\*\*1,2

Youth, Education and Student Activism in Twentieth Century America. *For description and prerequisite see Education 214.*

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### Education 216 (2)\*\*\*2

Education, Society, and Social Policy. *For description and prerequisite see Education 216.*

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### Technology Studies 201 (1)

Television Technology and Social Impact. *For description and prerequisite see Technology Studies 201.*

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### Women's Studies 222 (2)

Women in Contemporary Society. *For description and prerequisite see Women's Studies 222.*

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## Directions for Election

Sociology as a discipline has a three-pronged approach: (a) on a general level, it is concerned with patterns of human interaction, the role of values, and the social construction of reality; (b) on a more specific level, it studies systematically those relations which have come to assume discrete forms such as family, law, organizations; (c) on the methodological level, it explores approaches and techniques of social research and the scientific principles on which these techniques are grounded. Sociology is concerned with making empirically valid observations and statements which allow for a fuller and realistic understanding of the totality of social life.

A sociology major must include: Sociology 200, 201, 302, and effective with the Class of '88, 300. Permission to take these courses elsewhere must be obtained in advance from the department chairman. The department discourages a minimum major with only two

Grade III level courses. Students are encouraged to explore the full range of disciplines in the liberal arts, and should consult a faculty member to select courses each term and to plan a course of study over several years.

The Sociology Complement is offered for students who wish to develop analytical skills and who seek to acquire a supplementary perspective that is informed by the sociological frame-of-reference and empirically available data. The Complement consists of Sociology 102, 200, 209, 302, and two other sociology courses selected with the advice of a department member. A student wishing to add the Sociology Complement to the major in another field should consult a faculty advisor in sociology.

# Spanish

Professor: *Lovett (Chairman), Gascón-Vera*

Visiting Professor: *Cabrera-Infante<sup>P</sup>*

Associate Professor: *Gascón-Vera, Roses*

Assistant Professor: *Villanueva, Agosín<sup>A</sup>*

Instructor: *Heptner<sup>P</sup>*

Lecturer: *Renjilian-Burgy*

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Courses of the department 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.

Qualified sophomores and juniors are encouraged to spend a semester or a year in a Spanish-speaking country, either with Wellesley's PRESHCO Consortium Program of Hispanic Studies in Córdoba, Spain, or a non-Wellesley program. See p. 63.

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## 100 (1-2) Elementary Spanish 2

Introduction to spoken and written Spanish; stress on audio-lingual approach through directed conversation. Extensive and varied drills. Oral presentations. Language laboratory exercises. Three periods. *Open to students who do not present Spanish for admission.*

*The Staff*

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## 102 (1-2) Intermediate Spanish 2

Intensive review of grammar and language skills through practice in the classroom and with language laboratory exercises. Readings by contemporary Spanish and Spanish American writers. Emphasis on vocabulary building and oral and written expression. Three periods. *Prerequisite: two admission units in Spanish or 100.*

*The Staff*

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## 201 (1) (2) Oral and Written Communication

Practice in conversation and writing to increase fluency and accuracy in the use of idiomatic Spanish. Through frequent oral presentations, written assignments, readings in Spanish culture, and the use of audio- and videotapes, students develop their ability to use Spanish comfortably in various situations. Two periods per week. *Prerequisite: 102, or four admission units or by permission of the instructor.*

*The Staff*

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## 202 (1) (2) Linguistic and Literary Skills

A course to serve as a transition between language study and literary analysis; speaking and writing organized around interpretations of works by modern 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 grammar. Two periods. *Open to students presenting three admission units, 102 or 201.*

*Ms. Renjilian-Burgy*

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## 203 (2)\* Modern Spanish Literature

The search for identity in Spain 1898-1936. Dominant themes and innovations in such authors as Unamuno, Valle Inclán, Baroja, A. Machado, Azorín and Ortega y Gasset. Offered in alternation with 204. *Prerequisite: 201 or 202 or by permission of the instructor. Not offered in 1985-86.*

*Ms. Renjilian-Burgy*

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## 204 (1)\* Censorship and Creativity in Spain 1936-1985

From 1936 to the present day. The struggle for self-expression in Franco's Spain and the transition from dictatorship to democracy. A study of the literary styles and accomplishments of contemporary authors: Miguel Hernández, Cela, Goytisolo, Gabriel Celaya, Martín Santos, and Blas de Otero. Offered in alternation with 203. *Prerequisite: same as for 203.*

*Ms. Gascón-Vera*

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**205 (1)\* Freedom and Repression in Spanish American Literature**

An introduction to the literature of the Spanish American countries with special focus on the tension between literary expression and the limiting forces of authoritarianism. The constant struggle between the writer and society and the outcome of that struggle will be examined and discussed. Close reading of poetry, chronicles, essay and drama. El Inca Garcilaso, Sor Juana de la Cruz, Rubén Darío, Gabriela Mistral, Pablo Neruda, Octavio Paz. Offered in alternation with 209. *Prerequisite: same as for 203. Not offered in 1985-86.*

*Ms. Roses*

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**206 (2) Christians, Jews, and Moors: The Spirit of Spain in its Literature**

Intensive study of writers and masterpieces that establish Spanish identity and create the traditions that Spain has given to the world: Poema del Cid, Selomó ibn Gabirol, Maimónides, Ben Sahl de Sevilla, La Celestina, Lazarillo de Tormes, El burlador de Sevilla (Don Juan); Garcilaso, Fray Luis de Leon, Cervantes, Lope de Vega, Calderón. *Prerequisite: same as for 203.*

*Mr. Lovett*

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**207 (2)\* The Struggle of the Two Spains in Literature**

From the virtue-extolling El sí de las niñas by Moratín through the turbulent works of the emotion-prone Romantics Rivas, Espronceda, and Bécquer, and the biting satire of Larra, to the realistic novel of Pérez Galdós. Offered in alternation with 208. *Prerequisite: same as for 203. Not offered in 1985-86.*

*Mr. Lovett*

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**208 (2)\* Nineteenth-Century Spanish Society as Seen by the Novelist**

The masters of 19th-century peninsular prose studied through such classic novels as *Pepita Jiménez* by Juan Valera, *Miau* by Pérez Galdós, *Los pazos de Ulloa* by the Countess Pardo Bazán and *La Barraca* by Blasco Ibáñez. Discussions. Student interpretation. *Prerequisite: same as for 203. Offered in alternation with 207. Not offered in 1985-86.*

*Mr. Lovett*

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**209 (1)\* The Spanish American Short Narrative**

The realistic and fantastic short stories of contemporary Spanish America. In-depth analysis of the masters Quiroga, Borges, Cortázar, Rulfo, and García Márquez. Offered in alternation with 205. *Prerequisite: same as for 203. Not offered in 1985-86.*

*Ms. Roses*

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**210 (1)\* Chicano Literature: From the Chronicles to the Present**

A survey of the major works of Chicano literature in the United States in the context of the Hispanic and American literary traditions. A study of the chronicles from Cabeza de Vaca to Padre Junípero Serra and 19th-century musical forms such as corridos. A critical analysis of the themes and styles of the contemporary renaissance in the light of each author's literary values: Luis Valdéz, Alberto Urista, José Montoya, Rodolfo Anaya. *Prerequisite: same as for 203.*

*Mr. Villanueva*

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**211 (1)\* Caribbean Literature and Culture**

An introduction to the major literary, historical and artistic traditions of the Caribbean. Attention will focus on the Spanish-speaking island countries: Cuba, Dominican Republic, Puerto Rico. Authors will include Juan Bosch, Lydia Cabrera, Carbrera Infante, Julia de Burgos, Alejo Carpentier, Nicolás Guillén, René Marqués, Luis Palés Matos, Pedro Juan Soto. *Prerequisite: same as for 202.*

*Ms. Renjilian-Burgy*

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**212 (2)\* The Word and the Song: Contemporary Latin American Poetry**

The study of the themes and voices of Latin American poetry as they appear in the written work and the oral tradition of the folk song. Special emphasis will be on Neruda, Vallejo, Paz, Peri-Rossi, Belli, Dalton. *Prerequisite: same as for 203.*

*Mr. Giardinelli*

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**215 (2) Spanish Practicum**

Students are placed with various Hispanic organizations in the Boston area to increase their fluency in Spanish through personal and continued contact with the language. Classroom seminars, Hispanic guest lecturers, and films in Spanish complement the students' internship experiences. Readings by Oscar Lewis, Babin, Maldonado Denis, and others. *Prerequisite: personal interview with the instructor to establish adequate language skill. Same as for 203. Not offered in 1985-86.*

*The Staff*

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**220 (1)\* Craft of Translation**

In addition to readings on the art of translation and analysis of successful renderings of original Spanish poems and short stories, students will translate works by authors of their choice, Spanish to English and vice versa. Finished work will be published in a special issue of the Department's literary magazine. *Prerequisite: same as for 203. Not offered in 1985-86.*

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**228 (2)\* Latin American Literature: Fantasy and Revolution**

The interrelation between aesthetic and sociopolitical problems in the works of contemporary Latin American writers, as seen by García Márquez, Cortázar, Paz, Donoso, and Neruda. Special attention will be given to the imaginative vision of Jorge Luis Borges. In English. *Open to all students except those who have taken Spanish 306 and 307. Not offered in 1985-86.*

*Ms. Roses*

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**230 (2)\* Journalism in Spain**

An analysis of the characteristics of journalism in Spain after Franco. We will read selections from the Madrid dailies, *El País*, *ABC*, *Pueblo*, and from weekly magazines such as *Interviú* and *Cambio 16*. Among the journalists to be studied are Francisco Umbral, Rosa Montero, Juan Cueto, and Maruja Torres. *Not offered in 1985-86.*

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**240 (2)\* Living Women Writers of Spain, 1970-1985**

A selection of readings—novels, poetry, essays, theatre—by Spanish women writers of the 1970s and 1980s. Carmen Martín Gaité, Rosa Montero, Ester Tusquets, Mercé Rodoreda, Carmen Conde. A close study of the development of their feminist consciousness and their response to the changing world around them. *Prerequisite: same as for 203. Not offered in 1985-86.*

*Ms. Gascón-Verá*

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**260 (2)\* History of Latin America**

The political, social, economic, and cultural evolution of the Latin American world from colonial days to the present. Emphasis on colonial institutions and their relations to historical developments in the Iberian peninsula and on the fundamental problems, especially in certain key countries, of modern and contemporary Latin America. In English. *Open to qualified freshmen and to sophomores who have had a course in history, and to juniors and seniors without prerequisite. Not offered in 1985-86.*

*Ms. Roses*

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**261 (1)\* History of Spain**

From the epic struggle between Moors and Christians for the control of the Iberian Peninsula, through the centuries of imperial Spain, to modern Spain with its split between liberals and conservatives, a split which explodes into the apocalyptic Civil War of 1936-39, the history of Spain is explored through readings, lectures, and discussions. The course ends with the study of the Franco dictatorship (1939-75) and post-Franco Spain. In English. *Prerequisite: same as for 260.*

*Mr. Lovett*

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**301 (2)\* Honor, Monarchy and Religion in the Golden Age Drama**

The characteristics of the Spanish drama of the Golden Age. Analysis of ideals of love, honor, and religion as revealed in the drama. Representative masterpieces of Lope de Vega, Guillén de Castro and Ruiz de Alarcón, Tirso de Molina, Calderón. *Offered in alternation with 302. Open to juniors and seniors who have taken two Grade II units including one unit in literature. Not offered in 1985-86.*  
Mr. Lovett

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**302 (1)\* Cervantes**

A close reading of the Quijote with particular emphasis on Cervantes' invention of the novel form: creation of character, comic genius, hero versus anti-hero; levels of reality and fantasy, history versus fiction. Offered in alternation with 301. *Prerequisite: same as for 301. Not offered in 1985-86.*  
Ms. Gascón-Vera

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**304 (1) Hispanic Literature of the U.S.**

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, Ana Velilla, Pedro Juan Soto, Miguel Algarín, Edward Rivera. *Prerequisite: same as for 301. Not offered in 1985-86.*  
Mr. Villanueva

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**307 (2) The New Novel of Latin America**

Analysis and discussion of major Latin American novels from the 1960s and 1970s. Special topics will be social conflict in the novel, estheticism vs. engagement, literature as a critique of values and a search for identity. Works by Onetti, Cortázar, Fuentes, Rulfo, Carpentier, Donoso, García Márquez. *Prerequisite: same as for 301.*  
Ms. Roses

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**309 (1) The Literary World of Guillermo Cabrera Infante**

A study of his work, given by the Cuban author himself, visiting from London. Short stories, novels and essays including "Así en la paz como en la guerra (As in Peace, So in War)," "Vista del amanecer en el trópico (View of Dawn in the Tropics)," "La Habana para un Infante difunto (Infante's Inferno)," *Bites from the Bearded Crocodile*, and his newest book, *Holy Smoke (Puro humo)*, written in English, that will be published in Fall, 1985.  
Mr. Cabrera-Infante

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**310 (1) Seminar. Exiles and Nomads in Latin American Literature**

An examination of the work of major writers who have been or are now expatriates from their countries of origin and who have continued to create. Special attention to themes of memory, nostalgia, and ideological renewal. Teresa de la Parra, María Luisa Bombal, Lino Novás Calvo, Juan Carlos Onetti, Guillermo Cabrera Infante, Julio Cortázar, Severo Sarduy. *Open to juniors and seniors by permission of instructor.*  
Mr. Cabrera-Infante

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**311 (2) Seminar. The Literary World of Gabriel García Márquez and the Post-Boom**

Study of contemporary writers of Argentina, Peru, Colombia and Mexico, with emphasis on their achievements as Latin American writers in the tradition of García Márquez and Cortázar and at the same time universal and cosmopolitan figures.  
Mr. Giardinelli

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**350 (1) (2) Research or Individual Study 1 or 2**

Open by permission of the instructor to seniors who have taken two Grade III units in the department.

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**370 (1-2) Thesis 2 to 4**

Open only to honors candidates.



# Technology Studies Program

Co-directors: *Mr. Grant and Mrs. Silbey*

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## Directions for Election

Course 100 and 102 is counted toward the degree but not toward the major.

Students who begin with 100 in college and who wish to major should consult the chairman in the second semester of their freshman year.

Students may choose to major either in Peninsular or Latin American literature or an approved combination of the two. The Peninsular major should ordinarily include: 201 or 202; 203 or 204; 206; 207 or 208; 301 or 302; 310; either 205 or 307; and at least one additional unit of Grade III literature in Spanish. The Latin American major should ordinarily include: 201 or 202; 205, 209; 210 or 211; 306, 307; 206 or 302; 310; and at least one additional unit of Grade III literature in Spanish. History 260, and Extradepartmental 228 are recommended for the Latin American major; History 261 is recommended for the Peninsular major.

Individually planned majors in Latin American studies, which combine language and literature courses with a program of history, anthropology, political science, and economics courses, are encouraged.

Students who have completed at least Spanish 201 or equivalent may apply to Wellesley's "Programa de Estudios Hispánicos en Córdoba" (PRESHCO) for a semester or a year abroad in Spain.

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Technology Studies is an experimental program of the Committee on Educational Research and Development.

The Technology Studies Program offers students whose primary interests lie in the humanities and social sciences opportunities to develop the skills necessary to understand and evaluate technological innovations. The experimental program will eventually contain 12-14 courses with such diverse topics as design and distribution of technological artifacts, nuclear power, artificial intelligence, computer modeling of music, demography and social planning, biotechnology, light and lasers, medical ethics, the history of technology, technology in the third world, and energy policy. Students will be able to elect individual courses in the program as well as a complement in Technology Studies in addition to their major in an existing department or interdepartmental program. Students who are contemplating a Technology Studies complement are encouraged to enroll in the introductory course, Technology Studies 100.

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## 100 (2) Medical Technology and Critical Decisions

As medical technology advances we are presented with new options in diagnosis, treatment, and prevention that require decisions on our part as individuals and citizens.

In order to make informed choices we must acquire some knowledge of both the technologies themselves and methods of decisionmaking. This course examines amniocentesis as an example of a private choice and public health care as an example of a public choice problem. In conjunction with these applications, the course develops the necessary scientific and engineering background, mathematical skills, economics principles and

modelling methods. Students will get hands-on experience with experimental applications of the scientific and engineering principles covered. This course will satisfy one unit of group C credit.

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**200 (1) Introduction to Electronics and the Electronic Revolution**

The fundamentals of electronics and the role of electronics in the modern technological world. Topics to be discussed will include simple circuits, components, transistors, integrated circuits, calculators and computers. Each student will build a simple device which incorporates some of the principles dealt with in class. No mathematics beyond algebra will be required.

*Mr. Birney*

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**201 (1) Television Technology and Social Impact**

This course explores the technology and social impact of a device that has become a hallmark of popular culture: television. The course aims to dispel the mystery of the black box and to demonstrate how the TV image is produced and controlled. We will study the perception of images and effects on the audience. The class will design and carry out social science experiments involving the manipulation of television messages. All students will have experience with video recording and editing equipment. *Prerequisite: one unit in Technology Studies, or two units in the physical or social sciences.*

*Mrs. Just*

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**202 (2) Structure in Music: Experiments in Computer Modeling**

An investigation of basic musical skills and theoretical concepts using microcomputers, a simple digital sound synthesizer and the Logo programming language. Projects will involve the design and testing of algorithmic procedures for generating simple musical structures, as well as an examination of more conventional means of notating and performing music. Since the musical synthesis system to be used allows for real time signal processing, class participants may immediately compare their theoretical descriptions of musical events with

the actual sequence of sounds produced by these descriptions. The relationship between standard musical notation and the language of Logo music computer procedures will be considered in detail. No prior knowledge of music theory or computer programming is expected. Technology Studies 202 does not count toward either the Music or the Computer Science Major.

*Mr. Brody*

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In addition to the latter experimental courses in Technology Studies, the following are also available in Technology Studies. Additional courses are available through cross registration with MIT.

**Anthropology 275 (1)**

Technology and Society in the Third World

**Philosophy 249 (1)**

Medical Ethics

**Physics 222 (2)**

Medical Physics

Not offered in 1985-86.

**Sociology 325 (1)**

Science, Technology, and Society

# Theatre Studies

INDIVIDUAL MAJOR:

## Theatre Studies

Professor: *Barstow (Chairman)*

Lecturer: *Levenson<sup>o</sup>, Glick*

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### 203 (2) Plays, Production, and Performance

The produced play considered as originally the creation of the dramatist but brought to completion in performance through the creative collaboration of producers, directors, designers, and actors. A brief historical survey precedes exploration of component elements of the staged production. *Open to all students.*

*Mr. Barstow*

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### 205 (1)\* Acting and Scene Study

Study of the performed scene as the basic building-block of playwright, director, and actor. Scenes from significant historical genre plays, classic to contemporary, regularly rehearsed and performed for class criticism. *Prerequisite: 203 or by permission of the instructor. Not offered in 1986-87.*

*Mr. Barstow*

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### 206 (2)\* Design for the Theatre

Study of the designer's function in the production process through development of scale models of theatrical environments for specific plays. The lighting of performance as a major component of theatrical production will be included. *Prerequisite: same as for 205. Majors are encouraged to take Art 100 and one or more of the following before taking 206: Art 105, 108, 209, 210. Not offered in 1986-87.*

*Mr. Levenson*

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### 207 (1) \* East Asian Theatre

Study of the forms, styles and practices characteristic of indigenous theatre in Bali, Thailand, Japan, China, etc. Emphasis on Noh, Bunraku, Kabuki and Beijing opera through films, slides and photo collections along with analysis of dramatic texts. *Prerequisite: same as for 205. Not offered in 1986-87.*

*Mr. Barstow*

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### 208 (1)\* Contemporary Theatre

Late 20th-century dramatists and production styles; plays, producers, designers, and actors significant in the development of contemporary theatre. *Prerequisite: 203 or by permission of the instructor. Open to juniors and seniors without prerequisite. Not offered in 1985-86. Offered in 1986-87.*

*Mr. Barstow*

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### 210 (1-2)\* History of the Theatre 1 or 2

Study of theatre structures, crafts, and practices with emphasis on acting and production styles as these relate to major developments in dramatic literature. One unit of credit may be given for either semester by permission of the instructor. *Prerequisite: same as for 205.*

*Mr. Barstow*

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### 212 (1)\* Images of Women in the Drama

Study of specific examples of the representation of women on the dramatic stage during various eras in a variety of cultures, focusing on what a public and popular art says and implies about women: their "nature," their roles, their place in the society reflected, their options for individuality and for activity affecting others, etc. *Prerequisite: 203 or by permission of the instructor. Open to majors in Women's Studies without prerequisite. Not offered in 1985-86.*

*Mr. Barstow*

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### 235 (1)\* Looking at Ballet

A history of ballet from the Romantic ballet of the 1830s to the present. Analysis of ballets by such choreographers as Petipa, Balanchine, and Ashton. There will be filmed and taped materials each week, along with lecture and discussion. When possible, lectures will be supplemented by field trips to dance performances in the Boston area. *Open to all students. Not offered in 1986-87.*

*Ms. Glick*

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### 236 (1)\* Looking at Modern Dance

An analysis of modern dance focusing on what makes it "modern" and how it differs from ballet. Modern dance choreographers from Isadora Duncan and Ruth St. Denis to Martha Graham, Doris Humphrey, Paul Taylor, Merce Cunningham, and Twyla Tharp will be discussed. Frequent films and videotapes of modern dance will be supplemented when possible by field trips to dance performances in the Boston area. *Open to all students. Not offered in 1985-86. Offered in 1986-87.*

*Ms. Glick*

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### 315 (1)\* Acting Shakespeare

Study and practice of skills and techniques for the gestural performance of complex and sonorous poetic speech in the histrionic realization of theatrical characters from Shakespeare's texts, "scenes invented merely to be spoken." Speeches and scenes performed for class criticism. *Prerequisite: 203, 205 and English 112, or 223 or 224; or by permission of the instructor. Not offered in 1985-86. Offered in 1986-87.*

*Mr. Barstow*

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### 350 (1)(2) Research or Individual Study 1 or 2

Open by permission to qualified students.

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## Cross-Listed Courses

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### Black Studies 266 (2)

Black Drama. *For description and prerequisite see Black Studies 266.*

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## Directions for Election

A student who wishes to pursue an interest in theatre should consult the chairman of theatre studies about course selection which will emphasize dramatic literature in English and foreign languages together with the history and philosophy of art and music.

A student who is interested in an individual major in Theatre Studies should see Theatre Studies, an Individual Major.

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## Theatre Studies

AN INDIVIDUAL MAJOR

Director: *Barstow*

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This major may be designed according to the provision of the Individual Major option. See p. 54. The major in Theatre Studies offers opportunity for study of the theatre through its history, literature, criticism, and related arts and through the disciplines of its practitioners; playwrights, directors, designers, actors, and producers.

The student's program in the major may be adapted to individual interests. Focus may be on the theatre and a national dramatic literature, on the theatre and related arts, or, within the general demands of the curriculum, a variety of emphases may be evolved, including work in such areas as philosophy, history, psychology, sociology, religion, and women's studies.

Theatre Studies 203 and both semesters of Theatre Studies 210 are required for the major. At least four units above Grade I normally should be elected in a literature department (Chinese, English, French, German, Greek and Latin, Italian, Russian, or Spanish), with emphasis on dramatic literature. At least two units above Grade I normally should be elected in art or music. Two of the six units thus specified (or their equivalents) must be Grade III.

Students electing to design a major in Theatre Studies normally will take at least one resident semester of concentrated work in the discipline either with the National Theater Institute at the Eugene O'Neill Theater Center in Waterford, Connecticut, or at another institution in the Twelve College Exchange Program, to supplement and enrich their work at Wellesley.

Since developments in the theatre arts are the results of stage experiments, and because the theatre performance is an expression of theatre scholarship, it is expected that Theatre Studies majors will elect to complement formal study of theatre history and theory with practical experience in the extracurricular production program of the Wellesley College Theatre.

In addition to the offerings of the Theatre Studies Department, the following courses are specifically relevant to the individual major in Theatre Studies:

**Black Studies 266 (2)\*\***  
Black Drama

**Chinese 241 (2)\* \*\***  
Chinese Poetry and Drama in Translation

**Chinese 316 (2)**  
Seminar. Chinese Theatre in the Twentieth Century

**English 112 (1) (2)**  
Introduction to Shakespeare

**English 127 (2)**  
Modern Drama

**English 223 (1)**  
Shakespeare Part I: The Elizabethan Period

**English 224 (2)**  
Shakespeare Part II: The Jacobean Period

**English 283 (2)\***  
English Drama I

**English 284 (2)\***  
English Drama II *Not offered in 1985-86.*

**English 325 (1)**  
Advanced Studies in the Renaissance

**Extrdepartmental 231 (2)\*\***  
Interpretation and Judgment of Films

**Extrdepartmental 331 (2)\*\***  
Seminar. The Theatre since 1945

**French 213 (1)**  
French Drama in the Twentieth Century

**French 240 (1)**  
French Cinema

**French 301 (1)**  
The French Classical Theatre

**German 210 (2)**  
Modern German Drama

**Greek 302 (1)\***  
Aeschylus and Sophocles *Not offered in 1985-86.*

**Greek 304 (2)\***  
Euripides

**Latin 201 (2)**  
Latin Comedy

**History 236 (1)\***  
The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries

**Italian 244 (2)**  
Italian Cinema as an Art Form

**Music 200 (1-2)**  
Design in Music

**Music 307 (2)\***  
The Opera *Not offered in 1985-86.*

**Philosophy 203 (1)**  
Philosophy of Art *Not offered in 1985-86.*

*The following courses are specifically relevant to the individual design major in Theatre Studies:*

**Art 100 (1-2)**  
Introductory Course

**Art 105 (1) (2)**  
Drawing I

**Art 108 (1) (2)**  
Photography I

**Art 209 (1) (2)**  
Basic Two-dimensional Design

**Art 210 (2)**  
Color

Majors taking Design for the Theatre (206) are encouraged to take Art 100 and one or more of the following, before taking 206: Art 105, 108, 209, 210.

# Women's Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Reverby*

A major in Women's Studies offers an opportunity for the interdisciplinary study of women's experience as it is reflected in the humanities, the sciences, and the social sciences. Women's Studies majors seek an understanding of the new intellectual frameworks that are reshaping thought about women and men. They also pursue knowledge of the female experience in diverse cultures, and across time.

A major in Women's Studies has a number of core requirements. Students must take Women's Studies 120 (Introduction to Women's Studies), and Women's Studies 222 (Women in Contemporary Society). They must also elect a course on women in a culture not their own. (A list of courses that fulfill this requirement may be obtained from the Women's Studies Director.) In addition, students will choose one course above the Grade I level in literature. And finally, majors elect a "concentration" of four courses above Grade I in a single area, including at least two units at Grade III that are approved by the Women's Studies Director. Concentrations may be in one department or may be constructed across departments. In either case, the major must demonstrate intellectual coherence. It is strongly recommended that majors elect basic method and theory courses in their field of concentration.

Majors design their own programs in consultation with two faculty advisors: the Director of Women's Studies, and an appropriate faculty member from the student's area of concentration.

The following courses are listed as Women's Studies courses. Other courses are available each semester through cross registration with MIT.

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## 120 (1) Introduction to Women's Studies

A course designed to introduce students to the new field of Women's Studies and its impact on the various disciplines. The course considers the multiple ways in which the gender experience has been understood and is currently being studied. Beginning with a focus on how inequalities between men and women have been explained and critiqued, the course examines the impact of social structure and culture on gender and how this is expressed in anthropological, historical, and literary writings. Emphasis is placed on an understanding of the "common differences" which both unite and divide women.

*Ms. Reverby*

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## 222 (2) Women in Contemporary Society

This is an interdisciplinary course which examines how changes in social structure, ideology, culture and politics have affected women in the United States since World War II. Issues facing women of the Third World will be discussed to place the developments in the United States in global perspective. The "happy days" of the 1950s will be examined in contrast to the changes since the mid 1960s. The majority of the course will be spent evaluating the impact of the women's movement and examining a number of the continuing contested terrains upon which the debate and struggle over women's lives and feminism are waged. *Prerequisite: 120, a social science course, or by permission of the instructor.*

*Ms. Reverby*

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## 316 (2) Seminar. History and Politics of Sexuality in the United States

In recent years there has been an increasing debate over whether human sexuality is an autonomous force or a phenomenon determined by history, politics, and culture. Many historians suggest the "discourse" on female sexuality, in particular, has been conditioned by cultural norms about femininity and women's place in society, the shifting boundaries between "normality" and "deviance," the feminist political stance on sexual autonomy, the medicalization of sexuality, and intervention of the state. This seminar will explore these

issues by examining the history of sexuality in the American context. *Open to juniors and seniors by permission of the instructor. 120, 222, or 320 and History 257 or Black Studies 230 is recommended.*

Ms. Reverby

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### 320 (1) Women and Health

The Women and Health course will examine various elements in the relationship between women and the health care system as it has evolved over the last 150 years, primarily in the United States. Nineteenth-century female invalidism, sexuality, birth control, abortion, childbirth practices, and self-help will be among the topics considered. We will also explore the various healing roles women have taken on: midwives, nurses, physicians, religious healers, and allied health workers. The specific ideological and structural difficulties faced by each group, and how they shifted over time, will be assessed. The last section will examine contemporary women and health care issues, analyzing both continuities and changes since the 19th century. *Open to juniors and seniors by permission of the instructor.*

Ms. Reverby

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The four courses listed above may be used to satisfy either Group B<sup>1</sup> or Group B<sup>2</sup> distribution requirement.

The following courses are available in Women's Studies. Other courses are available each semester through cross registration with MIT.

### Anthropology 269 (1)

The Anthropology of Sex Roles, Marriage, and the Family

### Art 233 (1)\*

Domestic Architecture and Daily Life *Not offered in 1985-86.*

### Black Studies 212 (2)\*\*

Black Women Writers

### Black Studies 222 (1)

Images of Blacks and Women in American Cinema

### Black Studies 225 (2)\*\*\*

Psychology and People of Color

### Black Studies 230 (1)\*\*\*<sup>2</sup>

Black and Third World Women

### Black Studies 344 (1)

Seminar. Interdisciplinary Perspectives in Black Family Studies

### Black Studies 345 (2)

Seminar. Women and International Development

### Chinese 330 (1)

Literary Images of Women of Intellect, East and West, Eighteenth and Nineteenth Centuries

### Classical Civilization 252 (2)\*

Women in Antiquity *Not offered in 1985-86.*

### Economics 229 (2)

Introduction to Labor Economics

### Economics 241 (2)

The Economics of Personal Choice

### Education 206 (1)

Women, Education and Work

### Education 312 (2)\*\*\*<sup>1</sup>

Seminar. History of Child Rearing and the Family

### English 150 (1)

American Women Writers of the Short Story

### English 383 (1)

Women in Literature, Culture, and Society

### French 319 (1) (2)

Women, Language, and Literary Expression. Twentieth Century Women Writers in France

### German 206 (1)

Nineteenth-Century Literature: Women from Romanticism to Realism *Not offered in 1985-86.*

### German 228 (2)

Literature since 1945: Women and Women Authors in the Two Germanies (Temporarily withdrawn)

### History 150 (1)d

Henry VIII: Wives and Policy

### History 241 (1)

Women in European History

### History 257 (2)

Women in American History

**History 336 (1)**  
Women in the American South, 1830-1980:  
A Collective Portrait in Black and White

**History 351 (1)**  
Seminar. The "Woman Question" in Victorian  
England

**Italian 304 (1)\***  
Women Writers in Modern Italy *Not offered*  
*in 1985-86.*

**Language Studies 238 (2)**  
Linguistic Analysis of Social and Literary Ex-  
pression

**Medieval/Renaissance Studies 315 (1)**  
Women in the Middle Ages: Images and  
Voices

**Philosophy 227 (1)**  
Philosophy and Feminism

**Political Science 320 (2)**  
Seminar. Inequality and the Law

**Political Science 336 (1)**  
Women, the Family and the State

**Political Science 344 (2)**  
Feminist Political Theory

**Psychology 303 (1)**  
The Psychological Implications of Being  
Female

**Psychology 317 (2)**  
Seminar. Psychological Development in Adults

**Psychology 325 (2)**  
Seminar. History of Psychology

**Psychology 340 (1)**  
Seminar. Applied Psychology

**Religion 243 (1)\***  
Women in Judaism

**Religion 351 (1)**  
Seminar. Women and Asian Religions

**Religion 316 (1)\***  
Seminar. The Virgin Mary

**Sociology 111 (1)**  
Sociology of the Family

**Sociology 208 (2)**  
Social Construction of Gender

**Sociology 217 (1)**  
Power: Personal, Social and Institutional  
Dimensions

**Sociology 311 (2)**  
Seminar. Family Studies *Not offered in*  
*1985-86.*

**Spanish 209 (1)\***  
The Spanish American Short Narrative

**Spanish 240 (2)**  
Living Women Writers of Spain

**Theatre Studies 212 (1)\***  
Images of Women in the Drama *Not offered*  
*in 1985-86.*



# The Writing Program

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Since September, 1983, each entering student has been required to complete one semester of expository writing in her first year at Wellesley. Writing courses numbered 125 are offered by faculty from many departments on a variety of topics. In all sections writing is taught as a means not only of expressing ideas but also of acquiring them. Students will receive instruction and practice in analysis and argument, in revision, and in the use and acknowledgment of sources. There are no exemptions from this requirement.

Continuing Education students and other transfer students who have not fulfilled a similar requirement must also complete one semester of expository writing, either Writing 125 or English 200 (Intermediate Expository Writing).

Below are short descriptions of the Writing 125 sections offered in 1985-86. Students are invited to indicate a list of preferences, which will be honored so far as it is possible.

English 200 sections are described in the listing of the English Department.

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## 125A (1) Adventure and Imagination in America

In this course we will use readings that present images of life in America arising either from personal adventures or flights of the imagination. Some of the books are idealistic and hopeful while others are deeply questioning or even despairing. In writing their versions of America the writers are also discovering themselves. Likewise, we repeat the process of discovery when reading their books and, in turn, writing about them. Our readings will include *Seize the Day*, by Saul Bellow; *On the Road*, by Jack Kerouac; *Sula*, by Toni Morrison; *One Hundred Years of Solitude*, by Gabriel Marquez; *Woman Warrior*, by Maxine Hong Kingston; and *Call it Sleep*, by Henry Roth.

Ms. Roses, Department of Spanish

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## 125B (1) Writers as Travelers

The genre of travel writing will provide the focus for discussions about the writing process and for essays. We shall look at travel articles from various magazines in order to discuss the writer's choice of tone, diction, and other persuasive strategies aimed at a particular audience. Then we shall read together and write about several longer travel essays and a novel. Readings to include: selections from Darwin's *Voyage of the Beagle* and Levi-Strauss' *Tristes Tropiques*, Lawrence's *Sea and Sardinia*, and Greene's *Travels with my Aunt*. Mandatory credit/noncredit.

Ms. Sides, Department of English

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## 125C (1) Languages of the Psyche

Reading and writing analyses of the psyche as formulated and worded in psychoanalysis (Bettelheim, *Freud and Man's Soul*); philosophy (Plato, *Phaedrus*); and literature (Shakespeare, *Henry IV, Part I*, and some modern writers).

Ms. Craig, Department of English

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## 125D (1) Our Writings, Our Selves

The focus of this section will not be on the work of other writers, but rather on ourselves as writers. In a course that views writing as a profoundly political and—potentially—feminist activity, we will explore what it means to think of ourselves as writers: how writing allows us to know ourselves. Our work will include stories, essays, fables, journals—and readings of a few contemporary writers. This course is designed both for the student who feels ready to use writing as a form of self-discovery and for the student who feels uneasy about her writing background; it will include attention both to the aims of writing and to the basics of style and usage.

Ms. Bowen, Department of English

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## 125E (1) Writers of Conscience

Among the challenges of writing is that of arguing convincingly from a passionately held position of conscience. Students will develop their awareness of this skill by reading and evaluating controversial writers of conscience,

as well as by writing such arguments themselves. Essays and fiction by Joan Didion, Hannah Arendt, Martin Luther King, Jr., James Baldwin, George Orwell, Adrienne Rich, Flannery O'Connor, John Cheever, James Thurber, Grace Paley, and Issac Babel. *Ms. Hellerstein, Department of English*

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#### 125F (1) Short Novels/Long Stories

This section will write analyses of character, event, idea, language, and form. Texts studied will probably include Dostoevsky, *Notes from Underground*; James, "Europe"; Wharton, *Ethan Frome*; Kafka, *The Metamorphosis*; Joyce, "The Dead"; Faulkner, *As I Lay Dying*. Students may expect to write about ten short papers. Much class time will be devoted to discussion of student writing.

*Mrs. Eyges, Department of English*

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#### 125G (1) Whodunit

Our subject will be the detective story. We'll read the great originals Poe and Doyle, the English classics—G. K. Chesterton, Agatha Christie, Dorothy Sayers—and the American "hard-boiled" writers Raymond Chandler and Dashiell Hammett. We'll also read something about the history of the genre and some essays defining, celebrating, and attacking it, among them, those by Edmund Wilson, W. H. Auden, Raymond Chandler, George Orwell and Tzvetan Todorov. Recurrent themes of discussion: the nature of the detective and the nature of the plot.

*Mr. Rosenwald, Department of English*

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#### 125H (1) Messages

Basic instruction in writing, revising, and editing essays, designed to include the student lacking confidence in writing, or experience in writing academic prose, or both. The emphasis in class will be on developing ideas and refining them in words on paper; individual attention, as needed, to problems with the mechanics of writing and usage. *Mandatory credit/noncredit.*

*Ms. Stubbs, Department of English*

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#### 125J (1) Writing About the Self

This section will read a variety of women's autobiographical works and will consider how autobiographical writing serves to express, represent, and even create a self. Other topics of concern will include the relationship between autobiography and fiction and the special problems facing women as they try to "authorize" their own lives.

*Ms. Cohen, Department of English*

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#### 125K (1) Astronomy in Science Fiction

In this section we shall read science-fiction stories dealing with such topics as black holes, interstellar travel, and exploration of the solar system. Some assignments will be concerned primarily with the accuracy of the science used in the stories. No background in astronomy required; the necessary science will be discussed in class. At the end of the course each student will be asked to write a science-fiction story based on accurate scientific principles.

*Ms. Hagen, Department of Astronomy*

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#### 125M,N (1) Patterns of Belief

Our behavior is ruled by any number of patterns, some rational and some irrational. We shall look at superstition and magic, at manners, and at codes of behavior. We shall read writers of literature, who are puzzled, irritated, or obsessed with these patterns. We shall look at a few scholars who have sought to explain the human behavior they observe. Discussion will hover around the patterns and idiosyncrasies of the English language; this section of Writing 125 provides special guidance for those students who are inexperienced or underconfident writing English.

*Ms. Wood, Department of English*

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#### 125R (1) Architecture: The Art We Live In

In this section we shall consider various ways of looking at and writing about architecture. Beginning with our personal experiences of houses and public spaces, we shall explore a number of different interpretations (psychological, cultural, historical) of architectural forms and built environments. We shall consider problems of meaning and quality in architecture and planning. What makes a

building or space expressive? What is the value of historical styles? How do we judge good and bad in architecture? Readings will include essays by architects, engineers, environmental psychologists, feminist theorists and journalists as well as works of literature which explore the experience of buildings and cities. We will make a number of field trips to Boston and Cambridge; there will be opportunities to speak with professional architects and planners. *Mandatory credit/noncredit.*

*Ms. Friedman, Department of Art*

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#### **125S (2) Women on Women: Female Portraits of a Lady**

A study of the dimensions of women's experience as characters in novels, and as writers and readers of novels. *Mandatory credit/noncredit.*

*Ms. Reimer, Department of English*

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#### **125T (2) Language and Representation**

We represent ourselves, in speech and in writing, through the language that we use. In this course we will examine a wide range of texts in which writers use language in varied and compelling ways. And by attending to their language, we will attempt to develop, extend, and enliven our own. The "subject" for this section, then, is "language," in all its rich and complicated power. We will choose our examples from a group of writers that includes lyric poets and dramatists (e.g., Ben Jonson and Shakespeare), Frederick Douglass, Henry James, and Edith Wharton.

*Mr. Cain, Department of English*

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#### **125V (2) The Non-Music of Music**

Most music-lovers think that music expresses something that nothing else can express. Some carry this thought no further; but others theorize elaborately about music, and in the 19th century a few even found it the source of fundamental metaphysical insights.

Part of this course will investigate what such metaphysicians of music as E.T.A. Hoffmann,

Schopenhauer, and Nietzsche have said. And most of the readings and writings will be about ways we associate the non-musical with the musical, whether through pictures, poems, stories, biographies, social history, or ethnomusicology.

*Mr. Fisk, Department of Music*

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#### **125W (2) Fairy Tales**

An introduction to different modes of academic analysis by considering the tales of Andrew Lang's *Blue Fairy Book* from the perspectives of psychology, social history, literary criticism, and feminism.

*Ms. Lynch, Department of English*

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#### **125X (2) Writing Tutorial**

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. *Open to all students by permission of the instructor. Mandatory credit/noncredit.*

*Ms. Stubbs, Department of English*

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#### **125Y (2) Imagining a Self**

An exploration of changing ideas about the self from the Renaissance to the modern period.

*Ms. Harman, Department of English*

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#### **125Z (2) Einstein and Schrödinger's Cat**

The cat in the title is a mythical beast, but Erwin Schrödinger was a German scientist instrumental in the development of the branch of science now known as quantum mechanics. Quantum mechanics provides the fundamental underpinning of all of modern science and makes some very strange predictions about the nature of physical reality. So strange is the world of quantum mechanics that even Albert Einstein found it incomprehensible and refused to accept all of its implications. In this course we will examine on

a very elementary level the universe according to quantum theory. We will invoke Schrödinger's cat to make the difference between the quantum world and the everyday world clear. There is a prerequisite of high school physics. *Mandatory credit/noncredit.*  
Mr. Quivers, Department of Physics

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#### 125AA (2) Women in the Ancient World

This section will provide an introduction to women in society as depicted in literature and art, from Homer in 700 B.C. through Tacitus' histories in 100 A.D. We will discuss significant individuals (Penelope in the *Odyssey*, Diotima in Plato's *Symposium*, and Fortunata in Petronius' *Satyricon*, for example) as well as the spectrum of social types, from slaves and the lowest classes to the powerful matronae of the Roman imperial courts. Readings will be from literary and historical texts as well as from medical, legal and religious documents that describe the lives of women in the ancient world. These readings will be supplemented by slides and lectures on archaeological material.

Mr. Petrini, Departments of Greek and Latin

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#### 125BB (2) Plato and Socrates

Socrates (d. 399 B.C.) believed the written word did more harm than good to philosophy. Among the things we shall write about are why did Socrates believe writing harmful and who was he anyway and who did his contemporaries think he was and how could Plato, his companion and follower who presented him as the very embodiment of philosophy, think it appropriate to write about him. *Mandatory credit/noncredit.*

Ms. Congleton, Department of Philosophy

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#### 125CC (2) Science and Pseudo-Science

In this course we will examine some contemporary influential approaches to the philosophy of science, including works by C. G. Hempel (*Philosophy of Natural Science*), T. S. Kuhn (*The Structure of Scientific Revolutions*), and P. Feyerabend (*Against Method*).

Against this background we will critically assess the controversial claims of enterprises ranging from psychoanalysis to necromancy, and consider questions such as: "What counts as evidence supporting a hypothesis?" and "How are theories confirmed or falsified?"

Ms. Doran, Department of Philosophy

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#### 125DD (2) Film Criticism/ Movie Reviews

Weekly screening of classic and contemporary films and readings in criticism on them. Students will be asked to write brief summaries and reviews as well as long interpretive essays.

Ms. Carroll, Department of Art

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#### 125EE (2) The Irrational

Anthropological investigations of irrationality. Topics covered will include: definitions of irrationality, reason and the passions, the distinction between magic and science, ecstatic and orgiastic behavior, witchcraft, monsters, millenarian movements, attitudes toward the insane. Typical readings: Freud, Malinowski, Mooney, Evans-Pritchard, Bateson, Foucault, Laing, Casteneda.

Mrs. Shimony, Department of Anthropology

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#### 125FF (2) Times and Places (Expository Writing II for ESL Students)

For anyone who hasn't spoken English all her life, writing about time and place can be particularly difficult. This course discusses English grammar in this frame. We will read authors whose recounting of events and descriptions of place are particularly evocative, and whose grammar use reflects typical writing situations. Our writings will follow their models of grammar. *Open by permission of Coordinator of Expository Writing.*

Ms. Wood, Department of English

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#### 125GG (2) Chronicles of College Women

At its founding, the United States placed a high value on education—for men. Women were not to be denied, however, and their history in higher education is a theme which has been explored with increasing frequency by

American writers in fact and in fiction. It has been used to illuminate both private lives and larger public issues. In exploring the history of women's higher education, we will attempt through our own writing to determine our place in it. We will use a variety of texts: excerpts from both the standard and revisionist histories of education, memoirs, autobiographies, short stories, and novels. Much of our reading will focus on academic women at Wellesley, with the College archives providing resource material such as diaries, letters, student-written short stories, literary magazines, and newspapers, and inaugural and commencement addresses.

*Ms. Martin, Department of Education*

## Extrdepartmental

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The following section includes several separate courses of interest to students in various disciplines.

- \*\* Course may be elected to fulfill in part the distribution requirement in Group A
- \*\*\* Course may be elected to fulfill in part the distribution requirement in Group B<sup>1</sup> or B<sup>2</sup> as designated.
- \*\*\*\* Course may be elected to fulfill in part the distribution requirement in Group C

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### 107 (1-2)\*\* Beginning Japanese

Introduction to the modern standard Japanese language. Emphasis on developing proficiency in listening, speaking, reading and writing, using basic expressions and sentence patterns. The second-semester course presupposes the completion of the first semester, or its equivalent with the permission of the instructor. Three periods. *Open to all students.*

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### 112 (1)\* \*\*\*\* Evolution: Change Through Time

Study of the concepts of evolution in the physical and biological world and their impact on man's view of himself, his place in nature, and his expectations for future change. Evidence for origins and change in the universe, the earth, and life forms. Consideration of the historical development of evolutionary concepts will provide the opportunity to examine the manner in which scientific concepts are formulated, revised, and restated; what it means to be "objective" in science; and the degree to which preconceived ideas affect what we observe, record, and accept in science. Two periods for lecture and a two-period demonstration section. Meets the Group C distribution requirement as a nonlaboratory unit but does not count toward the minimum major in any Group C department. *Open to freshmen and sophomores; to juniors and seniors only by permission.*

*Ms. Widmayer*

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**121 (2) Into the Ocean World**

An introduction to the many disciplines that touch on the sea – the marine sciences, maritime history, marine politics and economics, marine art and literature. Team-taught by specialists in these areas, the course is designed to highlight the sea's complexity and the far-reaching consequences of our interactions with it. Offered by the Massachusetts Bay Marine Studies Consortium. *No prerequisites. Open to two students by permission of the Consortium representative.*

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**122 (1) A History of Seafaring**

An introductory historical survey of maritime transportation, trade, travel, exploration, and warfare, based on maritime archaeology. Course material focuses upon the remains of shipwrecks from the traditional historical periods, as seen within the broader context of the cultures and societies which produced them. Offered by the Massachusetts Bay Marine Studies Consortium. *No prerequisites. Open to two students by permission of the Consortium representative.*

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**123 (2) Water, Water**

An interdisciplinary introduction to our most precious resource. Because of increasing demand, waste and pollution, we are depleting – and risk destroying – the limited supply of usable fresh water. This course will look at water through scientific, historical and cultural viewpoints and will survey contemporary water problems in all their dimensions – political, economic and technological. Offered by the Massachusetts Bay Marine Studies Consortium. *No prerequisites. Open to two students by permission of the Consortium representative.*

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**124 (2) Marine Mammals: Biology and Conservation**

An introduction to the biology and natural history of marine mammals, with particular emphasis on whales, dolphins and seals of the western North Atlantic. Topics include evolution, anatomy, behavior, field identification, the history of whaling, and contemporary conservation issues. Offered by the Massachusetts Bay Marine Studies Consortium. *Open to two students by permission of the Consortium representative.*

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**125X (2) Writing Tutorial**

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. *Open to all students by permission of the instructor. Mandatory credit/noncredit.*  
*Ms. Stubbs, Department of English*

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**207 (1-2) \*\* Intermediate Japanese**

Continuation of Japanese 107 (Beginning Japanese). Further study in the grammar and syntactic structures of modern conversational and expository Japanese. Equal emphasis on listening comprehension, speaking, reading, and writing. Lab work is required. Three periods. *Prerequisite: Extradepartmental 107 (1-2) or by permission of the instructor.*

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**216 (1) \*\*\*\* Mathematics for the Physical Sciences**

Mathematical preparation for advanced physical science courses. Topics include advanced integration techniques, complex numbers, vectors and tensors, vector calculus, ordinary differential equations, Fourier series and transforms, partial differential equations and special functions (Legendre, Laguerre, and Hermite polynomials, Bessel functions), matrices, operators, and linear algebra, and approximation techniques. *Prerequisite: Mathematics 116 or 120, Physics 104, 105, or 109 [110.]*

*Ms. Marshall*

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**222 (1) Latin American Studies: Latin American Peasantry**

The peasant is at the crux of Latin American history, culture, politics, and literature. As food producer, transmitter of tradition and repository/source of oral literature, the peasant is an essential sector of contemporary Latin American society. Making important distinctions among peasantries throughout Central and South America, we shall examine peasant ideology within national boundaries. Topics: ecology and hunger, life cycle, the family and childhood, sex archetypes, world view and values, religion, government policy, revolutionary movements.

*Ms. Bamberger, Ms. Roses, Ms. Wasserspring*

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**231 (2) \*\* Interpretation and Judgment of Films**

Close analysis of masterpieces of film art, drawn from the work of such directors as Antonioni, Welles, Bergman, Sturges, Ophuls, Hawks, Fellini and Godard. Many short written assignments. Frequent screenings in the early part of the week of the film under discussion; students are required to see each film at least twice. *Open to all students. Not offered in 1985-86.*

Mr. Garis

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**308 (1-2) Seminar for Materials Research in Archaeology and Ethnology 2**

Seminar-laboratory subject offered by the Center for Materials Research in Archaeology and Ethnology. Role of materials and technologies in the development of ancient societies; major focus on scientific analysis of archaeological artifacts made of stone (lithics). The major focus of the seminar and laboratory is the scientific analysis of plant and animal remains found in archaeological sites, and how these remains are used to reconstruct past diets, economies, human environments and climates. *Open to all students by permission of the instructor.*

Mr. Wiseman

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**330 (2) \*\* Love and Marriage in the Eighteenth-Century Novel**

A survey of the most famous "sentimental" novels written in England and on the continent between 1748-1811. Authors will include: Richardson, Rousseau, Laclos, Goethe, and Austen. Although the continental novels will be read in translation, students of French and German are encouraged to read the novels in the original language; extra credit may be earned for doing so. *Open to all students.*

Ms. Sides

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**331 (2) \*\* Seminar. The Theatre since 1945**

Comparative study of the major innovative forms of contemporary drama from the works of Beckett, Brecht, and Artaud to the most recent theatrical experiments in Europe and America by such directors and playwrights as

Grotowski, Chaikin, Sam Shepard, and Robert Wilson. New critical approaches and playwriting encouraged. *Open by permission of the instructor to juniors and seniors. Not offered in 1985-86.*

Mr. Stambolian

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**334 (2) \*\* Seminar. The Autobiographical Impulse in Writing and Photography**

An interdisciplinary study of the human desire to reveal, explore, and record the individual's self, body, and world. Attention will be given to the sources of this desire, the cultural factors that resist or shape it, the various languages and forms it adopts, and the personal and political uses to which it is put. Among the artists and thinkers studied are: Barthes, Ingmar Bergman, Freud, Anais Nin, Proust, Rousseau, Lucas Samaras, and selected photographers. Students will be required to complete a short autobiographical project. *Open to juniors and seniors by permission of the instructor. Not offered in 1985-86.*

Mr. Stambolian

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**Cross-Listed Courses**

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**Spanish 228 (2)\***

Latin American Literature: Fantasy and Revolution. *For description and prerequisite see Spanish 228.*

# Experimental Courses

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According to College legislation, the student-faculty Committee on Educational Research and Development has the authority to recommend experimental courses and programs to Academic Council. Faculty members and students are invited to submit their ideas to the Committee. An experimental program in Technology Studies is described on p. 231 and the experimental Freshman Cluster Program on p. 142. In addition, for 1985-86 the following experimental courses will be offered:

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## 100 (1-2) English Grammar and Vocabulary: The Classical Heritage 1

The elements of traditional syntax. The origin and development of abstract and technical words. The formation of Greek and Latin words and their adaptation in English. *Not open to students presenting admission credits in Greek or Latin or who have done college courses in either. Does not count toward distribution or foreign language requirements. One meeting a week throughout the year.*  
*Mrs. Lefkowitz*

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## 200 (2) The Folktale

The folktale of the Western World, its mythic, psychological, and fabulous aspects, and its function as a mirror of the self and of the world. A study of its form and various ways of interpretation. Texts from the folktale traditions of England, France, Germany, Greece, Italy, and Russia. *Open to sophomores, juniors, and seniors.*  
*Ms. Goth*

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## 260 (1-2) Advanced Conversational Chinese Through Audio-Visual Projects 1

A two-semester course in advanced conversational Chinese through an audio-visual project for third and fourth year Chinese language students. Practice in oral expression to be achieved through participation in the production of Chinese language videos for first and second year instruction. Productions may include: dramatization of selected Chinese

stories from corequisite courses, dubbing of selected portions of network soap operas and situation commercials, location production of "soap opera" based on Wellesley student life. Two periods per week devoted to discussion and polishing of scripts, rehearsals and taping. Preparation of scripts to be done outside of class. *Corequisite over the year: any two of the following Chinese courses: 252, 310, 311, 312*

*Mr. Crook*

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## 310 (2) Translation in Theory and Practice

A consideration of some notable theories of translation as tested out on some celebrated and interesting examples. Accordingly, work will include both analysis of essays on the theories and principles of translation and comparison of multiple translations of particular literary texts. *Prerequisite: one Grade III course in a foreign language or the instructor's permission.*

*Mr. Rosenwald*

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## 325 (2) Seminar. The Art and Politics of the Nude

An interdisciplinary study of the nude in Western culture as an expression of contending myths and ideologies with emphasis on its relation to contemporary social and artistic values. Painting, photography, and popular imagery will be examined in conjunction with a broad range of literary, psychological, and philosophical texts selected to foster debate and to provide new methods of inquiry and analysis. *Open to juniors and seniors by permission of the instructors.*

*Ms. Janis, Mr. Stambolian*

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# Literature in Translation

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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. The following courses are available in 1985-86:

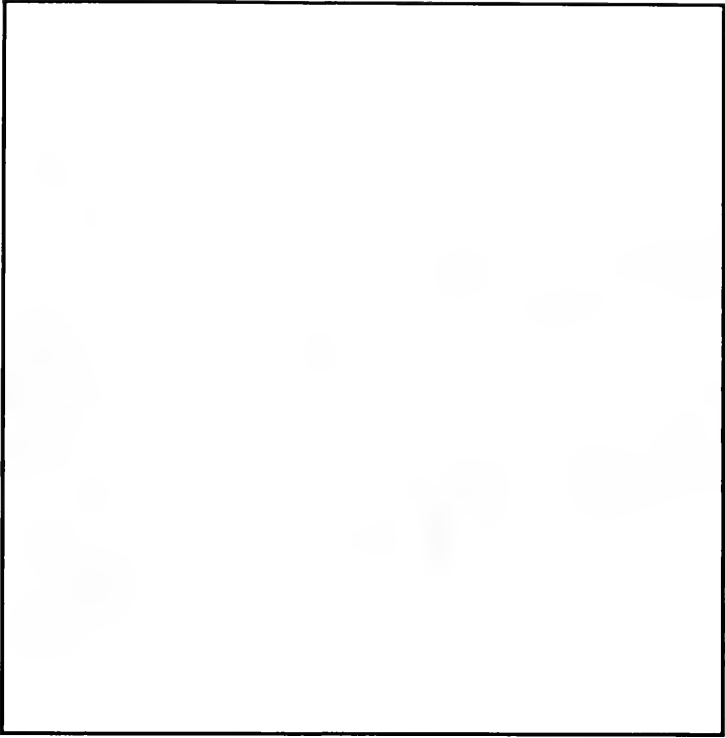
- Chinese 106 (1)**  
Introduction to Chinese Culture
- Chinese 141 (2)**  
China on Film
- Chinese 241 (2)\* \*\***  
Chinese Poetry and Drama in Translation  
*Not offered in 1985-86.*
- Chinese 242 (1)\* \*\***  
Chinese Fiction in Translation *Not offered in 1985-86.*
- Chinese 330 (1)**  
Seminar: Literary Images of Women of Intellect, East and West, 18th and 19th Centuries
- Classical Civilization 101 (1)\*\***  
Classical Literature: An Introduction
- Classical Civilization 104 (2)\*\***  
Classical Mythology
- Classical Civilization 203 (1)**  
Greek Drama in Translation *Not offered in 1985-86.*
- Classical Civilization 244 (2)\* \*\*\***  
Sport and Ancient Society

- Classical Civilization 246 (1)\*\*\* 1**  
Ancient Medicine
- Classical Civilization 252 (2)\***  
Women in Antiquity *Not offered in 1985-86.*
- French 220 (2)**  
Proust and the Modern French Novel
- French 349 (2)**  
Studies in Culture and Criticism  
Topic for 1985-86: The Autobiographical Impulse
- Italian 211 (2)**  
Dante
- Italian 244 (2)**  
Italian Cinema as an Art Form
- Medieval/Renaissance Studies 247 (2)**  
Arthurian Legends
- Medieval/Renaissance Studies 315 (1)**  
Women in the Middle Ages: Images and Voices *Not offered in 1985-86.*
- Medieval Renaissance Studies 316 (1)**  
Visionary Literature of the Middle Ages
- Russian 201 (1)\***  
Russian Literature in Translation I
- Russian 202 (2)\***  
Russian Literature in Translation II. *Not offered in 1985-86.*
- Russian 211 (2)\***  
Russian Literature before 1800

**Extrdepartmental 231 (2)\*\***  
Interpretation and Judgment of Films *Not offered in 1985-86.*

**Extrdepartmental 331 (2)\*\***  
Seminar. The Theatre Since 1945 *Not offered in 1985-86.*

**Extrdepartmental 334 (2)\*\***  
Seminar. The Autobiographical Impulse in Writing and Photography *Not offered in 1985-86.*



# Faculty

## Legend

- A Absent on leave  
A<sup>1</sup> Absent on leave during the first semester  
A<sup>2</sup> Absent on leave during the second semester  
P Part-time instructor
- 

### Thomas Abbate

*Assistant Professor of French*  
B.A., St. John's University; M.A., Middlebury  
Graduate School of French (France); Maitrise es  
Lettres, Université de Paris; M.Phil., Ph.D., Yale  
University

### Frank Abetti

*Assistant Professor of French*  
B.A., Duke University; Ph.D., Yale University

### F. John Adams<sup>P</sup>

*Associate Professor of Music*  
B.A., A.M., Ph.D., Harvard University

### Marjorie Agosin<sup>A</sup>

*Assistant Professor of Spanish*  
B.A., University of Georgia; M.A., Ph.D., Indiana  
University

### Scott D. Aguais

*Instructor in Economics*  
B.A., University of Colorado; M.A., Boston  
University

### Robin M. Akert<sup>A</sup>

*Assistant Professor of Psychology*  
B.A., University of California (Santa Cruz); M.A.,  
Ph.D., Princeton University

### Jean Poole Alderman<sup>P</sup>

*Instructor in Piano*  
B.A., University of Rochester; M.A., Columbia  
University

### Mary Mennes Allen

*Professor of Biological Sciences*  
B.S., M.S., University of Wisconsin; Ph.D.,  
University of California (Berkeley)

### Teresa Louise Amott

*Assistant Professor of Economics*  
B.A., Smith College; Ph.D., Boston College

### Harold E. Andrews III<sup>A</sup>

*Professor of Geology*  
B.A., College of Wooster; M.A., University of  
Missouri; Ph.D., Harvard University

### Teresa M. Antico<sup>P</sup>

*Instructor in Physical Education and Athletics*  
B.A., Emmanuel College

### Lilian Armstrong

*Marian Butler McLean Professor of Art*  
B.A., Wellesley College; A.M., Radcliffe College;  
Ph.D., Columbia University

### Jerold S. Auerbach<sup>A</sup>

*Professor of History*  
B.A., Oberlin College; M.A., Ph.D., Columbia  
University

### Jane Baier<sup>P</sup>

*Assistant Professor of French*  
B.A., Mount Holyoke; M.A., Ph.D., University of  
Wisconsin

### Sima Bakhtiarinia

*Laboratory Instructor in Physics*  
B.S., Shiraz University (Iran); M.S., Tufts  
University

### Joan Bamberger<sup>P</sup>

*Associate Professor of Anthropology*  
B.A., Smith College; A.M., Radcliffe College;  
Ph.D., Harvard University

### Heather Barber

*Instructor in Physical Education and Athletics*  
B.S., St. Lawrence University; M.S., Pennsylvania  
State University

### Paul Barringer<sup>P</sup>

*Instructor in Jazz Piano*  
B.A., Bard College

### Evelyn Claire Barry

*Professor of Music*  
A.B., A.M., Radcliffe College

### Paul Rogers Barstow

*Professor of Theatre Studies; Director,  
Wellesley College Theatre*  
B.A., Williams College; M.F.A., Yale University

### Grace K. Baruch<sup>P</sup>

*Associate Professor of Psychology*  
A.B., Radcliffe College; A.M.T., Harvard  
University; Ph.D., Bryn Mawr College

### Ann Streeter Batchelder

*Professor of Physical Education and Athletics*  
B.A., Wheaton College; M.Ed., Framingham State  
College; Ed.D., Boston University

### Sandra R. Baum

*Assistant Professor of Economics*  
B.A., Bryn Mawr College; M.A., M.Phil., Ph.D.,  
Columbia University

**Connie Lynn Bauman**

*Assistant Professor of Physical Education and Athletics Athletic Trainer*

B.S., Illinois State University; M.S., Arizona State University

**Barbara R. Beatty<sup>P</sup>**

*Assistant Professor of Education*

A.B., Radcliffe College; Ed.M., Ed.D., Harvard University

**Carolyn Shaw Bell**

*Katharine Coman Professor of Economics*

B.A., Mount Holyoke College; Ph.D., London University

**Priscilla J. Benson<sup>P</sup>**

*Assistant Professor of Astronomy*

B.A., Smith College; S.M., Ph.D., Massachusetts Institute of Technology

**Robert Berg**

*Instructor in Physics*

A.B., Princeton University; M.A., University of California Berkeley<sup>1</sup>

**Brigitte Berger<sup>A2</sup>**

*Professor of Sociology*

M.A., Ph.D., The New School of Social Research

**James R. Besancon**

*Associate Professor of Geology*

B.S., Yale University; Ph.D., Massachusetts Institute of Technology

**Frank L. Bidart**

*Associate Professor of English*

B.A., University of California (Riverside); A.M., Harvard University

**D. Scott Birney**

*Professor of Astronomy*

B.S., Yale University; M.A., Ph.D., Georgetown University

**Carol A. Blomstrom**

*Assistant Professor of Mathematics*

B.S., Pennsylvania State University; Ph.D., Brown University

**Ella P. Bones**

*Professor of Russian*

B.A., Cornell University; A.M., Radcliffe College; Ph.D., Harvard University

**Jean M. Borgatti<sup>P</sup>**

*Assistant Professor of Art*

B.A., Wellesley College; M.A., Ph.D., University of California (Los Angeles)

**M. Patricia Boyle<sup>P</sup>**

*Assistant Professor of Psychology*

B.S., Regis College; M.S., Ph.D., Boston College

**Sheila Brachfeld-Child<sup>1</sup>**

*Assistant Professor of Psychology*

B.A., Tufts University; Ed.M., Boston University; Ph.D., Brandeis University

**Barbara Miriam Brenzel**

*Associate Professor of Education*

B.A., University of Toronto; Ed.M., Ed.D., Harvard University

**Martin Alan Brody**

*Associate Professor of Music*

B.A., Amherst College; M.M., M.A., D.M.A., Yale University School of Music

**J. Eric Brosius**

*Assistant Professor of Mathematics*

B.S., Pennsylvania State University; M.A., Ph.D., University of Pennsylvania

**Judith Claire Brown**

*Professor of Physics*

B.A., Rice University; Ph.D., University of California (Berkeley)

**Guillermo Cabrera-Infante<sup>P</sup>**

*Visiting Professor of Spanish*

Instituto de La Habana; National Institute of Journalism

**William E. Cain**

*Associate Professor of English*

B.A., Tufts University; M.A., Ph.D., Johns Hopkins University

**John S. Cameron**

*Assistant Professor of Biological Sciences*

B.S., College of William and Mary; M.S., Ph.D., University of Massachusetts (Amherst)

**Margaret Deutsch Carroll<sup>P</sup>**

*Assistant Professor of Art*

B.A., Barnard College; A.M., Ph.D., Harvard University

**Karl E. Case<sup>A</sup>**

*Associate Professor of Economics*

B.A., Miami University; A.M., Ph.D., Harvard University

**Maud H. Chaplin**

*Professor of Philosophy*

*Dean of the College*

B.A., Wellesley College; M.A., Ph.D., Brandeis University

**Jonathan M. Check<sup>A</sup>**

*Associate Professor of Psychology*

B.A., George Washington University; M.A., University of Texas (Austin); Ph.D., Johns Hopkins University

**James David Christie**  
*Instructor in Organ*  
B.Mus., Oberlin College; M.Mus., New England Conservatory of Music

**Nancy Cirillo**  
*Instructor in Violin*  
*Director, Chamber Music Society*  
Mannes College of Music

**Anne de Coursey Clapp**  
*Professor of Art*  
B.A., Smith College; M.F.A., Yale University;  
A.M., Ph.D., Harvard University

**Leallyn Clapp**  
*Visiting Professor of Chemistry*  
B.Ed., Eastern Illinois University; M.A., Ph.D.,  
University of Illinois

**Suzanne Cleverdon<sup>P</sup>**  
*Instructor in Harpsichord*  
*Director, Performance Workshop*  
B.M., M.M., New England Conservatory of  
Music

**Blythe McVicker Clinchy**  
*Associate Professor of Psychology*  
B.A., Smith College; M.A., New School for Social  
Research; Ph.D., Harvard University

**Barbara J. Cochran**  
*Associate Professor of Physical Education and  
Athletics/Athletic Trainer*  
B.S., M.Ed., Pennsylvania State University; Ed.D.,  
Boston University

**Paul A. Cohen**  
*Edith Stix Wasseman Professor of Asian  
Studies and of History*  
B.A., University of Chicago; A.M., Ph.D.,  
Harvard University

**Susan Cohen<sup>P</sup>**  
*Assistant Professor of English*  
B.A., Cornell University; Ph.D., Yale University

**William F. Coleman**  
*Associate Professor of Chemistry*  
B.S., Eckerd College; Ph.D., Indiana University  
(Bloomington)

**Ann Congleton**  
*Professor of Philosophy*  
*Director, Freshman Cluster Program*  
B.A., Wellesley College; M.A., Ph.D., Yale  
University

**Betsy L. Cooper**  
*Assistant Professor of Physical Education and  
Athletics*  
B.S., Ed.M., Boston University

**Peter Corbett**  
*Assistant Professor of Philosophy*  
B.A., Brandeis University; M.A., University of  
California (San Diego)

**Joanne Cordaro**  
*Assistant Professor of Spanish*  
B.A., M.A., University of Puerto Rico; Ph.D.,  
University of Barcelona

**Eugene Lionel Cox<sup>A2</sup>**  
*Mary Jewett-Gaiser Professor of History*  
B.A., College of Wooster; Ph.D., Johns Hopkins  
University

**Mary D. Coyne<sup>A</sup>**  
*Professor of Biological Sciences*  
B.A., Emmanuel College; M.A., Wellesley  
College; Ph.D., University of Virginia

**Martha Alden Craig**  
*Professor of English*  
B.A., Oberlin College; M.A., Ph.D., Yale  
University

**Jean Crespi**  
*Instructor in Geology*  
B.A., Wellesley College; M.S., University of  
Arizona

**Michael Crook**  
*Lecturer in Chinese*  
B.S., Queen Mary College, London University

**Lee J. Cuba<sup>A</sup>**  
*Assistant Professor of Sociology*  
B.S., Southern Methodist University; M.A.,  
M.Phil., Ph.D., Yale University

**Julie Cumming**  
*Instructor in Music*  
B.A., Barnard College; M.A., University of  
California (Berkeley)

**Roxanne Dale**  
*Assistant in Physical Education and Athletics*  
B.S., Slippery Rock State College

**Pamela Daniels**  
*Lecturer in Psychology*  
*Dean, Class of 1988*  
B.A., Wellesley College; A.M., Harvard University

**Michael Dargent**  
*Visiting Associate Professor of French*  
Lic., Paris University, Sorbonne; École Normale  
Supérieure de St. Cloud; Pembroke College,  
Oxford

**Marsha J. Darling**  
*Assistant Professor of Black Studies*  
A.A., State University of New York (Stony Brook);  
B.A., Vassar College; M.A., Ph.D., Duke  
University

**Jeanne A. Darlington**

*Laboratory Instructor in Chemistry*  
B.A., Knox College; M.A., Wellesley College

**Maria A. De Angelis**

*Lecturer in Italian*  
B.A., University of Naples

**Eleanor P. DeLorme<sup>P</sup>**

*Lecturer in Art*  
B.A., Wellesley College; M.A., Harvard University

**Jean De Pamphilis**

*Laboratory Instructor in Biological Sciences*  
B.S., Cornell University; Ph.D., University of Wisconsin (Madison)

**Margaret A. Dermody**

*Laboratory Instructor in Biological Sciences*  
B.A., Emmanuel College; M.A., Wellesley College

**Louis S. Dickstein**

*Professor of Psychology*  
B.A., Brooklyn College; M.S., Ph.D., Yale University

**Paul A. DiZio**

*Instructor in Psychology*  
B.Sc., Boston College

**Evey D. Domar**

*Kathryn W. Davis Visiting Professor of Economics*  
B.A., University of California (Los Angeles); M.A., University of Michigan; A.M., Ph.D., Harvard University

**Katheryn H. Doran**

*Assistant Professor of Philosophy*  
B.A., University of Pittsburgh; M.A., Ph.D., University of North Carolina (Chapel Hill)

**Carlos G. Dorrien**

*Assistant Professor of Art*  
Montserrat School of Visual Art, Diploma in Sculpture

**William A. Drew**

*Assistant Professor of Art*  
B.F.A., M.F.A., Rhode Island School of Design

**Theodore William Ducas**

*Associate Professor of Physics*  
B.A., Yale University; Ph.D., Massachusetts Institute of Technology

**Katharine Park Dyer**

*Assistant Professor of History*  
A.B., Radcliffe College; M.Phil., Warburg Institute, University of London; Ph.D., Harvard University

**Howard Brook Eichenbaum**

*Associate Professor of Biological Sciences*  
B.S., Ph.D., University of Michigan

**Sharon K. Elkins<sup>P</sup>**

*Assistant Professor of Religion*  
B.A., Stetson University; M.T.S., Harvard Divinity School; Ph.D., Harvard University

**I. Wesley Elliott**

*Visiting Professor of Chemistry*  
B.S., M.S., Ph.D., University of Kansas

**Joan Entmacher<sup>P</sup>**

*Lecturer in Political Science*  
B.A., Wellesley College; J.D., Yale University

**Sumru Erkut<sup>P</sup>**

*Lecturer in Psychology*  
B.S., Middle East Technical University; Ph.D., Harvard University

**Virginia L. Evans**

*Assistant Professor of Physical Education and Athletics/Athletic Director*  
B.S., Springfield College; M.A., University of Maryland; Ph.D., University of Massachusetts (Amherst)

**Patricia M. Ewick**

*Assistant Professor of Sociology*  
B.A., Tufts University; M.A., Ph.D., Yale University

**Doris Holmes Eyges<sup>P</sup>**

*Lecturer in English*  
B.A., University of Michigan; A.M., Radcliffe College

**Peter J. Fergusson**

*Professor of Art*  
B.A., Michigan State University; A.M., Ph.D., Harvard University

**David R. Ferry**

*Sophie Chantal Hart Professor of English*  
B.A., Amherst College; A.M., Ph.D., Harvard University

**Philip J. Finkelpearl**

*Professor of English*  
A.B., Princeton University; A.M., Ph.D., Harvard University

**Charles B. Fisk**

*Assistant Professor of Music*  
*Instructor in Piano*  
A.B., Harvard College; M.M.A., D.M.A., Yale University School of Music

**Ellen Fitzpatrick**

*Assistant Professor of History*  
B.A., Hampshire College; Ph.D., Brandeis University

**Owen J. Flanagan, Jr.**<sup>A</sup>  
*Associate Professor of Philosophy*  
B.A., Fordham University; M.A., Ph.D., Boston  
University

**Phyllis J. Fleming**  
*Sarah Frances Whiting Professor of Physics*  
B.A., Hanover College; M.S., Ph.D., University of  
Wisconsin

**Susan S. Ford**  
*Assistant Professor of Physical Education and  
Athletics*  
B.A., Connecticut College; M.A.T., Brown  
University

**Dominique Fourquette**  
*Assistant Professor of Physics*  
B.S., University de Compiègne (France); Ph.D.,  
Yale University

**Nan Burks Freeman**  
*Assistant Professor of Art*  
B.A., Smith College; M.A., University of  
Pennsylvania; Ph.D., Massachusetts Institute of  
Technology

**Richard G. French**<sup>A</sup>  
*Assistant Professor of Astronomy*  
B.A., M.S., Ph.D., Cornell University

**Alice T. Friedman**  
*Assistant Professor of Art*  
A.B., Radcliffe College; M.Phil., University of  
London; Ph.D., Harvard University

**Robert Dean Frye**  
*Assistant Professor of French*  
B.A., M.A., Ph.D., University of Illinois

**Ann Fryling**<sup>P</sup>  
*Instructor in Political Science*  
B.A., Wellesley College

**Laurel Furumoto**  
*Professor of Psychology*  
B.A., University of Illinois; M.A., Ohio State  
University; Ph.D., Harvard University

**Ann Gabhart**  
*Lecturer in Art*  
*Director, Wellesley College Museum*  
B.A., Wellesley College; A.M., Harvard University

**Cathleen Gabsi**  
*Instructor in Physical Education and Athletics*  
B.A., Adelphi University

**Nona Gainsforth**  
*Instructor in French Horn*

**René Galand**<sup>A</sup>  
*Professor of French*  
Lic-es-Lettres, University of Rennes; Ph.D., Yale  
University

**Robert E. Garis**<sup>A2</sup>  
*Katharine Lee Bates Professor of English*  
B.A., Muhlenberg College; A.M., Ph.D., Harvard  
University

**Elena Gascón-Vera**  
*Professor of Spanish*  
Lic., University of Madrid; M.Phil., Ph.D., Yale  
University

**Katherine Allston Geffcken**  
*Professor of Greek and Latin*  
B.A., Agnes Scott College; M.A., Ph.D., Bryn  
Mawr College

**Anne T. Gillain**  
*Associate Professor of French*  
Licence de Lettres Classiques, Sorbonne,  
Université de Paris; M.A., Tufts University; Ph.D.,  
Harvard University

**Gail Glick**  
*Lecturer in Theatre Studies*  
B.A., University of Wisconsin; Ed.M., Boston  
University

**Arthur Ralph Gold**<sup>A</sup>  
*William R. Kenan Professor of English*  
A.B., Princeton University; A.M., Ph.D., Harvard  
University

**Marshall Irwin Goldman**  
*Class of 1919 Professor of Economics*  
B.S., Wharton School, University of Pennsylvania;  
A.M., Ph.D., Harvard University

**Nelson Gore**<sup>P</sup>  
*Instructor in Oboe*  
B.M., New England Conservatory of Music;  
M.M., Boston University

**Maja J. Goth**  
*Carla Wenckebach Professor of German*  
Mittellehrerdipl., Oberlehrerdipl.; Ph.D.,  
University of Basel

**Mary Gottschalk**<sup>P</sup>  
*Lecturer in German*  
B.A., Principia College; M.A., Stanford University

**Frances Gouda**  
*Assistant Professor of History*  
C.Ed., Rijkspedagogisch Academie (Utrecht);  
B.A., M.A., Ph.D., University of Washington



**James Howard Grant**

*Assistant Professor of Economics*  
B.S., Grand Valley State College; M.A., Ph.D.,  
Michigan State University

**Michel R. Grimaud<sup>A</sup>**

*Associate Professor of French*  
*Director, Wellesley in Aix-en-Provence*  
B.A., M.A., University of Aix-en-Provence; M.A.,  
Ph.D., University of Wisconsin

**Vachik Hacopian**

*Laboratory Instructor in Biological Sciences*  
B.A., University of California (Los Angeles); M.S.,  
University of Massachusetts

**Wendy A. Hagen**

*Assistant Professor of Astronomy*  
B.A., Mount Holyoke College; M.S., Ph.D.,  
University of Hawaii

**David R. Haines<sup>A</sup>**

*Assistant Professor of Chemistry*  
B.A., Earlham College; Ph.D., University of  
Illinois

**Ellen M. Hall**

*Laboratory Instructor in Biological Sciences*  
B.A., Smith College

**Jyoti LaPeer Hansa<sup>P</sup>**

*Instructor in Physical Education and Athletics*

**Thomas S. Hansen**

*Associate Professor of German*  
B.A., M.A., Tufts University; Ph.D., Harvard  
University

**Barbara Leah Harman**

*Associate Professor of English*  
B.A., Tufts University; M.A., Ph.D., Brandeis  
University

**Gary C. Harris**

*Associate Professor of Biological Sciences*  
B.S., Bates College; M.S., Ph.D., University of  
Massachusetts

**Adrienne Hartzell<sup>P</sup>**

*Instructor in Viola da Gamba*  
*Assistant in Collegium Musicum*  
B.M., New England Conservatory of Music

**Bunny Harvey**

*Associate Professor of Art*  
B.F.A., M.F.A., Rhode Island School of Design

**Michael J. Hearn**

*Associate Professor of Chemistry*  
B.A., Rutgers College; M.S., M.Phil., Ph.D., Yale  
University

**Kathryn Hellerstein**

*Assistant Professor of English*  
B.A., Brandeis University; M.A., Ph.D., Stanford  
University

**Mae Gwendolyn Henderson**

*Assistant Professor of Black Studies*  
B.A., Carleton College; M.A., M.Phil., Yale  
University

**David A. Hendricks**

*Assistant Professor of Biological Sciences*  
B.S., University of Toledo; M.A., Bowling Green  
State University; Ph.D., University of California  
(Berkeley)

**Beth Ann Hennessey**

*Instructor in Psychology*  
A.B., Brown University; M.Ed., Lesley College

**Angela M. Heptner<sup>P</sup>**

*Instructor in Spanish*  
Lic., Madrid University; M.A., Middlebury  
College

**William A. Herrmann**

*Professor of Music*  
*Director of the Choir*  
B.A., M.A., Ph.D., Columbia University

**Dorothy Hershkowitz<sup>P</sup>**

*Instructor in Physical Education and Athletics*

**Rosanna Hertz**

*Assistant Professor of Sociology*  
B.A., Brandeis University; M.A., Ph.D.,  
Northwestern University

**Sonja E. Hicks<sup>A</sup>**

*Professor of Chemistry*  
B.S., University of Maine; Ph.D., Indiana  
University

**Ann Mary Hirsch**

*Associate Professor of Biological Sciences*  
B.S., Marquette University; Ph.D., University of  
California (Berkeley)

**Philip Steven Hirschhorn**

*Associate Professor of Mathematics*  
B.S., Brooklyn College of CUNY; Ph.D.,  
Massachusetts Institute of Technology

**Edward Craig Hobbs**

*Professor of Religion*  
Ph.B., S.T.B., Ph.D., University of Chicago

**Katherine A. Hope**

*Assistant Professor of Political Science*  
B.A., Ohio Wesleyan University; M.P.P., Harvard  
University, Kennedy School of Government;  
Ph.D., Massachusetts Institute of Technology

**Mary V. A. Hoult**  
*Laboratory Instructor in Biological Sciences*  
B.A., M.A., Wellesley College

**Virginia Thorndike Hules**<sup>P</sup>  
*Assistant Professor of French*  
B.A., Wellesley College; A.M., Ph.D., Harvard University

**Stephen Hurley**<sup>P</sup>  
*Instructor in Voice*  
B.M., Boston Conservatory of Music

**Jonathan B. Imber**  
*Assistant Professor of Sociology*  
B.A., Brandeis University; M.A., Ph.D., University of Pennsylvania

**Weldon Jackson**  
*Associate Professor of Black Studies*  
B.A., Morehouse College; Ph.D., Harvard University

**Rachel Jacoff**  
*Associate Professor of Italian*  
B.A., Cornell University; A.M., M.Phil., Harvard University; Ph.D., Yale University

**Owen Hughes Jander**<sup>A</sup>  
*Catherine Mills Davis Professor of Music*  
B.A., University of Virginia; A.M., Ph.D., Harvard University

**Eugenia Parry Janis**  
*Professor of Art*  
B.A., University of Michigan; A.M., Ph.D., Harvard University

**Roger A. Johnson**<sup>A2</sup>  
*Professor of Religion*  
B.A., Northwestern University; B.D., Yale Divinity School; Th.D., Harvard Divinity School

**Jacqueline Jones**  
*Associate Professor of History*  
B.A., University of Delaware; M.A., Ph.D., University of Wisconsin

**Saj-nicole Joni**  
*Assistant Professor of Computer Science*  
B.A., M.A., Ph.D., University of California (San Diego)

**William A. Joseph**  
*Assistant Professor of Political Science*  
B.A., Cornell University; M.A., Ph.D., Stanford University

**Joseph P. Joyce**  
*Assistant Professor of Economics*  
B.S.F.S., School of Foreign Service, Georgetown University; M.S., Ph.D., Boston University

**Marion R. Just**  
*Professor of Political Science*  
B.A., Barnard College; M.A., Johns Hopkins University; Ph.D., Columbia University

**Linda Kamas**<sup>A</sup>  
*Assistant Professor of Economics*  
B.A., M.S., University of California (Los Angeles); Ph.D., University of California (Berkeley)

**Laurie Katz**<sup>P</sup>  
*Instructor in Physical Education and Athletics*

**Nannerl O. Keohane**  
*Professor of Political Science*  
*President*  
B.A., Wellesley College; M.A., Oxford University; Ph.D., Yale University

**Emine Kiray**  
*Instructor in Economics*  
B.A., Wellesley College

**Arjo Klamer**<sup>A</sup>  
*Assistant Professor of Economics*  
M.A., University of Amsterdam; Ph.D., Duke University

**Jonathan B. Knudsen**  
*Associate Professor of History*  
B.A., Michigan State University; Ph.D., University of California (Berkeley)

**T. James Kodera**  
*Associate Professor of Religion*  
B.A., Carleton College; M.A., M.Phil., Ph.D., Columbia University

**Elissa Koff**<sup>A</sup>  
*Associate Professor of Psychology*  
B.S., Queens College of CUNY; M.S., Ph.D., Tufts University

**Philip L. Kohl**<sup>A</sup>  
*Associate Professor of Anthropology*  
B.A., Columbia University; A.M., Ph.D., Harvard University

**Nancy Harrison Kolodny**<sup>P</sup>  
*Professor of Chemistry*  
B.A., Wellesley College; Ph.D., Massachusetts Institute of Technology

**Joel Krieger**  
*Whitehead Associate Professor of Political Science*  
B.A., Yale College; Ph.D., Harvard University

**Christopher Krueger**<sup>P</sup>  
*Instructor in Flute*  
B.M., New England Conservatory of Music

**Jens Kruse**

*Assistant Professor of German*  
 M.A., Indiana University; Staatsexamen,  
 University of Hamburg; Ph.D., University of  
 California (Los Angeles)

**James Leslie Ladewig**

*Assistant Professor of Music*  
*Director of Collegiate Musician*  
 B.M., Northwestern University; M.A., Ph.D.,  
 University of California (Berkeley)

**François Lagarde**

*Assistant Professor of French*  
 Lic. et Maîtrise es Lettres, Université de Toulouse-  
 Le Mirail; M.A., West Virginia University; Ph.D.,  
 Stanford University

**Yuan-Chu Ruby Lam**

*Associate Professor of Chinese*  
 B.A., M.A., National Taiwan University; Ph.D.,  
 Harvard University

**Brigitte D. Lane**

*Assistant Professor of French*  
 B.A., Sorbonne (Paris); M.A., University of  
 Kansas; Ph.D., Harvard University

**Hsueh-tze Lee**

*Instructor in Biological Sciences*  
 B.S., Tufts University

**Mary Rosenthal Lefkowitz**

*Andrew W. Mellon Professor in the*  
*Humanities*  
 B.A., Wellesley College; A.M., Ph.D., Radcliffe  
 College

**Bonnie Leonard**

*Lecturer in Education*  
*Dean, Continuing Education*  
 B.A., Wellesley College; M.Ed., Ph.D., Boston  
 University

**Norman Levenberg, Jr.**

*Assistant Professor of Mathematics*  
 B.S., Case Western Reserve University; M.A.,  
 Ph.D., University of Michigan

**Eric Levenson<sup>P</sup>**

*Lecturer in Theatre Studies*  
*Design Director, Wellesley College Theatre*  
 A.B., Harvard College; M.F.A., Brandeis  
 University

**Jesse Levine<sup>P</sup>**

*Instructor in Trumpet*

**Andrea Gayle Levitt**

*Assistant Professor of Linguistics and of French*  
 B.A., Wellesley College; M.A., M.Phil., Ph.D.,  
 Yale University

**Judith T. Levy<sup>A</sup>**

*Associate Professor of Chemistry*  
 B.A., Goucher College; Ph.D., Johns Hopkins  
 University

**Elizabeth C. Lieberman<sup>P</sup>**

*Laboratory Instructor in Chemistry*  
 B.A., Wellesley College; M.A., Brandeis  
 University

**Lars Lih**

*Assistant Professor of Political Science*  
 B.A., Yale University; B.Phil., Oxford University;  
 Ph.D., Princeton University

**Helen T. Lin**

*Professor of Chinese*  
 B.S., National Taiwan University

**David Lindauer**

*Associate Professor of Economics*  
 B.S., City College of CUNY; A.M., Ph.D.,  
 Harvard University

**Daniel Little**

*Associate Professor of Philosophy*  
 A.B., B.S., University of Illinois; Ph.D., Harvard  
 University

**Irene R. Little-Marenin<sup>P</sup>**

*Assistant Professor of Astronomy*  
 B.A., Vassar College; M.A., Ph.D., Indiana  
 University

**William W. Liu**

*Assistant Professor of Chinese*  
 Nankai University; B.A., University of Tennessee

**James Herbert Loehlin**

*Professor of Chemistry*  
 B.A., College of Wooster; Ph.D., Massachusetts  
 Institute of Technology

**Douglas L. Long**

*Assistant Professor of Computer Science*  
 B.A., Swarthmore College; M.A., Ph.D.,  
 Princeton University

**Eleanor Lonske**

*Lecturer in Computer Science*  
 B.S., Boston College; M.Ed., Worcester State  
 College

**Gabriel H. Lovett**

*Professor of Spanish*  
 B.A., M.A., Ph.D., New York University

**Gregory Lubkin<sup>P</sup>**

*Assistant Professor of History*  
 B.A., M.A., University of Edinburgh (Scotland);  
 Ph.D., University of California (Berkeley)

- Margery Lucas**  
*Assistant Professor of Psychology*  
 B.S., Pennsylvania State University; M.S., Ph.D.,  
 University of Rochester
- Barry Lydgate**  
*Associate Professor of French*  
 B.A., M.Phil., Ph.D., Yale University
- Irina Borisova-Morosova Lynch**  
*Professor of Russian*  
 A.M., Ph.D., Radcliffe College
- Kathryn L. Lynch**  
*Assistant Professor of English*  
 B.A., Stanford University; M.A., Ph.D., University  
 of Virginia
- David Alexander Macaulay**  
*Visiting Professor of Art*  
 B.Arch., Rhode Island School of Design
- Wendy S. MacNeil<sup>P</sup>**  
*Assistant Professor of Art*  
 B.A., Smith College; A.M.T., Harvard University
- Martin Andrew Magid**  
*Associate Professor of Mathematics*  
 B.A., Brown University; M.S., Yale University;  
 Ph.D., Brown University
- Sukie A. Magraw<sup>P</sup>**  
*Instructor in Physical Education and Athletics*  
 A.B., Radcliffe College
- William Malone<sup>P</sup>**  
*Instructor in Saxophone*  
 B.M., Wichita State University; M.M., New  
 England Conservatory of Music
- Helen C. Mann**  
*Laboratory Instructor in Chemistry*  
 B.A., Fresno State College; M.A., Wellesley  
 College
- Annick Mansfield<sup>P</sup>**  
*Associate Professor of Psychology*  
 A.B., Radcliffe College; Ph.D., Columbia  
 University
- Beatriz Manz<sup>P</sup>**  
*Associate Professor of Anthropology*  
 B.A., State University of New York (College of  
 Potsdam); M.A., Ph.D., State University of New  
 York (Buffalo)
- Stephen Anthony Marini<sup>P</sup>**  
*Associate Professor of Religion*  
 B.A., Dickinson College; Ph.D., Harvard  
 University
- Elizabeth M. Marshall<sup>P</sup>**  
*Assistant Professor of Physics*  
 B.S., St. Lawrence University; Ph.D., Dartmouth  
 College
- Theodora Martin**  
*Instructor, Writing Program*  
 B.S., M.A., Middlebury College; M.A.T., Harvard  
 University
- Tony C. Martin**  
*Professor of Black Studies*  
 Barrister-at-Law, Gray's Inn (London); B.S.,  
 University of Hull (England); M.A., Ph.D.,  
 Michigan State University
- Miranda Constant Marvin**  
*Professor of Art and of Greek and Latin*  
 B.A., Bryn Mawr College; Ph.D., Harvard  
 University
- Julie Ann Matthaei**  
*Associate Professor of Economics*  
 B.A., University of Michigan; M.A., M.Phil.,  
 Ph.D., Yale University
- M. Cecilia Mattii<sup>A</sup>**  
*Assistant Professor of Italian*  
 Dott. in Lett., University of Florence; Ph.D.,  
 Harvard University
- Cynthia B. McGowan<sup>A</sup>**  
*Assistant Professor of Chemistry*  
 B.S., Russell Sage College; M.A., Ph.D., Brandeis  
 University
- Glenda Medeiros<sup>P</sup>**  
*Instructor in Physical Education and Athletics*  
 B.A., Catholic University of America; M.Ed.,  
 Lesley College
- Ifeanyi A. Menkiti**  
*Associate Professor of Philosophy*  
 B.A., Pomona College; M.S., Columbia  
 University; M.A., New York University; Ph.D.,  
 Harvard University
- Margaret V. Merritt**  
*Assistant Professor of Chemistry*  
 B.A., College of Wooster; Ph.D., Cornell  
 University
- Sally Engle Merry**  
*Associate Professor of Anthropology*  
 B.A., Wellesley College; M.A., Yale University;  
 Ph.D., Brandeis University
- Linda B. Miller**  
*Professor of Political Science*  
 A.B., Radcliffe College; M.A., Ph.D., Columbia  
 University
- Vicki E. Mistacco**  
*Professor of French*  
 B.A., New York University; M.A., Middlebury  
 College; M.Phil., Ph.D., Yale University

**Michele M. Moody-Adams<sup>P</sup>**  
*Instructor in Philosophy*  
B.A., Wellesley College; B.A., Oxford University;  
A.M., Harvard University

**Carol Anne Morley**  
*Instructor in Japanese Studies*  
B.A., Oberlin College; M.A., University of British  
Columbia

**Rodney J. Morrison**  
*Professor of Economics*  
B.S., M.A., Boston College; M.S., Ph.D.,  
University of Wisconsin

**Patrick Morton**  
*Assistant Professor of Mathematics*  
B.A., University of Arizona; Ph.D., University of  
Michigan

**Wanda Mourant<sup>P</sup>**  
*Assistant Professor of Mathematics*  
A.B., Ph.D., Indiana University

**Barbara F. Muise**  
*Laboratory Instructor in Biological Sciences*  
B.A., Bates College; M.A., Smith College

**Katherine Murdock<sup>P</sup>**  
*Instructor in Viola*  
B.M., Boston University

**Craig Murphy**  
*Assistant Professor of Political Science*  
B.A., Grinnell College; M.A., Ph.D., University of  
North Carolina (Chapel Hill)

**Norman Naimark**  
*Kathryn W. Davis Visiting Professor of History*  
A.B., M.A., Ph.D., Stanford University

**Barbara Nathanson<sup>P</sup>**  
*Assistant Professor of Religion*  
B.A., Princeton University; M.A., Ph.D., Duke  
University

**Len M. Nichols**  
*Assistant Professor of Economics*  
B.A., Hendrix College; M.A., University of  
Arkansas; M.S., Ph.D., University of Illinois

**Linda Normandeau<sup>P</sup>**  
*Instructor in Physical Education and Athletics*  
B.A., University of Vermont

**Bruce Norton**  
*Assistant Professor of Economics*  
B.A., University of Chicago; M.S., University of  
Wisconsin; Ph.D., University of Massachusetts  
(Amherst)

**Patricia O'Connor**  
*Assistant Professor of Biological Sciences*  
B.A., Boston University; Ph.D., University of  
California (Berkeley)

**Hazel F. O'Donnell**  
*Instructor in Voice*  
B.M., M.M., Boston University

**James E. O'Gorman**  
*Grace Slack McNeil Professor of American Art*  
B.Arch., Washington University; M.Arch.,  
University of Illinois; A.M., Ph.D., Harvard  
University

**Timothy O'Neill<sup>A</sup>**  
*Assistant Professor of Political Science*  
B.A., Claremont Mens College; M.A., Ph.D.,  
University of California (Berkeley)

**Robert L. Paarlberg**  
*Associate Professor of Political Science*  
B.A., Carleton College; Ph.D., Harvard University

**Louise Came Pappoutsakis<sup>P</sup>**  
*Instructor in Harp*

**Carol Ann Paul**  
*Laboratory Instructor in Biological Sciences*  
B.A., Keele University (Staffordshire, England)

**Joanne I. Paul**  
*Assistant Professor of Physical Education and  
Athletics*  
B.S., Valparaiso University; M.S., Indiana  
University

**Timothy Walter Hopkins Peltason**  
*Associate Professor of English*  
A.B., Harvard College; M.A., Ph.D., Yale  
University

**Mark J. Petrini**  
*Instructor in Greek and Latin*  
B.A., University of Michigan; Diploma, Trinity  
College (Dublin); M.A., University of Michigan

**David Burrell Pillemer**  
*Associate Professor of Psychology*  
B.A., University of Chicago; Ed.D., Harvard  
University

**Isabelle C. Plaster**  
*Instructor in Bassoon*  
*Assistant in Chamber Music Society*  
B.A., Wellesley College; M.M.A., New England  
Conservatory of Music

**Michael B. Poliakov<sup>M</sup>**  
*Assistant Professor of Greek and Latin*  
B.A., Yale University; B.A. (Hon.), Oxford  
University; Ph.D., University of Michigan

**Robert Polito<sup>A</sup>**  
*Assistant Professor of English*  
B.A., Boston College; A.M., Ph.D., Harvard  
University

**Elinor Preble<sup>P</sup>**  
*Instructor in Flute*  
B.M., New England Conservatory of Music

**Anne E. Preston<sup>A</sup>**  
*Assistant Professor of Economics*  
B.A., Princeton University; Ph.D., Harvard University

**Kathryn Conway Preyer**  
*Professor of History*  
B.A., Goucher College; M.A., Ph.D., University of Wisconsin

**Krzysztof Przytula**  
*Assistant Professor of Computer Science*  
M.S., Technical University of Lodz; M.A., University of Lodz; Ph.D., University of Minnesota

**Ruth Anna Putnam**  
*Professor of Philosophy*  
B.S., Ph.D., University of California (Los Angeles)

**William Quivers**  
*Assistant Professor of Physics*  
B.S., Morehouse College; S.M., Ph.D., Massachusetts Institute of Technology

**Sabine Raffy<sup>A1</sup>**  
*Assistant Professor of French*  
License, Matrise, Doctorat Certificat, University of Paris; Ph.D., New York University

**Robert J. Ratner**  
*Assistant Professor of Religion*  
B.A., University of California (Los Angeles); M.A.J.S., Hebrew Union College (Los Angeles); Ph.D., Hebrew Union College (Cincinnati)

**James Wilson Rayen**  
*Elizabeth Christy Kopf Professor of Art*  
B.A., B.F.A., M.F.A., Yale University

**Richard Redding<sup>P</sup>**  
*Assistant Professor of Anthropology*  
B.S., Ph.D., University of Michigan

**Gail Reimer**  
*Assistant Professor of English*  
B.A., Sarah Lawrence College; M.A., Ph.D., Rutgers University

**Joy Renjilian-Burgy**  
*Lecturer in Spanish*  
B.A., Mount Holyoke College; A.M., Harvard University

**Michele M. Respaut**  
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The National Development Fund Council sets policy and provides leadership for all efforts to seek voluntary financial support of the College. Wellesley welcomes all gifts in support of its educational and charitable missions. The generous contributions of alumnae, friends, and parents provide the means by which the College is able to maintain the standards of excellence which are the hallmark of a Wellesley education.

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# Travel Instructions

## IF YOU DRIVE:

### From the West:

Take the Massachusetts Turnpike to the Weston Exit (Exit #14). Then go south on Route 128 for one-half mile to the Route 16 Exit. Follow Route 16 West to the entrance to the College, opposite the golf course (you will drive through the Town of Wellesley).

### From the East:

Take the Massachusetts Turnpike to the West Newton Exit (Exit #16). Follow Route 16 West to the entrance to the College, opposite the golf course (you will drive through the Town of Wellesley).

### From the North:

Take Route 128 South to Route 16 West Exit (Exit #53/54W). Follow Route 16 West to the entrance to the College, opposite the golf course (you will drive through the Town of Wellesley).

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Take Route 128 North to the Route 16 West Exit (Exit #54). Follow Route 16 West to the entrance to the College, opposite the golf course (you will drive through the Town of Wellesley).

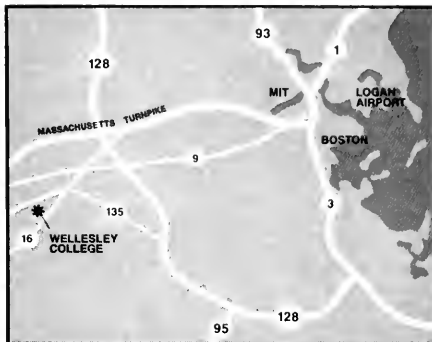
## IF YOU ARRIVE BY PLANE:

MBTA (subway). Take the Shuttle Bus (25¢) at the terminal to the Airport MBTA stop, then take an inbound Blue Line car to Government Center (60¢). Go upstairs and change to a car marked "RIVERSIDE-D" on the Green Line. Get off at Woodland (the second to last stop).

### From Woodland you have two options:

1. Take the Marathon Lines bus (\$1.00) marked "Framingham Local" (there is regular service from Woodland) and ask the driver to let you off at Wellesley College. The bus will stop in front of Cazenove Hall, a short walk from Green Hall.
2. Take a taxi (approximately \$7.50). If necessary, call Wellesley Community Taxi at 235-1600.

Allow about two hours for the trip to the College from the Airport by public transportation. Be sure to have plenty of change! Exact fare is required on bus and subway systems.



## Taxi

The taxi cost from Logan Airport is approximately \$28.00 including tolls if you call Wellesley Community Taxi at 235-1600 when you arrive. There is a small additional charge when more than three people share a cab. The Community Taxi Service runs from approximately 6:00 a.m. to 10:30 p.m. Other taxi arrangements will cost substantially more.

## IF YOU ARRIVE BY TRAIN:

Get off at South Station. Take the Red Line to Park Street (60¢). Change to a car marked "RIVERSIDE-D" on the Green Line and follow the above directions from Woodland to the College.

## IF YOU ARRIVE BY BUS:

### Greyhound

Get off the bus at the RIVERSIDE terminal (a stop prior to Boston). From there, take a taxi to the College (approximately \$7.50). If necessary, call for a cab at Wellesley Community Taxi at 235-1600.

### Trailways & Peter Pan

Get off at the FRAMINGHAM/NAITICK terminal — Speen Street (a stop prior to Boston). From there, take a taxi to Wellesley College (approximately \$8.50).

*Note: All prices quoted are subject to change.*

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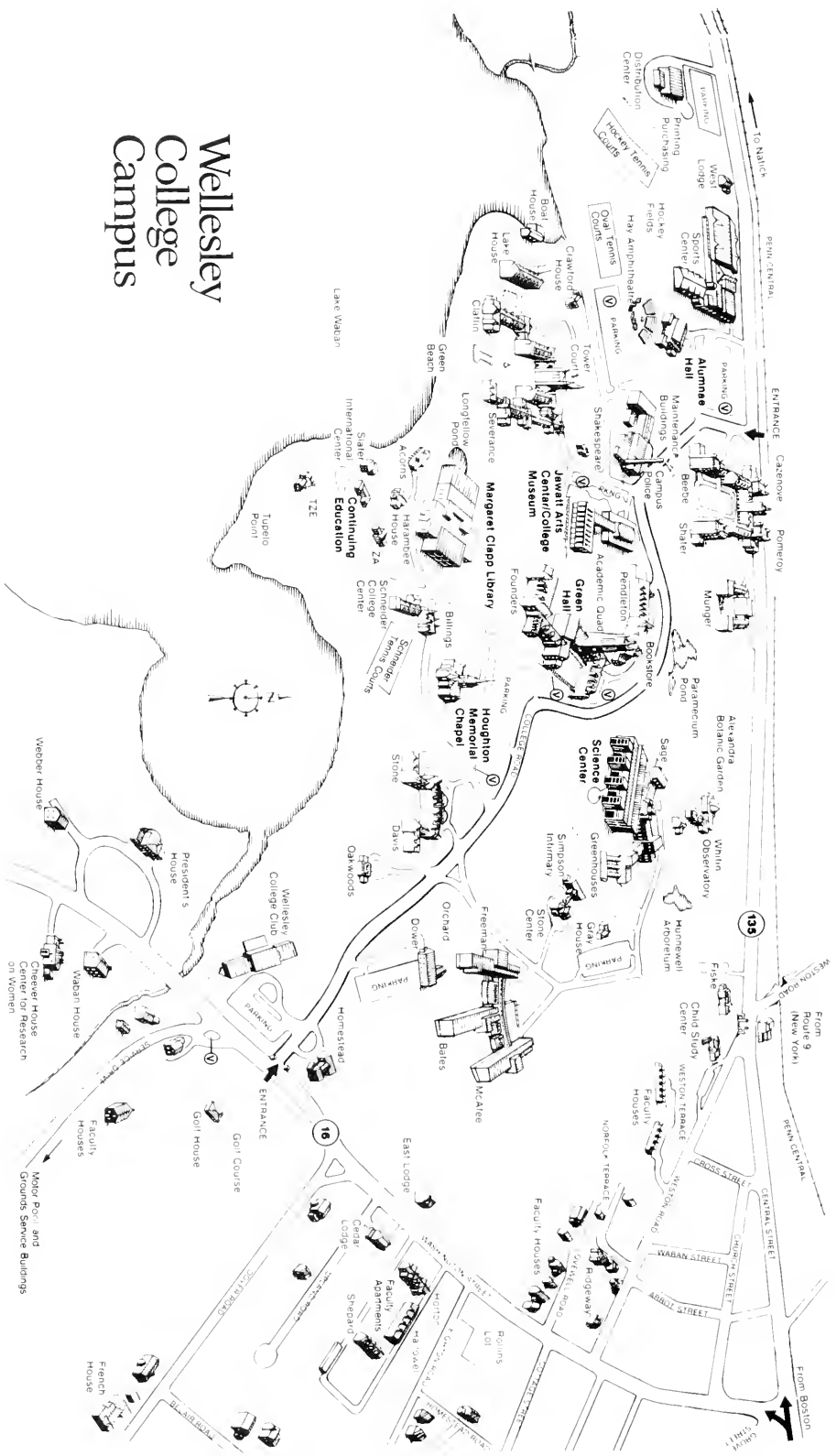
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