



# WELLESLEY COLLEGE BULLETIN

CATALOG 1988–1989

Wellesley College Bulletin

Vol. 78, No. 1 September 1988

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COLLEGE  
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## Academic Calendar 1988-89

### First Semester

#### SEPTEMBER

New students arrive	1, Thurs.
Orientation weekend	2, Fri. through 5, Mon.
Returning students arrive	3, Sat.
First Day of Classes	6, Tues.
Convocation	6, Tues.

#### OCTOBER

Fall recess begins (after classes)	7, Fri.
Fall recess ends	11, Tues.

#### NOVEMBER

Thanksgiving recess begins (after classes)	23, Wed.
Thanksgiving recess ends	27, Sun.

#### DECEMBER

Classes end	9, Fri.
Reading period begins	10, Sat.
Examinations begin	14, Wed.
Examinations end	20, Tues.
No examinations	17, Sat. 18, Sun.
Holiday vacation begins (after examinations)	20, Tues.

#### JANUARY

Wintersession begins	9, Mon.
Wintersession ends	27, Fri.

### Second Semester

#### JANUARY

Classes begin	30, Mon.
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#### FEBRUARY

President's Day (no classes)	20, Mon.
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#### MARCH

Spring vacation begins (after classes)	24, Fri.
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#### APRIL

Spring vacation ends	2, Sun.
Patriot's Day (no classes)	17, Mon.

#### MAY

Classes end	9, Tues.
Reading period begins	10, Wed.
Examinations begin	15, Mon.
Examinations end	19, Fri.

#### JUNE

Commencement	2, Fri.
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## 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 most Saturday mornings during the academic term. With the exception of a few holidays, arrangements can usually be made to greet prospective students during Wellesley's vacation periods. Accommodations for alumnae and for parents of students or prospective students are available on the campus in the Wellesley College Club and may be reserved by 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 are available to provide tours for visitors without appointments. Visitors may, however, wish to call the Board of Admission prior to coming to Wellesley to obtain information regarding scheduled tours.

### **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, Career Center**

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 COLLEGE

## 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 Wellesley can provide the foundation for the widest possible range of ambitions, and the necessary self-confidence to fulfill them. At Wellesley, a student 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 personal and 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; sixty-six percent 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 nonresident 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 "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 47% 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 113 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. 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.

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 the humanities, the social sciences, and the natural sciences and the requirement that each student sample widely from courses in each group. Consistent also is the concept of the major — the opportunity



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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 25 years has led to an increasingly interdisciplinary course of study. Single majors in traditional disciplines have been joined by double majors, and especially designed interdisciplinary and interdepartmental majors. A multidepartmental First Year Student Writing Course is a degree requirement.

Wellesley students and faculty in all disciplines are encouraged to use our Academic Computing facilities in their courses and research. Use of the computer is not limited to word processing and the sciences; faculty members are pioneering applications of artificial intelligence and teaching technology in such fields as philosophy, music, history, and languages. A Technology Studies program designed primarily for humanities students began in September 1983. Wellesley was one of the first liberal arts colleges to have a separate Computer Science Department and Computer Science major. Both were established in 1982.

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

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, planning, and management, as well as courses in computer science, engineering, mathematics, and the sciences. Popular courses have been "Issues in Architecture," "Financial Management," "Cost 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 in nearby Waltham, Spelman College, a distinguished black liberal arts college in Atlanta, Georgia, and Mills College, in Oakland, California.

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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. There are also several funds for study in Asia during the academic year and the summer.

Wellesley's faculty brings 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 community.

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 a professor to investigate clearly defined areas of concern. The low student-faculty 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. Wellesley students have access to virtually all the collections on campus: a total of nearly 1 million items, including 620,000 bound volumes, 2,800 periodicals, 234,000 microforms, 14,000 sound recordings, a comprehensive file of government documents, and archives documenting the College's history. Among the special holdings are a world-renowned Browning Collection, a Book Arts Collection, and a Rare Book Collection. Through interlibrary loans, Wellesley students can tap the resources at MIT, Boston University, Tufts, and hundreds of other outstanding libraries in Boston, across the United States, and around the world.

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. The Center also includes 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.

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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, 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 lifelong importance. The College encourages self-expression through 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. They 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 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 from each residence hall and from the Nonresident Student Organization.

In its desire to create the best possible education Wellesley continues to seek solutions to problems faced by men and women in a changing world. The College also looks closely at its own immediate environment, and tries 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 alumnae who have preceded her. Some of them have been outstanding scholars and researchers; others have been leaders in politics and social issues; 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, prove 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 which rises 182 feet.

## Facilities & Resources

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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. The Center includes completely up-to-date and fully equipped teaching and research laboratories.

The Science Library is a part of the Center. It has 78,000 volumes which include collections from all of the above departments. Group study rooms, carrels, audiovisual and tutorial rooms, copying equipment, microfilm facilities, portable computer terminals, even tool boxes for loan are under the supervision of a science librarian.

### Greenhouses

The Margaret C. Ferguson greenhouses, named after a former Wellesley professor of botany, contains more than 1,000 different kinds of plants. The 14 houses, completely renovated and double glazed 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.

### Observatory

The Whitin Observatory contains laboratories, classrooms, darkroom, 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.

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## Computer Facilities

The academic computing facilities consist of a VAX-8550 time-sharing machine and two MicroVAX-II computers. One is dedicated to Computer Science instruction and research, the other to high-resolution computer graphics. These machines are connected to a campus-wide network which allows connections from labs, offices, and terminal rooms. The library catalog is also available through the network. High-speed printers and laser printers are available from any machine on the network. In addition, microcomputers are available in terminal rooms, microlabs and in common rooms in the dorms.

## Jewett Arts Center

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.

The Museum was founded in 1889 to provide original works for the study of art at Wellesley. Its collection of over 4,000 objects includes classical, medieval and Renaissance sculpture, old master paintings, prints, drawings, photographs and twentieth-century art. Ten or more exhibitions annually include exhibitions organized by Wellesley, traveling shows and works from the permanent collection. Special collections are available for the public rooms of campus dormitories and for student rental for their dormitory rooms. The Museum presents lectures, ArtBreaks, gallery talks, receptions, and tours for students and members of the community. Students are encouraged to participate in the professional life of the Museum.

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.

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.

Pendleton West contains laboratories, studios, a sculpture foundry, an extension of the Music Library, the choir rehearsal room, and a concert salon.

## Margaret Clapp Library

The College library's holdings (including art, music, and science collections) contain more than 1 million items including 620,000 bound volumes, 2,800 periodicals, 234,000 microforms, 14,000 sound recordings, a comprehensive file of government documents, archives documenting the College's history and an important collection of public documents. 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.

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A computerized library system installed in the summer of 1988 provides online information about library materials. The system is accessed from computer terminals located in the library and other sites around the campus.

**Continuing  
Education  
House**

The CE House is the official home for 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 are conducted in the Sports Center. This Center includes an eight-lane competition swimming pool; badminton, squash and racquetball courts; exercise/dance studios; volleyball courts; and an athletic training area. The 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.

**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. It provides lounge areas, a cafeteria, an entertainment stage, a Convenience Store, meeting rooms, offices for student organizations and College Government, facilities for nonresident students (lounge, mailboxes, kitchen, study room), a lounge and kosher kitchen for Hillel, a student staffed Info Box, a student managed Café Hoop and Candy Store, Wellesley News, Legenda, and the Wellesley College radio station, WZLY. It also contains offices for the Center Director, Director of Residence, Director of Food Service, 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 <i>Ethos Woman</i> (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. The Foreign Student/Multicultural Advisor, located in the center, counsels students from abroad and Asian-American and Hispanic students with special needs. She also handles immigration matters for students and faculty. The Slater International Center is the headquarters for all international and multicultural organizations providing student members a place to 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.
Society Houses	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 first year students. 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.
Green Hall	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.

Infirmary	Simpson Infirmary consists of an outpatient clinic and hospital which is licensed by the State and approved by the American Hospital Association.
President's House	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. 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.
Wellesley College Club	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.
Center for Research on Women	The Center for Research on Women was established in the summer of 1974 by a grant from the Carnegie Corporation and has received major support from a variety of private foundations, government agencies, corporations, and individuals. The Center conducts policy-oriented studies of women's education, employment, and family life with special emphasis on the concerns of minority women. Extensive research and program work is also being conducted on curriculum change, childcare, adolescent girls' development, and stress in the lives of women and men. <i>The Women's Review of Books</i> is published at the center.



# STUDENT LIFE

## 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 Mezcla, an association of Chicana, American Indian, and Hispanic-American 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, Ministry to Black Women, Lutheran-Episcopal Fellowship, Campus Crusade for Christ, and Christian Science Organization offer many programs throughout the year.

Students are also responsible for a number of publications, among them the *Wellesley News*, the weekly student newspaper; *Ethos Woman*, a student publication for and about Third World women; *Legenda*, the College yearbook; and *WRagtime* a literary publication. WZLY, the campus radio station, is operated by an all-student staff.

There are many opportunities for volunteer service. The Chaplaincy coordinates student groups working with youth services, the elderly, the Easter Seal Swim Program, the Boston Food Bank, and Rosie's Place, a shelter for homeless women. Internships in many areas of community service are available through the Career Center.

Sports are a significant part of life at Wellesley. There are eleven intercollegiate programs, 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 Sports Center includes an eight-lane competition swimming pool, badminton, squash and racquetball courts; exercise/dance studios; volleyball courts; and an athletic training area. The 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 Chamber Orchestra, the Prism Jazz Ensemble, the Tupelos, the Collegium Musicum, the Chamber Music Society, the Chapel Choir, the Ethos Choir, the Carillonners Guild, and the MIT Orchestra are some of the many groups which 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, music and dance performances, many in conjunction with other departments in the college. Lectures and cultural programs are presented also by Mezcla, 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, 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), all are staffed by a professional 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 a Resident Advisor on each floor, a First Year Student Coordinator, and a House President. The smaller halls (Simpson West, Homestead, and French House) 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. Crawford and Instead are student run cooperatives.

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 first year students 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. A variety of kosher foods may be purchased in the College's convenience store. Students are encouraged to discuss their kosher dietary needs with the Director of Food Service. 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 supply linen, blankets, quilts, and their own curtains, pictures, rugs, and posters. They clean their own rooms and contribute one to two 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, Instead, Stone, and Davis are near the Route 16 entrance to the campus; Tower Court, Severance, Crawford House, Lake House, and Clafin 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.

### 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 group and individual counseling. They also offer a variety of preventive outreach programs such as workshops and issue-oriented groups. They are trained in the disciplines of 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 private therapists and sliding-scale agencies. *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 College chaplain and the Hillel director are on campus full-time, the Catholic chaplain shares time between Wellesley and another college. All of them are 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 Thursday afternoons, and the Newman Catholic Ministry offers a number of other programs.

Jewish students will find a varied program including high holiday services and kosher meal options. Schneider Center houses The B'nai B'rith Hillel Foundation and provides meeting rooms and kosher kitchen facilities.

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

## College Health Service

Simpson Infirmary consists of an outpatient clinic and hospital which is licensed by the State and approved by the American Hospital Association. All full-time students and part-time Continuing Education students who carry the College Student Health Insurance Plan are eligible for care. There is no health fee. Appropriate charges are made for inpatient care which are covered by most health insurance plans. There are no charges for outpatient treatment except laboratory studies, immunizations, and certain examinations and procedures which are usually covered services under most insurance arrangements. A College-sponsored student insurance plan is available which is designed to cover most claims, but is not intended to provide comprehensive benefits. There is an additional plan available which provides more extensive coverage. Consultation with specialists is readily available both locally and in Boston. Financial responsibility for these consultations rests with the student, parents, or their health insurers.

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Besides the usual care given by College Health Service, members of the staff establish programs to expand the use of the health service 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.

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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-run 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.

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.

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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 Center

The Career Center helps students translate their liberal arts skills into specific career opportunities. Through panel presentations and programs such as *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 Center Library houses information on specific professions and career options, graduate and professional study, entrance examination requirements, and opportunities for work and study abroad.

The Career Center 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.



<b>Counseling</b>	During the school year, there are counselors available each day to answer career-related questions on a drop-in basis. Group counseling sessions and individual appointments 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. Students may also practice their interviewing skills during regularly scheduled videotaped mock interviews.
<b>Recruiting</b>	The Career Center arranges employment interviews with recruiters from over 80 companies. Students are notified of impending visits by postings in the Center, in <i>Wellesley Week</i> and in the <i>Agenda</i> , and are advised to consult with a career counselor prior to the interview.
<b>Job Notices</b>	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.
<b>Graduate Schools</b>	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 Career Center provides complete assistance and materials for application to graduate school, including information on 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.
<b>Internships</b>	The Career Center houses information on a wide variety of internship programs available at the College, in the local community, and throughout the country, during the term, January, and summer. Interns work 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.
<b>Scholarships and Fellowships</b>	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 Center Library.

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## 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.

# ADMISSION

# 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 who will 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, guidance counselors or 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. 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 First Year Student 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.

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 \$40 must accompany the formal application. If the application 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	Wellesley no longer requires a personal interview as part of the application for first year applicants. The College, however, strongly recommends that applicants make arrangements to have one. (An interview is required of transfer applicants.) 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 13 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. Overnights in the residence halls can also be arranged for high school seniors. 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, attendance at classes, and overnights can be arranged before arrival on campus.
College Board Tests	<p>The Scholastic Aptitude Test and three Achievement Tests of the College Board are required of all applicants for admission. One Achievement Test must be the English Composition or English Composition with Essay Test.</p> <p>Each applicant is responsible for arranging to take the tests and for requesting the College Board to send to Wellesley College the results of all tests taken. The College Board 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 registration form at school, or may obtain it by writing directly to College Board, Box 6200, Princeton, New Jersey 08541-6200; or in western United States, western Canada, Australia, Mexico, or the Pacific Islands, to Educational Testing Service, Box 23470, Oakland, California 94623-0470</p> <p>It is necessary to register with the College Board approximately six weeks before the test dates; however, limited walk-in registration may be available at some test centers.</p>

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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, 1989 is January 28, 1989.

The College Board Code Number for Wellesley College is 3957.

Dates of College  
Board Tests

November 5, 1988

December 3, 1988

January 28, 1989

March 11, 1989 (SAT only)

May 6, 1989

June 3, 1989

In addition, on October 8, 1988 the SAT only is offered in California, Florida, Georgia, Illinois, North Carolina, South Carolina and Texas.

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## Admission Plans

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.

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 to apply Early Decision must submit the application by November 1 and indicate that they want to be considered under the Early Decision Plan. Although College Board tests taken through the November 5, 1988 test date may be used, it is preferred that students complete the appropriate tests by the end of the junior year. Decisions on admission and financial aid will be mailed no later than mid-December.

Early  
Evaluation

Candidates whose credentials are complete by January 1, and who 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.

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**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 first year student 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.

**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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## 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**

The following students apply for admission through the Foreign Student Board of Admission, using the special Foreign Student Application form:

1. All foreign citizens (with the exception of Canadians applying from schools in Canada) applying from overseas secondary schools or universities;
2. Foreign citizens who will have completed only one year (grade 12, or post-graduate ) in a high school in the United States before entering college;
3. U.S. citizens who have been educated in a foreign school system.

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Admission is considered for September entrance only. The application and all required credentials must be received by January 15 of the year in which the student plans to enter. There is no application fee for students filing the Foreign Student Application form.

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

The College Board entrance examinations are required of all foreign students in addition to their own national examinations. The official SAT and Achievement Test score reports must be forwarded directly to Wellesley College by the College Board by using Wellesley's Code Number 3957 on the College Board registration form.

Interested students are encouraged to initiate the application process one full year in advance of the planned date of entrance. To obtain the information brochure *For Foreign Students* and the Foreign Student Application form, please write to the Board of Admission. Letters of inquiry should include the students country of citizenship, present school, academic level, and the month/year of planned college entrance.

### Foreign Students Applying from U.S. High Schools

Citizens of other countries who will have completed two or more years of secondary school in the United States before entering college do not use the Foreign Student Application, but apply instead through the regular admission program. Foreign citizens applying through the regular admission program, who also wish to apply for the limited financial aid funds, are eligible to apply only under the Regular Decision Plan (February 1 deadline).

### Admission of Transfer Students

Wellesley College accepts transfer students from accredited four and two year colleges. They must offer an excellent academic record at the college level and strong recommendations from their dean and college instructors. Scholastic Aptitude Tests are required of transfer applicants. In order to receive a Wellesley degree, a student must complete two years of course work at the College, so ordinarily, only incoming sophomores and juniors are eligible to apply. 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. Applications may be obtained from the Board of Admission. Notification is in mid-April and late December, respectively. The application forms should be returned with a nonrefundable registration fee of \$40, or a fee waiver request authorized by a financial aid officer or college dean.

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



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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 writing and course distribution requirements which must be fulfilled for graduation. These requirements are described on p. 51 and p. 53 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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## 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-four, whose education has been interrupted for at least two years, or whose life experience makes enrollment through Continuing Education the logical avenue of admission to Wellesley College. At least sixteen 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 applicants should have course descriptions and degree requirements from the period of enrollment at all previous colleges sent as part of their application.

Housing is available on a limited basis for full-time CE students who desire to live on campus. Applicants who want campus housing should indicate this interest at the time of application.

### Continuing Education Admission

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

### 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.

**COSTS  
AND  
FINANCIAL  
AID**

# Costs

The cost of an excellent education is high, both at Wellesley and at comparable institutions. To assist students and their families in meeting this cost, Wellesley offers a variety of payment plans and financing programs. At the same time, through financial aid, the College is currently able to open its educational opportunities to all students regardless of their financial circumstances. The amount and kind of financial assistance is determined solely by financial need.

## Fees & Expenses

At Wellesley the comprehensive fee represents approximately 60% of the educational cost to the College for each student. The difference is provided from gifts and income earned on endowment funds.

The Comprehensive Fee for 1988-89 resident students is \$17,240. In addition, there is a fee of \$250 for Basic Student Health Insurance. The breakdown is as follows:

	Resident Plans		Non-resident
	20 Meals*	14 Meals	
Tuition	\$12,300	\$12,300	\$12,300
Room	2,220	2,220	N/A
Board	2,440	2,290	N/A
Student activity fee	100	100	100
Facilities fee	180	180	180
<b>Comprehensive fee</b>	<b>17,240</b>	<b>17,090</b>	<b>12,580</b>
<b>Health Insurance</b>	<b>250</b>	<b>250</b>	<b>250</b>

\*First year resident students must take the 20 Meal Plan.

### Student Activity Fee

The student activity fee of \$100 is administered by the Student College Government. It provides resources from which the student government organization can plan and implement the programs of extracurricular student activities.

### Facilities Fee

The facilities fee of \$180 is a usage charge for the computer facility and the sports center.

### Student Health and Insurance Program

Information concerning the Wellesley College Student Health and Insurance Program is sent to the parents or guardian of each traditional and Continuing Education student by the Bursar. Degree candidates and certain nondegree students are eligible for treatment at the Infirmary where routine procedures are available to these students at no additional cost.

All degree candidates are enrolled for Basic Health Insurance, and billed \$125 per semester, unless the waiver card verifying the student's coverage under an equivalent policy is received in the Bursar's Office by July 31, (December 31, for second semester). Students who have

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purchased Wellesley's Basic Health Insurance will not be charged for laboratory tests or inpatient services at Simpson Infirmary and will be covered for specified medical treatment while away from Wellesley. Inpatient care (hospital admission), laboratory tests, immunizations, and many other Infirmary services are available on a fee-for-service basis to students covered by other insurance.

An optional Master Medical program providing supplementary coverage is also recommended. Wellesley College does *not* assume financial responsibility for injuries incurred in instructional, intercollegiate, intramural, or recreational programs. Wellesley carries an NCAA policy to provide limited supplemental coverage for students injured while participating in intercollegiate athletics under the auspices of the Department of Physical Education and Athletics.

Continuing Education students carrying less than three courses per semester and nondegree special students are eligible for routine care at the Infirmary only if they purchase Wellesley's Basic Health Insurance.

#### Special Fees and Expenses

These include, but are not limited to, the following:

Certain special fees and expenses listed in departmental descriptions, e.g., the cost of instrumental and vocal lessons given on p. 175.

A fee for each unit of work taken for credit in excess of five in any semester: \$1,538.

An automobile parking fee for resident students is currently: \$55 for each semester, or \$100 for the year; and for nonresident students: \$30 per semester, or \$50 per year.

Parking on campus is limited; however there is hourly bus service to the Boston/Cambridge area.

All fees, with the exception of tuition, room and board, are subject to change without notice.

#### Personal Expenses

In addition to the above fees payable to the College, a student should count on approximately \$1,000 for books, supplies, and personal expenses. Some students spend more and some spend less.

#### General Deposit

A General Deposit of \$100, paid by each entering student, is not part of the College fee. The deposit is refunded after graduation or withdrawal and after deducting any unpaid charges, fees, or fines.

#### Class Reservation Payment

The payment of \$250 reserves a place in the College for the first year student. It is due on February 1 for Early Decision students, and on May 1 for other entering first year students. Returning students who have not made room retainer payments submit a \$200 payment annually. The payment is credited toward the following semester's comprehensive fee.

#### Room Retainer Payment

Returning students must submit \$500 to the Bursar by March 20 to reserve a room for the following semester. This \$500 payment is applied against room and board charges for the following semester. A student who does not live on campus during the fall semester and who

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wishes to have a room reserved for the spring semester must submit \$500 to the Bursar by October 31. A student who has made a Room Retainer Payment does not have to submit the Class Reservation Payment. Entering transfer and exchange students pay as stated in their acceptance letters.

#### Refund Policy

Refunds will be allowed for withdrawal or leave of absence prior to the midpoint of the semester. In computing refunds, charges will be prorated on a weekly basis, and an additional \$200 will be withheld to cover administrative costs. 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 her Class Dean of withdrawal in writing*, or if the Dean is not notified, the date on which the College determines that the student has withdrawn. Admissions candidates must notify the Director of Admission of withdrawal. Refunds will be prorated among the sources of original payment. Grants and educational loans are refunded to the grantor or lender.

#### Continuing Education Fees and Refunds

The tuition fee for a Continuing Education student is \$1,538 per semester course, payable August 1 for the fall semester and January 1 for the spring semester. Continuing Education students taking four or five units of academic credit a semester pay \$6,150 per semester. A \$13 per unit student activity fee will be charged with a maximum of \$50 per semester. In addition, a \$23 per unit facilities fee will be charged with a maximum of \$90 per semester. Continuing Education applicants pay a nonrefundable \$40 application fee. There is also a nonrefundable registration fee of \$25, payable when the student is accepted.

A Continuing Education student who finds it necessary to withdraw from a course is entitled to refunds as follows: a full refund of payment will be allowed for withdrawal from courses during the first two weeks of classes. Thereafter, charges 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 if the office of Continuing Education is not notified, the date on which the College determines that the student has withdrawn. Refunds will be prorated among the sources of original payment. Grants and educational loans are refunded to the grantor or lender.

#### Special Student Fees and Refunds

Fees, payment schedules, and the refund policy for special students, such as high school students taking courses at Wellesley, are the same as for Continuing Education students.

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## Payment Plans

Wellesley offers three payment plans to meet varied needs for budgeting education expenses: the traditional Semester Plan, an Installment Plan, and a four-year Prepaid Tuition Stabilization Plan.

All Wellesley fees must be paid in accordance with one of these approved payment plans before the student can register or receive credit for courses, and all financial obligations to the College must be discharged before the degree or diploma is awarded.

It is a student's responsibility to verify that loans, grants, and other payments to Wellesley from third party sources will be received by the College due dates. Frequently the student must send a copy of her Wellesley bill or certification of enrollment to the grantor before the award will be sent to Wellesley. Any funds which may not arrive on time must be discussed with the Student's Account Representative *before* the due dates. *Late payment fees or 1½ percent of the overdue balance may be charged each month on accounts not paid in full* by the due date of the chosen plan. All official documents will be held until all financial obligations are satisfied.

Detailed descriptions of plans are sent to parents or guardians of traditional students, to Continuing Education students, and to others on request.

### Semester Plan

*The Comprehensive Fee* due for each semester (after subtracting amounts paid in advance, scholarships, and education *loans* for that semester) is paid to the College by *August 1 for the fall* semester, and by *January 1 for the spring* semester. This plan is generally used by families who are paying college expenses from money previously saved for this purpose, or who have access to low-interest loans from employers, life insurance policies, credit unions, relatives or similar sources, or who are using educational loan programs like MFEL or SHARE discussed on the following pages. Late fees are charged for late payments.

### Installment Plan

*The Comprehensive Fee* due for each semester (after subtracting scholarships, and education loans for that semester or some portion of it) *is budgeted over five payments*. Interest at an Annual Percentage Rate (APR) of 9 percent is charged. The payments are due on the *last* day of every month, *June 30 to October 31* for the fall semester and *November 30 to March 31* for the spring semester. Late fees are charged for late payment.

The Installment Plan was established to enable families to pay Wellesley charges out of current family earnings, and about one quarter of Wellesley's families choose this plan. Families that can start in April to put their money into a savings account or prepayment program, such as ITPP, so that funds are available for August 1 and January 1 remission to Wellesley, are able to enjoy the convenience of monthly payments without the interest expense. Parents who find the Installment Plan monthly payments to be too large are advised to review the longer-term loans described below under "Financing Programs".

# Payment Plans

## Semester Plan

	Resident Plans 20 Meals Amount	14 Meals Amount	Non- resident Plan Amount	First Year Student Early Decision Due	Regular Decision Due	Returning Students Due
General deposit— entering students	\$ 100	\$ 100	\$ 100	Feb. 1	May 1	N/A
Class reservation payment*	250	250	250	Feb. 1	May 1	June 1*
Room retainer payment— returning resident students	500	500	N/A	N/A	N/A	March 20
Comprehensive fee balance — first year students — fall	8,370	N/A	6,040	Aug. 1	Aug. 1	N/A
Comprehensive fee balance — returning students — fall	8,120	8,045	6,090	N/A	N/A	Aug. 1
Comprehensive fee — spring	8,620	8,545	6,290	Jan. 1	Jan. 1	Jan. 1
Basic Health Insurance — fall	125**	125**	125**	Aug. 1	Aug. 1	Aug. 1
Basic Health Insurance - spring	125**	125**	125**	Jan. 1	Jan. 1	Jan. 1

## Installment Plan (Payments begin June 30 and end March 31, as specified in contract mailed to participants.)

	Resident Plans 20 Meals Amount	14 Meals Amount	Non- resident Plan Amount	First Year Student Early Decision Due	Regular Decision Due	Returning Students Due
General deposit entering students	\$ 100	\$ 100	\$ 100	\$ 100	Feb. 1	May 1
Class reservation payment*	250	250	250	Feb. 1	May 1	June 1*
Room retainer payment — returning resident students	500	500	N/A	N/A	N/A	March 20
In ten equal monthly payments — first year students***	17,630	17,476	12,864	June 30— March 31	June 30— March 31	N/A
In ten equal monthly payments — returning students***	17,630	17,476	12,864	N/A	N/A	June 30— March 31
Basic Health Insurance — fall	125**	125**	125**	Aug. 1	Aug. 1	Aug. 1
Basic Health Insurance — spring	125**	125**	125**	Jan. 1	Jan. 1	Jan. 1

\*The fee for returning students is \$200 and students who have made a room retainer payment need not make a class reservation payment.

\*\*Charge will be omitted if card to waive basic health insurance is received by July 31 (December 31 for spring semester).

\*\*\*Includes interest at an Annual Percentage Rate (APR) of 9%. See sample installment plans.

Examples of the interest charge at 9% and monthly payments follow.

Amount to be Financed	Interest Charge	Monthly Payment	Total Payment
\$17,240	\$390	\$1,763.00	\$17,630
12,580	284	1,286.40	12,864
9,000	203	920.30	9,203
6,000	136	613.60	6,136
3,000	68	306.80	3,068



## Prepaid Tuition Stabilization Plan

	Resident Plans		Non-resident Plan	First Year Student Early Decision	Student Regular Decision	Returning Students Due
	20 Meals Amount	14 Meals Amount	Amount	Due	Due	Due
General deposit—entering students	\$ 100	\$ 100	\$ 100	Feb. 1	May 1	N/A
Class reservation payment*	250	250	250	Feb. 1	May 1	June 1*
Room retainer payment — returning resident students	500	500	N/A	N/A	N/A	March 20
Tuition (fixed in advance, paid first year only)	49,200	49,200	49,200	June 30	June 30	N/A
Comprehensive fee balance — first year students	4,690	N/A	10	As described under the Semester or Installment Plan		
Comprehensive fee balance — returning students	4,440	4,365	10	As described under the Semester or Installment Plan		
Basic Health Insurance — fall	125**	125**	125**	Aug. 1	Aug. 1	Aug. 1
Basic Health Insurance — spring	125**	125**	125**	Jan. 1	Jan. 1	Jan. 1

\*The fee for returning students is \$200 and students who have made a room retainer payment need not make a class reservation payment.

\*\*Charge will be omitted if card to waive basic Health Insurance Program is received by July 31 (December 31 for spring semester).

### Prepaid Tuition Stabilization Plan (PTSP)

This program provides a written contract that guarantees that the cost of tuition will remain the same for each of four consecutive years provided the student's parent or other guarantor pays the College, by June 30 before the semester the student first enters Wellesley, an amount equal to four times the first year's tuition cost. The tuition for 1988-89 is \$12,300; the amount required to be paid to Wellesley College by June 30, 1988 would be \$49,200 (\$12,300 x 4). Financing for this program may be done through family savings, the Massachusetts Family Education Loan (MFEL), SHARE, home equity loans, or any other source of funds available to the family. Provisions are made for leaves of absence (up to two semesters), refunds, and withdrawals. This program stabilizes the cost of tuition only; all other charges such as room, board and other fees will be charged on the Semester or Installment Plan chosen by the guarantor at the rate in effect each year.

### Payment for Students on Financial Aid

Grants and loans are generally applied equally against charges for each semester. The remaining financial obligation must be paid in accordance with one of the approved plans. Students on financial aid who have difficulty meeting the payment schedule should consult the Financial Aid Office promptly. This is especially important if there have been significant changes in the family's financial situation.

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## Financing Programs

To finance the above Wellesley Payment Plans there are numerous loans available to students and their families. With these loans, education expenses can be spread over a 5- to 19-year period to meet family budgets and cash flow projections.

### Wellesley Parent Loan Plan (PLP)

The Wellesley Parent Loan Plan, available to all parents as well as to Continuing Education Students, establishes a fixed monthly payment amount for a period of five to eight years to pay all or a desired portion of the anticipated four-year college expense. The interest rate (Annual Percentage Rate), which is now 11 percent, may vary over the life of the loan. If parents borrowed \$8,000 for each of four academic years starting with Fall 1988, for example, and the interest rate remained 11 percent, they would make 79 monthly payments of \$460.80 beginning June 1, 1988 and a last payment of \$438.64. The total financed would be \$32,000; total principal and interest paid would equal \$36,841.84; interest would be \$4,841.84. If the interest rate or the amount borrowed was subsequently increased, the number (rather than the dollar amount) of payments would be increased up to a maximum repayment period of 96 months. Optional life and disability insurance of \$8,000 per year would cost a borrower aged 40-55 an additional \$19.20 per month.

### SHARE Loan

The Consortium on Financing Higher Education, Nellie Mae, and The Education Resources Institute (TERI) sponsor a long-term, moderate-cost education loan with flexible repayment terms to enable students and their families or other supporters to share college expenses. A student and co-applicant(s) apply through Wellesley College to borrow a maximum of the lesser of either the cost of attendance at Wellesley College less grants and other education loans or \$20,000 per year for up to four years or the total PTSP advance payment plus yearly fees. One of the applicants must be a U.S. citizen.

Loans may be unsecured or secured by a mortgage. The interest is variable. The maximum variable interest rate will be the prime rate plus 2 to 4 percent; 4 percent of the amount borrowed will be sent to TERI to provide a repayment guarantee reserve and death and disability insurance coverage for the primary borrower in the amount of the loan.

Repayment of borrowed funds to Nellie Mae begins 45 days after the loan is made and may extend for up to 20 years; while the student is in school, interest only or interest plus principal payments may be made at the discretion of the primary borrower. A family borrowing \$10,000 in 1987 and repaying over 6 years would have been scheduled for payments of \$180.26 per month at the 9 percent interest rate (10.50% APR) then in effect. If \$40,000 had been borrowed and repayed over 15 years at 9% (9.70% APR), the monthly payment would have been \$405.71.

Massachusetts  
Family  
Education Loan  
(MFEL)

The College has reserved limited funds which will be loaned by the Massachusetts Education Loan Authority to credit-worthy, middle-income students and/or their families. Higher income families, with several dependents in college or other unusual circumstances, may also qualify. The cost of attendance for a single year, or the total cost of tuition for four years (\$49,200 for July 1988), less the total amount of grants or other education loans such as GSL or PLUS may be borrowed. Loan payments are made directly to the Authority monthly (starting within a month after the loan is made) over a 15-year period at an estimated fixed annual rate of 9.5-10.75 percent plus fees of about 7 percent of the loan total. Loans may be unsecured or secured by a mortgage. A family borrowing \$10,000 in December 1987 at the 9.5% interest rate (10.68% APR) then in effect, would have been scheduled for payments of \$111.68 per month for 15 years.

Other  
Financing

The loan programs described on pp. 40-41 were selected by Wellesley College from a variety of available alternatives. Additional loan plans are discussed in the Financial Aid section of this catalog. Many credit unions, banks, and other financial institutions offer trust, investment and loan programs; some are based on a security interest in the borrower's home or other assets; others rely on the borrower's credit worthiness alone. In some families, parents apply for the loan with the understanding that the student will assume some responsibility for repayment. Many Wellesley students use skills and contacts developed at the College to earn a significant portion of their tuition through summer, winter break and term time employment. The Bursar, Assistant Bursar and Student Account Representatives will be happy to discuss possible avenues of financing with students and their families and other supporters to help them attain their educational goals.

# 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 first year 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 percent of all Wellesley students receive aid from some source, 47 percent receive financial aid based on need from the College.

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 also looks at the amount that the student can contribute from her summer earnings, assets, and benefits. 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 \$1,000 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.

Evaluations of all students' academic 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. Students must make satisfactory progress toward the degree and maintain a C average. 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 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.

<b>Work</b>	<p>Generally, the first portion of a student's financial aid is met through jobs on and off campus, usually as part of Federal Work Study Programs. Students are expected to devote approximately nine and one half hours a week to their jobs, earning \$1,250 a year.</p> <p>Over 70 percent 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.</p>
<b>Loans</b>	<p>The next portion of a student's financial aid, \$2,475, for first year students and \$2,800 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 asked to apply for a Guaranteed Student Loan from a lending institution in her local area.</p>
<b>Repayment of Loans from the College</b>	<p>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.</p>
<b>Grants</b>	<p>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 and Pell Grant Programs, or from outside agencies.</p> <p>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.</p>
<b>Town Tuition Grants</b>	<p>Wellesley College offers ten Town Tuition Grants to residents of the Town of Wellesley who qualify for admission and who meet the town's residency requirements. These students may live at home or on campus. Those who choose to live on campus may apply to the College for additional financial aid, and their applications will be reviewed in relation to the same financial aid considerations presently applicable to all Wellesley students.</p>
<b>ROTC Scholarships</b>	<p>ROTC admission criteria conflict with the nondiscrimination policy of Wellesley College (see inside back cover). However, students may enroll in ROTC programs offered at MIT through 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.</p>

**Financial Aid  
for Transfer  
Students**

Financial aid funds are available to assist a limited number of transfer students. If funds are available, 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.

**Financial Aid  
for Foreign  
Students**

A limited amount of financial aid is available for foreign students. If a foreign student enters without aid, she will not be eligible for it in future years.

**Financial Aid  
for Continuing  
Education  
Students**

Financial Aid is available for Continuing Education students who are degree candidates. A financial aid advisor is available to assist CE students in planning their budgets and in their efforts to obtain funds from outside sources. All CE applicants are encouraged to discuss their financial aid plans with a financial aid officer *before* applying for admission.

**Wellesley  
Students' Aid  
Society**

The Wellesley Students' Aid Society, Inc. is an organization of Wellesley College alumnae. In addition to making some grants and long term tuition loans, the organization also provides short-term emergency loans and other services to students.

**Assistance for  
Families Not  
Eligible for Aid**

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.

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 student and parent loans. Three payment programs are offered by the College: a Semester Plan, an Installment Plan, and a Prepaid Tuition Stabilization Plan. And a number of financing options are available: The Insured Tuition Payment Plan, Parent Loans to Undergraduate Students, Supplemental Loan for students, the Wellesley Parent Loan Plan, the Massachusetts Family Education Loan Program, and SHARE, a supplemental education loan for families. These programs are described under Costs and Payments Plans.

**For Further  
Information**

Detailed information on all the material summarized here is available in a brochure entitled *Financial Aid*. This brochure is sent to every student who requests this information. In addition, each spring information is available on the payment and loan programs.

**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 most recent federal income tax returns. Additional documents 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 mail 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 the Early Version Financial Aid Form which is mailed to them after their Wellesley financial aid application is received; the Early Version Financial Aid Form must be filed by November 15. Early Decision applicants should also file the 1989-90 Financial Aid Form of the College Scholarship Service by February 1.

**Summary of Students, 1987-88**

	Resident	Non-resident	Class Totals	Totals
Candidates for the B.A. degree				2,274
Seniors	575	29	604	
Juniors	377	16	393	
Sophomores	576	12	588	
First Year Students	552	2	554	
Continuing Education Students	9	126	135	
Nondegree Candidates		5		
Special Students	2	25		
<b>Total Registration October 1987</b>				<b>2,315</b>

## Geographic Distribution, 1987-88

### Students from the United States and Outlying Areas

Alabama	3	Louisiana	8	Ohio	55
Alaska	2	Maine	46	Oklahoma	10
Arizona	19	Maryland	62	Oregon	18
Arkansas	6	Massachusetts	403	Pennsylvania	102
California	152	Michigan	23	Puerto Rico	1
Colorado	19	Minnesota	25	Rhode Island	18
Connecticut	124	Mississippi	3	South Carolina	6
Delaware	2	Missouri	19	Tennessee	12
District of Columbia	15	Montana	3	Texas	59
Florida	50	Nebraska	2	Utah	7
Georgia	29	New Hampshire	25	Vermont	20
Guam	1	New Jersey	157	Virginia	36
Hawaii	22	New Mexico	4	Virgin Islands	2
Illinois	48	Nevada	1	Washington	25
Indiana	11	New York	279	West Virginia	10
Iowa	3	North Carolina	16	Wisconsin	13
Idaho	3	North Dakota	1	Wyoming	2
Kansas	9			<b>Total</b>	<b>1,999</b>
Kentucky	8				

### Students from Other Countries

	Foreign Citizens	U.S. Living Abroad		Foreign Citizens	U.S. Living Abroad		Foreign Citizens	U.S. Living Abroad
Argentina	1		England	6	3	Malaysia	8	
Austria		1	France	1		Mali		1
Bahamas		1	Greece	2	1	Mexico	2	2
Bangladesh	1		Guam		1	Netherlands	1	
Barbados	1		Hong Kong	8	2	Oman	1	
Belgium	1	2	India	11		Pakistan	3	
Bermuda	1		Indonesia	1		Panama	2	
Bolivia	1		Israel	1	1	Peru	2	1
Botswana	1		Italy	2	1	Philippines	2	2
Brazil		2	Jamaica	1		Portugal	1	
Canada	3	3	Japan	3	1	Singapore	2	1
China, People's Rep. of	7		Kenya	1		South Africa	2	
Colombia	2	2	Korea	1		Sri Lanka	3	
Costa Rica	1		Kuwait	2		Switzerland	1	4
Cyprus	1					Taiwan	1	1
Dominican Republic		1				Thailand	2	
						Turkey	2	
						Uruguay	1	
						West Germany	1	1
						Yugoslavia	1	
						<b>Total</b>	<b>99</b>	<b>35</b>



# Graduate Fellowships

A number of fellowships for graduate study are open to graduating seniors and graduates 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. Awards will be based on merit and need.

## For Graduates 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: Up to \$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: Up to \$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: Up to \$1,000

*Ruth Ingersoll Goldmark Fellowship* for graduate study in English Literature or English Composition or in the Classics. Stipend: Up to \$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: Up to \$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: Up to \$2,500

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

*Sarah Perry Wood Medical Fellowship* for the study of medicine. Nonrenewable. Stipend: Up to \$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 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.

For Women  
Graduates of  
Other  
Institutions and  
Wellesley College

*Fanny Bullock Workman Fellowship* for graduate study in any field. Stipend: Up to \$3,000.

*Mary Elvira Stevens Traveling Fellowship* for a full year of 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 in the year of application. Applications may be obtained from the Secretary to the Stevens Fellowship Committee, Office of Financial Aid, and must be filed before December 1. Stipend: \$14,000

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 an institution. Stipend: Up to \$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: Up to \$1,000

*M. A. Cartland Shackford Medical Fellowship* for the study of medicine with a view to general practice, not psychiatry. Stipend: Up to \$3,500

*Harriet A. Shaw Fellowship* for study or research in music and allied arts, abroad or in the United States. Preference given to music candidates; undergraduate work in history of art required of other candidates. Stipend: Up to \$3,000

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

# 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 first year and sophomore student is provided by the class deans. 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.

Students are also encouraged to consult faculty members early in their time at Wellesley for academic advice.

The advising of juniors and seniors is shared by the faculty and the 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 detailed examination of the student's overall program.

### 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

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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, with the exception of intensive language courses in Chinese, German and Japanese, 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. First year students 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 except Writing 125. 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.) Students who enter in the fall of 1988 and thereafter must take two of the three courses in each academic area at Wellesley. Transfer and Continuing Education students who enter with eight units prior to Wellesley must take at least one of the three courses in each group at Wellesley, and students entering with 16 prior units may take the distribution requirements at Wellesley or elsewhere. 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.

GROUP B Social Science, Religion, Philosophy, and Education	<p>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.</p> <p>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.</p>
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, courses in Computer Science above the Grade I level, and certain courses in Technology Studies designated as fulfilling the Group C requirement.
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 Board. Wellesley requires a score of 610 or better on the College Board 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

Chinese:	201 (1-2), 202 (1-2)
French:	131-132 (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:	207 (1-2)
Latin:	200 (1) - 201 (2) or 207 (2)
Russian:	200 (1-2), 215 (1)
Spanish:	102 (1-2)

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

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.

<b>Writing Requirement</b>	Since September 1983, each entering student has been required to complete one semester of expository writing in her first year. Courses (numbered 125) are offered in 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. Students are expected to use acceptable standards of spoken and written English in their college work.
<b>Other Requirements</b>	In order to ensure a broad exposure to the liberal arts curriculum and to avoid premature specialization, of the 32 units required for graduation, students must elect 18 units outside any one department. Of the last four semesters completed for the degree, a normal course load must be taken at Wellesley in two consecutive semesters. In addition, all students must complete the physical education requirement described on p. 182 for which no academic credit is given.
<b>Courses on Race and Multicultural Issues</b>	The College strongly recommends that every student take a course that deals with issues of race and a multicultural society. Please see p. 232 for a list of such courses.
<b>Preparation for Engineering</b>	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 cross-registration 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. 60 Students interested in engineering should take mathematics and physics at Wellesley in their first 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.
<b>Preparation for Law School</b>	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 that 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.
<b>Preparation for Medical School</b>	Medical, dental and veterinarian schools require special undergraduate preparation. Students should consult as early as possible with the Health Professions Advisory Committee to plan their academic preparation to meet their individual needs and interests. Appointments can be made with the Health Professions secretary in the Science Center.

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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. In order to receive the full support of the Health Professions Advisory Committee, undergraduate students should plan to complete at least six of the science and math course requirements at Wellesley and/or its exchange colleges.

## The Major

Students may choose from among 28 departmental majors, 16 interdepartmental majors — American Studies, Architecture, Biological Chemistry, Chinese Studies, Classical Civilization, Classical and Near Eastern Archaeology, Cognitive Science, French Studies, German Studies, Italian Culture, Japanese Studies, Jewish Studies, 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.

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 and Russian Studies; of periods, the Middle Ages or the Renaissance; of subjects, Comparative Literature or International Relations. A model for the way an individual major might be constructed is provided in the listing of majors under Theatre Studies.

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 chair 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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## The Minor

Some departments at Wellesley offer a minor. Normally, a minor consists of at least five courses, with one of them at the Grade III level. Interested students should consult the chair of the department. A minor form must be filed in the Office of the Registrar.

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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 the records of those students who are not in good academic standing are examined by the Academic Review Board. The Board will recommend sources of help and may impose conditions for continuing at the College. 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 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.

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**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. For students entering in the fall of 1988 and thereafter one unit 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 a score of 3 and two units for a score of 4 or 5 on 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 (no more than four); courses at another institution not taken during the summer (no more than eight). All students, including transfer students and Continuing Education students who enter in January 1988 and thereafter, must complete 16 units at Wellesley.

Credit may be given for a liberal arts course taken at an accredited institution for which prior approval has been obtained from the Registrar and the department chair. 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 Wellesley College Registrar's Office. Transcripts should be received by October 1 for summer and previous year course work and by March 1 for fall semester work.

First year students must fulfill the writing requirement by completing Writing 125 at Wellesley.

**Exemption from  
Required Studies**

Students may be exempted from any of the studies required for the degree, except Writing 125, 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.

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 chair 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	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 by May 1 first from the Registrar for the amount of credit, and then from department chair 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 earned a grade of C or better in the work of the course, thereby indicating satisfactory familiarity with the content of the course. If credit is not earned, the title of the course does not appear on the student's permanent record except that it is included in the total number of units attempted.
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, science, and foreign language courses which require audiovisual equipment. Special examinations are offered in September for admission to advanced courses without the stated prerequisites, and for exemption from required studies.
Transcripts and Grade Reports	Official transcripts may be ordered in writing from the Office of the Registrar. The request for a 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 student has an outstanding bill. Grade reports are mailed to students at the end of each semester.

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## 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. Each student is responsible for maintaining the accuracy of her registration by informing the Registrar's Office, in writing, of any changes made to it.

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 chair 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. An audited course does not appear on the transcript.

## 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 Class 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.

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

## 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

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Continuing Education after a student has completed at least one semester at Wellesley. First year students 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. Application for a leave of absence is due by April 1 for the fall semester and by December 1 for the spring semester. 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. 36.) 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 Class Deans 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.

First Year  
Student -  
Sophomore  
Colloquia

These courses are designed for first year students 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 both the Wellesley Registrar's Office and in the MIT Exchange Office. Students electing to take courses at MIT must register at both institutions during the add-drop period each semester. A student will not receive credit for an MIT course unless she has registered properly for it at both MIT and Wellesley. 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 S.B. degree from MIT over the course of five years. Students will fulfill degree and major requirements at both institutions. Interested Wellesley students will apply for transfer admission to MIT during the spring semester 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.

Accepted students would not enroll at MIT until they have completed their junior year at Wellesley. During this "bridge year" students will be 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 will enroll at MIT. Our existing Wellesley/MIT Exchange permits cross-registration throughout the five year period; this will enable students to integrate their two courses of study more completely.

<p>Cooperative Program with Brandeis University</p>	<p>Wellesley has established an experimental cooperative 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.</p>
<p>The Twelve College Exchange Program</p>	<p>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 Office of 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.</p> <p>Students must request that transcripts be sent to the Registrar's Office to receive credit for work done away from Wellesley. Transcripts should be received by October 1 for summer and previous year course work and by March 1 for fall semester work.</p>
<p>The Wellesley-Spelman Exchange Program</p>	<p>Wellesley maintains a student exchange program with Spelman College in Atlanta, Georgia, a distinguished black liberal arts college for women.</p> <p>The program is open to students in their junior or senior year. Students apply through the Office of the Exchange Coordinator.</p>
<p>The Wellesley-Mills Exchange Program</p>	<p>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.</p>
<p>Study Abroad</p>	<p>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, 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</p>

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Italy. Finally there are several funds for study in Asia during the academic year and the summer. 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 at Oxford University.

Wellesley College administers programs in Aix-en-Provence, France, and in Konstanz, West Germany and shares in the governance of a program in Córdoba, Spain. The College also participates in an exchange program with the Soviet Union and a program with Japan Women's University in Tokyo, Japan.

Students who are interested in spending the junior year abroad should consult their class dean and the Foreign Study Advisor during the first year 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. Transcripts should be received by October 1 for course work of the previous year and by March 1 for the fall semester.

## Summer Study Abroad

Students planning summer study in foreign countries should consult the Office of Foreign Study. While Wellesley supports summer study, there are only a limited number of programs from which transfer credit will be accepted.

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.

Applications for the Waddell and Stecher Scholarships require 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.

The Mayling Soong Summer Scholarship for study, either within the U.S. or abroad, of an East Asian language is available for sophomores and juniors who qualify for financial aid. Applications are available through the Special Events Office.

The Women's Studies Program funds two summer internships with women's organizations, either in the U.S. or overseas for juniors and seniors who have taken at least one Women's Studies course.



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## 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, with the International Trade Administration, in the Office of the President, National Institute of Health, Women's Equity Action League, Smithsonian Public Affairs Office, 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.

## Service Opportunity Stipends

Students interested in public service internships may apply through the Career Center for Service Opportunity Stipends. Designed to encourage direct student involvement in public service and to foster the spirit of volunteerism, these awards provide financial support to Wellesley students for an unpaid position or internship with a public service organization.

## 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.

## Academic Distinctions

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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 participate in the Honors Program, based on their record in the major field. Current legislation requires a 3.5 average in all work above Grade I in the major field. Students with exceptional qualifications whose averages fall between 3.5 and 3.0 also may be recommended by their departments. Normally students apply to their departments in the spring of their junior year. Under this program, an eligible student may 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 Honors in the major field.

### Other Academic Distinctions

The College names to First Year Distinction those students who maintain high academic standing during the first year. Wellesley College Scholars and Durant Scholars are named at Commencement, based on academic records after the first 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. For purposes of establishing honors, grade point averages are truncated to two decimal places.

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 December 1.

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,  
1988**

In the Class of 1988, 124 students achieved the highest academic standing and were named Durant Scholars, 12 of those students were graduated summa cum laude, 112 were graduated magna cum laude; an additional 273 students won recognition as Wellesley College Scholars – cum laude for high academic achievement. The names of members of the Class of 1988 who were awarded other honors and prizes appear below.

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**Departmental  
Honors**

Kimberley Reed Anderson <i>Economics</i>	Lacey Marie Chylack <i>Studio Art</i>
Lee Ann Anderson <i>American Studies</i>	Mardah Beatrice Cohen <i>Latin</i>
Janey Sue Andrews <i>Chemistry</i>	Krista Comer <i>Women's Studies</i>
Beth Armitage <i>Biological Chemistry</i>	Seana Marie Coulson <i>Philosophy</i>
Staci Bachenheimer <i>Philosophy</i>	Susan Elizabeth Dakin <i>Biological Chemistry</i>
Stefanie Ann Balandis <i>Women's Studies</i>	Lisa Walton Delano <i>German</i>
Swarna Balasubramaniam <i>Chemistry</i>	J. Amy Gretchen Dillard <i>American Studies</i>
Alexandra Randall Barke <i>Computer Science</i>	Trina Lenita Dugger <i>Chemistry</i>
Sharmila Bhattacharya <i>Biological Chemistry</i>	Colette Parsons Dumont <i>Psychology</i>
Mary Elizabeth Bloxson <i>Language Studies</i>	Julie Ann Duncan <i>Chemistry</i>
Gretchen Bosschart <i>Women's Studies</i>	Michelle Ecker <i>Chemistry</i>
Virginia Grace Brown <i>Religion</i>	Heidi Ann Eigenrauch <i>Biological Chemistry</i>
Barbara Jean Caliendo <i>Psychology</i>	Genevieve Lucy Fairbrother <i>Chemistry</i>
Annalisa Castaldo <i>English</i>	Anne Elizabeth Fernald <i>English</i>
Julie Catterson <i>English</i>	Elaine Marie Gan <i>Architecture</i>
Andrea Cezeaux <i>Biology</i>	Gigi Elizabeth Georges <i>History</i>
Hee-Joo Cheon <i>Chemistry</i>	Gwen Gilbert <i>Chemistry</i>
Fehmida Abbas Chipty <i>Political Science</i>	Shayne Faith Gilbert <i>Economics</i>
Rachel Hsiu-Sui Chou <i>Chemistry</i>	Pamela Lee Greene <i>Studio Art</i>
Catherine Ann Christensen <i>Mathematics</i>	Susan Deborah Greenfield <i>Psychology</i>

Cathryn Griffith <i>French Studies</i>	Maureen Anne McAndrew <i>English</i>
Susan Lynn Hallenbeck <i>Chemistry</i>	Catherine Alice McKeen <i>Philosophy</i>
Margaret Anne Herbig <i>Political Philosophy</i>	Ghila Michonik <i>Political Science</i>
Katharine Elizabeth Howe <i>History</i>	Kimberly Miller <i>Political Science</i>
Irene Joan Huang <i>Political Science</i>	Arminch Mirzabegian <i>Biology</i>
Michele Rebecca Hutchison <i>Biological Chemistry</i>	Shirin Anja Murphy <i>French</i>
Julie Burk Johnson <i>Music</i>	Jung Ah Pak <i>English</i>
Karen Frances Johnson <i>Latin</i>	Martha Louise Picariello <i>Psychology</i>
Jennifer Lyn Kegel <i>Chemistry</i>	Lynne Patricia Pinkney <i>Biology</i>
Karen Lynn Kelly <i>Psychology</i>	N.N. Ponnamma <i>English</i>
Sung-Hee Kim <i>Philosophy</i>	Leila Latika Posaw <i>Biological Chemistry</i>
Mary Emily Klingensmith <i>Biology</i>	Patricia Powell <i>English</i>
Barbara Knauff <i>French</i>	Maria Gomez Romualdez <i>Art History</i>
Kathleen Kobashi <i>East Asian Studies</i>	Debra Beth Rosenberg <i>English</i>
Fiona Jane Chorley Kotur <i>Studio Art</i>	Dana Beth Rudolph <i>Medieval/Renaissance Studies</i>
Elisabeth Graham Kraus <i>Anthropology</i>	Eva Maria Rzucidlo <i>Biological Chemistry</i>
Susan Catherine Lambe <i>Biology</i>	Michelle Dorothy Sam <i>Economics</i>
Denise Landers <i>Economics</i>	Elizabeth Doreen Scala <i>English</i>
Amy Law <i>Biological Chemistry</i>	Julie Ann Scallen <i>French</i>
Jennifer Elizabeth Lee <i>International Relations</i>	Amanda Catherine Seaman <i>East Asian Studies</i>
Chien-Hung Lin <i>Music</i>	Moira Aileen Shanahan <i>Chemistry</i>
Andrea Lipschitz <i>Political Science</i>	Susie Shulman <i>English</i>
Leslie Ann Lussier <i>Economics</i>	Amanda Anderson Simmons <i>Mathematics</i>
Lindsay Reynolds Mace <i>Art History</i>	Sarah Jane Somers <i>History</i>
Margaret Ann Martinage <i>Psychobiology</i>	Cynthia Ann Spahl <i>Sociology</i>
Elizabeth Hope Mauser <i>Economics</i>	Kanit Suriyasat <i>Studio Art</i>

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Karen Grace Ann Sy  
*Biological Chemistry*

Lisa Temple  
*Psychology*

Tejshree Thapa  
*Philosophy*

Elizabeth Anne Thomann  
*Biology*

Stacia Tolman  
*English*

Carolyn Beth Traister  
*Political Science*

Panayiota Trifillis  
*Biological Chemistry*

Mana Uchino  
*German Studies*

Anne Louise Valentine  
*English*

Lynda Denise Vargha  
*Economics*

Rona Weisburg  
*Philosophy*

Hollace Stander Wilson  
*Philosophy*

Amy Kathleen Winarske  
*Cognitive Science*

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**Phi Beta  
Kappa  
Class of  
1988**

Stephanie Francesca Abundo

Donna Michelle Anderson

Janey Sue Andrews

Beth Armitage

Deborah Bandanza

Sharmila Bhattacharya

Mary Brown

Kendra Bryant

Mary Lynn Carroll

Andrea Cezeaux

Fehmida Abbas Chipty

Rachel Hsiu-Sui Chou

Catherine Ann Christensen

Mardah Beatrice Cohen

Krista Comer

Leah Marie Cook

Margaret Frances Costello

Seana Marie Coulson

Kathryn Jean Deputat

Heide Elizabeth Diener

Janet Rosoff Encarnacion

Genevieve Lucy Fairbrother

Anne Elizabeth Fernald

Kathleen Maura Flaherty

Eileen Frances Flanagan

Erin Patricia Fraher

Susan Collard Genco

Gigi Elizabeth Georges

Judith Yvonne Gliniecki

Haejeong Hahn

Susan Lynn Hallenbeck

Nancy Handler

Julia Christine Hanna

Emmy Yonetsu Hessler

Katharine Alane Higgins

Katharine Elizabeth Howe

Cynthia Kaplan

Elizabeth Ann Kihara

Mary Emily Klingensmith

Barbara Knauff

Elisabeth Graham Kraus

Andrea Lipschitz

Nandini Malaney

Margaret Ann Martinage

Maureen Anne McAndrew

Sarah Mueller

Jessica Loren Neuwirth

Jennifer Aline Newton

Stephanie Renee Niemiera

Liza Carina O'Dowd

Agnès Issartel Pallaver

Martha Louise Picariello

N. N. Ponnamma

Jenifer Mary Potemra

Jennifer Sieglaff Powers

Amy Louise Priante

Erica Stephanie Prussing

Suneeta Ramaswami

Jill Satin Reichman

Lisa Anne Renaud

Debra Beth Rosenberg

Dana Beth Rudolph

Cristin Marie Saffo

Lynn Schineller

Susie Shulman

Mary Christine Siscoe

Carey Ann Skarshaug

Cynthia Ann Spahl

Heather Marina Swann

Kristen Marie Sweder

Kathleen Tapley

Lisa Temple

Nancy Leigh Tierney

Panayiota Trifillis

Jeanne Troth

Mana Uchino

Pan Jayne Un

Laura Leigh Wetterau

Sigma Xi  
Class of  
1988

Janey Sue Andrews <i>Chemistry</i>	Michele Rebecca Hutchison <i>Biological Chemistry</i>
Beth Armitage <i>Biological Chemistry</i>	Jennifer Lyn Kegel <i>Chemistry</i>
Swarna Balasubramaniam <i>Chemistry</i>	Karen Lynn Kelly <i>Psychology</i>
Alexandra Randall Barke <i>Computer Science</i>	Mary Emily Klingensmith <i>Biological Sciences</i>
Sharmila Bhattacharya <i>Biological Chemistry</i>	Daranee Kongsinporn <i>Chemistry</i>
Barbara Jean Caliendo <i>Psychology</i>	Computer Science
Andrea Cezeaux <i>Biological Sciences</i>	Susan Catherine Lambé <i>Biological Sciences</i>
Hee-Joo Cheon <i>Chemistry</i>	Amy Law <i>Biological Chemistry</i>
Rachel Hsiu-Sui Chou <i>Chemistry</i>	Margaret Ann Martinage <i>Psychobiology</i>
Catherine Ann Christensen <i>Computer Science</i>	Armineh Mirzabegian <i>Biological Sciences</i>
Mathematics	Liza Carina O'Dowd <i>Biological Sciences</i>
Susan Elizabeth Dakin <i>Biological Chemistry</i>	Martha Louise Picariello <i>Psychology</i>
Trina Lenita Dugger <i>Chemistry</i>	Lynne Patricia Pinkney <i>Biological Sciences</i>
Colette Parsons Dumont <i>Psychology</i>	Elisha Frances Polomski <i>Astronomy</i>
Julie Ann Duncan <i>Chemistry</i>	Leila Latika Posaw <i>Biological Chemistry</i>
Michelle Ecker <i>Chemistry</i>	Eva Maria Rzuclidlo <i>Biological Chemistry</i>
Heidi Ann Eigenrauch <i>Biological Chemistry</i>	Moira Aileen Shanahan <i>Chemistry</i>
Genevieve Lucy Fairbrother <i>Chemistry</i>	Karen Grace Ann Sy <i>Biological Chemistry</i>
Gwen Gilbert <i>Chemistry</i>	Lisa Temple <i>Psychology</i>
Susan Deborah Greenfield <i>Psychology</i>	Elizabeth Anne Thomann <i>Biological Sciences</i>
Susan Lynn Hallenbeck <i>Chemistry</i>	Panayiota Trifillis <i>Biological Chemistry</i>

Trustee  
Scholarships

Beth Armitage for graduate study in <i>Neuroscience</i>	Dana Beth Rudolph for graduate study in <i>History</i>
Susan Lynn Hallenbeck for graduate study in <i>Chemistry</i>	Pan Jayne Un for graduate study in <i>Veterinary Medicine</i>

## Academic Prizes

*The Academy of American Poets Prize* is administered by the English Department for the Academy of American Poets. It is awarded each year for the best work of poetry by an undergraduate.

MARY ELIZABETH FITZGERALD  
SUSIE SHULMAN

*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.

ELIZABETH ANNE THOMANN  
REBECCA ANN YOUNG

*The June Kaufman Bakalar Awards* are given for the best examples of painting, drawing, print making, sculpture, or photography.

LACEY MARIE CHYLACK  
ALEXANDRA LEE MIKESELL

*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.

JULIE BURK JOHNSON  
MEL-MEI TUAN

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

CHIEN-HUNG LIN

*The Biology Prize of 1988*

SHARMILA BHATTACHARYA  
LYNNE PATRICIA PINKNEY

*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.

SUSAN COLLARD GENCO

*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.

MIRIAM DEBORAH SALWEN

*The Dr. Bernice D. Brooks Prize* is given in memory of Dr. Bernice D. Brooks, mother of Iris Jill Brooks '87. The award is established to honor distinguished academic achievement in, and personal commitment to, the study of Italian and Spanish language and culture.

DEBORAH BANDANZA

*The Susan Lee Campbell Memorial Prize for Graduate Study in the Health Professions* is given to a senior or alumna for professional training in health careers. She must exhibit strong motivation, academic achievement, leadership potential, an openness to new ideas and a sensitivity to her fellow human beings.

FEHMIDA ABBAS CHIFTY

*The Davenport Performance Prize for Acting* was established in 1922 by George H. Davenport and is awarded to an undergraduate with an outstanding performance record in regular dramatic college production.

JFANNE CHILTON

*The Jobanna Mankiewicz Davis Fiction Prize* was established in 1975 in her memory and is awarded for an outstanding work in fiction writing.

JULIE CHRISTINE HANNA  
PATRICIA POWELL  
ELIZABETH WEST STRIBLING

*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.

MARGARET FRANCES COSTELLO

*The John Charles Duncan Prize in Astronomy*

DELINDA ROBIN GOODWIN

*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 sociology majors graduating with the very highest academic record in sociology.

TERESA KAY-ABA KENNEDY  
CYNTHIA ANN SPAHL

*The Erasmus Essay Prize in History*  
CATHERINE DANA SNIDER

*The Isabelle Eastman Fisk Performance Prize for Acting*  
AMY JANE FINEGAN

*The Jorge Guillen Prize in Spanish Studies* is given in honor of the Spanish poet and Wellesley professor to a student who has excelled in Spanish studies.

KIMBERLY DIANNE MILLER

*The Barbara Barnes Hauptfuhrer Scholar Athlete Award* is given to a member of the Senior class who best combines excellence in scholarship, leadership, sportsmanship and athletic achievement.

LACEY MARIE CHYLACK

*The Jacqueline Award in English Composition* was established by Eleanor and Rosamond Peck in memory of their sister Jacqueline of the Class of 1934.

SHAYNE FAITH GILBERT  
ELIZABETH WEST STRIBLING

*The Dr. Leila C. Knox Prize*  
AMY LAW

*The Germaine Lafeuille Prize in French*  
In honor of Professor Emeritus Germaine Lafeuille

BARBARA KNAUFF  
MARJORIE JUDITH THOMPSON

*The Mary 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.

KRISTA COMER

*The Katharine Malone Scholar* is named each fall who truly embodies the educational ideal of Plato's Guardian.

CATHERINE ANN CHRISTENSEN

*The Barnette Miller Foundation Prize in History*

MEHRUNNISA RAFI

*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.

EMMY YONETSU HESSLER

*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.

CRISTIN MARIE SAFFO

*The Mary White Peterson Prize in Biological Sciences* was established in 1926 by the mother and husband of Mary White Peterson '08. 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.

JANEY SUE ANDREWS

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

MARY JO KRIS

*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.

ERIN PATRICIA FRAHER  
SUSAN MICHELLE ROSE

*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.

MARY BROWN  
NAOKO TANI



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

STEPHANIE FRANCESCA ABUNDO  
CATHERINE ANN CHRISTENSEN  
AMANDA ANDERSON SIMMONS

*The Chui-Jen Tai Memorial Award for Essay Writing in Chinese* was established by the late Helen T. Lin, Professor of Chinese at Wellesley College in memory of her father.

ANN HUSS

*The Chui-Jen Tai Memorial Award for Speaking Achievement in Chinese*, was established by the late Helen T. Lin, Professor of Chinese at Wellesley College in memory of her father.

ANN HUSS

*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.

ROBIN ELYCE TOBINS

*The Virginia Wainwright Sonnet Prize* was established in 1963 by Virginia Wainwright.

REBECCA CABELL MOORE  
BARI ELIZABETH WALSH

*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.

CAROLYN DENESE ELLIS

*The Woodrow Wilson Prize in Political Theory, Law and American Politics* was founded by Phillips Bradley, Assistant Professor of History at Wellesley College from 1922 to 1925. The prize is awarded to a senior for an outstanding paper in modern politics.

JILL KATHERINE DeGRAFF

*The Natalie Wipplinger Prize in German* was established in 1940 by former students of Miss Wipplinger, teacher of German at Wellesley College from 1904 to 1940. The prize is awarded to a junior or senior for outstanding work in German.

LISA WALTON DELANO

*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.

JILL SATIN REICHMAN

## 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.

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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.

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First Year  
Student-  
Sophomore  
Colloquia (150  
courses)  
Directions for  
Election

For a general description see page 60. The colloquia have no prerequisites, although some are open only to first year students. 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 chair or instructor, in consultation with the class dean, will decide which applicants will be accepted. In 1988-89 colloquia are offered by the Departments of Black Studies, English and History.

### 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.
(A)	Courses may be elected to fulfill in part the distribution requirement in Group A
(B)	Courses may be elected to fulfill in part the distribution requirement in Group B1 or Group B2 as designated
(C)	Courses may be elected to fulfill in part the distribution requirement in Group C
A	Absent on leave
A1	Absent on leave during the first semester
A2	Absent on leave during the second semester
P	Part-time instructor

# American Studies

## AN INTERDEPARTMENTAL MAJOR

Director: *Cain (English)*

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 courses. To ensure sufficient concentration in a single American field, at least four courses above the Grade I level must be elected in one department; and at least one of these must be a Grade III course. Majors must also complete American Studies 315 or 316, the required integrative seminar; it is recommended that majors elect this course in their junior or senior 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.

### 315 (1) Seminar. American Studies

Topic for 1988-89: The Making of the New South, 1915-1954.

Explores the efforts of Southerners, particularly artists and intellectuals, to adjudicate the conflicting claims of an agrarian, racially segregated world of tradition and an industrial, racially egalitarian vision of the future. Figures to be studied include: film director D.W. Griffith; writers James Agee, William Faulkner, Lillian Smith, Richard Wright, and Robert Penn Warren; sociologist John Dollard; and historians Wilbur J. Cash and C. Vann Woodward.

*Mr. Williams (English)*

### 316 (2) Seminar. American Studies

Topic for 1988-89: The Age of Emerson.

Major themes in American public culture during the thirty years before the outbreak of the Civil War, including the romance of nature and the romance of technology; the rejection of the past and the assertion of self-reliance; slavery and abolitionism. Focus on the writings of Emerson and his contemporaries: Thoreau and Margaret Fuller; William Lloyd Garrison, Frederick Douglass, and David Walker; Walt Whitman and Frances E. W. Harper.

*Mrs. Putnam (Philosophy)*

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

### Anthropology 210 (1)

Racism and Ethnic Conflict in the United States and the Third World

### Anthropology 212 (2)

The Anthropology of Law and Justice. *Not offered in 1988-89.*

### Anthropology 234 (1)

Urban Poverty

### Anthropology 341 (1)

Law and Native American Issues

### Anthropology 342 (2)

Seminar on Native American Ethnology. *Not offered in 1988-89.*

### Art 231 (1)

Painting, Sculpture and Architecture in the English North American Colonies and the United States to the Civil War

### Art 232 (2)

Painting, Sculpture and Architecture in the United States from the Civil War to World War II

### Art 320 (1)

Seminar. Studies in American Art and Architecture. Topic for 1988-89: The Domestic Ideal in America.

### Art 340 (2)

Seminar. Studies in American Art and Architecture. *Not offered in 1988-89.*

### Black Studies 150 (1) (2)

a. (2)(B<sup>2</sup>) The Internationalization of Black Power. *Not offered in 1988-89.*

b. (1)(A) Black Autobiography. *Not offered in 1988-89.*

c. (2)(A) Harlem Renaissance

d. (2)(B<sup>1</sup>) 1919: The Year of the New Negro. *Not offered in 1988-89.*

### Black Studies 201 (1)(A)

The Afro-American Literary Tradition

### Black Studies 206 (2)(B<sup>1</sup>)

Introduction to Afro-American History 1500 - Present

### Black Studies 212 (2)(A)

Black Women Writers

- Black Studies 214 (2)(B<sup>2</sup>)**  
The Supreme Court and Racial Equality
- Black Studies 215 (1)(B<sup>2</sup>)**  
Introduction to Afro-American Politics
- Black Studies 222 (1)(B<sup>1</sup>)**  
Images of Blacks and Women in American Cinema
- Black Studies 266 (2)(A)**  
Black Drama. *Not offered in 1988-89.*
- Black Studies 335 (2) (A)**  
Women Writers of the English-Speaking Caribbean
- Black Studies 340 (1)(B<sup>1</sup>)**  
Seminar. Afro-American History. *Not offered in 1988-89.*
- Black Studies 344 (1)(B<sup>2</sup>)**  
Seminar. Interdisciplinary Perspectives in Black Family Studies
- Economics 204 (1)**  
U.S. Economic History
- Economics 234 (1)**  
Government Policy: Its Effect on the Marketplace
- Economics 243 (1)**  
The Sexual Division of Labor
- Education 206 (2) (B<sup>1,2</sup>)**  
Women, Education, and Work
- Education 212 (1)(B<sup>1</sup>)**  
History of American Education
- Education 214 (2)(B<sup>1,2</sup>)**  
Youth, Culture and Student Activism in Twentieth-Century America. *Not offered in 1988-89.*
- Education 307 (2)(B<sup>2</sup>)**  
Seminar. Law, Ethics, and Education. *Not offered in 1988-89.*
- Education 312 (1)(B<sup>1</sup>)**  
Seminar. History of Child Rearing and the Family
- English 150 (1)**  
Colloquium. Three Generations of Modern American Women Poets
- English 261 (2)**  
The Beginnings of American Literature
- English 262 (1)**  
The American Renaissance
- English 266 (1)**  
Early Modern American Literature
- English 267 (1)**  
Late Modern and Contemporary American Literature. Special topic section: Jewish American Writing.
- English 267 (2)**  
Late Modern and Contemporary American Literature
- English 351 (1)**  
Advanced Studies in Modern Poetry: Contemporary American Poetry
- English 363 (1)**  
Advanced Studies in American Literature: American Cultural Criticism
- English 363 (2)**  
Advanced Studies in American Literature: Literature of the American Aristocracy
- English 386 (1)**  
Seminar. Robert Frost
- Extrdepartmental 231 (1)**  
Classic American Sound Film
- History 102 (1)**  
The American Experience
- History 250**  
The First Frontier. *Not offered in 1988-89.*
- History 251 (2)**  
The Age of the American Revolution
- History 252**  
The United States in the Nineteenth Century. *Not offered in 1988-89.*
- History 253 (1)**  
The United States in the Twentieth Century
- History 255**  
Intellectual History of the United States. *Not offered in 1988-89.*
- History 257 (1)**  
Women in American History
- History 258 (2)**  
Freedom and Dissent in American History
- History 309**  
Social History of the United States, 1600-1850. *Not offered in 1988-89.*
- History 310 (2)**  
Social History of the United States, 1877-1985
- History 314**  
America in the Progressive Era. *Not offered in 1988-89.*

- History 315 (2)**  
America in the 1960s
- History 335**  
Seminar. Jefferson. *Not offered in 1988-89.*
- History 336**  
Seminar. Hidden Bonds of Womanhood: Black and White Women in the South, 1930-1980. *Not offered in 1988-89.*
- History 337 (2)**  
Seminar. The American Promised Land
- History 339 (1)**  
Seminar. American Jewish History
- History 340 (2)**  
Seminar. American Legal History
- History 353 (1)**  
The Immigrant Experience in America
- Music 106 (1)**  
Afro-American Music
- Philosophy 222 (2)**  
American Philosophy. *Not offered in 1988-89.*
- Philosophy 338 (1)**  
Justice: The Proper Balance of Liberty and Equality. *Not offered in 1988-89.*
- 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 312 (2)**  
The Criminal Justice System
- Political Science 313 (1)**  
American Presidential Politics
- Political Science 314 (1)**  
Congress and the Legislative Process
- Political Science 316 (2)**  
Mass Media and Public Opinion. *Not offered in 1988-89.*
- Political Science 317 (2)**  
The Politics of Health Care
- Political Science 318 (1)**  
Seminar. Conservatism and Liberalism in Contemporary American Politics
- Political Science 319 (2)**  
Seminar. Executive Decision-Making: Varieties of Power
- Political Science 320 (2)**  
Seminar. Inequality and the Law. *Not offered in 1988-89.*
- Political Science 321 (1)**  
The United States in World Politics
- Political Science 334 (2)**  
Seminar. Presidential-Congressional Relations
- Political Science 335 (2)**  
Seminar. The First Amendment
- Political Science 336 (1)**  
Seminar. Women, the Family and the State
- Political Science 340 (2)**  
American Political Thought. *Not offered in 1988-89.*
- Psychology 225**  
American Psychology in Historical Context. *Not offered in 1988-89.*
- Religion 218 (1)**  
Religion in America. *Not offered in 1988-89.*
- Religion 220 (2)**  
Religious Themes in American Fiction
- Religion 221 (2)**  
Catholic Studies. *Not offered in 1988-89.*
- Religion 330**  
Seminar. Nuclear Ethics. *Not offered in 1988-89.*
- Sociology 213 (1)**  
Law and Society. *Not offered in 1988-89.*
- Sociology 215 (2)**  
Sociology of Popular Culture
- Sociology 216 (1)**  
Sociology of Mass Media and Communications
- Sociology 220 (1)**  
Urban Sociology. *Not offered in 1988-89.*
- Sociology 311 (2)**  
Seminar. Family Studies
- Sociology 333 (1)**  
Advanced Topics in Sociology: The Sociology of the American Film

Spanish 210 (2)

Chicano Literature: From the Chronicles to the Present

Spanish 304 (1)

Hispanic Literature of the United States. *Not offered in 1988-89.*

Technology Studies 335 (2)

Seminar. Designing Policy and Technology for the Disabled. *Not offered in 1988-89.*

Women's Studies 222 (1)

Women in Contemporary Society

Women's Studies 250 (1)

Asian Women in America

Women's Studies 316

Seminar. History and Politics of Sexuality in the United States. *Not offered in 1988-89.*

Women's Studies 320 (1)

Women and Health

Women's Studies 330 (2)

Seminar. Twentieth-Century Feminist Movements in the First and Third World

## Anthropology

Professor: *Shimony, Kohl*<sup>1A</sup>

Associate Professor: *Merry (Chair), Bamberger*<sup>P</sup>, *Campisi*<sup>P</sup>, *Manz*<sup>P</sup>

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

Considerations of the human 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, Mrs. Shimony*

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### 106 (2) 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. Field trips to neighboring archaeological sites will be planned. *Open to all students.*

*Mr. Kohl*

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### 200 (1) 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 first year students with previous anthropological experience, and by permission of the instructor.*

*Mr. Campisi*

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### 204 (2) Physical Anthropology

The origin of humans 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 socio-behavioral aspects of human evolution, such as the changing social role of sex. Review of the human fossil record and the different biological adaptations of the polytypic species *Homo sapiens*. *Open to all students.*

*Mr. Kohl*

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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 1988-89.*

Ms. Bamberger

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### 210 (1) 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. Shimony

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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, and 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. Not offered 1988-89.*

Mr. Campisi

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### 234 (1) 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.*

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 1988-89.*

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. Not offered in 1988-89.*

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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 1988-89.*

Mr. Kobl

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### 246 (1) 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: same as 244. Not offered in 1988-89.*

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### 247 (2) Societies and Cultures of the Soviet Union

A survey of the non-Russian, largely non-European peoples of the Soviet Union (particularly ethnic groups in Transcaucasia, Central Asia, and Siberia). Nationality policies and issues in the Soviet Union will be introduced. Attention also will be given to the study of native groups and practices by Soviet ethnologists, as well as theoretical issues in Soviet anthropology. *Prerequisite: same as 244.*

Mr. Kobl

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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: same as 244.*

Mrs. Shimony

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

An examination of the variations in gender 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.*

Ms. Manz

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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, functional, and symbolic 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) Seminar for Materials Research in Archaeology and Ethnology**

Seminar-laboratory subject offered at MIT 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 and ecofacts. *Open by permission of the instructor.*

Ms. Lechtman (MIT)

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**317 (1) 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 in Anthropology, or Economics, or Sociology, or by permission of the instructor. Not offered 1988-89.*

Mrs. Shimony

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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 1988-89.*

Mr. Kohl

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**341 (1) Law and Native American Issues**

An examination of selected legal issues facing Native Americans in the 1980s. Special emphasis will be given to land litigation, freedom of speech and religion, tribal relations with states and the Federal Government, and the process of gaining federal status for a tribe. *Prerequisite: one unit in anthropology or sociology, or two units in any of the social sciences, or permission of the instructor.*

Mr. Campisi



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**342 (2) Seminar. 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. Not offered in 1988-89.*

Mr. Campisi

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

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.*

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. *Prerequisite: two Grade II courses in any of the following: Anthropology, Sociology, Political Science, Economics, or by permission of the instructor. Not offered 1988-89.*

Ms. Manz

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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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**360 (1) (2) Senior Thesis Research 1 or 2**

By permission of department. See p. 64, Departmental Honors.

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**370 (1) (2) Senior Thesis**

*Prerequisite: 360*

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**Cross-Listed Courses**

*For Credit*

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Extrdepartmental 222 (2)

Latin American Peasantry. *Not offered in 1988-89.*

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Language Studies 114 (1)

Introduction to Linguistics

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Peace Studies 259 (1)

Peace and Conflict Resolution

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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*

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. Students may also elect courses in studio art, mathematics, and physics which lead to appreciation of the principles of design and the fundamental techniques of architecture.

Although courses at MIT are not required for the major, the MIT-Wellesley exchange provides a unique opportunity for students to elect advanced courses in design and construction. Students are also encouraged to consider travel or 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.

Each student designs her program of study individually in consultation with the directors. Majors are advised to take Art 100 (or 215/216) and Art 105. In addition, four courses above the Grade I level and two Grade III courses must be taken in the Department of Art. At least three of these Art courses (including one at Grade III level) must be taken at Wellesley College.

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

## History of Art

Art 100 (1-2)

Introductory Course

Art 203 (2)

Cathedrals and Castles of the High Middle Ages

Art 215 (1)

Introduction to the History of Art I

Art 216 (2)

Introduction to the History of Art II

Art 228 (2)

Nineteenth- and Twentieth-Century Architecture

Art 229 (1)

Renaissance and Baroque Architecture

Art 231 (1)

Painting, Sculpture and Architecture in the English North American Colonies and the United States to the Civil War

Art 232 (2)

Painting, Sculpture and Architecture in the United States from the Civil War to World War II

Art 233 (1)

Domestic Architecture and Daily Life. *Not offered in 1988-89.*

Art 234 (1)

Paris: Capital of the Nineteenth Century

Art 235 (2)

Landscape and Garden Architecture

Art 254 (1)

Urban Form: Medieval, Renaissance, and Baroque. *Not offered in 1988-89.*

Art 309 (1)

Seminar. Problems in Architectural History. Topic for 1988-89: Theory and Criticism of Architecture 1830 to the Present.

Art 320 (1)

Seminar. Studies in American Art and Architecture. Topic for 1988-89: The Domestic Ideal in America.

Art 330

Seminar. Renaissance Art in Venice and in Northern Italy. *Not offered in 1988-89.*

Art 332 (2)

Seminar. The Thirteenth-Century King as Patron. *Not offered in 1988-89.*

Art 333 (2)

Seminar. The High Baroque in Rome

Art 340 (2)

Seminar. Studies in American Art and Architecture. *Not offered in 1988-89.*

Experimental 212 (2)

The City in Modernity: Gaudi's Barcelona

## Studio Art

Art 105 (1) (2)

Drawing I

Art 205 (2)

Materials and Techniques of Sculpture. *Not offered in 1988-89.*

Art 206 (2)

Drawing II

Art 207 (1)  
Sculpture I

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

Art 213 (1) (2)  
Basic Three-Dimensional Design

Art 307 (2)  
Sculpture II

Art 316 (1)  
Life Drawing

Art 317 (1)  
Seminar. Problems in the Visual Arts. *Not offered in 1988-89.*

## MIT

4.01 (I) (2)  
Issues in Architecture

4.26 (2)  
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 115 (1) (2)  
Calculus I

Mathematics 116 (1) (2)  
Calculus II

## Physics

Physics 104 (1)  
Basic Concepts in Physics I

Physics 107 (1) (2)  
Introductory Physics I

## Theatre Studies

Theatre Studies 206 (1)  
Design for the Theatre. *Not offered in 1988-89.*

## Art

Professor: *Armstrong, Clapp<sup>M</sup>, Fergusson, Marvin, O'Gorman<sup>A</sup>, Rayen, Wallace*

Associate Professor: *Carroll, Friedman (Chair), Harvey<sup>A2</sup>*

Assistant Professor: *Black, Dorrien, Gomez, Higomet, Kernan<sup>P</sup>, Rhodes<sup>P</sup>, Ribner, Spatz-Rabinowitz, Swift,*

Instructor: *Bedell<sup>P</sup>, Berman*

Visiting Instructor: *Strickland*

Lecturer: *DeLorme<sup>P</sup>*

The Department of Art offers majors in the history of art, architecture, studio art, and art history and studio combined and minors in the history of art and studio art. Some of the courses in art history include studio laboratories, since the department believes that laboratory training has great value in developing observation and understanding of artistic problems. However, no particular artistic aptitude is required for these laboratories and the laboratory work is adjusted to the student's ability.

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

## History of Art

### 100 (1-2) Introductory Course

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 the sculpture and painting of Asia is included. Simple laboratory work requiring no previous training or artistic skill gives 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 first year students and sophomores.*

*The Staff*

### 200 (1) Classical Art

Topic for 1988-89: Greek Art. Greek Art from the Dark Ages to the death of Cleopatra. The course is a historical survey of the arts of Greece in this period, but special attention is paid to sculpture. The influence of classical form on later Western Art is also considered. Topic for 1989-90: Roman Art. *Open to sophomores, juniors and seniors who have taken 100 (1), or by permission of the instructor.*

*Ms. Marvin*

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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 Art in its cultural context. Readings from contemporary Egyptian sources in translation. *Open to sophomores, juniors, and seniors, and to first year students who have taken 100 (1). Not offered in 1988-89.*

Ms. Marvin

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**202 (1) Medieval Art**

Topic for 1988-89: The Arts of the High Middle Ages. A study of sculpture, stained glass, and manuscript painting in northern Europe in relation to: the crusades to the Holy Land, the rise of humanism, relics and the phenomenon of popular piety, the growth of the religious orders, literacy and illiteracy, the formation of church treasuries, the role of women, patronage and the culture of the knightly class, the mutation of cathedral school into urban university, and the interaction of theology and philosophy. Visits to the Boston Museum of Fine Arts, the Fogg Museum, and the Gardner Museum. *Prerequisite: 100 (1) - 215, or by permission of the instructor.*

Mr. Fergusson

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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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**211 (2) Selected Topics in African, Oceanic and Pre-Columbian Art**

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**215 (1) Introduction to the History of Art I**

The major movements in architecture, sculpture, and painting from ancient Egypt through the Renaissance with some consideration of the sculpture and painting of Asia. Students attend lectures and conferences with Art 100. Reading and paper assignments differ from those of 100. *Open only to juniors and seniors who have not taken 100.*

The Staff

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**216 (2) Introduction to the History of Art II**

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

The Staff

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**219 (2) Nineteenth-Century Art**

History of Western European visual culture in the nineteenth century. Concentration on painting's rise to predominance and on its relationship to social issues and to outside sources: photography, prints, ethnographic art, urban design, and dance. Course requirements emphasize critical reading and address problems of writing about visual material. *Open to sophomores who have taken Art 100 (1) and (2), by permission of the instructor to first year students who are taking Art 100, and to juniors and seniors without prerequisite.*

Ms. Higonet

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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 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. *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 of the seventeenth century, with emphasis on Rubens, Hals, Rembrandt, and Vermeer. *Prerequisite: same as for 220.*

Mrs. Carroll

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**223 (2) The Decorative Arts**

Topic: The Taste of France. A study of the taste which shaped the interiors of French town houses and chateaux from the end of the Middle Ages to the 20th century. Topics include architecture, furniture, porcelain, silver, painting, sculpture, tapestries, and garden design, all of which contributed to the settings created for the display of monumental art. English interiors of the Palladian and Adam periods, including those of leading English cabinetmakers, are also considered. *Open to all students.*

Mrs. DeLorme

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### 224 (1) Modern Art

A survey of modern art from its roots in the late nineteenth century to the 1980s, including Symbolism; Cubism and its Affinities; Fauvism and Expressionism; Abstract Art in Holland, Germany, and Russia; Dada and Surrealism; Abstract Expressionism and Post-War developments. Although primarily a history of painting and sculpture, the course will also examine allied developments in architecture, functional design and decorative arts. *Open to students who have taken Art 100, 216, Art 105 or by permission of instructor.*

Ms. Berman

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### 226 (2) History of Photography

Survey of European and American nineteenth- and twentieth-century photography in terms of both technical developments and broader aesthetic currents. While monographic treatment will be given to such important figures as Cameron, Atget, Stieglitz and Moholy-Nagy, broader issues, including the history of photographic criticism, will be examined. *Prerequisite: Art 100, 216, Art 108, or by permission of instructor.*

Ms. Berman

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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.*

Mr. Rhodes

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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.*

Mr. Rhodes

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### 231 (1) Painting, Sculpture and Architecture in the English North American Colonies and the United States to the Civil War

A survey of the visual arts of the United States from their colonial origins to the third quarter of the nineteenth century with special reference to political, social, and literary parallels.

Ms. Bedell

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### 232 (2) Painting, Sculpture and Architecture in the United States from the Civil War to World War II

A survey of the visual arts of the United States from the 1860s to the 1940s with special reference to political, social, and literary parallels.

Ms. Bedell

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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 1988-89.*

Ms. Friedman

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### 234 (1) Paris: Capital of the Nineteenth Century

A course on Paris and its role in the nineteenth century. Topics include: avant-garde art movements (particularly Impressionism), urban design, fashion and the Parisian politics of revolution. *Open to all students.*

Ms. Higomet

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### 235 (2) Landscape and Garden Architecture

An examination of the major formal and ideological developments in landscape and garden architecture from the Middle Ages to the present day, with particular emphasis on the nineteenth and twentieth centuries. Visits to local landscapes and gardens in the Spring. *Open to all students.*

Mr. Fergusson

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### 247 (1) Islamic Art and Culture

A survey of Islamic art and culture beginning with its formation in the seventh century and continuing through the early fourteenth century. For the early period, the focus will be on the historical and philosophical development of Islamic art from the diverse cultural and artistic traditions in which it originated. In the key period of the eleventh to fourteenth centuries, the regional developments in Egypt, Spain, and Baghdad, and their impact on Western art will be studied. Museum visits to the Sackler, BMFA, and Metropolitan will complement course material. *Open to all students.*

### 248 (1) Chinese Art

*Not offered in 1988-89.*

Mrs. Clapp

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### 249 (2) Far Eastern Art

Topic for 1988-89: Japanese Art. The sculptural 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, the art of the great screen painters, and the emergence of the print tradition. Study of and visits to the collections of the Boston Museum of Fine Arts and the Sackler Museum, Harvard University. *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 Siennese 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. Visits to Rare Book Collections are planned. *Open to sophomores who have taken 100 (1) and to juniors and seniors without prerequisite. Not offered in 1988-89.*

Ms. Armstrong

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251 (2) Italian Renaissance Art

Painting and sculpture in Italy in the fifteenth and early sixteenth centuries. Topics included in this survey are: the formation of the Early Renaissance style by Masaccio, Donatello, Ghiberti and Luca della Robbia; the spread of the Renaissance outside of Florence by Piero della Francesca, Mantegna and Bellini; Medici patronage of Uccello, Pollaiuolo and Botticelli; the development of the High Renaissance style by Leonardo, Raphael, and Michelangelo. *Prerequisite: Open to sophomores who have taken Art 100 (1 or 2) and to juniors and seniors without prerequisite.*

Ms. Armstrong

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254 (1) Urban Form: Medieval, Renaissance, and Baroque

The course surveys the history of urban form from antiquity to the 18th century with emphasis on medieval and Renaissance urban phenomena in Italy, France, and Germany. 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 Italy and France. *Open to sophomores who have taken 100 (1 or 2), or a 200-level course in Medieval or Renaissance art; to juniors and seniors without prerequisite; or by permission of the instructor. Not offered in 1988-89.*

Ms. Armstrong

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304 (1) Seminar. Problems in Italian Renaissance Sculpture

The seminar will consider problems of patronage, style, iconography and technique in the work of selected Italian Renaissance sculptors, including Ghiberti, Donatello, Verrocchio, Michelangelo, Cellini and Giovanni Bologna. Sessions dealing with works in the Boston Museum of Fine Arts and in the Wellesley College collections will be arranged. *Prerequisite: open to students who have taken Art 251, Art 220; or juniors and seniors who have already completed two units in history of art at the 200 or 300 level; or by permission of the instructor.*

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. Among the master printmakers studied will be Drer, Parmigianino, Rembrandt, Ribera, Hogarth, Goya, Gauguin, Munch and Picasso. There will be slide lectures with class discussion, careful study of original prints in the Wellesley College collections, and frequent field trips to public and private collections. Laboratory required. *Open to sophomores, juniors and seniors who have had at least one 200-level art course involving the history of painting.*

Mr. Wallace

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309 (1) Seminar. Problems in Architectural History

Topic for 1988-89: Theory and Criticism of Architecture 1830 to the Present. An investigation of architectural theory and design education in Europe and America. *Prerequisite: Art 228 or by permission of the instructor.*

Ms. Friedman

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311 (2) Northern European Painting and Printmaking

Painting and printmaking in Northern Europe from the late fourteenth through the sixteenth centuries. Emphasis on Jan van Eyck, Rogier van der Weyden, Bosch, Dürer, and Pieter Bruegel the Elder. *Open to sophomores, juniors and seniors who have taken or are taking one Grade II unit in the history of art, or in Medieval/Renaissance Studies or by permission of the instructor. Not offered in 1988-89.*

Mrs. Carroll

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312 (1) Seminar. Problems in Nineteenth-Century Art

Topic for 1988-89: Women Imagining Themselves. A course on nineteenth-century women's pictures and women's writings about themselves. Various kinds of self-expression, professional and amateur, will be

considered such as paintings by artists like Berthe Morisot and Mary Cassatt, as well as albums, photographs, fashion illustration, decorative arts, diaries, letters, memoirs, biographies and novels. Comparative assignments will emphasize oral presentation and group discussion. Reading knowledge of French would broaden assignment options. *Prerequisite: one Grade II or Grade III course in nineteenth-century art or history, or by permission of the instructor.*

*Ms. Higommet*

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**320 (1) Seminar. Studies in American Art and Architecture**

Topic for 1988-89: The Domestic Ideal in America. Through the study of painting, architecture and decorative arts, the course will examine the central place of the home in American society from the 17th century to the present. We will consider the changing shape of the American house as it evolved to meet new social conditions and explore the ways in which domestic life was portrayed in American painting. Particular emphasis on women's role in shaping the domestic environment. *Prerequisite: Art 100 or any Grade II or III course in American art, history or literature, or by permission of the instructor.*

*Ms. Bedell*

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**330 (1) Seminar. Renaissance Art in Venice and in Northern Italy**

*Not offered in 1988-89.*

*Ms. Armstrong*

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**331 (1) Seminar. The Art of Northern Europe**

*Not offered in 1988-89.*

*Ms. Carroll*

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**332 (2) Seminar. The Thirteenth-Century King as Patron**

The brilliant reigns of Philip Augustus and Louis IX in France, and of Henry III and Edward I of England witnessed a prodigious flowering of both ecclesiastical and castle architecture. The seminar will focus on the role of the monarch as patron and of the court as a forcing ground of technical and artistic innovation. *Prerequisite: Art 100(1)/215, or by permission of the instructor. Not offered in 1988-89.*

*Mr. Ferguson*

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

Topic for 1988-89: The art and architecture of Gian Lorenzo Bernini, Francesco Borromini and Pietro da Cortona. *Prerequisite: 220 or permission of the instructor.*

*Mr. Wallace*

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**334 (2) Seminar. Archaeological Method and Theory**

Topic for 1988-89: The Parthenon. The topics to be considered will include the historical circumstances leading to the erection of the Parthenon, the Parthenon as an example of fifth-century Doric architecture, the sculptural decoration of the building, its role in Athenian cult, its post-classical history, and the continuing controversy over the removal of its sculptures by Lord Elgin and their purchase for the British Museum. *Open to junior and senior Art, Classics or Classical Archaeology majors.*

*Ms. Marvin*

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**335 (2) Seminar. Problems in Modern Art**

Topic for 1988-89: Art since 1945. Examination of American and European art and theory since World War II. Beginning with the rise of Fascism in Europe and the advent of the New York School, students will examine significant developments and figures in contemporary art. One area of focus will be the ongoing McKinnell-Singer collaboration at Wellesley College. Visits to galleries and museums in the Boston area, as well as a trip to New York City. *Prerequisite: 224, 200-level studio courses, or by permission of the instructor.*

*Ms. Berman*

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

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 with particular emphasis on the college museum. Issues of conservation, exhibition, acquisition, publication, and education. Visits to museums and private collections in the area. Students will be involved in the planning and installation of the major fall exhibition of the Wellesley College Museum. Limited enrollment. *Open by permission of the instructor to junior and senior art majors. Not offered in 1988-89.*

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**337 (2) Seminar. Chinese Painting**

Interpretation of major themes of Chinese painting. This seminar will examine the symbolic and social or philosophical meaning of such major subjects of Chinese painting as: portraits, commemorative paintings, horses, bamboo, plum, cityscapes, topographical landscapes, and gardens. *Prerequisite: Art 248 or by permission of the instructor.*

*Mrs. Clapp*

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**340 (2) Seminar. Studies in American Art and Architecture**

*Not offered in 1988-89.*

*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. Weekly meetings will stress class discussion. Recommended to all art majors. *Open to juniors and seniors who have taken one Grade II unit in the department.*

*Ms. Friedman*

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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 department chair.*

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**360 (1) (2) Senior Thesis Research 1 or 2**

By permission of the department. See p. 64, Departmental Honors. Students in 360 and 370 will be expected to participate regularly in the departmental honors seminar. The seminar provides a forum for students conducting independent research to present their work to fellow students and faculty.

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**370 (1) (2) Senior Thesis**

*Prerequisite: 360.*

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## **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. Admission to Museum Seminars is by permission of the instructor. Call the instructor for the day and time of classes. For additional information, consult the department chair.

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**381 (1) Romantic Vistas: Nineteenth-Century Landscape Painting in America**

Concentration on the development of romantic landscape painting in America from Washington Allston to George Inness, including key figures such as Cole, Church, Heade, and Lane. Comparisons with eighteenth-century English and French landscapes. Consideration of the physical presentation of the paintings (framing, condition, installation). The seminar coincides with the exhibition of the paintings of Fitz Hugh Lane (Oct. 5-Dec. 31, 1988) and will draw heavily on the Museum's Karolik Collection.

*Carol Troyen, Associate Curator, Department of Paintings*

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**382 (1) The Funerary Archaeology of Ancient Egypt**

Nature and development of burial customs in Egypt. Archaeology of Egypt from the Prehistoric to Christian Period, highlighting the Museum's excavations and the special exhibition: "Mummies & Magic: The Funerary Arts of Ancient Egypt." Topics will include: tomb development, mummification, funerary mythology, mortuary practices, material culture and the history of archaeological excavations in Egypt. General overview of Egypt's history, art and religion.

*Peter Lacovara, Assistant Curator, Catharine Roehring, Research Assistant and Sue D'Auria, Consultant for "Mummies and Magic: The Funerary Arts of Ancient Egypt," Department of Egyptian and Near Eastern Art*

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**383 (2) Northern Baroque Paintings at the BMFA**

An in-depth examination of the MFA's holdings of Northern Baroque paintings, with discussion of specific problems and issues raised by the collection. The class will investigate some of the museum's greatest masterpieces, including works by Rembrandt, Hals, Ruisdael, Rubens, Jordaens and many other artists of first rank. *Limited to 12 students. Some general knowledge of 17th-century Dutch and Flemish art required.*

*Peter C. Sutton, Mrs. Russell W. Baker Curator of European Paintings, Department of Paintings*

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**394 (2) The Preservation and Scientific Examination of Works of Art**

History of materials and technology as related to art. Explanation of analytical techniques used for research and authentication. Outline of basic techniques for collections care. *Limited to 15 students. Juniors, seniors and graduate students with majors in fine arts preferred. Admission to Museum Seminars is by permission of the instructor.*

*Arthur Beale, Director, and other MFA staff, Research Laboratory*

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## **Cross-Listed Courses**

*For Credit*

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**Anthropology 308 (1)**

Seminar for Materials Research in Archaeology and Ethnology

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**Experimental 212 (2)**

The City in Modernity: Gaudi's Barcelona

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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)
- B. 204, 205, 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 (seventeenth and eighteenth centuries), Modern (nineteenth and twentieth centuries), non-Western Art. Among the three areas elected one must be either before 1400 A.D. or outside the tradition of Western European art.

Normally Art 223, 233, 254, 305 and 345 may not be used to meet this distribution requirement. Consult the department chair for exceptions to this practice. If approved by the department chair, courses elected at other institutions may be used to meet the distribution requirement.

No more than one unit of 350 credit may be counted towards the minimum major.

Although the department does not encourage over specialization 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 department chair as early in the first year or sophomore year as possible.

Students intending to major in History of Art should plan to take 204, 205, 209 or 213 in the sophomore or junior year.

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

A reading knowledge of German, French, or Italian, is strongly recommended. Graduate programs in the History of Art require degree candidates to pass exams in French and German, so these languages are particularly important for students considering graduate school.

Students intending to major in art history whose high school preparation does not include a thorough grounding in history should take History 200 and 201. They should also consult the Catalog carefully for other courses in history as well as in the literature, religion, philosophy, and music of the areas which particularly interest them.

Students interested in graduate study in the field of art conservation should consult with the department chair regarding requirements for entrance into conservation programs. Ordinarily college-level chemistry through organic should be elected, and a strong studio art background is required.

An Art minor (6 units) consists of:

(A) Art 100(1&2) or Art 215/216 and (B) 4 additional units above the 100 level with at least 2 at the 300 level; maximum 1 unit of 350. Of the 4 units above the 100/215/216 level, 3 shall, in the opinion of the student's faculty advisor, represent a coherent and integrated field of interest. Some examples are: Asian art, 19th/20th century art and architectural history. The fourth unit shall, in the case of students whose primary field is Western European or American art, be a course in non-Western or ancient art. In the case of students whose primary field of interest is ancient or non-Western art, the fourth unit shall be Western European or American art.

For the minor, at least four units of credit in Art History must be taken at Wellesley College.

The attention of students is called to the interdepartmental majors in Architecture, 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. *Limited enrollment, preference will be given to students majoring or intending to major or minor in Art/ Art History or Architecture. Seniors enrolled by permission of instructor only.*

*Mr. Swift, Ms. Black*

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#### 204 (1) 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 a purely technical nature requiring no artistic skill. *Prerequisite: 100 (1) and (2) or permission of the instructor.*

Ms. Spatz-Rabinowitz

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#### 205 (2) Materials and Techniques of Sculpture

A survey of significant techniques and materials relating to the history of sculpture from the classical to the modern period. Laboratory problems of a purely technical nature requiring no artistic skill. *Prerequisite: 100 (1) and (2) or permission of the instructor. Not offered in 1988-89.*

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#### 206 (2) 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. Ribner

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#### 207 (1) 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. *Prerequisite: 105 or 213 or permission of the instructor.*

Mr. Dorrien

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#### 208 (2) Photography II

The development of the student's personal photographic vision. Weekly critiques of students' on-going personal photography. Several classes and a semester-long study will be concerned with photographic technique and processes. Preference will be given to students majoring or intending to major in Art. *Limited enrollment, preference will be given to students majoring or intending to major or minor in Art/Art History or Architecture. Prerequisite: 108 or permission of the instructor.*

Mr. Swift

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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. Ribner (1), Mr. Gomez (2)

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#### 210 (1) 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 (1) Printmaking

Topic for 1988-89: Lithography. Methods of stone and aluminum plate lithography. Various techniques will be explored including drawing and painting on stones and plates, transfer drawing, photolithography and color printing. Emphasis on both image making and printing skills. Class limited to 14. Studio Fee. Topic for 1989-90: Intaglio. *Prerequisite: 105 or 209 or by permission of the instructor.*

Mr. Gomez

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#### 213 (1) (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 (1), Ms. Ribner (2)

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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 or permission of the instructor.*

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

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#### 307 (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. *Prerequisite: 207 or permission of the instructor.*

Mr. Dorrien

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### 315 (1) Problems in Advanced 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. Painting 315 and Painting 321 are complementary courses and may be taken in any order following the completion of Painting 218 or its equivalent.

Ms. Harvey

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### 316 (1) Life Drawing

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

Ms. Harvey

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

A course in which students explore solutions to a variety of conceptual and visual problems in several media. Each student will pursue an individual project throughout the semester as well as participate in assigned projects and weekly class discussions. All studio majors are encouraged to take this course; it is especially recommended as preparation for those who are contemplating an independent study project. *Prerequisite: either 206, 207, 316, 318, or permission of the instructor. Not offered in 1988-89.*

Ms. Harvey

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### 321 (2) Advanced Painting

Continuing problems in the formal elements of pictorial space, including both representational and abstract considerations. Emphasis will be given to the formulation of preliminary studies in a variety of media. Painting 318 & Painting 321 are complementary courses and may be taken in any order following the completion of Painting 218 or its equivalent.

Mr. Rayen

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### 322 (2) Advanced Printmaking

Topic for 1988-89: Continuing problems in printmaking with emphasis on lithography. Emphasis will be on development of personal imagery together with further exploration of technical mastery. Studio fee. *Prerequisite: 212.*

Ms. Kernan

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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 department chair.*

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### 360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors. Students in 360 and 370 will be expected to participate regularly in the departmental honors seminar. The seminar provides a forum for students conducting independent research to present their work to fellow students and faculty.

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### 370 (1) (2) Senior Thesis

*Prerequisite: 360.*

### 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 1988-89: Paper Arts. Including hand manufacture, bookbinding, marbling and other related topics. *Open to all students.*

Ms. Strickland

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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. All Studio majors are encouraged to take 317, especially those interested in independent study projects. Since the department believes in the importance of understanding the history of art, the attention of students is drawn to 224 and 219 (see History of Art).

A Studio art minor (6 units) consists of: (A) 105 and (B) 1 unit from 209, 210 or 213 and (C) 4 additional units from Studio art, including at least one at the 300 level (350 counts only in photography).

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 Introductory Drawing

1 semester of Art 209 Two-Dimensional Design

1 semester of Art 213 Three-dimensional Design

1 semester of Ancient, or Medieval, or Non-Western Art History

2 additional semesters of Grade II Art History  
2 semesters of Grade III Art History  
2 additional semesters of Grade II Studio Art  
2 semesters of Grade III Studio Art  
14 courses

The Combined Major in Art will require early planning, preferably in the first year.

## Astronomy

Professor: Birney<sup>A</sup>

Associate Professor: Bauer(Chair), French

Assistant Professor: Little-Marenin, 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. *Not open to students who have taken 110 or 111.*

*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, 110, or 111, or by permission of the instructor.*

*Ms. Benson*

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### 110 (2) Fundamentals of Astronomy

A survey of astronomy with emphasis on the underlying physical principles. The treatment of all topics will be more analytical and more quantitative than that provided in Astronomy 103. Two periods of lecture and discussion weekly. Laboratory in alternate weeks and unscheduled observations at the Observatory. Recommended for students intending to choose one of the sciences or mathematics as a major. *Not open to students who have already taken 103.*

*Ms. Little-Marenin*

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### 111 (2) Fundamentals of Astronomy

Identical to Astronomy 110 except that it will not include the laboratory. A term paper will be required. *Not open to students who have already taken 103.*

*Ms. Little-Marenin*

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### 206 (1) Basic Astronomical Techniques

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, 110, or 111, and 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.*

Ms. Bauer

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### 210 (1) Astrophysics I

The physical principles behind the analyses of stars, interstellar matter and galaxies. *Prerequisite: 103, 110, or 111, and Physics 108 or [200] taken previously or concurrently, or by permission of the instructor.*

Mr. French

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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. Not offered in 1988-1989. Offered in 1989-1990.*

Ms. Little-Marenin

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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: 210 and Physics 108 or [200]; permission of the instructor for interested students majoring in geology or physics. Offered in 1988-1989. Not offered in 1989-1990.*

Mr. French

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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].*

Mr. French

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### 349 (1) Selected Topics

Topics in previous years have included variable stars, galaxies, stars of special interest, and cosmic evolution. *Open by permission of the instructor. Not offered in 1988-1989.*

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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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### 360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

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### 370 (1) (2) Senior Thesis

*Prerequisite: 360*

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## Cross-Listed Courses

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### For Credit

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#### Mathematics 205 (1) (2)

Intermediate Calculus

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#### Physics 204 (1)

Modern Physics

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## Directions for Election

The following courses form the minimum major: 103 or 110, 206, 207, 210, 310, 310; Mathematics 205; Physics 204; one more Grade III course in Astronomy plus an additional Grade III course in Astronomy or Physics. Students intending to major in astronomy are encouraged to begin physics as soon as possible. These students should try to take 110 rather than 103. Extradepartmental 216, Physics 219, 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, German, or Spanish.

A minor in astrophysics (5 units) consists of: (A) 1 unit from 103, 110 or 111 and (B) 210 and 310 and (C) 2 additional 300 level units. A minor in observational astronomy (5 units) consists of: (A) 1 unit from 103, 110 or 111 and (B) 104, 206 and 207 and (C) 350.

See page 10 for a description of Whitin Observatory and its equipment.

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# Biological Chemistry

AN INTERDEPARTMENTAL MAJOR

Director: *Hicks*

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.

For students in the Classes of 1989-91 who have already taken Biology 111, in addition to two units of Biochemistry (228 and 328), the area of concentration must include the following units of Chemistry (114 [or 113] 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, 360, or 370); Physics (104 [105], 107 or [109]); and Mathematics (116, 120 or the equivalent). Students should be sure to satisfy the prerequisites for the Grade III courses in biology and chemistry.

Beginning with the Class of 1992 (and for students in the classes of 1989-91 who have not yet taken Biology 111), the major must include, in addition to two units of Biochemistry (228 and 328), the following units of Chemistry (114 [or 113] and 115 or 120, 211 and 231); Biology (110; 200; 205; at least one unit of 313, 314 with laboratory, 316 or 317; and one additional Grade III unit, excluding 350, 360 or 370); Physics (104 or 107); and Mathematics (116, 120 or equivalent).

This change in Directions for the Major causes Biology 111 to no longer be required for the major and requires two Grade III units in Biology, including at least one biochemically oriented Grade III unit with a scheduled laboratory. A recommended sequence of required courses would be: Year I, Chemistry 114 and Math or Physics; Chemistry 115 and Biology 110. Year II, Chemistry 211 and Biology 205; Biology 200 and Math or Physics. Year III, Chemistry 228 and 231; Chemistry 328 and Math. Year IV, Grade III Biology courses and Independent Study.

Please discuss your program with the Director as soon as possible.

# Biological Sciences

Professor: *Widmayer, Allen, Coyne, Webb<sup>2</sup>, Harris<sup>2</sup>*

Associate Professor: *Eichenbaum<sup>2</sup>, Smith (Chair)*

Assistant Professor: *Cameron, Blazar, Beltz, Darrou, Giffin, Peterman*

Laboratory Instructor: *Muise, Dermody, Hacopian, Hoult, Paul, Soltzberg, Thomas*

Unless otherwise noted, all courses meet for two periods of lecture, and one three-and-one-half hour laboratory session weekly. Seminars normally meet for one double period each week.

## 107 Biotechnology

This course focuses on industrial applications of recently developed biological techniques, primarily recombinant DNA. However, no prior knowledge of DNA (or biology) is expected, as all necessary background information will be discussed. Two lectures weekly, with a double period every other week for demonstration/discussion. Some hands-on experience in techniques related to recombinant DNA is included. This course fulfills group C distribution but does not meet laboratory science requirement. Not to be counted toward minimum major in Biological Sciences. *Open to all students. Formerly Technology Studies 207. Not offered in 1988-89.*

## 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 Alexandra Botanic Gardens, Hunnewell Arboretum and in the greenhouses. Not to be counted toward the minimum major in biological sciences. *Open to all students except those who have taken 111.*

*Mrs. Muise*

## 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 laboratory session every other week and a long-term nutrition study. Laboratories involve data collection using computers, physiological test equipment and limited animal dissection. Does not count toward the minimum major in Biological Sciences. *Open to all students except those who have taken 111.*

*Mrs. Coyne, Ms. Darrou, 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) Experimental Biology: The Analysis of Biological Systems

Introduction to central questions and concepts in selected areas of biology and demonstration of various experimental approaches. Topics include: evolution, ecological systems, and plant and animal structure and physiology. Consideration of the importance of biological science to historical and current world problems. Laboratories include a series of related projects in experimental biology. *Open to all students.*

*Mr. Eichenbaum, Mr. Cameron, Ms. Giffin, and 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 include enzyme kinetics, thermodynamics, membrane structure, immunology, intercellular communication, intracellular messengers, the photochemistry of photosynthesis and vision; normal and uncontrolled cell proliferation, cytoskeletons, irritability of cells. *Prerequisite: 110 and one unit of college chemistry.*

*Mrs. Coyne, Mr. Harris, Ms. Blazar*

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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, 108, 109 or permission of the instructor.*

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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, osmoregulatory, cardiovascular, respiratory, digestive, endocrine and muscle physiology. There will be some emphasis on comparative environmental physiology. The laboratory will be divided between anatomy and physiology. *Prerequisite: 109 or 111, or by permission of the instructor.*

*Mr. Cameron, Ms. Giffin*

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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 emphasis on the contribution of recombinant DNA methodology to recent understanding in molecular genetics. *Prerequisite: 110 or by permission of the instructor.*

*Mr. Webb, Mrs. Dermody, Mrs. Hoult*

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### 206 (1) Histology I: Microscopic Anatomy of Mammals

The structure and function of mammalian tissues, and their cells, using light microscopic, histochemical and electron microscopic techniques. Topics covered include the connective tissues, epithelia, nervous tissue, blood, lymphoid tissue and immunology, as well as others. Laboratory study includes direct experience with selected techniques, including tissue sectioning and electron microscopy. *Prerequisite: 110.*

*Mr. Smith*

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### 209 (2) 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.*

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### 210 (2) Marine Biology

The study of marine organisms in the context of their environment. This course will cover the biology of marine animals and plants and survival mechanisms in both coastal and oceanic environments. *Prerequisite: 111, or by permission of the instructor.*

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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: 111 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 111 or by permission of the instructor.*

*Ms. Beltz, Ms. Peterman*

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### 302 (2) Animal Physiology

The physiology of organ systems in vertebrates, with an emphasis on humans. The course will focus on recent findings in cardiovascular, respiratory, excretory, endocrine, sensory, neural and muscle physiology. Students gain experience in the use of various physiological measuring devices, including polygraphs, pressure transducers, stimulators, oscilloscopes and computers. *Prerequisite: 200, 203, or 213 or by permission of the instructor.*

*Mr. Cameron, Ms. Darrow*

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### 304 (2) Histology II: Human Microscopic Anatomy and Pathology

Analysis of structure: function relationships of human systems, based principally on microscopic techniques. Examination of structural changes caused by selected disease states in each system, as well as discussion of recent literature. Laboratory study includes tissue preparation for electron microscopy, as well as hands-on experience at the transmission electron microscope. *Prerequisite: 206.*

*Mr. Smith, Mr. Hacopian*

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### 305 (1) Seminar. Genetics

### 306 (2) Embryology and Developmental Biology: Principles of Neural Development

Aspects of nervous system development and how they relate to the development of the organism as a whole. Topics such as axon guidance, programmed cell death, trophic factors, molecular bases of neural development, synaptogenesis, transmitter plasticity, and the development of behavior will be discussed. Laboratory sessions will focus on a variety of methods used to define developing neural systems. *Prerequisite: 203 or 213 or 216 or by permission of the instructor.*

*Ms. Beltz*

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### 307 (2) Topics in Ecology

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### 312 (2) Seminar. Endocrinology

This course involves studying endocrine tissues at several levels of organization. The introductory section covers signal transduction in response to hormones at the cellular and biochemical level. The second section covers neuroendocrinology (the pituitary gland and its control by the brain) while the final section focuses on selected areas of endocrinology in which several systems (endocrine and nonendocrine) interrelate to control body function, such as reproduction; salt/water metabolism and blood pressure; calcium/phosphate metabolism and bone physiology; growth and development; carbohydrate, protein and lipid metabolism. *Prerequisite: 200 or permission of the instructor. 302 is recommended.*

*Mrs. Coyne*

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### 313 (1) Microbial Physiology and Biochemistry

The study of the chemical activities (cellular growth and its physiological basis, metabolic patterns, biochemical and molecular genetics, and the 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 (2) Topics in Microbiology

Topic for 1988-89: Host-Virus Interaction. This seminar will focus on Epstein-Barr Virus (EBV) and its relationship with man. Topics for discussion will cover the biology, immunology, and epidemiology of the virus. Mechanisms of cell transformation by EBV and the EBV associated proliferative diseases, Infectious Mononucleosis, Burkitt's Lymphoma, and Nasopharyngeal Carcinoma will be considered in detail. The class will study the relationship of EBV to the larger Herpesvirus family as well as other human and animal virus families. Emphasis will be placed on discussion and presentation of original research articles. *Prerequisite: 200, Chemistry 211 and by permission of the instructor.*

*Ms. Blazar*

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### 315 (1) Research in Neurobiology

Topic for 1988-89: Neural Systems and Behavior. This advanced course is designed to delve into current theories, controversies and research methods in the neurosciences. Meetings consist of one weekly double period seminar including presentation, criticism, and discussion of research journal articles.



Examination of a variety of neural systems (e.g., walking in the cat, swimming in the leech, orientation and navigation in birds and fish, animal communication, and invertebrate learning), analyzing the cellular components involved taking our studies from whole animal behaviors to the level of synaptic interactions. *Prerequisite: 213 or by permission of the instructor.*

Ms. Beltz

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### 316 (1) Molecular Biology

The practical applications of recombinant DNA techniques to the study of the control and organization of animal 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

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### 317 (2) Advanced Cellular Biochemistry and Physiology

An in-depth analysis of structure to function relationship in eukaryotic cells. Topics will include the cytoskeleton, microbodies, chloroplast, mitochondria, the endoplasmic reticulum, protein processing, lipid metabolism, the chemistry of vision. Laboratory work will concentrate on three topics: 1) Characterization of calf microtubules, 2) Analysis of cow erythrocytes, 3) Induction of metabolic pathways in squash seedlings. Techniques utilized involve electrophoresis, electron microscopy, column chromatography, nuclear magnetic resonance, isoelectric focusing, Western blotting. *Prerequisite: 200 and Chemistry 211.*

Mr. Harris

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### 330 (1) Seminar. Biological Clocks

Examination of the current state of knowledge of time-measurement in animal systems. Focus on circadian pacemakers in vertebrates: where they are located, how they function and how they coordinate seasonal physiological changes. Discussion of several invertebrate clocks, clock function at the cellular level and the study of oscillators *in vitro*. *Prerequisite: 203, 302 or 213 or by permission of the instructor.*

Ms. Darrow

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### 331 (2) Seminar

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### 332 (1) Advanced Topics in Psychobiology

Topic for 1988-89: From Molecules to Madness: The Neurochemistry of the Mind and Mental Illness. The first part of the course will survey the chemical and anatomical pathways of major neurotransmitter systems, with a focus on the biological mechanisms of psychoactive drugs. The second part of the course will focus on the neurochemical and neuropsychiatric bases of several well-known mental and neurologic disorders, including senile dementia (Alzheimer's disease), schizophrenia, mania, depression, Parkinson's and Huntington's diseases, and drug addiction. *Prerequisite: Biology/Psychobiology 213.*

Ms. Shedlack

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

Open to juniors and seniors by permission of instructor.

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### 360 (1) (2) Senior Thesis Research 1 or 2

By permission of the department. See p. 64, Departmental Honors. Students in 360 and 370 will be expected to participate regularly in the departmental honors seminar. The seminar provides a forum for students conducting independent research to present their work to fellow students and faculty.

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### 370 (1) (2) Senior Thesis

*Prerequisite: 360.*

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## Cross-Listed Courses

*Attention Called*

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### Chemistry 228 (1)

Structure and Function of Macromolecules

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### Chemistry 328 (2)

Chemical Aspects of Metabolism

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### Extrdepartmental 112 (2) (C)

Evolution: Change Through Time. *Not offered in 1988-89.*

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## Directions for Election

A major in Biological Sciences must include 110 and 111 or their equivalent, and at least three Grade II courses which must be taken at Wellesley. Students are advised to take both these Grade I courses as first year students and 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, 360 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. Chemistry courses 228, [323], [324], 328 and Biological Sciences 350, 360 and 370 do not count toward a minimum major in biology.

Courses 107, 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 and 109 as a laboratory science; 107 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.

A minor in biological sciences (5 units) consists of: (A) two 100 level units and (B) two 200 level units and (C) one 300 level unit, excluding 350. Students planning a minor should consult the Chair as soon as possible.

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 Ms. Hicks, 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.

First year students with advanced placement or with 110 or 111 exemptions wishing to enter upper level courses are advised to consult the chair or the instructor in the course in which they wish to enroll. Units given to students for advanced placement in biology do not count towards the minimum biology major at Wellesley.

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 in the Academic Program section of the College Bulletin.

# Black Studies

Professor: *Martin (Chair)*

Associate Professor: *Cudjoe*

Assistant Professor: *Brown-Collins,  
Howard-Matthews*

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## 105 (1) (B<sup>3</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. 72. *Open by permission to a limited number of first year student and sophomore applicants.*

### a. (2) (B<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. *Open to all students. Not offered in 1988-89.*

*Mr. Martin*

### b. (1) (A) 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. *Not offered in 1988-89.*

*Mr. Cudjoe*

### c. (2) (A) The Harlem Renaissance

Described variously as The Harlem Renaissance, The New Negro Movement, and Harlem's Golden Age, 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 usable 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.

*Mr. Cudjoe*

### d. (2) (B<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 1988-89.*

*Mr. Martin*

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## 200 (2) (B<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. Not offered in 1988-89.*

*Mr. Martin*

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## 201 (1) (A) 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.*

*Mr. Cudjoe*

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**202 (2) (B<sup>2</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 Philosophy 202.*

Mr. Menkiti

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**203 (2) Introduction to Afro-American Sociology**

Introduction to the development of institutions in the Black community from a sociological perspective. Discussion of the Black family, race, class, and power, social organization, race relations, educational issues, employment and the impact of religion.

Ms. Brown-Collins

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**205 (2) (B<sup>2</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.*

Ms. Howard-Matthews

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

An introductory survey of the political, social, economic and cultural development of Afro-Americans from their African origins to the present. *Open to all students.*

Mr. Martin

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**211 (2) (A) 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. Not offered in 1988-89.*

Mr. Menkiti

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**212 (2) (A) 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.*

Mr. Cudjoe

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**214 (2) (B<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 first year students by permission of the instructor.*

The Staff

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**215 (1) (B<sup>2</sup>) Introduction to Afro-American Politics**

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.*

Ms. Howard-Matthews

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**216 (1) (B<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. Not offered in 1988-89.*

Mr. Martin

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**217 (1) The Black Family**

An overview of the African-American family in sociological, psychological, economic, anthropological and historical perspectives. Examination of the complex interplay of self-definition and definition of the other among Black women, men and children within the context of their families. Exploration of changing sex roles among Black women and men.

Ms. Brown-Collins

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**221 (2) Public Policy and Afro-American Interests**

Analysis of Afro-American participation in the setting of public policy from an historical as well as theoretical perspective. Strategies and tactics used to influence public opinion, political parties and bureaucracy, and various explanations for the success and failure of the lobbying efforts of Afro-American organizations. Focus upon policy areas such as health, education, voting, military spending and foreign aid/investment.

*Ms. Howard-Matthews*

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**222 (1) (B<sup>1</sup>) 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.*

*The Staff*

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**223 (1) African Development Since 1940**

Survey of the African development experience emphasizing major development theories and strategies, explanations for the contemporary state of affairs and case studies, usually from Ghana, Ivory Coast, Kenya, Tanzania, Zambia, and Libya. Topics: colonial rule and nationalist struggles, class formation and policy making, party systems, sectoral performance and regional integration.

*Ms. Howard-Matthews*

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**225 (1) (B<sup>2</sup>) Introduction to Black Psychology**

Issues and perspectives in the study of the psychological development of Black people in America, past and present. Special consideration to such issues as: The African-American and European-American ethos, the nature of Black personality as affected by slavery and racism, psychological assessment, treatment and counseling techniques, and the relationships between psychological research and social policy in American research. *Open to all students.*

*Ms. Brown-Collins*

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**230 (2) (B<sup>2</sup>) The Black Woman in America**

Exploration of the characteristics, lifestyles, and reflective thought of Black women in the western hemisphere from a multi-disciplinary perspective. Readings from essays, novels, sociological studies, historical works, poetry and fiction; makes students aware of an on-going project concerned with Black women in the northeast and the south. *Open to all students.*

*Ms. Brown-Collins*

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**234 (2) (A) Introduction to West Indian Literature**

Survey of contemporary prose and poetry from the English-speaking West Indies. Special attention paid to the development of this literary tradition in a historical-cultural context and in light of the perspectives recent literary theories offer. Authors to include: V.S. Naipul, Derek Walcott, Wilson Harris, Jean Rhys, and others. *Open to all students.*

*Mr. Cudjoe*

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**266 (2) (A) 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. *Open to all students. Not offered in 1988-89.*

*The Staff*

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

*Not offered in 1988-89.*

*Mr. Cudjoe*

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**315 (2) Seminar. The Psychology of Prejudice and Racism**

Examination of the psychology of prejudice and racism as it exists in American society. Exploration of the causes, development, expressions and consequences of prejudice and racism through experiential exercises, readings, group projects and discussions. Students will be encouraged to gain personal insight into the nature of prejudice acquisition as well as to understand the theoretical complexity of its nature.

*Ms. Brown-Collins*

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**318 (2) Seminar. Women and the African Quest for Modernization and Liberation**

Comparative analysis of the role of women in the struggle for independence and drive for modernization in Africa and the diaspora. Emphasis on the struggle within struggle — the movement to achieve political and economic progress for Africa and its people and the struggle within that movement to address problems and issues that directly affect women. Exploration of women's participation in political movements in the United States and Africa.

*Ms. Howard-Matthews*

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### 319 (1) (B) 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 juniors and seniors and by special permission to sophomores.*

Mr. Martin

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### 335 (2) (A) Women Writers of the English-Speaking Caribbean

An examination of the women writers of the English-speaking Caribbean, their contexts and contributions to West Indian literature. Special attention shall be given to their contributions to contemporary feminist discourses. Readings include the writings of Rhys, Guy, Kincaid, Hodge, Nunez-Harrel, Allfrey, Shinebourne, Goodison and critical essays by these and other writers. This course will emphasize research techniques and independent projects. *Prerequisite: same as 319. Not open to students who have taken 235.*

Mr. Cudjoe

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### 340 (1) (B<sup>1</sup>) Seminar. Afro-American History

*Open to qualified juniors and seniors and by permission of the instructor to sophomores. Not offered in 1988-89.*

Mr. Martin

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### 344 (1) (B<sup>2</sup>) 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.*

The Staff

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### 345 (2) (B<sup>2</sup>) 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.*

The Staff

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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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### 360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

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### 370 (1) (2) Senior Thesis

*Prerequisite: 360.*

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## Cross-Listed Courses

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.

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### History 264 (1)

The History of Precolonial Africa

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### History 265 (2)

History of Modern Africa

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### Music 106 (1)

Afro-American Music

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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.

# Chemistry

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.

A minor in Black Studies (5 units) consists of: (A) 105 and (B) 4 additional units - at least three above the 100 level, of which at least one must be at the 300 level and (C) in keeping with the interdisciplinary nature of the department, at least one course must be taken from among those courses in the department that satisfy the distribution requirement in Groups A and B.

Professor: *Rock, Loeblin, Hicks, Kolodny (Chair), Coleman<sup>A</sup>*

Associate Professor: *Hearn<sup>A</sup>, Merritt, Haines*

Assistant Professor: *McGowan, Schneider<sup>A</sup>, Stanley<sup>A</sup>, Wolfson, Megehee, Switzer*

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

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 Chemistry 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.

Contact lenses may not be worn in any chemistry laboratories.

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## 101 (2) Contemporary Problems in Chemistry

Consideration of selected aspects of chemistry and related chemical concepts. *Open to all students except those who have taken any Grade 1 course in the department.*

*The Staff*

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

Consideration of selected aspects of chemistry and related chemical concepts. *Open to all students except those who have taken any Grade 1 course in the department.*

*The Staff*

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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 at least 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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#### 227 (2) Introduction to Biochemistry

A comprehensive overview of the structure of macromolecules, bioenergetics and metabolism. No laboratory. Three meetings per week. *Beginning with the Class of 1990 this course cannot be counted toward a minimum major in Chemistry. Prerequisite: 211.*

Ms. Wolfson

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#### 228 (1) Structure and Function of Macromolecules

A study of the chemistry of proteins, nucleic acids and other macromolecules with emphasis on structure-function relationships and methodology. *Prerequisite: 211 and 313 or Biological Sciences 200.*

Ms. Wolfson

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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 107.*

The Staff

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#### 241 (2) Inorganic Chemistry

Structure of atoms, periodic properties, bonding models for inorganic systems, chemistry of ionic compounds, non-metals, transition metal complexes, organometallic and bioinorganic chemistry. *Prerequisite: 313.*

Ms. Megehee

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#### 261 (1) 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 (2) Seminar

Each year an important topic will be studied from a variety of chemical perspectives. *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.*

The Staff

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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

*Not offered in 1988-89.*

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#### 319 (2) Selected Topics in Organic Chemistry

*Not offered in 1988-89.*



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### 328 (2) Chemical Aspects of Metabolism

An examination of reaction mechanisms, mechanism of enzyme and coenzyme action, interrelationships and regulation of metabolic pathways. *Prerequisite:* 228.

Ms. Hicks

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### 329 (1) Selected Topics in Biochemistry

*Not offered in 1988-89.*

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### 333 (2) Physical Chemistry II

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

The Staff

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### 339 (2) Selected Topics in Physical Chemistry

*Not offered in 1988-89.*

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### 349 (2) Selected Topics in Inorganic Chemistry

*Not offered in 1988-89.*

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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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### 360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors. Students in 360 and 370 will be expected to participate regularly in the departmental honors seminar. The seminar provides a forum for students conducting independent research to present their work to fellow students and faculty.

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### 363 (2) 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 instructor.

Ms. Merritt

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### 370 (1) (2) Senior Thesis

*Prerequisite:* 360.

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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.

A major in chemistry includes: Introductory Chemistry (113-115, or 114-115, or 120); 211, 231, 313, and 333; two of the three courses 228 (or 227 for the Class of 1989), 241 or 261; *either* (option 1) two additional units of chemistry at the Grade II or Grade III level, at least one of which must include laboratory or (option 2) one additional unit of chemistry at the Grade II or Grade III level and a Grade II unit of Physics with laboratory. Independent study courses (350, 360 and 370) may be counted as *one* of the additional requirements in option 1 and as the additional chemistry requirement in option 2. An independent study course which is predominantly a reading course cannot be used to satisfy the laboratory requirement of option 1. In addition, Mathematics 205 or Extradepartmental 216, and Physics 107 and 108 are required. The Mathematics and Physics courses may be counted toward a minor in those departments. Early completion of the Physics requirement is encouraged.

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.

All students majoring in chemistry are urged to develop proficiency in the use of one or more computer languages.

A minor in chemistry (5 units for 120 option, 6 units for 113/115 or 114/115 option) consists of: Introductory Chemistry 113/115 or 114/115 or 120; 211 and 231; a choice of 228 (or 227 for the class of 1989), 241 or 261; 1 additional 200 or 300 level unit, excluding 350. The mathematics and physics prerequisites for Chemistry 231 must also be satisfied. Normally no more than 1 unit in Chemistry from another institution may be counted toward the minor.

Students planning graduate work in chemistry or closely allied fields should strongly consider additional mathematics and physics courses.

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

Visiting Professor: *Ma*

Associate Professor: *Lam (Chair<sup>2</sup>)*

Assistant Professor: *Sung*

Lecturer: *Yao (Chair<sup>1</sup>), Hinton*

Teaching Assistant: *Sing*

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#### 101 (1-2) Elementary Spoken Chinese 2

Introduction to vernacular Mandarin Chinese. Pronunciation, sentence structure, and conversation. Two periods. 101 and 102 combined form the first year Chinese course. *No credit will be given for this course unless both semesters are completed satisfactorily. Open to all students with no background or no previous formal Chinese language training. Corequisite: 102.*

*Mrs. Yao, Mrs. Lam*

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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. Two periods with an additional period for small group activities to be arranged. 101 and 102 combined form the first-year Chinese course. *No credit will be given for this course unless both semesters are completed satisfactorily. Open to all students with no background or no previous formal Chinese language training. Corequisite: 101.*

*Mrs. Lam, Ms. Hinton*

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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. Exploration of a series of historical topics to explain why the Chinese Empire continued to exist for four millenia, and how Chinese philosophy developed in the direction of Maoist ideology. Classes in English. *Open to all students. Not offered in 1988-89.*

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#### 107 (2) China's Minority Cultures

An alternate course with Chinese 106. Focus is on cultural development among major minority groups living in China from the 7th to the 20th century, especially Tibetans, Uighurs and Mongols, their place

in modern China, and their relationship with the central government. Classes in English. *Open to all students.*

Mrs. Lam

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#### 141 (1) China on Film

West looks East through the camera's eye: a cinematic exploration of Western conception of twentieth-century China. 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. Course conducted in English. *Open to all students.*

Ms. Hinton

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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 chair.*

Ms. Hinton

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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 chair.*

Ms. Hinton

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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 an additional period for small group activities to be arranged. 201 and 202 combined form the second year Chinese course. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: 101 and 102 taken concurrently, or 152, and by permission of the instructor. Corequisite: 202.*

Ms. Sung, Mrs. Ma

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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. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: same as for 201. Corequisite: 201.*

Ms. Sung, Mrs. Ma

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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. Not offered in 1988-89.*

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#### 242 (1) Chinese Fiction in Translation

A survey of Chinese narrative literature from the medieval period to the present, including 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.*

Ms. Sung

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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: 201 and 202 taken concurrently or by permission of the instructor.*

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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, 275 or by permission of the instructor.*

Mrs. Ma

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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, 275 or by permission of the instructor.*

Mrs. Ma

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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 1988-89.*

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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 socioeconomic 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 1988-89.*

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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 1988-89: Chinese fiction. Readings and discussions in Chinese. *Prerequisite: 300 or 310 or by permission of the instructor.*

Ms. Sung

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### 330 (2) Literary Images of Women of Intellect, East and West, Eighteenth and Nineteenth Centuries

Comparative study of the attitudes toward women through analysis of eighteenth and nineteenth century novels of China, Russia, France, England and America. *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 Extra-departmental 330. Taught in English. Not offered in 1988-89.*

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### 349 (2) Seminar. Topics in Literary Chinese

Reading and discussion in Chinese of premodern literary writings. This course is conducted in Chinese. Topic will be changed every year so students can elect repeatedly. *Prerequisite: 310 or 311 or by permission of the instructor. Not offered in 1988-89.*

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

Open by permission to qualified students.

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### 360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

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### 370 (1) (2) Senior Thesis

*Prerequisite: 360.*

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## Directions for Election

Students who are interested in the area of Chinese have two 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. For category 2, please check the respective directions for election listed in the inter-departmental majors. The individual should consult the chair 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 or its alternative 107, 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 chair 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, strongly recommended for this, offered in this department and taught in English are Chinese 106, 107, 141, 241, 242 and 330.

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.

A minor in Chinese (5 units) must include 5 units from the following: 252, 275, 300, 310, 311, 312, 316, and 349.

## Chinese Studies

### AN INTERDEPARTMENTAL MAJOR

Directors: *Joseph, Lam*

The major in Chinese Studies is designed for students whose interests are in areas other than language or literature. It requires at least two years of Chinese language training and a minimum of four units from the non-language courses listed below, at least two of which must be from outside the Chinese Department.

#### Art 248 (1)

Chinese Art. *Not offered in 1988-89.*

#### Art 337 (2)

Seminar. Chinese Painting

#### Chinese 106 (1)

Introduction to Chinese Culture. In English. *Not offered in 1988-89.*

#### Chinese 107 (2)

China's Minority Cultures. In English

#### Chinese 141 (1)

China on Film. In English

#### Chinese 241 (2)

Chinese Poetry and Drama in Translation. In English. *Not offered in 1988-89.*

#### Chinese 242 (1)

Chinese Fiction in Translation. In English

#### Chinese 330 (2)

Literary Images of Women of Intellect, East and West, Eighteenth and Nineteenth Centuries. In English. *Not offered in 1988-89.*

#### Economics 218 (2)

The East Asian Economies. *Not offered in 1988-89.*

#### History 150b (1)

China in Outside Perspective

#### History 275 (1)

Late Imperial Chinese History

#### History 276

China in Revolution. *Not offered in 1988-89.*

#### History 345

Seminar. China's Current Reforms in Historical Perspective. *Not offered 1988-89.*

#### History 346 (1)

Seminar. China and America: The Evolution of a Troubled Relationship

#### Political Science 208 (2)

Politics of East Asia

#### Political Science 302 (2)

Communist Parties and Socialist Societies

#### Political Science 306 (1)

Seminar. Revolutions in the Modern World

#### Political Science 328 (2)

Seminar. Problems in East-West Relations

#### Religion 254 (2)

Chinese Thought and Religion. *Not offered in 1988-89.*

#### Religion 353

Seminar. Zen Buddhism. *Not offered in 1988-89.*

#### Religion 356

Seminar. Ideal Society in East Asian Religions. *Not offered in 1988-89.*

#### Women's Studies 250 (1)

Asian Women in America

# Classical Civilization

## AN INTERDEPARTMENTAL MAJOR

Director: *Starr*

Students who wish a Classical Civilization Major can plan with the Departments of Greek and Latin an appropriate sequence of courses, which might include work in art, history, philosophy, and literature. Such a program should always contain at least four units in the original language.

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### 100 (1) English Grammar and Vocabulary: The Classical Heritage

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. Not offered in 1988-89.*

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### 101 (2)(A) 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. *Open to all students.*

*Mr. Starr*

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### 104 (1)(A) 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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### 215 (2)(B) Gender and Society in Antiquity

Expectations about marriage and sexual roles. Legal aspects of hetero- and homosexual activity. *Open to all students.*

*Ms. Dougherty-Glenn*

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### 216 (2)(B) Literature and Society in the Age of the Emperor Augustus

The transformation of the Roman Republic into the Roman Empire; the aristocracy; its role in the new Empire and its views of Augustus; the functions of literature in early Imperial Rome, including imperial patronage and its effects, literary propaganda and

literary resistance, the public and the private spheres of both writers and their audiences. *Open to all students. Not offered in 1988-89.*

*The Staff*

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### 232 (2) The Bay of Naples

The Roman life of luxury at ancient Italy's loveliest and most notorious pleasure spot; the interplay of the Roman conceptions of leisure, decadence, and culture and their manifestation in the rich villas and cities buried by the eruption of Mount Vesuvius. Extensive selections in translation from a wide variety of ancient poets and prose-writers; some study of the artistic and archaeological evidence. *Open to all students.*

*Mr. Colaizzi*

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### 243 (1)(B) Roman Law

Ancient Roman civil law; its early development, codification, and continuing alteration; its historical and social context (property, family, slavery); its influence on other legal systems. *Open to all students.*

*Mr. Starr*

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### 245 (1) (B) Roman Slavery

Ancient Roman slavery in its social and historical setting. The role of slavery in Roman society and the Roman economy. Sources of slaves: home-born slaves, the slave trade, military conquest, the question of slave-breeding. Slave-owners and their attitudes towards slaves and slavery. The treatment, lives, and occupations of slaves, from miners to educators. The lives and legal and social positions of freed slaves. *Open to all students. Not offered in 1988-89.*

*Mr. Starr*

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### 246 (2)(B) 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. Not offered in 1988-89.*

*The Staff*

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### 252 (2)(B) Roman Women

The role of women in Roman society, legend, and religion; the influence of ancient values on present-day attitudes. Readings from historical, medical, legal and religious documents; consideration of archaeo-

logical materials, sculpture, and coins. Comparison of relevant materials from other periods and cultures. *Open to all students. Not offered in 1988-89.*

*Miss Geffeken*

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### 305 (1)(A) Ancient Epic

Close reading in translation of the epic poems of Homer, Apollonius of Rhodes, Vergil, Ovid, and Lucan. Development of the genre from its roots in the oral culture of early Greece to its more literary form in the Hellenistic and Roman periods. Conventions and narrative techniques; use of mythic and contemporary/historical materials; role of the hero and the gods; interaction between individual poetic artistry and the traditional expectations of the genre. *Prerequisite: 101 or 104 or any literature course in English or a foreign language or by permission of the instructor.*

*Ms. Dougherty-Glenn*

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### 310 (2)(A) Greek Drama in Translation

Intensive study, in English translation, of tragedies by Aeschylus, Sophocles, and Euripides and comedies by Aristophanes and Menander. 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; the reflection of contemporary social and political issues in drama. *Prerequisite: 101 or 104 or any literature course in English or a foreign language or by permission of the instructor.*

*Mrs. Lefkowitz*

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### 326 (1)(B) The Ancient City

The ancient city as the characteristic social unit of the Graeco-Roman world and precursor of the modern city. The organization of cities; city planning, architecture, and social structure; the status of gender in the Athenian and Roman empires; the contribution of cities to the dissemination of Greek and Roman civilization. Focus on Athens, Rome, and Jerusalem. *Prerequisite: History 229, 230, or by permission of the instructor.*

*Mr. Rogers*

The selections listed below are available for majors in Classical Civilization:

#### Art 100 (1-2)

Introductory Course 1 or 2

#### Art 200 (1)

Classical Art

#### Art 201 (2)

Egyptian Art. *Not offered in 1988-89.*

#### Art 334 (2)

Seminar. Archaeological Method and Theory

#### History 200 (1)

The Making of the West

#### History 229

Alexander the Great: Psychopath or Philosopher King? *Not offered in 1988-89.*

#### History 230

Greek History from the Bronze Age to the Death of Philip II of Macedon. *Not offered in 1988-89.*

#### History 231 (2)

History of Rome

#### Philosophy 101 (1) (2)

Introduction to Philosophy: Plato and Aristotle

#### Philosophy 311 (1)

Plato

#### Philosophy 312 (1)

Aristotle. *Not offered in 1988-89.*

#### Religion 104 (1) (2)

Introduction to the Hebrew Bible/Old Testament

#### Religion 105 (1) (2)

Introduction to the New Testament

#### Religion 203

The Ancient Near East. *Not offered in 1988-89.*

#### Religion 210 (1)

The Gospels

#### Religion 212 (2)

Paul: The Controversies of an Apostle. *Not offered in 1988-89.*

#### Religion 242

Rabbis, Romans and Archaeology. *Not offered in 1988-89.*

#### Religion 298 (1)

New Testament Greek

# 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. 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, and take both Greek and Roman history as well as Greek and Roman art. Students who concentrate on the ancient Near East must have an elementary knowledge of one ancient Near Eastern language (attention is called to the Brandeis exchange program) and take Anthropology 242 which details the emergence of early urban societies in the Near East, Religion 203 which traces their later history, and Egyptian Art (Art 201).

Students should plan for at least one summer of excavation and/or travel. Scholarship aid for this travel is available from the Stecher Fund for qualified students.

# Cognitive Science

AN INTERDEPARTMENTAL MAJOR

Director: *Lucas<sup>A</sup>, Levitt (Acting Director)*

A major in Cognitive Science is designed to provide students with the breadth necessary for an interdisciplinary approach to the study of the mind, as well as with substantive training in one of the component disciplines (Psychology, Artificial Intelligence, Linguistics, or Philosophy).

Students majoring in cognitive science must take three of the following four courses, although it is strongly recommended that all four courses be taken. In choosing courses students should be aware of prerequisites for core and concentration courses.

**Computer Science 111 (1) (2)**  
Introduction to Computer Science

**Psychology 101 (1) (2)**  
Introduction to Psychology

**Philosophy 215 (1) (2)**  
Philosophy of Mind

**Language Studies 114 (1)**  
Introduction to Linguistics

In addition, students must take the following three courses:

**Computer Science 230 (1) (2)**  
Data Structures

**Psychology 217 (1)**  
Memory and Cognition

**Psychology 330**  
Seminar. Cognitive Science. *Not offered in 1988-89.*

The student must also design a concentration for the major that involves a minimum of four courses, one of which must be at the 300 level. In designing concentrations, students may choose from the following list of electives:

**Computer Science 231 (1)**  
Fundamental Algorithms

**Computer Science 232 (2)**  
Artificial Intelligence

**Computer Science 235 (2)**  
Languages and Automata

**Computer Science 249 (1)**  
The Theory of Programming Languages

**Computer Science 305 (1)**  
Theory of Algorithms



**Computer Science 310**  
Mathematical Foundations of Computer Science. *Not offered in 1988-89.*

**Computer Science 332 (1)**  
Topics in Artificial Intelligence

**Computer Science 349**  
Topics in Computer Science. *Not offered in 1988-89.*

**Language Studies 244**  
Language Form and Meaning. *Not offered in 1988-89.*

**Language Studies 312 (2)**  
Bilingualism: An Exploration of Language, Mind and Culture

**Language Studies 322**  
Child Language Acquisition. *Not offered in 1988-89.*

**Philosophy 207 (1)**  
Philosophy of Language

**Philosophy 216 (1) (2)**  
Logic

**Philosophy 314 (2)**  
Topics in the Theory of Knowledge

**Philosophy 345**  
Philosophy in the Human Sciences. *Not offered in 1988-89.*

**Philosophy 349 (2)**  
Consciousness and Computation

(Note: The topics taught in Philosophy 314, 345 and 349 and in Computer Science 349 change from year to year and will not always be relevant to a cognitive science major. Students should consult with their advisors before including these courses in their concentrations.)

**Psychology 205 (1) (2)**  
Statistics

**Psychology 213 (1)**  
Introduction to Psychobiology

**Psychology 214R (2)**  
Experimental Research Methods

**Psychology 216**  
Psychology of Language. *Not offered in 1988-89.*

**Psychology 218 (2)**  
Sensation and Perception

**Psychology 318 (2)**  
Seminar. Brain and Behavior

**Psychology 319 (1)**  
Seminar. Psychobiology

**Psychology 335 (1)**  
Seminar. Experimental Psychology: Perception and the Natural World

# Computer Science

Associate Professor: *Shull (Chair)*

Assistant Professor: *Herskovits, Khuri, Long, Wright<sup>P</sup>*

Lecturer: *Baldwin<sup>P</sup>, Lonske<sup>P</sup>*

Teaching Assistant: *Klug*

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## 110 (2) Computers and Programming

A broad introduction to computers and the art of programming.

Students will learn a high-level programming language, and ways to solve problems and implement solutions on a computer. *Open to all students. No prior background with computers or mathematics is expected. This course does not count toward the Group C distribution requirement. Students planning to take more advanced computer science courses should take 111, not 110.*

*Mr. Baldwin*

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## 111 (1) (2) Introduction to Computer Science

Introduction to the science of problem-solving and programming. Emphasis is on techniques of algorithm development and programming style. A high-level, block-structured computer programming language is used as a vehicle for that purpose. Topics include: top-down design and stepwise refinement techniques, some searching and sorting algorithms, numerical examples, and business applications involving data manipulation. Students will also be required to complete a term project of reasonable complexity. *Open to all students. PASCAL will be taught in 1988-89. Required of 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.*

*Mr. Long, Ms. Lonske, Mr. Khuri, Mr. Baldwin*

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## 120 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, uses of advanced language facilities (files, subroutines), simulations and models, management of large programs and data structure design. *Prerequisite: 110/111 or by permission of the instructor. 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 CS110. This course does not count toward the group C distribution requirement. Not offered in 1988-89.*

*Mr. Baldwin*

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## 230 (1) (2) Data Structures

An introduction to the theory and applications of data structuring techniques. Topics include: internal data representations, abstract data types, stacks, recursion, queues, list structures, hashing, trees, and graphs; algorithms for searching and sorting, and methods for determining their efficiency. *Prerequisite: 111 or by permission of the instructor.*

*Ms. Lonske, Mr. Long*

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## 231 (1) Fundamental Algorithms

An introduction to the design and implementation of fundamental algorithms. Divide-and-conquer, greedy, dynamic programming and backtracking algorithms are covered. Topics include: sorting and searching, graph algorithms and NP-completeness. *Prerequisite: 230.*

*Mr. Khuri*

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## 232 (2) Artificial Intelligence

An introduction to the basic problems and methods of artificial intelligence. To provide a basis for a realistic and concrete understanding of the field, the first part of the course will be a study of the artificial intelligence language LISP. Topics considered in the second part will include knowledge representation, problem solving, logic and deduction, vision, natural language, and planning or expert systems. *Prerequisite: 230 or by permission of the instructor.*

*Ms. Herskovits*

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## 235 (2) Languages and Automata

An introduction to the concepts of languages and automata. Topics include languages, regular expressions, finite automata, grammars, pushdown automata and Turing machines. *Prerequisite: 230, Mathematics 225 (may be concurrent registration).*

*Mr. Khuri*

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## 240 (1) Introduction to Machine Organization

An introduction to machine organization and assembly language programming. Topics include an overview of computer organization, introduction to digital logic and microprogramming, the conventional machine level and assembly language programming, and

introduction to operating systems. *Prerequisite: 230. Not open to students who have taken 240 prior to spring 1988.*

Mr. Shull

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### 241 (2) Operating Systems

A survey of operating systems and computer systems architecture. Topics include device management, file systems, multiprocess environments, and memory management. Additional topics as time permits. *Prerequisite: 230.*

Mr. Wright

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### 249 (1) Topics in Computer Science

Topic for 1988: The Theory of Programming Languages. An introduction to the theory of the design and implementation of contemporary programming languages. Topics include the study of programming language syntax, comparison of different types of language processors, study of language representations, and comparison of different language styles, including procedural, functional, object oriented, and logic programming languages. *Prerequisite: 230.*

Mr. Long

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### 301 (2) Compiler Design

A survey of the techniques used in the implementation of programming language translators. Topics include lexical analysis, the theory of parsing and automatic parser generators, semantic analysis, code generation, and optimization techniques. *Prerequisite: 235 (may be concurrent registration), 240.*

Mr. Long

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### 304 (1) Database Systems

An introduction to the principles of database systems. Topics include: file organization; 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.*

Mr. Wright

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### 305 (1) Theory of Algorithms

A survey of topics in the analysis of algorithms and in theoretical computer science. Emphasis is placed on asymptotic analysis of the time and space complexity of algorithms. Topics will include fast algorithms for combinatorial problems, introduction to complexity theory and the theory of NP-complete problems. *Prerequisite: 231, Mathematics 225.*

Mr. Khuri

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### 307 Introduction to 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 transformations, raster graphics techniques such as line drawing and filling algorithms. *Prerequisite: 231. Not offered 1988-89.*

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### 310 Mathematical Foundations of Computer Science

A survey of topics in mathematical theory of computation. Topics include: Turing machines (including nondeterministic and universal machines), recursive function theory, Church's thesis, the halting problem and propositional calculus. *Prerequisite: 235, Mathematics 225. Not offered 1988-89.*

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### 332 (1) Topics in Artificial Intelligence

A study of selected research areas of artificial intelligence, with a strong emphasis on the development of AI programming techniques. Topics will include some of the following: deductive information retrieval, planning, frame systems, parsing with augmented transition nets, language comprehension, production systems. Course requirements include a substantial programming project. *Prerequisite: 232.*

Ms. Herskovits

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### 340 (2) Computer Architecture

An examination of computer hardware organization. Topics include: architecture of digital systems (gates, registers, combinatorial and sequential networks), fundamental building blocks of digital computers, control logic, microprogramming, microprocessor, pipelined and multiprocessor systems and new technologies. The course includes one three hour digital laboratory appointment weekly. *Prerequisite: 240. Not open to students who have taken 260.*

Mr. Shull

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### 349 Topics in Computer Science

A seminar on some advanced topic in computer science (to be determined by program needs and staff interests). *Open to seniors and qualified juniors majoring in Computer Science and by permission of the instructor. Not offered in 1988-89.*

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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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### 360 (1)(2) Senior Thesis Research 1 or 2

By permission of the department. See p. 64, Departmental Honors.

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370 (1)(2) Senior Thesis

Prerequisite: 360

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## Cross-Listed Course

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Attention Called

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Physics 219 (2)

Modern Electronics Laboratory

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## Directions for Election

For students in the Class of 1989 and 1990 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 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.

Beginning with the Class of 1991, a computer science major must include 230, 231, 235, 240, two Grade III courses other than 350 or 370, and at least two additional computer science courses. At most one unit of Grade I work (excluding 110) may be counted as part of the required eight courses. Computer related courses at MIT used to meet the eight course requirement must be approved *in advance* 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 are encouraged to complete the Grade II level requirements as early in the major as possible.

The computer science minor is recommended for students whose primary interests lie elsewhere, but who wish to obtain a fundamental understanding of computer science. The minor consists of Computer Science 111, 230, at least two units from 231, 235, or 240, and at least one Grade III level computer science course.

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 one or more of Computer Science 305, 310 or Mathematics 305. In addition, students who are planning either graduate work or technical research work are further encouraged to obtain laboratory experience by electing one or more of Computer Science 301, 340, 350/370 or appropriate courses at MIT.

# Economics

Professor: *Bell, Case, Goldman, Morrison, Witte*  
Associate Professor: *Lindauer<sup>R</sup>, Matthaer<sup>AS</sup>, Nichols (Chair)*  
Assistant Professor: *Andrews, Carey, Joyce, Kiray, Mukerjee, Norton*  
Instructor: *McClain, Seitchik*  
Lecturer: *Gough*

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## 101 (1) (2) Survey of Modern Economics – Microeconomics

## 102 (1) (2) Survey of Modern Economics – Macroeconomics

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: for example, Mrs. Bell's section will emphasize the open economy. 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. Three sections in the first semester and two sections in the second semester. One section in the fall semester, 201M, 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.*

*Ms. McClain, Mr. Morrison, Ms. Mukerjee, 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 in the fall and three in the spring. In the spring semester, one section (202M) will require Mathematics 115 (or the equivalent) and will be mathematics intensive in the exposition of the material and in required work. *Prerequisite: 101 and 102.*

*Mr. Andrews, Ms. Kiray*

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## 204 (1) U.S. 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. One section in the first semester, 211B, will cover much the same material as 211. However, it will include greater use of graphics and will allow the student to work extensively both on personal computers and the Wellesley mainframe. *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.*

*Mr. Case, Ms. Carey, Mr. Morrison, Mr. Norton, Ms. Witte*

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**212 (2) Financial Accounting and Managerial Economics**

Financial accounting: techniques of balance sheet and income statement construction. Managerial decisions: accounting techniques for planning investment, production, and pricing (microeconomics at work). Current policy issues: investment tax credit, accounting for inflation, cash flow and financial resources. Not open to students who have taken accounting at another institution. *Prerequisite: 101 and 102.*

*Mrs. Bell*

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**213 (2) Applied Statistics**

Application of econometrics to real world problems. Begins with multiple regression model. Consideration of violations of model assumptions and various manipulations of variables (binary variables, nonlinear and lagged relationships). Development of methods for estimating simultaneous equations such as supply and demand. This course is an applied continuation of statistics and econometrics; it does not require matrix algebra, but will make extensive use of computers. *Prerequisites: 101 or 102 and 211 or 211 (computers).*

*Ms. Witte*

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**214 (2) International Economics**

An introduction to international economics in theory and practice. Major emphasis on macroeconomic issues and international finance. Topics to be covered include the gains from trade, foreign exchange markets, balance of payments analysis, international capital flows and international financial institutions. *Prerequisites: 101 and 102.*

*Ms. Carey*

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**216 (1) 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 sciences. *Prerequisite: 101, 102, and Mathematics 115. Not offered in 1988-89.*

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**217 (1) 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. Additionally listed in the mathematics department. *Prerequisite: 201 or 202 and Mathematics 205, or by permission of the instructor. Not offered 1988-89.*

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**218 (2) The East Asian Economies**

Analysis of the past two decades of economic growth in China, Japan, Korea and Taiwan. Special attention paid to the roles of agriculture and industry, trade policy, and planning versus the market place. Other topics include domestic savings behavior, foreign aid, technology transfer, labor market institutions and women in the economy. The course emphasizes lessons for economic growth provided by East Asian experience as well as the major issues currently confronting these economies. *Prerequisite: 101 and 102, or by permission of instructors. Not offered in 1988-89.*

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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.*

*Ms. Mukerjee*

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**225 (2) Urban Economics**

Analyses of 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.*

*Mr. Case*

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**229 (1) 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. Not offered in 1988-89.*

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**230 (2) Contemporary Economic Issues**

A course applying introductory macro- and micro-economic analysis to problems of current policy. Topic for 1987-88: Income, Poverty and Economic Justice. Consideration of the policy issues involved in the distribution of income, the definition of the "truly needy," and welfare reform. Study of sources of empirical data and their use. Evaluation of current proposals to promote economic justice. *Prerequisite: 101 and 102. Not offered in 1988-89.*

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**234 (1) Government Policy: Its Effect on the Marketplace**

The United States government imposes regulations on selected markets, restricts competition, corrects market failure, intervenes in the marketplace. These government actions in the American economy will be analyzed using microeconomic tools with primary emphasis on antitrust policy, direct regulation, quality and safety control regulation, and labor law. Industry studies will provide a basis for empirical examination of the historical consequences of regulation and deregulation in selected markets. *Prerequisite: 101.*

Mr. Andrews

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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. Not offered in 1988-89.*

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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. and in selected other countries. Evaluation of social policies to achieve sexual equality from an economic standpoint. *Prerequisite: 101.*

Ms. Matthaei

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**249 (2) 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, or by permission of the instructor.*

Mr. Norton

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**301 (1) 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 or 202.*

Mr. Goldman

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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.*

Mr. Case

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**313 (2) 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 (1) International Trade Theory**

Theory of international trade. Review of mercantilism, comparative advantage and the factor endowment model. Analysis of trade restrictions, such as tariffs and quotas and of the political economy of protectionism. Other topics include: economic integration and the impact of trade on growth. *Prerequisite: 201 and 211.*

Ms. Carey

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**315 (1) 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.*

*Ms. Matthaei*

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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.*

*Ms. McClain*

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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 (2) Seminar. 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.*

*Mr. Seitchik*

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### 330 (1) Seminar. Macroeconomic Modeling

Focuses 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 1988-89.*

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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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### 333 (1) Seminar. International Debt and International Finance

Consideration of the way in which debt is accumulated and used in less developed economies. Exploration of the role of private banks and public sector creditors. Debtor and creditor reactions to failures to pay considered. Contrasting experience of countries which have met their debt obligations, e.g., Korea and Romania, and those which have not, e.g., Brazil and Poland. Policies and actions of the International Monetary Fund and the World Bank investigated. *Prerequisite: 201 or 202.*

*Ms. Witte*

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### 334 (1) Seminar. Business Cycles

Evaluation of different economic theories of the business cycle. Analysis of the fundamental characteristics of the American business cycle since 1900, and of traditional and unique factors that contribute to turning points in the cycle. Empirical work through student papers to document past cycles and to forecast the current American business expansion. *Prerequisite: 202 and 211.*

*Mr. Gough*

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### 335 (2) 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. *Prerequisite:* 201 and 202. *Not offered in 1988-89.*

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### 336 (2) 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. *Not offered in 1988-89.*

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### 337 (2) The Art of Economic Persuasion

Students will learn about types and styles of economic argument, e.g., mathematical, conceptual, and empirical arguments. They will probe the reasons that make an economic argument effective or ineffective. Students will study the rhetoric in a particular article or in the writing of a famous economist. These writings can be in both macro and microeconomics. The general objective is that the students develop their skills in economic argumentation and thus become better economists. *Prerequisite:* 201 or 202. *Not offered in 1988-89.*

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### 343 (2) Race and the Market

This course investigates the role of race in the development of market economies: the ways in which racial stratification is similar to, and different from, class and caste distinctions in shaping the operation of markets; the role of racial marginalization and stratification in economic development; experiences of racial minority groups in North America, South Asia, and East Africa will provide cases of the impact of market development on a group's economic prospects. Readings will draw on economic theory, economic anthropology, political theory, and economic history. *Prerequisite:* 201, or by permission of instructor. *Not offered in 1988-89.*

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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. 350 students will be expected to participate in the Economic Research Seminar (see 360).

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### 360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors. Students writing a senior thesis will be expected to participate regularly throughout the 360 and 370 in the Economic Research Seminar. This weekly seminar provides a forum for students conducting independent research to present their work to fellow students and faculty.

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### 370 (1) (2) Senior Thesis

*Prerequisite:* 360.

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## Directions for Election

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 specific procedures by which business enterprises are managed, it examines a broad range of institutions and focuses on their interactions.

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.

An economics major must include 101, 102, 201, 202, 211, two 300-level courses, and at least one other course. The department discourages a minimum major with only two Grade III courses. 201, 202, and 211 should be taken at Wellesley; permission to take these courses elsewhere must be obtained in advance from the department chair. Also, an economics major must take more than half of her Grade III economics units at Wellesley; permission for an exception must be obtained in advance from the chair.

Choosing courses to complete the major requires careful thought. All majors should choose an advisor and consult him/her regularly. Students are also advised to consult the Department Handbook, which deals with a variety of topics including preparation in mathematics, desirable courses for those interested in graduate study in economics, and complementary courses outside economics.

The economics minor 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 minor consists of: (A) 101 and 102 and (B) 211 and (C) 2 additional 200 level units, excluding 201 and 202.

The plan for this option should be carefully prepared; a student wishing to add the economics minor to the major in another field should consult a faculty advisor in economics.

Students are urged to supplement their program in economics with courses from many other disciplines in the liberal arts.

## Education

Associate Professor: *Brenzel*<sup>A</sup>

Assistant Professor: *Beatty (Chair), Eisenmann<sup>P</sup>, Hawes<sup>P</sup>*

Associate in Education: *Andrew, Dollase, Hayes, November, Plati, White*

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### 102 (1) (B) 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. Not offered in 1988-89.*

*Mr. Hawes*

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### 202 (2) (B<sup>2</sup>) 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. Not offered in 1988-89.*

*Ms. Leonard*

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### 206 (2) (B<sup>1,2</sup>) 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. Eisenmann*

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### 212 (1) (B<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 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 examining the frequently conflicting purposes of American 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 state requirements for teacher certification. *Open to all students.*

*Ms. Eisenmann*

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### 214 (2) (B<sup>1-2</sup>) Youth, Culture, 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. Not offered in 1988-89.*

*Ms. Brenzel*

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### 216 (2) (B<sup>2</sup>) 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 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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### 220 (1) (2) Observation and Fieldwork

Observation and fieldwork in educational settings. This course completes the requirement of at least three documented introductory field experiences of satisfactory quality and duration necessary for teacher certification. Arrangements may be made for observation and tutoring in various types of educational programs; at least one urban field experience is strongly recommended. Students should discuss their plans for fieldwork with a member of the department and must apply for admission to this course in the semester before it is taken. Open only to students who plan to student teach and by permission of the instructor. *Prerequisite: 102, 212, and 300. Mandatory credit noncredit.*

*Mr. Hawes*

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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 curriculum development, 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.*

*Mr. Hawes*

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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 and Mr. Hawes*

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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.*

*Ms. Beatty, Mr. Hawes, and Staff*

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### 305 (1-2) Interdisciplinary Seminar in Mathematics and Science for Secondary School

This special seminar, which meets every other week for the entire year, will examine key ideas in the natural sciences and mathematics, and how these ideas should shape secondary school teaching activities. Secondary school teachers will be participants in the seminar along with Wellesley College students. Members of the College's science departments will participate as guest lecturers. The impact of technology on education and the technological tools used in

education will be considered also. *One unit of credit will be awarded after successful completion of both semesters. By permission of instructor. Not offered in 1988-89.*

Mr. Hawes

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### 307 (2) (B<sup>2</sup>) 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 1988-89.*

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### 308 (1-2) Seminar. Foreign Language Methodology

A course in the pedagogical methods of foreign languages intended to apply to any foreign language; emphasizes the interdependence of the four language skills — listening, speaking, reading, writing; introduces students to a theoretical study of linguistic and psychological issues necessary to evaluate new ways of presenting language material. This special seminar, which meets every other week for the entire year, will focus on selected texts and readings on the methodology of foreign-language teaching. Secondary school teachers will participate in the seminar along with Wellesley College students, and there will be frequent guest lecturers as well. *One unit of credit will be awarded after successful completion of both semesters. By permission of instructor. Not offered in 1988-89.*

Ms. Renjilian-Burgy

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### 312 (1) (B<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 children and families of differing social, economic, racial, and ethnic backgrounds. *Open to juniors and seniors without prerequisite.*

Ms. Beatty

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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 or 212 or 216, 300, 302 and 303; Psychology 207 or 208 or MIT 9.90.

Recommended:

Education 202 or 307; Psychology 212, 217, 219, and particularly 248; Black Studies 105.

The Commonwealth requires that three courses taken prior to student teaching include field experience. The department has arranged field experiences that students may take in conjunction with three groups of courses: Education 102 or 212 or 216; Psychology 207 or 208 or MIT 9.90; and Education 300. Students who plan to student teach may register for Education 220, a field work course which credits these field experiences, and which may be taken with permission of the department spring semester of the junior year or fall or spring semester of the senior year. 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 the sophomore year.

Certification in Massachusetts is recognized by many other states.

A minor for students seeking teacher certification (5 units) consists of: (A) 102 or 212 or 216 and (B) 220 and (C) 300, 302 and 303. A minor for students not seeking teacher certification (5 units) consists of: (A) 4 units from the following: 102, 206, 212, 214, and 216 and (B) any 300 level non-practicum unit.

# English

Professor: *Ferry, Garis<sup>A2</sup>, Finkelppearl, Craig, Gold, Bidart, Sabin<sup>A2</sup>, Cain*

Associate Professor: *Harman (Chair), Peltason<sup>A2</sup>, Tyler, Rosenwald*

Assistant Professor: *Shetley, Lynch, Sides<sup>A</sup>, Strong<sup>P</sup>, Williams, Levine, Reinert, Webb*

Instructor: *Meyer*

Lecturer: *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 first 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 nonmajors.*

*Mr. Shetley*

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## 125 (1) (2)

This course satisfies the college-wide writing requirement. 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 Ms. Stubbs or their class dean.

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## 127 (2) Modern Drama

An introduction to the theory and practice of European drama from Ibsen to the present. Major authors: Ibsen, Brecht, Beckett, Artaud, Ionesco, Weiss, Handke. *Open to all students.*

*Mr. Rosenwald*

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## 150 (1) Colloquium

For directions for applying see p. 72. *Open by permission to a limited number of first year students and sophomore applicants.*

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## Three Generations of Modern American Women Poets

Women poets studied in three contrasting contemporary pairs: Edna St. Vincent Millay and Marianne Moore; Elizabeth Bishop and Gwendolyn Brooks; Adrienne Rich and Sylvia Plath. Also some study of others: Louise Bogan, Anne Sexton. Work on the relationship of feeling and form.

*Miss Craig*

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## 200 (1) (2) Intermediate Expository Writing

Practice in writing and revising expository essays. Frequent class discussion of work in progress, emphasizing the process of developing ideas and refining them in words on paper. Assigned readings, fiction and non-fiction, provide texts for a variety of writing assignments. May be elected by transfer and Continuing Education students to satisfy the writing requirement. *Mandatory credit/noncredit.*

*Mrs. Stubbs*

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## 201 (2) The Critical Essay

Practice in writing literary criticism. *Not offered in 1988-89.*

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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; enrollment limited to 15.*

*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. Levine*

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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 1988-89.*

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**213 (1) Chaucer**

An introduction to Chaucer's poetry, to Middle English, and to medieval culture through readings in *The Canterbury Tales* and selected shorter poems. *Open to all students.*

Ms. Lynch

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**216 (1) (2) English Survey**

Anglo Saxon times to the present. Problems defining a "tradition" and of close-reading within it. A test of T.S. Eliot's notion that "not only the best, but the most individual parts of (a poet's) work may be those in which the dead poets, his ancestors, assert their immortality most vigorously." *One unit of credit may be given for 216 (1), but 216 (2) cannot be taken without 216 (1).*

Mr. Tyler

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**222 (1) Renaissance Literature**

An introduction to major Renaissance authors such as Marlowe, Spenser, Sidney, Shakespeare, Jonson and Montaigne, and to their preoccupation with the problem of representation. Some attention to comparisons between dramatic and non-dramatic texts, to pamphlet literature and to classical sources. *Open to all students. Not offered in 1988-89.*

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**223 (1) Shakespeare Part I: The Elizabethan Period**

Plays written between 1591 and 1603, for example: *Richard II, Henry IV, A Midsummer Night's Dream, Twelfth Night, Julius Caesar, Hamlet, Troilus and Cressida.* *Prerequisite: 101.*

Mr. Finkelppearl, Miss Craig

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**224 (2) Shakespeare Part II: The Jacobean Period**

Plays written between 1603 and 1611, for example: *Othello, King Lear, Macbeth, Antony and Cleopatra, The Winter's Tale, The Tempest.* *Prerequisite: 101.*

Mr. Ferry, Mr. Finkelppearl

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**227 (2) Milton**

An intensive study of his poetry in several genres, with some consideration of his prose. *Open to all students.*

Mr. Ferry

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**234 (2) Restoration and Eighteenth-Century Literature**

Survey of major authors in the period 1660-1800. Focus on class consciousness and conflict in a period touched by three revolutions — the Puritan Revolution, the Glorious Revolution, and the French Revolution. Authors will be opposed to each other in a

manner suggesting their class positions: Bunyan vs. Congreve; Defoe vs. Swift; Tom Paine and Blake vs. Johnson and his circle and Jane Austen. *Open to all students.*

Mr. Gold

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**241 (1) (2) 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. Ferry

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**245 (2) Victorian Literature**

Poetry, fiction, and social criticism by major Victorian writers, including Mill, Carlyle, Dickens, Tennyson, Browning, Ruskin, and Arnold. *Open to all students.*

Ms. Meyer

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**251 (1) (2) Modern Poetry**

Twentieth-century poetry and poets, emphasizing the sources and achievements of the modernist revolution. Such major figures as Yeats, Eliot, Pound, Stevens, Frost, Williams and Lowell will be studied. *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: Rowlandson, Edwards, Franklin, Rowson, Irving, Cooper, Poe. *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, Stowe. *Open to all students.*

Mr. Rosenwald

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**266 (1) Early Modern American Literature**

Study of major American writers from the Civil War to the 1920's. Twain, Crane, James, Dreiser, Wharton, Hemingway, Faulkner. *Open to all students.*

Mr. Cain, Mr. Reimert, Mr. Williams

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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.*

Mr. Williams, Mr. Shetley

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### Special topic section (1): Jewish American Writing

Jewish-American novelists and critics, including Lionel Trilling, Saul Bellow, Irving Howe, Bernard Malamud, Harold Bloom, Phillip Roth, Cynthia Ozick, and Grace Paley. *Open to all students.*

Mr. Gold

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### 271 (2) The History of the English Novel I

The beginnings of the English novel in the 18th century: Defoe, Richardson, Fielding, Sterne, Jane Austen. *Open to all students.*

Mr. Reinert

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### 272 (1) (2) The History of the English Novel II

The 19th-century English novel. Writers likely to be studied include Mary Shelley, Charlotte Brontë, Emily Brontë, Charles Dickens, George Eliot, Elizabeth Gaskell, Thomas Hardy, Henry James. *Open to all students.*

Ms. Webb, Ms. Harman, Ms. Meyer, Mr. Tyler

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### 273 (1) (2) The History of the English Novel III

The 20th-century English novel. Writers likely to be studied include Joseph Conrad, James Joyce, D.H. Lawrence, E.M. Forster, Virginia Woolf, Evelyn Waugh, Jean Rhys, Doris Lessing, Samuel Beckett. *Open to all students.*

Ms. Webb, 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. Not offered in 1988-89.*

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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.*

Mr. Finkelppearl

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### 301 (2) Advanced Writing/Fiction

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

*Prerequisite: 211 or 213 or by permission of the instructor to other students with experience in reading Middle English. Not offered in 1988-89.*

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### 320 Literary Cross-Currents

*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. Not offered in 1988-89, but see Experimental 320.*

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### 325 (2) Advanced Studies in the Renaissance

Topic for 1988-89: Madness in Renaissance Drama. Study of madness in Shakespeare's *Hamlet*, *King Lear*, and *Macbeth* and plays by contemporaries, Kyd, Fletcher, Middleton, and Ford. Madness as theatrical and also as part of speculation in the period about the nature of man, his rationality and irrationality.

Miss Craig

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### 327 (1) Seventeenth-Century Poetry

Close study of the major poets of the first half of the century, exclusive of Milton: John Donne, Ben Jonson, George Herbert and Andrew Marvell. *Prerequisite: same as for 320.*

Mr. Garis

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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 320. Not offered in 1988-89.*

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### 333 (1) From Neoclassic to Romantic

A study of the revolution in literary theory and practice that took place in England during the last quarter of the 18th and the first quarter of the 19th century. Authors likely to be studied include: Sir Joshua

Reynolds, Samuel Johnson, Edmund Burke, William Blake, Jane Austen, William Wordsworth, Samuel Taylor Coleridge. *Prerequisite: same as for 320.*

Mr. Reinert

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341 (1) Advanced Studies in the Romantic Period

Topic for 1988-89: England and the French Revolution. Nationalist foundations of literary universality. Paradoxes of alliance between English political repression and English Romantic expression, 1789-1834. Readings from Burke, Paine, Blake, Wordsworth, Coleridge, Keats, Hazlitt, Carlyle, Cobbett, and others. *Prerequisite: same as for 320.*

Mr. Tyler

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345 (2) Victorian and Modern Literature

Marx, Engels, and England: The Victorian Origins of Radical Writing. The Englishness of Marx and Engels. A study of English social writings from the 1830's to the present; selections from Marx, Engels, Carlyle, Mill, Dickens, Arnold, Ruskin, George Eliot, Wilde, Auden, Orwell, E.P. Thompson, *The New Left Review*, and others. *Prerequisite: same as for 320.*

Mr. Tyler

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349 (1) Seminar. Approaches to Independent Study in Literature

Topic for 1988-89: Renaissance Sexuality and the Problem of Representation. How is gender represented in an age fraught with anxieties about representation itself? In addition to treatments of chastity (Spenser's *Faerie Queene*), erotic love (Marlowe's *Hero and Leander*) and transvestitism (Shakespeare), we will also consider recent feminist reappraisals of the ways cultures construct gender, as well as conceptions of the body derived from Renaissance medical and anatomical manuals, witch-tracts, political handbooks and tracts against the stage.

A seminar organized to develop the skills necessary for sustained independent study in literature, the development of larger from smaller projects, the presentation of work in progress, and the use of contextual material. *Recommended especially for juniors; open to others by permission of the instructor.*

Ms. Levine

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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 chair of the department. Two or more Grade II or Grade III units in the department are ordinarily a prerequisite.

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351 (1) Advanced Studies in Modern Poetry

Topic for 1988-89: Contemporary American Poetry. An overview of American poetry since World War II, with special emphasis on major figures such as Lowell, Bishop, Merrill, and Ashbery. *Prerequisite: same as for 320.*

Mr. Shetley

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360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors. Students electing Program I in creative writing in fiction are expected to participate in the Honors Seminar offered in 1988-89 by Ms. Levine.

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363 (1) Advanced Studies in American Literature

Topic for 1988-89: American Cultural Criticism. Study of important developments in critical writing about American culture and society since the mid-19th century. Major writers, artists, and intellectuals such as Emerson, Whitman, James, Du Bois, Sullivan, Bourne, Mencken, and Baldwin. *Prerequisite: same as for 320.*

Mr. Cain

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363 (2) Advanced Studies in American Literature

Topic for 1988-89: Literature of the American Aristocracy. Big bucks and blue blood: the difference they make — studied in texts ranging from Fenimore Cooper to Edith Wharton. Special attention paid to Oliver Wendell Holmes Sr. and Jr., the Adams and James families, T.S. Eliot, and Robert Lowell. Some readings in standard sociological works treating the American or "Brahmin" elite. *Prerequisite: same as for 320.*

Mr. Gold

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370 (1) (2) Senior Thesis

*Prerequisite: 360.*

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372 (1) Advanced Studies in the Novel

Topic for 1988-89: Virginia Woolf. Detailed study of Woolf's work as a whole, examining her achievements as a novelist in light of her non-fictional writings. *Prerequisite: same as for 320.*

Ms. Webb

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381 (2) Linguistics, Philology and English Literature  
*Not offered in 1988-89.*

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382 (2) 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, interpretative "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 320.*

Mr. Cain

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### 383 (2) Women In Literature, Culture, and Society

Topic for 1988-89: The Private/Public Dilemma. An exploration of the meaning of private and public experience in writing by and about 19th- and early 20th-century Englishwomen. Essays by Mill, Ruskin, Engels, and others. Readings in periodical literature and parliamentary debates on the "woman question." Novels by Gaskell, Brontë, Eliot, James, Gissing, Welles, Woolf. *Prerequisite: same as for 320.*

Ms. Harman

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### 386 (1) Seminar

Topic for 1988-89: Robert Frost. A study of the complete works, in prose and verse, of this great American poet. *Prerequisite: same as for 320. Enrollment limited to 15.*

Mr. Ferry

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### 387 (2) Seminar

Topic for 1988-89: Marlowe and Shakespeare. A study of the major plays and poems by Christopher Marlowe and the works by Shakespeare most closely connected with them. *Prerequisite: same as for 320. Enrollment limited to 15.*

Mr. Finkelppearl

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## Cross-Listed Courses

*For Credit*

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### American Studies 315 (1)

The Making of the New South, 1915-1954

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### Black Studies 150 b (1) (A)

Black Autobiography. *Not offered in 1988-89.*

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### Black Studies 150 c (2) (A)

The Harlem Renaissance

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### Black Studies 201 (1) (A)

The Afro-American Literary Tradition

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### Black Studies 212 (2) (A)

Black Women Writers

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### Black Studies 310 (2) (A)

Seminar. Black Literature. *Not offered in 1988-89.*

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### Black Studies 335 (2) (A)

Women Writers of the English-Speaking Caribbean

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### Experimental 320 (1)

Imagining Reality Outside the Middle Class

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### Extrdepartmental 231 (1)

Classic American Sound Film

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### Extrdepartmental 330 (2)

The Story of Troilus and Cressida in Medieval and Renaissance Literature

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### Medieval/Renaissance Studies 247 (2)

Arthurian Legends

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## Cross Listed Courses

*Attention Called*

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### Extrdepartmental 200 (1-2)

Classic Texts in Contemporary Perspective

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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 chair to other qualified students. For admission to seminars and for independent work (350), students of at least B+ 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. Students should consult the more complete descriptions of all courses, composed by their instructors, posted on bulletin boards in Founders Hall, and available from the department secretary.

The English Department does not grant credit towards the major for AP courses taken in high school. First year students contemplating further study in English are encouraged to consult the Department Chair or the advisor for first year students in relation to their course selection. Students majoring in English should discuss their programs with their major advisors, and should consult with them about any changes they wish to make in the course of their junior and senior years.

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. For all students beginning their concentration in or after 1987-88, at least six of the courses for the major must be taken at Wellesley, including the two required Grade III level courses. Independent work (350, 360 or 370) does not fulfill the minimum requirement of two Grade III level courses for the major.

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 focused on literature written before 1900, of which at least one must focus on writing before 1800. Students who have had work equivalent to 101 at the college level may apply to the chair for exemption from the Critical Interpretation requirement.

A minor in English (5 units) consists of: (A) 101 and (B) at least 1 unit on literature written before 1900 and (C) at least one 300 level unit, excluding 350 and (D) at least 4 of the 5 units, including the 300 level course, must be Wellesley units; a maximum of 2 creative writing units can be included.

The department offers a choice of three programs for Honors. Under Program I the honors candidate does two units of independent research or a project in creative writing. 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.

Special attention is called to the range of courses in writing offered by the College. Writing 125 is open to all students who want to improve their skills in writing expository essays. Writing 125X is open, with the permission of the instructor, 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, and it satisfies the writing requirement for transfer and Continuing Education students. 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.

## Experimental Courses

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. 217. In addition, for 1988-89 the following experimental courses will be offered:

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### 212 (2) The City in Modernity: Gaudi's Barcelona

The development of the modern city and its impact on art and literature. Analysis of the organization and uses of space, with emphasis on Gaudi's Barcelona as an example of "modernista" architecture. The city as a theme in the work of modernist writers such as García Lorea and Mercè Rodoreda and avant-garde artists such as Dalí, Buñuel, and J.V. Foix, and in accounts of Barcelona's social revolutions, such as Orwell's *Homage to Catalonia*. Design projects and field trips to Boston area architecture showing modernista influence. *Open to all students.*

*Mr. Bou, Mr. Dorrien*

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### 303 (2) The Politics and Psychology of Caring

Taught by an historian and a psychologist, this seminar examines how and why caring is assumed to be a significant part of female character and women's work. Critical examination of psychological explanations of women's roles as caregivers and nurturers, including biosocial, psychoanalytic, and socialization theories and research. Critique of the philosophical debates about caring. Historical study of the work of caring: the relationship between women's unpaid labor in the home and the work of caring in paid occupations and professions, such as medicine, nursing, day care and social work. Study of how caring has become politicized and the basis for women's political action. *Prerequisite: open to juniors and seniors with written permission from one of the instructors.*

*Ms. Brachfeld-Child, Ms. Reverby*

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### 320 (1) Imagining Reality Outside the Middle Class

An experimental seminar designed to explore the complex real and imaginative efforts of diverse writers to reach beyond their class-bound experience. Emphasis on moral and political ambiguities as well as on individual literary accomplishments. Material to

include students' own direct experiences of the issues raised by such writers as: Wordsworth, Tolstói, Orwell, James Agee, William Carlos Williams, Lu Xun, Nadine Gordimer. Some reading in non-literary genres, such as muckraking journalism, social work advocacy, sociology. *Open by permission of the instructor. Limited to 15 students with preference given to juniors and seniors.*

*Mrs. Sabin*

# Extrdepartmental

The following section includes several separate courses of interest to students in various disciplines.

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## 112 (2) (C) 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 all students. Not offered in 1988-89.*

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## 121 (2) Into the Ocean World: Marine Studies Seminar

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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## 123 (2) Water: Planning for the Future

An interdisciplinary introduction to our most precious resource. 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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## 200 (1-2) Classic Texts in Contemporary Perspective

An introduction to the classic texts of western literature. First semester: Homer, Sappho, Sophocles, Plato, Vergil, Augustine, Gottfried von Strassburg, Dante, Cervantes. Second semester: Shakespeare, Montaigne, Swift, Diderot, Goethe, George Eliot, Dostoyevsky, Kafka. The course has two purposes. First, of course: to introduce students to these great books, which fewer and fewer people have read. Second: to look at these books *critically*, in an attempt to make both their enduring values and their problematic biases productive for our own egalitarian cultural visions. *Team-taught; both instructors present and active at all sessions. Three sessions per week. All works read in their entirety. Enrollment in both semesters strongly encouraged, but not required. Open to all students.*

*Mr. Kruse, Mr. Rosenwald*

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## 216 (1) (C) 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, linear algebra, and approximation techniques. *Prerequisite: Mathematics 116 or 120, and Physics 104, [105], 107, [109] or [110].*

*Mr. Quivers*

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## 222 (2) 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. *Prerequisite: one course in either Political Science, Spanish or Anthropology. Not offered in 1988-89.*

*Ms. Roses, Ms. Wasserspring, Ms. Bamburger*

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### 223 (I) (B) Women in Science

An inquiry into the emergence of modern science, the role that women have played in its development, and the biographies of some prominent women scientists. Consideration will be given to literature on sex differences in scientific ability, the role of gender in science, and the feminist critique of science.

Mrs. Chaplin

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### 231 (I) Classic American Sound Film

Close study of the complex elements that went into forming the most significant genres of Hollywood films from 1930 to the present. Emphasis on screwball comedy, the western, crime films and *film noir*. The course will conclude with a brief survey of the work of Stanley Kubrick. Some attention to the studio system as an artistic and commercial institution. Several short written assignments and a longer final paper. Frequent screenings of the films under discussion; students are required to see each film at least twice. *Open to all students.*

Mr. Garis

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### 233 (I) The Literature and Politics of the Latin American Dictator

An exploration of the politics and literature of dictatorship in Latin America, emphasizing both historical and contemporary examples. Case studies include Brazil, Argentina, Guatemala, Panama, Colombia, Cuba and Paraguay. The roots of the dictator's power and the characteristics of his political rule will be examined, as well as his impact on literature and daily life. The portrayal of the "real" dictator through the literary imagination of the writer will be analyzed.

Ms. Wasserspring, Ms. Agosin

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### 256 (I) Social Justice in Liberalism, Marxism and Islam

A comparative study of social justice in cultures shaped by Liberal, Marxist and Islamic thought. Attention to social justice at the familial, local and international levels, with focus on its core concepts and their development. Materials drawn from religion, philosophy, law and literature; method interdisciplinary (sociological, historical, philosophical). Readings from Locke, Rousseau, Kant, Rawls, Nozick; Saint Simon, Proudhon, Marx, Stalin, Gramsci, Marcuse; Avicenna, Averroes, Ghazali, Abduh, Iqbal, Mawdudi, Shari'ati. *Open to all students.*

Mr. Nauwawi, Ms. Marlow

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### 325 (2) 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, popular imagery, and films 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 instructor. Not offered in 1988-89.*

Mr. Stambolian

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### 330 (2) The Story of Troilus and Cressida in Medieval and Renaissance Literature

A comparative study of the love story of Troilus and Cressida, from its origins in the early Middle Ages through Shakespeare's treatment in the Renaissance. We will study not only literary versions of the story in translations from Latin, Old French, Italian, and in Middle English and Middle Scots; but we will also examine historical backgrounds and theoretical problems of literary reception. *Prerequisite: one grade II level course in literature or permission of the instructor.*

Ms. Lynch

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### 334 (2) (A) Seminar. The Autobiographical Impulse in Writing and Photography

An interdisciplinary study of the desire to reveal and record one's self, body, and world. Attention will be given to the sources of this desire, the cultural factors shaping it, the various languages it adopts, and its personal and political uses. Among the artists and thinkers studied are: Barthes, Ingmar Bergman, Duras, 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.*

Mr. Stambolian

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# First Year Cluster Program

Director: *Conleton*

The First Year Cluster Program, begun in 1984, offers first year students a new format in which to study traditional materials of the liberal arts curriculum. One purpose of the new format is to help students develop more readily and fully a sense of the relationship between the materials and methods of several different disciplines. The new format is also intended to increase opportunities for sharing study with other students and with faculty and to enhance skills in the writing and presenting of papers. Six faculty members from different departments teach the Cluster courses, and student enrollment is limited to a maximum of 90 first year students.

The topic of the First Year Cluster changes each year. It is described fully in a Cluster brochure available from the Board of Admission or the Committee on Curriculum and Instruction. The 1988-89 Cluster, for members of the class of 1992, is entitled "The Age of Columbus." This Cluster will prepare for the quincentenary of the voyage of Columbus by considering the antecedents and the aftermath of his discovery of the "New World" in 1492. Topics will include the circumstances that led to Spain's sponsorship of the voyage of Columbus in 1492; technological and scientific advances in European astronomy and navigation making the voyage possible and leading toward the Copernican Revolution; the Renaissance in Europe and its effect on the culture and politics of the period; and the effects of the discovery of the great indigenous civilizations of the Americas on those civilizations and on Europe. It will be evident that after 1492 the "New World" and the "Old" were inextricably linked in a new global community.

The special format of the First Year Cluster is described in the Cluster brochure. Briefly, the Cluster Program makes up half of each semester's work for each participating first year student, two courses out of the normal four for each semester, a total of four Cluster courses for the year. Two of her 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 area of the instructor of each course. The other two courses taken in the Cluster Program are XWRIT 125 and XSEM 100. Each of these two courses is taught in sections of no more than 15 students, each section led by one of the six Cluster faculty. XWRIT 125 meets the College writing requirement.

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## XWRIT 125 (1) Cluster Writing

Special section 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) Cluster Seminar

A seminar meeting in the second semester after the Specialty Courses have ended to draw together the work of the Cluster. *Required of all Cluster members. Maximum enrollment 15.*

*The Cluster Faculty*

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## Cluster Specialty Courses for 1988-89

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### XSPAN 100 The Making of the Discovery: Spain in the 15th Century

The intellectual, political and social forces that led Spain to the Discovery of America in 1492. The arrival of Columbus will be viewed as the culmination of a maturation process of the national identity of Spain within the larger context of European culture. Topics to be discussed will include the role of the "Reconquista," the closing of a pluralistic society (Christians, Jews and Muslims), notions of religious and racial "purity," and increased prestige of the Castilian language, as the determinants of national unity.

*Ms. Gascón-Vera*

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### XAST 100 Astronomy in the Age of Columbus

Examination of the development of astronomy through the Age of Columbus, beginning with the works of Aristotle and Ptolemy and ending with the new planetary theories following Columbus' voyage, specifically the contributions of Copernicus, Kepler, and Galileo. No scientific background required.

*Ms. Benson*

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### XART 100 Leonardo da Vinci and Italian Art in the Age of Columbus

Leonardo da Vinci is a founder of the High Renaissance style in Italian painting. His drawings reveal investigations also into many fields of science and technology, much in the spirit of Columbus' impulse to explore the Atlantic. Major emphasis on Renaissance art in Florence and Milan, two centers of

Leonardo's activities. Attention also to the patronage of Italian and Flemish artists by Spanish rulers and to artists' first reactions to objects brought back from the New World.

*Ms. Armstrong*

#### **XMUS 100 Music in the Age of Exploration**

A survey of Renaissance music, with emphasis on the music of Josquin Desprez (c. 1440-1521), and on music in Spain. Topics will include musical experimentation and exploration, and the connections between politics and music. Basic listening skills will be taught, and no previous study of music is required.

*Ms. Cumming*

#### **XHIST 100 Tudor England, Spain, and the New World**

The impact of Spain on England, 1485-1603. Dynastic and religious preoccupations of the early Tudors, who gave only sporadic attention to overseas exploration. Then under Elizabeth I, "the first expansion of England." Overseas voyages and attempts at colonization; sea, trade, and religious conflict with Spain in the New World; continental warfare and the English victory over the Spanish Armada in 1588.

*Ms. Robinson*

#### **XSPAN 120 The Poetics of a New World**

The discovery and the conquest of America meant new images of the world in poetic and historical texts. Topics include the conquest of Mexico as seen by Aztec informants, a Spanish soldier, a Spanish priest; narratives of Indian captives; the role of Renaissance humanism in debates about justice; fusion of Indian and Spanish features in the arts. Some consideration of the discovery as seen by twentieth century writers such as Octavio Paz and Pablo Neruda.

*Mr. Emilfork*

## **Directions for Election**

The First Year Cluster Program is open for election by entering first year students at the same time that they choose the rest of their program. The materials sent to entering first year students 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 the student's first year program. All first year student 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. 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.

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 Specialty Courses listed above, one from XSPAN 100, XHIST, or XART and one from XAST, XMUS, or XSPAN 120. 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 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. An XSEM section is chosen by the student in the spring after the topics of the different XSEM sections have been decided by the Cluster faculty on the basis of the interests of the Cluster members at that point.

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.

# French

INTERDEPARTMENTAL MAJOR:

## French Studies

Professor: *Galand, Stambolian<sup>A1</sup>, Mistacco, Gillain<sup>A2</sup>, Lydgate<sup>A2</sup>*

Associate Professor: *Grimaud (Chair), Respaut<sup>A</sup>, Levitt<sup>A2</sup>*

Assistant Professor: *Raffy, Lane, Lagarde<sup>A</sup>, Baier<sup>P</sup>, Tranvouez, Huckle<sup>P</sup>*

Instructor: *Russo, Masson*

Lecturer: *Egron-Sparrow<sup>P</sup>*

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. 62.

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### 101-102 (1-2) Beginning French 2

Intensive training in French, with special emphasis on culture, communication, and self-expression. A multimedia course, based on the video series *French in Action*. Weekly audiovisual presentations introduce new cultural and linguistic material. Regular video and audio assignments in the language laboratory. Three periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Open to students who do not present French for admission or by permission.*

*Ms. Russo, Mr. Huckle*

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### 131-132 (1-2) Intermediate French 2

Continued intensive training in communications skills, self-expression, and cultural insight, using the video series *French in Action*. Weekly audiovisual presentations. Regular video and audio assignments in the language laboratory. In the second semester, choice of different sections emphasizing either the reading of modern texts with discussion and written work or further development of conversational skills using primarily non-literary materials. Three periods. *No credit will be given for course unless both semesters are completed satisfactorily. Not open to students who have taken French 121-122 or 141-142. Prerequisite: 102 or by permission.*

*Ms. Levitt, Mr. Lydgate, Ms. Lane, Ms. Tranvouez, Ms. Masson, Mr. Huckle*

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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. *No credit will be given for course unless both semesters are completed satisfactorily. Prerequisite: CEEB or Placement score of 530.*

*Ms. Mistacco, Ms. Baier*

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### 201 (2) 202 (1) French Literature and Culture Through the Centuries 1 or 2

Semester 1: From the Enlightenment through Existentialism.

Semester 2: From the Middle Ages through Classicism.

Class discussion of selected masterpieces, short papers, outside reading, slides. Either semester may be taken independently. *Prerequisite: 132 or 142.*

*Ms. Mistacco, Ms. Tranvouez*

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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. *Prerequisite: same as for 201.*

*Ms. Gillain, Ms. Egron-Sparrow, Ms. Russo, Ms. Masson*

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### 212 (2) Studies in the Middle Ages and Renaissance

*Prerequisite: one unit of 201, 202, 205, or 206; or, by permission of the instructor, 142. Not offered in 1988-89.*

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### 213 (2) French Drama in the Twentieth Century

An investigation of the major trends in modern French theatre: the reinterpretation of myths, the influence of existentialism, and the theatre of the absurd. Special attention will be given to the nature of dramatic conflict and to the relationship between text and performance. *Prerequisite: same as for 212.*

*Ms. Masson*



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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. Lydgate

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**215 (1) 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. Galand

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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 twentieth 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. Not offered in 1988-89.*

Ms. Respaat

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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: 132 or 142.*

Mr. Galand, Ms. Masson

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**223 (2) Studies in Language II**

Techniques of expression in French essay writing, including practice in composition, vocabulary consolidation and review of selected grammar problems. Skills in literary analysis and appreciation will be developed through close study of short stories, poems and plays. Not open to students who have taken 222. *Prerequisite: same as for 222.*

Mr. Grimaud

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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 first year students. Not recommended for students who have studied in France. *Prerequisite: one Grade II unit except 206, or by permission of the instructor.*

Ms. Raffy, Ms. Egron-Sparrow

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**240 (1) French Cinema**

A survey of French cinema from its invention (Lumière, Méliès) to the New Wave (Resnais, Godard, Truffaut) with emphasis on the classical narrative film of the '30s and '40s (Vigo, Carné, Renoir, Cocteau, Bresson). *Prerequisite: one Grade II unit or by permission of the instructor.*

Ms. Gillain

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**249 (1) (2) Selected Topics**

Semester 1: Paris: City of Light. A study of Paris as the center of French intellectual, political, economic and artistic life through an analysis of its changing image in literature from the Middle Ages to the present. Contemporary materials such as films, songs, and magazines will also be used to show how the myths and realities of the city's past influence Parisian life today. *Prerequisite: one Grade II unit except 220, or by permission of the instructor.*

Ms. Raffy

Semester 2:

Topic a: French Literature and Folklore. An introduction to some of the great works of 19th and 20th century French fiction, through an imaginary journey from Paris to various regions of France. Discussion of texts by Hugo, Zola, Sand, Mérimée, Alain-Fournier and others. Special focus on the literary representation of regional cultures and the relationship between ethnography, ideology and *écriture*. *Prerequisite: one Grade II unit except 220, or by permission of the instructor.*

Ms. Lane

Topic b: Strategies of Women's Education in Seventeenth- and Eighteenth-Century Literature. A study of the representation of women and the rhetoric of women's education in novels and plays. Focus on obsessions of Enlightenment culture: the interplay of nature and language, authority and seduction in narrative

structures. Readings from Molière, Marivaux, Abbé Prévost, Diderot, Sade. *Prerequisite: one Grade II unit except 220, or by permission of the instructor.*

Ms. Russo

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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. *Prerequisite: same as for 249.*

Ms. Raffy

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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: 201 and 202 or their equivalents, or one unit of 212, 213, 214, 215, 249, or 219. Not offered in 1988-89.*

Mr. Lagarde

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### 303 (1) Advanced Studies in the Seventeenth and Eighteenth Centuries

*Not offered in 1988-89.*

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### 304 (2) 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 301. Not offered in 1988-89.*

Ms. Mistacco

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### 305 (2) Advanced Studies in the Nineteenth Century

Topic for 1988-89: From Novel to Autobiography: Self-knowledge and Self-representation in Nineteenth-century Literary Works. Focus on autobiography as a literary genre and its links with neighboring textual forms (biography, diary, autobiographical novel). The problems of narration within autobiographical texts. Emphasis on works by Balzac, Stendhal, Chateaubriand, Musset, Fromentin and Sand will be studied. *Prerequisite same as for 301.*

Ms. Travnouez

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### 306 (1) Literature and Ideology in the Twentieth Century

Ideological purpose and literary form in selected works of Gide, Breton, Malraux, Sartre, Camus, and Robbe-Grillet. *Prerequisite: same as for 301.*

Mr. Galand

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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 301.*

Mr. Galand

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### 308 (2) Advanced Studies in Language I

The techniques and art of translation as studied through readings and an analysis of the major linguistic and cultural differences between French and English. Weekly translations from both languages. *Prerequisite or corequisite: one Grade III unit of French and 222 or 223, or their equivalents. Not open to students who have taken 309.*

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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. Not offered in 1988-89.*

Mr. Galand

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### 312 (2) Advanced Studies in the Middle Ages and Renaissance

*Not offered in 1988-89.*

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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 301. Not offered in 1988-89.*

Ms. Mistacco

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### 319 (1) Women, Language and Literary Expression

Topic for 1988-89: Difference: fiction by 20th century women writers in France. Challenges to the institution of literature, to bourgeois ideology, and to male discourse in texts by Beauvoir, Colette, Rochefort,

Cardinal, Chawaf, Duras, Wittig. The creative possibilities and risks involved in equating the feminine with difference. Readings from feminist theoreticians, including Cixous, Kristeva, and Irigaray. *Prerequisite: same as for 301.*

Ms. Mistacco

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### 321 (1) (2) Seminar

Semester 1:

Topic a: Race, Literature and Society: French Voices from the Third World. An introduction to some of the Third World literatures of French expression: West Africa, North Africa and the Caribbean. Study of passage from vernacular traditional forms of writing to modern, westernized ones and of their impact on today's French immigrant literature. Special focus on the relationship between ideology, genre and *écriture*. *Prerequisite: same as for 301 or by permission of the instructor.*

Ms. Lane

Topic b: A Century of French Myth and Thought: 1880-1980. A sociological and semiological study of the evolution of modern French culture based on an analysis of contemporary novels by such authors as Zola, Colette, Sartre and Perec. The theoretical works of Bourdieu and Barthes will also be discussed together with contemporary films, photographs and television programs. *Prerequisite: same as for 301 or by permission of the instructor.*

Ms. Raffy

Semester 2: Marcel Proust and the Myth of the Artist. A study of selected volumes of *A la recherche du temps perdu* with emphasis on the aesthetic, psychological, and autobiographical aspects of artistic creation as self-creation. Discussion of related literary texts, works of art, and films, and of the mythic stature Proust himself has acquired in Western culture. *Prerequisite: one Grade III unit of French literature or by permission of the instructor.*

Mr. Stambolian

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### 330 (1) Intellectual Revolutions

Topic for 1988-89: Piaget, Levi-Strauss and the nature of magical thinking. The ideas and influence of child psychologist Jean Piaget and structural anthropologist Claude Levi-Strauss, their debate on the nature and development of thought, belief, and science. *Prerequisite: same as for 301.*

Mr. Grimaud

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### 349 (2) Studies in Culture and Criticism (in English)

Topic for 1988-89: *Proper Naming*. A study of the nature and historical development of place names and personal names as cultural and linguistic systems in French and English. The role of pronouns (the "tu/vous" distinction), descriptive substitutes ("Marseille" vs. "la Chicago française"), kinship terms ("maman"), and various other forms of naming (titles, first, middle, last names, initials, nicknames, terms of endearment) will also be discussed in a comparative framework. *Open to juniors and seniors.*

Mr. Grimaud

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

*Prerequisite: same as for 240, or 300, or by permission of the instructor.*

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### 360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

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### 370 (1) (2) Senior Thesis

*Prerequisite: 360.*

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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 chair of the department during the second semester of their first year. Course 141-142 may not be elected by students who have taken both 101-102 and 131-132. A student may not count toward the major 220, both 131-132 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 131 may, on the recommendation of the instructor accelerate to 142, 201, 202, 205 or 206. Students who achieve a final grade of A or A- in 141 may accelerate to 201, 202, 205 or 206.

Students achieving a final grade of A or A- in 102 may, upon the recommendation of their instructor, accelerate to 141. Students who accelerate from French 131 or 141 to a lower grade II course will receive one unit of credit, and will have satisfied Wellesley's foreign language requirement with the successful completion of the second semester's work.

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 Chair of the Department of Education.

## French Studies

### AN INTERDEPARTMENTAL MAJOR

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 131-132 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. The Arts of the High Middle Ages

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

**Art 219 (2)**  
Nineteenth-Century Art

**Art 226 (2)**  
History of Photography

**Art 312 (1)**  
Seminar. Problems in Nineteenth-Century Art

**Black Studies 310 (2)**  
Seminar. Black Literature. *Not offered in 1988-89.*

**Extrdepartmental 334 (2)**  
Seminar. The Autobiographical Impulse in Writing and Photography

**History 235**  
The Formation of European Culture: Middle Ages and Renaissance. *Not offered in 1988-89.*

**History 236 (1)**  
The Emergence of Modern European Culture: the Seventeenth and Eighteenth Centuries

**History 242 (2)**  
France in the Splendid Century

**History 243 (1)**  
The Enlightenment, the French Revolution, and Napoleon

**History 244 (2)**  
History of Modern France, 1815 - Present

**History 330 (1)**  
Seminar. Medieval Kings, Tyrants and Rebels

**Language Studies 237 (2)**  
History and Structure of the Romance Languages. *Not offered in 1988-89.*

**Music 251 (1)**  
Music in the Middle Ages. *Not offered in 1988-89.*

**Music 252 (2)**  
Music in the Renaissance. *Not offered in 1988-89.*

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 224. Modern Art; Art 228, 19th- and 20th-Century Architecture; History 237. Modern European Culture: the 19th and 20th Centuries; 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.

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 Chair of the Department of Education.

# Geology

Professor: *Andrews*

Associate Professor: *Besancon*, *Thompson (Chair)*

Instructor: *Grover*

Laboratory Instructor: *Pearce*

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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.*

*Mr. Andrews*

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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.*

*Mr. Andrews*

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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 or by permission of the instructor.*

*The Staff*

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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. Water and petroleum movements provide a basis for understanding their origin, location, and production. The theory of groundwater hydrology is extended to the similar action of petroleum and natural gas. No laboratory. *Prerequisite: 102 or by permission of the instructor. Offered in 1988-89. Not offered in 1989-1990.*

*The Staff*

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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. Not offered in 1988-89. Offered in 1989-1990.*

*Ms. Thompson*

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## 305 (1) Paleontology

The morphology and evolution of the major invertebrate fossil groups. Discussion of functional morphology, origin of species and higher taxa, extinctions, ontogeny and phylogeny, and vertebrate evolution. Laboratory. *Prerequisite: 200 or by permission of the instructor. Offered in 1988-89. Not offered in 1989-1990.*

*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. Offered in 1988-89. Not offered in 1989-1990.*

*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.*

*The Staff*

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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 1988-89. Offered in 1989-1990.*

Mr. Andrews

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### 349 (1) Seminar.

*Not offered in 1988-1989. Offered in 1989-1990.*

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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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### 360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

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### 370 (1) (2) Senior Thesis

*Prerequisite: 360.*

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## Cross-Listed Courses

### *Attention Called*

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### Extrdepartmental 112 (2) (C)

Evolution: Change Through Time. *Not offered in 1988-89.*

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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 in alternate years by MIT or a summer geology field course offered by another college.

A minor in geology (5 units) consists of: (A) 102 and (B) 2 units in one of the three following areas of concentration: I. (Paleobiology) 200, 305 or II. (Structural Geology) 206, 308 or III. (Petrology) 202, 309, and 304 and (C) 2 additional 200 or 300 level units.

## German

INTERDEPARTMENTAL MAJOR:

## German Studies

Professor: *Goth, Ward*

Associate Professor: *Hansen (Chair)*

Assistant Professor: *Kruse, Rettig<sup>n</sup>*

Director of Wellesley-in-Konstanz Program: *Ursula Dreher*

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Because the language of instruction above the 100 level is almost exclusively German, the student has constant practice in hearing, speaking, and writing the language.

The department reserves the right to place a new student in the course for which she seems best prepared regardless of background and number of units she offers for admission.

Upon recommendation of the instructor and approval of the Chair of the Department, 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 on the Wellesley-in-Konstanz program or an approved non-Wellesley program.

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### 100 (1-2) Beginning German 2

An introduction to contemporary German. Extensive practice in all four skills: listening, speaking, reading and writing. Regular laboratory assignments with emphasis on oral expression. General introduction to contemporary culture in German-speaking countries. Four periods. *No credit will be given for this course unless both semesters are completed satisfactorily.*

Mr. Hansen

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### 101 (1) Intensive Review German 2

Intended especially for students who have studied German previously but need to refresh their knowledge. Also, recommended for students whose preparation does not qualify them for 102. Thorough grammar review. Vocabulary building. Texts from the intermediate level. Five periods. All 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. Ward

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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. Three periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: one to two admission units and placement exam or 100.*

Mr. Kruse (102), Ms. Ward (103)

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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. The topic of the second semester will be Austrian culture and literature around 1900: Hofmannsthal, Rilke and others. Texts read are more difficult than those in 102-103. Three periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: two to three admission units and placement exam, or permission of the department. 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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**200 (1) Advanced Grammar and Writing Skills**

The course, conducted primarily in German, emphasizes 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 and translation passages will be included. Does not count as prerequisite for Grade II literature course. Required for the major in German Language and Literature unless a student is exempted by the department from this course by virtue of her language proficiency. *Prerequisite: 102-103, or 104-105, or placement examination. Not open to students who have taken 201.*

Ms. Rettig

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**202 (1) 203 (2) Introduction to German Literature, 1 or 2**

Historical survey of selected literary masterpieces as well as introduction to interpretative methods. First semester: from the Middle Ages to the Enlightenment. Texts include selections from the *Nibelungenlied* and *Parzival*, from Johannes von Tepl, Luther, and the Baroque poets. Second semester: selections

from the Storm and Stress and Classicism to late nineteenth century. Texts by Goethe, Schiller, the Romantics and the Realists. Both semesters are required for the majors in German Language and Literature and in German Studies. Each semester may be taken independently. Three periods. *Prerequisite: three or more admission units and placement exam, or two units of intermediate-level German, or by permission of the department.*

Ms. Goth (202), Ward (203)

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**204 (2) Postwar German Culture**

A survey of cultural, social, and political developments in the two Germanies since 1945. Texts will be drawn from literature, history, and autobiography. Special emphasis on advanced skills of reading and writing German. Recommended for German Studies majors. *Prerequisite: 105, or 200, or 201 or by permission of the instructor.*

Mr. Hansen

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**205 (1) Studies in Romanticism: Literature and Society**

The impact of Romantic thought on literary and social forms: Discovery of the unconscious, fantasy, androgyny, "Geselligkeit." A wide range of genres and authors will be studied in order to trace the development of the German Romantic movement from the late eighteenth through the mid-nineteenth century. Writers include Friedrich Schlegel, Brentano, Novalis, Achim and Bettina von Arnim, Caroline Schlegel-Schelling, Rahel Varnhagen, E.T.A. Hoffmann, Eichendorff. *Prerequisite: 202, 203 or permission of the instructor. Not offered 1988-89.*

Ms. Ward

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**207 (2) Twentieth-Century Literature: Modern German Fiction**

Twentieth-century German fiction, its themes, structures, and contexts, will be studied in novels and short fiction by Thomas Mann, Kafka, Böll, Martin Walser, Grass, and Christa Wolf. *Prerequisite: two Grade II units or by permission of the instructor.*

Mr. Kruse

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**210 (2) The German Comedy from 1800 to the Present**

A survey of modern comedy with special attention to the role of politics and anti-politics on the stage. The course will explore social and aesthetic concerns as well as dramatic theory. Texts include dramas by Kleist, Raimund, Büchner, Hofmannsthal, Brecht,

Frisch and Dürrenmatt. *Prerequisite: one Grade II unit, 202 or 203, or permission of the instructor. Not offered 1988-89.*

Ms. Goth

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228 (1) Women, Politics and Literature in the Two Germanies, Austria and Switzerland (in English)

Non-fiction from the German women's movement and fiction by women writers from the German-speaking countries will provide the lens through which we focus on the changing position of women in two diverging political cultures — one capitalist, one socialist — after 1945 and especially since 1970. We will examine the ways these writers express female experience, see the relationship between literature and politics, and reflect on the writing process itself. We will observe how politics and literature, non-fiction and fiction, intersect in several major works by one of East Germany's most important prominent writers, Christa Wolf. *Open to all students. Recommended for German Studies and Womens's Studies majors. Not offered in 1988-89.*

Ms. Ward

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229 (2) The Folktale: Studies in the Märchen (in English)

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 schools of interpretation. Texts from the folktale traditions of England, France, Italy, Russia, with special emphasis on the folktale of the Brothers Grimm. All texts read in English. *Open to all students. Not offered 1988-89.*

Ms. Goth

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239 (2) The German Cinema (in English)

A survey of German cinema from its Golden Age in the 1920s to the new wave films of Fassbinder, Herzog, Wenders, Margarete von Trotta. Various critical approaches to the study of film (thematic, structural, psychological) will be considered and evaluated. *Open to all students. Not offered 1988-89.*

Ms. Rettig

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304 (1) Goethe

Texts from all phases of Goethe's literary career will be studied in their socio-historical context. Readings will include: poetry, dramatic works including *Faust*, and narrative works. *Prerequisite: 202-203 or permission of the instructor. Not offered 1988-89.*

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 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.*

Ms. Goth

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349 (2) Seminar. The Myth of Faust from the Sixteenth Century to Our Times

The magic, philosophical and psychological meaning of the myth as well as its historic implications. The Faust Book, Goethe, 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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360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

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370 (1) (2) Senior Thesis

*Prerequisite: 360*

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## Cross-Listed Courses

*Attention Called*

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Extradepartmental 200 (1-2)

Classic Texts in Contemporary Perspective

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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 Language and Literature should consult the Chair of the Department 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, 200 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 and History 325 are recommended.

## German Studies

### AN INTERDEPARTMENTAL MAJOR

Director: *Chair of the German Department*

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 at least 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. German 204 (2) is strongly recommended for the major in German Studies.

Students will choose major advisors, one from German and one from another department.

Programs must be approved by the Chair 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 245 (1)

Germany in the Twentieth Century

#### History 341 (1)

Seminar. The Nature and Meanings of History

#### History 357

Seminar. Germany in the Twenties. *Not offered in 1988-89.*

#### Music 208 (1)

The Baroque Era

#### Music 215 (2)

Vocal Forms: The Opera

#### Philosophy 203 (1)

Philosophy of Art

#### Philosophy 302

Kant. *Not offered in 1988-89.*

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

#### Religion 223 (2)

Modern Christian Thought, 1800-Present

#### Religion 241

Judaism and Modernity. *Not offered in 1988-89.*

# Greek and Latin

Professor: *Lefkowitz, Geffcken, Marvin*

Associate Professor: *Starr (Chair)*

Assistant Professor: *Rogers, Colaizzi, Dougherty-Glenn*

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 p. 147, Directions for Election.

## Greek

### 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.*

*Ms. Marvin and Mrs. Lefkowitz*

### 103 (2) Intermediate Greek

Further development of Greek reading and language skills. Three periods. *Prerequisite: 102 or equivalent.*

*Ms. Marvin and Mrs. Lefkowitz*

### 201 (1) Plato

The *Symposium* of Plato. Socrates in Plato and in other ancient sources; Socrates and Plato in the development of Greek thought. The dialogue form, the historical context. Selected readings in translation from Plato, Xenophon, the comic poets, and other ancient authors. Three periods. *Prerequisite: 102 and 103, or two admission units in Greek, or by permission of the instructor.*

*Mr. Starr*

### 205 (2) Homer

Study of selected books in Greek from Homer's *Iliad* or *Odyssey*, with emphasis on the oral style of early epic; further reading in Homer in translation; the archaeological background of the period. Three periods. *Prerequisite: 201.*

*Ms. Dougherty-Glenn*

### 345 (2) Greek Drama

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 in Greek, others in English. *Prerequisite: 205.*

*Mr. Colaizzi*

### 349 (1) Seminar

*Prerequisite: 205.*

*The Staff*

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

Open to seniors by permission.

### 360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

### 370 (1) (2) Senior Thesis

*Prerequisite: 360.*

## Cross-Listed Courses

### Attention Called

#### Classical Civilization 100 (1)

English Grammar and Vocabulary: the Classical Heritage. *Not offered in 1988-89.*

#### Classical Civilization 101 (2)(A)

Classical Literature: An Introduction

#### Classical Civilization 104 (1)(A)

Classical Mythology

#### Classical Civilization 215 (2)(B)

Gender and Society in Antiquity

#### Classical Civilization 216 (2)(B)

Literature and Society in the Age of the Emperor Augustus. *Not offered in 1988-89.*

#### Classical Civilization 232 (2)

The Bay of Naples

#### Classical Civilization 243 (1)(B)

Roman Law

#### Classical Civilization 245 (1) (B)

Roman Slavery. *Not offered in 1988-89.*

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**Classical Civilization 246 (2)(B)**

Ancient Medicine. *Not offered in 1988-89.*

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**Classical Civilization 252 (2)(B)**

Roman Women. *Not offered in 1988-89.*

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**Classical Civilization 305 (1)(A)**

Ancient Epic

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**Classical Civilization 310 (2)(A)**

Greek Drama in Translation

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**Classical Civilization 326 (1)(B)**

The Ancient City

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**History 229**

Alexander the Great: Psychopath or Philosopher King?  
*Not offered in 1988-89.*

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**History 230**

Greek History from the Bronze Age to the Death of Philip II of Macedon. *Not offered in 1988-89.*

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**History 231 (2)**

History of Rome

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**Religion 298 (1)**

New Testament Greek

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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.*

*Ms. Dougherty-Glenn*

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**101 (2) Intermediate Latin**

Development of reading skills through close reading of classical authors. Three periods. *Prerequisite: 100.*

*Ms. Marvin*

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**102 (1) Intensive Review**

Survey of grammar and syntax; reading from classical Latin authors. Four periods. *Prerequisite: two admission units in Latin or by 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 [107] or three admission units in Latin not including Vergil, or exemption examination.*

*Miss Geffcken*

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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.*

*Mr. Colaizzi*

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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. Not offered in 1988-89.*

*Mr. Starr*

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**224 (1) Roman Literature: Poetry**

Selected readings in Latin from principal authors such as Lucretius, Catullus, Vergil, Horace, Propertius, Tibullus, and Ovid. *Prerequisite: four admission units in Latin or three including Vergil or 200 or 201 or by permission of the instructor.*

*Mr. Colaizzi*

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**225 (2) Roman Literature: Prose**

Survey of Roman prose; selections from history, philosophy, oratory, the novel, letters; selected passages from such authors as Livy, Sallust, Cicero, Petronius, Seneca, Pliny, and Apuleius. May be elected without having taken 224. *Prerequisite: same as for 224.*

*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 1988-89: Latin love elegy. Traditional expressions of subjectivity and the *persona* of the poet and their development in the elegiac poetry of Catullus, Tibullus, Propertius, and Ovid. *Prerequisite: [221] or [222] or 224 or 225 or 249 with different topic or AP Latin score of 5 in the Latin Lyric examination or by permission of the instructor.*

*Mr. Colaizzi*

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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.*

*Ms. Dougherty-Glenn*

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**308 (2) Cicero and the Late Republic**

The events, life, and thought of the late Republic in the works of Cicero. *Prerequisite: 249 or by permission of the instructor. Not offered in 1988-89.*

*Mr. Starr*

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**309 (2) Livy**

Livy's vision of Rome, his use of sources, historical judgment, and literary techniques. *Prerequisite: 249. Not offered in 1988-89.*

*Miss Geffcken*

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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.*

*Mr. Rogers*

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

Open to seniors by permission.

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**360 (1) (2) Senior Thesis Research 1 or 2**

By permission of department. See p. 64, Departmental Honors.

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**370 (1) (2) Senior Thesis**

*Prerequisite: 360.*

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**Cross-Listed Courses**

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**Attention Called**

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**Classical Civilization 100 (1)**

English Grammar and Vocabulary: the Classical Heritage. *Not offered in 1988-89.*

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**Classical Civilization 101 (2)(A)**

Classical Literature: An Introduction

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**Classical Civilization 104 (1) (A)**

Classical Mythology

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**Classical Civilization 215 (2)(B)**

Gender and Society in Antiquity

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**Classical Civilization 216 (2)(B)**

Literature and Society in the Age of the Emperor Augustus. *Not offered in 1988-89.*

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**Classical Civilization 232 (2)**

The Bay of Naples

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**Classical Civilization 243 (1)(B)**

Roman Law

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**Classical Civilization 245 (1)(B)**

Roman Slavery. *Not offered in 1988-89.*

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**Classical Civilization 246 (2)(B)**

Ancient Medicine. *Not offered in 1988-89.*

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**Classical Civilization 252 (2)(B)**

Roman Women. *Not offered in 1988-89.*

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**Classical Civilization 305 (1)(A)**

Ancient Epic

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**Classical Civilization 310 (2)(A)**

Greek Drama in Translation

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**Classical Civilization 326 (1)(B)**

The Ancient City

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**History 229**

Alexander the Great: Psychopath or Philosopher King? *Not offered in 1988-89.*

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**History 230**

Greek History from the Bronze Age to the Death of Philip II of Macedon. *Not offered in 1988-89.*

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**History 231 (2)**

History of Rome

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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, 215, 216, 243, 245, 246, 252, 326 (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, 215, 216, 232, 243, 245, 246, 252, 305, 310, 326; 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 other units of Grade III work.

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 224 but a student with a score of 4 in AP Latin Lyric examination should consult the Chair 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. 110 where the program is described.

Students who wish to major in Classical Civilization can plan with the department an appropriate sequence of courses, which might include work in such areas as art, history, philosophy, and literature. Such a program should always contain at least four units of work in the original language. For details on the Classical Civilization major, see p. 108.

The departments offer a choice of two plans for the Honors Program. Plan A (Honors Research, see 360 and 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: *Robinson, Preyer<sup>A1</sup>, Jones<sup>A</sup>, Cox, Cohen<sup>A2</sup>, Auerbach, Timarkin*

Associate Professor: *Knudsen<sup>A</sup>, Park (Chair)*

Visiting Associate Professor: *Ulbricht*

Assistant Professor: *Kapteijns, Rogers, Sheman, Halter*

Instructor: *Taylor-Smith, Hanawa<sup>P</sup>*

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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.*

*Ms. Halter*

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### 103 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. Not offered in 1988-89.*

*Ms. Kapteijns*

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### 104 Introduction to Japan

A survey of Japan from prehistory to the present. Topics include: Japan's classical society; the rise of the samurai; the Tokugawa Peace; Japan's response to the West and emergence as a modern economic and military power; the costs of modernization; Japan's abortive attempt at empire; the postwar recovery and Japan's emergence as an economic superpower. *Open to all students. Not offered in 1988-89.*

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### 105 (I) Great Issues in European History

An interdisciplinary exploration of some of the most profound issues in modern European history. We will use primary sources, novels, plays, poems and slides to study intensively subjects such as food, family, revolution, and war.

*Ms. Timarkin*

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### 150 (I) (2) Colloquia

For directions for applying see p. 72. *Open by permission to a limited number of first year student and sophomore applicants.*

**b. (1) 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 outsideness 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*

**b. (2) Richard Lionheart in History and Legend**

An introduction to the great issues of life and death, love and war, politics and religion during the second half of the 12th century in England, France, and the "Kingdoms beyond the Sea" through a study of the life and career of one of medieval Europe's most famous figures.

*Mr. Cox*

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**200 (1) The Making of the West**

A survey of western culture and society from the age of Homer to the Renaissance and Reformation. Emphasis on the elements that combined to make western civilization unique: the rich heritage of Greek and Roman antiquity, the vital religious traditions of Judaism and Christianity, and the dynamic culture of the Germanic peoples of the North. Two lectures and one conference section. *Open to all students, including first year students, except those who have taken 100.*

*Ms. Park, Mr. Rogers*

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**201 (1) (2) Modern European History**

An interdisciplinary introduction to modern Europe from the seventeenth century to the present. Each instructor teaches the course differently, but all sections explore the large patterns of historical change and shed light on the crucial episodes of the period: the seventeenth-century crisis, the French and Russian revolutions, industrialization, World Wars I and II, totalitarianism. *Open to all students.*

*Mr. Shenman, Mr. Ulbricht*

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**223 From Closed World to Infinite Universe**

A history of science and medicine in Europe between 1100 and 1700. The revival of classical ideas on nature in the 12th century, their flowering and transformation in the high Middle Ages, and the emergence of new explanatory systems during the Scientific Revolution. Authors to be read include Nicole Oresme, Leonardo da Vinci, Paracelsus, Copernicus, Galileo, Descartes, and Newton. *Open to qualified first year students (see Directions for Election) and to all others without prerequisite. Not offered in 1988-89.*

*Ms. Park*

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**229 Alexander the Great: Psychopath or Philosopher King?**

Alexander the Great murdered his best friend, married a Bactrian princess, and dressed like Dionysus. He also conquered the known world by the age of 33, fused the eastern and western populations of his empire, and became a god. Was Alexander a drunken bisexual murderer or an ascetic philosopher king? This course will examine the personality, career, and achievements of the greatest conqueror in Western history against the background of the Hellenistic World. *Open to all students. Not offered in 1988-89.*

*Mr. Rogers*

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**230 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. *Open to all students. Not offered in 1988-89.*

*Mr. Rogers*

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**231 (2) 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.*

*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. *Prerequisite: same as for 223.*

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 include the commercial revolution, the Black Death, republicanism and civic humanism, patronage and art, courtly culture and theories of princely power, the Counter-Reformation church. *Prerequisite: same as for 223.*

Ms. Taylor-Smith

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234 (2) Heresy, Humanism, and Reform:  
Renaissance and Reformation in Northern Europe

An exploration of the crisis of late medieval culture: the challenge to traditional patterns of authority and the emergence of a new social, intellectual and religious order. Topics include humanism and the critique of scholasticism, printing and the spread of literacy, sexuality and the transformation of the family, religious experience and the shaping of personal identity, peasant revolts and popular culture, religious persecution and the great Witch Craze. *Prerequisite: same as for 223.*

Ms. Taylor-Smith

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235 The Formation of European Culture: Middle Ages and Renaissance

A survey of Western thought from Abelard in the 12th century to Francis Bacon in the 16th. The transformation of classical ideas in the courts, monasteries, and universities of medieval Christendom and their re-emergence in the new secular world of Renaissance Europe. Reading largely from primary sources, including Abelard, Bonaventure, Aquinas, Ockham, Petrarch, Erasmus, and Montaigne. *Prerequisite: same as for 223. Not offered in 1988-89.*

Ms. Park

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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 223.*

Mr. Ulbricht

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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 223. Not offered in 1988-89. Offered in 1989-90.*

Mr. Knudsen

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238 (2) 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. *Prerequisite: same as for 223.*

Mrs. Robinson

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239 (1) 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. Discussion of several films. *Prerequisite: same as for 223.*

Ms. Taylor-Smith

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#### 240 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. *Prerequisite: same as for 223. Not offered in 1988-89.*

*Mrs. Robinson*

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#### 241 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 emerging feminist 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. Not offered in 1988-89.*

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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 223.*

*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 223.*

*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 twentieth century attention will be devoted to the fate of France during World War I, the United Front and political alignments during World War II. In the postwar era, we will discuss the Algerian crisis, and the student protests of the 1960s. *Prerequisite: same as for 223.*

*Mr. Shennan*

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#### 245 (1) 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. *Prerequisite: same as for 223.*

*Mr. Ulbricht*

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#### 246 (1) Medieval and Imperial Russia

A study of the social, political, economic, and cultural development of Russia from the medieval period to the mid-19th century. Particular consideration is given to the rise of absolutism, the enslavement of the peasantry, and the impact upon Russia of successive foreign cultures — Byzantium, the Mongol Empire, and the West. *Open to sophomores, juniors and seniors.*

*Ms. Tumarkin*

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#### 247 (2) Modern Russia and the Soviet Union

An exploration of Russian and Soviet history from the mid-nineteenth century to the present. Topics include: the Russian revolutionary intelligentsia; terrorism; peasants and nobles in a declining empire; the 1917 revolution; Lenin and Stalin; the Party purge and great terror; the "Great Patriotic War;" Khrushchev and de-Stalinization; the Brezhnev era. *Open to sophomores, juniors and seniors.*

*Ms. Tumarkin*

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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. *Prerequisite: same as for 246.*

*Mr. Shennan*



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### 250 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. *Prerequisite: same as for 246. Not offered in 1988-89.*

Mrs. Preyer

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### 251 (2) The Age of the American Revolution

The transformation of society, culture, and politics in the creation of the new nation, 1750-1820. The American Enlightenment; the struggle for independence; the making of the Constitution; the establishment of national identity. *Prerequisite: same as for 246.*

Mrs. Preyer

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### 252 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. Not offered in 1988-89.*

Ms. Jones

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### 253 (1) 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. Topics include: the emergence of an urban industrial society; the tension between traditional values, liberal reform and radical protest; issues of war and peace; the welfare state and the limits of government power. *Prerequisite: same as for 223.*

Mr. Auerbach

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### 255 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. *Prerequisite: same as for 246. Not offered in 1988-89.*

Mrs. Preyer

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### 257 (1) 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. Halter

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### 258 (2) Freedom and Dissent in American History

An exploration of ideas of freedom and patterns of political and religious dissent since the founding of the nation. Special attention to the expanding and contracting constitutional boundaries of free expression. Among the issues to be examined: wartime censorship; political extremism; civil disobedience; individual rights and state power. *Prerequisite: same as for 246.*

Mr. Auerbach

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### 263 (1) South Africa in Historical Perspective

The increasing racial violence in South Africa and the political system of Apartheid that is a major cause of this violence must be understood in the context of the region's political, social, and economic history. This course will therefore take a long-term perspective on the history of South Africa, which culminated in the development of Apartheid in the period after World War II. *Open to all students.*

Ms. Kapteijns

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### 264 (1) The History of Precolonial Africa

The rich and complex history of precolonial Africa is characterized by the development of increasingly complex societies – from gathering and hunting groups and stateless societies to city-states and kingdoms. This course will trace the history of these societies and introduce students to the wide variety of source materials available to the African historian. Important themes will include the spread of Islam in Africa, the rise of towns and a middle class, the massive enslavement of African people, and the changing social relationships between old and young, men and women, nobles and commoners, and free-born and slaves in precolonial Africa. *Open to all students.*

Ms. Kapteijns

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### 265 (2) History of Modern Africa

Many of Africa's current characteristics are the heritage of its colonial experience, which varied from one area to the other. This course will deal with the different types of colonies – from those settled by European planters to the "Cinderella's" or minimally exploited ones – and will trace African responses to colonial rule up to the achievement of political independence. While the course will include an outline of the political history of the post-colonial period, the

emphasis will be on an analysis of the roots of poverty, the food crisis, civil war and secessionism, the problem of tyranny, and East-West rivalry. *Open to all students.*

*Ms. Kapteijns*

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#### 271 (2) Modern Japan

Japanese history in the 19th and 20th centuries. Topics to be covered include: internal developments during the Tokugawa era; the crisis created by the arrival of the West; the Meiji Restoration of 1868; 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.*

*Ms. Hamata*

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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 break-down of Chinese society and polity in the 19th century. *Open to all students.*

*Mr. Cohen*

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#### 276 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 since; future problems. *Open to all students. Not offered in 1988-89.*

*Mr. Cohen*

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#### 281 A History of the Third World: 1400 to the Present

A study of Third World History with an emphasis on the persistent influence of local cultures on social and economic developments. Analyses through time of specific Third World societies and their internal cultural, social and economic patterns. Comparison of

divergent local responses to parallel domination. Case studies are taken from the Americas, the Far East, the Middle East and Africa. *Open to all students. Not offered in 1988-89.*

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#### 284 The Middle East in Modern History

This course will deal with a variety of themes in the political, socioeconomic, and intellectual history of the modern Middle East. It will analyze the rise of the modern nation-states in the period following World War I and trace the background of the area's major current political conflicts: the Arab-Israeli conflict, the Iran-Iraq war, the struggle for Lebanon, the Russian occupation of Afghanistan. On the level of socioeconomic change, the analysis will focus on the transformation of society as a result of the oil-boom and efforts at economic development and include topics such as the influx of migrant labor, the "separate development" of Saudi women, and the transformation of nomadic and village society. Themes in the history of ideas will include the rise of Jewish and Arab nationalism, Islamic fundamentalism, and the feminist movement in the Middle East. Novels, short stories and poetry will be among the sources used for this course. *Open to all students. Not offered in 1988-89.*

*Ms. Kapteijns*

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#### 286 (2) Islamic Society in Historical Perspective

This course will introduce students to the rich mosaic of Islamic society from the time of the Prophet to the First World War. Through the study of a wide variety of "building blocks" of Islamic society — from nomadic camp to metropole, from extended family to state bureaucracy, and from Islamic courts of law to Sufi brotherhoods — students will gain insight into some major themes of the political, religious, and socioeconomic history of the Islamic world in this time period. *Open to all students.*

*Ms. Kapteijns*

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#### 309 Social History of the United States, 1600-1850

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. Not offered in 1988-89.*

*Ms. Jones*

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### 310 (2) Social History of the United States, 1877-1985

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: 1877 to 1985. *Prerequisite: same as for 309.*

Ms. Halter

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### 314 America in the Progressive Era

American society between 1890-1920, focusing on the impact of urban industrial growth and movements for social reform. Emphasis on problems that persist in American public life: political corruption, corporate wealth, presidential power, immigration, private property and public responsibility. *Open to juniors and seniors, and by permission of the instructor to especially qualified sophomores. Not offered in 1988-89.*

Mr. Auerbach

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### 315 (2) America in the 1960s

Analysis of the various movements which have come to be associated with the decade of the 1960s including Civil Rights, the New Left, feminism, anti-war activity and the counter culture. *Open to juniors and seniors.*

Ms. Halter

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### 321 Post-War Japan

This course will trace Japan's rise from the ashes of defeat in World War II to its current prominence as an economic superpower. The challenge of recovery has affected every facet of Japanese society. We will examine how that challenge has influenced and been influenced by Japan's postwar social, political, and intellectual personality. We will also examine Japan's efforts to lead the way to a new "Information Society." *Prerequisite: same as for 314. Not offered in 1988-89.*

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### 323 Imperialism and Its Effects

This course deals with the causes and effects of the expansion of Europe and the United States into Asia, Latin America, the Middle East, and Africa since the early 19th century. Classical theories about the motivations for imperialism and colonialism, new explanations of dependency. Case studies in the nature of the economic and political relationships between Western powers and Third World countries and on the impact of foreign domination upon subject peoples. *Prerequisite: same as for 314. Not open to students who have taken 342. Not offered in 1988-89.*

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### 325 The Romantic Era in Germany

German culture and society from the Napoleonic Wars to the revolutions of 1848. The course will focus on three of the major locations of German cultural life — Berlin, Vienna, and Weimar — and explore changes in art, literature, music, philosophy, and politics. We will study the social dimensions of culture as well, looking at the role of Jews and women in the salon culture of Berlin, the court at Weimar, the aristocratic patrons of Viennese culture, and the radical student movement at the universities. Among the figures and groups to be studied: in literature, Kleist, Rahel Varnhagen, Goethe, E.T.A. Hoffmann and Heine; in music, Beethoven; in architecture, Schinkel; in art, Caspar David Friedrich; and in politics, Hegel and the young Hegelians (Feuerbach and Marx). *Prerequisite: same as for 314. Not offered in 1988-89.*

Mr. Knudsen

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### 330 (1) Seminar. Medieval Kings, Tyrants and Rebels

A study of the feudal classes of Western Europe during the High Middle Ages and the role which they played in defining western notions of political, religious and personal freedom. Ideas of kingship and tyranny, concepts of nobility, women and feudalism, kinship and vassalage will be examined by making use of medieval sources wherever possible: chronicles, biographies, correspondence, political treatises, epic and romantic literature. Examples will be drawn primarily from the history of England and France between the 11th and 14th centuries, but material on Germany, Italy and Spain will also be included. *Open by permission of the instructor to juniors, seniors, and to especially qualified sophomores.*

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. Park

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### 335 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. Not offered in 1988-89.*

Mrs. Preyer

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**336 Seminar. Hidden Bonds of Womanhood: Black and White Women in the South, 1930-1980**

The history of southern women, as shaped by their everyday experiences related to work, education, and family life, and by the social and economic upheavals precipitated by the Great Depression, World War II, the Civil Rights Revolution, and the emerging women's movement, with special attention to the divisive forces of racial prejudice and class conflict. Students will examine autobiographies, historical monographs, novels, and the recent documentary film series chronicling the Civil Rights movement, "Eyes on the Prize." *Prerequisite: same as for 330. Not offered in 1988-89.*

*Ms. Jones*

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**337 (2) Seminar. The American Promised Land**

Intensive analysis of selected texts, drawn from various disciplines and historical eras, which attempt to define the uniqueness of the American promise. Topic for 1988-89: Religion and the State. Religious freedom in American history, with emphasis on freedom of conscience, the free exercise of religion, and the "wall of separation." Particular attention to groups and individuals (Mormons, Jehovah's Witnesses, Orthodox Jews) who have resisted the secular consensus. *Prerequisite: same as for 330.*

*Mr. Auerbach*

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**339 (1) Seminar. American Jewish History**

The development of American Jewish life and institutions, especially since the era of mass immigration from Eastern Europe. Particular attention to the pressures, pleasures, and perils of acculturation. Historical and literary evidence will guide explorations into the social, psychological, and political implications of Jewish minority status in the United States. *Prerequisite: same as for 330.*

*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. Topics for 1988-89: 1) Trial by Jury; 2) The Law, Fugitive Slaves and the Breakdown of the American Constitution. *Prerequisite: same as for 330.*

*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. *Prerequisite: same as for 330.*

*Mr. Ulbricht*

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**343 (2) Seminar. Comparative History: Witchcraft in Germany and England**

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**344 (2) Seminar. Gendered Domains: Women and Men in Modern Japan**

This seminar seeks to understand the historical metamorphoses of gender roles and ideologies from 1860 to the present. We will examine the ways in which particular domains have come to be defined as male or female preserves; what constellations of historical circumstances inform the construction, extension, and declension of particular gendered domains; and how changes of gender ideologies are related to transformations in other areas such as labor force participation, patterns of childrearing, or modes of political behavior. *Open by permission of the instructor.*

*Ms. Hanawa*

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**345 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. Not offered in 1988-89.*

*Mr. Cohen*

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**346 (1) Seminar. China and America: The Evolution of a Troubled Relationship**

Despite the long-standing myth of a "special relationship" between China and the U.S., it is arguable that from the 19th century to the present what has been most special about this relationship is the degree to which it has been marked by misunderstanding and conflict. This theme will be explored through such topics as: 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 re-emergence of anti-Chinese feeling in the 1950s, the Nixon opening and the renewal of diplomatic relations, current and future problems in Sino-American relations. *Open by permission of the instructor to juniors and seniors with background in either Chinese or American history.*

Mr. Cohen

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348 (2) Seminar. History of Israel

An exploration of the historical formation and development of Jewish statehood, from Biblical promise to political reality. Consideration of Jewish settlement in Palestine; the nature of the Zionist revolution; the evolution of a modern state within the boundaries of an ancient homeland; relations with Arabs; and continuing efforts to define the nature and purpose of a Jewish national home. *Open by permission of the instructor to juniors and seniors and to especially qualified sophomores.*

Mr. Auerbach

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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 (2) Seminar. Rebels in Victorian England

Contrary to common assumptions about the Victorians, many individuals and groups vigorously combated the status quo in the 1860s-1890s. Seminar members will choose topics to explore, such as: the women's struggle for emancipation; the Irish fight against their oppressors; the working men's movement for political and trades union rights; the quest for freedom of belief and unbelief; the drive to educate the masses; the challenge to laissez faire theory and practice. *Prerequisite: same as for 330. Not offered in 1988-89.*

Mrs. Robinson

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353 (1) The Immigrant Experience in America

The personal and collective experience of immigrants to the United States during the 19th and 20th centuries. Students will receive training in the methodology of oral history as a tool to examine pre-migration cultures, immigrant expectation and adaptation, sojourner migrants, the persistence of ethnic enclaves in the urban environment and the condition of the most recent wave of newcomers to contemporary America. *Open by permission of the instructor to juniors and seniors, and to especially qualified sophomores.*

Ms. Halter

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356 Seminar. 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 247. Not offered in 1988-89.*

Ms. Tumarkin

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357 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. *Prerequisite: same as for 330. Not offered in 1988-89.*

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358 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. Not offered in 1988-89.*

Mrs. Robinson

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359 (2) Seminar. Soviet Union since Stalin

This seminar begins with the death of Stalin in 1953 and moves on to explore a variety of themes in recent Soviet history. Topics include: Khrushchev, Brezhnev, and their successors in the Kremlin; Soviet foreign policy in the nuclear age; Soviet women; the Gorbachev reforms in historical context. *Open by permission of the instructor to students with a background in Soviet history or politics.*

Ms. Tumarkin

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360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

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361 (2) Seminar. Crisis and Renovation: Comparative Themes in the History of France and Britain, 1930-80

A comparative perspective on French and British responses to changing international, political, economic, and social realities. Issues include: crisis of the 1930s; World War II and its postwar impact; decolonization; relations with the United States; modernization and social change in the 1950s and 1960s; and the politics of the 1960s and 1970s. *Prerequisite: same as for 330.*

Mr. Sherman

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364 (1) Seminar. Women in Islamic Society: Historical Perspectives

This seminar will examine the changing social roles of women in the Islamic world, from Pakistan to Morocco. It will consist of three parts. Part One will focus on the rights and duties of women as defined by the Koran and the Shari'a (Islamic Law). Part Two will explore the theoretical and historiographical literature on women in Islamic societies. In Part Three, which will form the bulk of the course, students will examine the social roles and position of women in concrete historical situations. *Prerequisite: same as for 330.*

Ms. Kapteijns

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370 (1) (2) Senior Thesis

*Prerequisite: 360.*

## Cross-Listed Courses

*For Credit*

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Black Studies 105 (1) (B<sup>2</sup>)

Introduction to the Black Experience

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Black Studies 150d (2) (B<sup>1</sup>)

1919: The Year of the New Negro. *Not offered in 1988-89.*

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Black Studies 200 (2) (B<sup>1</sup>)

Africans in Antiquity. *Not offered in 1988-89.*

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Black Studies 206 (2) (B<sup>1</sup>)

Introduction to Afro-American History, 1500-Present

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Black Studies 216 (1) (B<sup>1</sup>)

History of the West Indies. *Not offered in 1988-89.*

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Black Studies 319 (1) (B<sup>1</sup>)

Pan-Africanism

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Black Studies 340 (1)(B<sup>1</sup>)

Seminar. Afro-American History. *Not offered in 1988-89.*

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Classical Civilization 326 (1)(B)

The Ancient City

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Education 212 (1)(B<sup>1</sup>)

History of American Education

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Education 214 (2)(B<sup>1,2</sup>)

Youth, Education and Student Activism in Twentieth-Century America

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Education 312 (1)(B<sup>1</sup>)

Seminar. History of Child Rearing and the Family

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Religion 203

The Ancient Near East. *Not offered in 1988-89.*

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Religion 218 (1)

Religion in America. *Not offered in 1988-89.*

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Religion 255 (2)

Japanese Religion and Culture

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Religion 340 (2)

Seminar. The Holocaust. *Not offered in 1988-89.*

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Religion 341

Seminar. Zionism. *Not offered in 1988-89.*

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Spanish 260 (2)

History of Latin America

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Spanish 261 (1)

History of Spain. *Not offered in 1988-89.*

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Women's Studies 316

Seminar. History and Politics of Sexuality in the United States. *Not offered in 1988-89.*

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Women's Studies 320 (1)

Women and Health

## Directions for Election

The History Department allows majors great latitude in designing a program of study, but it is important for a program to have both breadth and depth. The Department offerings fall into three general areas: (1) the pre-modern West (ancient Greece and Rome,

Europe before 1600, medieval and imperial Russia, 2) the modern West (Europe since 1600, modern Russia, the United States); and 3) the non-West (China, Japan, Africa, and the Middle East). Majors may elect courses freely, but to ensure breadth of historical perspective, the Department strongly recommends that students elect at least one unit of course work from each of these areas. To encourage depth of historical understanding, we urge majors to focus eventually upon a special field of study, such as: 1) a particular geographical area, country, or culture; 2) a specific time period; 3) a particular historical approach, e.g., intellectual and cultural history, social and economic history; 4) a specific historical theme, e.g., the history of women, revolutions, colonialism. Finally, we require majors to include at least one seminar in their programs. No more than one completed course may be counted toward a History major.

The History minor consists of a minimum of five courses, of which at least four must be above the 100 level and at least one at the 300 level (excluding 370). Of these five units, at least three shall represent a coherent and integrated field of interest, such as, for example, American history, medieval and Renaissance history, or social history. Of the other two units, at least one shall be in a different field. No more than two courses must be taken at Wellesley. Completed courses do not count toward the minor.

Most 200-level courses in the Department are open to first-year students, but students without a strong secondary school background in European history should elect 200, 201, or both before taking other courses in the European field.

## Italian

### INTERDEPARTMENTAL MAJOR Italian Culture

*Professor Joseph J. Clark*

*Assistant Professor Maria Vanzo*

*Lecturer Jo Martin*

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. 61.

Attention is called to the major in Italian Culture. See Directions for Election.

#### 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. No credits will be given for this course unless both semesters are completed satisfactorily.

*The Year*

#### 202 1) Intermediate Italian I

Review of grammar and further 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. *Prerequisites: 100 or its permission of the instructor.*

*The Year*

#### 202 2) Intermediate Italian II

Development and refinement of language skills, with special emphasis on written and oral practice. A variety of national and non-national texts will be read. The readings will be the basis for class discussion of cultural, historical and literary issues. In the fourth semester of Italian, there will be great emphasis on critical and analytical reading skills. Three periods. *Prerequisites: 202 or its permission of the instructor. Majors are encouraged to take both 202 and 203.*

*Ms. Martin*

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### 205 (2) Intermediate Spoken Italian

The course develops oral skills by considering the major communicative functions for which language is used. Course 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: 202 or by permission of the instructor. Majors are encouraged to take both 203 and 205.*

Ms. Di Martino

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### 206 (1) Introduction to Modern Italian Literature

Topic for 1988-89: Images of women in Italian Literature of the Nineteenth and Twentieth Centuries. The course will examine the representation in fiction of women in relation to socio-political and cultural changes. *Prerequisite: 203 or by permission of the instructor.*

Ms. Mattii

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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. Not offered in 1988-89.*

Ms. Mattii

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### 208 (2) Italy: A Cultural Perspective (in English)

An examination of the beliefs, customs, values, social practices, and myths which constitute modern Italian culture. An understanding of the present cultural configuration within its historical perspective will be achieved through analyses of literary and sociological texts as well as audio-visual materials. *Open to all students. Not offered in 1988-89.*

Mr. Viano

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### 209 (2) Studies in Italian Literature

Topic for 1988-89: The Italian short story. The history of an art form relevant to the development of the Italian literary tradition. Writings by Boccaccio, Bandello, Verga, Pirandello, Moravia, Calvino and Anna Banti. *Prerequisite: 206 or by permission of the instructor.*

Ms. Mattii

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### 211 (1) 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*, with emphasis on the *Inferno* in the fall semester, and on the *Purgatorio* and *Paradiso* in the spring. The centrality and encyclopedic nature of the *Comedy* make it a paradigmatic work for students of the Middle Ages. Since Dante has profoundly influenced several writers of the 19th and 20th centuries, students will find that knowledge of the *Comedy* 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. Students may elect to take the course for either semester. Not offered in second semester 1988-89.*

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. *Not offered in 1988-89.*

Ms. Jacoff

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### 244 (2) Italian Cinema as an Art Form (in English)

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 vs. Modernism, Ideology and the image. 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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### 308 (1) The Contemporary Novel

The development of an art form in relation to the literary and intellectual history of modern Italy. Representative theoretical and fictional texts will illustrate the diversity of stylistic and thematic concerns of a variety of writers and movements. The focus will be on novels by Moravia, Vittorini, Pavese, Gadda and Calvino. *Prerequisite: 209 or by permission of the instructor.*

Ms. Mattii



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### 349 (2) Seminar. Literature and History

Topic for 1988-89: The unending conflict between man and history as represented in the works by Foscolo, Manzoni, Verga, Pirandello, Tomasi di Lampedusa and Elsa Morante. *Open by permission of the instructor.*

Ms. Mattii

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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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### 360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

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### 370 (1) (2) Senior Thesis

*Prerequisite: 360.*

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## Directions for Election

Course 100 is counted toward the degree but not toward the major.

The Italian major offers students the opportunity to acquire fluency in the language and knowledge of the literature and culture of Italy. Students are urged to begin Italian in their first year. Italian 100 counts toward the degree, but not the major. Students majoring in Italian are required to take eight units above the 100 level, two of which must be at Grade III level. Students should consult with the chair about the sequence of courses they will take. Courses given in translation count toward the major when all the written work is done in Italian. Qualified students are encouraged to spend their junior year abroad on an approved program. Courses in other languages and literatures, art and history are strongly recommended to supplement work in the major.

## Italian Culture

### AN INTERDEPARTMENTAL MAJOR

Director: *Jacoff*

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The major in Italian Culture offers students the opportunity to acquire fluency in the language and to deepen their knowledge of Italy through the study of its literature, art, history, music and thought. The program for each student will be planned individually with the director. At least four units in Italian above the 100 level, one of which must be at Grade III level, must be included in the program; in addition, the

student will take at least four units above the 100 level in related departments, one of which must be at Grade III level. Courses given in translation will count toward the major.

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. *Not offered in 1988-89.*

#### Art 251 (2)

Italian Renaissance Art

#### Art 254 (1)

Urban Form. Medieval Renaissance and Baroque. *Not offered in 1988-89.*

#### Art 304 (1)

Seminar. Problems in Italian Renaissance Sculpture

#### Art 330 (1)

Seminar. Renaissance Art in Venice and in Northern Italy. *Not offered in 1988-89.*

#### Art 333 (2)

Seminar. The High Baroque in Rome

#### History 223

From Closed World to Infinite Universe. *Not offered in 1988-89.*

#### History 233 (1)

Renaissance Italy

#### History 333 (2)

Seminar. Renaissance Florence

#### Italian 202 (1)

Intermediate Italian I

#### Italian 203 (2)

Intermediate Italian II

#### Italian 205 (2)

Intermediate Spoken Italian

#### Italian 206 (1)

Introduction to Modern Italian Literature

#### Italian 207 (2)

Studies in Italian Renaissance Literature. *Not offered in 1988-89.*

**Italian 208 (2)**  
Italy: A Cultural Perspective (In English). *Not offered in 1988-89.*

**Italian 209 (2)**  
Studies in Italian Literature

**Italian 211 (1)**  
Dante (in English)

**Italian 244 (2)**  
Italian Cinema as an Art Form (In English).

**Italian 308 (1)**  
The Contemporary Novel

**Italian 349 (2)**  
Seminar. Literature and History

**Language Studies 237 (2)**  
History and Structure of the Romance Languages.  
*Not offered in 1988-89.*

**Music 208 (1)**  
The Baroque Era

**Music 215 (2)**  
Vocal Forms

**Music 252 (2)**  
Music in the Renaissance. *Not offered in 1988-89.*

**Music 307 (2)**  
The Opera. *Not offered in 1988-89.*

## Japanese

INTERDEPARTMENTAL MAJOR:

### Japanese Studies

Assistant Professor: *Morley*

Lecturer: *Kamishima*

Language Instructor: *Darling<sup>a</sup>, Shorb<sup>b</sup>*

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#### 107 (1-2)(A) Beginning Japanese

Introduction to the modern standard Japanese language. Emphasis on developing proficiency in listening, speaking, reading and writing, using basic expressions and sentence patterns. Four periods with a fifth period to be arranged. *No credit will be given for this course unless both semesters are completed satisfactorily. Open to all students.*

*Ms. Morley and Staff*

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#### 111 Introduction to Japanese Civilization

An interdisciplinary and topical introduction to the salient features and issues in Japanese civilization from the seventh century to the present. Topics include: indebtedness to China and to the West, the role of feudalism in modernization, development of uniquely Japanese cultural norms and social structure, emergence of Japan as a threat to and promise for the rest of the world. Approached from history, literature, art, religion, sociology, economics, and political science. Team-taught with lecturers. *Not offered in 1988-89.*

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#### 207 (1-2)(A) Intermediate Japanese

Continuation of Japanese 107. The first semester will emphasize further development of listening and speaking skills with more complex language structures as well as proficiency in reading and writing. The second semester will emphasize reading and writing skills. Four periods with a fifth period to be arranged. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: 107 (1-2) or by permission of the instructor.*

*Ms. Kamishima and Staff*

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#### 221 (1) Topics in Japanese Linguistics

*Ms. Kamishima*

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#### 251 (2) Japan Through Literature and Film

A study of the great works of Japanese literature in translation from the 10th through the 18th centuries, including the early poetic diaries of the Heian Court ladies, the *Tale of Genji*, the *Nob* plays, the puppet plays of Chikamatu, and the haiku poetry of Matsuo Basho. Emphasis on the changing world of the Japanese writer and the role of the texts in shaping Japanese

aesthetic principles. Selected films shown throughout course. Offered in alternation with 351. *Open to all students. Not offered in 1988-89.*

Ms. Morley

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### 307(1-2) Advanced Japanese

Development and refinement of language skills with the aim of achieving fluency in verbal expression and mastery of reading and writing skills. Language laboratory attendance is required. Meets three days a week. *Prerequisite: 207 or the permission of the instructor.*

Ms. Kamishima

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### 308 (1) Readings in Contemporary Japanese Prose

Reading and discussion in Japanese of selections from modern prose: short stories, essays, etc. Focus on advanced reading and translation skills. Two periods with discussion section. *Prerequisite: 307 (1-2) or by permission of instructor.*

Ms. Morley

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### 309 (2) Readings on Contemporary Japanese Social Science

Readings in Japanese with selections from current newspapers and journals. Two periods with discussion section. *Prerequisite: 308, or by permission of instructor.*

Ms. Hamatae

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### 351 (2) Seminar. Modern Japanese Novel in Translation

Analysis of selection of works by modern novelists from the 19th through the 20th centuries including Ogai, Soseki, Kawabata, Tanizaki, Mishima, Enchi, and others. Focus on the impact of the west in the 19th century and later of WWII and its aftermath on the development of modern Japanese writers. Offered in alternation with 251. *Prerequisite: one unit in Japanese Studies or by permission of instructor.*

Ms. Morley

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## Cross-Listed Courses

*For Credit*

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### History 104

Introduction to Japan. *Not offered in 1988-89.*

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### History 271 (2)

Modern Japan

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### History 344 (2)

Seminar. Gendered Domains: Women and Men in Modern Japan

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### Religion 108 (1) (2)

Introduction to Asian Religions

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### Religion 255 (2)

Japanese Religion and Culture

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## Japanese Studies

### AN INTERDEPARTMENTAL MAJOR

Directors: *Kodera, Morley*

The Japanese Studies Program offers courses on traditional and modern Japan in several disciplines, including language. This major requires at least two years of Japanese language training and a minimum of four non-language from those listed below. Those primarily interested in traditional Japan are strongly encouraged to do some course work on traditional China. One course on China can count toward the major. Opportunities for study in Japan for different lengths of time are also available.

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### Art 249 (2)

Far Eastern Art: Japanese Art

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### Economics 218 (2)

The East Asian Economies. *Not offered in 1988-89.*

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### History 104

Introduction to Japan. *Not offered in 1988-89.*

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### History 271 (2)

Modern Japan

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### History 344 (2)

Seminar. Gendered Domains: Women and Men in Modern Japan

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### Japanese 107 (1-2) (A)

Beginning Japanese

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### Japanese 111

Introduction to Japanese Civilization. *Not offered in 1988-89.*

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### Japanese 207 (1-2) (A)

Intermediate Japanese

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Japanese 221 (1)

Topics in Japanese Linguistics

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Japanese 251 (2)

Japan Through Literature and Film. *Not offered in 1988-89.*

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Japanese 307 (1-2)

Advanced Japanese

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Japanese 308 (1)

Readings in Contemporary Japanese Prose

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Japanese 309 (2)

Readings on Contemporary Japanese Social Science Topics

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Japanese 351 (2)

Seminar. Modern Japanese Novel in Translation

---

Religion 108 (1) (2)

Introduction to Asian Religions

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Religion 253 (1)

Buddhist Thought and Practice. *Not offered in 1988-89.*

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Religion 255 (2)

Japanese Religion and Culture

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Religion 353 (2)

Seminar. Zen Buddhism. *Not offered in 1988-89.*

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Religion 356 (2)

Seminar. Ideal Society in East Asian Religions

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Theatre Studies 207 (2)

East Asian Theatre. *Not offered in 1988-89.*

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## Jewish Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Nathanson*

The major in Jewish Studies is designed to acquaint students with the many facets of Jewish civilization, from antiquity to the present and in diverse geographic regions, through an interdisciplinary study of Jewish religion, history, philosophy, art, literature, social and political institutions and cultural patterns.

For a major in Jewish Studies, students must take Religion 140 and show proficiency in Hebrew (equivalent to at least two semesters at the second-year level). In certain cases, where students whose area of concentration necessitate another language (such as Arabic, French, Spanish, Yiddish), that language may be substituted for Hebrew in consultation with the student's major advisor. In addition, students are expected to concentrate in some area or aspect of Jewish studies (such as religion, history or Hebrew language and literature) by taking four courses above the Grade I level, including at least two at the Grade III level. Students are encouraged to apply to participate in "Wellesley-in-Israel," a January seminar in Jerusalem which focuses on archaeology in Israel, and which is held in cooperation with The Hebrew University of Jerusalem.

Majors devise their own programs in consultation with their faculty advisor, either the Director of the Jewish Studies Program or an appropriate faculty member from the student's area of concentration.

In addition to Wellesley courses, students are encouraged to take courses at Brandeis University in the Department of Near Eastern and Judaic Studies 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.

A minor in Jewish Studies (5 units) consists of: (A) Religion 140 and (B) 4 units from the following (of which at least one must be at the 300 level and no more than one at the 100 level): English 267, History 339, 348; Philosophy 212, 219; Political Science 326; Religion 104, 105, 203, 204, 206, 207, 241, 242, 243, 244, 245, 305, 339, 340, 341; Spanish 206 and 315 and (C) units must be taken in at least 2 departments; in consultation with her advisor or the Director of the Program in Jewish Studies, a student can also arrange to take courses for inclusion in the Jewish Studies minor in Brandeis University's Department of Near Eastern and Judaic Studies.

The following courses are available in Jewish Studies; for related courses, consult the Director of the Program.

**English 267 (1)**

Late Modern and Contemporary American Literature. Special topic section: Jewish American Writing

**History 339 (1)**

Seminar. American Jewish History

**History 348 (2)**

Seminar. History of Israel

**Philosophy 212**

Modern Jewish Philosophy. *Not Offered in 1988-89.*

**Philosophy 219 (2)**

Personal Identity in Medieval Philosophy

**Political Science 326**

International Politics in the Middle East. *Not Offered in 1988-89.*

**Religion 104 (1) (2)**

Introduction to the Hebrew Bible/Old Testament

**Religion 105 (1) (2)**

Introduction to the New Testament

**Religion 140 (1)**

Introduction to Judaism

**Religion 199 (1-2)**

Elementary Hebrew 2

**Religion 203**

The Ancient Near East. *Not offered in 1988-89.*

**Religion 206**

Prayer, Wisdom, and Love in the Hebrew Bible/Old Testament. *Not offered in 1988-89.*

**Religion 207 (2)**

The Exodus

**Religion 241**

Judaism and Modernity. *Not offered in 1988-89.*

**Religion 242**

Rabbis, Romans and Archaeology. *Not offered in 1988-89.*

**Religion 243**

Women in Judaism. *Not offered in 1988-89.*

**Religion 244 (2)**

Jewish Communities of the Islamic World

**Religion 245 (2)**

Hebrew and Yiddish Literature in Translation

**Religion 299 (1) (2)**

Intermediate Hebrew

**Religion 305**

Seminar. Job and the Problem of Suffering. *Not offered in 1988-89.*

**Religion 339**

Judaism, Christianity, and Modernity. *Not offered in 1988-89.*

**Religion 340**

Seminar. The Holocaust. *Not offered in 1988-89.*

**Religion 341**

Seminar. Zionism. *Not offered in 1988-89.*

**Spanish 206**

Christians, Jews and Moors: The Spirit of Spain in its Literature. *Not offered in 1988-89.*

**Spanish 315 (1)**

Seminar. Love and Desire in Spain's Early Literature

# Language Studies

## AN INTERDEPARTMENTAL MAJOR

Director: *Levitt*

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 a minimum of three language studies courses: Language Studies 114 (Introduction to Linguistics), and either Language Studies 237 (History and Structure of the Romance Languages) or Language Studies 238 (Sociolinguistics) or Language Studies 244 (Language: Form and Meaning) and Language Studies 312 (Bilingualism: An Exploration of Language, Mind and Culture) or Language Studies 322 (Child Language Acquisition). 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.

### 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*

### 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. Not offered in 1988-89.*

*Ms. Levitt*

### 238 (2) Sociolinguistics

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 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.*

*Ms. Levitt*

### 244 (2) Language Form and Meaning

A study of formal approaches to the description of the syntax (form) and semantics (meaning) of language, beginning with transformational grammar and extending to current research. Topics will include some linguistic pragmatics (basic speech act theory, discourse structure). This course provides the relevant theoretical background for both language studies majors and students interested in artificial intelligence. *Prerequisite: Language Studies 114. Not offered in 1988-89.*

*Ms. Herskovits*

### 312 (2) Bilingualism: An Exploration of Language, Mind and Culture

Exploration of the relationship of language to mind and culture through the study of bilingualism. Focus on the bilingual individual for questions concerning language and mind: The detection of 'foreign' accent, the relationship of words to concepts, the organization of the mental lexicon, language specialization of the brain, and the effects of early bilingualism on cognitive functioning. The bilingual nation will be the focus for questions dealing with language and culture: The societal conventions governing use of one language over another, the effects of extended bilingualism on language development and change, and 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.*

*Ms. Levitt*

### 322 (1) Child Language Acquisition

Language acquisition in young children. Examination of children's developing linguistic abilities and evaluation of current theories of language learning. Topics include infant speech perception and production and

the development of phonology, morphology, the lexicon, syntax and semantics in the young child. Data from studies of children learning languages other than English will also be considered. *Open to juniors and seniors who have taken Language Studies 114 or Psychology 216, or by permission of the instructor. Not offered in 1988-89.*

Ms. Levitt

The following courses are available for credit in Language Studies:

**Computer Science 235 (2)**

Languages and Automata

**Education 308 (1-2)**

Seminar on Foreign Language Methodology. *Not offered in 1988-89.*

**English 381 (2)**

Linguistics, Philology, and English Literature. *Not offered in 1988-89.*

**French 222 (1) (2)**

Studies in Language I

**French 308 (2)**

Advanced Studies in Language I

**French 309 (2)**

Advanced Studies in Language II. *Not offered in 1988-89.*

**Philosophy 207 (1)**

Philosophy of Language

**Philosophy 215 (1)(2)**

Philosophy of Mind

**Philosophy 216 (1)(2)**

Logic

**Psychology 216**

Psychology of Language. *Not offered in 1988-89.*

**Psychology 330**

Seminar. Cognitive Science. *Not offered in 1988-89.*

**Russian 301 (1)**

Advanced Russian

**Russian 302 (2)**

Advanced Study of Modern Russian

## Mathematics

Professor: Wilcox, Shuchat, Shultz, Sontag (Chair)

Associate Professor: Wang, Hirschhorn, Magid<sup>N</sup>

Assistant Professor: Brosius, Blomstrom, de Rezende, Goerss, Levenberg<sup>N</sup>, Morton<sup>N</sup>, Scattone, van Mulbregt

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 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.*

*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. Infinite sequences and series of numbers, power series, Taylor series. *Prerequisite: 115 or the equivalent.*

*The Staff*

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### 120 (1) Calculus IIA

A variant of 116 for students who have a thorough knowledge of the techniques of differentiation and integration, and familiarity with inverse trigonometric functions and the logarithmic and exponential functions. Includes a rigorous theoretical treatment of improper integrals, L'Hôpital's rule, limits of sequences, Taylor's theorem, and power series. Finishes with a new look at the foundations of calculus, with careful treatment of limits, continuity and Riemann sums. *Open by permission of the department to students who have completed a year of high school calculus. A placement test on techniques of integration and differentiation will be required of everyone enrolled in the course. (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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### 205 (1) (2) Intermediate Calculus

Vectors, matrices, and determinants. Polar, cylindrical, and spherical coordinates. Curves, functions of several variables, partial and directional derivatives, gradients, vector-valued functions of a vector variable, Jacobian matrix. Multiple integrals. *Prerequisite: 116, 120, or the equivalent.*

*The Staff*

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### 206 (1) (2) Linear Algebra

Real and complex 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. Line integrals, surface integrals, Green's Theorem, Gauss' Theorem, Stokes' Theorem. Introduction to complex-variable theory. Introduction to differential equations. *Prerequisite: 205.*

*Ms. de Rezende, Ms. Blomstrom*

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### 210 (2) Differential Equations

Introduction to theory and solution of ordinary differential equations, with applications to such areas as physics, ecology, and economics. Includes linear and nonlinear differential equations and equations systems, existence and uniqueness theorems, and such solution methods as power series, Laplace transform, and graphical and numerical methods. *Prerequisite: 205*

*Mr. Shuchat*

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### 217 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. Additionally listed in the Economics Department. *Prerequisite: Economics 201 or 202 and Mathematics 205, or by permission of the instructor. Not offered in 1988-89.*

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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.*

*Ms. Wang*

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### 225 (1) Combinatorics and Graph Theory

Enumeration of selections and arrangements, basic graph theory (isomorphism, coloring, trees), generating functions, recurrence relations. Methods of proof such as mathematical induction, proof by contradiction. Other possible topics: pigeonhole principle, Ramsey theory, Hamiltonian and Eulerian circuits, Polya's theorem. *Prerequisite: 116, 120, or the equivalent.*

*Mr. Shultz*

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### 249 Selected Topics

Topics in recent years have included the history of geometry, problem solving in mathematics, differential geometry, and numerical analysis.

*Not offered in 1988-89.*

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### 250 (1) Topics in Applied Mathematics

Topic for 1988-89: Operations research and systems analysis. Optimization theory and its application to decision making in private- and public-sector management. Topics such as linear, nonlinear, and dynamic programming, and network-flow modeling. Applica-



tions selected from mathematical models of production, inventory, scheduling, investment, harvesting, transportation, and distribution. *Prerequisite:* 206.

*Mr. Shubat*

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### 302 (1) (2) Elements of Analysis I

Metric spaces; compact, complete, and connected spaces; continuous functions; differentiation, integration, interchange of limit operations as time permits. *Prerequisite:* 206.

*Ms. Wang, Mr. Hirschborn*

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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. Wilcox*

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### 305 (1) (2) Modern Algebraic Theory I

Introduction to groups, rings, integral domains, and fields. *Prerequisite:* 206.

*Mr. Brosius, Mr. Goerss*

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### 306 (1) Modern Algebraic Theory II

Topics chosen from the theory of abstract vector spaces, Galois theory, field theory. *Prerequisite:* 305.

*Mr. Scatton*

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### 307 (2) 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.

*Ms. de Rezende*

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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. *Not offered in 1988-89.*

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### 310 (1) Functions of a Complex Variable

Analytic functions. Complex-integration theory including the Cauchy-Goursat Theorem; Taylor and Laurent series; Maximum Modulus Principle; residue theory and singularities; mapping properties of analytic functions. Additional topics such as conformal mapping and Riemann surfaces, as time permits. *Prerequisite:* 209 and 302.

*Ms. Blomstrom*

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### 318 (2) Topics in Applied Mathematics

*Not offered in 1988-89.*

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### 349 (2) Selected topics.

Topic for 1987-88 was discrete dynamical systems. *Not offered in 1988-89.*

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

Open to juniors and seniors by permission. 350 students will be expected to participate in the Mathematical Research Seminar (see 360).

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### 360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See Directions for Election and p. 64, Departmental Honors. Students writing a senior thesis will be expected to participate regularly throughout the 360 and 370 in the Mathematical Research Seminar. This weekly seminar provides a forum for students conducting independent research to present their work to fellow students and faculty.

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### 370 (1) (2) Senior Thesis

*Prerequisite:* 360.

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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 one other 300-level course.

The mathematics minor is recommended for students whose primary interests lie elsewhere but who wish to take a substantial amount of mathematics beyond calculus. Option I (5 units) consists of: (A) 205, 206 and (B) 302 or 305 and (C) two additional units, at least one of which must be at the 200- or 300-level. Option II (5 units) consists of: (A) 205, 206, 209 and (B) two additional 200- or 300-level units. A student who plans to add the mathematics minor 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. 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 302, 303, 305, and at least three other Grade III courses, possibly including a graduate course at MIT. They are also advised to acquire a reading knowledge of one or more of the following languages: French, German, or Russian.

Students are encouraged to elect MIT courses that are not offered by the Wellesley College mathematics department.

The department offers the following options for earning honors in the major field: (1) completion of 302, 303, 305, and three other Grade III courses, and two written comprehensive examinations; (2) two semesters of thesis work (360 and 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. Seniors who intend to attempt honors will be expected to participate in the Mathematical Research Seminar (see 360).

## Medieval/Renaissance Studies

AN INTERDEPARTMENTAL MAJOR

Directors: *Cox, Fergusson*

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. To ensure that breadth of knowledge is not achieved at the expense of depth, however, majors are required to elect at least four units of work above the Grade I level from the offerings in one department. (See the list of available courses.) Each year a seminar is offered in which more than one member of the faculty participate and which is especially designed to accommodate the needs and interests of the majors. The Majors Seminar for 1988-89 is Medieval/Renaissance Studies 335, *Love in the Middle Ages*. A minimum major consists of eight courses, of which at least two must be at the Grade III level. Students writing a senior thesis will be expected to participate in a research seminar, which in 1988-89 will be led by Ms. Lynch.

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. By participating in the Collegium Musicum students can learn to perform Medieval and Renaissance music. See the description under Music.

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.

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### 247 (2) Arthurian Legends

A survey of legends connected with King Arthur from the sixth century through the fifteenth with some attention to the new interpretations in the Renaissance, the nineteenth, and the twentieth centuries. Special lectures by members of the Medieval/Renaissance studies program. *Open to sophomores, juniors, and seniors; and also to first year students by permission of the instructor.*

*Ms. Lynch*

**335 (1) Love in the Middle Ages**

An exploration of medieval discourses of desire, both secular and sacred. Consideration of the secular romantic ethos found in Andreas Capellanus, in troubador poetry, and in romances such as Beroul's *Tristan* and Chretien's *Ivain* and of sacred love as defined by St. Bernard's sermons on canticles and Julian of Norwich's *Showings*. Particular attention will be given to texts such as the letters of Eloise and Abelard, Dante's *Vita Nuova*, and the *Romance of the Rose* that explore the dialectical relations between sacred and profane notions of love. *Open by permission of the instructor to juniors, seniors, and to especially qualified sophomores.*

*Ms. Jacoff*

Among other courses that count toward the major are:

**Art 100 (1)**

Introductory Course

**Art 202 (1)**

Medieval Art

**Art 203 (2)**

Cathedrals and Castles of the High Middle Ages

**Art 215 (1)**

Introduction to the History of Art I

**Art 247 (1)**

Islamic Art and Culture

**Art 250**

From Giotto to the Art of the Courts: Italy and France, 1300-1420. *Not offered in 1988-89.*

**Art 251 (2)**

Italian Renaissance Art: Painting and sculpture in Italy in the fifteenth and early sixteenth centuries

**Art 254**

Urban Form: Medieval, Renaissance, and Baroque. *Not offered in 1988-89.*

**Art 304 (1)**

Seminar. Problems in Italian Renaissance Sculpture

**Art 311**

Northern European Painting and Printmaking. *Not offered in 1988-89.*

**Art 330**

Seminar. Renaissance Art in Venice and Northern Italy. *Not offered in 1988-89.*

**Art 332**

Seminar. The Thirteenth-Century King as Patron. *Not offered in 1988-89.*

**English 112 (1) (2)**

Introduction to Shakespeare

**English 211**

Medieval Literature. *Not offered in 1988-89.*

**English 213 (1)**

Chaucer

**English 216 (1)**

English Survey: Anglo Saxon times to the present

**English 222 (1)**

Renaissance Literature: An introduction to major Renaissance authors. *Not offered in 1988-89.*

**English 223 (1)**

Shakespeare Part I: The Elizabethan Period

**English 224 (2)**

Shakespeare Part II: The Jacobean Period

**English 283**

English Drama I. *Not offered in 1988-89.*

**English 313**

Advanced Studies in Chaucer. *Not offered in 1988-89.*

**English 325 (2)**

Advanced Studies in the Renaissance  
Topic for 1988-89: Madness in Renaissance Drama

**English 349 (1)**

Seminar. Approaches to Independent Study in Literature

Topic for 1988-89: Renaissance Sexuality and the Problem of Representation

**English 387 (2)**

Seminar. Topic for 1988-89: Marlowe and Shakespeare

**Extrdepartmental 200 (1)**

Classic Texts in Contemporary Perspective

**Extrdepartmental 330 (2)**

The Story of Troilus and Cressida in Medieval and Renaissance Literature

**French 212 (2)**

Studies in the Middle Ages and Renaissance. *Not offered in 1988-89.*

**French 312 (2)**

Advanced Studies in the Middle Ages and Renaissance. *Not offered in 1988-89.*

**German 202 (1)**

Introduction to German Literature

**History 150 h. (2)**

Richard Lionheart in History and Legend

- History 200 (1)**  
The Making of the West
- History 223**  
From Closed World to Infinite Universe. *Not offered in 1988-89.*
- History 229**  
Alexander the Great: Psychopath or Philosopher King? *Not offered in 1988-89.*
- History 230**  
Greek History from the Bronze Age to the Death of Philip II of Macedon. *Not offered in 1988-89.*
- History 231 (2)**  
History of Rome
- History 232 (2)**  
The Medieval World, 1000 to 1300
- History 233 (1)**  
Renaissance Italy
- History 234 (2)**  
Heresy, Humanism, and Reform: Renaissance and Reformation in Northern Europe
- History 235 (1)**  
The Formation of European Culture: Middle Ages and Renaissance. *Not offered in 1988-89.*
- History 238 (2)**  
English History: 1066 and All That
- History 239 (1)**  
English History: Henry VIII and Elizabeth I
- History 330 (1)**  
Seminar. Medieval Kings, Tyrants and Rebels
- History 333 (2)**  
Seminar. Renaissance Florence
- Italian 207 (2)**  
Studies in Italian Renaissance Literature. *Not offered in 1988-89.*
- Italian 211 (1)**  
Dante (in English)
- Italian 212 (2)**  
Literature of the Italian Renaissance (in English). *Not offered in 1988-89.*
- Latin 207 (2)**  
Medieval Latin. *Not offered in 1988-89.*
- Music 200 (1)**  
Design in Music
- Music 251 (1)**  
Music in the Middle Ages. *Not offered in 1988-89.*
- Music 252 (2)**  
Music in the Renaissance. *Not offered in 1988-89.*
- Philosophy 219 (2)**  
Personal Identity in Medieval Philosophy
- Political Science 240 (2)**  
Classical and Medieval Political Theory
- Religion 216 (2)**  
History of Christian Thought: 100-1400
- Religion 217**  
History of Christian Thought: 1400-1800. *Not offered in 1988-89.*
- Religion 316 (1)**  
Seminar. The Virgin Mary. *Not offered in 1988-89.*
- Spanish 206 (1)**  
Christians, Jews, and Moors: The Spirit of Spain in Its Literature. *Not offered in 1988-89.*
- Spanish 302 (2)**  
Cervantes
- Spanish 315 (1)**  
Seminar. Love and Desire in Spain's Early Literature

# Music

Professor: *Herrmann, Jander (Chair)*

Associate Professor: *Zallman, Brody<sup>A</sup>, Fleurant<sup>B</sup>*

Visiting Associate Professor: *Proctor<sup>B</sup>*

Assistant Professor: *Fisk<sup>A</sup>, Cumming, Roens<sup>B</sup>*

Instructor: *Maus<sup>A</sup>, DeFotis*

Chamber Music Society: *Cirillo (Director), Plaster (Assistant Director)*

Instructor in Performing Music:

*Piano: Fisk<sup>A</sup>, Shapiro, Alderman, Barringer (jazz piano), Urban (keyboard skills)*

*Voice: O'Donnell, Hewitt-Didham*

*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 (Performance Workshop)*

*Harp: Kemper*

*Guitar and Lute: Collver-Jacobson (Collegium Musicum)*

*Saxophone: Malone*

*Harpichord and Continuo: Cleverdon*

*Viola da Gamba: Jeppesen*

*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 (Mussorgsky, Debussy, and Stravinsky). Not to be counted toward the major. Two lectures and one section meeting.

*Mr. Jander*

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## 106 (1) Afro-American Music

A survey of Black music in America, its origins, its development, and its relation to cultural and social conditions. Not to be counted toward the major in music. *Open to all students.*

*Mr. Fleurant*

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## 111 (1) (2) The Language of Music

Preparation in the primary elements of music emphasizing rhythm and pitch perception, reading skill, keyboard familiarity, and correct music notation. Study in basic materials of music theory will include scale and chord construction, transposition, and procedures for harmonizing simple melodies. Not to be counted toward the major. Two section meetings and one 60-minute class devoted to lecture or laboratory. *Open to all students.*

*Ms. Zallman, Ms. DeFotis*

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## 115 (1) (2) Musicianship

Thorough grounding in elements of tonal music, through practice in scales, intervals, triads, and rhythmic notation, accompanied by regular ear-training sessions. Students will apply the skills they acquire to the analysis of works from the standard repertory and will learn to compose simple four-part harmonic progressions. Normally followed by 202. Two class meetings and one 60-minute laboratory. *Open to all students who have passed the basic skills test.*

*Mr. Proctor, Mr. Roens*

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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 Chair, Department of Music. *No credit will be given for this course unless both semesters are completed satisfactorily.*

*The Staff*

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## 200 (1-2) Design in Music 2

A survey of music history from Gregorian chant to electronic music. Live performance when possible. Emphasis on recognition of forms and styles, and on analysis of scores. One unit of credit may be given for the first semester. Three periods. *Prerequisite: 202.*

*Ms. Cumming*

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## 202 (2) Pitch Structure in Tonal Music

A continuation of 115. Concentrated study of the fundamental pitch structures of 18th- and 19th-century European music. Students will work toward fluency in species counterpoint, figured bass, and the vocal style of J. S. Bach's chorale settings. Three class meetings and one keyboard laboratory. *Prerequisite: 115.*

*Mr. Roens*

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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. Not offered in 1988-89.*

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## 205 (2) 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. Special topic for this semester: Text setting and writing for voice. *Open to students who have taken or exempted Music 115. Students who can read music fluently are also invited with permission of the instructor.*

*Ms. Zallman*

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## 208 (1) The Baroque Era

Studies in the Baroque style from its beginnings in Italy and its rapid spread throughout the rest of Europe to its culmination in the music of Bach and Handel. The birth of the opera, sonata, concerto and oratorio. Major works studied will include operas by Monteverdi and Purcell, church music by Gabrieli and Schutz, concertos by Corelli and Vivaldi, Bach's *Branden-*

*burg Concertos, Magnificat, and Matthew Passion, and Handel's Water Music, Israel in Egypt and Messiah.* Not to be counted toward the major in music. *Prerequisite: 100, 111, or 115.*

*Mr. Herrmann*

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## 209 (1) The Classical Era

Beethoven and the Web of Culture. Analysis of such works as the "Tempest" Sonata, the "Pastoral" Symphony, the Fourth Piano Concerto, the "Choral Fantasy," and the final piano sonata (op.111) and the final string quartet (op.135) with special focus on Beethoven's subjective intentions, on the actual sources of his extra-musical ideas, and on the influence of his poetic visions on his musical forms. Not to be counted toward the major in music. *Prerequisite: 100, 111, or 115. Not offered in 1988-89.*

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## 210 (2) The Romantic Era

Not to be counted toward the major. *Prerequisite: 100, 111, or 115. Not offered in 1988-89.*

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## 211 (2) Instrumental Music

Not to be counted toward the major. *Prerequisite: 100, 111, or 115, or by permission of the instructor. Not offered in 1988-89.*

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## 214 (2) The Modern Era

Not to be counted toward the major. *Prerequisite: 100, 111, or 115 or by permission of the instructor. Not offered in 1988-89.*

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## 215 (2) Vocal Forms

Topic for 1988-89: The Opera. The growth of the opera as a musical and dramatic form from its beginnings in the early Baroque to the end of the 19th Century. Works studied will cover the span from Monteverdi's *Orfeo* to Puccini's *La Bobeme*; but particular emphasis will be placed on the operas of Mozart, Verdi, and Wagner, including Mozart's *Marriage of Figaro* and *Magic Flute*, Verdi's *Rigoletto* and *Otello*, and Wagner's *Die Walkure*. *Prerequisite: 100, 111, or 115, or by permission of the instructor.*

*Mr. Herrmann*

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## 222 (1) Selected Topics

Not to be counted toward the major. *Prerequisite: Music 100, 111 or 115 or by permission of the instructor. Not offered in 1988-89.*

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## 251 (1) Music in the Middle Ages

Music was central to the medieval educational curriculum, to Christian liturgy, and to secular ceremony and recreation. We will consider music as a liberal art, chant and liturgy, songs of the troubadours and trou-

veres, early polyphony, the medieval motet, and the polyphonic chanson, with reference to the history of musical style and to the role of music in society. *Prerequisite:* 200 (1) or permission of the instructor. *Not offered in 1988-89.*

### 252 (2) Music in the Renaissance

Sacred and secular music in Europe from the new style of Dufay and Dunstable in the early fifteenth century to the height of the *ars perfecta* of Palestrina, Lassus and Byrd and the *secunda practica* of the madrigals of Marenzio and Gesualdo in the late sixteenth century. The course will focus on the transformation and development of genres and forms in vocal and instrumental music, with reference to cultural context and to modern scholarship in Renaissance music. *Prerequisite:* 200 (1) or permission of the instructor. *Not offered in 1988-89.*

### 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. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite:* 199.

*The Staff*

### 302 (1) Compositional Functions of Harmony

Written exercises in the techniques of harmonic expansion and prolongation, the use of common textures, melodic figuration, and classical phrase structures. The range study will include diatonic chromaticism and an exploration of developments in late 19th-century chromaticism. A keyboard laboratory will focus on through-bass realization in the baroque style. Three class meetings and one 60-minute laboratory. *Prerequisite:* 202.

*Mr. Proctor, Ms. Cleverdon*

### 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.

*Ms. Zallman*

### 306 (2) Tonal Analysis

The normal continuation of 302. Analysis of the harmonic forms of classically tonal music from D. Scarlatti to Brahms emphasizing the study of expanded binary and ternary forms: sonata, minuet and trio and theme and variations. A continuation of the keyboard laboratory in through-bass realization. Three class meetings and keyboard laboratory. *Prerequisite:* 302.

*Ms. Zallman, Ms. Cleverdon*

### 307 (2) The Opera

*Prerequisite:* 200 or, with permission of the instructor, two Grade II units in the literature of music. *Not offered in 1988-89.*

### 308 (2) Choral and Orchestral Conducting

Techniques of score preparation, score reading, rehearsal methods, and baton techniques. The development of aural and interpretive conceptual skills through class lectures and rehearsals, demonstrations of instruments, individual tutorials and projects designed according to the student's development and interest. *Prerequisite:* 200, 302, and 306 (which may be taken concurrently), or by permission of the instructor.

*Ms. DeFotis*

### 313 (2) Twentieth-Century Analysis and Composition

A study of compositional devices of 20th-century music through the analysis of selected short examples from the literature. Special topic for this semester: Text setting and writing for voice. Students will attend Music 205 classes and will focus on the composition of complete pieces in addition to regular class assignments. *Open to students who have taken 115 or have taken or are taking 200 or 202.*

*Ms. Zallman*

### 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. *Not offered in 1988-89.*

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### 317 (1) Seminar. The Baroque Era

*Open to students who have taken 200 and have taken or are taking 302. Not offered in 1988-89.*

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### 318 (2) The Classical Era

*Prerequisite: 200 and 302, or by permission of the instructor. Not offered in 1988-89.*

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### 319 (1) Seminar. The Mass in the Eighteenth and Nineteenth Centuries

Studies of musical symbolism in selected Masses from the Bach *Mass in B Minor* to the Schubert *Mass in E-flat*. The genesis, structure, and evolution of the Mass from analytical and historical perspectives. *Open to students who have taken 200 and 302, or with permission of the instructor.*

*Ms. DeFotis*

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### 320 (2) Seminar. The Twentieth Century

*Open to students who have taken 200. Not offered in 1988-89.*

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### 323 (2) Seminar. Selected Topics.

Topic for 1988-89: The Concerto. The birth of the concerto in the Baroque period, observed in music by Corelli, Vivaldi, and Bach; the concerto principle at work in vocal music of the Baroque (for example, in a chorus from a Bach Cantata or a Handel oratorio); the evolution of the Classical concerto (Mozart, Beethoven) as a form indebted to both baroque principles and the new classical sonata idea; and the complete transformation of the concerto in Romantic works by Mendelssohn, Liszt, and Brahms. *Open to students who have taken 200 and have taken or are taking 302.*

*Mr. Herrmann*

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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 audi-

tioned 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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### 360 Senior Thesis Research 1 or 2

By permission of department. See Directions for Election and p. 64, Departmental Honors.

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### 370 (1) (2) Senior Thesis

*Prerequisite: 360.*

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## Cross-Listed Courses

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### *Attention Called*

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### Technology Studies 202 (2)

Structure in Music: Experiments in Computer Modeling. *Not offered in 1988-89.*

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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.

A minor in music (5 units) consists of: (A) 115 and (B) 200(2 units), 202 and (C) 1 additional unit at the 200 or 300 level.

The department offers a choice of three programs for Honors, all entitled 360-370. 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, two Mason and Hamlin grands, 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 \$472 for one lesson per week throughout the year. Students who contract for performing music instruction under Music 99 are charged \$472 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.

### 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.

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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 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.

### Prism Jazz

Prism Jazz is a faculty-directed big band which gives students the opportunity to improvise in mainstream Jazz literature. The group consists of approximately fifteen students and gives two concerts per year.

# Peace Studies

## AN INDIVIDUAL MAJOR

Director: *Craig Murphy*

Wellesley College offers an active program designed to acquaint students with current issues and events essential to the maintenance of peace. A major in Peace Studies may be designed according to the provision of the Individual Major option. See p. 54. In addition to lectures, workshops, symposia, and internships, the College offers two courses which are specifically sponsored by the Peace Studies Program. In 1988-89, these courses are:

### 259 (1) Peace and Conflict Resolution

An examination of various issues dealing with the maintenance of peace and with the resolution of conflicts. Among the topics covered will be the nature of aggression, the concept of a just war, problems caused by nuclear weapons, political aspects of peace-making, and racial and ethnic conflicts. At least half of the course will be led by guest lecturers considered experts in their respective fields. *Open to all students.*

*Ms. Manz*

### Women's Studies 220 (1)

Women, Peace and Protest: Cross-Cultural Visions of Women's Actions

In addition to these courses, the offerings listed below are representative of other courses in the College which emphasize topics related to peace and conflict resolution.

### Anthropology 212 (2)

The Anthropology of Law and Justice. *Not offered in 1988-89.*

### Anthropology 341 (1)

Law and Native American Issues

### Anthropology 346 (2)

Colonialism, Development and Nationalism: The Nation State and Traditional Society

### Anthropology 347 (2)

Human Rights Issues in Central America. *Not offered in 1988-89.*

### Extrdepartmental 233 (1)

The Literature and Politics of the Latin American Dictator

### History 263 (1)

South Africa in Historical Perspective

### History 284

The Middle East in Modern History. *Not offered in 1988-89.*

### History 358

Seminar. Origins of the World Wars. *Not offered in 1988-89.*

Political Science 221 (1) (2)  
World Politics

Political Science 324 (1)  
International Security

Political Science 326 (2)  
International Politics in the Middle East. *Not offered in 1988-89.*

Political Science 327 (2)  
International Organization

Political Science 328 (2)  
Problems in East-West Relations

Political Science 330 (2)  
Seminar. Negotiation and Bargaining

Political Science 345 (2)  
Seminar. Human Rights

Political Science 348 (2)  
Seminar. Problems in North-South Relations

Religion 230 (2)  
Ethics. *Not offered in 1988-89.*

Religion 257 (1)  
Contemplation and Action

Religion 330  
Seminar. Nuclear Ethics. *Not offered in 1988-89.*

Sociology 329 (2)  
Internship in Organizations

Sociology 338 (1)  
Seminar. Law and Society

Spanish 253 (1)  
The Writer and Human Rights in Latin America. *Not offered in 1988-89.*

Women's Studies 330 (2)  
Seminar. Twentieth-Century Feminist Movements in the First and Third World

# Philosophy

Professor: *Chaplin, Congleton, Flanagan (Chair), Menkiti, Putnam, Stadler*

Associate Professor: *Winkler*

Assistant Professor: *Doran, McIntyre*

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## 101 (1) (2) Introduction to Philosophy: Plato and Aristotle.

An introduction to philosophy through the works of Plato and Aristotle. The course will explore a wide range of topics in metaphysics, theory of knowledge, political philosophy, and ethics. Particular emphasis will be placed on the early and middle dialogues of Plato, where Socrates is the central figure. Some consideration will also be given to the Pre-Socratics and the Sophists. *Open to all students.*

*Mrs. Chaplin, Mrs. Congleton*

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## 106 (1) (2) Introduction to Moral Philosophy

A study of the central issues in moral philosophy from Plato to the present day. Topics include the nature of morality, conceptions of justice, views of human nature and their bearing on questions of value, competing tests of right and wrong. Discussion of contemporary moral problems. Readings in several major figures in the history of moral philosophy. *Open to all students.*

*Mrs. Chaplin, Ms. Doran, Ms. McIntyre, Mrs. Putnam, Mrs. Stadler*

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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 seventeenth 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.*

*Mrs. Putnam, Mr. Winkler, Ms. McIntyre*

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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 first year students 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 first year students who have taken one unit in philosophy, and to sophomores, juniors, and seniors without prerequisite.*

*Mrs. Stadler*

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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. *Prerequisite: same as for 203.*

*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. 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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## 209 (2) Political Philosophy

A study of historically significant arguments concerning the most rational or morally desirable form of political society. Emphasis on such topics as the relationship between the individual and the community and between ethics and politics, as well as on the bases of political authority, the scope of political obligation, and the ends which political institutions ought to pursue. *Open to all students. Not offered in 1988-89.*

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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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### 212 (2) 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. Not offered in 1988-89.*

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### 215 (1) (2) 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.*

Mr. Flanagan, Ms. McIntyre

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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, Mr. Winkler

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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. Not offered in 1988-89.*

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### 219 (2) Personal Identity in Medieval Philosophy

A study of twelfth- and thirteenth-century views on the question of whether human beings are all essentially the same, differing only as members of other species were considered to differ, or whether there is some greater individuality in humans. After consideration of the sources of the issue in Plato and Aristotle, readings will be taken from the Islamic philosopher

Averroes, the Jewish philosopher Maimonides, and the Christian philosopher Aquinas. *Open to sophomores, juniors, and seniors.*

Ms. Congleton

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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 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. Not offered in 1988-89.*

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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.*

*Not offered in 1988-89.*

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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.*

Mrs. Stadler

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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 formulations 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 Kant**

Intensive studies in the philosophy of Kant with some consideration of his position in the history of philosophy. *Prerequisite: 200. Not offered in 1988-89.*

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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.*

Mrs. Chaplin

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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. Not offered in 1988-89.*

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**314 (2) Topics in the Theory of Knowledge**

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 law 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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**328 (2) Problems in Twentieth-Century Art and Philosophy**

Twelve major artists of the last 100 years will be studied. Equal emphasis will be given to individual works and to the character of the critical debates they raise. Readings will include writings by the artists themselves, as well as relevant critical and philosophical texts. Class-selected topics will be incorporated into the syllabus. *Prerequisite: 203, or another course in philosophy approved by the instructor.*

Mrs. Stadler

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**329 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 1988-89.*

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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.*

Mr. Winkler

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### 338 (1) Justice: The Proper Balance of Liberty and Equality

A study of recent philosophical reflection on problems of social justice. We shall discuss the views of Rawls and Dworkin that there is no conflict between liberty and demands for greater equality; Nozick's libertarian response to these views, and communitarian critics of liberalism such as Walzer and Sandel. Some attention paid to implications of these views for issues such as welfare, health care, affirmative action, and conflicts between First Amendment freedoms and the desire for community control over values. *Prerequisite: one course in moral, social, or political philosophy or in political theory, or by permission of the instructor. Not offered in 1988-89.*

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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 twentieth-century philosophers. *Prerequisite: 200 or one course in moral philosophy.*

Mrs. Putnam

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### 345 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. Not offered in 1988-89.*

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### 348 (2) Whitehead Seminar. Rationality

Discussion of the nature, scope, limits and value of rational choice, in theory and in practice, in individuals and in groups. *Prerequisite: one Grade II course in philosophy, or by permission of the instructor.*

Mr. Winkler

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### 349 (1) (2) Seminar. Selected Topics in Philosophy

Topic for Semester I: Philosophy of Action. An investigation of two central questions in the philosophy of action: Is it possible to reconcile our belief that we act freely with the belief that all of our actions are causally determined? When are we justified in holding an agent morally responsible? Topics include compatibilist

and incompatibilist positions in the free will debate, rational autonomy and free will, the distinction between practical and theoretical reasoning, and analyses of intentional action. Readings drawn from historical as well as contemporary sources. *Prerequisite: one Grade II course in philosophy.*

Ms. McIntyre

Topic for Semester II: Consciousness and Computation. Discussion of recent philosophical work on the nature of consciousness and the adequacy of contemporary materialist, broadly computational approaches to consciousness. *Prerequisite: Philosophy 215 or Psychology 330.*

Mr. Flanagan

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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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### 360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors. Students writing a senior thesis will be expected to participate in a research seminar. The seminar, which in 1988-89 will be led by Ms. Doran, meets weekly in the fall and monthly in the spring.

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### 370 (1) (2) Senior Thesis

*Prerequisite: 360.*

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## Cross-Listed Course

*For Credit*

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### Education 102 (1) (B')

Education in Philosophical Perspective. *Not offered in 1988-89.*

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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, 219, 220, 221, 222, 223, 302, 303, 311, 312, 349 (where topic is appropriate). B. (*Value Theory*): 106, 202, 203, 204, 209, 210, 211, 212, 227, 249, 326, 328, 329, 338, 339, 347, 349 (where topic is appropriate). C. (*Metaphysics and Theory of Knowledge*): 202, 207, 215, 216, 217, 218, 220, 314, 327, 336, 345, 348, 349 (where topic is appropriate).

Philosophy 200 is required of all philosophy majors; 216 is strongly recommended to students who plan to do graduate work in philosophy. Students planning graduate work in philosophy should acquire a reading knowledge of Latin, Greek, French, or German.

A minor in philosophy (five units) consists of: (A) 200 and (B) four additional units, at least three of them above the 100 level, including at least one at the 300 level.

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 combining a long paper 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 (Chair), Batchelder*

Associate Professor: *Cochran<sup>A2</sup>*

Assistant Professor: *Bauman, Morrison, Daggett, Evans, Ford, Paul, Dale*

Instructor: *Babington<sup>B</sup>, Choate<sup>B</sup>, Dix, Hansa-Cripps<sup>B</sup>, Hartwell<sup>B</sup>, Hersbkowitz<sup>B</sup>, Katz<sup>B</sup>, Medeiros<sup>B</sup>, Normandeau<sup>B</sup>, Robson<sup>B</sup>, Secor, Sharpe, Van Scherpenzeel<sup>B</sup>, Weaver<sup>B</sup>, Williams<sup>B</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. There are also a variety of short-term mini-classes giving half 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 1988-89 in very general terms follows.

#### (1) Scheduled throughout the first semester

Advanced Lifesaving and Aquatic Safety

Ballet

Dance, Performance Workshop

Jazz

Modern Dance

SCUBA

Self-defense

Wellness

Yoga



**Term 1. Scheduled in first half of first semester**

Aquatic Activities  
Archery  
Canoeing  
Crew  
Cycling  
Golf  
Horseback Riding  
Racquetball  
Running  
Sailing  
Soccer  
Squash  
Stretch and Strengthen  
Tennis  
Volleyball  
Windsurfing

**Mini-courses:**

Backpacking  
Bicycle Repair Workshop  
Bicycle Tripping  
Canoeing: Off campus  
Cycling  
Hiking Workshop  
Nutrition  
Running  
Swim Conditioning  
Triathlon Package (Nutrition, Cycling, Running, Swim Conditioning)

**Term 2. Scheduled in second half of first semester**

Aerobics  
Aquatic Activities  
Archery  
Basketball  
CPR  
Diving  
Fencing  
First Aid - Not offered 1988-89  
Horseback Riding  
Lacrosse  
Racquetball  
Running  
Squash  
Stretch and Strengthen  
Tennis  
Volleyball

**Mini-courses:**

Cycling  
Decked Boating  
Injury Prevention and Care  
Running  
Strength Training  
Swim Conditioning  
Fitness Package (Injury Prevention & Care, Aerobic Option, Strength Training)

**(2) Scheduled throughout the second semester**

Ballet  
Dance, Performance Workshop  
Dance, Composition & Improvisation - not offered 1988-89  
Golf - not offered 1988-89  
Jazz  
Modern Dance  
SCUBA  
Self-defense  
WSI  
Wellness  
Yoga

**Term 3. Scheduled in first half of second semester**

Aerobics  
Aquatic Activities  
Badminton  
Basketball  
CPR  
Cross Country Skiing  
Downhill Skiing  
Fencing  
Horseback Riding  
Racquetball  
Squash  
Stretch and Strengthen  
Tennis  
Water Polo

**Mini-courses:**

Bicycle & Rowing Ergometer Training  
Cross Country Skiing  
Decked Boating  
Nutrition  
Running  
Strength Training  
Stress Management & Relaxation Techniques  
Wellness Package (Aerobic Options, Strength Training, Nutrition, Stress Management & Relaxation Techniques)

**Term 4. Scheduled in second half of second semester**

Advanced Lifesaving & Aquatic Safety Review  
Aquatic Activities  
Archery  
Canoeing  
CPR  
Crew  
Cycling  
Golf  
Horseback Riding  
Racquetball  
Running  
Sailing  
Squash  
Stretch and Strengthen  
Tennis

#### Mini-courses:

Bicycle & Rowing Ergometer Training  
Bicycle Repair Workshop  
Canoe Camping Workshop  
CPR Refresher  
Nutrition  
Running  
Swim Conditioning  
Tennis Doubles  
Triathlon Package (Nutrition, Bicycle & Rowing  
Ergometer Training, Running, Swim Conditioning)

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#### Physical Education and Athletics (Academic Credit) 205 (2) Sports Medicine

The course combines the study of biomechanics and anatomic kinesiology. It focuses on the effects of the mechanical forces which arise within and without the body and their relationship to injuries of the musculo-skeletal system. In addition to the lectures, laboratory sessions will introduce students to the practical skills involved in evaluating injuries, determining methods of treatment and establishing protocol for rehabilitation. Academic credit only. *Open to all students.*

*Ms. Bauman*

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#### 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 Running  
Fencing  
Field Hockey  
Lacrosse  
Soccer  
Squash  
Swimming and Diving  
Tennis  
Volleyball

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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 (Chair), Brown*

Associate Professor: *Ducas*

Assistant Professor: *Quivers, Fourquette<sup>1</sup>, Berg<sup>1</sup>, Stark, Margolina*

Laboratory Instructor: *Smith, Bauer*

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.

## 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. Not offered in 1988-89.*

*Ms. Brown*

## 101 (1) (C) Frontiers of Physics

A qualitative overview of the evolution of physics from classical to modern concepts. An introduction to the methodology and language of physics. No laboratory. Not to be counted toward minimum major nor to fulfill entrance requirement for medical school. *Open to all students.*

*Ms. Fleming*

## 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. Not offered in 1988-89.*

*Ms. Brown*

## 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. Not offered in 1988-89.*

*Mr. Ducas*

## 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 107, [105], or [109]. Prerequisite or corequisite: Mathematics 115 or 120.*

*Ms. Margolina*

## 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 or 120.*

*Mr. Quivers*

## 107 (1) (2) Introductory 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. May not be taken in addition to 104, [105] or [109]. Prerequisite: Mathematics 115 or 120.*

*Mr. Ducas, Ms. Fleming*

## 108 (1) (2) Introductory Physics II

Wave phenomena, electricity and magnetism, light and optics. *Prerequisite: [105], 107, [109] (or 104 and by permission of the instructor) and Mathematics 116 or 120.*

*Mr. Stark, Ms. Margolina*

## 203 (2) Vibrations and Waves

Free vibrations; forced vibrations and resonance; wave motion; superposition of waves; Fourier analysis with applications. *Prerequisite: 108 or permission of the instructor or [200], Mathematics 116 or 120 and Extradepartmental 216. Some computer programming experience is recommended.*

*Ms. Brown*

## 204 (1) Modern Physics

Basic principles of relativity and quantum theory and of atomic and nuclear structure. *Prerequisite: 108 or by permission of the instructor or [200] and Mathematics 116 or 120.*

*Mr. Stark*

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### 219 (2) Modern Electronics Laboratory

Primarily a laboratory course emphasizing construction of both analog and digital electronic circuits. Intended for students in all of the natural sciences and computer science. Approach is practical, aimed at allowing experimental scientists to understand the electronics encountered in their research. Topics include diodes, transistor amplifiers, op amps, digital circuits based on both combinational and sequential logic, and construction of a microcomputer based on a Z-80 microprocessor programmed in machine language. Two laboratories per week and no formal lecture appointments. *Prerequisites: Physics 106 or 108 or [200] or permission of instructor.*

Mr. Stark

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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], and Mathematics 115 or 120, or by permission of the instructor. Not offered in 1988-89.*

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 by permission of the instructor. Extradepartmental 216 or Mathematics 205.*

Mr. Ducas

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### 306 (1) Mechanics

Analytic mechanics, oscillators, central forces, Lagrange's and Hamilton's equations, introduction to rigid body mechanics. *Prerequisite: 203; Extradepartmental 216; or by permission of the instructor.*

Ms. Brown

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### 314 (2) Electromagnetic Theory

Maxwell's equations, boundary value problems, special relativity, electromagnetic waves, and radiation. *Prerequisite: [200] or 108 and 306, and Extradepartmental 216 or Mathematics 205.*

Ms. Margolina

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### 321 (1) Quantum Mechanics

Interpretative postulates of quantum mechanics; solutions to the Schroedinger equation; operator theory; perturbation theory; scattering; matrices. *Prerequisite: 204 and Extradepartmental 216; 306 or 314 are strongly recommended.*

Mr. Quivers

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### 349 (2) Application of Quantum Mechanics

Quantum mechanical techniques such as perturbation theory and the WKB method will be developed. Applications to problems in atomic, molecular, and solid-state physics, as well as basic non-linear optics, will be discussed. One lecture and one laboratory per week. *Prerequisite: Physics 321 or Chemistry 333, or by permission of the instructor.*

Mr. Stark

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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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### 360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

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### 370 (1) (2) Senior Thesis

*Prerequisite: 360.*

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## Cross-Listed Courses

*For Credit*

Extradepartmental 216 (1) (C)

Mathematics for the Physical Sciences

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## Directions for Election

A major in physics should ordinarily include [200] 108, 203, 204, 305, 306, 314, and 321. Extradepartmental 216 and normally Mathematics 209 are additional requirements. One unit of another laboratory science is recommended. Note: the change in the Directions for Election, requiring Extradepartmental 216 and normally Mathematics 209, becomes effective with the Class of 1989.

A minor in physics (6 units) consists of: 104 or 107, 108, 203 (or another unit at the 300 level), 204, 321 (or another unit at the 300 level), and Extradepartmental 216. 350 cannot be counted as a 300 level unit.

Some graduate schools require a reading knowledge of French, German or Russian.

## Exemption Examination

An examination for exemption from Physics 108 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 (Chair), Schechter, Stettner<sup>A</sup>, Keohane, Just<sup>A</sup>, Marshall*

Visiting Professor: *Doxey*

Barnette Miller Visiting Professor: *Enloe*

Associate Professor: *Paarlberg<sup>A</sup>, Krieger, Joseph, Murphy*

Assistant Professor: *Lib, Drucker*

Instructor: *Rao, Steiner, Borrelli<sup>B</sup>*

Lecturer: *Entmacher, Wasserspring, Leymaster<sup>B</sup>, Nauwaer<sup>B</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*

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## Comparative Politics

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### 204 (1) 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*

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### 205 (1) Politics of Western Europe

A comparative study of the capitalist democracies of Western Europe. The course will focus on the capacity of political systems to adapt to new economic challenges and the increased social pressures that influence the processes of government in West Ger-

many, Britain, and France. Readings and discussion will emphasize the institutional principles of the modern state, the rise and fall of the post-war settlement, and new social movements of the 1970's and 1980's. *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.*

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 of the instructor to other qualified students.*

Ms. Wasserspring

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#### 208 (2) Politics of East Asia

An introduction to the political history and political system of contemporary China. Topics include the origins and growth of the Chinese revolution; the legacy of Chairman Mao Zedong; the reforms of Deng Xiaoping; the structure of the government of the People's Republic of China; political life under the Chinese Communist Party; and such policy issues as rural development, education, and the status of women and ethnic minorities (with particular attention to Tibet). Political and economic developments in Hong Kong and Taiwan will also be considered. *Prerequisite: one unit in political science or Chinese studies; open to juniors and seniors without prerequisite.*

Mr. Joseph

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#### 209 (1) 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. Not offered in 1988-89.*

Mr. Murphy

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#### 214 (2) Politics of Race and Ethnicity

An examination of political movements, government bureaucracies, militaries and legislatures from the vantage point of racial and ethnic communities. Analysis of both groups in power and those distant from power through case studies of such countries as Fiji, Canada, South Africa, the United States, the USSR, and Sri Lanka. *Prerequisite: one unit in political science.*

Ms. Enloe

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#### 302 (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. Not open to students who have taken 309.*

Mr. Joseph

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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 role of political leaders in defining choices and mobilizing support using a variety of conceptual approaches. Review of succession problems and political culture in a variety of democratic and authoritarian societies. Individual research and student reports. *Prerequisite: one Grade II unit in international relations, American or comparative politics, or by permission of the instructor. Enrollment limited; apply in writing to instructor.*

Mr. Lib

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### 305 (1) Seminar. The Military in Politics

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.*

Ms. Wasserspring

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### 306 (1) 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 juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to instructor.*

Mr. Joseph

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### 307 (2) Barnette Miller Seminar. Gender, Culture and Political Change

An exploration of how changing — and unchanging — ideas about relations between women and men have shaped politics. Analysis of industrialization, revolution, development, elections, national security, and other topics through case studies of such countries as Britain, the USSR and the Philippines. *Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to instructor.*

Ms. Enloe

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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. Drucker, Ms. Borelli

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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. Borrelli

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### 212 (2) Urban Politics

Introduction to contemporary urban politics. Study of policy-making 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. Marshall

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### 215 (1) (2) Law and the Administration of Justice

Fundamentals of the American legal system, including the sources of law, the nature of legal process, the role of courts and judges, and legal reasoning and advocacy. Examination of the interaction of law and politics, and the role and limits of law as an agent for social change. *Prerequisite: 200 or by permission of the instructor.*

Ms. Entmacher

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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 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.*

*Mr. Leymaster*

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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. Drucker*

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**314 (1) 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.*

*Ms. Drucker*

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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. Not offered in 1988-89.*

*Ms. Just*

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**317 (2) The Politics of Health Care**

The effects of politics and law on health care in the United States. Examination of the allocation of health care including the debate over national health insurance and the implications of an increasing elderly population. Analysis of the political, legal, and ethical issues posed by new medical technologies. *Prerequisite: same as for 311.*

*Ms. Entmacher*

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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, busing, 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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**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 1988-89.*

*Mr. Schechter*



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### 334 (2) Seminar. Presidential-Congressional Relations

Study of the formal and informal relationships between the President and Congress. Analysis of such topics as: constitutional sources of presidential-congressional tension, legal and political limits to presidential and congressional power, the overlapping functions of the executive and legislative branches, the electoral connection or competition between these two branches, and conflicts in domestic and foreign policy-making. *Prerequisite: Political Science 200 required; 313 or 314 recommended or another 300 level course in American Politics and Law and permission of the instructor. Enrollment limited; apply in writing to instructor. Not offered in 1988-89.*

Ms. Drucker

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### 335 (2) Seminar. The First Amendment

Analysis of the role of the Supreme Court in the protection of individual rights guaranteed by the First Amendment to the U.S. Constitution. The seminar will examine the right to criticize government, symbolic expression, pornography, privacy, prior restraints on the press. Struggles over the place of religion in public life, including school prayer, creationism, aid to religious schools, secular humanism, limits on religious freedom will also be studied. *Prerequisite: One unit in American legal studies and permission of the instructor. Enrollment limited; apply in writing to the instructor.*

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, Mr. Nawawi

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### 222 (1) 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. Not offered in 1988-89.*

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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 (2) 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, 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. Murphy

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### 324 (1) 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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### 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. Not offered in 1988-89.*

Mr. Murphy

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### 327 (2) 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) The Politics of 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, 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.*

Miss Miller

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### 329 (1) International Law

The nature and functions of international law in contemporary international society. Study of basic principles of state sovereignty, jurisdiction and recognition will provide a basis for charting the development of international law in respect of the regulation of conflict, ocean and outer space, human rights and the control of terrorism. Problems of law-making and law-observance will be illustrated by case-studies drawn from recent state practice. *Prerequisite: 215 or one unit in international relations, or by permission of the instructor.*

Ms. Doxey

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### 330 (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 and by permission of the instructor. Enrollment limited; apply in writing to instructor.*

Ms. Miller

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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. Not offered in 1988-89.*

Mr. Paarlberg

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### 332 (2) Seminar. The Politics of World Energy

An analysis of how politics and technology shape world energy production and consumption. Focus on national and international aspects of energy policies in rich and poor countries. Consideration of energy as an East-West and North-South issue in world politics and of oil as a weapon in global diplomacy. *Prerequisite: one unit in international relations. Enrollment limited; apply in writing to the instructor. Not offered in 1988-89.*

Miss Miller

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### 347 (1) Seminar. International Sanctions

An examination of political, economic and psychological aspects of sanctions as a form of international pressure. Topics to be discussed will include the grounds for sanctions and the objectives of states imposing them; the range of possible measures; vulnerabilities of targets; backlash and spillover effects of sanctions, and the difficulties of sustaining collective pressure inside and outside organizational frameworks. Experience with sanctions against Cuba, Rhodesia, and Iran, the Western response to crisis in Afghanistan and Poland, Arab boycotts and embargoes, and the problem of South Africa will provide case material for the course. *Prerequisite: one unit in international relations. Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to department chair.*

Ms. Doxey

### 348 (2) Seminar. Problems in North-South Relations.

An exploration of historical and contemporary relations between advanced industrial countries and less developed countries, with emphasis on imperialism, decolonization, interdependence, and superpower competition as key variables. Consideration of systemic, regional, and domestic political perspectives. Stress on the uses of trade, aid, investment and military intervention as foreign policy instruments. *Prerequisite: one unit in international relations or permission of the instructor. Enrollment limited; apply in writing to instructor.*

Mr. Murphy

## Political Theory and Methods

### 240 (2) 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. Steiner

### 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.*

Ms. Rao

### 242 (1) Contemporary Political Theory

Study of selected 20th-century political theories, including Existentialism, contemporary variances 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

### 249 (2) Political Science Laboratory

The role of empirical data 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.*

Ms. Drucker

### 340 (2) 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 1988-89.*

Mr. Stettner

### 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. Steiner

### 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 Luxembourg. 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 dictator-

ship of the proletariat, and permanent revolution versus statism. *Prerequisite: one Grade II unit in political theory or by permission of the instructor.*

Mr. Krieger

### 344 (1) 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.*

Ms. Rao

### 345 (2) Seminar. Human Rights

An examination of the origins and development of human rights in Western and non-Western societies. Focus on such theorists as Locke, Hobbes, Rousseau, Burke, Paine, and Marx. Consideration of contemporary issues including anticolonialism, feminism, and economics versus political rights. *Prerequisite: one unit in political theory or by permission of instructor. Enrollment limited; apply in writing to instructor.*

Ms. Rao

### 346 (2) Seminar. Critical Theory

An examination of a tradition within twentieth century political theory which derives from Marx's critique of political economy and develops insights concerning psychoanalysis, law and social change, the family, the philosophy of history, music theory, and culture. Authors read will include Horkheimer, Adorno, Marcuse, Kirckheimer, and Neumann. *Prerequisite: one Grade II unit in political theory, philosophy, or modern European history. Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to the instructor.*

Mr. Krieger

### 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.*

### 360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

### 370 (1) (2) Senior Thesis

*Prerequisite: 360.*

## 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 first year students 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. A major in Political Science consists of at least 8 units.

Recommended first courses in the four subfields are: 204 or 205; 200; 221; and 241.

In addition to the distribution requirement, the Department requires all majors to do advanced work in at least two of the four sub-fields. 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 should begin applying for seminars in the first semester of their junior year, in order to be certain of fulfilling this requirement.* Majors are encouraged to take more than the minimum number of required Grade III courses. 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.

Majors considering going to graduate school for a Ph.D. in Political Science should discuss with their advisors the desirability of including quantitative methods, along with appropriate foreign language preparation.

# 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); Biological Sciences 110 and 111; and Psychobiology 213. (See Biological Sciences 213 or Psychology 213). Majors must elect at least one other Grade II course from each department. To be eligible for the Honors program, students must have completed all of the above by the end of the junior year. Additionally, majors must elect two Grade III courses. Acceptable Grade III courses in Biological Sciences are 306, 315, and 332; acceptable Grade III courses in Psychology are 318 and 319. 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, Schwab<sup>A</sup>, Clinchy, Koff*

Associate Professor: *Pillemer (Chair), Cheek<sup>A</sup>, Akert, Mansfield<sup>P</sup>*

Assistant Professor: *Brachfeld-Child, Lucas<sup>A</sup>, Thorne<sup>A</sup>, Rosen<sup>P</sup>, Hennessey*

Instructor: *Boyatzis<sup>P</sup>, Farquhar<sup>P</sup>, Gallaber, Hill<sup>P</sup>, E. Paul<sup>P</sup>, Rosenblum*

Lecturer: *Rierdan<sup>P</sup>*

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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.*

*Ms. Hennessey, Ms. Gallaber*

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## 207 (1) (2) Developmental Psychology

Behavior and psychological development in infancy, childhood, and adolescence. 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.*

*Mrs. Clinchy, Mr. Boyatzis*

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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 Adolescence

Consideration of physical, cognitive, social and personality development during adolescence. *Prerequisite: 101. Not offered in 1988-89.*

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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.*

*Ms. Akert*

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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.*

*Ms. Akert*

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**211 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. Not offered in 1988-89.*

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**212 (1) (2) Personality**

A comparison of major ways of conceiving and studying personality, including the work of Freud, Jung, behaviorists, and cultural psychologists. Students will gain hands-on experience with personality assessment tools, and familiarity with basic issues in personality theory and research. *Prerequisite: 101.*

*Ms. Gallaber, Ms. E. Paul*

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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. Gallaber*

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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 Biological Sciences 111 or 109.* Additionally listed in the Department of Biological Sciences.

*Mr. Eichenbaum, Ms. C. Paul*

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**214R (2) Experimental Research Methods**

Introduction to experimental methodology. The object of the course is the acquisition of basic research skills including hypothesis formation, experimental design, data analysis, and journal writing. Group and individual projects. Students will design and execute an independent research project. *Prerequisite: 205 and one of the following, 213, 216, 217, 218, 219.*

*Mr. Rosenblum*

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**216 Psychology of Language**

Introduction to the study of the mental processes involved in using language. Topics will include language comprehension, the perception and production of speech, the development of language, and animal communication. *Prerequisite: 101. Not offered in 1988-89.*

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**217 (1) Memory and Cognition**

Cognitive psychology is the study of the capabilities and limitations of the human mind when viewed as a system for processing information. This course will examine basic issues and research in cognition focusing on memory, attention, pattern recognition, and the representation and use of conceptual knowledge. *Prerequisite: 101.*

*Mr. Rosenblum*

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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. Review of physical and physiological concepts, such as waves, mapping functions, neural coding, and receptive fields. Consideration of specific thresholds for seeing and hearing, how colors and shapes are perceived, and how sound is processed. Course will include laboratory demonstrations. *Prerequisite: 101.*

*Mr. Rosenblum*

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**225 American Psychology in Historical Context**

This course will examine the socio-cultural milieu which gave rise to modern psychology, including personalities, issues, and institutions that played a major role in shaping the field. The class will do a case study of the Wellesley Psychology Laboratory (founded in 1891) focusing on the lives of the women faculty members who directed it. *Prerequisite: 101. Not offered in 1988-89.*

*Ms. Furumoto*

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248 (2) Psychology of Teaching, Learning, and Motivation

The psychology of preschool, primary, and secondary education. Investigation of the many contributions of psychology to both educational theory and practice. Topics include: student development in the cognitive, social and emotional realms; assessment of student variability and performance; interpretation and evaluation of standardized tests and measurements; classroom management; teaching style; tracking and ability grouping; motivation; and teacher effectiveness. *Prerequisite: 101.*

Ms. Hennessey

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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. First year students and sophomores are encouraged to apply. *Open by permission of the instructor to students who have taken 101.*

Ms. Zimmerman

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302 (2) Health Psychology

An exploration of the role of psychological factors in preventing illness and maintaining good health, in the treatment of illness, and in adjustment to ongoing illness. *Open to students who have taken two Grade II units, excluding 205, and by permission of the instructor to other qualified students.*

Mr. Dickstein

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303 (1) Psychology of Gender

This course examines how psychologists have construed and studied sex differences and gender, what we know "for sure" about gender differences, where the differences come from, and where they might go. Topics include womb and penis envy, the myth of the perfect mother, uses and meaning of feminist methodology, and new psychologies of women. *Open to juniors and seniors who have taken two Grade II units excluding 205, or by permission of the instructor.*

Ms. E. Paul

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306 Advanced Personality

*Not offered in 1988-89.*

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308 (2) Selected Topics in Clinical Psychology

Psychotherapy. This course compares theory and research on individual and family systems therapy. Emphasis is on the nature of the relationship between co-participants, and, where applicable, conceptions of transference, counter-transference, insight, and change. *Open to juniors and seniors who have taken two Grade II units, excluding 205 and including 212, or by permission of the instructor.*

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309 (2) Abnormal Psychology

Consideration of major theories of psychological disorders. Illustrative case materials and research findings. Selected issues on 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 (1) 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.*

Ms. Rierdan

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311 Seminar. Social Psychology

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, or by permission of the instructor. Not offered in 1988-89.

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 (1) 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 303.*

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, 216, 217, 218, 219 and one other Grade II course, excluding 205.*

Mr. Rosen

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### 319 (1) Seminar. Psychobiology

Topic for 1988-89: Developmental Psychobiology. 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 only by permission of the instructor to juniors and seniors who have taken two Grade II units, including one of the following: 213, 216, 217, 218, 219 and one other Grade II course, excluding 205.*

Mr. Rosen

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### 325 (2) Seminar. History of Psychology

Topic for 1988-89. Freud in His Time. The seminar will focus on the origins of psychoanalysis, exploring the influence of the political and cultural climate of *fin de siècle* Vienna on Freud's theorizing. Freud's personal relationships, including his associations with male mentors, friends, and followers as well as those with women - family members, professional associates, and patients - will be studied as a means for gaining insights into his work. The seminar will consider the thesis that Freud's rejection of the "seduction theory" of neurosis resulted from his tangled relationship with his father. *Open by permission of the instructor to juniors and seniors who have taken 101.*

Ms. Furumoto

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### 327 Selected Topics in Personality

*Not offered in 1988-89.*

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### 328 Topics in Psychology

*Open to students who have taken two Grade II units, excluding 205, and by permission of the instructor to other qualified students. Not offered in 1988-89.*

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### 330 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. Questions will be asked about the relation of the mind to the brain, the definition of knowledge and the ability of the computer to "think". *Open to juniors and seniors by permission of the instructor. Not offered in 1988-89.*

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### 331 (2) Seminar. Advanced Topics in Psychology

Topic for 1988-89: 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.*



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### 335 (1) Seminar. Experimental Psychology

Perception and the Natural World. This course will examine how perception occurs in natural everyday situations. The practical and philosophical implications of different theories of perception will be considered. Particular emphasis will be given to an ecological approach to perception and the important relationship between a perceiver and her/his natural environment. The implications of such an approach for issues in artificial intelligence, neuroscience, linguistics, cognition and social psychology will be discussed. *Prerequisite: same as 312.*

Mr. Rosenblum

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### 337 (2) Seminar. 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, humanistic 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 nonverbal 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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### 340 (1) Organizational Psychology

This course uses experiential activities, cases, theory and research to examine key topics in organizational psychology including: motivation and morale, change and conflict, quality of worklife, work group dynamics, leadership, culture, and the impact of workforce demographics (gender, race, socioeconomic status). *Prerequisite: same as 303.*

Ms. Farquhar

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### 345 (1) Seminar. Selected Topics in Developmental Psychology

Topic for 1988-89: Early Social Development. Examination of major psychological theories and research concerning social development from infancy through the preschool years. Consideration of development in the contexts of the family and peer groups. Topics will include the child's interactions with mother, father and siblings; effects of divorce; maternal employment; development of sex roles; day care; child abuse; peer play and friendship. Includes class visits to the Wellesley College Child Study Center. *Open to juniors and seniors who have taken two Grade II units, including 207, and excluding 205, and by permission of the instructor to other qualified students.*

Ms. Brachfeld-Child

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### 349 (1) Seminar. Selected Topics in Psychology

Topic for 1988-89: Nonverbal Communication. This course will examine the use of nonverbal communication in social interactions. Emphasis will be on the systematic observation of nonverbal behavior, especially facial expression, tone of voice, gestures, personal space, and body movement. Readings will include both scientific studies and descriptive accounts. Students will have the opportunity to conduct original, empirical research. Among the issues to be considered: the communication of emotion; cultural and gender differences; the detection of deception; the impact of nonverbal cues on impression formation; nonverbal communication in specific settings (e.g., counseling, education, interpersonal relationships). *Open to juniors and seniors who have taken two Grade II units, excluding 205, and preferably including 210.*

Ms. Akert

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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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### 360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors. Students in 360 and 370 will be expected to participate regularly in the departmental honors seminar. The seminar provides a forum for students conducting independent research to present their work to fellow students and faculty.

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### 370 (1) (2) Senior Thesis

*Prerequisite: 360.*

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## Cross-Listed Courses

*Attention Called*

Experimental 303 (2)

The Politics and Psychology of Caring

Language Studies 322 (1)

Child Language Acquisition. *Not offered in 1988-89.*

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## Directions for Election

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. 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 or cognitive science are referred to the section of the Catalog where the programs are described. They should consult with the directors of the psychobiology or cognitive science programs.

## Religion

Professor: *Johnson, Hobbs, Kodera (Chair), Marini<sup>A</sup>*

Visiting Professor: *Coogan*

Associate Professor: *Elkins<sup>A</sup>*

Assistant Professor: *Marlow, Nathanson<sup>A</sup>, Nave<sup>P</sup>, Miller<sup>P</sup>*

Instructor: *Schoualter<sup>P</sup>, Wood<sup>P</sup>, Tananbaum<sup>P</sup>*

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### 100 (1) (2) 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.*

*Ms. Marlow (1), Mr. Johnson (2) and the 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 Judaism and Christianity. Emphasis upon the world views and literary craft of the authors. *Open to all students.*

*Mr. Coogan*

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### 105 (1) (2) Introduction to the New Testament

The writings of the New Testament as diverse expressions of early Christianity. Close reading of the texts, with particular emphasis upon the Gospels and the letters of Paul. Treatment of the literary, theological, and historical dimensions of the Christian scriptures, as well as of methods of interpretation. *Open to all students.*

*Mr. Hobbs*

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### 107 (1) Critical Issues in Modern Religion

Religious advocates and their adversaries from the Enlightenment to the present. The impact of the natural and social sciences on traditional religious beliefs. Readings in Hume, Marx, Darwin, Freud, Reinhold Niebuhr, Paul Tillich, Gustavo Gutierrez, and others. Course is taught at MIT. *Open to all students.*

*Mr. Johnson*

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### 108 (1) Introduction to Asian Religions

An introduction to the major religions of India, Tibet, China and Japan with particular attention to universal questions such as how to overcome the human predicament, how to perceive ultimate reality, and what is the meaning of death and the end of the world. Materials taken from Islam, Hinduism, Buddhism, Confucianism, Taoism, and Shinto. Comparisons made, when appropriate, with Hebrew and Christian Scriptures. *Open to all students.*

Mr. Kodera

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### 108M (2) Introduction to Asian Religions

A critical examination of conceptions of self, world, and absolute value in the formative texts of the historic religions of West Asia, South Asia and East Asia. Readings and discussions organized around such questions as the human condition, search for absolute values, the meaning of death and the end of the world. Taught at MIT. *Open to all Wellesley and MIT students.*

Mr. Kodera, Ms. Marlowe

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### 140 (1) 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.*

Ms. Tananbaum

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### 199 (1-2) Elementary Hebrew 2

An introduction to Hebrew with emphasis on its contemporary spoken and written form. Practice in the skills of listening and speaking as well as reading and writing, together with systematic study of Hebrew grammar. Four periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Open to all students.*

Ms. Nave

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### 203 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 inscrip-

tions. Closes with a discussion of the relationship of Israel to its environment. *Open to all students. Not offered in 1988-89.*

Mr. Coogan

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### 206 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. *Open to all students. Not offered in 1988-89.*

Mr. Coogan

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### 207 (2) The Exodus

An examination of the Exodus from Egypt as the formative event in Israel's early history, the retellings of the event in biblical tradition, and its use as a model for later biblical, Jewish, and Christian experiences of liberation. *Open to all students.*

Mr. Coogan

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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.*

Mr. Hobbs

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### 211 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 1988-89.*

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. Not offered in 1988-89.*

Mr. Hobbs

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**216 (2) 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.*

*Mr. Schowalter*

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**217 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 to witch trials, spiritual practices, and the effect of science and the discovery of the New World on Christianity. *Open to all students. Not offered in 1988-89.*

*Ms. Elkins*

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**218 (1) Religion in America**

A study of the religions of Americans from the colonial period to the present. Examination of the impact of religion on personal and collective experience. Primary texts from the Puritans, Amerindians, blacks, and feminists. Attention to marginality and popular religion as a source for radical movements and social change. Readings in sources representing Protestants, Jews, and Catholics over the past three centuries of American history; supplemented by secondary readings from historians and anthropologists. *Open to all students. Not offered in 1988-89.*

*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 nineteenth- and twentieth-century America. *Open to all students.*

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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 1988-89.*

*Ms. Elkins*

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**223 (2) Modern Christian Thought: 1800-Present**

An examination of selected topics central to the Christian tradition: e.g., revelation, God, human nature, and Scripture. Traditional positions compared with their nineteenth- and twentieth-century counterparts. Readings in formative theologians, such as Soren Kierkegaard, Karl Barth, Paul Tillich, liberation and feminist theologians. *Prerequisite: Religion 104, 105, 107, or permission of instructor.*

*Mr. Johnson*

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**225 (1) Women in Christianity**

Martyrs, mystics, witches, wives, virgins, reformers, and ministers: a survey of women in Christianity, from its origins until today. Focus on women's writings, both historical and contemporary. Special attention given to modern feminist interpreters, such as Elisabeth Schussler Fiorenza, Caroline Bynum, and Rosemary Radford Ruether. *Open to all students.*

*Ms. Wood*

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**230 (2) 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. Not offered in 1988-89.*

*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.*

*Mr. Johnson*

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### 241 Judaism and Modernity

A study of the issues raised by Jewry's encounter with the culture of Western Europe since the Enlightenment. Readings on the development of contemporary branches of Judaism; modern Jewish philosophy; racial anti-Semitism and the Holocaust; Zionist ideology and the State of Israel. *Open to all students. Not offered in 1988-89.*

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### 242 Rabbis, Romans and Archaeology

A study of the development of Judaism from the fourth century B.C.E to the seventh century C.E. An examination of Jewish history and culture in relation to the major religious, social, and political trends of the hellenistic world and of late antiquity. Special attention to the interaction between early Rabbinic Judaism and early Christianity. *Open to all students. Not offered in 1988-89.*

Mrs. Nathanson

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### 243 Women in Judaism

A study of the attitudes toward women and the roles of women in ancient Israel and in Judaism from antiquity to the present as suggested by archaeological and literary sources. Special attention to the cultural patterns which have sustained the traditional roles of women in Judaism and to the recent substantive changes in women's positions in Jewish religious life. *Open to all students. Not offered in 1988-89.*

Mrs. Nathanson

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### 244 (2) Jewish Communities of the Islamic World

The evolution of Jewish life in Islamic lands from the time of Muhammad in the seventh century until the present. Attention to issues of religious identity and social, intellectual and political relations with the Muslim majority. Consideration also of the impact of the opening of the Middle East to the West, and the Arab-Israeli conflict.

Ms. Miller

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### 245 (2) Hebrew & Yiddish Literature in Translation

An interdisciplinary study of modern Hebrew and Yiddish novels, short stories, and poetry in translation from authors such as Sholem Aleichem, S. Y. Agnon, I. B. Singer, Amos Oz, A. B. Yehoshua, and Y. Amichai. The course will explore representative works in literary and historical contexts. *Open to all students.*

Ms. Nave

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### 250 Primitive Religions

An exploration of religious patterns of nonliterate 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. Not offered in 1988-89.*

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### 251 (2) Religions in India

An examination of Indian religions as expressed in sacred texts and arts, religious practices and institutions from 2500 B.C.E. to the present. Concentration on the origins and development of indigenous Indian traditions, such as Brahmanism, Hinduism, and Buddhism, as well as challenges from outside, especially from Islam and the West. *Open to all students. Not offered in 1988-89.*

Ms. Marlow

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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 the historic Buddha's sermons, Buddhist psychology and cosmology, meditation, bodhisatva career, Tibetan Tantricism, Pure Land, Zen, dialogues with and influence on the West. Offered in alternation with 257. *Open to all students. Not offered in 1988-89.*

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. Not offered in 1988-89.*

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.*

Mr. Kodera

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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 (Ryokan, Henri Nouwen, Simone Weil), capacity for anger in the work of love (liberation theologians). Offered in alternation with 253. *Open to all students.*

Mr. Kodera

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### 262 (1) The Formation of Islam

An introduction to the Islamic religious tradition as it has developed from the seventh century until the present day. Topics include the life of Muhammad, the Qur'an, *hadith*, law, theology, Shi'ism, Sufism. Attention to Islam's interaction with other religious traditions (Judaism, Christianity, Zoroastrianism, Hinduism), and to modern controversies over legal issues: e.g., the status of women, economic prohibitions. Course is taught at MIT. *Open to all students.*

Ms. Marlow

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### 263 (2) Islam in the Modern World

Islamic responses to political, social, and ideological crises of the 19th and 20th centuries. The effects of colonialism and the influence of Western culture, the rise of Muslim national identities, pan-Islam, Islamic fundamentalism, and revolution. Focus on individual Islamic countries, with special attention to the Iranian revolution and Khomeini. Readings in translation in major Muslim thinkers. *Open to all students. Not offered in 1988-89.*

Ms. Marlow

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### 298 (1) New Testament Greek

Special features of Koiné Greek. Reading and discussion of selected New Testament texts. *Prerequisite: one year of Greek; or exemption examination; or by permission of the instructor.*

Mr. Hobbs

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### 299 (1) (2) Intermediate Hebrew

First semester: an intensive review of modern Hebrew grammar, continued emphasis on oral competence, and reading modern literature. Second semester: Biblical Hebrew. Reading in the Hebrew Bible, with special emphasis on differences between Biblical and Modern Hebrew grammar.

Ms. Nave (1), Mr. Coogan (2)

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### 305 (1) Seminar. Job and the Problem of Suffering

An examination of the book of Job and its poetic treatment of the human condition. The course will also consider other ancient Near Eastern texts that deal with the issue of evil in the world from a religious perspective, and later readings and retellings of Job by Blake, Frost, Jung, MacLeish, Fackenheim, and others. *Prerequisite: one course in Bible, or permission of the instructor. Not offered in 1988-89.*

Mr. Coogan

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### 309 Seminar. New Testament Theologies

An examination of several of the major New Testament Theologies published since World War II, with an eye to discerning both the shared and the divergent theologies within the New Testament itself, and to uncovering the various methodologies for re-presenting them in our time. *Prerequisite: one course in New Testament. Not offered in 1988-89.*

Mr. Hobbs

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### 310 (2) Seminar. 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.*

Mr. Hobbs

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### 316 (1) Seminar. The Virgin Mary

The role of the Virgin Mary in historical and contemporary Catholicism. Topics include biblical passages about Mary; her cult in the Middle Ages; and the appearances at Guadalupe, Lourdes, and Fatima. Attention also to the relation between concepts of Mary and attitudes toward virginity, the roles of women, and "the feminization of the deity." *Prerequisite: one course in medieval history, women's studies or religion. Not offered in 1988-89.*

Ms. Elkins

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### 323 (1) Seminar. Theology

Topic for 1988-89: Liberation Theology. An examination of the writings of Latin American, North American Black, and feminist theologians: e.g., Gustavo Gutierrez, Leonardo Boff, Juan Luis Segundo; James Cone and Cornel West; Rosemary Radford Ruether and Elisabeth Schussler Fiorenza. Alternative positions and critics will also be considered: e.g., Max Weber on Calvinism and capitalism, Reinhold Niebuhr, and theological advocates of democratic capitalism. *Prerequisite: 107, 223, or by permission of the instructor.*

Mr. Johnson

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### 330 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: 219, 230 or by permission of the instructor. Not offered in 1988-89.*

Mr. Marini

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### 339 Judaism, Christianity and Modernity

The interaction of Judaism and Christianity with the formative ideas and events of the modern era. Topics include Enlightenment/Emancipation; the liberal redefinitions of Judaism and Christianity; romantic conservative reactions; Jewish and Christian existentialists and feminists; confrontations with National Socialism and the Holocaust. Readings in major Jewish and Christian thinkers. *Prerequisite: one course in Judaism, Christianity, modern history, or permission of instructors. Not offered in 1988-89.*

Mrs. Nathanson, Mr. Johnson

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### 340 (2) Seminar. 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. Not offered in 1988-89.*

Mrs. Nathanson

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### 341 Seminar. Zionism

A study of Zionist ideologies and the emergence and evolution of Zionism as a political movement in the late nineteenth century. Special attention to the development of Palestinian nationalism and to political, social and ideological trends in modern Israel. *Preq-*

*uisite: a course in one of the following: Judaism; Middle Eastern history; modern European history; modern political theory; or by permission of the instructor. Not offered in 1988-89.*

Mrs. Nathanson

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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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### 352 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 1988-89.*

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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 357. *Prerequisite: one course in Asian Religions and by permission of the instructor. Enrollment limited to twelve. Not offered in 1988-89.*

Mr. Koderá

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### 356 Seminar. Ideal Society in East Asian Religions

Promises and problems of the ideal society as proposed by the religious thinkers of East Asia. Comparative study principally through primary sources in translation. Topics include: Confucian humanitarianism, Maoist egalitarianism and Taoist "no action"; Buddhist monasticism and the "Pure Land"; "nature" and the emperor system in Shinto. *Prerequisite: at least one course in Asian religions and the permission of the instructor. Enrollment limited. Not offered in 1988-89.*

Mr. Koderá

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### 357 Seminar. Issues in Comparative Religion

Encounter of the World's Religions. Critical study of interfaith 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 a pluralistic world; ethnocentrism and evangelism; human survival as common concern. Case studies, and readings from Paul Tillich, Wilfred Cantwell Smith, Ninian Smart, William Johnston, John Cobb, Shusaku Endo, and others. Offered in alternation with 353. *Open by permission of the instructors. Not offered in 1988-89.*

Mr. Koderá, Mr. Johnson

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### 360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

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### 363 (2) Seminar. Islamic Literature

An examination of some major works of Islamic literature, medieval and modern, religious and secular, in their historical and cultural contexts. Emphasis on the portrayal of relationships between the individual, the family, and the larger community. Comparisons made, when appropriate, with European literature. Readings in English translation from the Qur'an, Sufi poetry, the *ta'ziyat* "Passion Play," epics, "mirrors for princes," the *Thousand and One Nights*, modern novels, and political poetry. *Open to juniors and seniors, and to sophomores with permission of instructor.*

*Ms. Marlow*

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### 370 (1) (2) Senior Thesis

*Prerequisite: 360.*

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## Cross-Listed Courses

*For Credit*

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### Extrdepartmental 256 (1)

Social Justice in Liberalism, Marxism and Islam

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### Writing 125 B (1)

Jerusalem: The Holy City

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## Cross-Listed Courses

*Attention Called*

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### Classical Civilization 104 (1) (A)

Classical Mythology

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### History 234 (2)

Heresy, Humanism and Reform: Renaissance and Reformation in Northern Europe

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### History 339 (1)

Seminar. American Jewish History

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### Philosophy 212 (2)

Modern Jewish Philosophy. *Not offered in 1988-89.*

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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 major consists of a minimum of eight courses, at least two of which are to be at the 300 level. To promote breadth, majors shall complete one course in each of three areas: Biblical Studies; Judaism and Christianity; Islam and Asian Religions. To ensure depth, majors shall concentrate in a special field of interest.

The minor consists of a minimum of five courses, at least one of which is to be at the 300 level, and no more than two of which can be at the 100 level. Three of the five courses, including a 300 level course, shall be within ONE of three areas: Biblical Studies; Judaism and Christianity; Islam and Asian Religions.

Students majoring or minoring in religion shall discuss the structure of their program with a faculty advisor.

For some students, studies in the original language of religious traditions will be especially valuable. Hebrew and New Testament Greek are available in this department. Religion 199 (Elementary Hebrew) cannot be credited towards the department major or minor; but Religion 299 (1) (first semester of Intermediate Hebrew) can be counted toward the major (although not toward the minor), and Religion 299 (2) (second semester of Intermediate Hebrew) can be counted toward both the major and the minor. Religion 298 (New Testament Greek) and more advanced courses in Hebrew can be credited toward both the major and the minor. Latin, Chinese, and Japanese 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 (Chair), Bones

Assistant Professor: Chester<sup>†</sup>

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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. Four periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Open to all students.*

*The Staff*

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## 200 (1-2) Intermediate Russian 2

Conversation, composition, reading, review of grammar. Three periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: 100 or the equivalent.*

*Mrs. Bones*

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## 201 (2) Russian Literature in Translation I

A survey of Russian prose from Pushkin to Dostoevsky, focusing on the multi-faceted character of Russian realism and the emergence of Russian literature as a great national literature in the nineteenth century. Major works by Pushkin, Lermontov, Gogol, Goncharov, Turgenev, and Dostoevsky will be read. *Open to all students. Not offered in 1988-89. Offered in 1989-90.*

*Mrs. Bones*

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## 202 (2) Russian Literature in Translation II

The study of tradition and innovation in Russian prose from the mid-19th century to the Soviet period. Such well-known works as Tolstoy's *Anna Karenina*, Chekhov's *Ward Six*, Pasternak's *Doctor Zhivago*, and Solzhenitsyn's *First Circle* as well as seminal works by Sologub, Bely, Zamiatin, Babel, Olesha and Bulgakov will be read. *Open to all students.*

*Mrs. Bones*

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## 205 (1) Intermediate Conversation

Emphasis on developing communication skills through the use of pictures, thematic dialogues, role playing; the patterns and strategies of practical conversation and the language of gestures and intonation. *Prerequisite or corequisite: 200.*

*Mrs. Lynch*

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## 215 (1) Intermediate Reading

Reading of short texts selected from a variety of materials including newspapers, historical commentaries, correspondence and diaries. Emphasis on building comprehension and on appropriate grammatical

and stylistic usage of language. Weekly reading assignments and oral presentations. *Prerequisite or corequisite: 200. Not offered in 1988-89.*

*Mrs. Lynch*

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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 1988-89. Offered in 1989-90.*

*Ms. Chester*

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## 301 (1) Advanced Russian

Thorough review of the structure of Russian through reading and analysis of short texts and weekly laboratory assignments. Proper application of syntactic and morphological categories with emphasis on the use of participles, gerunds, and aspect. The final meetings will be devoted to viewing of a Chekhov play and class videotaping of one episode. *Two periods and laboratory. Prerequisite: 200.*

*Mrs. Lynch*

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## 302 (2) Advanced Study of Modern Russian

Reading of the works of recent women writers. Language patterns, forms and themes in the writings of Akhmatova, Chukovskaya, Malakhovskaya. Regular oral and written reports. *Prerequisite: 301.*

*Mrs. Lynch*

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## 305 (2) Aleksandr Sergeevich Pushkin

Intensive study of Russia's most revered writer, his life, work and era. Critical analysis of his writings and of his influence on important 19th- and 20th-century literary figures. *Prerequisite or corequisite: 301 and/or 302.*

*Mrs. Lynch*

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## 310 (2) Lev Nikolaevich Tolstoy

A sampling of the masterworks beginning with *Childhood* and including *Prisoner of the Caucasus*, *Death of Ivan Ilich*, *Father Sergius*, and *Nadzi Murat*. Some nonfiction such as diaries and articles will be included to explore his spiritual odyssey before and after 1880. Reading, discussions and papers will be primarily in Russian. *Prerequisite or corequisite: 301 and/or 302. Before beginning this course, students are expected to have read War and Peace in English. Not offered in 1988-89. Offered in 1989-90.*

*Ms. Chester*

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### 315 (1) Fyodor Mikhailovich Dostoevsky

An intensive thematic and formal analysis of Dostoevsky's first major novel *Crime and Punishment* together with selected readings from his notebooks and early drafts as well as related correspondence in an effort to comprehend the artistic expression of Dostoevsky's unique psychological, philosophical, and religious view of the world. *Prerequisite: 301 and/or 302. Not offered in 1988-89. Offered in 1989-90.*

*Mrs. Bones*

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### 320 (1) Seminar

Topic for 1988-89: Images of Women in Russian Literature. *Prerequisite or corequisite: 301 and/or 302.*

*Ms. Chester*

Topic for 1990-91: The Writer in a Censored Society

*Mrs. Lynch*

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

Open by permission to qualified students.

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### 360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 64, Departmental Honors.

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### 370 (1) (2) Senior Thesis

*Prerequisite: 360.*

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## Cross-Listed Course

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*Attention Called*

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Writing 125A (2)

Contemporary Russian Culture: Women & Society

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## Directions for Election

Course 100 is counted toward the degree but not toward the major. Courses 201, 202 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 205 or 215 in conjunction with 200 or 301, as well as three Grade III courses beyond Russian 301 and 302.

Credit toward the major is normally given for an approved summer of study in the Soviet Union as well as for approved Junior Year Abroad programs.

Students majoring in Russian should consult the chair of the department early in their college career, as should students interested in an individual major in Russian Studies.

Attention is called to History 246 and 247, and Political Science 206, 322, and 342.

# Sociology

Associate Professor: *Imber (Chair), Silbey, Cuba*

Visiting Associate Professor: *Levy*

Assistant Professor: *Hertz, Kibria, Ross*

## 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.*

*Mr. Levy, Ms. Kibria*

## 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.*

*Mr. Imber*

## 111 (1) Sociology of the Family

The course looks at the rise of the modern family from a comparative perspective. Class discussion will focus on the nature and role of the family and its function for individuals and society. Students will be introduced to controversies over the definition and the "crises" of the family, the emergence of new forms, and projections about its future. The effects of work and social class on the family will be examined; dual-career couples and working-class families will be emphasized. *Open to all students.*

*Ms. Kibria, Ms. Hertz*

## 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. 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.*

*Mrs. Silbey, The Staff*

## 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 1 unit.*

*Mr. Imber, Mr. Levy*

## 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.*

*Mr. Cuba*

## 207 (1) 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 relationships among crime, punishment and justice. *Prerequisite: 102 or by permission of the instructor. Not offered in 1988-89.*

*Mrs. Silbey*

## 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 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 111, or by permission of the instructor. Not offered in 1988-98.*

*Ms. Hertz*

## 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 and social class as well as 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.*

*Mr. Levy*

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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 1988-89.*

Mrs. Silbey

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**215 (2) 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. Levy

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**216 (1) 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.*

Mr. Levy

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**217 (2) 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 and 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. Not offered in 1988-89.*

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 1988-89.*

Ms. Hertz, *The Staff*

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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.*

Mr. Ross

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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.*

Mr. Cuba

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**231 (1) Society and Self**

*Not offered in 1988-89.*

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**233 (2) Volunteering in the Welfare State**

A broad historical and social examination of volunteering in America and in other nations. The impact of volunteerism on the shape and character of social institutions, including the family, school, church, hospital, and state. Special focus on ethnic and gender variations in forms of volunteering. *Prerequisite: one Grade I unit or by permission of the instructor.*

Mr. Imber

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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.*

Mr. Imber

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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.*

Mr. Cuba, Mr. Ross

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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: 111 or one Grade II unit, or by permission of the instructor.*

Ms. Hertz, Ms. Kibria

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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. Not offered in 1988-89.*

Mr. Imber

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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 of work, economy, gender roles and the family. *Prerequisite: one Grade II unit or by permission of the instructor. Not offered in 1988-89.*

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.*

Mr. Ross

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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 of selected aspects 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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### 333 (1) Advanced Topics in Sociology

Topic for 1988-89: The Sociology of the American Film. Theories and research methods that social scientists use to understand the structure, contents, and influence of the American cinema. The portrayal of dominant issues and prevalent myths, including heroism, violence, and morality. The impact of films on personality and society. *Prerequisite: permission of the instructor.*

Mr. Levy

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**338 (1) Seminar. Topics in Deviance, Law and Social Control**

Topic for 1988-89: Law and Society. Seminar consists of close, critical reading of landmark works in the sociology of law, including Marx, Weber, Holmes, and Lewellyn. Writings by the American legal realists and contemporary critical legal scholars will be studied, with examples of empirical studies of the law-in-action. Issues include the nature of the legal form, the characteristics of legal reasoning, the relationship between social categories and legal terminology as well as the role of interpretation in law. Enrollment is limited. *Admission by permission of the instructor. Preference will be given to students who have had some law-related instruction in sociology (138, 207, 213), philosophy, or political science.*

*Mrs. Silbey*

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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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**360 (1) (2) Senior Thesis Research 1 or 2**

By permission of department. See p. 64, Departmental Honors.

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**370 (1) (2) Senior Thesis**

*Prerequisite: 360.*

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## Cross-Listed Courses

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### *Attention Called*

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**Anthropology 210 (1)**

Racism and Ethnic Conflict in the United States and the Third World

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**Education 214 (2)**

Youth, Culture, and Student Activism in Twentieth-Century America. *Not offered in 1988-89.*

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**Education 216 (2)**

Education, Society, and Social Policy

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**Technology Studies 201 (1)**

Television Technology and Social Impact. *Not offered in 1988-89.*

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**Women's Studies 222 (1)**

Women in Contemporary Society

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## Directions for Election

Sociology as a discipline takes a three-pronged approach: (a) on a general level, it is concerned with patterns of human interaction and the social construction of reality; (b) on a more specific level, it studies systematically those patterned interactions 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 principles on which these techniques are grounded. Sociology is concerned with making empirically valid observations and statements which promote understanding of the totality of social life.

A sociology major must include: Sociology 200, 201, 300, and 302. Permission to take these courses elsewhere must be obtained in advance from the department chair. 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.

A minor in sociology (6 units) consists of: (A) 102, 200, 209 and (B) 3 additional courses, 2 of which must be on the 300 level. The plan for this option should be carefully prepared; a student wishing to add the sociology minor to the major in another field should consult a faculty advisor in sociology.

# Spanish

Professor: *Gascón-Vera, Roses (Chair)*

Visiting Professor: *Emilfork*

Associate Professor: *Agosin*

Assistant Professor: *Bou, Vega*

Instructor: *Heptner<sup>®</sup>, Rubio<sup>®</sup>*

Lecturer: *Renjilian-Burgy*

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All courses are normally conducted in Spanish; oral expression is stressed.

The department reserves the right to place new students in the courses for which they seem best prepared regardless of the number of units they have offered for admission.

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 another approved program. See p. 62.

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## 100 (1-2) Elementary Spanish 2

Introduction to spoken and written Spanish; stress on interactive approach. Extensive and varied drills. Oral presentations. Cultural readings and recordings. Language laboratory exercises. Three periods. No credit will be given for this course unless both semesters are completed satisfactorily. *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 all language skills. Emphasis on oral and written expression. Readings by contemporary Spanish and Spanish American writers. Language laboratory exercises. Three periods. No credit will be given for this course unless both semesters are completed satisfactorily. *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. Through frequent oral presentations, written assignments, readings on Hispanic cultures, and the study of audio- and videotapes, students develop the ability to use idiomatic Spanish comfortably in various situations. Two periods per week. *Prerequisite: 102, or four admission units or by permission of the instructor.*

*Ms. Renjilian-Burgy, Ms. Agosin*

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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 different genres 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 structure. Two periods. *Open to students presenting three admission units, 102 or 201.*

*Ms. Renjilian-Burgy*

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## 203 (1) 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.*

*Mr. Emilfork*

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## 204 (1) Censorship and Creativity in Spain 1936-1987

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. Not offered in 1988-89.*

*Ms. Gascón-Vera*

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## 205 (2) 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.*

*Ms. Roses*

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## 206 (1) 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*, Shlomo ibn Gabirol, Maimónides, Ben Sahl de Sevilla, *La Celestina*, *Lazarillo de Tormes*, *El burlador de Sevilla*

(Don Juan), Garcilaso, Fray Luis de León, Cervantes, Lope de Vega, Calderón. *Prerequisite: same as for 203. Not offered in 1988-99.*

*The Staff*

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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 1988-89.*

*The Staff*

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### 208 (2) Nineteenth-Century Spanish Society as Seen by the Novelist

The masters of nineteenth-century peninsular prose studied through such classic novels as *Pepita Jiménez* by Juan Valera, *Mi tu* 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 1988-89.*

*Mr. Bou*

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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.*

*Ms. Roses*

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### 210 (2) 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 nineteenth-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. Vega*

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### 211 (2) 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 203. Not offered in 1988-89.*

*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.*

*Ms. Agosin*

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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 1988-89.*

*The Staff*

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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 307.*

*Ms. Roses*

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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 1988-89.*

*Ms. Gascón-Vera*



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### 253 (1) The Writer and Human Rights in Latin America

The role of the Latin American writer as witness and voice for the persecuted. Through key works of poetry and prose from the sixties to the present, how literary creation treats themes such as: censorship and self-censorship; the writer as journalist; disappearances; exile; victim and torturer; women and human rights; and testimonial narratives. The works of Benedetti, Timmerman, Aguilar, and others will be studied. *Prerequisite: same as for 203. Not offered in 1988-89.*

Ms. Agosin

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### 262 (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 sophomores who have had a course in history, and to juniors and seniors without prerequisite.*

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. Not offered in 1988-89.*

Mr. Bou

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### 300 (1) Advanced Oral Communication in Spanish

Techniques and activities designed to develop fluency and pronunciation in the Spanish language. Included will be an introduction to phonetics. Students will also acquire idiomatic vocabulary through study of Spanish periodicals, audio and video tapes of Spain and Latin America. *Open to juniors and seniors.*

Ms. Roses

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### 301 (1) 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, Calderon. *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 1988-89.*

The Staff

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### 302 (2) Cervantes

A close reading of the Quixote with particular emphasis on Cervantes' invention of the novel form: creation of character, comic genius, hero versus anti-hero, levels of reality and fantasy, history versus fiction. *Prerequisite: same as for 301.*

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 1988-89.*

The Staff

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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, aestheticism 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. Not offered in 1988-89.*

Ms. Roses

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### 311 (1) Seminar. The Literary World of Gabriel García Márquez and the Post-Boom

An in-depth study of the literary career of Gabriel García Márquez, from his beginnings as a newspaper reporter in his native Colombia to his emergence as a major novelist and short story writer. Emphasis on his achievements as a Latin American writer and a universal and cosmopolitan figure. Works to be read include: *El coronel no tiene quién le escriba*, *La mala hora*, *La hojarasca*, *Cien años de soledad*, *El otoño del patriarca* and *Crónica de una muerte anunciada*. *Prerequisite: same as for 301. Open to seniors. Not offered in 1988-89.*

Ms. Roses

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312 (1) Seminar. **The Spanish Civil War: Literature and Society**

The course will coincide with the 50th anniversary of the Spanish Civil War (1936-1939) which was the prelude to World War II. Through the study of Spanish prose, poetry, and film, the course will highlight the political, social, and cultural upheavals leading to the conflict. Particular emphasis will be given to the manifestations of oral and popular culture which developed during that epoch. Authors will include Miguel Hernández, Emilio Prados, Arturo Barea, Rosa Chacel, and Carmen Laforet; films will include "Morir en Madrid," "Caudillo," "Las bicicletas son para el verano," and "Las largas vacaciones del 36." *Open to seniors and juniors by permission of the instructor. Not offered in 1988-89.*

Ms. Gascón-Vera

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313 (2) Seminar. **Avantgarde Poetry of Spain**

A study of the major poets of the generation of 1927. In-depth study of poets García Lorca, Guillén, Salinas, Alexandre, and Alberti. *Prerequisite: same as for 312. Not offered in 1988-89.*

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314 (2) Seminar. **Luis Buñuel and the Search for Freedom and Morality**

Students will read the scripts and view the films most representative of alternative possibilities of freedom expressed by Luis Buñuel. The course will focus on the moral issues posed in his films and will start with a revision of the historical motivations of the Buñuel perspective: Marxism, Freudianism and Surrealism as depicted in selected films of Buñuel, from his first *An Andalusian Dog* (1928) to his last *That Obscure Object of Desire* (1977). *Prerequisite: same as for 312. Not offered in 1988-89.*

Ms. Gascón-Vera

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315 (1) Seminar. **Love and Desire in Spain's Early Literature**

Medieval Spain, at a nexus between the Christian, Jewish and Islamic cultures, witnessed a flowering of literature dealing with the nature and depiction of love. This course will examine works from all three traditions, stressing the uses of symbolic language and metaphor in the linguistic representation of physical desire. Texts will include Ibn Hazm, *The Dove's Neck-Ring*; the poetry of Yehuda Ha-Levi and Ben Sahl of Seville; the Mozarabic "kharjas"; the Galician "cantigas d'amigo"; the Catalan lyrics of Ausias March; Diego de San Pedro, *Carcel de Amor*; and Fernando de Rojas, *La Celestina*.

Mr. Vega

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316 (2) Seminar. **Voices of Dissent: The Struggle for Democracy through Literature**

This course provides examples of dissent and opposition against moral and religious oppression as well as political tyranny during the last two centuries in Spain. It shows how literature became deeply involved in the struggle for a freer society. In this seminar, we will analyze the emergence of mass media as a vehicle for expression, as well as the impact of it in the transmission of texts from a perspective of cultural studies. Reading will cover a wide range of literary works, such as Larra's 'artículos', Pérez de Ayala's *AMDG*, Gómez de la Serna's *Greguerías*, Max Aub's *El laberinto mágico*, Luis Martín Santos' *Tiempo de silencio* and Juan Marsé's *Si te dicen que caí*.

Mr. Bou

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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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360 (1) (2) **Senior Thesis Research 1 or 2**

By permission of department. See p. 64, Departmental Honors.

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370 (1) (2) **Senior Thesis**

*Prerequisite: 360.*

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## Cross-Listed Courses

*For Credit*

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**Experimental 212 (2)**

The City in Modernity: Gaudí's Barcelona

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**Extrdepartmental 222 (2)**

Latin American Studies: Latin American Peasantry. *Not offered in 1988-89.*

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**Extrdepartmental 233 (1)**

The Literature and Politics of the Latin American Dictator

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## Directions for Election

Courses 100 and 102 are counted toward the degree but not toward the major.

Students who begin with 100 in college and who wish to major should consult the chair in the second semester of their first year.

Students may choose to major either in Peninsular or Latin American literature or an approved combination of the two. A minimum of 8 units must be presented for the Peninsular major and should ordi-

narily include; 201; 202; 203 or 204; 206, 207 or 208; 301 or 302; Senior Seminar; either 205 or 307 and at least one additional unit of Grade III literature in Spanish. A minimum of 8 units must be presented for the Latin American major and should ordinarily include: 201; 202; 205 or 209; 210 or 211 or 253; 307; 206 or 302; Senior Seminar; and at least one additional unit of Grade III literature in Spanish. Spanish 260 and Extradepartmental 222 or 234 are recommended for the Latin American major; Spanish 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.

To be eligible for study in Córdoba for one or two semesters, in Wellesley's "Programa de Estudios Hispánicos en Córdoba" (PRESHCO) a student must be enrolled in a 200 level language or literature course the previous semester.

## Technology Studies Program

Director: *Silbey*

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 program contains courses with such diverse topics as design and distribution of technological artifacts, photographic processes and electronic imaging, 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, energy policy and nuclear power. Students can elect individual courses in the program or a set of related courses in consultation with an advisor in Technology Studies in addition to their major in an existing department or interdepartmental program.

### 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 decision-making. 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, and modelling methods. Relevant aspects of economics and ethics will also be considered. 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. *Not offered in 1988-89.*

*Mr. Ducas, Mr. Shuchat*

### 140 (2) Television Technology and Projects Workshop

The general availability of sophisticated video equipment is expanding the uses of television beyond the broadcast arena. Scientific research, legal cases, sports medicine and advances in teaching and training are only a few of the current applications. Video technology is also merging with computers in such applica-

tions as computer controlled videodisc players, CD-ROM's and image digitization. This course will provide students the opportunity to learn about video technology and acquire sufficient competence to develop projects related to their particular interests. The scientific and engineering aspects of video technology will be studied first as a background for hands-on experience with video production and post-production work. Students will design, produce and present their own projects during the term. *Enrollment is limited.*

*Mr. Ducas*

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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. *Not offered in 1988-89.*

*Mr. Birney*

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#### 201 (1) Television Technology and Social Impact

The course considers how economic, political and technological factors influence television programming and how television content affects the mass audience. We will observe television content through systematic observation and will learn how the television image is produced and manipulated. Students will gain experience producing or editing video material. A major project of the course is the design, conduct and analysis of an experiment in television effects. Previous coursework in social science research methods, statistics, or computer science is highly recommended. *Prerequisite: Technology Studies 100 or two units in sociology, psychology, political science, economics, computer science, physics, or biological sciences.* *Not offered in 1988-89.*

*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 mu-

sical 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. Not offered in 1988-89.*

*Mr. Brody*

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#### 208 (2) Technological Applications of Light

The nature of light, the interaction of light with matter and the fundamentals of lasers. Applications of light in such fields as medicine, food processing, communications, defense, isotope separation, information science and solar energy storage and conversion. Emphasis will be placed on how the fundamental properties of light and light-matter interactions may be exploited for new technologies. This course fulfills Group C distribution, but does not meet laboratory science requirement. *Not offered in 1988-89.*

*Mr. Coleman*

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#### 209 (1) Women and Technology

An examination of the impact of the new technologies of the nineteenth and twentieth centuries on women, with a particular focus on household technology and office automation. *Not offered in 1988-89.*

*Ms. Chaplin*

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#### 217 (2) Photographic Processes: Camera Lucida to Computer Graphics

Through a series of lectures, readings and laboratory experiences, this course will engage students both conceptually and experientially in the basic premises of photographic technology. The course will link, through student involvement, the following concerns: the cause and effect relationship between specific properties of light and light sensitive materials which are used in photographic technology; the functional and distinctive properties of various camera, optical and light sensitive systems from the camera lucida and computer graphics; the evolutionary nature of the processes as reflected in the history of research and development of the technology; the range of technical, social and cultural applications that have been made with each process; the implications of the need for a "photographic process consciousness" on the part of individuals in today's society, given the pervasive use of 35 mm still cameras, video and computer graphics systems use for both personal and professional communication. Students will explore specific properties of light and light-sensitive materials as they relate to photographic technology. Various aspects of

camera, optical and light-sensitive systems will be examined. We will also consider the history and development of these photographic processes, as well as their social and cultural implications.

*Mr. Swift*

**335 (2) Seminar. Designing Policy and Technology for the Disabled**

The seminar will explore the parallel processes of policy-making and technology designed to meet the needs of disabled persons. We will consider how historical events such as the Civil Rights movement and the War in Vietnam contributed to the development of public policy for the disabled, how the needs of disabled people are defined by the policy and by the scientific communities, and how institutions of higher education attempt to serve disabled students under the constraints of the law and their financial and physical resources. The seminar will explore problems of policy and technology with policy-makers, engineers, and people with disabilities. Case studies of policies or devices that have failed on one or more dimensions (e.g. institutional or consumer cost, psychological acceptance, politics) will be contrasted with successful solutions. Seminar participants will design model policies or simple devices aimed at improving the campus environment for members of the college community who are temporarily or permanently disabled. Open to juniors and seniors by permission of instructor. *Prerequisite: two units in technology studies, medical ethics, medical sociology, public policy, education, biological science, physics, linguistics, or cognitive psychology. Not offered in 1988-89.*

*Mrs. Just*

In addition to the latter courses the following courses on technology are available in other departments.

**Anthropology 275 (1)**

Technology and Society in the Third World

**Biological Sciences 107**

Biotechnology. *Not offered in 1988-89.*

**History 223**

From Closed World to Infinite Universe. *Not offered in 1988-89.*

**Math 250 (1)**

Topics in Applied Mathematics

**Philosophy 249 (1)**

Medical Ethics

**Philosophy 349 (2)**

Seminar. Selected Topics in Philosophy: Consciousness and Computation

**Physics 222 (2)**

Medical Physics. *Not offered in 1988-89.*

**Political Science 327 (2)**

International Organization

**Political Science 332 (2)**

Seminar. The Politics of World Energy. *Not offered in 1988-89.*

**Sociology 325 (1)**

Science, Technology and Society

# Theatre Studies

INDIVIDUAL MAJOR:

## Theatre Studies

Professor: *Barstow (Chair)*

Lecturer: *Glick<sup>h</sup>*

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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.*

*Mr. Barstow*

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### 206 (1) 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 1988-89.*

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### 207 (2) 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 1988-89.*

*Mr. Barstow*

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### 208 (1) Contemporary Theatre

Late twentieth-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.*

*Mr. Barstow*

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### 210 (1)(2) History of the Theatre 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 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 1988-89.*

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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. Offered in 1989-90.*

*Ms. Glick*

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### 236 (2) 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 1989-90.*

*Ms. Glick*

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### 315 (2) 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 1988-89. Offered in 1989-90.*

*Mr. Barstow*

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

Open by permission to qualified students.

## Cross-Listed Courses

*For Credit*

**Black Studies 266 (2) (A)**

Black Drama. *Not offered in 1988-89.*

## Directions for Election

A student who wishes to pursue an interest in theatre should consult the chair 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.

## Theatre Studies

AN INDIVIDUAL MAJOR

Director: *Barstow*

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 should normally 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 should normally 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 often 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) (A)**

Black Drama. *Not offered in 1988-89.*

**Chinese 241 (2)**

Chinese Poetry and Drama in Translation. *Not offered in 1988-89.*

**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. *Not offered in 1988-89.*

**English 284 (2)**

English Drama II

**English 325 (2)**

Advanced Studies in the Renaissance

**Extrdepartmental 231 (1)**

Classic American Sound Film

**French 213 (2)**

French Drama in the Twentieth Century

**French 240 (1)**

French Cinema

**French 301 (1)**

The French Classical Theatre. *Not offered in 1988-89.*

**German 210 (2)**

The German Comedy from 1800 to the Present. *Not offered in 1988-89.*

**History 236 (1)**

The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries

Italian 244 (2)  
Italian Cinema as an Art Form (in English)

Latin 201 (2)  
Latin Comedy

Music 200 (1-2)  
Design in Music 2

Music 307 (2)  
The Opera. *Not offered in 1988-89.*

Philosophy 203 (1)  
Philosophy of Art

Russian 225 (1)  
Soviet Film 1917-1980 (in English). *Not offered in 1988-89.*

The following courses are specifically relevant to the individual design major in Theatre Studies. It is recommended that design majors take at least Art 100 from this list before taking 206: Design for the Theatre.

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 (1)  
Color

## Women's Studies

AN INTERDEPARTMENTAL MAJOR

Associate Professor: *Reverby (Director)*

Assistant Professor: *Schirmer, Chan<sup>p</sup>*

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 Program.) 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 and may be used to satisfy either the Group B<sup>1</sup> or Group B<sup>2</sup> distribution requirement. Special attention is called to a new course: The Politics and Psychology of Caring, listed in Experimental Courses. Other courses are available each semester through cross registration with MIT.

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### 120 (1) (2) Introduction to Women's Studies

Introduction to the new field of Women's Studies and its impact on the various disciplines. Consideration of 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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### 220 (1) Women, Peace and Protest: Cross-Cultural Visions of Women's Actions

Examination of women's participation in the movements of nuclear disarmament, human rights and social and economic justice. Examination of the nature and history of these movements as well as their organization and ideological structure. Focus on understanding if, why, and under what circumstances gender becomes a central force in the development of these movements. Questions addressed will include 1) why and in what ways have women been central to the European peace movement, 2) how has the involvement of women helped to define the human rights movement in Latin America, 3) whether women's involvement in protest for social and economic justice has changed traditional political institutions, such as unions and political parties, and 4) the extent to which feminist theory and theories of the state have accounted for the nature of women's protest. *Prerequisite: permission of the instructor.*

Ms. Schirmer

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### 222 (1) Women in Contemporary Society

Examination of 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. Evaluation of 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. Schirmer

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### 250 (1) Asian Women in America

Examination of the history of Asian women in America, with particular attention to the changes in conditions of migration, refugee and legal status, work opportunities, and family structure. The stereotypes that have affected Asian American women and their psychological consequences will be explored. Introduction to the Asian American woman's literary and artistic tradition, the various forms of feminism within

the Asian American community, and the contemporary social and political issues for Asian American women. *Open to all students.*

Ms. Chan

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### 310 Seminar. Women, Social Policy and the State

Theoretical overview of theories of the welfare state and of perspectives on women and social policy. Examination of the nature of social policy and its historical and socio-political basis in Sweden, Denmark, Norway and Finland, which have come to be known for their comprehensive social policy measures and for their relative gender equality. Study of the extent to which women's movements in each of these countries have influenced the social and political agenda. Student research projects on social policy and women's movements in a country other than one in Scandinavia. *Prerequisite: permission of instructor. Not offered in 1988-89.*

Ms. Schirmer

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### 316 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. Not offered in 1988-89.*

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### 320 (1) Women and Health

Examination of 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 considered. Exploration of 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. Examination of 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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**330 (2) Seminar. Twentieth-Century Feminist Movements in the First and Third World**

Examination of the different political theories that explain the emergence of feminist political movements in the 20th century. Cross-cultural exploration of particular histories of different feminist movements. Emphasis will be placed on the theories of feminism in different movements and the actual political practice of these movements. Students will be expected to lead class presentations and to complete a major research paper. *Open by permission of the instructor to juniors and seniors.*

*Ms. Schirmer*

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**360 (1) (2) Senior Thesis Research 1 or 2**

By permission of the department. See p. 64, Departmental Honors. Students in 360 and 370 will be expected to participate regularly in the departmental honors seminar. The seminar provides a forum for students conducting independent research to present their work to fellow students and faculty.

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**370 (1) (2) Senior Thesis**

*Prerequisite: 360.*

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## Cross-Listed Courses

*For Credit*

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**Anthropology 269 (1)**

The Anthropology of Gender Roles, Marriage and the Family

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**Art 233 (1)**

Domestic Architecture and Daily Life. *Not offered in 1988-89.*

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**Art 312 (1)**

Seminar. Problems in Nineteenth-Century Art. Women Imagining Themselves

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**Art 320 (1)**

Seminar. Studies in American Art and Architecture. Topic for 1988-89: The Domestic Ideal in America.

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**Black Studies 212 (2) (A)**

Black Women Writers

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**Black Studies 222 (1) (B<sup>1</sup>)**

Images of Blacks and Women in American Cinema

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**Black Studies 225 (1) (B<sup>2</sup>)**

Introduction to Black Psychology

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**Black Studies 230 (2) (B<sup>2</sup>)**

The Black Woman in America

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**Black Studies 335 (2)**

Women Writers of the English-Speaking Caribbean

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**Black Studies 344 (1) (B<sup>2</sup>)**

Seminar. Interdisciplinary Perspectives in Black Family Studies

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**Black Studies 345 (2) (B<sup>2</sup>)**

Seminar. Women and International Development

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**Classical Civilization 104 (1) (A)**

Classical Mythology

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**Classical Civilization 215 (2) (B)**

Gender and Society in Antiquity

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**Classical Civilization 252 (2) (B)**

Roman Women. *Not offered in 1988-89.*

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**Economics 241 (2)**

The Economics of Personal Choice. *Not offered in 1988-89.*

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**Economics 243 (1)**

The Sexual Division of Labor

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**Education 206 (2) (B<sup>1,2</sup>)**

Women, Education and Work

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**Education 312 (1) (B<sup>1</sup>)**

Seminar. History of Child Rearing and the Family

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**English 150 (1)**

Colloquium. Three Generations of American Women Poets

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**English 272 (1) (2)**

History of the English Novel II

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**English 313 (2)**

Advanced Studies in Chaucer. Chaucer's Women. *Not offered in 1988-89.*

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**English 383 (2)**

Women in Literature, Culture, and Society

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**Experimental 303 (2)**

Psychology and the Politics of Caring

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**Extrdepartmental 223 (1)**

Women in Science

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**French 304 (2)**

The French Novel in the Eighteenth Century. *Not offered in 1988-89.*

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**French 319 (1)**

Women, Language, and Literary Expression. Difference: Fiction by 20th-Century Women Writers in France

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**German 228 (1)**

Women, Politics and Literature in the Two Germanies, Austria and Switzerland (in English). *Not offered in 1988-89.*

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**History 241**

Women in European History. *Not offered 1988-89.*

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**History 257 (1)**

Women in American History

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**History 336 (1)**

Seminar. Hidden Bonds of Womanhood: Black and White Women in the South, 1930-1980. *Not offered 1988-89.*

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**History 364 (1)**

Women in Islamic Society: Historical Perspectives

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**Italian 206 (1)**

Introduction to Modern Italian Literature. Images of Women in Italian Literature of the Nineteenth and Twentieth Centuries

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**Language Studies 238 (2)**

Sociolinguistics

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**Philosophy 227 (1)**

Philosophy and Feminism

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**Political Science 307 (2)**

Seminar. Gender, Culture and Political Change

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**Political Science 320 (2)**

Seminar. Inequality and the Law. *Not offered in 1988-89.*

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**Political Science 336 (1)**

Seminar. Women, the Family and the State

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**Political Science 344 (1)**

Feminist Political Theory

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**Psychology 225**

American Psychology in Historical Context. *Not offered in 1988-89.*

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**Psychology 303 (1)**

Psychology of Gender

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**Psychology 317 (1)**

Seminar. Psychological Development in Adults

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**Psychology 325 (2)**

Seminar. History of Psychology

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**Psychology 340 (1)**

Seminar. Organizational Psychology

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**Religion 225 (1)**

Women in Christianity

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**Religion 243**

Women in Judaism. *Not offered in 1988-89.*

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**Religion 316 (1)**

Seminar. The Virgin Mary. *Not offered in 1988-89.*

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**Russian 302 (2)**

Advanced Study of Modern Russian. Recent Women Writers

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**Russian 320 (1)**

Seminar. Images of Women in Russian Literature

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**Sociology 111 (1)**

Sociology of the Family

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**Sociology 208 (2)**

Social Construction of Gender. *Not offered in 1988-89.*

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**Sociology 217 (2)**

Power: Personal, Social and Institutional Dimensions.

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**Sociology 311 (2)**

Seminar. Family Studies

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**Spanish 209 (1)**

The Spanish American Short Narrative

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**Spanish 240 (2)**

Living Women Writers of Spain, 1970-85. *Not offered in 1988-89.*

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**Technology Studies 209 (1)**

Women and Technology. *Not offered in 1988-89.*

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**Theatre Studies 212**

Images of Women in the Drama. *Not offered in 1988-89.*

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# The Writing Program

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 receive instruction and practice in analysis and argument, in revision, and in the use and acknowledgement 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 1988-89.

Students are invited to indicate a list of preferences, which will be honored as far as possible.

English 200 sections are described in the listing of the English Department.

## SEMESTER I

### 125A (1) New Music

Twentieth-century concert music is often thought to be fundamentally different from music of earlier periods – less expressive, more cerebral, and frequently difficult for the listener. We will compare selected twentieth century works with works from earlier periods, guided by the thinking of writers on new music including Spanish philosopher Jose Ortega y Gasset, cultural historian Jacques Barzun, and composers Roger Sessions and John Cage. Discussions and student essays will focus on the nature and evolution of meaning in music, the possible points of view of the listener, and the relevance of the intentions of the composer. No prior knowledge of music is necessary. *Mandatory credit/noncredit.*

*Mr. Roens, Department of Music*

### 125B (1) Jerusalem: The Holy City

A study of the interplay between religion and politics that led to the designation of Jerusalem as the “holy city,” through an examination of ancient and modern descriptions of the actual and the ideal Jerusalem by warriors, visionaries, pilgrims, archaeologists, and inhabitants. *Mandatory credit/noncredit.*

*Mr. Coogan, Department of Religion*

### 125C (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. Short readings, both fiction and non-fiction, will provide texts for a variety of writing assignments. 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. Bellanca, The Writing Program*

### 125D (1)

*Department of English*

### 125E,F (1) Patterns (2 sections)

Through the writing and films of contemporary world authors and filmmakers, we will try to reach an understanding of what it is like to be a member of another culture, and at the same time to reach a deeper understanding of our own culture (whatever that culture happens to be). The course will focus on two or three of the following world areas: China or Japan, the Soviet Union, Africa or South America, the Caribbean, the Middle East. (The first semester section provides special guidance for inexperienced writers and for students whose native language is not English; the second semester section is intended for any student interested in other parts of the world.) *Mandatory credit/noncredit.*

*Ms. Wood, The Writing Program*

### 125H (1) Landscape into Art, Art into Landscape

The word itself is telling: “landscape” is both a form of viewing the natural world and a means of altering it. We’ll compare these complementary strategies in a selective historical survey of landscape painting and garden design. We’ll focus upon eighteenth- and nineteenth-century developments (among others, English parks and French Impressionism). *Mandatory credit/noncredit.*

*Mr. Rhodes, The Writing Program*

### 125J (1) Covering the News

We will examine newspapers and newsmagazines as a way of thinking about some basic problems of writing. First we will read some ostensibly neutral news reports and see how they are shaped by the need to tell a clear and interesting story. Then we will compare reports and editorials from papers with explicit ideological biases; though they are dealing in opinions rather than simple facts, we will want to find out whether some of them aren’t more persuasive than others, and if so, why. Finally, we will read some

feature articles — science reports, profiles, reviews, and the like — and examine some problems underlying their appeal as pure entertainment. Along the way, we will also be reading critical writing about the press and its ideological blind spots.

Mr. Reinert, Department of English

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#### 125K (I) Renaissance Depictions of Gender

In addition to Spenser's treatment of chastity in *The Faerie Queene* and Marlowe's treatment of erotic passion in *Hero and Leander* we shall explore aspects of transvestitism in the Renaissance. Why does the English stage use boys to represent women? Why does Sidney's hero Musidorus immediately dress in women's clothes as soon as he falls in love? This course will explore the English Renaissance's preoccupation with those "Transform'd in show, but more transform'd in mind."

Ms. Levine, Department of English

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#### 125L (I) Privacy and the Law

Through legal decisions that have affected all of us, the United States Supreme Court has developed concepts of privacy. Our readings will be drawn from cases concerning women's reproductive freedom (*Roe v. Wade*), pornography and obscenity (*Stanley v. Georgia*), rights of homosexuals (*Bowers v. Hardwick*), the rights of terminally ill patients and AIDS patients, and drug testing in the workplace. In addition to writing formal essays and frequent in-class essays, students will keep journals commenting informally on outside readings on a variety of current legal topics.

Ms. Viti, The Writing Program

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#### 125M (I) Analyzing Culture

Why are there more nude paintings of women than of men in the European tradition? Why were nineteenth-century scientists interested in measuring the skulls of black people? Why is Donald Duck so much smarter than the criminal Beagle Boys? What is the white master like in Afro-American folktales? We'll consider such questions in this course as we analyze a variety of products of our culture — paintings, short stories, comic books, scientific texts, songs, poems, folk tales, gossip-paying particular attention to the ways in which these works reflect or contest the prevailing system of cultural values. Readings will include: John Berger, et.al., *Ways of Seeing*, Stephen Jay Gould, *Ever Since Darwin: Reflections in Natural History*, and Ariel Dorfman and Armand Mattelart, *How to Read Donald Duck: Imperialist Ideology in the Disney Comic*.

Ms. Meyer, Department of English

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#### 125N (I) Vision and Revision

This section will focus on relationships between the ideas we encounter in reading and the ideas we hold to be our own. It will include a review of English grammar. Weekly journal entries, ongoing revisions of ten to twelve short papers, and regular conferences with the instructor are required. This section is appropriate for students who have done very little writing in high school and for students whose native language is not English. *Mandatory credit noncredit*.

Ms. Kopec, Director of Academic Assistance

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#### 125O (I) Epic Vision in Homer and Vergil

Gods and Goddesses, heroes and heroines in Homer's *Iliad* and *Odyssey* and in Vergil's *Aeneid*. We will read the poems in translation, and examine the relations between human and divine characters. How, for instance, can the goddess Thetis help her mortal son Achilles or the goddess Venus her son Aeneas? How much does Aphrodite control Helen of Troy? And why does Dido become a victim of the goddesses Juno and Venus? In preparation for our discussion and written assignments, we will also read a selection of recent critical articles on the epics.

Ms. Geffeken, Department of Greek and Latin

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#### 125P (I) Intellectual Freedom

Arguments in defense of our right to think for ourselves, out loud, in public: Plato, *The Apology*, Milton, *The Areopagitica*, John Stuart Mill, *On Liberty*, William James, *The Will to Believe*, and other related texts. Students should enjoy reasoning aloud, analyzing arguments, and seeing values at work.

Mr. Gold, Department of English

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#### 125Q (I) Languages of the Psyche

Reading and writing analyses of the psyche as formulated and represented in psychoanalysis (Bettelheim, *Freud and Man's Soul*); philosophy (Plato, *Phaedrus*); and literature (Shakespeare, *Henry IV, Part I*, Elizabeth Bishop, *In the Waiting Room*; Sylvia Plath, *The Bell Jar*).

Ms. Craig, Department of English

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#### 125R (I) Persuasive Fictions

There are ways and ways of telling a story. We'll look at how some of those ways — the novel of letters, for instance, or the obtrusive and self-conscious narrator — work to persuade us of ideas beyond the plot. We'll relate some of these narratives to non-fictional pieces, examining Virginia Woolf's *Orlando*, for example, along with *A Room of One's Own*. Readings will also

include Gertrude Stein's *Melanctha*, Alice Walker's *The Color Purple*, and John Fowles' *The French Lieutenant's Woman*

Ms. Webb, Department of English

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#### 125S (1) Two on the Aisle

This course will examine selected films and television programs from an anthropological perspective, in order to understand values, attitudes, and rituals in contemporary societies. Students will read, as well as write, reviews of the films presented. The emphasis of the course will be on the clear expression of ideas and opinions.

Mr. Campisi, Department of Anthropology

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#### 125T (1) Fairy Tales

Do fairy tales enchant or instruct us? We will read classic fairy tales from Andrew Lang's *The Blue Fairy Book* and modern tales from a variety of sources. We will also read essays which interpret fairy tales as literary works, historical documents, psychological cases, and feminist arguments. In a series of short papers students will analyze and interpret tales, exploring connections between the enjoyment and study of fairy tales.

Ms. Yon, Department of English

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#### 125U (1) Women in Fiction

Five novels whose central characters are women will be the texts for this course. We will read *Moll Flanders*, *Northanger Abbey*, *The Blithedale Romance*, *Washington Square*, and *The Awakening*; we will consider how these novels represent women whose choices about life and work are defined by the societies in which they live. Our concerns, therefore, will be both literary and social. Essay topics will be drawn from (but not strictly limited to) issues raised by the novels and in class discussions. *Mandatory credit/noncredit.*

Ms. Bellanca, The Writing Program

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### SEMESTER II

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#### 125A (2) Contemporary Russian Culture: Women and Society

Through the reading of stories, memoirs, underground and official publications, as well as materials from the Western mass media, we will look at women's lives in relation to education, work, family, and friends. *Mandatory credit/noncredit.*

Ms. Chester, Department of Russian

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#### 125B (2) Darwin, Marx, Freud: Pioneers of Modern Thought

An introduction to the thought of three nineteenth-century thinkers who have provided the historical framework for the contemporary period. Emphasis will be placed on their interpretations of human nature and history. Some attention will also be given to the psychological process of discovery, the origin of new ideas, and the process of social acceptance and assimilation of ideas. *Mandatory credit/noncredit.*

Ms. Chaplin, Department of Philosophy

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#### 125C (2) Patterns

Through the writing and films of contemporary world authors and filmmakers, we will try to reach an understanding of what it is like to be a member of another culture, and at the same time to reach a deeper understanding of our own culture (whatever that culture happens to be). The course will focus on two or three of the following world areas: China or Japan, the Soviet Union, Africa or South America, the Caribbean, the Middle East. (The first semester section provides special guidance for inexperienced writers and for students whose native language is not English; the second semester section is intended for any student interested in other parts of the world.) *Mandatory credit/noncredit.*

Ms. Wood, The Writing Program

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#### 125D (2) Whodunit

Says W.H. Auden, "For me, as for many others, the reading of detective stories is an addiction like tobacco or alcohol." Our purpose is to examine the nature of this addiction. Why do otherwise sane people read detective fiction so voraciously? What redeeming value does it have? We will learn something of the genre by reading the classics — Doyle, Christie, Hammett or Chandler — as well as one or two currently popular authors. We will also read critical essays. Recurrent themes of discussion: the nature of the detective and the nature of the plot. *Mandatory credit/noncredit.*

Ms. Wood, The Writing Program

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#### 125E (2) Law in Contemporary Society

We will read cases and articles about the ways in which courts have changed existing laws, and in so doing, have transformed American society. Readings will be selected from such cases as *Brown v. Board of Education* (school desegregation), *Roe v. Wade* (abortion), *In Re Brophy* (withholding of nourishment from terminally ill patients), and from recent cases on the rights of high school students, surrogate parenting, and criminal procedure. Students will write fre-

quently during class time, in addition to writing formal essays and keeping journals on a variety of current legal issues.

Ms. Viti, *The Writing Program*

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### 125F (2) Language and Representation

We represent ourselves, in speech and writing, through the language that we use. In this course we will examine writers who 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. This semester, we will focus on Agnes Smedley, Richard Wright, and George Orwell.

Mr. Cain, *Department of English*

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### 125G (2) Women in Antiquity

We will examine the lives of Greek, Roman, Jewish, Christian, and Muslim women by reading selections from M. Lefkowitz and M. Fant, *Women's Life in Greece and Rome*, *The Bible with the Apocrypha*, *The Koran*, and N.el-Saadawi, *Two Women in One*. Using these sources, we will write, revise, and edit essays on women's lives from birth to death in the ancient world, and compare their roles to the roles of women today.

Mr. Rogers, *Department of Greek and Latin*

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### 125H (2) Renaissance Depictions of Gender

In addition to Spenser's treatment of chastity in *The Faerie Queene* and Marlowe's treatment of erotic passion in *Hero and Leander* we shall explore aspects of transvestitism in the Renaissance. Why does the English stage use boys to represent women? Why does Sidney's hero Musidorus immediately dress in women's clothes as soon as he falls in love? This course will explore the English Renaissance's preoccupation with those "Transform'd in show, but more transform'd in mind."

Ms. Levine, *Department of English*

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### 125J (2) Women in American Art

Looking at works by both male and female artists, we will examine images of women in American painting from the seventeenth century to the present. We will explore the meaning of these works against the background of women's changing status in American society. *Mandatory credit/noncredit.*

Ms. Bedell, *Department of Art*

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### 125K (2) Position Papers

Writing a position paper can be a way to discover for oneself what one's position is, or to set down a logical argument, or to try to persuade. Through a series of exercises in analysis, argument, and rhetoric, each student will work out and present to the other members of the class her position on a topic of her choice. *Mandatory credit/noncredit.*

Ms. Congleton, *Department of Philosophy*

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### 125L (2) High Culture, Pop Art

This course will investigate the intersection of popular and high art in the twentieth century. We will begin with the work of such culture critics as Clement Greenberg and Dwight McDonald, the first wave of "intellectual" commentators on the burgeoning mass culture of 20th-century America. We'll move on to consider the enthusiasts of mass media, such as Marshall McLuhan and the "pop" artists. We'll end by considering the ongoing interaction between "pop" and "high" culture in the arts of our own moment.

Mr. Shetley, *Department of English*

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### 125M (2) Short Fiction

We will read a selection of short stories and novellas by a wide variety of modern authors, including Chekhov, Woolf, Joyce, Kafka, Borges, Flannery O'Connor, Isaac Bashevis Singer, Toni Cade Bambara, and Philip Roth. Questions for discussion will include what makes a work of fiction compelling, and what happens when it reflects on its power to be compelling. The writing assignments, which will progress from character sketches and imitations to analytical essays, will ask the student to form compelling styles and arguments of her own.

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### 125N (2) The Evolving Meaning of God

We will examine how thinking about God and God's meaning for human life has been affected by historical events and movements since World War II. We will read and write about the ideas of modern religious thinkers who have pondered the meaning of God in the late twentieth century.

Ms. Ward, *Dean of the Class of 1990*

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### 125O (2)

*The Writing Program*

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### 125P (2)

*The Writing Program*

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### 125Q (2) Analyzing Culture

Why are there more nude paintings of women than of men in the European tradition? Why were nineteenth-century scientists interested in measuring the skulls of black people? Why is Donald Duck so much smarter than the criminal Beagle Boys? What is the white master like in Afro-American folktales? We'll consider such questions in this course as we analyze a variety of products of our culture — paintings, short stories, comic books, scientific texts, songs, poems, folk tales, gossip-paying particular attention to the ways in which these works reflect or contest the prevailing system of cultural values. Readings will include: John Berger, et.al., *Ways of Seeing*, Stephen Jay Gould, *Ever Since Darwin: Reflections in Natural History*, and Ariel Dorfman and Armand Mattelart, *How to Read Donald Duck: Imperialist Ideology in the Disney Comic*.  
*Ms. Meyer, Department of English*

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### 125R (2) Looking at the Law

What do we mean when we say that a law is unjust? How do we determine which laws are just? When, if ever, is violent opposition to unjust legal authority justified? What does the law have to do with morality? These are some of the questions we will confront in reading and writing about a wide array of contemporary legal problems, ranging from terrorism and other forms of violent political protest to the rights of surrogate mothers.

*Mr. Williams, 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. 125X tutorial meetings are individually arranged by students with their tutors. *Open to students from all classes by permission of the instructor. Mandatory credit/noncredit.*

*Ms. Stubbs, Department of English*

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## Literature in Translation

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.

### Chinese 106 (1)

Introduction to Chinese Culture. *Not offered in 1988-89.*

### Chinese 141 (1)

China on Film

### Chinese 241 (2)

Chinese Poetry and Drama in Translation. *Not offered in 1988-89.*

### Chinese 242 (1)

Chinese Fiction in Translation

### Chinese 330 (2)

Literary Images of Women of Intellect, East and West, Eighteenth and Nineteenth Centuries. *Not offered in 1988-89.*

### Classical Civilization 101 (2) (A)

Classical Literature: An Introduction

### Classical Civilization 104 (1) (A)

Classical Mythology

### Classical Civilization 215 (2) (B)

Gender and Society in Antiquity

### Classical Civilization 216 (2) (B)

Literature and Society in the Age of the Emperor Augustus. *Not offered in 1988-89.*

### Classical Civilization 243 (1) (B)

Roman Law

### Classical Civilization 245 (1) (B)

Roman Slavery. *Not offered in 1988-89.*

### Classical Civilization 246 (2) (B)

Ancient Medicine. *Not offered in 1988-89.*

### Classical Civilization 252 (2) (B)

Roman Women. *Not offered in 1988-89.*

### Classical Civilization 305 (1) (A)

Ancient Epic

### Classical Civilization 310 (2) (A)

Greek Drama in Translation

### Extrdepartmental 231 (1)

Classic American Sound Film



- Extradepartmental 330 (2)**  
The Story of Troilus and Cressida in Medieval and Renaissance Literature
- Extradepartmental 334 (2) (A)**  
Seminar. The Autobiographical Impulse in Writing and Photography
- French 220 (2)**  
Proust and the Modern French Novel
- French 349 (2)**  
Studies in Culture and Criticism
- German 229 (2)**  
The Folktale: Studies in the Märchen. *Not offered in 1988-89.*
- Italian 208 (2)**  
Italy: A Cultural Perspective. *Not offered in 1988-89.*
- Italian 211 (1)**  
Dante
- Italian 244 (2)**  
Italian Cinema as an Art Form
- Japanese 251 (2)**  
Japan Through Literature and Film. *Not offered in 1988-89.*
- Japanese 351 (2)**  
Seminar. Modern Japanese Novel in Translation
- Medieval/Renaissance Studies 247 (2)**  
Arthurian Legends
- Religion 245 (2)**  
Hebrew & Yiddish Literature in Translation
- Russian 201 (2)**  
Russian Literature in Translation I. *Not offered in 1988-89.*
- Russian 202 (2)**  
Russian Literature in Translation II
- Russian 225 (1)**  
Soviet Film 1917-1980. *Not offered in 1988-89.*

# Courses on Race and Multicultural Issues

The College will review the entire curriculum and, especially, the current distribution requirements over the next several years. In that review, we will give special consideration to the idea of a multicultural requirement. Until the review is completed, the College strongly recommends that every student take one or more courses from the following list, which reflects three concerns of the College:

\*That students have some knowledge and understanding of the profound racial conflicts that have marked the history of the United States from its inception.

\*That students become aware of their own cultural parochialism — the tendency to regard the choices made by one's own culture as the *only* reasonable or natural choices — and that they look beyond the limitations of such a perspective.

\*That students reflect upon the difficult experience of discrimination based upon ethnic differences, religion, gender, sexual preference, and physical or mental disability.

While many courses in the curriculum touch on these concerns, instructors of the following courses will take one or more of them as a central focus.

**Anthropology 104 (1) (2)**

Introduction to Anthropology

**Anthropology 200 (1)**

Current Issues in Anthropology

**Anthropology 210 (1)**

Racism and Ethnic Conflict in the United States and the Third World

**Anthropology 234 (1)**

Urban Poverty

**Anthropology 248 (2)**

African Cultures in Modern Perspective

**Anthropology 269 (1)**

The Anthropology of Gender Roles, Marriage and the Family

**Anthropology 275 (1)**

Technology and Society in the Third World

**Anthropology 341 (1)**

Law and Native American Issues

**Anthropology 346 (2)**

Colonialism, Development and Nationalism: The Nation State and Traditional Societies

**Art 211 (2)**

Selected Topics in African, Oceanic and Pre-Columbian Art

**Art 247 (1)**

Islamic Art and Culture

**Art 249 (2)**

Far Eastern Art

**Art 337 (2)**

Seminar. Chinese Painting

**Black Studies 105 (1)**

Introduction to the Black Experience

**Black Studies 201 (1)**

The Afro-American Literary Tradition

**Black Studies 205 (2)**

The Politics of Race Domination in South Africa

**Black Studies 206 (2)**

Introduction to Afro-American History, 1500 - Present

**Black Studies 212 (2)**

Black Women Writers

**Black Studies 215 (1)**

Introduction to Afro-American Politics

**Black Studies 230 (2)**

The Black Woman in America

**Black Studies 234 (2)**

Introduction to West Indian Literature

**Chinese 107 (2)**

China's Minority Cultures

**Classical Civilization 215 (2)**

Gender and Society in Antiquity

**Economics 220 (1)**

Development Economics

**Economics 225 (2)**

Urban Economics

**Economics 243 (1)**

The Sexual Division of Labor

**Economics 249 (2)**

Seminar. Radical Political Economy

**Education 206 (2)**

Women, Education and Work

**Education 216 (2)**

Education, Society, and Social Policy

**English 150 (1)**

Colloquium. Three Generations of Modern American Women Poets

- English 267 (1)**  
Special topic section: Jewish American Writing
- English 383 (2)**  
Women in Literature, Culture, and Society  
Topic for 1988-89: The Private/Public Dilemma
- Extrdepartmental 233 (1)**  
The Literature and Politics of the Latin American Dictator
- French 319 (1)**  
Women, Language and Literary Expression
- French 321a (1)**  
Seminar. Race, Literature and Society: French Voices from the Third World
- History 150b (1)**  
China in Outside Perspective
- History 264 (1)**  
The History of Precolonial Africa
- History 265 (2)**  
History of Modern Africa
- History 271 (2)**  
Modern Japan
- History 275 (1)**  
Late Imperial Chinese History
- History 286 (2)**  
Islamic Society in Historical Perspective
- History 339 (1)**  
Seminar. American Jewish History
- History 346 (1)**  
Seminar. China and America: The Evolution of a Troubled Relationship
- History 353 (1)**  
The Immigrant Experience in America
- History 364 (1)**  
Seminar. Women in Islamic Society: Historical Perspectives
- Music 106 (1)**  
Afro-American Music
- Peace Studies 259 (1)**  
Peace and Conflict Resolution
- Philosophy 202 (2)**  
Introduction to African Philosophy
- Philosophy 227 (1)**  
Philosophy and Feminism
- Political Science 204 (1)**  
Political Economy of Development and Underdevelopment
- Political Science 207 (2)**  
Politics of Latin America
- Political Science 214 (2)**  
Politics of Race and Ethnicity
- Political Science 307 (2)**  
Barnette Miller Seminar. Gender, Culture and Political Change
- Political Science 345 (2)**  
Seminar. Human Rights
- Psychology 303 (1)**  
Psychology of Gender
- Religion 108 (1) (2)**  
Introduction to Asian Religions
- Religion 225 (1)**  
Women in Christianity
- Religion 255 (2)**  
Japanese Religion and Culture
- Religion 262 (1)**  
The Formation of Islam
- Religion 323 (1)**  
Seminar. Liberation Theology
- Religion 363 (2)**  
Seminar. Islamic Literature
- Sociology 209 (2)**  
Social Stratification
- Sociology 324 (1)**  
Seminar. Social Change
- Spanish 205 (2)**  
Freedom and Repression in Spanish American Literature
- Spanish 209 (1)**  
The Spanish American Short Narrative
- Spanish 210 (2)**  
Chicano Literature: From the Chronicles to the Present
- Spanish 212 (2)**  
The Word and the Song: Contemporary Latin American Poetry
- Spanish 260 (2)**  
History of Latin America
- Women's Studies 220 (1)**  
Women, Peace and Protest: Cross-Cultural Visions of Women's Actions

**Women's Studies 222 (1)**  
Women in Contemporary Society

**Women's Studies 250 (1)**  
Asian Women in America

**Women's Studies 320 (1)**  
Women and Health

**Women's Studies 330 (2)**  
Seminar. Twentieth-Century Feminist Movements in  
the First and Third World

**FACULTY  
ADMINISTRATION  
ALUMNAE**

# 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

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# Travel Instructions

## IF YOU DRIVE

### From the West:

Take the Massachusetts Turnpike to Exit 14 (Weston). Then go south on Interstate 95 (Route 128) for 1/2 mile to Route 16 Exit. Follow Route 16 West through the town of Wellesley to the College entrance, opposite the golf course.

### From the East:

Take the Massachusetts Turnpike to Exit 16 (West Newton). Follow Route 16 West, directions above.

### From the North:

Take Interstate 95 (Route 128) South to Exit 22A (22 Route 16 West). Follow Route 16 West, directions above.

### From the South:

Take Interstate 95 (Route 128) North to Exit 22 (Route 16 West). Follow Route 16 West, directions above.

## IF YOU ARRIVE BY PLANE

From Logan International Airport, you can travel to Wellesley by subway or by taxi. If you travel by public transportation allow two hours. Exact fare is required. By MBTA (subway): At the airport, take the shuttle bus (free) to the Airport MBTA stop. Then take an inbound Blue Line car four stops to Government Center. Go upstairs and change to a Green Line car marked "RIVERSIDE-D". Get off at Woodland, the second to last stop. (The fare is 60 cents.)

From Woodland you have two options:

1. Take the Marathon Lines bus (\$1.25) 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 the admission offices in Green Hall; or

2. Take a taxi (approximately \$9.00). 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 Wellesley Community Taxi Service runs from about 5:30 AM to 11:00 PM and charges approximately \$30.00, including tolls, for the ride from Logan International Airport to the College. A small additional fee is charged when more than three people share a cab. Other taxi services may charge different rates.

## IF YOU ARRIVE BY TRAIN

Take Amtrak to South Station in Boston. From there, take the Red Line car (MBTA subway) two stops to Park Street. Change to a Green Line car marked "RIVERSIDE-D." Get off at Woodland, the second to last stop. (The MBTA fare is 60 cents.) Then follow the above directions from Woodland.

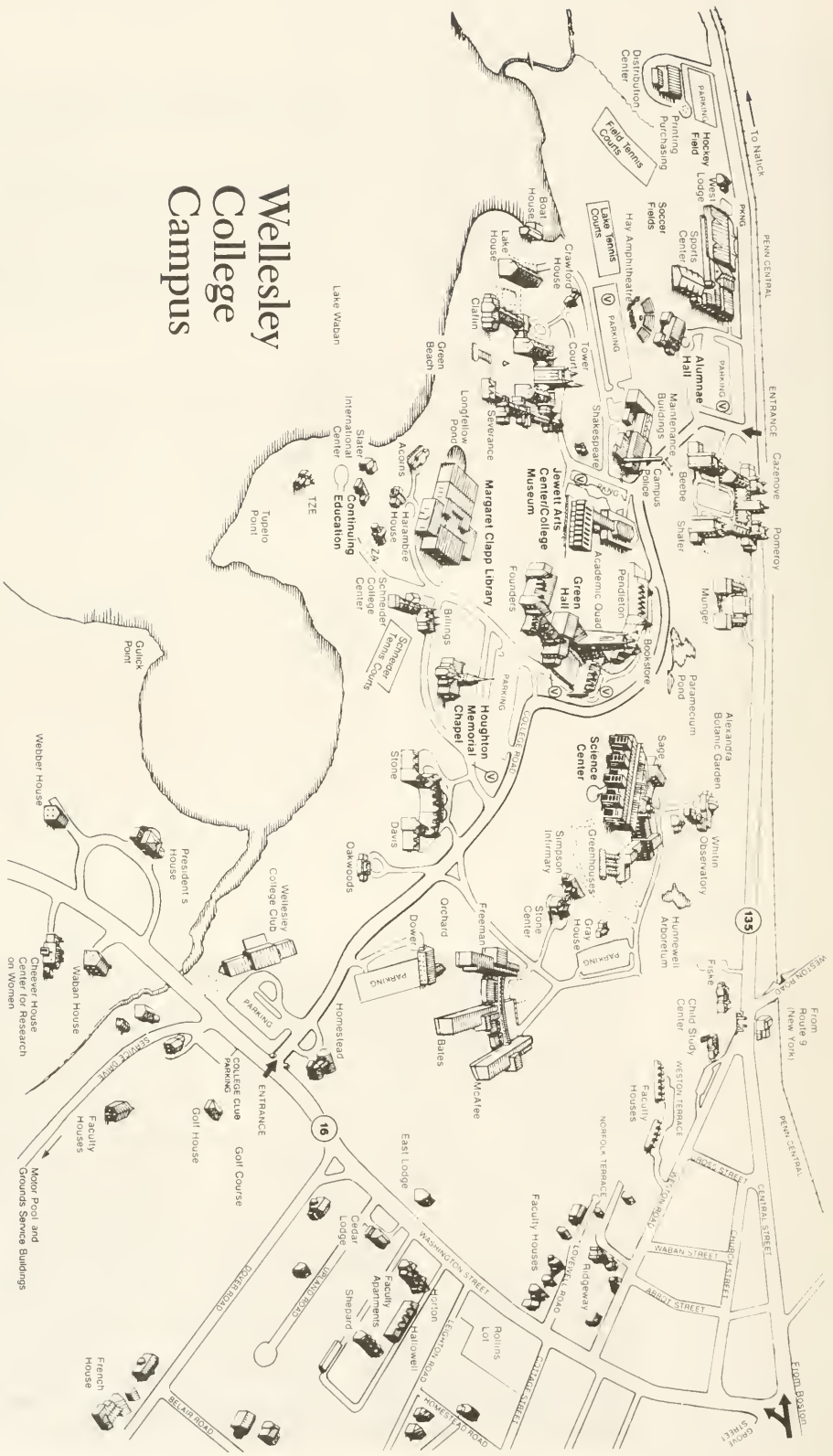
## IF YOU ARRIVE BY BUS

Take the Greyhound or Peter Pan bus to the RIVERSIDE terminal, one stop before Boston. From there, take a taxi to the College (approximately \$9.00). If necessary, call Wellesley Community Taxi at 236-1600.

All fares quoted are subject to change.



# Wellesley College Campus



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

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

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