

# WELLESLEY



1999-2000 Catalog Issue

Volume 89, Number 1, September 1999

Wellesley College Bulletin

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# Academic Calendar 1999-00

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## Fall Semester

### AUGUST

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New students arrive	29, Sun.
Orientation	29, Sun. through September 6, Mon.

### SEPTEMBER

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First day of classes	7, Tues.
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### OCTOBER

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Fall break (no classes)	11, Mon. through 12, Tues.
Parent and Family Weekend	23, Fri. through 25, Sun.

### NOVEMBER

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Thanksgiving recess begins (after classes)	24, Wed.
Classes resume	29, Mon.

### DECEMBER

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Last day of classes	10, Fri.
Reading period begins	11, Sat.
Examinations begin	15, Wed.
Examinations end	21, Tues.
Holiday vacation begins (after examinations)	21, Tues.

### JANUARY

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Wintersession begins	3, Mon.
Wintersession ends	24, Mon.

## Spring Semester

### JANUARY

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First day of classes	25, Tues.
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### FEBRUARY

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Presidents' Day (no classes)	21, Mon.
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### MARCH

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Spring vacation begins (after classes)	17, Fri.
Classes resume	27, Mon.

### APRIL

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Patriots' Day (no classes)	17, Mon.
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### MAY

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Classes end	4, Thur.
Reading period begins	5, Fri.
Examinations begin	10, Wed.
Examinations end	16, Tues.
Commencement	26, Fri.

## Inquiries, Visits & Correspondence

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

For those who would like to visit the College, the administrative offices in Green Hall are open Monday through Friday, 8:30 A.M. to 4:30 P.M. The Board of Admission is open 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 Board of Admission should make an appointment at least three weeks in advance. Student guides are available to provide tours for visitors without appointments. Visitors, however, may wish to call the Board of Admission prior to coming to Wellesley to obtain information regarding scheduled tours.

To learn more about Wellesley before you arrive on campus, please visit our web site.

### **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**

Davis Scholars, postbaccalaureate students

### **Dean of Admission**

Admission of students and Davis Scholars

### **Director of Student Financial Services**

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

### **Registrar**

Transcripts of records

### **Director, Center for Work and Service**

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

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

Business matters

### **Vice President for Resources & Public Affairs**

Gifts and bequests, external relations

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

Alumnae interests

### **Address**

Wellesley College  
106 Central Street  
Wellesley, Massachusetts 02481  
(781) 283-1000  
<http://www.wellesley.edu/>



# The College

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

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

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

Henry Fowle Durant, Wellesley's founder, was an impassioned believer in educational opportunity for women. His strong philosophy carries over to the present day. Throughout its 124-year history Wellesley has been one of the country's preeminent liberal arts colleges, and a distinguished leader in the education of women.

In some respects, the liberal arts curriculum at Wellesley has changed little since the College was founded. 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 has remained a constant. The concept of the major—the opportunity for each student to establish mastery in a single area through concentrated study during her junior and senior years—has remained consistent as well. The College is committed to this framework because it emphasizes the essence of education: the ability to speak and write clearly, the knowledge to manage quantitative data with ease, the confidence to approach new material, the capacity to make critical judgments. These skills are essential whatever the student chooses to do with her life.

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

One of the first liberal arts colleges to establish a separate Computer Science Department and Computer Science major, Wellesley remains at the forefront of technological development.

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Students and faculty in all disciplines use the College's academic computing facilities in their courses and research. Faculty members are pioneering applications of artificial intelligence and teaching technology in such fields as philosophy, music, history, and languages. The Knapp Media and Technology Center provides state-of-the-art technology for students in courses ranging from multi-media language instruction to graphic arts.

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

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 variety of MIT courses including architectural design, financial accounting, computer science, engineering, mathematics, and the sciences. 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.

The Twelve College Exchange Program brings men and women from member 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 with nearby Brandeis University; Spelman College, a distinguished Black liberal arts college in Atlanta, Georgia; and Mills College in Oakland, California. In addition, 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, although limited, is available through Wellesley.

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

There is one faculty member for every ten students. The average class size ranges from 18 to 21 students. A few popular introductory courses enroll more than 100, but these classes routinely break into small discussion groups under the direction of a faculty member. Seminars typically bring together 15 to 18 students and a professor to investigate clearly defined areas of interest. The low student-faculty ratio offers an excellent opportunity for students to undertake individual work with faculty or honors projects and research.



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Excellent academic facilities support learning at Wellesley. Students have access to virtually all the collections on campus through a computerized library system totaling over 1.3 million items. Among the special holdings are a world-renowned Browning Collection, a Book Arts Collection, and a Rare Book Collection. Interlibrary loans through the Boston Library Consortium augment the College's own holdings.

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

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

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 to integrate academic and extracurricular life through educational programs. Residence life is administered in several ways, ranging from dormitories staffed by professional Heads of House 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 D.C. have lifelong impact. The College encourages self-expression through more than 150 established student organizations, as well as any interest that a student may choose to pursue alone or with a group of friends. Wellesley also supports those students who investigate religious issues and thought. The Office of Religious and Spiritual Life offers religious programs in many faiths, including denominational services for those who wish to participate.

As a small community, Wellesley's quality of life depends upon the involvement and commitment of each of its constituents. For this reason, students participate in decision making in nearly every aspect of College life. They serve, frequently as voting members, on every major committee of the Board of Trustees, including the Investment Committee, as well as the Academic Council, 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 of much student activity on campus.

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Established in 1901 by student and faculty agreement, the Wellesley College Government Association is the official organization of all Wellesley students. Through Senate, its elected representative body, College Government officers are elected each spring on a campus-wide basis; Senate representatives are elected from each residence hall and from the Davis Scholars and Wellesley off-campus students.

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

# The Campus

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Located just 12 miles west of Boston, Wellesley's 500-acre campus of woodlands, hills, meadows, an arboretum, ponds, and miles of footpaths and fitness trails borders scenic Lake Waban. The 65 buildings on campus range in architectural style from Gothic to contemporary. This variety embodies the ideal of Wellesley—to retain the best of tradition while moving forward in the contemporary world.

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## Facilities & Resources

State-of-the-art academic facilities, ranging from creative arts media to advanced scientific research equipment support Wellesley's curriculum. It is the College's policy to make these facilities available to all students.

### Classrooms

The three primary classroom buildings on campus are Founders Hall where humanities are taught, Pendleton Hall where the social sciences and arts are taught, and the Science Center. All classrooms are located within easy walking distance of each other, and are near the academic quadrangle.

### Science Center

The Science Center houses the Departments of Astronomy, Biological Sciences, Chemistry, Computer Science, Geology, Mathematics, Physics, and Psychology. The Center includes up-to-date teaching and research laboratories, extensive computer facilities and modern classrooms. The Science Library contains more than 105,000 volumes. On-line science databases and microfilm facilities are available as well.

Sage Hall, the College's original science building, was built in two stages: the botany wing in 1927 and the zoology wing in 1931. The Science Center was added to Sage Hall in 1977 and won the Harleston Parker Medal for architecture in 1987. Renovations to the Science Center were completed in 1991. The Center contains a variety of state-of-the-art instruments including a DNA synthesizer, electron microscopes, research grade gas and liquid chromatographs, and x-ray diffraction equipment. For more information visit our web site: [www.wellesley.edu/ScienceCenter/schomepage.html](http://www.wellesley.edu/ScienceCenter/schomepage.html).

### Greenhouses

The Margaret C. Ferguson Greenhouses, combined with the 22 acres of the Hunnewell Arboretum and the Alexandra Botanic Gardens, are an outstanding teaching facility and horticultural resource visited by thousands each year.

The 15 greenhouses contain more than 1,000 plants. Each house has individual temperature and humidity control, providing a wide range of climates: desert, tropical, subtropical, and temperate. Two greenhouses are reserved for horticulture classes, while two others provide modern research facilities for faculty and students. Built in 1922, the original greenhouses were renovated in the 1980s to conform to modern, energy-efficient construction.

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The natural surroundings of the Arboretum and Botanic Gardens serve as an outdoor teaching laboratory for horticulture, environmental studies, and biology. For more information visit our web site: [www.wellesley.edu/FOH/fohhome.html](http://www.wellesley.edu/FOH/fohhome.html).

#### Observatory

The Whitin Observatory contains laboratories, classrooms, a dark-room, and the Astronomy Library. Its research equipment includes 6-, 12-, and 24-inch telescopes, state-of-the-art electronics, and computers. The observatory was a gift of Mrs. John C. Whitin, a former trustee of the College. Built in 1900, and enlarged in 1906 and 1966, it is considered an unusually fine facility for undergraduate training in astronomy.

#### Computer Facilities

The academic computing facilities consist of a VAX cluster, DEC station 5000 computers, IBM RS6000 workstations, Sun workstations, clusters of Apple Macintosh computers, and Pentium-class microcomputers. These computers are connected to a campus-wide network that provides access from labs, offices, classrooms, and terminal rooms to timesharing computers, laser printers, library catalog, and the Internet. Macintosh and Windows computers are available in all dormitory common rooms. All dormitory rooms have telephone and computer network access. For more information visit our web site: [www.wellesley.edu/infoservices.html](http://www.wellesley.edu/infoservices.html).

#### Knapp Media and Technology Center

Added to the Clapp Library in 1997, the Knapp Media and Technology Center is a facility where faculty, staff, and students can collaborate in interactive learning and create multimedia projects. The Center contains 43 computer workstations, a video production studio, two video editing rooms, four media equipped project rooms, video digitizing capabilities, color laser printers, a color copier, a plotter, a film recorder, a slide scanner and other equipment.

Language courses use the Center's 25 Tandberg audio tape player/recorders with 2 track capabilities and the instructor station capable of broadcasting voice and video from Laser Disc, VCR, or the Wellesley College Video Network. For more information visit our web site: [www.wellesley.edu/MediaServices/Knapp/center.html](http://www.wellesley.edu/MediaServices/Knapp/center.html).

#### Jewett Arts Center and Pendleton West

The Jewett Arts Center consists of the Mary Cooper Jewett art wing and the Margaret Weyerhaeuser Jewett music wing. The art wing consists of classrooms, studios, photography darkrooms, video and computer facilities, the Art Library, and a gallery for student work. The music wing holds the Music Library, listening rooms, practice studios, classrooms, and a collection of musical instruments from various periods available for students use. Music performances, theatre events, lectures, and symposia can be held in the Jewett Auditorium, a 320-seat theatre. The arts facilities of Pendleton West include studios, a sculpture foundry, a printmaking facility, the choir rehearsal room, and a concert salon.

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**The Davis  
Museum and  
Cultural Center**

Opened in 1993, the critically acclaimed four-floor museum facility offers galleries for temporary and permanent exhibitions of paintings, sculpture, and works on paper from the museum's collection. It also houses a print room and study rooms. Special exhibitions and programs are presented throughout the year.

The complex includes a courtyard, a 170-seat cinema, and the Collins café. To maintain interrelationships among the arts, the Davis Museum and Cultural Center is adjacent to the Jewett Arts Center and Pendleton West. The facilities, linked by bridges, connect classrooms, studios, and libraries to the museum.

Founded in 1889 to provide high-quality objects for the study of art, the College's museum collection has grown to almost 5,000 objects spanning 3,000 years of art. For more information visit our web site: [www.wellesley.edu/DavisMuseum/dmccmenu.html](http://www.wellesley.edu/DavisMuseum/dmccmenu.html).

**Margaret Clapp  
Library**

The College Library's holdings (including art, astronomy, music, and science collections) number more than 1.3 million items. Among them are 728,000 bound volumes, 4,750 periodical and serial titles, 435,000 microforms, 17,000 sound recordings, videos, and an important collection of federal and international documents. Interlibrary loans and other resource sharing projects through the Boston Library Consortium augment the College's collections.

The Library encompasses other areas of interest: the Special Collections include letters, manuscripts, and rare books; the Archives contain materials documenting the history of the College. The Knapp Media and Technology Center, the primary resource for instructional technology on campus, is located here as well.

The Library's on-line catalog and a wide range of electronic services are available through the Library's home page <http://luna.wellesley.edu>. A number of full text and bibliographic databases are available at CD-ROM workstations.

**Residence Halls**

Residence halls are grouped in three areas of the campus: Bates, Freeman, McAfee, Simpson, Cedar Lodge, Dower, French House, Homestead, Instead, and Stone-Davis are near the Route 16 entrance to the campus; Tower Court, Severance, Cervantes, Lake, and Claflin are situated off College Road in the center of the campus; and Shafer, Pomeroy, Cazenove, Beebe, and Munger are located by the Route 135 entrance to the College. For more information visit our web site: [www.wellesley.edu/FirstYear/residence.html](http://www.wellesley.edu/FirstYear/residence.html).

**Continuing  
Education  
House**

A "home on campus" for Elisabeth Kaiser Davis Scholars and Postbaccalaureate students, Continuing Education House is a place where students gather for programs, meetings, group study, or simply to share conversation over lunch or coffee. The Office of the Dean of Continuing Education, which coordinates the academic and support systems for these students, is located here. For more information visit our web site: [www.wellesley.edu/DeanStudent/contin.html](http://www.wellesley.edu/DeanStudent/contin.html).



<b>Child Study Center</b>	Both a preschool and laboratory, the Child Study Center serves the College and the neighboring community. 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. The Center was originally designed in 1913 as a school for young children.
<b>Nannerl Overholser Keohane Sports Center</b>	Classes for all indoor sports and dance are conducted in the Nannerl Overholser Keohane Sports Center, which includes an eight-lane competition swimming pool; badminton, squash, and racquetball courts; two free-weight rooms; exercise/dance/yoga studios; volleyball courts; and an athletic training area. The Field House has a basketball arena, a volleyball arena, two cardiovascular machine areas, indoor tennis courts, and a 200-meter track. Outdoor water sports focus around the boathouse on Lake Waban, where the canoes, sailboats, and crew shells are kept. Wellesley maintains a nine-hole golf course; 24 tennis courts; hockey, lacrosse, and soccer fields; and a swimming beach. For more information visit our web site: <a href="http://www.wellesley.edu/admission/tr7intb.html">www.wellesley.edu/admission/tr7intb.html</a> .
<b>Alumnae Hall</b>	The largest auditorium on the campus, Alumnae Hall seats more than 1,300 people and contains a large ballroom as well as the Ruth Nagel Jones Theatre. Wellesley alumnae gave this building to the College in 1923.
<b>Chapel</b>	Presented to Wellesley in 1897 by the son and daughter of William S. Houghton, a former College trustee, Houghton Memorial Chapel is a setting for lectures and community meetings as well as multi-faith religious services and concerts. Stained glass windows commemorate the founders and others and a tablet by Daniel Chester French honors Alice Freeman Palmer, Wellesley's second president.
<b>Schneider College Center</b>	Located in Billings Hall, Schneider College Center is the focal point of co-curricular activity. The center contains lounge areas, a cafeteria, and two student managed pubs — The Hoop and Molly's. Several student organizations have their offices here, including Wellesley News; Legenda; and WZLY, the College radio station. Several campus organizations have offices on the newly renovated fourth floor. Other facilities and offices in Schneider include a Student Leadership Resource Center; facilities for off-campus students (lounge, mailboxes, kitchen, computer); a lounge and kosher kitchen for Hillel; a student-staffed Info Box; the Schneider Board; College Government; Office of Religious and Spiritual Life; the Residence Office; and the Office for Experiential Programs. For more information visit our web site: <a href="http://www.wellesley.edu/DeanStudent/schneide.html">www.wellesley.edu/DeanStudent/schneide.html</a> .

<b>Harambee House</b>	The cultural and social center for Wellesley's African American community, Harambee House offers programs to the entire College that highlight various aspects of African, African American, and African Caribbean culture. Harambee has a growing library dedicated to the history and culture of African and African American peoples and a record library of classical jazz by Black artists, which is located in the Jewett Music Library. Harambee also houses Ethos, the Black student organization, and <i>Ethos Woman</i> (a literary magazine), as well as meeting and function rooms. For more information visit our web site: <a href="http://www.wellesley.edu/Activities/homepage/ethos/timeline.html">www.wellesley.edu/Activities/homepage/ethos/timeline.html</a> .
<b>Slater International/Multicultural Center</b>	Headquarters for international and multicultural activities, Slater International/Multicultural Center is dedicated to encouraging greater understanding among all cultures through personal association and cooperative endeavor. The Center serves campus organizations that have an interest in international and multicultural issues and helps sponsor seminars and speakers. The International Student Advisor's office is located in the Center. The advisor counsels international students, advises international organizations, and handles immigration matters for students and faculty. The Center also coordinates a peer counseling group of international students to help newcomers adjust to the United States. Students can also use the center to study, cook, and meet informally. For more information visit our web site: <a href="http://www.wellesley.edu/ISS/slater/slater.html">www.wellesley.edu/ISS/slater/slater.html</a> .
<b>Society Houses</b>	Wellesley has three society houses: Shakespeare House, for students interested in Shakespearean drama; Tau Zeta Epsilon House, for students interested in art and music; and Zeta Alpha House, for students interested in literature. Each has kitchen and dining facilities, a living room, and other gathering areas. Phi Sigma is a society that promotes intelligent interest in cultural and public affairs.
<b>Green Hall</b>	The offices of the president, the board of admission, the deans, and others directly affecting the academic and business management of the College are located in Green Hall. Named for Hetty H. R. Green, the building was erected in 1931. The hall's Galen Stone Tower, a focal point of the campus, rises to 182 feet and houses the carillon which is played for major College events.
<b>Infirmary</b>	Simpson Infirmary, an outpatient clinic and hospital licensed by the state, is an institutional member of the American College Health Association.
<b>President's House</b>	Formerly the country estate of Mr. and Mrs. Henry Fowle Durant, Wellesley's founders, the President's House is located on a hill bordering Lake Waban just south of the main campus. It is frequently the site of alumnae and trustee gatherings, and events for graduating seniors and their parents.

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**Wellesley College Club**

A center for faculty, staff, and alumnae, the Wellesley College Club's reception and dining rooms are open for lunch and dinner to members, their guests, and parents of students. Overnight accommodations are available for all members, alumnae, and parents of current and prospective students. For more information visit our web site: [www.wellesley.edu/Collegeclub](http://www.wellesley.edu/Collegeclub).

**Wellesley Centers for Women**

Established in 1995 by a vote of the Wellesley College Board of Trustees, the Wellesley Centers for Women are composed of the Center for Research on Women and the Stone Center for Developmental Services and Studies.

Established in 1974 by a grant from the Carnegie Corporation and sustained by private and government funding, the Center for Research on Women conducts policy-oriented studies focused on the education, employment, and family life of women from all walks of life. *The Women's Review of Books* is published at the Center.

The Stone Center for Developmental Services and Studies, founded in 1981 with a gift from Grace W. and Robert S. Stone, is dedicated to the prevention of psychological problems, the enhancement of psychological well-being, and the search for better understanding of human development. The Center's mission is carried out through education, research, community outreach, and counseling. Culturally diverse populations are of special interest.

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**Summary of Students, 1998-99**

	Resident Students	Off-Campus Students	Class Totals	Totals
Candidates for the B.A. Degree				2,244
Seniors	557	24	581	
Juniors	363	16	379	
Sophomores	576	1	577	
First-Year Students	587	3	590	
Davis Scholars (CE students)	28	117	145	
High School	0	6		
International/Twelve College Exchange	21	0		
Postbaccalaureate, Special Students, and Cross-Registrants	3	54		
<b>Total Registration October 1998</b>				<b>2,316</b>
Students on Academic Leave (e.g., junior year abroad/exchange)	185			

## Geographic Distribution, 1998-99

### Students from the United States and Outlying Areas

Alabama	3	Maine	35	Pennsylvania	64
Alaska	5	Maryland	54	Puerto Rico	1
Arizona	12	Massachusetts	390	Rhode Island	10
Arkansas	14	Michigan	25	South Carolina	7
California	230	Minnesota	42	South Dakota	2
Colorado	26	Mississippi	3	Tennessee	15
Connecticut	64	Missouri	14	Texas	82
Delaware	1	Montana	1	Utah	12
District of Columbia	10	Nebraska	7	Vermont	23
Florida	63	Nevada	2	Virginia	51
Georgia	29	New Hampshire	28	Virgin Islands	3
Hawaii	9	New Jersey	119	Washington	44
Idaho	7	New Mexico	6	West Virginia	4
Illinois	49	New York	281	Wisconsin	18
Indiana	13	North Carolina	21	Wyoming	2
Iowa	11	North Dakota	2	<b>Total</b>	<b>1,986</b>
Kansas	5	Ohio	36		
Kentucky	3	Oklahoma	5		
Louisiana	6	Oregon	20		

### Students from Other Countries

	International Students	U.S. Citizens Living Abroad		International Students	U.S. Citizens Living Abroad		International Students	U.S. Citizens Living Abroad
Albania	2		Georgia	1		Pakistan	4	1
Argentina	1	3	Germany	3	1	Peru		1
Australia	4		Ghana	4		Philippines	4	2
Bahamas	1		Greece	1	1	Poland	2	1
Bangladesh	2		Guatemala	1		Portugal	1	
Belgium		1	Haiti	2		Romania	1	
Belize	1		Hong Kong	4	4	Russia	2	
Bermuda	1		India	17	4	Saudi Arabia	2	2
Bhutan	1		Indonesia	1	2	Somalia	1	
Bolivia	2		Israel	1		South Africa	2	
Bosnia	5		Jamaica	1	1	South Korea	8	
Botswana	1		Japan	4	2	Spain	1	
Brazil	3		Jordan	2		Sweden	2	
Bulgaria	2		Kenya	2		Switzerland		1
Cambodia	1		Korea	44	5	Syria	1	
Canada	11	6	Liberia	1		Taiwan, R.O.C.	11	9
China	28	3	Malaysia	3		Thailand	4	1
Colombia	3		Mauritania	1		Trinidad	1	
Costa Rica	2		Mexico	3	1	Turkmenia	1	
Denmark	1		Morocco	1		Ukraine	2	
Dominican Republic	1		Nepal	1		United Kingdom	9	1
Ecuador	1		Netherlands		1	Venezuela	2	
Egypt	1		New Zealand	1		Vietnam	3	1
England	5	4	Nicaragua		1	<b>Total</b>	<b>286</b>	<b>63</b>
Ethiopia	1		Nigeria	2				
France	3	2	Norway		1			





# Student Life

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Educating the whole person is key to the Wellesley experience. The College offers many opportunities for a student to develop socially, culturally, personally and intellectually. Learning and living in a diverse community fosters self-confidence, communication and leadership skills, and a sense of social responsibility that extends beyond the classroom. Participation in student organizations, volunteer programs, and college governance creates solid friendships that support Wellesley students during their college years and throughout their lives.

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Wellesley sponsors over 150 student organizations that reflect many interests including ethnic, social, political, service and religious interests. More than 20 multicultural organizations include the Slater International Association; Mezcla, an association for Latina students; Ethos, an organization of Black students; the Asian Student Union, composed of Asian and Asian American students; and the Korean American Student Association. Religious groups such as the Newman Club, the Wellesley Christian Fellowship, Hillel, Al-Muslimat, and Ministry to Black Women offer many programs throughout the year. Students produce a number of publications: *Wellesley News*, the weekly student newspaper; *Ethos Woman*, a literary magazine for and about Third World women; *GenerAsians*, a magazine by and about the Asian/Asian American community; *Legenda*, the College yearbook; and *The Galenstone*. An all-student staff operates WZLY, the campus radio station.

Students are encouraged to reach beyond the Wellesley community. The Center for Work and Service Internship Office lists many opportunities for public and community service in government agencies and nonprofit organizations in the greater Boston area. In addition, the Community Service Center coordinates student groups that work with youth services, the elderly, the Easter Seal Swim Program, the Boston Food Bank, Habitat for Humanity, and Rosie's Place, a shelter for homeless women.

Athletics has become a significant part of life at Wellesley. Students are frequent trophy winners in NCAA, Division III, and other intercollegiate events in the College's 11 programs including basketball, cross-country running, fencing, field and water sports. For students interested in sports for recreation, there are opportunities in club sports such as softball, sailing, table tennis, skiing, and rugby as well as nontraditional athletics including yoga, dance and scuba diving. The Nannerl Overholser Keohane Sports Center provides state-of-the-art facilities for competition sports (see The Campus for details). Lake Waban is used for water sports and Paramécium Pond for ice skating.

Traditionally the arts are an essential part of the Wellesley experience. Students with musical interests can explore the Wellesley College Orchestra, the Prism Jazz Ensemble, Yanvalou Dance and

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Drum Ensemble, the Tupelos, the Blue Notes, the Toons, the Widows, the Ethos Choir, the Guild of Carillonneurs, and the MIT Orchestra. Those with theatrical interests can choose from the Wellesley College Theatre, the Experimental Theatre, and the Shakespeare Society. At the Jewett Arts Center's Student Gallery, students can exhibit their work or organize and curate shows.

An important extension of both social and academic life, technology is integral to the Wellesley experience. The entire College community exchanges ideas and information on Wellesley's electronic bulletin boards. Every student has access to the campus-wide network in her dorm room, which includes E-mail and electronic bulletin boards — as well as research opportunities on campus and via the Internet. In addition, clusters of PCs and Macintoshes are located in every residence and the Knapp Media and Technology Center in the main library. All students also have voicemail boxes from which they can receive telephone messages.

A number of traditional social events have become part of life at Wellesley: Junior Show, Parent and Family Weekend, Spring Weekend, and International Week are supplemented by frequent informal parties.

There are a variety of social centers on campus. Schneider Center, the focal point of community activity, includes a coffee house and conference rooms. Slater International Center is the frequent setting for international and multicultural events and celebrations. Harambee House, the social and cultural center of Wellesley's African American community, sponsors lectures and music and dance performances. Lectures and cultural programs are also presented by many other student organizations. The Davis Museum and Cultural Center with its Collins Cinema and Café is a place to relax with friends, view domestic and international films, and listen to lectures and live performances.

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## Student Residences & Services

Wellesley's residence hall system fosters a sense of community through student self-government and program planning. The majority of Wellesley students live in one of the 21 residence halls on campus. The College provides counseling, religious, and health services to support the physical and mental well-being of both resident and off-campus students. For the health and comfort of our students, employees, and guests, smoking is not permitted in the residence halls.

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### Residence Halls

Much of campus life and informal education revolves around the residence halls. Planned programs and daily interaction with students from diverse lifestyles and cultural backgrounds offer Wellesley students a rich learning environment outside the class-

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room. The residence experience usually includes lectures, group discussions, dinners with faculty members, and social events with students from other colleges. One tradition, Wednesday Tea, is an informal occasion that continues to attract many students.

Wellesley has several types of residence halls, each with a distinctive character and structure. Thirteen of the larger halls (most housing 120–140 students) are staffed by professional Heads of House who are trained in adolescent development and women's issues. Each Head of House advises and counsels individuals and groups, is a liaison to the College community, and supervises a residence staff that includes a Resident Advisor on each floor and a House President. In addition, the new First-Year Mentor (FYM) Program is designed to establish a healthy community life for first-year students. Juniors and seniors who serve as FYMs are trained as facilitators to work with first years and help them build class community and leadership, provide an ongoing forum for intellectual discourse, and disseminate important information. Issues addressed by FYMs include: the adjustment to college life, health and well-being, diversity, interaction with faculty and staff, and on and off campus resources available to students.

The smaller halls house 8-18 upperclass students and are staffed by student Resident Advisors or Coordinators and offer more informal government. Lake House accommodates approximately 60 juniors and seniors in a more independent living environment with a faculty member in residence.

Many opportunities exist for students to assume leadership positions. Students in the larger residence halls elect a House Council that administers daily living details. 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. These students consult with members of the residence hall on campuswide issues and convey opinions of their constituencies to the student government.

A residential policy committee reviews the rooming policy and develops ways to involve students in all areas of residential policy making. The Residence Office staff works to strengthen the involvement of faculty, staff, and alumnae in residence hall life.

Most of the residence halls contain single, double, and triple rooms, and some suites. All incoming first-year students are placed in double or triple rooms. The cost of all rooms is the same, regardless of whether they are shared, and students are required to sign a residence contract. Each large hall has a spacious living room, smaller common rooms, and a study room. All but two of the large halls have dining facilities open on a five- or seven-day basis. All dining rooms offer vegetarian entrees; Pomeroy serves kosher/vegetarian food at all meals. There are limited kitchenette facilities in the halls for preparing snacks. Each building is equipped with coin-operated washers and dryers.

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The College supplies a bed, a desk, a chair, a lamp (halogen lamps are not allowed), a bookcase, and a bureau for each resident student. Students furnish linen, blankets, quilts, and their own curtains, pictures, rugs, and posters. They contribute one to two hours a week monitoring the front doors and answering residence hall telephones.

**Student  
Parking and  
Transportation**

Because of limited parking on campus, resident first-year students are not permitted to have cars on campus. The parking fee for sophomores, juniors, and seniors is currently \$75 per semester or \$135 per year, and for off-campus students \$60 per semester or \$100 per year.

There is hourly bus service from the campus to MIT in Cambridge (7:30 A.M. to 11:50 P.M. Monday–Friday) with subway connections to the Greater Boston area. On weekends the College provides bus service to Boston and Cambridge on an expanded schedule tailored to students’ needs.

**Services for  
Students with  
Disabilities**

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

The Director for Equal Opportunity and Affirmative Action, the Coordinator of Services for Persons with Disabilities, the Director of Programs of the Learning and Teaching Center, the Class Deans, the faculty, the Heads of House, and the Rooming Coordinator all work closely with individual students to encourage their intellectual and social development.

**Stone Center  
Counseling  
Service**

Counseling is readily available. Many students benefit from talking with someone other than a friend or roommate about personal matters affecting their daily life or their basic sense of purpose and direction.

Staff members of the College Counseling Service, part of the Stone Center for Developmental Services and Studies, provide short-term individual and group counseling. Preventive outreach programs are also offered, addressing mental health and developmental issues.

Clinical staff members are trained in the disciplines of psychiatry, psychology, and social work. Long-term treatment (psychotherapy or psychopharmacology) is not provided, but students are referred to appropriate private clinical professionals and sliding-scale agencies. There is no fee for any counseling services provided to students by Stone Center staff. *Professional confidentiality is maintained at all times in accordance with the law.*

**The Ruhlman  
Conference**

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



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

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

### Religious and Spiritual Resources

Wellesley's Office of Religious and Spiritual Life fosters a sense of community by supporting the diverse religious traditions and spiritual perspectives represented in the Wellesley community.

The Religious Life Team, which includes a Buddhist Advisor, a Jewish Chaplain, a Muslim Advisor, a Roman Catholic Chaplain, a Protestant Chaplain, and a Unitarian Universalist Chaplain, as well as advisors and student groups for the Baha'i, Hindu, Jain, Native African, Native American, Sikh, and Zoroastrian communities are available for religious and pastoral counseling. Students, faculty, and staff are invited to take part in one or more of these faith communities, for worship, meditation, practice, and discussion on a weekly basis and educational and social activities throughout the academic year. In addition, the Dean of Religious and Spiritual Life coordinates a program that examines the role of spirituality in the educational process at Wellesley and officiates at multi-faith community worship.

Many outlets are available for students to express their spirituality. Flower Sunday, one of Wellesley's oldest surviving traditions, is a multi-faith celebration held at the beginning of each academic year. Jewish students celebrate High Holiday services and have access to a kosher kitchen in Schneider Center. The Muslim Prayer Room of Houghton Chapel is open for students to gather for daily prayers, and students may join Al-Muslimat, an organization for Muslim women at Wellesley, which meets for weekly Qur'anic study and discussion. A Buddhist/Hindu Meditation Room has been created in the lower level of the Chapel. These are just a few of the observances and facilities available to Wellesley students.

For more information about religious and spiritual life at Wellesley, visit our web site: [www.wellesley.edu/RelLife/](http://www.wellesley.edu/RelLife/).

### College Health Service

The Health Service includes both an outpatient clinic and a state-licensed hospital/infirmary that is staffed 24 hours per day by registered nurses and on-call physicians. During clinic hours, physicians, nurse practitioners, and nurses provide primary medical and gynecological care to all students. There is a small on-site labora-



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tory. When required, consultation with specialists is available both locally and in Boston.

Emphasis on education and preventive measures to promote healthful lifestyles is integral to the Health Service philosophy. The Health Service collaborates with other College services such as Counseling Service, Residence, and Physical Education.

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

There is no charge for outpatient visits to a nurse, nurse practitioner, or physician at the Health Service. There are charges for laboratory tests, some procedures, and inpatient care. A College-sponsored Student Accident and Sickness Insurance Program is available to covers these charges. Please see that section for further details.

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## Student Government

Throughout its history the College has based its student life policies upon the concepts of personal integrity, respect for individual rights, and self-government. The rules and procedures governing student life are designed to reflect these ideals and uphold the individual's right to privacy and safety. Legislation concerning all aspects of Wellesley community life is contained in the *Student Handbook*, copies of which are available to all students.

### Honor Code

Inherent in Wellesley's democratic system of 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 conduct of its members. Each student—degree candidate, exchange student, and postbaccalaureate 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 that are beyond the jurisdiction of Wellesley College.

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

### College Government

Most of the legislation and regulations guiding student life are 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 activity funds, 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.

### Confidentiality of Student Records

Maintenance of the confidentiality of individual student educational records has always been important at Wellesley, as is a concern for the accuracy of each record. 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

## Directory Information

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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.

Copies of the Privacy Act, the regulations therein, and the "Wellesley College Guidelines on Student Records" are available on request from the Office of the Registrar. Students wishing to inspect a record should apply directly to the office involved. Complaints concerning alleged noncompliance with the Privacy Act by the College, which are not satisfactorily resolved by the College itself, may be addressed in writing to the Family Policy Compliance Office, Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

The Privacy Act gives Wellesley the right to make public at its discretion, without prior authorization from the individual student, the following personally identifiable information: name; class year; home address and telephone number; college address and telephone number; college E-mail address; schedule of classes; major and minor field(s); date and place of birth; dates of attendance at Wellesley College; degrees, honors, and awards received; weight and height of student athletes; participation in officially recognized sports and activities; previous educational institution most recently attended. In addition, student photographs are part of a College photograph directory that resides on the Campus-Wide Information System. It is accessible only on campus.

The Privacy Act also allows individual students to place limitations on the release of any of the above information. A student who wishes to do this must inform the Registrar, Green Hall, in writing each year by July 15 for the following academic year.

In practice, College policies discourage the indiscriminate release of any information about individual students. College directories and lists are for use within the College community.

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## The Center for Work and Service

The Center for Work and Service offers comprehensive career preparation and resources for students and alumnae. A wide range of information and services to help Wellesley students explore the world of work, participate in community service, and prepare for their futures is available. A staff of experienced professionals counsels students at all stages of career exploration, from first-year students considering internships or volunteer work to seniors planning for graduate school or full-time employment.

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Panel presentations, information meetings, workshops, personality and interest inventories, and counseling sessions are offered to help students explore various professions, educational options, and community service opportunities. Students can take advantage of the Center's publications, an on-line listing of over 1,800 internships, and the Center's web pages at [www.wellesley.edu/CWS/home/home.html](http://www.wellesley.edu/CWS/home/home.html).

The Center connects alumnae with current students through on-campus presentations by alumnae; through the Shadow Program, which matches students with alumnae at their workplaces; and through the Alumnae Advisory Network, a list of over 21,000 Wellesley graduates who have volunteered to serve as contacts for career exploration.

In recent years, the Center for Work and Service has undertaken programs which have aligned the Center more closely to the educational core of the College. Faculty and Center staff have collaborated on several initiatives to help integrate the student's overall career decision-making process and to amplify the connection between her academic experience and life outside of the classroom.

After graduation, the Center remains a resource for alumnae by offering job listings, counseling, regional career programs, use of the Center for Work and Service Library, alumnae web pages, and a reference file service.

### Career Counseling

During the academic year, counselors are available on weekdays. The Center offers workshops on self-assessment, resume and job search letter writing, interviewing, networking/informational interviewing, the job search process, and applying to graduate or professional school. Personality and interest inventories are also offered. Mock interviews are also conducted by counselors to help students practice their interviewing skills.

### Recruiting/Job Search

Over 150 companies participate in the Center's on-campus recruiting program, while over 70 additional companies request student resumes and schedule interviews throughout the spring. Informational meetings, coaching, and support are also part of the recruiting process. Information on MIT's recruiting program, which is open to Wellesley seniors, is available at the Center as well. Current job listings for Wellesley students and alumnae are available on JOBTRAK at [www.jobtrak.com](http://www.jobtrak.com).

### Scholarships, Fellowships, and Graduate Schools

The Center for Work and Service provides information on graduate and professional school programs and required examinations, advice on the application process, and information on financial aid. Prelaw and prehealth advising is available.

The selection process for many undergraduate and graduate fellowships is administered by the Center. The Center's library contains extensive listings of scholarships, fellowships, and grants.

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**Internships,  
Community  
Service, and  
Summer Stipends**

Information about local, regional, and national internships for the school year, the summer, or Wintersession is available through the Center for Work and Service and can be accessed by students at any time. Over 1,800 internships targeted for Wellesley students are listed on an extensive job listing database on the Internet.

The Center sponsors numerous community service projects both on and off campus, not-for-profit networking fairs, and a library of volunteer opportunities for individuals and groups.

Students interested in community and public service internships may apply through the Center for one of several stipends. These awards, designed to encourage service and volunteerism, provide financial support to Wellesley students who work at unpaid internship or volunteer positions with community, public service, or for-profit organizations.

**CWS Library**

An extensive collection of books, magazines, and journals to assist students with career exploration, graduate school choices, and the job search is available in the CWS library. The library also contains listings of alumnae contacts; a videotape collection of alumnae career panels; alumnae reports on graduate programs and employers; and PinPoint, a computerized career guidance system.

**References**

All students are encouraged to build a reference file. Letters of reference will be forwarded to schools and employers for a nominal fee. The Center furnishes standard recommendation forms acceptable to graduate schools and employers.







# Admission

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The Board of Admission admits students who will benefit from the education Wellesley offers and who will be able to meet the graduation requirements. Consideration is given to creativity, high motivation, and strong academic potential.

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

The Board of Admission includes faculty, administration, and students. In selecting candidates for admission, the Board considers several factors: high school records; rank in class; standardized test scores; letters of recommendation from teachers, guidance counselors, or principals; the student's own statements about herself and her activities; and interview reports when available from the staff or alumnae. The Board values evidence of unusual talent and involvement in all areas of academic and social concern. The admission decision is never based on a single factor. Each part of the application contributes to a well-rounded appraisal of a student's strengths and helps determine whether Wellesley would be the right place for her to continue her education.

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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 course preparation. Entering students normally have completed four years of college preparatory studies in secondary school that includes training in clear and coherent writing and in interpreting literature; history; training in the principles of mathematics (typically four years); competence in at least one foreign language, ancient or modern (usually four years of study); and experience in at least two laboratory sciences.

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

There are often exceptions to the above, and the Board will consider an applicant whose educational background varies from this description. Wellesley's applicant pool has been consistently strong. As a result, not all applicants who are qualified are admitted. For more details about the admission process, visit our web site: [www.wellesley.edu/Admission/apply.html](http://www.wellesley.edu/Admission/apply.html).

### The Application

Application forms may be obtained from the Board of Admission. The Board also accepts applications from a variety of sources, including the Common Application, College Link, Apply!, etc. A nonrefundable \$50 fee must accompany the formal application.

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If the 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 Dean of Admission with the application.

### The Interview

While Wellesley does not require a personal interview for the first-year application, applicants are strongly recommended to arrange one. An interview is required of transfer applicants, Accelerating Candidates and Davis Scholars (see related sections). If a candidate cannot come to the College, she should write to the Board of Admission or use the form provided in the application supplement to request the name of an alumna interviewer in her area. A high school junior may arrange for an informal conversation with an alumna or member of the Board.

### Campus Visit

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

### Standard Tests

The College Board Scholastic Assessment Tests (SAT I: Reasoning Test and three SAT II: Subject Tests) or the ACT Assessment is required of all applicants. One SAT II must be the SAT II: Writing Test; the other two may be in subjects of the student's choice.

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

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

Either the SAT I or three SAT IIs may be taken on any of the following dates, but it is not possible to take both the SAT I and the SAT IIs on the same day, so students must register for two different test dates. The latest test date from which scores can be used for September 2000 admission is December 4, 1999.

The College Board Code Number for Wellesley College is 3957.

### Dates of College Board Tests

October 9, 1999	April 8, 2000
November 6, 1999	May 6, 2000
December 4, 1999	June 3, 2000
January 22, 2000	

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The ACT Assessment test may be taken on any of the following dates. The latest test date from which scores can be used for September 2000 admission is December.

The ACT code number for Wellesley College is 1926.

ACT Assessment	October 23, 1999	April 1, 2000
Test Dates	December 11, 1999	June 10, 2000
	February 12, 2000	

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## Admission Plans

### Regular Decision

Candidates applying under the Regular Decision plan must file an application by January 15 of the year for which she is applying. Applicants will be notified of the Board of Admission's decisions in April. Applicants for regular admission may take SATs or the ACT any time through December of the senior year. Results of tests taken after December arrive too late for consideration.

### Early Decision

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

Applications must be submitted by November 1 and indicate that they are intended for the Early Decision plan. Although College Board tests taken through the November 7, 1998 test date or ACT tests taken through the October test date may be used, it is preferred that students complete the tests by the end of 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*, will receive an Early Evaluation of their chances for admission. These evaluations will be sent by the end of February. Candidates will receive the final decision from the Board of Admission in April.

### Accelerating Candidates

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

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## Deferred Entrance

Some students who apply successfully to Wellesley may then desire to defer their entrance to the first-year class for one year. If so, they should accept the offer of admission by May 1, and submit their deposit. At that point, the request for deferral should be made to the Dean of Admission *in writing*. Students who attend another American college full-time during the year between high school and their entrance to Wellesley are not considered deferred students but must reapply for entrance as transfers. Ordinarily, transfer students may not defer entrance to the following semester or year. This also applies to international students.

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## International & Transfer Students

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

## International Students

All international students from overseas secondary schools or universities outside of the United States apply for admission through the International Student Board of Admission and complete the Form for Applicants Currently Studying Abroad. This includes U.S. citizens who have been educated in a school system abroad.

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

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

The College Board or the ACT entrance examinations are required of all international students in addition to their own national examinations. The TOEFL (Test of English as a Foreign Language) or the English Language Proficiency Test is strongly recommended for all students for whom English is not their first language and who have been studying in English for less than five years. The TOEFL is not required if English is the candidate's first language. The official ACT or the official SAT I: Reasoning Test and SAT II: Subject Tests score reports must be forwarded directly to Wellesley College by the College Board, using Wellesley's Code Number 3957 on the College Board registration form. If the ACT



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or the SAT I and SAT IIs are not administered in an applicant's country, they may take only the TOEFL.

Interested students are encouraged to initiate the application process one full year in advance of the planned entrance date. To obtain the International Students information brochure and the application form, please write to the Board of Admission or complete the on-line form: [www.wellesley.edu/Admission/forms/form2.html](http://www.wellesley.edu/Admission/forms/form2.html). Letters of inquiry should include the student's country of citizenship, present school, academic level, and the year of planned college entrance. Our fax number is (781) 283-3678.

**International  
Students  
Applying from  
U.S. High  
Schools**

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

**Admission of  
Transfer Students**

Wellesley College accepts transfer students from accredited four- and two-year colleges. They must offer an excellent academic record at the college level and strong recommendations from their dean and college instructors. The Scholastic Aptitude Test or the SAT I: Reasoning Test and an interview are required of transfer applicants. Students wishing to transfer into Wellesley should apply by February 10 for entrance in the fall semester, and by November 15 for 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 \$50 registration fee or a fee waiver request authorized by a financial aid officer or college dean.

The College will accept for transfer credit only those courses that are comparable to ones offered in the liberal arts curriculum at Wellesley. Candidates accepted for transfer will be given a tentative evaluation of their credit status at the time of admission. Transfer credit for studies completed outside of the United States will be granted only when the Registrar 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, so ordinarily only incoming sophomores and juniors are eligible to apply. A Wellesley unit is equivalent to four semester hours. Some transfer students may need to carry more than the usual four courses per semester in order to complete their degree requirements within four years. Incoming juniors, in particular, should be aware that Wellesley requires evidence of proficiency in one foreign language before the beginning of the senior year. In addition, all transfer students should note Wellesley's course distribution

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and writing requirements, which must be fulfilled for graduation (see The Curriculum). 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.

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## Continuing Education

Wellesley College offers two programs for students beyond traditional college age. They are the Elisabeth Kaiser Davis Degree Program and the Postbaccalaureate Study Program. The Davis Degree Program is designed for women who seek the Bachelor of Arts degree. The Postbaccalaureate Study Program is available for men and women who already have a bachelor's degree and seek nondegree course work. Students enroll in the same courses as the traditional-age undergraduates and may enroll on a part-time or full-time basis.

### Elisabeth Kaiser Davis Degree Program

Candidates for the Davis Degree Program are women, usually over the age of 24, whose education has been interrupted for at least two years or whose life experience makes enrollment through the Davis Degree Program the logical avenue of admission. At least 16 of the 32 units required for the B.A. degree must be completed at Wellesley. These students, known as Davis Scholars, must meet all the degree requirements of the College. There is no time limitation for degree completion, and students may take just one or two courses a term or a full course load. The flexibility of the Davis Degree Program allows a woman to combine school with work and family responsibilities. A small number of Davis Scholars live on campus and carry a full academic course load. Some live in small dormitories especially reserved for Davis Scholars, while others room in larger dormitories integrated with students of traditional college age.

The College will accept courses for transfer credit only if they are comparable to ones offered in the liberal arts curriculum at Wellesley, and a grade of C or better was earned. Course work presented for transfer credit must be accompanied by an official transcript from an accredited college, descriptions of courses at the time they were taken, and the degree requirements of the institution. All information should be sent with the application for admission. For more information about the program, please complete the on-line form at: [www.wellesley.edu/Admission/forms/form4.html](http://www.wellesley.edu/Admission/forms/form4.html).

### Postbaccalaureate Study Program

Candidates for the Postbaccalaureate Study Program are men and women who already have a bachelor's degree and wish to do further undergraduate work for a specific purpose. Students take courses to prepare for graduate school, enrich their personal lives,

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or make a career change. The Premedical Study program is a popular choice. A degree is not offered. For more information on the program, visit [www.wellesley.edu/Admission/forms/form5.html](http://www.wellesley.edu/Admission/forms/form5.html).

## Admission

Application forms for the Elisabeth Kaiser Davis Degree Program and Postbaccalaureate Study Program may be obtained from the Board of Admission. Official transcripts, an essay, and letters of recommendation must be submitted before a candidate is considered. A personal interview is also required. The Board of Admission looks for evidence such as work, volunteer experience, and especially recent course work, that demonstrates a candidate's intellectual ability and initiative.

Applications should be submitted as early as possible, and must be accompanied by a nonrefundable \$50 application fee. Applications for the Elisabeth Kaiser Davis Degree Program are considered once a year for fall semester entrance only. The application deadline is February 15 for admission in the fall of 2000. The deadline for international applicants is January 15. The application deadlines for postbaccalaureate applicants are November 15 for spring semester admission and March 1 for fall semester admission.

For more information about any of the programs described in this section, you are welcome to view or download our brochures at [www.wellesley.edu/Admission/apply.html](http://www.wellesley.edu/Admission/apply.html).



# Costs and Payment Plans

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Wellesley offers a variety of payment plans and financing options to assist all students and their families in meeting the costs of a Wellesley education. In addition, through financial aid, the College is able to offer its education to all students regardless of their financial circumstances (see the Financial Aid section for more information). Families may review the most current fee, payment, and financing information at our web site: [www.wellesley.edu/Bursar](http://www.wellesley.edu/Bursar).

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## Fees & Expenses

At Wellesley the Comprehensive Fee represents approximately half of the educational cost to the College for each student. The rest is provided from gifts and income earned on endowment.

The Comprehensive Fee for 1999–00 resident students is \$30,554. There is an additional fee of \$730 for students who purchase Student Accident and Sickness Insurance. The breakdown is as follows:

	Resident Students	Off-Campus Students
Tuition	\$22,894	\$22,894
Room	3,664	N/A
Board	3,570	N/A
Student activity fee	136	136
Facilities fee	290	290
<b>Comprehensive Fee</b>	<b>\$30,554</b>	<b>\$23,320</b>
Student Accident and Sickness Insurance	730	730

All resident students must have a meal plan. Students who live in cooperative housing and choose a Co-op Meal Plan pay the College a \$500 kitchen usage fee instead of board.

### Student Activity Fee

The student activity fee is administered by the student College Government. It provides resources from which student organizations can plan and implement extracurricular activities.

### Facilities Fee

The facilities fee is a usage charge for the computer facilities and the Nannerl Overholser Keohane Sports Center.

### Student Accident and Sickness Insurance Program

Information about the Wellesley College Health Service and the Student Accident and Sickness Insurance Program is sent with each student's bill in June. All students enrolled in courses at Wellesley College (including Davis Scholars and exchange students) may see a physician, nurse practitioner, or nurse at the Health Service without charge. However, charges *are* incurred for certain procedures, treatments, and laboratory tests. The Student Accident and Sickness Insurance Program covers most of these charges and all inpatient



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charges in the College Infirmary. The Insurance Program also covers medical care received away from Wellesley, to the extent described in the Insurance Brochure. Insurance coverage is in effect from August 23 to August 23; see brochure for specific details. All eligible students are enrolled and charged for insurance during the summer (in December for students on leave during the fall). The Office of Student Financial Services (formerly the Financial Aid Office and Bursar's Office) will cancel the insurance and charge only if (1) a student becomes ineligible or (2) Student Financial Services receives a signed waiver card certifying the student's coverage under an equivalent policy by August 1 for the following year (or January 1 for spring). An optional Catastrophe Benefit Program is also available. Students are required by Massachusetts law to enroll in the College Student Accident and Sickness Insurance Plan unless they have equivalent coverage. Because many private insurers and HMOs have strict and/or restrictive guidelines regarding coverage, all students are encouraged to enroll in the College Insurance Plan. Financial responsibility for all medical expenses rests with the student and her family.

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

### Special Fees and Expenses

These include, but are not limited to, the following: a fee for each course taken for credit in excess of five in any semester (waived for 1999–00); certain special course fees, e.g., the cost of instrumental and vocal lessons (see “Private Instruction” under Department of Music); the cost of materials for some art courses.

Because parking at the College is limited, resident first-year students are not permitted to have cars. The parking fee for resident sophomores, juniors, and seniors is currently \$75 per semester or \$135 per year; and for off-campus students \$60 per semester or \$100 per year.

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

### Personal Expenses

In addition to the fees above, a student should expect to spend approximately \$2,000 for books, supplies, and personal expenses. Some students spend more and a few spend less.

### General Deposit

The General Deposit of \$300, paid by each entering student, is not part of the College fee. The deposit is refunded subsequent to graduation or withdrawal after deducting any unpaid charges or fees.

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## Refund Policy

Refunds will be made for withdrawal or leave of absence prior to the ninth week of the semester. The Comprehensive Fee will be prorated on a calendar week basis; \$275 will be assessed to cover administrative costs. No refunds will be made for withdrawal or leave of absence after the eighth week; however, a student who withdraws during her first semester at Wellesley may receive a refund through the tenth week. 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. Refunds will be prorated among the sources of original payment. Grants and education loans will be refunded to the grantor or lender.

## Continuing Education Fees and Refunds

Tuition for an off-campus Davis Scholar or postbaccalaureate student is \$2,862 per semester course. Students taking four or more courses a semester pay \$11,447 per semester. A \$17 per course student activity fee with a maximum of \$68 per semester, and a \$37 per course facilities fee with a maximum of \$145 per semester will also be charged.

An off-campus Davis Scholar or postbaccalaureate student who withdraws from a course will receive a full refund during the add/drop period; thereafter, charges will be prorated on a calendar week basis until the eighth week of classes. The schedule in the Refund Policy above applies to Continuing Education students as well, with the exception of informing the Dean of Continuing Education instead of the Class Dean of the withdrawal date. If a student returns to Wellesley from leave, the \$275 assessment for administrative costs will be credited toward charges for the following term.

Other fees and refunds for resident Davis Scholars are identical to the fees and refunds for other students. All students in the Davis Degree or Postbaccalaureate Study programs are also responsible for paying the General Deposit and Student Insurance Charge.

## High School Student Fees and Refunds

High school students taking courses at Wellesley pay \$2,862 per semester course; for refunds, charges are prorated on a calendar week basis until the eighth week. High school students also pay the General Deposit, but are not eligible for Student Insurance.

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## Payment Plans

Wellesley offers three payment plans to meet varied needs for budgeting education expenses: the traditional Semester Payment Plan, a Ten-Month Payment Plan, and a four-year Prepaid Tuition Stabilization Plan. See *Summary of Payment Plans and Financing Options* below.

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All fees must be paid in accordance with one of these approved payment plans before the student may register or receive credit for courses or obtain grade transcripts. All financial obligations to the College must be met before a diploma may be awarded. Fees for late payment and interest may be charged on delinquent accounts.

It is the student's responsibility to ensure that loans, grants, and other payments are sent to the College by the plan due dates.

**Semester  
Payment Plan**

The Comprehensive Fee for each semester (after subtracting scholarships and 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 savings or who have access to loans at favorable terms. See Summary of Payment Plans and Financing Options.

**Ten-Month  
Payment Plan**

The Comprehensive Fee for each semester (after subtracting scholarships and loans for that semester) is budgeted over five payments. The payments are due on the 25th day of every month, May 25 to September 25 for the fall semester and October 25 to February 25 for the spring semester. A per-semester fee of up to \$125 covers administrative costs.

The Ten-Month Plan was established for families who pay from current family earnings. Some families deposit money into their own savings accounts at home so they will have funds available for August 1 and January 1 payment to Wellesley without the additional administrative expense. The College cannot extend the payment period of the Ten-Month Plan.

**Prepaid Tuition  
Stabilization  
Plan (PTSP)**

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

**Payment for  
Students  
Receiving  
Financial Aid,  
Scholarships or  
Loans**

Grants and loans are generally applied equally against charges for each semester. The remaining balance must be paid in accordance with one of the approved plans. A student on financial aid who has difficulty meeting the payment schedule or whose loans or grants will not arrive by the third week of classes should consult the Office of Student Financial Services (formerly the Financial Aid Office and Bursar's Office).

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## Financing Options

To finance the Wellesley Payment Plans, several options are available whether or not a student has been awarded financial aid, other scholarships, or loans. Detailed information can be obtained from the Office of Student Financial Services (formerly the Financial Aid Office and Bursar's Office) and is included in brochures mailed each spring. To compare the various plans see the Summary of Payment Plans and Financing Options. A brief description of each follows.

### Federal Parent Loan for Undergraduate Students (PLUS)

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

Monthly repayment begins immediately after the loan is received; however, repayment of the loan principal and, under certain conditions, interest, may be deferred while the borrower is a full-time student or experiencing economic hardship.

### Key Education Resources Achiever Loan

This plan, offered to all parents and independent students by Key Education Resources, aids budgeting. It fixes a monthly repayment amount, for up to 20 years beginning with the student's first year, of \$298 for each \$10,000 that will be borrowed annually (\$40,000 total). Other repayment options permit interest-only payments, while the student is in college, of \$74 per month for each \$10,000 borrowed. Life and disability insurance may also be available.

### MEFA

This joint loan program of the Massachusetts Educational Financing Authority and Wellesley College provides fixed or variable low interest rate loans and convenient repayment. The full cost of education or tuition stabilization may be borrowed and a home equity option is available in most states. MEFA Loan repayment is as low as \$93 per month for 15 years for each \$10,000 borrowed (\$372 for \$40,000).

### Federal Unsubsidized Stafford Loan

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

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

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

#### **Other Financing**

The loan programs described above were selected by Wellesley College from a variety of available alternatives. In addition, many credit unions, banks, and other financial institutions offer trust, investment, and loan programs. Life insurance policies and pension and other union, employer, or employee savings programs may provide loans with specific advantages. Some parents or other relatives or friends may apply for a loan with the understanding that the student will assume responsibility for repayment. Many Wellesley students earn a significant portion of their tuition through vacation and term-time employment. Office of the Bursar and Financial Aid Office staff are available to discuss possible avenues of financing with all students and their families, whether or not the students have been awarded financial aid or scholarships.



# Summary of Payment Plans and Financing Options 1999–00\*

## Payment Plans

	Eligibility	Annual Maximum	Payments Per Year	Years to Complete Payments
Semester Payment Plan	All families	Comprehensive***** Fee (\$30,554 for residents)	2	4
Ten-Month Payment Plan**	All families	Comprehensive***** Fee (\$30,554 for residents)	10	4
Prepaid Tuition Stabilization Plan (PTSP)***	All families	\$91,576 first year only	1 in first year only for tuition; 2 or 10 for other fees	1 4

## Financing Options (not based on eligibility for financial aid)

Federal Parent Loan for Undergraduate Students (PLUS)****	Parents or guardians of students enrolled at least half-time	Total cost of attendance less grants and other loans	12	5 for first loan; 25 with multiple loans
Federal Unsubsidized Stafford Loan****	Students enrolled at least half-time who are not eligible for the maximum subsidized Stafford Loan	\$2,625 in first year; \$3,500 in sophomore year; \$5,500 in junior and senior year; \$23,000 undergraduate total	12	5–25 years (with consolidation)
MEFA	Families of all students enrolled at least half-time	Total cost of attendance less grants and other loans	12	15
Key Education Resources Achiever Loan	All families and self-supporting students	Total expense of education	12	20
Key Alternate Loan	Students enrolled at least half-time	\$10,000 per year	12	10–15

\* Information on these pages pertains to fees, rates, and terms as of 3/30/99. All programs are evaluated yearly. Admitted students and their families receive current information on the options in the spring prior to their September enrollment.

\*\* To determine your monthly payment, subtract any anticipated education loans or grants from your Comprehensive Fee to calculate your "Amount Budgeted" for the table to the right.

\*\*\* Applies to tuition only; remaining Comprehensive Fee paid on Semester Payment Plan or Ten-Month Payment Plan each year.

\*\*\*\* Must be U.S. citizen or resident. In addition to the above amounts for combined unsubsidized Stafford and any subsidized Stafford (in a Financial Aid Award), independent and certain dependent students (whose parents do not qualify for PLUS) may borrow \$4000 first and second year; \$5000 other years.

\*\*\*\*\* Comprehensive Fee includes cost of tuition, room, board, and facilities and activity fees.

This is a general summary. Specific details and exceptions are available upon request. Wellesley College provides information about these loans only as an example of options available to families. We do not endorse particular programs and recommend strongly that families carefully review these and other potential financing sources and borrow only the minimum needed.

Payments Due	Annual Interest Rate	Service Fees	Insurance	Credit Check
August 1 January 2	None	None	None	None
Monthly; May 25–Feb. 25	None	\$50–250**	None	None
Entire \$91,576 June 30, 1999	None	None	None	None
Monthly; some deferments available	8.26% variable, 9% maximum	up to 4% of loan amount; at lender option	Yes	Required
Monthly; some deferments available	6.86% in school 7.46% in repayment 8.25% maximum	up to 4% of loan amount; at lender option	Yes	None
Monthly	6.85% (7.47% APR) fixed rate loan; 6.50% variable; Home Equity Option	3.75% of loan amount	Optional	Required
Monthly; interest only option also available	As low as 7.85% (T Bill + 3.95%)	2%–4% of loan	Optional	Required
Monthly; start 6 months after graduation	7.62% in school 7.74% in repayment variable	4% with co-signer 9% without co-signer	None	Yes

Amount Budgeted	Administrative Fee	Monthly Payment	Total Payment
\$19,000–30,554	\$250	\$1,925–3,081	\$19,250–30,804
14,000–18,999	200	1,420–1,920	14,200–19,199
9,000–13,999	150	915–1,415	9,150–14,149
4,000– 8,999	100	410– 910	4,100– 9,099
1,000– 3,999	50	105– 405	1,050– 4,049

# Financial Aid

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The Wellesley College financial aid program 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. Approximately 50 percent of all Wellesley students receive financial aid, based on need, from the College.

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At Wellesley College financial aid is based on demonstrated need as defined through the College's financial aid policies. 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 and the student continues to have need as defined by Wellesley's policies.

Determining the amount of aid begins with the examination of family financial resources. Using both federal and institutional methodologies, the Financial Aid staff establishes the amount the parents can reasonably be expected to contribute. The staff also looks at the amount that the student can contribute from her earnings, assets, and benefits. Each year, the Financial Aid Committee determines a standard amount expected from the student's summer and vacation earnings. The total of the parents' and the student's contributions is then subtracted from the student's cost of education, which is composed of the College fees, a \$2,000 book and personal allowance, and an allowance toward travel from her home area to Wellesley. The remainder equals the financial need of the student and is offered in aid. The financial aid is "packaged" in a combination of three types of aid: work, loan, and grant. The Financial Aid Committee sets yearly amounts of academic year work and loan.

## Work

Generally, a portion of a student's financial aid is met through a job on or off campus, usually as part of the federal work study program. Students are expected to devote no more than ten hours a week to their jobs. For 1999–00, first-year students are expected to earn \$1,800; sophomores, \$1,900; juniors and seniors, \$2,000. The Office manages placement and pay rates for on-campus opportunities, both for financial aid students and those not qualifying for aid. It also maintains listings of off-campus opportunities.

Financial aid students receive priority for on-campus jobs such as office work in academic and administrative departments; however, they are responsible for finalizing their positions in a timely manner. Off campus, students have worked in museums, laboratories, research institutions, and community offices.

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Loans	<p>The next portion of a student's financial aid is met through low-interest loans. The 1999–00 amounts are \$2,625 for first-year students, \$3,000 for sophomores, \$3,500 for juniors, and \$3,500 for seniors. There are several kinds of loans available with different interest rates and terms of repayment. The suggested loan amount and loan program are specified in the aid offer.</p>
<p>Repayment of Loans from the College</p>	<p>A student who has received a loan has the obligation to repay the loan after withdrawal or graduation. Early in the school year, the student is expected to attend a loan entrance interview. Before she leaves the College she should make arrangements for an exit interview in the Office of Student Financial Services. At that time she will be notified of her rights and responsibilities regarding the loan and will be given a repayment schedule. Students with Students' Aid loans have entrance and exit interviews with the Students' Aid Society.</p> <p>In order to be eligible for aid from Wellesley, transfer students cannot be in default on prior education loans. Wellesley will not offer any federal, state, or institutional aid to students in default on prior education loans.</p>
Grants	<p>The remaining portion of the student need is awarded in grants by the College from its own resources, from the federal government through the Federal Supplemental Educational Opportunity Grant and Pell Grant Programs, or from outside agencies.</p> <p>Students who are eligible for other 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>
<p>Applying for Financial Aid</p>	<p>Applicants for admission who intend to apply for financial aid must file five forms: the Wellesley College Application for Financial Aid, the Financial Aid Profile of the College Scholarship Service (Profile), the Free Application for Federal Student Assistance (FAFSA), plus 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.</p> <p>The College considers information from both parents regardless of their marital status. Students are expected to furnish information from parents in their initial year and all remaining years. Students in the Davis Degree Program who satisfy federal guidelines for self-supporting students and are not dependent on upon their parents for support are exempt from this requirement.</p>

Application Form	The Wellesley College Application for Financial Aid should be returned to the Director of Student Financial Services, Box FA, Wellesley College, 106 Central Street, Wellesley, MA 02481, by November 1 for Early Decision applicants, January 15 for Regular Decision applicants and fall semester Transfer applicants, and November 15 for spring semester Transfer applicants.
Academic Requirements for Financial Aid	<p>Evaluations of all students' academic records are made at the end of each semester by the Academic Review Board. Eligibility for financial aid is reviewed on a yearly basis. Students must make satisfactory progress toward the degree and maintain a C average. No credit is associated with course incompleteness, course withdrawal, noncredit remedial courses or course repetition; therefore, these courses are not considered in progress toward the degree.</p> <p>Ordinarily, 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 ten 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 if the Academic Review Board has approved the extension.</p>
Town Tuition Grants	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 policies applicable to all Wellesley students.
ROTC Scholarships	ROTC admission criteria conflict with the nondiscrimination policy of Wellesley College (see inside back cover). Students, however, may enroll in ROTC programs offered at MIT through the College's cross-registration program. Wellesley students may apply for scholarship aid from the Air Force and Army. Interested students should contact the appropriate service office at Building 20E, Massachusetts Institute of Technology, Cambridge, MA 02139, or call: Air Force, (617) 253-3755; Army, (617) 253-4471.
Financial Aid for Transfer Students	Financial aid funds are available to assist 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 Wellesley. It is possible, however, that she may receive work study or a student loan.



<b>Financial Aid for International Students</b>	A limited amount of financial aid is available for international students. If an international student enters without aid, she will not be eligible for it in future years.
<b>Financial Aid for Davis Scholars</b>	Students in the Elisabeth Kaiser Davis Degree Program receive work and loans as the first components of the aid package, with a grant meeting the remaining need. The cost of education will vary for Davis Scholars living off campus in accordance with the number of courses for which they are enrolled. Financial Aid is not available to meet the full costs of living off campus.
<b>Wellesley Students' Aid Society</b>	The Wellesley Students' Aid Society, Inc. is an organization of Wellesley College alumnae. In addition to providing funds for grants and long-term tuition loans, the organization also serves as a resource for short-term emergency loans and other student services.
<b>Assistance for Families Not Eligible for Aid</b>	<p>Wellesley has special concern for middle- and upper-income families who find it difficult to finance their daughter's education through current income. The services of the Office of Student Financial Assistance are designed to assist all families, regardless of the need for aid.</p> <p>If those families do not qualify for aid, the College will assist in several ways. Wellesley will help any student find a job, on or off campus and will furnish information and advice on obtaining student and parent loans. Three payment programs are offered by the College: a Semester Plan, a Ten-Month Plan, and a Prepaid Tuition Stabilization Plan. Financing options available are described in the Summary of Payment Plans and Financing Options.</p>
<b>For Further Information</b>	Detailed information on the material summarized here is described in Wellesley's brochure "Financing Your Education." This brochure is sent to prospective students with the admission application. Each spring, updated information on the payment and loan programs is also available.
<b>FAFSA/CSS Profile</b>	<p>The FAFSA and information about registration for the CSS Financial Aid Profile will be available from high school guidance offices for new students and from Wellesley College for returning students. Applicants should plan to register two weeks before the form is due to allow sufficient time for CSS to process the registration and for families to complete the Profile.</p> <p>The Profile 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 CSS Profile by November 15. All applicants, Regular Decision and Early Decision, should file for the FAFSA by February 1.</p>



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## Graduate Fellowships 2000-01

Wellesley College offers a number of fellowships for graduate study that are open to graduating seniors and graduates of Wellesley. Two of these fellowships 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 are based on merit and need, with the exception of the Knafel and Trustee scholarships, which are determined on merit alone. Please note that these fellowships are for study at institutions other than Wellesley College. For more information about graduate fellowships and graduate school, visit our web site: [www.wellesley.edu/CWS/step2/fellow.html](http://www.wellesley.edu/CWS/step2/fellow.html).

### For Wellesley College Graduating Seniors

*Jacqueline Krieger Klein '53 Fellowship* in Jewish studies to encourage all seniors to pursue further education in the field of Jewish studies. Award: Up to \$1,200

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

*Susan Rappaport Knafel '52 Traveling Fellowship* awarded to a member of the graduating class who displays an interest in and an acceptance of others, and who displays the ethos of a Wellesley education. The fellowship will fund a year of travel abroad, with the requirement that the recipient not remain in the same area for more than two months. Award: \$22,000

*Trustee Scholarships* are awarded on a competitive basis to graduating seniors who are currently applying to graduate school. The title Trustee Scholar is honorary; in cases of financial need, awards up to \$3,000 may be given.

### For Graduates of Wellesley College

*Anne Louise Barrett Fellowship* preferably in music and primarily for study or research in musical theory, composition, or the history of music, abroad or in the United States. Award: Up to \$4,000

*Margaret Freeman Bowers Fellowship* for the first year of study in the fields of social work, law, or public policy/public administration, including MBA candidates with plans for a career in the field of social services. Preference will be given to candidates demonstrating financial need. Award: Up to \$6,000

*Eugene L. Cox Fellowship* for graduate study or research in medieval or renaissance history and culture, abroad or in the U.S. Award: Up to \$5,000

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*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. Award: Up to \$1,500

*Ruth Ingersoll Goldmark Fellowship* for study in English literature, English composition, or the Classics. Award: Up to \$1,500

*Horton-Hallowell Fellowship* for graduate study in any field, preferably in the last two years of candidacy for the Ph.D. degree or its equivalent, or for private research of equivalent standard. Award: Up to \$8,000

*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.

*Thomas Jefferson Fellowship* for advanced study in history. Award: Up to \$6,000

*Edna V. Moffett Fellowship* for a young alumna, preferably for the first year of graduate study in history. Award: Up to \$4,000

*Alice Freeman Palmer Fellowship* for study or research abroad or in the United States. The holder must be no more than 26 years of age at time of her appointment and unmarried throughout the whole of her tenure. Award: Up to \$20,000

*Vida Dutton Scudder Fellowship* for study in the field of social science, political science, or literature. Award: Up to \$4,000

*Harriet A. Shaw Fellowship* for study or research in music, art, or allied subjects, abroad or in the United States. Preference given to music candidates; undergraduate work in history of art required of other candidates. Award: Up to \$4,000

*Mary Elvira Stevens Traveling Fellowship* offers unique support for a year of travel or study outside the United States, with the general plan approved in advance by the Fellowship Committee. This fellowship is available to Wellesley graduates at least 25 years of age on December 31 of the year in which the application is made. Candidates seeking to explore nonacademic fields are encouraged to apply. Award: Up to \$20,000

*Sarah Perry Wood Medical Fellowship* for the study of medicine. Nonrenewable. Award: Up to \$50,000

*Fanny Bullock Workman Fellowship* for graduate study in any field. Award: Up to \$6,000

**For Women  
Graduates of  
Any American  
Institution**

*Mary McEwen Schimke Scholarship*, a supplemental award for the purpose of affording relief from household and child care expenses while pursuing graduate study. The award is based on 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. Award: Up to \$1,000

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*M.A. Cartland Shackford Medical Fellowship* for the study of medicine with a view to general practice, not psychiatry. Award: Minimum of \$7,000

**Instructions for  
Applying for  
Fellowships Listed  
Above**

Applications for the Peggy Howard Fellowship may be obtained from the Economics Department, Wellesley College. Applications and supporting materials should be returned to the same address in early April.

Applicants for the Jacqueline Krieger Klein '53 Fellowship may contact the Department of History, Wellesley College.

Applications for the Mary Elvira Stevens Fellowship may be obtained from the Alumnae Office, Wellesley College. The applications and supporting materials should be returned to the same address and postmarked no later than December 15, 1999.

Applications for all other fellowships may be obtained from the Secretary to the Committee on Graduate Fellowships, Center for Work and Service, Wellesley College, 106 Central Street, Wellesley, MA 02481, or they can be found on-line at [www.wellesley.edu/CWS/step2/fellow.html](http://www.wellesley.edu/CWS/step2/fellow.html). Applications and supporting materials submitted by mail must be postmarked no later than January 3, 2000. If hand-delivered, the application must be received in the Center for Work and Service no later than January 3, 2000.



# 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 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.

## On-line Course Information

Students may access Wellesley College course information and class schedules through the Internet via the Campus-Wide Information System: <http://www.wellesley.edu/>

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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.

## 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 with a C average or better. With some exceptions, described below, each semester course is assigned one unit of credit. Specific courses, designated by their departments and approved by the Committee on Curriculum and Instruction, are assigned 1.25 units of credit. To be eligible for 1.25 units of credit, a course must meet for 300 minutes or more per week and involve, in addition, substantial time spent on course-related work outside scheduled class meetings. Departments may also request permission from the Committee on Curriculum and Instruction to offer courses for 0.5 units of credit. A student may earn no more than 2 units toward the degree as the result of the accumulation of fractional units through 1.25 unit courses taken

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at Wellesley; the same 2-unit limit applies to the accumulation of fractional units through 0.5 unit courses. 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. The average course load is four courses per semester. First-year students are encouraged to carry a maximum of four courses each semester, but upperclass students may take five.

Courses are classified as 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. At least two units of Grade III work must be taken in a student's last two years. Directions for election of the major vary with the department. Please see departmental listings for specific major requirements.

#### Distribution Requirements

*The following distribution requirements apply to students entering in fall 1997 and later.*

In order to provide students with as much flexibility as possible, Wellesley requires no specific courses except Writing 125. However, to ensure that students gain insight and awareness in areas outside their major fields, the College requires that they elect nine units drawn from eight substantive and skill-based categories as part of the 32 units required for graduation. (Courses numbered 250/350, Research or Individual Study, or 360/370, Honors Research, do not satisfy this requirement.) Students who enter as first-year students must take six of these nine units at Wellesley, two units in each of the three groups of distribution areas described below. Transfer students and Davis Scholars who enter with eight units prior to Wellesley must take at least three units at Wellesley, and students entering with 16 prior units may take the distribution requirements at Wellesley or use their prior units.

Courses assigned to two distribution areas may not be used to fulfill two distribution requirements. This limitation does not apply to overlay requirements (the writing requirement, the multicultural requirement, and the quantitative reasoning requirement, described on pp. 58–60).

**Students must complete three units drawn from the following two distribution areas. At least one unit must come from each of these two areas:**

#### Language and Literature

Language and Literature. Courses in this group focus on: (1) the history, critical analysis, theory, and/or creation of literature, and (2) increasing mastery of the grammar, usage, and cultural context of languages studied beyond the elementary level. Courses in creative writing also fulfill this requirement.



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Normally, only one course fulfilling the language requirement in a given department will be designated as satisfying the distribution requirement in Language and Literature. Courses in language instruction at the 100-level may not be used to satisfy this distribution requirement.

**Visual Arts,  
Music, Theatre,  
Film, and Video**

Visual Arts, Music, Theatre, Film, and Video. Courses in this area focus on: (1) the history, critical analysis, and/or theory of the visual and performing arts, and (2) practice in the creation and performance of these arts.

**Students must complete three units drawn from the following four distribution areas. One unit must come from the Social and Behavioral Analysis category; the two additional units must come from two of the three other categories:**

**Social and  
Behavioral  
Analysis**

Social and Behavioral Analysis. Courses fulfilling this requirement introduce students to different theoretical and methodological approaches to the study of human societies and behaviors. These courses examine how individuals interact with and are influenced by social groups and institutions, including those associated with politics, economics, religion, family, health, education, and the arts; how and why particular forms of social organization emerge within groups or societies; and the nature of social change and conflict.

**Epistemology  
and Cognition**

Epistemology and Cognition. Courses in this area examine the nature, sources, and limits of human knowledge. Some of these courses consider the standards for justifying knowledge about human beings and the world in which they live, as well as philosophical debates, both contemporary and historical, about the nature of such standards. Other courses explore aspects of intelligence—among them language, memory, perception, and learning and the cognitive, computational, and neural processes that underlie them.

**Religion, Ethics,  
and Moral  
Philosophy**

Religion, Ethics, and Moral Philosophy. Courses meeting this requirement engage students in disciplined reflection on human conduct, the nature of values, the traditions of thought that have informed these values, and the religious traditions of the world. These courses will help students understand moral and political theory, ethical issues, and the role of religion in human life and society.

**Historical Studies**

Historical Studies. Courses in this area develop students' understanding of history in one, or both, of two ways: (1) by illuminating the distinctiveness of one or another part of the past, with the goal of bringing students to an appreciation of political, social, economic, or cultural configurations different from their own, and (2)

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by exploring the processes of historical change, through which one configuration of institutions, ideas, and behaviors is replaced by another.

Students must complete three units from the following two distribution areas. At least one unit must come from each of these two areas, and at least one unit must be a laboratory unit:

**Natural and Physical Science**

Natural and Physical Science. This requirement is designed to give students a basic knowledge of the capabilities and limitations of the scientific method of inquiry. Courses in this area focus on understanding scientific concepts and emphasize the methods used to gather, interpret, and evaluate scientific data.

**Mathematical Modeling and Problem Solving in the Natural Sciences, Mathematics, and Computer Science**

Mathematical Modeling and Problem Solving in the Natural Sciences, Mathematics, and Computer Science. Courses in this group help students develop skills needed: (1) to formulate, understand, and analyze mathematical models of natural phenomena, and/or (2) to formulate and solve complex problems requiring a logical progression through multiple mathematical or computational steps.

**Distribution Requirements for Students Entering Prior to Fall 1997**

*Students entering Wellesley prior to the fall of 1997 satisfy distribution requirements by electing nine units (three in each of three academic areas) as follows:*

**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, from courses designated as Group A in Africana Studies, Classical Civilization, and Women's Studies, and from those extradepartmental courses that are designated as fulfilling the requirement in Group A.

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

In Group B a student must complete one unit from Group B<sup>1</sup>, one unit from Group B<sup>2</sup>, and a third unit from either B<sup>1</sup> or B<sup>2</sup>.

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

One or two units chosen from courses in the Departments of History, Philosophy, Religion, and courses designated as B<sup>1</sup> in Africana Studies, Education, Classical Civilization, and Women's Studies.

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

One or two units chosen from courses in the Departments of Anthropology, Economics, Political Science, Psychology, Sociology, and courses designated as Group B<sup>2</sup> in Africana Studies, Education, and Women's Studies.

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**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, Computer Science, Geology, Mathematics (except Math 103), Physics, and certain courses in Technology Studies designated as fulfilling the Group C requirement. Courses that include “with Laboratory” in the title fulfill the Group C laboratory 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 690 or better on the SAT-II: Subject Test, or a score of at least 4 on the Advanced Placement Examination (AP) to fulfill the foreign language requirement. (Prior to fall 1999, a score of 650 on the SAT-II or a score of 3 on the AP examination fulfilled this requirement.) 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), 251 (1), 252 (2)
French:	201–202 (1–2) or 203–204 (1–2)
German:	201–202 (1–2)
Greek:	201 (1), 202 (2) or Religion 298 (2)
Hebrew:	(see Religion Department), Hebrew 201–202 beginning in 1995–96
Italian:	201 (1), 202 (2)
Japanese:	201–202 (1–2)
Latin:	200 (1), 201 (2)
Russian:	201–202 (1–2)
Spanish:	201–202 (1–2)

Students may earn credit for introductory courses in no more than two modern foreign languages. Fulfillment of the foreign language requirement through work done at another institution must be approved by the appropriate department. Students interested in Arabic should refer to the section on the cooperative program with Brandeis on p. 71. A student whose native language is not English and who has studied that language and its literature through high school will be exempted from this requirement, subject to approval of the Class Dean and the Academic Review Board.

**Writing  
Requirement**

Each entering student is required to complete one semester of expository writing in her first year. Courses (numbered 125) are offered in the Writing Program. Transfer students and Davis Scholars who have not fulfilled a similar requirement must also complete one semester of expository writing, either a Writing 125

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course or Writing 225. Students are expected to use acceptable standards of spoken and written English in their college work.

### Multicultural Requirement

All students must complete one unit of course work that focuses on (1) African, Asian, Middle Eastern, Caribbean, Latin American, Native American, or Pacific Island peoples, cultures, or societies; and/or (2) a minority American culture, such as those defined by race, religion, ethnicity, sexual orientation, or physical ability; and/or (3) the processes of racism, social or ethnic bias, or cross-cultural interaction. Each student, in consultation with her first-year advisor, her departmental major or minor advisor, or her class dean, will choose a course to meet this requirement. She will explain her choice in a written statement to be submitted to and signed by the advisor or dean with whom she has consulted.

The multicultural requirement may be satisfied with a course that also satisfies a distribution requirement. Writing 125 may not be used to satisfy the multicultural requirement.

### Quantitative Reasoning Requirement

*The following quantitative reasoning requirement applies to students entering in fall 1997 and later.*

The ability to think clearly and critically about quantitative topics is fundamental to effective citizenship in the modern world. In addition, mathematical reasoning is important in a wide range of disciplines. The College wants to ensure that mathematics does not serve as a barrier or disincentive to those students who might otherwise be interested in courses or careers that require basic quantitative reasoning skills. To this end, Wellesley has established a quantitative reasoning requirement that, effective with students entering in the fall of 1997, must be satisfied by all students.

The quantitative reasoning requirement consists of two parts: a basic skills component and an overlay course component. The basic skills component of the requirement is intended to help students gain the math skills they need for courses with a quantitative focus. These skills include some facility with arithmetic and basic algebra, reading and preparing graphs, as well as the ability to draw conclusions about the world based on quantitative information. To help identify those students in need of these skills, all entering students, including Davis Scholars and transfer students, will be required to take the Quantitative Reasoning Assessment. The Quantitative Reasoning Assessment is a math test that will help identify areas where students need to strengthen their math skills. Students who do not pass the Quantitative Reasoning Assessment will be required to enroll in QR 140, Introduction to Quantitative Reasoning, a basic skills course focusing on mathematical topics in the context of real-world applications. Students must complete the basic skills component of the quantitative reasoning requirement in their first year.



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The second part of the quantitative reasoning requirement, the overlay course component, is designed to engage students in the analysis and interpretation of data in a scientific or social context and to provide an understanding of the statistics used in everyday life. This part of the quantitative reasoning requirement is satisfied by successfully completing a course designated as appropriate by the Committee on Curriculum and Instruction. This course may also be used to satisfy a distribution requirement. For more information about the Quantitative Reasoning Program, see Courses of Instruction.

## The Major

Students may choose from among 30 departmental majors and 21 interdepartmental majors—American Studies, Architecture, Biological Chemistry, Chinese Studies, Classical Civilization, Classical and Near Eastern Archaeology, Cognitive Science, Comparative Literature, French Cultural Studies, German Studies, International Relations, Italian Culture, Japanese Studies, Jewish Studies, Language Studies, Latin American Studies, Medieval/Renaissance Studies, Neuroscience, Peace and Justice Studies, Russian Area Studies and Theatre 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. Many departments require more than eight courses, and Directions for Election of the major vary. (See departmental listings for specific requirements.) While a student must complete one major, she may choose to complete two majors or a major and a minor. No single course may be counted toward two majors or toward both a major and a minor.

Students who are interested in an individual major should 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 that crosses conventional departmental lines. Examples of possible area studies include Middle Eastern Studies; of periods, post colonialism; of subjects, Environmental Science. A model for the way an individual major might be constructed is provided in the Theatre Studies listing under Courses of Instruction.

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.



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**Other Requirements**

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 in the Courses of Instruction (see Department of Physical Education, Recreation and Athletics) for which no academic credit is given.

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## **Additional Academic Programs**

**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. Students may do no more than two units of Individual Study in any one department, and those courses may not be used to satisfy distribution requirements. Further conditions for such work are described (in departmental listings) under the courses 250, 250H, 350, and 350H. For further opportunities for research and individual study see the Honors section under Academic Distinctions.

**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. Directions for Election of the minor are included in the departmental listings. Interested students should consult the chair of the department. A minor form must be filed in the Office of the Registrar. No student is required to complete a minor.

**Preparation for Law School**

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

**Preparation for Medical School**

Medical, dental, and veterinary medical 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.

#### Preparation for Engineering

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

Engineering can be pursued at Wellesley through 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 Special Academic Programs).

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.

#### Academic Advising

At Wellesley, academic advising for the first-year and sophomore student is provided by the Class Deans and the faculty. 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.

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

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The advising of juniors and seniors is also 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.

### The Learning and Teaching Center

The Learning and Teaching Center, located in the Margaret Clapp Library, plays a significant role in supporting the intellectual life of both students and faculty on the Wellesley campus. The mission of the Center is twofold: (1) to help students realize their academic potential and (2) to provide opportunities for faculty members to explore different methods of teaching. Peer tutors are at the heart of the Center's academic services for students. Tutors support students as they build on their academic strengths, overcome difficulties, and develop effective strategies for reading, writing, and thinking. Faculty members participate in programs that enable them to share insights, refine teaching skills, and implement pedagogical innovations.

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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's history, responding to changes in student lifestyles and innovations in the curriculum. The policies and procedures that govern most routine aspects of academic life are 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 that 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 Learning and Teaching Center.

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 overseeing each student's academic progress and for granting exceptions to degree requirements and academic policies. The Board researches

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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. Chaired by the Dean of Students, the Board is composed of the Class Deans, the Dean of Continuing Education, and six elected faculty and four 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 legislation. 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.

#### Credit for Advanced Placement Examinations

Students who have taken Advanced Placement Examinations and who make the scores specified by Wellesley College may receive up to eight units of credit toward the B.A. degree, provided they do not register in college for courses that cover substantially the same material as those for which they have received Advanced Placement credit. One unit of credit will be given for each AP examination to students who have 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. For art history and studio art majors a score of 5 is required on the Art History examination for exemption from Art 100. No more than two units will be granted for credit in any one department. For students entering in fall 1999, AP units may not be used to satisfy distribution requirements. Some departments restrict the use of AP credits toward the major; consult the department or see Directions for Election under the departmental listings. *Note:* The taking of a course deemed equivalent to one for which AP credit has been granted will nullify the AP credit.

Wellesley College may grant credit for the International Baccalaureate (Higher Level) and other 13th-year programs outside the U.S. (e.g., A-levels). For more information, contact the Registrar's Office.

#### Summer School and Transfer Course Credit After Matriculation

Students who wish to take courses during the summer or while on a leave of absence must get their courses approved for credit toward the Wellesley degree. An approval form, available in the Registrar's Office, must be completed for each course taken outside the Twelve College Exchange Program or outside an approved foreign study program. On this form the Registrar's Office will evaluate the course for the amount of credit, and the department chair for course content. Certain academic departments will not approve outside credit from 2-year colleges after a student has matriculated (see departmental Directions for Election). Students should have their courses evaluated and approved prior to enrolling, otherwise



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credit is not guaranteed. (A course must be equivalent to four semester-hours or six quarter-hours in order to earn one full unit of Wellesley credit.) Credit will be granted only for liberal arts courses taken at an accredited institution. Courses must be taken for a letter grade, and credit will be given only for an approved course in which a grade of C or better is earned. Students must request that an official transcript be sent to the 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.

Approved courses may be used toward the distribution requirement within the limitations outlined on pp. 55–61. Students must earn the equivalent of three full Wellesley units (12 semester-hours or 18 quarter-hours) in each distribution group. First-year students must fulfill the writing requirement by completing Writing 125.

### Limitations on the Amount of Outside Credit Used Toward the Degree

Of the 32 units required for the B.A. degree, 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), college and university credit earned prior to graduation from secondary school and not included in the units of secondary school work presented for admission (no more than two). All students, including transfer students and Davis Scholars who entered in January 1988 and thereafter, must complete 16 units at Wellesley. There are limits on the number of outside credits that can be used to fulfill the distribution requirement. See pp. 55–61.

### 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 or 5 on the 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.

### Grading System

Wellesley uses the following letter grade system:

Grade A (4.00) is given to students who meet with conspicuous excellence every demand that can fairly be made by the course.

Grade A– (3.67)



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Grade B+ (3.33)

Grade B (3.00) is given to those students who add to the minimum of satisfactory attainment excellence in not all, but some, of the following: organization, accuracy, originality, understanding, insight.

Grade B- (2.67)

Grade C+ (2.33)

Grade C (2.00) is given to those students who have attained a satisfactory familiarity with the content of a course and who have demonstrated ability to use this knowledge in a satisfactory manner.

Grade C- (1.67)

Grade D (1.00) is a passing grade. There is no grade of D+ or D-.

Grade F (0.00)

Students also have the option of electing courses on a credit/non-credit basis. 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 (R) 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 (NR), the course does not appear on the student's permanent record except that the units are included in the total number of units attempted.

Students may take an unlimited number of courses on a credit/non-credit basis. In order to remain eligible for Academic Distinction at Commencement, however, a student may not exceed certain limits in the number of credit/noncredit courses she takes. Students who begin their degrees as first-year students at Wellesley may take no more than one-quarter of their Wellesley and MIT courses after the first year on a credit/noncredit basis. For students who begin their degrees somewhere other than at Wellesley (that is, for transfer students and Davis Scholars), the number of credit/noncredit courses is prorated in proportion to the number of Wellesley courses taken after the equivalent of the first year of college. Students can consult their Class Deans for further clarification.

### **Incomplete Work**

If work for a course is not completed by the end of a semester, the instructor has the option of assigning a grade on the basis of the work completed or assigning a grade of Incomplete. The deadline for the missing work will be determined by the instructor, but may be no later than the first day of classes of the succeeding semester. Final grades will be preceded by an "I" on the transcript. If the course work is not completed by the deadline, the instructor may submit a grade for the course, or the Registrar's Office will record a grade of permanent "INC." If a student is unable to complete course work due to illness or personal emergency she may petition

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the Academic Review Board through her Class Dean for an excused incomplete. If her petition is granted, the incomplete notation will be removed from the student's record once the work is completed.

### **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 that require audio-visual 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 Registrar's Office. 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 \$3 for each transcript, and this fee should accompany the request. Transcripts may not be issued if the student has an outstanding bill. Grade reports are mailed to students at the end of each semester.

### **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 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 that affects the major. If a course is dropped before the beginning of the fifth week of classes, it will not appear on a student's record. Students are advised to consult 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

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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 one semester 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 that 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 that may include study at another institution, work, travel, or other activities that meet personal needs. Application for leave of absence may be made to the Class Dean or Dean of 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 15 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). Students who have officially withdrawn from the College cannot remain in residence on campus more than 48 hours after the effective date of withdrawal.

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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 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.

Scholastic Enrichment Program for First-Year Students	An academic program designed to facilitate the transition from secondary school to college is offered to approximately 45 members of the entering class who meet one or more program criteria. The two week residential program includes noncredit courses in writing and quantitative reasoning. Students will begin to learn about campus life in a diverse community. This two week pre-college session will be followed by a year long seminar. The program is cost-free for participants.
Wintersession	Wintersession is a time in January when students may choose to remain on campus to pursue internships or independent study, noncredit courses, or courses offered for academic credit. Wellesley offers a number of Wintersession courses for credit, including introductory and intermediate language courses, interdisciplinary courses not offered during the fall and spring terms (such as Robotics), and immersion experiences involving travel abroad to such places as Oaxaca, Mexico and Rabat, Morocco. Several credit-bearing courses are also available at MIT during Wintersession. Students taking Wintersession courses are subject to academic regulations as if they were taking the course during a regular semester.
Wellesley College Summer School	This program is open to all college students in good academic standing as well as college graduates. It offers a range of courses drawn from the Wellesley College curriculum and taught by



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Wellesley faculty. Students may opt to live in the Summer School residence hall or off campus. Tuition and other fees for summer courses are not included in the regular-year tuition. Wellesley students may apply for financial aid from the Summer School Office; no financial aid is available to non-Wellesley students.

Wellesley Summer School courses carry full academic course credit. Wellesley students should note, however, that these courses are currently considered transfer units and count toward the limit of four summer school units that Wellesley College students may apply to their degrees. For more information, please contact the Summer School Office or consult your class dean.

**Cross-Registration Program with the Massachusetts Institute of Technology**

Wellesley is engaged in a program of cross-registration for students at Wellesley and the Massachusetts Institute of Technology. The program allows students to elect courses at the other institution and extends the diversity of educational experiences available in the curricula and the environments of both.

A Wellesley student interested in electing specific courses at MIT should consult the Exchange Coordinator or her department advisor. Registration in MIT courses takes place each semester in both the Wellesley Registrar's Office and in the Exchange Office at MIT. Students electing to take courses at MIT must register at both institutions during an extended add-drop period of one week each semester. A student will not receive credit for an MIT course unless she has registered properly for it at both MIT and Wellesley. First-year students in their first semester may not take courses at MIT. The amount of Wellesley credit is determined by the total number of hours listed for a course in the MIT catalog as follows:

<i>Total MIT Hours</i>	<i>Wellesley Units</i>
<6	no Wellesley credit
6 to 8.99	.50 units
9 to 14.99	1.00 unit
15 to 17.99	1.25 units
18 to 24	2.00 units

**Wellesley Double Degree Program**

Wellesley offers a Double Degree Program that enables Wellesley students who are accepted to MIT as transfer students to earn a B.A. degree from Wellesley and an S.B. degree from MIT over the course of five years. Students fulfill degree and major requirements at both institutions. Interested Wellesley students apply for transfer admission to MIT during the spring semester of their sophomore year. Students should only consider MIT departments that are not represented at Wellesley and should also be aware that access to a given department could at times be limited for transfer students. Wellesley applicants are subject to the same admissions criteria and financial aid policies used by MIT for all other college transfer applicants.



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Accepted students do not enroll at MIT until they have completed their junior year at Wellesley. During this “bridge year” students are assigned major advisors at both institutions so that they can plan a program which will advance their work toward both degrees. During the fourth and fifth years students enroll at MIT. Our existing Wellesley/MIT Exchange permits cross-registration throughout the five-year period; this enables students to integrate their two courses of study more completely.

**Cooperative Programs with Babson College and Brandeis University**

Wellesley has established a cooperative program with Babson College. All Babson courses must be approved individually for transfer credit and for the major by the relevant Wellesley department. Many Wellesley cross-registrants take financial accounting or other courses not available at Wellesley.

Wellesley’s cooperative program with Brandeis University allows students to register in a limited number of departments at the other institution. The following areas of study will be open to both Brandeis and Wellesley students: Anthropology, Biology, Chemistry, Classical Studies, Economics, Philosophy, Politics, Russian, Spanish, and Women’s Studies. Wellesley students, in addition, may enroll in liberal arts courses at Brandeis with the approval of the appropriate department. All Brandeis courses must be approved individually for transfer credit and for the major by the relevant Wellesley department. A collaborative program with Brandeis enables Wellesley students to obtain teacher certification in elementary education.

**The Twelve College Exchange Program**

Wellesley belongs to a consortium that 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 Twelve College Exchange Office for a semester or full academic year in residence at any of the member institutions. The number of places is limited and admission is competitive. Preference is given to students planning to participate in their junior year.

Students must request that transcripts be sent to the Registrar’s Office to receive credit for work done away from Wellesley. Transcripts should be received by October 1 for summer and previous year course work and by March 1 for fall semester work.

**The Wellesley-Spelman Exchange Program**

Wellesley maintains a student exchange program with Spelman College in Atlanta, Georgia, a distinguished Black liberal arts college for women. The program is open to students in their junior or senior year. Students apply through the Twelve College Exchange Office.

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**The Wellesley-Mills Exchange Program**

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

**Semester in Environmental Science at Woods Hole**

Qualified Wellesley students may apply for the Semester in Environmental Science Program held each fall at the Marine Biological Laboratory in Woods Hole, Massachusetts. This 14-week program emphasizes the measurement and understanding of biogeochemical cycles and processes in terrestrial, freshwater, and marine ecosystems. Intended primarily for juniors, participation is limited to approximately two students per year. Interested students should contact Marianne Moore in the Department of Biological Sciences for additional information.

**Study Abroad**

Students may apply for admission for their junior year to programs and universities overseas, not only in Europe but in almost all parts of the world. By studying at respected universities in other countries, students gain new insights into the cultural wealth of other nations and a new perspective on their studies. Limited scholarship money is available to students eligible for financial aid. 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 International Studies Office.

The International Studies Office helps students make plans for study abroad and the transfer of credit from abroad. Students may apply to one of over a hundred approved or College-sponsored programs. Wellesley administers programs in Aix-en-Provence, France; Konstanz, Germany; and in Oaxaca, Mexico. The College is a member of consortia that offers programs in Italy, Japan, and Spain. Wellesley also participates in exchange programs with universities in Argentina, Japan, Korea, and the United Kingdom.

Students interested in spending the junior year abroad should consult their Class Dean and the Director of International Studies, preferably 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 International Studies Office. While Wellesley supports summer study, there are only a limited number of programs from which transfer credit will be accepted.

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Wellesley awards Stecher Summer Scholarships for the study of art. An application for the Stecher Scholarship requires the support of the student's major department, approval of the International Study Committee, 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 of an East Asian language, either within the U.S. or abroad, is available to sophomores and juniors who qualify for financial aid. Applications are available through the Asian language departments.

In addition, there are several funds to support students doing short-term internships, volunteer work, or work in the ministry. These funds may be used overseas, excluding transportation. Students are directed to ask for more information at the Center for Work and Service and the Political Science department.

### Washington Summer Internship Program

The College sponsors a summer public service internship program in Washington, D.C. The internships are for ten weeks and come with paid housing in local university dormitories and with stipends to help cover other living costs. Selection of participants is made each fall and is based on academic background, faculty recommendations, work experience, extracurricular activities, a writing sample, and an interview.

The Washington program offers an opportunity for 16–18 juniors to work in government agencies, political organizations, public interest groups, and research and cultural centers. Recent placements have included the White House Communications Office, the State Department, the Senate Judiciary Committee, the Sierra Club, the National Women's Health Network, and the National Gallery of Art. In addition to their full-time jobs, interns plan and participate in a weekly seminar program designed to broaden their understanding of government, politics, and public policy. Each intern is also assigned a mentor from the Washington Alumnae Club. For further information, contact the Department of Political Science.

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## Academic Distinctions

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

### 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 depart-

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ments. 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 that 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. For the Class of 2000, students with an 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. Beginning with the Class of 2001, students with an average of 3.60 or higher will graduate as Wellesley College Scholars cum laude; those with an average of 3.75 or higher will be Durant Scholars magna cum laude; students with a 3.90 or higher average will be Durant Scholars summa cum laude.

For purposes of establishing honors, grade point averages are truncated to two decimal places. Students whose records contain more than three incompletes within the last 24 units or who have taken more than a stipulated number of credit/noncredit courses (see Grading System) shall not be eligible for these honors.

Juniors and seniors are elected to membership in the Eta of Massachusetts chapter of Phi Beta Kappa on the basis of their total academic 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.

# Courses of Instruction

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Each of the 30 departments at Wellesley College offers a major, and most departments also offer minor programs of study. Students whose academic interests lie at the intersection of two or more disciplines may choose one of the 21 interdepartmental majors at Wellesley, or they may design an individual major in consultation with faculty from two or more departments. All students are required to elect a major and may choose to major in two subjects. The choice of a minor is optional.

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

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## Legend

N/O	Not offered in 1999–00
[ ]	Numbers in brackets designate courses listed only in earlier catalogs
(A)	Courses may be elected to fulfill the distribution requirement in Group A
(B <sup>1</sup> )	Courses may be elected to fulfill the distribution requirement in Group B <sup>1</sup>
(B <sup>2</sup> )	Courses may be elected to fulfill the distribution requirement in Group B <sup>2</sup>
(B <sup>1</sup> or B <sup>2</sup> )	Courses may be elected to fulfill the distribution requirement in Group B <sup>1</sup> or B <sup>2</sup>
(C)	Courses may be elected to fulfill the distribution requirement in Group C. Courses which fulfill the Group C laboratory requirement so indicate in the course title
*	Courses with an asterisk require permission of the instructor
A	Absent on leave for the 1999–00 academic year
A1	Absent on leave during the first semester
A2	Absent on leave during the second semester



# Department of Africana Studies

Professor: *Martin, Cudjoe, Rollins, Steady*

Assistant Professor: *Obeng*

Courses in the Africana Studies Department (with the exception of 350, 360, 370) fulfill either the Group A, Group B<sup>1</sup> or Group B<sup>2</sup> distribution requirement as indicated.

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## AFR 105 Introduction to the Black Experience *Martin*

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

Prerequisite: None

Distribution: Historical Studies/B<sup>1</sup>

Semester: Fall

Unit: 1.0

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## AFR 150 First- and Second-Year Student Colloquia *Cudjoe*

**Topic for 1999-00: Black Autography.** 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.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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## AFR 200 Africans in Antiquity

**NOT OFFERED IN 1999-00. OFFERED IN 2000-01.** 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.

Prerequisite: None

Distribution: Historical Studies/B<sup>1</sup>

Semester: N/O. Offered in 2000-01.

Unit: 1.0

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## AFR 201 The African-American Literary Tradition

**NOT OFFERED IN 1999-00. OFFERED IN 2000-01.** 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.

Prerequisite: None

Distribution: Language and Literature/A

Semester: N/O. Offered in 2000-01.

Unit: 1.0

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## AFR 202 Introduction to African Philosophy

**NOT OFFERED IN 1999-00. OFFERED IN 2000-01.** 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.

Prerequisite: None

Distribution: Religion, Ethics, and Moral

Philosophy/B<sup>1</sup>

Semester: N/O. Offered in 2000-01.

Unit: 1.0

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## AFR 203/SOC 203 Introduction to African- American Sociology

*Rollins*

This course is an introduction to the African-American intellectual tradition within the discipline of sociology. Secondly, the course will examine aspects of the African-American community in the United States. Beginning with an historical overview of African-Americans in sociology, the course then focuses on some of the major discussions in African-American sociology today: the black family, social change, class and race, and theory formation. *Students may register for either AFR 203 or SOC 203. Credit will be given in the department in which the student is registered.*

Prerequisite: SOC 102 or permission of the instructor.

Distribution: Social and Behavioral Analysis/B<sup>2</sup>

Semester: Fall

Unit: 1.0

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## AFR 204 Third World Urbanization

**NOT OFFERED IN 1999-00.** Beginning with the origins and characteristics of cities in selected Third World Countries, the course then focuses

on the socio-economic structure of pre-industrial cities and the later impact of colonialism, concluding with an examination of contemporary issues of Third World cities.

Prerequisite: None

Distribution: Social and Behavioral Analysis/B<sup>2</sup>

Semester: N/O Unit: 1.0

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### AFR 205 The Politics of Race Domination in South Africa

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** 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. South Africa also examined within the wider context of the region and world system.

Prerequisite: None

Distribution: Social and Behavioral Analysis/B<sup>2</sup>

Semester: N/O. Offered in 2000–01. Unit: 1.0

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### AFR 206 Introduction to African-American History, 1500 to Present

*Martin*

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

Prerequisite: None

Distribution: Historical Studies/B<sup>1</sup>

Semester: Spring Unit: 1.0

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### AFR 207 Images of Africana People through the Cinema

*Obeng*

An investigation of the social, political and cultural aspects of development of Africana people through the viewing and analysis of films from Africa, Afro-America and the Caribbean. Attention will be given to aspects of people's lives during the colonial and post-colonial era in such films as "Sugar Cane Alley," "God's Bits of Wood," and "Corridor of Freedom."

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video/A<sup>2</sup>

Semester: Spring Unit: 1.0

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### AFR 208/SOC 206 Women in the Civil Rights Movement

*Rollins*

An examination of the role of women in the "classical" Civil Rights Movement (i.e., from the Montgomery Bus Boycotts in 1955 to the passage of the Voting Rights Act in 1965). Particular attention will be paid to the interplay between the social factors of the women (e.g., their class,

religiosity, race, regional background and age) and their attitudes and behavior within the Movement. Essentially, women's impact on the Civil Rights Movement and the effects of the Movement on the women involved are the foci of this course. *Students may register for either AFR 208 or SOC 206. Credit will be given in the department in which the student is registered.*

Prerequisite: Open to all students except those who have taken [311].

Distribution: Historical Studies or Social and Behavioral Analysis/B<sup>2</sup>

Semester: Spring Unit: 1.0

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### AFR 210/MUS 210 Folk and Ritual Music of the Caribbean

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** An appreciative evaluation, discussion and analysis of the folk and ritual music of the Caribbean. An effort will be made to survey the musical component of the following Afro-Caribbean religions: Kumina, Rastafari, Shango, Candomble, Macumba, Umbanda, Winti, Vodun, Santeria, Lucumi, Quimboiseur. The concept of marginal retention and basic issues in the study of African retention in the Americas will be explored. Using field recordings, long playing records and documentary films, the student will be exposed to the aesthetic. *Students may register for either AFR 210 or MUS 210. Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video/A or Religion, Ethics and Moral Philosophy/B<sup>1</sup>

Semester: N/O. Offered in 2000–01. Unit: 1.0

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### AFR 211 Introduction to African Literature

**NOT OFFERED IN 1999–00.** The development of African literature in English and in translation. Although special attention will be paid to the novels of Chinua Achebe, writers such as Ngugi Wa Thiong'o, Camara Laye, Wole Soyinka, Mirama Ba, Nawal El Saadawi and Buchi Emecheta will also be considered. The influence of oral tradition on these writers' styles as well as the thematic links between them and writers of the Black awakening in America and the West Indies will be discussed as time allows.

Prerequisite: None

Distribution: Language and Literature/A

Semester: N/O Unit: 1.0

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### AFR 212 Black Women Writers

*Cudjoe*

The Black woman writer's efforts to shape images of herself as Black, as woman and as artist. The problem of literary authority for the

Black woman writer, criteria for a Black woman's literary tradition and the relation of Black feminism or "womanism" to the articulation of a distinctively Black and female literary aesthetic.

Prerequisite: None  
Distribution: Language and Literature/A  
Semester: Spring Unit: 1.0

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### AFR 215 Introduction to Afro-American Politics

#### *Staff*

An introductory examination of the efforts by Blacks in the United States to realize various degrees of political effectiveness within the context of U.S. 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 offered and considerable emphasis on conflicting theories of participation.

Prerequisite: None  
Distribution: Social and Behavioral Analysis/B<sup>2</sup>  
Semester: Spring Unit: 1.0

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### AFR 216 History of the West Indies

#### *Martin*

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.

Prerequisite: None  
Distribution: Historical Studies/B<sup>1</sup>  
Semester: Fall Unit: 1.0

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### AFR 217 African-American Families

**NOT OFFERED IN 1999–00.** An overview of the African-American family in economic, sociological, psychological, economic, anthropological and historical perspectives. Examination of the complex interplay of self-definitions, societal and community definitions among African-American women, men and children within the context of their families. Exploration of changing sex roles among African-American women and men will also be discussed.

Prerequisite: None  
Distribution: Social and Behavioral Analysis/B<sup>2</sup>  
Semester: N/O Unit: 1.0

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### AFR 219 Economic Issues in the African-American Community

**NOT OFFERED IN 1999–00.** This course provides a historical overview of the economic issues that have faced the African-American community and that continue to do so. It will examine different employment trends for African-American men and women, and for African-Americans from different educational and socioeconomic backgrounds. It will also cover minority business development, home and property ownership, and access to and accumulation of capital. Various public policy initiatives that have influenced economic outcomes will also be examined.

Prerequisite: None  
Distribution: Social and Behavioral Analysis/B<sup>2</sup>  
Semester: N/O Unit: 1.0

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### AFR 221 Public Policy and Afro-American Interests

#### *Staff*

Analysis of the diverse roles of Afro-Americans in the making of public policy with some coverage of the significance of class and gender. Critical issues facing public policy as a discipline also addressed. Class simulates the intricate procedures of setting policy in several areas.

Prerequisite: None  
Distribution: Social and Behavioral Analysis/B<sup>2</sup>  
Semester: Fall Unit: 1.0

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### AFR 222 Blacks and Women in American Cinema

#### *Obeng*

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.

Prerequisite: None  
Distribution: Arts, Music, Theatre, Film, Video/B<sup>1</sup>  
Semester: Fall Unit: 1.0

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### AFR 223 Caribbean and African Development Issues

**NOT OFFERED 1999–00. OFFERED IN 2000–01.** 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.

Prerequisite: None  
Distribution: Social and Behavioral Analysis/B<sup>2</sup>  
Semester: N/O. Offered in 2000–01. Unit: 1.0

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**AFR 224/MUS 209 A History of Jazz**

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** This course offers a listener's introduction to jazz, one of the greatest expressions of American artistic genius. Early jazz drew from several vibrant streams of indigenous musical art (including ragtime and Blues idioms), and subsequent stylistic phases have corresponded closely to significant developments in American social history; knowledge of jazz is thus highly relevant to an understanding of twentieth-century American culture. Through a selection of recordings, we will follow the progression of jazz history from African roots to recent developments; readings from source documents and contemporary accounts will offer perspective on the social history of jazz and the position of the jazz musician in society. Two class meetings, supplemented by weekly film screenings. *Students may register for either AFR 224 or MUS 209. Credit will be given in the department in which the student is registered.*

Prerequisite: None  
Distribution: Arts, Music, Theatre, Film, Video or Historical Studies/A  
Semester: N/O. Offered in 2000–01. Unit: 1.0

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**AFR 225 Introduction to Black Psychology**

**NOT OFFERED IN 1999–00.** 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 Afrocentric and Eurocentric ethos, the nature of Black personality as affected by slavery and racism, psychological assessment, treatment and counseling techniques, and the relationships between psychological research and social policy in American research.

Prerequisite: None  
Distribution: Social and Behavioral Analysis/B<sup>2</sup>  
Semester: N/O Unit: 1.0

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**AFR 226 Seminar. Environmental Justice, Race and Sustainable Development**  
*Steady*

An investigation of the extent to which the causes and consequences of environmental degradation are influenced by social inequality, and the denigration of indigenous groups and cultures. The course will examine how the impact of human activity on the planet is shaped by norms and practices which reinforce inequality and expose certain groups, especially indigenous peoples, the poor, and people of color to environmental hazards. Topics to be discussed include the link between negative environmental trends and social inequality; ecologically sound cultures of indigenous peoples; the social ecology of slums, ghettos and shanty towns; the disproportionate

exposure of some groups to pollutants, toxic chemicals and carcinogens; rural poverty in Africa; dumping of hazardous waste in Africa and other Third World countries; and industrial threats to the ecology of small island states in the Caribbean. The course will conclude with an evaluation of *Agenda 21*, the international program of action from the Earth Summit designed to halt environmental degradation and promote sustainable development.

Prerequisite: None  
Distribution: Social and Behavioral Analysis/B<sup>2</sup>  
Semester: Spring Unit: 1.0

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**AFR 230 Black Women in America**

**NOT OFFERED IN 1999–00.** Exploration of the characteristics, lifestyles, and reflective thought of Black women in the western hemisphere from a multi-disciplinary perspective. There will be readings from essays, novels, sociological studies, psychological studies, historical works, poetry and fiction about the lives of Black women.

Prerequisite: None  
Distribution: Social and Behavioral Analysis/B<sup>2</sup>  
Semester: N/O Unit: 1.0

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**AFR 231/ARTH 211 African Art**  
*TBA*

A survey of the major artistic traditions of Africa, from prehistory to the present. Focus will be on ancient African art, art and gender, and contemporary practices. Museum visits to the Peabody Museum at Harvard, the Metropolitan Museum, and the Museum of African Art in New York. *Students may register for either AFR 231 or ARTH 211. Credit will be given in the department in which the student is registered.*

Prerequisite: None  
Distribution: Arts, Music, Theatre, Film, Video/A  
Semester: TBA Unit: 1.0

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**AFR 232/332/MUS 225/325 Topics in Ethnomusicology: Folk and Ritual Music of Haiti.**

**NOT OFFERED IN 1999–00.** The course will focus on the traditional, folk and popular musics of Africa and the Caribbean. Emphasis will be put on issues of Africanisms and marginal retentions in the musics of Brazil, Cuba and Haiti, the three major countries in the Americas known for their Africanisms. The musics of Candomble, Santeria, and Vodun, and as well as the samba, rumba and meringue, the national musics of the three New World countries under consideration will be discussed in terms of their respective influence on the modern musics of Africa. Finally, the musical "round trip" between Africa



and the Caribbean whereby the genre such as the rumba spawned new forms like the juju of Nigeria, the soukous of Zaire and the highlife of Ghana will be also discussed in the course. *Students may register for either AFR 232/332 or MUS 225/325. Credit will be given in the department in which the student is registered.*

Prerequisite: MUS 100, 111,122 or by permission of the instructor. In addition, for AFR 332 or MUS 325, MUS 200 is required.

Distribution: Arts, Music, Theatre, Film, Video/A

Semester: N/O

Unit: 1.0

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### AFR 234 Introduction to West Indian Literature

**NOT OFFERED IN 1999–00.** 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.

Prerequisite: None

Distribution: Language and Literature/A

Semester: N/O

Unit: 1.0

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### AFR 235 Societies and Cultures of Africa

#### *Steady*

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

Prerequisite: None

Distribution: Social and Behavioral Analysis/B<sup>2</sup>

Semester: Spring

Unit: 1.0

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### AFR 242 New World Afro-Atlantic Religions

#### *Obeng*

With readings, documentary films, discussions, and lectures, this course will examine the complex spiritual beliefs and expressions of peoples of African descent in Brazil, Cuba, Haiti, Jamaica, and North America within the context of their socio-cultural and economic experiences. The course surveys African diasporic religions such as Candomble, Santeria, Voodoo, Myalism,

Shango and Black American religion. Attention will be paid to how diasporic Africans practice religion for self-definition, community-building, socio-cultural critique, and for reshaping the religious and cultural landscapes of the Americas.

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy/B<sup>1</sup>

Semester: Spring

Unit: 1.0

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### AFR 251 Religion in Africa: An Introduction

**NOT OFFERED IN 1999–00.** A comparative study of religions and societies of Africa through the discipline of anthropology of religion. The course examines African experience and expression of religion among societies such as the Akan of Ghana, Yoruba of Nigeria, Nuer of the Sudan, and the Zulu of South Africa. We will examine how gender, age, status, and other factors influence the use of visual arts, dance, rituals and ceremonial horns to articulate and elaborate on the cosmos, life, death, and to define and organize their lives. Special attention will be paid to how African deities are sources of power, self-definition, and healing as their religions and lifeways interact with Islam and Christianity and international capitalism.

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy/B<sup>1</sup>

Semester: N/O

Unit: 1.0

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### AFR 262/ARTH 262 Interrogating Identity: African-American Artists 1860s–1990s

**NOT OFFERED IN 1999–00.** A survey visual production by North Americans of African descent from the 1860s to the present. The course will look at the various ways in which these artists have sought to develop an African-American presence in the visual arts over the last century and a half. What role does stylistic concern play, how are ideas of romanticism, modernism, and formalism incorporated into the work? In what ways do issues of postmodernism, feminism, and cultural nationalism impact on the methods used to portray the cultural and political body that is African America? *Students may register for AFR 262 or ARTH 262. Credit will be given in the department in which the student is registered.*

Prerequisite: None. ARTH 101 strongly recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

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### AFR 266 Black Drama

#### *Cudjoe*

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.

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

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### AFR 297 Medical Anthropology: A Comparative Study of Healing Systems

*Steady*

This course builds on a tradition of anthropology which examines alternative healing systems that attempt to treat the whole person as a physical, social and spiritual being and also to promote community participation and healing. It offers new perspectives on the biomedical model as it examines the socio-cultural context of the causation, diagnosis, prevention and cure of disease. Examples of healing systems will be from third world countries, particularly Africa, the Caribbean and Latin America, and from industrialized societies, particularly from African-American and indigenous communities in the United States. Examination will be made of healing systems which include divination, herbal medicine, folk medicine, faith healing and traditional healers. Topics to be studied include theories of disease causation; comparative histories of healing systems; the cultural management of pregnancy and childbirth; cultural approaches to aging and dying, and cultural approaches to prevention and self care. The course will also examine and analyze the global impact of the Woman's Health Care Movement and the challenges to human health posed by advances in technology.

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

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### AFR 303/WOST 304 African Women and Activism

NOT OFFERED IN 1999-00. An inquiry into African feminist activism and political organizing in Africa and in exile. Through close readings of creative and political works by African women from the 1940s to the present, we will chart the path of a movement. Based on the work of social scientists, historians, poets, novelists, playwrights, filmmakers and other activists, we will identify intersections, divergences and continuities in politics, vision and other commitments.

Among the broader questions we will explore: What is Activism, theory and practice, and are African women doing it? How do women locate themselves and their work within the African Women's Movement and in the International Women's Movement? *Students may register for either AFR 303 or WOST 304. Credit will be given in the department in which the student is registered.*

Prerequisite: Permission of the instructor.  
Distribution: Social and Behavioral Analysis/B  
Semester: N/O Unit: 1.0

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### AFR 305/SOC 305 African-American Feminism

*Rollins*

This course is a survey of African-American feminist thought from the early 19th century to the present. Through an examination of the writings of African-American women from Maria Stewart, Frances Ellen Harper and Anna Julia Cooper to Audre Lorde, Bell Hooks and Angela Davis, the course will explore African-American feminist ideas on women's work, family, the relationship between feminism and black nationalism, and the African-American conceptualization of womanhood. *Students may register for either AFR 305 or SOC 305. Credit will be given in the department in which the student is registered.*

Prerequisite: 230 or WOST 120 or by permission of the instructor.  
Distribution: Social and Behavioral Analysis/B  
Semester: Fall Unit: 1.0

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### AFR 306 Urban Development and The Underclass: Comparative Case Studies

NOT OFFERED IN 1999-00. Throughout the African diaspora, economic change has resulted in the migration of large numbers of people to urban centers. This course explores the causes and consequences of urban growth and development, with a special focus on the most disadvantaged in cities. The course will draw on examples from the United States, the Caribbean, South America, and Africa.

Prerequisite: Permission of the instructor.  
Distribution: Social and Behavioral Analysis/B  
Semester: N/O Unit: 1.0

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### AFR 310 Seminar. Black Literature

NOT OFFERED IN 1999-00. An examination of how the ideas and activities of Caribbean intellectual workers that have shaped the intellectual landscape of their region. Some attention will be placed on the historical evolution of these ideas. Intellectual-activists to be studied include C. L. R. James, Aime Cesaire, Walter Rodney,

Jean Price-Mars, Jose Marti, Eric Williams, Frantz Fanon and other such thinkers.

Prerequisite: Permission of the instructor.

Distribution: Language and Literature/A

Semester: N/O

Unit: 1.0

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### AFR 315 Seminar. The Psychology of Race Relations

**NOT OFFERED IN 1999–00.** Examination of the psychology of prejudice and racism as they exist 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.

Prerequisite: Permission of the instructor.

Distribution: Social and Behavioral Analysis/B<sup>+</sup>

Semester: N/O

Unit: 1.0

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### AFR 316/ARTH 316 Seminar. Art of the Harlem Renaissance

**NOT OFFERED IN 1999–00.** African-American artists working between WWI and WWII were among the first to define a language in the fine arts that was visibly based on African and African-American culture. Through a variety of texts (art history, literature, film, music, criticism) this course will consider the work of painters, sculptors, and photographers. How did their production fit in with the more well-known developments in literature and music? What were the connections to the African-American social/political agendas of the era? What role did expatriatism play? How is the Harlem Renaissance linked to both American and African-American art historical trends? *Students may register for either AFR 316 or ARTH 316. Credit will be given in the department in which the student is registered.*

Prerequisite: Permission of instructor required.

Students registering for ARTH 316 should file application in Art department before pre-registration. ARTH 101 and ARTH 211 strongly recommended.

Distribution: Arts, Music, Theatre, Film, Video/A

Semester: N/O

Unit 1.0

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

#### *Steady*

Comparative analysis of the role of women in development with emphasis on the struggle within struggle—the movement to achieve political and economic progress for Africa and its people and the struggle within that movement to address problems and issues that directly affect

women. Exploration of women's participation in political movements and ways to improve the status of women.

Prerequisite: Permission of the instructor.

Distribution: Social and Behavioral Analysis/B<sup>+</sup>

Semester: Fall

Unit: 1.0

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### AFR 319 Pan-Africanism

**NOT OFFERED IN 1999–00.** 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 African-American churches in African nationalism, the Pan-African Congresses 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.

Prerequisite: Open to juniors and seniors with a strong background in Africana Studies and by special permission to sophomores. Instructor's signature required.

Distribution: Historical Studies/B<sup>+</sup>

Semester: N/O

Unit: 1.0

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### AFR 335 Women Writers of the English-Speaking Caribbean

**NOT OFFERED IN 1999–00.** 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: Open to juniors and seniors with a strong background in Africana Studies and by special permission to sophomores. Instructor's signature required.

Not open to students who have taken 235.

Distribution: Language and Literature/A

Semester: N/O

Unit: 1.0

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### AFR 340 Seminar. Topics in African-American History

#### *Martin*

**Topic for 1999–00: 1919: Year of the New Negro.** "New Negro" was a term used by Black people all over the world to describe the attitudes of militancy and race pride that characterized the years after World War I. This seminar will examine race riots, militant race organizations, radical Black publications and the like for the year 1919. Material will be drawn from the United States, the West Indies, England, South Africa, and possibly other places where Black people lived, to show the universality of the

“New Negro” phenomenon and the interconnectedness of its manifestations.

Prerequisite: Open to juniors and seniors with a strong background in Africana Studies and by permission of the instructor to sophomores.

Distribution: Historical Studies/B<sup>1</sup>

Semester: Spring

Unit: 1.0

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### AFR 341/SOC 341 Topics in Africana Social Science

*Rollins*

Topic for 1999–00: **Domestic Service in Cross Cultural Perspective.** This course is a sociological examination of the occupation of domestic service in a number of locations in the world, including North America, Latin America, the Caribbean, Africa and Asia. Patterns that are common to the occupation regardless of location as well as aspects that are regionally distinct will be identified. Throughout the course, the relationship between the institution of domestic service and systems of stratification (class, race, ethnicity and gender) will be explored. *Students may register for either AFR 341 or SOC 341. Credit will be given in the department in which the student is registered.*

Prerequisite: Permission of the instructor.

Distribution: Social and Behavioral Analysis/B<sup>2</sup>

Semester: Spring

Unit: 1.0

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### AFR 344 Advanced Africana Seminar

*Cudjoe*

This course examines through interdisciplinary approaches key texts that shape our understanding of Africana Studies. The major theories, ideas, issues and significant writings that shape Africana Studies will be examined. Consideration will also be given to approaches to Africana Studies, concepts of Afrocentrism, and how each text that is selected allows us to understand the discipline in a more critical manner. This seminar will be placed within the polycultural, multiracial and religiously plural landscapes of Africana people. Authors to be studied are Eric Williams, C.L.R. James, Walter Rodney, Cheikh Anta Diop, Ralph Ellison, Frantz Fanon, John Mbiti, V. Y. Mudimbe and Marcus Garvey.

Prerequisite: Two Grade II units or permission of the instructor.

Distribution: Language and Literature/A

Semester: Spring

Unit: 1.0

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### AFR 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### AFR 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### AFR 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## Related 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 Africana Studies departmental offerings.

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### HIST 265 History of Modern Africa

HIST 266 The Struggle over North Africa, 1800-Present

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## Directions for Election

The requirements for the major are consistent with the concept of Africana Studies as a multi-disciplinary 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, economics, or literature.

A major in Africana Studies requires eight (8) courses. It is suggested that two courses be elected in each of the three general areas of Black history, humanities, and the social sciences as multi-disciplinary training. As the basic introduction to the discipline of Africana Studies, 105 is strongly recommended of all majors. Courses taken at another institution to fulfill any departmental requirements must be approved by the department.

A minimum of six courses must be elected from Africana 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 Africana Studies consists of five (5) courses. 105 is strongly recommended. At least three should be above the 100 level, and at least one must be at the 300 level. In keeping with the interdisciplinary nature of the department, it is recommended that courses for the minor represent a variety of distribution areas.



# American Studies

## AN INTERDEPARTMENTAL MAJOR

Director: *Cain (English)*

American Studies Advisory Committee: *Bedell (Art), Rosenwald (English), Silbey (Sociology), Stettner (Political Science), Varon (History)*

The American Studies major seeks to understand the American experience through a multi-disciplinary program of study.

For students declaring the major before June 1, 1997, the requirements for the major are as follows: nine courses are required for a minimum major, including American Studies 101, two Grade III level courses, plus American Studies 317 or 318, the required integrative seminar. At least two of these nine courses must be taken in group A, and at least two must be taken in group B. 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. It is recommended that majors elect the integrative seminar in their junior or senior year.

For students declaring the major after June 1, 1997, the requirements for the major are as follows. Nine (9) 1.0 unit courses are required for the major, at least six (6) of which should be taken at Wellesley College. These courses include American Studies 101, which should be completed before the end of the junior year; at least two courses in historical studies (HS); one course in literature (LL); one course in the arts (ARS); and one course from either social and behavioral analysis (SBA); or epistemology and cognition (EC); or religion, ethics and moral philosophy (REP). Students are also expected to take at least two Grade III level courses, one of which should be American Studies 317 or 318. To ensure some concentration in a field of American society and culture, at least three courses should be elected in one department.

Within this structure, students are encouraged to explore the diversity of American culture, and the many ways to interpret it. Most courses at the College that are primarily American in content may be applied to the American Studies major. American Studies majors are encouraged to take as part of, or in addition to, their major courses, surveys of American history, literature, and art (for example, History 203/204, English 262/266, Art History 231/232) and a course on the American Constitution and political thought.

In addition, students are urged to take one or more courses exploring theory and methods of knowledge creation and production (for example, PHIL 314, 345, SOC 300/301, or QR 199).

Students eligible for honors work and considering doing a thesis during their senior year should plan to locate a thesis advisor, specify their project, and, if possible, begin work before the end of their junior year. Courses of study, and the possibility of honors work, should be discussed with the American Studies director.

Courses in the American Studies Department (with the exception of 101, 350, 360, 370) fulfill either the Group A or group B' distribution requirement as indicated.

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### AMST 101 Introduction to American Studies

*Fisher (English)*

An examination of selected cultural, historical, literary, and political events, figures, and texts, to develop a functional vocabulary for further work in American Studies or related fields. Themes include: immigration, ethnicity, and pluralism; innovation and reform; "frontiers" and expansion; and the tension between collective and regional American identities.

Prerequisite: None. This course is required of American Studies majors and should be completed before the end of the junior year.

Distribution: None

Semester: Fall

Unit: 1.0

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### AMST 317 Seminar. Advanced Topics in American Studies

*Rosenwald (English)*

Topic for 1999-00: **Multilingual America.** An investigation of some scenes in American writing that depict encounters between cultures, and of some of the issues reflected in these encounters. Readings will include works of literature but also works of linguistics, anthropology, and politics; discussion will focus not only on the representation of languages and dialects in American literature but also on the politics of languages and dialects in American society. Among the authors read: James Fenimore Cooper, Mark Twain, Henry James, Kate Chopin, Benjamin Whorf, Zora Neale Hurston, William Labov, Cynthia Ozick, Richard Rodriguez, and Gloria Anzaldúa.

Prerequisite: None. Enrollment is limited and preference given to American Studies Majors.

Distribution: Language and Literature/A

Semester: Fall

Unit: 1.0

*Stettner (Political Science)*

**Topic for 2000–01: The Radical Tradition in America.** It is sometimes argued that the United States has never developed a true radical tradition. In this seminar, we will test that proposition by examining various American writers who could be considered “radical.” We will begin with the revolutionary writer, Thomas Paine, but the bulk of the seminar will concentrate on three later periods: the utopian writers of the early nineteenth century (including Robert Owen and Adin Ballou), American socialism of the early twentieth century (including political figures such as Eugene V. Debs and writers such as Walter Lippmann, W.E.B. DuBois, and Charlotte Perkins Gilman), and the New Left of the 1960s and 1970s. In each case, we will seek to understand the political theory and philosophical arguments of representative writers in the period, and will contrast their positions to “mainstream” thought at the time.

Prerequisite: None. Enrollment is limited and preference given to American Studies Majors.  
Distribution: Historical Studies/B<sup>1</sup>  
Semester: Fall Unit: 1.0

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**AMST 318 Seminar. Advanced Topics in American Studies**

*Bedell (Art History)*

**Topic for 1999–00: Disneyland and American Culture.** One of the most visited tourist attractions in the world, subject of thousands of articles and books, adored by millions yet reviled by many intellectuals, Disneyland has occupied a prominent place in American culture since it opened in 1955. This seminar will examine Disneyland from multiple perspectives: as an expression of middle class American values, as a locus of corporatism and consumerism, as a postmodern venue, as a utopia, as an influence upon architecture and urban design. In a broader sense, we’ll use Disneyland to explore the ideals, the desires, and the anxieties that have shaped post-World War II American culture. In the process, we will look at World’s Fairs, amusement parks, malls, domestic architecture, movies, and toys.

Prerequisite: None. Enrollment is limited and preference given to American Studies majors.  
Distribution: Historical Studies/B<sup>1</sup>  
Semester: Spring Unit: 1.0

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*Roses (Spanish Department)*

**Topic for 2000–01. Cultural Landscapes of Two Cities.** This course explores the dynamics of a unique cultural phenomenon emerging in the years between the two World Wars. This period is characterized by rapid urbanization, modernization, immigration restrictions, and changing race relations. Our inquiry will center on two pre-eminent American cities: New York and Boston. New York, a cultural magnet, witnessed an unforeseen flowering in literature and the arts, especially among African-Americans. At the same time Boston, famed for its heroic Abolitionists, Brahmin leaders, and centers of higher learning, became the site of new African-American cultural expressions distinct from those of New York.

While probing cultural production and the social and political agendas of the era, we will take the opportunity to reflect on the relationship of African-Americans to other ethnic, racial, and religious groups in the two cities. Some authors we will encounter are Edith Wharton, Claude McKay, Langston Hughes, Eugene O’Neill, and Cleveland Amory. Our readings and methodologies will extend to the visual and performing dimensions of this intriguing interwar period.

Prerequisite: None. Enrollment is limited and preference given to American Studies majors.  
Distribution: Historical Studies/B<sup>1</sup>  
Semester: Spring Unit: 1.0

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**AMST 350 Research or Individual Study**

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

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**AMST 360 Senior Thesis Research**

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

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**AMST 370 Senior Thesis**

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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## American Studies Related Courses

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

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AFR 150 First- and Second-Year Student Colloquia. Topic for 1999–00: Black Autobiography

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AFR 201 The African-American Literary Tradition

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AFR 203/SOC 203 Introduction to African-American Sociology

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AFR 206 Introduction to African-American History, 1500 to the Present

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AFR 208/SOC 206 Women in the Civil Rights Movement

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AFR 212 Black Women Writers

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AFR 215 Introduction to Afro-American Politics

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AFR 217 African-American Families

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AFR 219 Economic Issues in the African-American Community

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AFR 221 Public Policy and Afro-American Interests

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AFR 222 Blacks and Women in American Cinema

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AFR 224/MUS 209 A History of Jazz

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AFR 230 Black Women in America

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AFR 262/ARTH 262 Interrogating Identity: African-American Artists 1860s–1990s

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AFR 266 Black Drama

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AFR 305/SOC 305 African-American Feminism

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AFR 316/ARTH 316 Seminar. Art of the Harlem Renaissance

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AFR 340 Seminar. Topics in African-American History

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ANTH 318 Race, Class, and Colonialism in America

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ANTH 342 Seminar: Native American Ethnology

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ARTH 225 Modern Art Since 1945

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ARTH 230 Frank Lloyd Wright and the American Home

---

ARTH 231 Architecture in North America to 1914

---

ARTH 232 American Painting from the Puritans to World War II

---

ARTH 260 North American Indian Art

---

ARTH 262/AFR 262 Interrogating Identity: African-American Artists 1860s–1990s

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ARTH 316/AFR 316 Seminar. Art of the Harlem Renaissance

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ARTH 320 Seminar. American Architecture

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ARTH 340 Seminar. Topics in American Art

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ARTH 379 Issues in Museum Display and Interpretation: American Arts, 1620–1865

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ECON 204 U. S. Economic History

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ECON 225 Urban Economics

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ECON 226 Education, Welfare, Taxes

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ECON 232 Health Economics

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ECON 329 Labor Economics

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EDUC 212 Seminar. History of American Education

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EDUC 214 Youth, Culture, and Student Activism in Twentieth-Century America

---

EDUC 306 Seminar. Women, Education, and Work

---

EDUC 312 Seminar. History of Child Rearing and the Family

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ENG 114 Race, Class, and Gender in Literature. Topic for 1999–00: Gender and Ethnicity

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ENG 261 The Beginnings of American Literature

---

ENG 262 The American Renaissance

---

ENG 266 Early Modern American Literature

---

ENG 267 Late Modern and Contemporary American Literature

---

ENG 286 New Literatures II. Topic for 1999–00: Lesbian and Gay Writing in America

---

ENG 320 Literary Cross-Currents. Topic for 1999–00: *Moby-Dick*, *Uncle Tom's Cabin*, and the New American Canon

---

ENG 363 Advanced Studies in American Literature. Topic for 1999–00: Edith Wharton and Willa Cather

---

ENG 364 Race and Ethnicity in American Literature

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ENG 387 Authors. Topic for 1999–00: Elizabeth Bishop and Robert Lowell: Developments in Postmodern Poetry

---

EXTD 126 The Maritime History of New England

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EXTD 151 The Asian-American Experience

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HIST 203 History of the United States, 1607 to 1877

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HIST 204 History of the United States, 1877 to 1968

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HIST 251 The Revolutionary Transformation of America, 1750–1815

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HIST 252 Race and Ethnicity in Early America

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HIST 255 American Environmental History

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HIST 256 Colonial North America, 1600–1763

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HIST 257 History of Women and Gender in America

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HIST 258 Freedom and Dissent in American History

---

HIST 291 1968: The Pivotal Year

---

HIST 292 Sectionalism. The Civil War and Reconstruction

---

HIST 293 American Intellectual and Cultural History

---

HIST 294 Immigration in America

---

HIST 296 The Cold War, 1945–1991

---

HIST 316 Authority and Authenticity in Native American History

---

HIST 323 Seminar. The Vanishing American Eden, 1890–1920

---

HIST 326 Seminar. American Jewish History

---

HIST 345 Seminar. The American South. Topic for 1999–00: Southern Women's History

---

HIST 346 China and America: The Evolution of a Troubled Relationship

---

HIST 351 Seminar. Asian Settlement in North America, 1840 to the Present

---

HIST 353 Seminar. History of the American West

---

HIST 357 Seminar. History of American Popular Culture

---

MUS 209/AFR 224 A History of Jazz

---

PHIL 222 American Philosophy

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POL1 200 American Politics

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POL1 210 Political Participation and Influence

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POL1 212 Urban Politics

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POL1 215 Courts, Law, and Politics

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POL1 311 The Supreme Court in American Politics

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POL1 313 American Presidential Politics

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POL1 314 Congress and the Legislative Process

---

POL1 315 Public Policy and Analysis

---

POL1 316 Mass Media in American Democracy

---

POL1 318S Seminar. Conservatism and Liberalism in Contemporary American Politics

---

POL1 319S Seminar. Campaigns and Elections

---

POL1 320S Seminar. Inequality and the Law

---

POL1 333S Seminar. Ethics and Politics

---

POL1 335S Seminar. The First Amendment

---

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

---

POL1 339S Seminar. Rights, Torts, and Courts

---

POL3 321S Seminar. The United States in World Politics

---

POL4 340 American Political Thought

---

REL 218 Religion in America

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REL 220 Religious Themes in American Literature

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REL 221 Catholic Studies

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REL 318 Seminar. Religion in Revolutionary America, 1734 to 1792

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SOC 103 Social Problems: An Introduction to Sociology

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SOC 138 The Social Construction of Conformity and Deviance: An Introduction to Sociology

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SOC 203/AFR 203 Introduction to African-American Sociology

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SOC 206/AFR 208 Women in the Civil Rights Movement

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SOC 209 Social Inequality

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SOC 210 Race and Ethnicity

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SOC 215 Sociology of Popular Culture

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SOC 216 Sociology of Mass Media and Communication

---

SOC 217 Power: Personal, Social, and Institutional Dimensions

---

SOC 305/AFR 305 African-American Feminism

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SPAN 255 Chicano Literature: From the Chronicles to the Present

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SPAN 287 Women in the Americas: Empowering Diversity

---

SPAN 305 Seminar. Hispanic Literature of the United States

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WOST 108 The Social Construction of Gender

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WOST 211 American Families

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

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WOST 222 Women in Contemporary American Society

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WOST 248 Asian-American Women Writers

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WOST 249 Asian-American Women in Film and Video

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WOST 305 Seminar. Representations of Women of Color in the U. S.

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WOST 311 Seminar. Family and Gender Studies: The Family, the State, and Social Policy

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# Department of Anthropology

Professor: *Kobl<sup>3</sup>, Merry (Chair)*

Visiting Professor: *Shnirelman*

Associate Professor: *Bamberger*

Assistant Professor: *Karakasidou, Saenz*

Visiting Instructor: *Leve*

All courses in the Anthropology Department (with the exception of 250, 250H, 350, 350H, 360, 370) fulfill the Group B2 distribution requirement.

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## ANTH 101 Evolution and Diversity: Origins, Prehistory, and Cultural Development of Humankind

**NOT OFFERED IN 1999-00.** A two-semester introduction to the subfields of anthropology: physical/biological, prehistoric/archaeological, linguistic, and social/cultural. Traces the emergence of evolutionary theory in the 19th century and documents human origins from the evolution of primates through *Homo erectus*, Neanderthals and modern humans. Includes the study of human prehistory from the Stone Age through the advent of agriculture and the emergence of the state. Ethnologies illustrate societies integrated at different levels of social, political and economic development. The course also will treat cultural diversity in gender roles, kinship structures, subsistence technologies, and adaptations to distinct environmental settings.

Prerequisite: None. Students are encouraged to take both 101 and 102, but either can be taken separately.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

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## ANTH 102 Evolution and Diversity: Origins, Prehistory, and Cultural Development of Humankind

**NOT OFFERED IN 1999-00.** A two-semester introduction to the subfields of anthropology: physical/biological, prehistoric/archaeological, linguistic, and social/cultural. Traces the emergence of evolutionary theory in the 19th century and documents human origins from the evolution of primates through *Homo erectus*, Neanderthals and modern humans. Includes the study of human prehistory from the Stone Age through the advent of agriculture and the emergence of the state. Ethnologies illustrate societies integrated at different levels of social, political and economic development. The course also will

treat cultural diversity in gender roles, kinship structures, subsistence technologies, and adaptations to distinct environmental settings.

Prerequisite: None. Students are encouraged to take both 101 and 102, but either can be taken separately.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

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## ANTH 104 Introduction to Cultural and Social Anthropology

*Karakasidou, Saenz, Leve*

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

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

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## ANTH 204 Physical Anthropology

**NOT OFFERED IN 1999-00.** 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*.

Prerequisite: Open to sophomores, juniors, and seniors without prerequisite, and to first-year students with previous anthropological experience and by permission of the instructor.  
Distribution: Historical Studies  
Semester: N/O Unit: 1.0

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## ANTH 205 Social Anthropology

**NOT OFFERED IN 1999-00.** An introduction to the comparative study of social organization with an emphasis on pre-industrial societies. Topics will include ecology and economy, kinship and marriage, order and authority, religion and art.

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

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## ANTH 206 Archaeology

**NOT OFFERED IN 1999-00.** A survey of the development of archaeology. The methods and techniques of archaeology are presented through

an analysis of excavations and prehistoric remains. Materials studied range from early hominid sites in Africa to the Bronze Age civilizations of the Old World and the Aztec and Inca empires of the New World. Students are introduced to techniques for reconstructing the past from material remains. The course includes a field trip to a neighboring archaeological site.

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

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### ANTH 208 Archaeological Science

*Lechtman (at MIT)*

An introduction to scientific techniques used in contemporary archaeology. Using a case study format, faculty from the Boston-wide Center for Materials Research Archaeology and Ethnology (CMRAE) present different methods for studying such topics as reconstruction of ancient environments; dating techniques; assessing the diets of ancient populations; and sourcing artifacts through chemical and physical analyses.

Prerequisite: 1 year college-level physics or chemistry (or equivalent, see Instructor).  
Distribution: Natural and Physical Science  
Semester: Spring Unit: 1.0

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### ANTH 210 Racism and Ethnic Conflict

*Saenz*

A study of the anthropological approach to inequality and social conflict examining theories from Aristotle through Hobbes, Rousseau, Marx, Barth, and Foucault in the context of conflicts in South Africa, Japan, India, the African Sahel, Northern Ireland, the Balkans, and other world areas. Theories on the social construction of ethnic and racial differences, the role of competition for resources in generating conflicts, and notions of the discipline and surveillance of disenfranchised groups will receive particular attention.

Prerequisite: 101 or 102 or 104, or one unit in Sociology, Africana Studies, Political Science, or Economics, or by permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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### ANTH 234 Urban Poverty: Contemporary Approaches to Inequality and Insurrection

NOT OFFERED IN 1999–00. An anthropological analysis of social stratification, poverty and insurrection in urban society in the U.S. and the Third World. Review of the theory of inequality from Aristotle through Marx, Weber, and

Foucault. A series of cases including the South Bronx, Belfast, Johannesburg, Los Angeles and Milan will be studied through a variety of narrative sources - biography, novel, ethnography and scholarly monograph. Current theory on discipline; punishment and control over bodily practices as they relate to urban poverty will be emphasized.

Prerequisite: 101 or 102 or 104 or one unit in Sociology, Political Science, Economics, or European History; open to juniors and seniors without prerequisite.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

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### ANTH 236 The Ritual Process: Magic, Witchcraft and Religion

*Bamberger*

An exploration of anthropological approaches to the study of witchcraft, magic and ritual with emphasis on their social and cultural aspects in non-Western (Africa, New Guinea, Southeast Asia, and Native America) and Western societies. Discussion of the role of the ritual practitioner (shaman, sorcerer, priest), the efficacy of words and the power of ritual objects, the organization of sacred time and sacred space, and the connections between ritual, myth and belief. A fieldwork component will be an option, permitting the student an opportunity to observe and analyze a ritual event.

Prerequisite: 101 or 102 or 104 or by permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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### ANTH 238 The Vulnerable Body: Anthropological Understandings

*Karakasidou*

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

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



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**ANTH 241 Peoples and Cultures of South Asia**  
*Leve*

This course explores the diverse, complex societies and cultures of the subcontinent of South Asia. It will focus on contemporary issues such as nationalism and ethnic conflict, gender and modernity, religion and the state, and shifting dynamics of hierarchy, inequality, and caste. These issues will be embedded in a broader analysis of the major cultures and religions of the region.

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

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**ANTH 242 The Rise of Civilization**

**NOT OFFERED IN 1999–00.** 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.

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

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**ANTH 247 Societies and Cultures of Eurasia**

*Shnirehman*

A survey of the non-Russian, largely non-European peoples of the former Soviet Union (particularly ethnic groups in Transcaucasia, Central Asia, and Siberia). The course will review how traditional cultures in these areas changed during the years of Soviet rule and will examine the problems they face today with newly-gained independence or greatly increased autonomy. Nationality policies of the former Soviet Union will be discussed with a particular emphasis on how they affect the current territorial disputes and conflicts among different ethnic groups (e.g., the undeclared war between Armenia and Azerbaijan over the enclave of Nagorno-Karabagh).

Prerequisite: 101 or 102 or 104, or one unit in Political Science, Economics, Sociology, or History.  
Distribution: Historical Studies or Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

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**ANTH 248 African Cultures: Peoples of the Greater Niger Basin**

**NOT OFFERED IN 1999–00.** Explores the history and lifeways of several West African peoples, including the Mande, Fulani, Hausa,

Songhai, Twareg, and Yoruba, highlighting the history of the great Sahelian empires of Ghana, Mali and Songhai and their ancient participation in world politics and commerce through the trans-Saharan caravan trade. Texts by African writers are read in counterpoint to Western ethnographic accounts. Topics include: iron smiths, liminality and creativity; Islam, pastoralism and ecology in the Sahel; history and the social construction of identity, gender, colonialism, inequality and contemporary insurrection movements.

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

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**ANTH 249 South American Societies**

*Bamberger*

This course examines the local cultures of South American indigenous societies, agrarian communities, and aspects of urban life as the result of the long-term effects of colonialism: slavery, ethnocide, the destruction of the rainforest, the migration of rural peoples to cities, the marginalization of the poor, and the rise of a new middle class.

Prerequisite: 101 or 102 or 104 or 100-level Sociology, Spanish or Political Science course.  
Distribution: Historical Studies or Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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**ANTH 250 Research or Individual Study**

Prerequisite: 101 or 102 or 104  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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**ANTH 250H Research or Individual Study**

Prerequisite: 101 or 102 or 104  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

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**ANTH 256 Current Issues in Archaeological Theory and Data Analysis**

**NOT OFFERED IN 1999–00.** A consideration of current theoretical issues in anthropological archaeology. The development of the concept of prehistory is discussed historically, and cultural evolutionary models of the prehistoric past are presented through the development of cultural ecology and processual archaeology. Contemporary post-processual approaches, emphasizing human agency and subjectivity, are critically examined in terms of their suitability for the recovery and interpretation of archaeological data. Contrasting theoretical approaches are evaluated through the analysis of primary

archaeological survey materials and utilization of relevant software programs.

Prerequisite: 101 or 102 or 104 or 206 or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O Unit: 1.0

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### ANTH 269 Anthropology of Gender, Marriage and the Family

*Leve*

An examination of the variations in gender and family life globally. Comparisons of patterns of behavior and belief systems surrounding marriage, sexuality, parenthood, male and female power, and masculine and feminine temperament. Emphasis on the ways kinship and family life organize society and the ways gender is constructed in conjunction with other identities such as race, class and nationality. Discussion of the cultural context of male violence against women and women's rights as human rights.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall Unit: 1.0

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### ANTH 271 Orientalizing Others: An Interdisciplinary Approach to Cultural Prejudices

**NOT OFFERED IN 1999–00.** This course examines the images and representations that “Western” scholars, artists and journalists have created and disseminated concerning “other” non-Western cultures and societies. Students will critically examine recurrent but often subconscious portrayals of this sort in ethnography, films, history books, newspaper reports, and novels. It aspires to sensitize students not only to the roots of modern prejudices (such as cultural supremacy, nationalism, racism, sexism, etc.) but also to the ways in which their subtle expression finds its way into the ideology and world view of contemporary popular culture.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O Unit: 1.0

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### ANTH 276 Variations in Social Life: The Ethnographic Perspective

**NOT OFFERED IN 1999–00.** Ethnographic writing remains the anthropological medium of socio-cultural representation. In this course, students will critically read “classic” ethnographies and engage themselves in the recent debates concerning their validity and objectivity. We will become familiar with essential anthropological topics as they appear in ethnographies, such as:

culture and nature; economics and exchange; social organization and the structuring of power; gender dominance and resistance; ethnicity, nationality and the state; ideology and consciousness; post-colonial movements and political identity; as well as the post-modernist approaches and interpretation.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O Unit: 1.0

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### ANTH 277 Research Methods in Ethnology

**NOT OFFERED IN 1999–00.** The course is intended to introduce students to current issues in ethnographic method and theory by developing fundable research proposals. Students will be expected to take an idea and set of hypotheses, develop a workable research method to test the ideas (preferably using quantitative techniques), and develop a work plan to carry out and write up their research.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O Unit: 1.0

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### ANTH 301 Anthropological Theory

*Karakasidou*

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

Prerequisite: Two Grade II units in any of the following: Anthropology, Sociology, Political Science, Economics, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring Unit: 1.0

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### ANTH 308 Seminar for Materials Research in Archaeology and Ethnology

*Lechtman (at MIT)*

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.

Prerequisite: Open by permission of the instructor.

Distribution: Natural and Physical Science

Semester: Fall, Spring Unit: 1.0

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### ANTH 318 Race, Class, and Colonialism in America

**NOT OFFERED IN 1999–00.** During the nineteenth and twentieth centuries, the U.S. engaged in both territorial and overseas colonialism, processes shaped by distinctively American contours of race and class. This course examines American Colonialism in the light of changing ideas about race and class and American political and legal systems, using the colonization of Hawaii as a case study. Topics to be considered include an analysis of the impacts of slavery, conquest of the Native Americans, and immigration of Asians to California. The case study of Hawaii examines early contacts between Hawaiians and New England traders, whalers, and missionaries, processes of land alienation, the introduction of Western law and government, the emergence of the sugar plantation economy, the U.S. takeover of the islands, and the contemporary Hawaiian cultural renaissance and sovereignty movement.

Prerequisite: Two Grade II units in any of the following: Anthropology, Sociology, Political Science, Economics, or by permission of the instructor.

Distribution: Historical Studies or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### ANTH 319 Nationalism, Politics, and the Use of the Remote Past

*Shnirelman*

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

Prerequisite: One Grade II unit in any of the following: Anthropology, Sociology, Political Science, Economics, or by permission of the instructor.

Distribution: Historical Studies or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### ANTH 340 Gendered Violations

*Merry and Stein (Center for Research on Women)*

This course joins an anthropological perspective on the construction of gender with an analysis of the forms of intervention which have developed to confront and change gendered violations of women. The course will focus on domestic violence, sexual assault, and sexual harassment and their relationship to the cultural construction of masculinity and femininity in various cultural contexts. The course is experimental in combining social science research and analysis with questions about policy making and intervention into this problem, focusing particularly on the use of law and education.

Prerequisite: Two Grade II units in any of the following: Anthropology, Sociology, Political Science, Economics, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### ANTH 342 Seminar: Native American Ethnology

**NOT OFFERED IN 1999–00.**

Prerequisite: 101 or 102 or 104 and one Grade II unit in Anthropology, or Sociology, or Political Science, or by permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### ANTH 346 Colonialism, Development, Nationalism and Gender

*Merry*

Focus on the nature of development, colonialism and dependency and the implications of colonialism for the creation of the modern, postcolonial world. Topics related to an understanding of the impact of world capitalism on indigenous peoples will be covered, as well as globalization, nationalism, and the historical creation of ideas about race.

Prerequisite: Two Grade II units in any of the following: Anthropology, Sociology, Political Science, Economics, or by permission of the instructor.

Distribution: Historical Studies or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### ANTH 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**ANTH 350H Research or Individual Study**

Prerequisite: Open by permission to juniors and seniors.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

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**ANTH 360 Senior Thesis Research**

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

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**ANTH 370 Senior Thesis**

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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## Related Courses

*For Credit Toward the Major*

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**AFR 235 Societies and Cultures of Africa**

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**AFR 297 Medical Anthropology: A Comparative Study of Healing Systems**

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**ARTH 260 North American Indian Art**

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**LANG 114 Introduction to Linguistics**

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**PEAC 259 Peace and Conflict Resolution**

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**SOC 140 Geography and Society**

*Attention Called*

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**AFR 204 Third World Urbanization**

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**AFR 226 Seminar. Environmental Justice, Race and Sustainable Development**

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

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## Directions for Election

A major in anthropology consists of a minimum of eight (8) units (which may include courses from MIT's anthropology offerings), of which at least one unit of 101/102 or 104 and 301 are required. In addition, at least one methodology course is strongly suggested. We recommend QR 199 Introduction to Social Science Data Analysis. Students may also elect other relevant statistics or calculus courses, depending on the particular need and interest of the student. Majors are encouraged to take other courses that have a cultural or multicultural focus, such as Cultural Psychology (PSYC 245).

A minor in Anthropology consists of five (5) units: 101/102 or 104, two 200-level courses, and two 300-level courses. Students minoring in Anthropology are encouraged to choose at least one ethnographic area course and at least one course which focuses on a particular theoretical problem.



# Architecture

AN INTERDEPARTMENTAL MAJOR

Directors: *Friedman (Art)*, *Harvey*<sup>A1</sup> (*Art*)

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 required to take ARTH 100-101 and ARTS 105. In addition, four units of coursework above the Grade I level and two Grade III units of coursework must be taken in the Department of Art. At least three of these Art units (including one at Grade III level) must be taken at Wellesley College.

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

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## ARCH 350 Research or Individual Study

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

Unit: 1.0

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## ARCH 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.  
Distribution: None  
Semester: Fall, Spring

Unit: 1.0

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## ARCH 370 Senior Thesis

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring

Unit: 1.0

# History of Art

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

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

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ARTH 200 Architecture and Urban Form

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ARTH 203 Cathedrals and Castles of the High Middle Ages

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ARTH 223 The Decorative Arts

---

ARTH 228 Nineteenth- and Twentieth-Century Architecture

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ARTH 229 Renaissance and Baroque Architecture

---

ARTH 230 Frank Lloyd Wright and the American Home

---

ARTH 231 Architecture in North America to 1914

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ARTH 233 Domestic Architecture and Daily Life

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ARTH 235 Landscape and Garden Architecture

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ARTH 247 Islamic Art and Culture

---

ARTH 309 Seminar. Problems in Architectural History

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ARTH 320 Seminar. American Architecture

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ARTH 340 Seminar. Topics in American Art

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# Studio Art

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ARTS 105 Drawing I

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ARTS 109 Basic Two Dimensional Design

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ARTS 113 Basic Three Dimensional Design

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ARTS 207 Sculpture I

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ARTS 217 Life Drawing

---

ARTS 307 Sculpture II

---

ARTS 314 Advanced Drawing



# MIT

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4.101 Introduction to Architectural Design I

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4.104 Introduction to Architectural Design II

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4.125 Architectural Design: Level I (2 Wellesley units)

Prerequisite: 4.101 and 4.104 4.126 Architectural Design: Level I (2 Wellesley units)

Prerequisite: 4.125

4.401 Introduction to Building Technology

## Mathematics

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MATH 115 Calculus I

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MATH 116 Calculus II

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MATH 205 Intermediate Calculus

## Physics

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PHYS 104 Basic Concepts in Physics I with Laboratory

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PHYS 107 Introductory Physics I with Laboratory

# Department of Art

Professor: *Armstrong*<sup>A2</sup>, *Carroll (Chair 2)*, *Dorrien*<sup>A1</sup>, *Fergusson (Chair 1)*<sup>A2</sup>, *Friedman*, *Harvey*<sup>A1</sup>, *Marvin*, *O'Gorman*<sup>A1</sup>, *Rayen*<sup>A2</sup>, *Wallace*<sup>A2</sup>

Associate Professor: *Berman*<sup>A</sup>, *Black*, *Higonnet*<sup>A1</sup>, *McGibbon (Director, Studio Art)*, *Spatz-Rabinowitz*<sup>A</sup>

Assistant Professor: *Bedell*, *Liu*, *Mekuria*, *Oles*, *Ribner*

Visiting Assistant Professor: *Beaban*, *Gallagher*, *Meng*, *Nelson*

Senior Lecturer: *Rhodes*

Lecturer: *DeLorme*, *Schick*, *Taylor*, *Susan*

Visiting Instructor: *Schelling*, *Taylor*, *Stephanie*

Applied Arts Instructor: *TBA (1)*, *TBA (2)*

The Department of Art offers majors in the History of Art, Architecture, and Studio Art as well as minors in the History of Art and Studio Art. It is also possible to double major in Studio Art and History of Art.

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

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

All courses in the Art Department (with the exception of 250, 250H, 350, 350H, 360, 370) fulfill the Group A distribution requirement.

## History of Art

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

*Staff*

A foundation course in the history of art, part 1. From the ancient Egyptian pyramids to the Buddhist temples of India, from the mosques of Arabia to the Gothic cathedrals of Europe, the course introduces the visual cultures of the Ancient and Medieval worlds using key monuments and issues as the focus. Two lectures and one conference section per week. Conferences emphasize observational and analytical skills and are normally given in the Davis Museum and Cultural Center. *Required course for all Art History, Architecture, and Studio Art majors who should plan to elect both ARTH 100 and 101 in their first or second year at Wellesley.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

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**ARTH 100/WRIT 125 03 Introduction to the History of Art: Ancient and Medieval Art**

*Rhodes*

A foundation course in the history of art, part 1. From the ancient Egyptian pyramids to the Buddhist temples of India, from the mosques of Arabia to the Gothic cathedrals of Europe, the course introduces the visual cultures of the Ancient and Medieval worlds using key monuments and issues as the focus. Students in this section of ARTH 100 will attend the same twice-weekly lectures and weekly conferences as the other ARTH 100 students, but their assignments will be different, and they will attend two special Writing 125 conferences each week. Through writing about art, students in 100/125 will develop skills in visual and critical analysis. *This course satisfies the Writing 125 requirement and counts as a unit towards a major in Art History, Architecture, or Studio Art.*

Prerequisite: Open to all first-year students.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

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

*Staff*

A foundation course in the history of art, part 2. From Michelangelo to media culture, this course introduces the visual cultures of Europe, Africa, and the Americas beginning with the Renaissance, using key issues and monuments as the focus of discussion. Two lectures and one conference section per week. Weekly conferences emphasize observational and analytical skills and are normally given in the Davis Museum and Cultural Center. *Required course for all Art History, Architecture, and Studio Art majors who should plan to elect both ARTH 100 and 101 in their first or second year at Wellesley.*

Prerequisite: ARTH 100 and 101 can be selected separately, but students are advised to elect ARTH 100 before ARTH 101.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

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**ARTH 101/WRIT 125 04 Introduction to the History of Art: Renaissance to the Present**

*Rhodes*

A foundation course in the history of art, part 2. From Michelangelo to media culture, this course introduces the visual cultures of Europe, Africa, and the Americas, beginning with the Renaissance, using key issues and monuments as the focus of discussion. Students in this section of ARTH 101 will attend the same twice-weekly lectures and weekly conferences as the other

ARTH 101 students, but their assignments will be different, and they will attend two special Writing 125 conferences each week. Through writing about art, students in 101/125 will develop skills in visual and critical analysis. *This course satisfies the Writing 125 requirement and counts as a unit towards a major in Art History, Architecture, or Studio Art.*

Prerequisite: Open to all first-year students.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

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**ARTH 200 Architecture and Urban Form**

*Friedman*

An introduction to the study of architecture and the built environment. Using examples from Europe, Africa, the Americas, and Asia, the course will cover a range of topics from building materials and construction techniques to the representation of buildings and cities in drawings, photographs, and films. Some studio instruction will be included. *Enrollment limited to 30 students.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

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**ARTH 202 Romanesque Art**

*Fergusson*

**NOT OFFERED IN 1999–00.** The regeneration of Europe in the century beginning around 1070 prompted a resurgence in architecture, sculpture, painting, and the liturgical arts. Based in rural monasteries and revived urban centers, and stimulated by pilgrimage and the crusades, Romanesque art became the first international artistic movement of the new millennium. Visits to collections of Romanesque art in Boston and New York.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

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**ARTH 203 Cathedrals and Castles of the High Middle Ages**

*Fergusson*

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** 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.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered in 2000–01.

Unit: 1.0

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**ARTH 211/AFR 231 African Art**

*Nelson*

A survey of the major artistic traditions of Africa, from prehistory to the present. Focus will be on ancient African art, art and gender, and contemporary practices. Museum visits to the Peabody Museum at Harvard, and the Metropolitan Museum, and the Museum of African Art in New York. *Students may register for either AFR 231 or ARTH 211. Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: TBA

Unit: 1.0

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**ARTH 219 Nineteenth-Century Arts from the French Revolution to Impressionism**

*Higonnet*

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** A lecture course on the history of art in Europe from 1789 to the 1890s. Beginning with the upheavals of the French Revolution and ending with the triumph of Impressionism, this course studies painting, sculpture, prints, and photography in their cultural context.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered in 2000–01.

Unit: 1.0

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**ARTH 220 Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe**

*Wallace*

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, and Velasquez.

Prerequisite: None. ARTH 100-101 strongly recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

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**ARTH 221 Court, City, and Country: Seventeenth-Century Dutch and Flemish Painting**

*Carroll*

A survey course focusing on Flemish artists painting for the Baroque courts of Europe (Rubens and Van Dyck) and on Dutch artists

painting during the Golden Age of the Dutch Republic (Rembrandt, Vermeer, Ruisdael).

Prerequisite: None. ARTH 101 strongly recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

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**ARTH 222 Art, Science, and Nature in the Early Modern Era**

*Carroll*

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** This course will study how European artists of the early modern period registered changes in the ways in which their contemporaries understood the structure of the universe, man's place in the cosmos, human physiology and psychology, and the "natural" foundations of social life. The course will consider art-works of the 16th, 17th and 18th centuries in the following thematic groupings: 1) the heavens and the earth; 2) animals and humans; 3) races and civilizations; 4) body and soul; 5) gender and sexuality.

Prerequisite: None. ARTH 100 and 101 strongly recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered 2000–01.

Unit: 1.0

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**ARTH 223 The Decorative Arts**

*DeLorme*

**Topic for 1999–00: The Age of Marie-Antoinette.** This course is concerned with the complex history of a pivotal period in French, indeed world history, for it saw the last days of the French monarchy who built Versailles and established there the etiquette which still governs the Western world. It will focus upon the history, personality, and taste of the central figure of the Queen—Marie-Antoinette—who was tragically caught up in the events of the French Revolution and became its victim. We shall explore the history; the personalities who ruled society; the splendid chateaux, their unparalleled interiors, gardens, and pavilions; royal fetes; fashion (including jewelry); Sèvres porcelain; silver; painting; and sculpture. Field trips to Metropolitan Museum, New York and Museum of Fine Arts, Boston, where we shall examine selected objects with the curator. The age of Marie-Antoinette marked the brief but glittering apogee in the fine art of living. This course fulfills the requirement for French Cultural Studies.

Prerequisite: None. No knowledge of French is required.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

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**ARTH 224 Modern Art to 1945***Berman*

**NOT OFFERED IN 1999–00.** A survey of modern art from the 1880s to World War II, examining the major movements of the historical avant-garde (such as Cubism, Expressionism, Dada, and Surrealism) as well as alternate practices. Painting, sculpture, photography, cinema and the functional arts will be discussed, and critical issues, including the art market, and gender, national, and cultural identities, will be examined.

Prerequisite: None. ARTH 100 and 101 strongly recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

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**ARTH 225 Modern Art Since 1945***Taylor, Stephanie*

A survey of art since World War II, examining painting, sculpture, photography, performance, video, film, conceptual practices, and the mass media. The course is international in scope, although the primary focus is on the arts of the U.S. Critical issues to be examined include the art market, multiculturalism, the politics of identity, feminist art practices, and artistic freedom and censorship.

Prerequisite: None. ARTH 100 and 101 strongly recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit: 1.0

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**ARTH 226 History of Photography: From Invention to Advertising Age***Berman*

**NOT OFFERED IN 1999–00.** Photography is so much a part of our private and public lives, and it plays such an influential role in our visual environment, that we often forget to analyze its aesthetics, meanings, and histories. This course provides an introduction to these analyses by examining the history of photography from the 1830s to the present. Considering fine arts and mass media practices, the class will examine the works of individual practitioners as well as the emergence of technologies, markets, and meanings.

Prerequisite: None. ARTH 100 and 101 strongly recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

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**ARTH 228 Nineteenth- and Twentieth-Century Architecture***Friedman*

A survey of the major movements in architecture in Europe and the United States from Neoclassicism to the present.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit: 1.0

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**ARTH 229 Renaissance and Baroque Architecture***Friedman*

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** A survey of building in Italy, Spain, France, and England from 1400 to 1800.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered in 2000–01. Unit: 1.0

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**ARTH 230 Frank Lloyd Wright and the American Home***Friedman*

The course will investigate Wright's domestic architecture in its cultural and historical context. Over his long career as an architect, Wright had a broad impact on the design of American houses, and he sought to influence social planning through his theories about family life, education and child care in the home. We will look at significant examples of his work and relate them to contemporary culture, with particular emphasis on the development of gender roles notions of domesticity, and changes in housing design.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall Unit: 1.0

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**ARTH 231 Architecture in North America to 1914***O'Gorman*

A survey of high-style building in the colonies and the United States from "city on a hill" to "City Beautiful." Lectures on architects, building types, technology and materials, patronage, urban form, architectural publishing, the rise of the profession, the development of architectural graphics, and other topics. Mid-term, brief paper, final.

Prerequisite: ARTH 101, or by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit: 1.0

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**ARTH 232 American Painting from the Puritans to World War II**

*Bedell*

The study of American art has undergone radical transformations in the last decade. An explosion of recent scholarship has introduced new approaches, posed new questions, and proposed new answers. Looking at the works of artists such as John S. Copley, Winslow Homer, John S. Sargent, Mary Cassatt, Georgia O'Keeffe, and Jacob Lawrence, the course will draw on this new scholarship to examine issues such as the place of the artist in American society, the intersection of art and politics, and the role art plays in establishing gender roles and social status. Field trips to area collections.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall Unit: 1.0

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**ARTH 233 Domestic Architecture and Daily Life**

*Friedman*

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** 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.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered in 2000–01. Unit: 1.0

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**ARTH 234 Topics in Nineteenth-Century Art**

*Higomet*

**Topic for 1999–00: 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.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit: 1.0

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**ARTH 235 Landscape and Garden Architecture**

*Fergusson*

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** An examination of the major formal and ideological developments in landscape and garden architecture from the Renaissance to the

present day, with particular emphasis on the nineteenth and twentieth centuries. Visits to local landscapes and gardens.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered in 2000–01. Unit: 1.0

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**ARTH 238 Art and Architecture of the Ancient Americas**

*Oles*

This class explores the art and architecture of the most important pre-Conquest civilizations of North and South America and the Caribbean, including the Maya, Aztec, and Inca, incorporating the tools of art history, cultural studies, and archaeology. Lectures that introduce the broader aspects of each culture will be supplemented by workshops that explore specific problems (such as reading Maya hieroglyphs). We will also work with objects on display in the Davis Museum and visit other area collections.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit: 1.0

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**ARTH 241 Egyptian Art**

*Freed*

**NOT OFFERED IN 1999–00. OFFERED 2000–01.** A survey of Egyptian and Nubian architecture, sculpture, painting, and minor arts focusing on Egypt's New Kingdom, and specifically the age of Akhenaten and Nefertiti. Several class meetings will take place in the Egyptian and Nubian galleries at the Museum of Fine Arts.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered in 2000–01. Unit: 1.0

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**ARTH 242 Life, Love and Art in Ancient Greece**

*Marvin*

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** Greek art did more than just initiate the Western artistic tradition. It reflects a paradoxical society that prized freedom, inspired western democracy, invented philosophy, held slaves, degraded women, and practiced homosexual pederasty. We will look at the historical development of Greek sculpture and painting—what they meant to the people who made them, and to the later centuries that prized them. Repeated trips to the Boston Museum of Fine Arts.

Prerequisite: One unit of ARTH or CLCV.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered in 2000–01. Unit: 1.0

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**ARTH 243 Roman Art***Marvin*

From twisting alleys, bars, and brothels of the buried city of Pompeii to standing monuments like the Colosseum, the remains of Rome's cities disclose a world of extremes. Stretching from Britain to Egypt to southern Russia, the Roman Empire meant luxury and slavery, elegance and cruelty, portraits of individuals and monuments of mass propaganda. Its art reveals a diverse, multicultural civilization whose architecture, sculpture, and painting influenced all later European and much Islamic art, and whose splendor is legendary. *Trips to the Boston Museum of Fine Arts and other museums.*

Prerequisite: None for sophomores, juniors, seniors.

First-years by permission of instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

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**ARTH 244 Arts of Ancient China: Neolithic to the T'ang Dynasty**

**NOT OFFERED IN 1999–00.** This course will examine the cultural and aesthetic ideals of Chinese civilization as reflected in the plastic arts from the third millennium to the eighth century AD. Major topics will be: the stone and ceramic implements of the prehistoric cultures; ritual vessels, sculptures and jades of the bronze age; mortuary art of the Han dynasty; and the introduction and development of Buddhist sculpture and painting. Special attention will be given to the finds of recent archaeological excavations. Study of and papers on the collections of the Museum of Fine Arts, Boston, and the Sackler Museum, Harvard University

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

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**ARTH 245 The Garden in Asia**

**NOT OFFERED IN 1999–00.** A study of the principle forms and symbolism the garden has taken in Asia, comparing the gardens of Mughal India, China, and Japan. Special themes will be the Indian garden as paradise and center of the world, the Chinese garden as land of the immortals and as private precinct of the scholar, the Japanese garden as mirror of Zen teachings, and the use of the garden everywhere to signify imperial power. We will examine actual surviving monuments, period paintings of gardens, and literary sources, with digressions on the dangers which each kind of evidence offers.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

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**ARTH 246 The Arts of Greater India**

**NOT OFFERED IN 1999–00.** A history of the plastic arts of the Buddhist and Hindu religions in India, Nepal, Tibet, and Indonesia. Sculpture and painting will be treated where possible in their original architectural settings. Special attention will be given to the religious symbolism of the images and buildings. The survey will extend to the formation of Mughal painting and architecture and the development of painting in the native Indian schools of Pahari and the Deccan. Study of and papers on the collections of the Boston Museum of Fine Arts and the Sackler Museum.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

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**ARTH 247 Islamic Art and Culture***Schick*

**Topic for 1999–00: Architecture and Related Arts, 1250–1700.** This course provides an introductory survey of Islamic architecture, architectural decoration, and the representation of architecture in miniature painting. It covers the period starting with the devastating Mongol invasions—which changed the established world order from the borders of eastern Europe to China—focusing especially on the three great pre-modern empires based in present-day Turkey, Iran, and India. Whenever appropriate, a cross-cultural approach will be emphasized.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

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**ARTH 248 Chinese Painting: T'ang Dynasty to the Eighteenth Century**

**NOT OFFERED IN 1999–00.** This course will study the themes, social purpose, and styles of Chinese painting with special attention to their expression of Chinese philosophical thought. We will explore in particular the role of painting at the imperial courts as a political and didactic tool, the conquest of naturalism in the classical landscape of the Sung dynasties, and the humanistic scholars' art of the later period. Study of and papers on the collections of the Museum of Fine Arts, Boston, and the Sackler Museum, Harvard University.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

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**ARTH 249 Arts of Japan***Liu*

This course is a survey of the rich visual arts of Japan from the Neolithic period to the turn of the twentieth century, with emphasis on the sculpture and painting from the eleventh to the eighteenth century. We will examine Japan's early cultural ties to India, China, and Korea; the later development of native Japanese styles in the narrative handscroll and the screen paintings; and the emergence of genre in both painting and woodblock prints. Special attention will be given to the socio-political forces, religious thought, and intellectual discourses that shaped these arts. Women's contributions and works of women artists will be discussed. Study of and papers on the collections of the Museum of Fine Arts, Boston, and the Sackler Museum at Harvard.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall Unit 1.0

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**ARTH 250 Research or Individual Study**

Prerequisite: ARTH 100 and 101 or permission of the instructor.

Distribution: None

Semester: Fall, Spring Unit: 1.0

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**ARTH 250H Research or Individual Study**

Prerequisite: ARTH 100 and 101 or permission of the instructor.

Distribution: None

Semester: Fall, Spring Unit: 0.5

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**ARTH 251 Italian Renaissance Art, 1400-1520***Armstrong*

**NOT OFFERED IN 1999-00. OFFERED IN 2000-01.** The major artists who created the Italian Renaissance style are considered in their cultural context. Topics include the formation of the Renaissance style by Masaccio and Donatello; functions of religious art; the revival of subjects and forms based on Classical Antiquity; patronage by the Medici family in Florence and the Papacy in Rome; and the development of the High Renaissance by Leonardo da Vinci, Raphael, and Michelangelo.

Prerequisite: None. ARTH 100 and 101 strongly recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered in 2000-01. Unit: 1.0

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**ARTH 252 Painting for Princes: Late Medieval Painting and Manuscript Illumination in Italy and France***Armstrong*

**NOT OFFERED IN 1999-00. OFFERED IN 2000-01.** The Late Medieval period in Europe witnessed an extraordinary flourishing of the arts largely dependent on aristocratic patronage. The elegance of French Late Gothic art and the new realism of the Italian painters Giotto and Duccio will be studied as two basic components of the style. Italian painting will be traced further in the works of Simone Martini and the Lorenzetti who painted for religious and civic patrons in Siena. Exquisite manuscripts illuminated for the French Valois Kings and Royal Dukes (such as the *Tres Riches Heures* of the Duke of Berry) will be examined as documents of princely life and the new naturalism emergent in the Later Middle Ages.

Prerequisite: None. ARTH 100 or 202, or 203 strongly recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered in 2000-01. Unit 1.0

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**ARTH 253 The Beautiful Book: Medieval and Renaissance Book Illumination***Armstrong*

A survey of manuscript illumination in Europe including sessions on selected Celtic, Carolingian, and Romanesque manuscripts, and emphasizing the magnificent decoration of French and Italian books in the Gothic and Early Renaissance periods. Topics will include the construction of manuscripts: types of religious and non-religious books that were illuminated; styles of manuscript decoration; royal, aristocratic, and religious patrons of manuscripts; and the impact of printing on the art of book decoration. Original medieval manuscripts and early printed books in the Wellesley College Library will be studied, and a session demonstrating how books are printed is planned.

Prerequisite: None. ARTH 100 strongly recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall Unit: 1.0

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**ARTH 255 Twentieth-Century Chinese Art***Liu*

Chinese art in the socially and politically tumultuous 20th century which has witnessed the end of the more than two-millennia, imperial China, the founding of the Republic, the rise of the Peoples Republic, and the impact of the West. Thematic topics of examination will include: the encounters of the East and the West; the tensions of trauma; the interpretations of modernism and avant-garde; and the problems of globalization and national identity.

Prerequisite: ARTH 100 and 101 strongly recommended or by permission of instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit 1.0

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### ARTH 260 North American Indian Art

*Wallace*

A Survey of North American Indian art, artifacts, and building from the earliest Paleo-Indian arrivals to the present. Emphasis will be placed on the Indian cultures of New England and New York State, the Mississippi and Ohio River valleys, the American Southwest, and Pacific Northwest Coast. The works studied will include spear and arrow points, tools, weapons, shelters, clothing, masks, pottery, weaving, ornament, metal work, jewelry, painting, sculpture, and architecture.

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

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### ARTH 262/AFR 262 Interrogating Identity: African American Artists 1860s–1990s

**NOT OFFERED IN 1999–00.** A survey of visual production by North Americans of African descent from the 1860s to the present. The course will look at the various ways in which these artists have sought to develop an African American presence in the visual arts over the last century and a half. What role does stylistic concern play, how are ideas of romanticism, modernism, and formalism incorporated into the work? In what ways do issues of postmodernism, feminism, and cultural nationalism impact on the methods used to portray the cultural and political body that is African America? *Students may register for either ARTH 262 or AFR 262. Credit will be given in the department in which the student is registered.*

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

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### ARTH 290 Propaganda and Persuasion in the Twentieth Century

*Berman*

**NOT OFFERED IN 1999–00.** A comparative historical analysis of propaganda and strategies of persuasion in twentieth-century national and social movements, and in social institutions. Cases to be examined include the United States during World War I, Nazi Germany, the Soviet Union, Cold War propaganda, the former Yugoslavia, museums, mass media institutions, advertising, and the anti-gun control lobby. Students will use computer technologies to prepare analyses of visual and textual media. *Enrollment limited to 25 students.*

Prerequisite: None. Preference given to juniors and seniors. Students who have previously taken EXTD 299 may not enroll in this course.  
Distribution: Arts, Music, Theatre, Film, Video, or Social and Behavioral Analysis  
Semester: N/O Unit 1.0

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### ARTH 298 (Wintersession in Vienna) Turn-of-the-Century Vienna: Encountering the Arts

**NOT OFFERED IN 1999–00.** Please see GERS 298.

Prerequisite: TBA  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 0.5

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### ARTH 299 Museum Education

*Fryhle (Davis Museum and Cultural Center)*

This course surveys the historical and philosophical foundations of American museums from the 1870s to the present in order to provide a context in which to consider critically the educational mission of the Davis Museum and Cultural Center. Lectures, class discussions, and outside readings examine the ethics and social politics of museums' roles in public service. Written and oral assignments on objects in the Museum enable students to apply their knowledge of art history and education theory to experiential learning in a museum setting. After successfully completing the course, students must attend Monday morning Docent Program meetings throughout the spring semester in order to receive 0.5 credit.

Prerequisite: ARTH 100 and 101 or by permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Wintersession Unit: 0.5

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### ARTH 304 Seminar. Leonardo da Vinci and Michelangelo Buonarroti

*Armstrong*

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** The Italian Renaissance artists Leonardo da Vinci (1452–1519) and Michelangelo Buonarroti (1475–1564) have often been cited as typical “Renaissance Men.” Leonardo is known for his supremely beautiful and mysterious paintings (*Mona Lisa*; *Virgin of the Rocks*), but is also famed for his drawings of engineering projects, human anatomy, urban design, and equestrian statues. Michelangelo was at ease as a sculptor (*David*; the *Pieta*) a painter (the *Sistine ceiling*), and an architect (*Medici chapel*; *St. Peter's*, Rome). He also wrote deeply moving poetry on religious and amorous topics. The seminar will investigate multiple facets of these geniuses' creations as well as some of the myths about their reputations as “Renaissance Men.”

Prerequisite: Open to students who have taken one unit in Medieval, Renaissance, or Baroque art, history, or literature; or who have taken two units in art history at the 200-level. Permission of instructor required. File application in department before pre-registration.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O. Offered in 2000–01. Unit: 1.0

**ARTH 305 Seminar. The Graphic Arts**  
*Wallace*

**NOT OFFERED IN 1999–00.** A history of prints and visual communication from the time of Gutenberg to the present. Among the master printmakers studied will be Dürer, Parmigianino, Rembrandt, Ribera, Hogarth, Goya, Gauguin, Munch, and Picasso. Careful study of original prints in the Wellesley College collections, and field trips to public and private collections.

Prerequisite: Open to sophomores, juniors and seniors who have had at least one 200-level art course involving the history of painting. Permission of instructor required. File application in department before pre-registration.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0

**ARTH 309 Seminar. Problems in Architectural History**  
*Friedman*

**Topic for 1999–00: “the Villa.”** This seminar will examine the architecture, history and literature of the villa, country house, and vacation home from antiquity to the present. European and American examples will be studied through in-depth case histories, with an emphasis on the social and cultural history of the type in various historical contexts.

Prerequisite: Permission of instructor required. File application in department before pre-registration.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

**ARTH 311 Northern European Painting and Printmaking**  
*Carroll*

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.**

Prerequisite: ARTH 100, 101, or by permission of instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O. Offered 2000–01. Unit: 1.0

**ARTH 312 Seminar. Topics in Nineteenth-Century Art**

*Higonnet*

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.**

Prerequisite: ARTH 101 or permission of instructor. File application in department before pre-registration.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O. Offered in 2000–01. Unit: 1.0

**ARTH 316/AFR 316 Seminar. Art of the Harlem Renaissance**

**NOT OFFERED IN 1999–00.** African American artists working between WWI and WWII were among the first to define a language in the fine arts that was visibly based on African and African American culture. Through a variety of texts (art history, literature, film, music, criticism) this course will consider the work of painters, sculptors, and photographers. How did their production fit in with the more well-known developments in literature and music? What were the connections to the African American social/political agendas of the era? What role did expatriatism play? How is the Harlem Renaissance linked to both American and African American art historical trends? *Students may register for either ARTH 316 or AFR 316. Credit will be given in the department in which the student is registered.*

Prerequisite: Permission of instructor required. Students registering for ARTH 316 should file application in Art department before pre-registration. ARTH 101 and ARTH 211 strongly recommended.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0

**ARTH 320 Seminar. American Architecture**  
*O’Gorman*

**Topic for 1999–00: Memory and Machine in the Works of H.H. Richardson and Frank Furness.** The nineteenth century experienced the collision of the past with the future, the confrontation of tradition and technology. In architecture there appeared new building types as well as new structural materials and systems that had to be reconciled with the emerging study of architectural history. The contrasting works of contemporary architects H. H. Richardson of Boston (1838–1886) and Frank Furness of Philadelphia (1839–1912) exemplify this conflict and thus bear witness to two vital strands of American architecture of the last century. We will study the works of these two men in the light of this watershed era. Lectures, discussions, field trips, (including a long weekend in Philadelphia), term paper.



Prerequisite: Priority given to advanced Art, Architecture, and American Studies majors. Permission of instructor required. File application in the department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

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**ARTH 323 Seminar. Studies in Decorative Arts**  
*DeLorme*

Offered as ARTH 223 in Spring 2000, see description above.

Prerequisite: None. 101 or 223 is recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

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**ARTH 325/ENG 325 Seminar. Figures of Grace**

*Carroll, Mikalabki (English)*

The idea of grace was a cornerstone of Renaissance thought and culture, figuring the capacity of one individual to arouse the gratitude, favor, or desire of another, as well as the bond of reciprocity linking the human with the divine. This class will study works of Renaissance art and literature that play upon grace as an element of social, erotic, aesthetic, and religious experience. Artists and writers will include Botticelli, Dürer, Rembrandt, Sidney, Johnson, Donne, and Shakespeare. *Students may register for either ARTH 325 or ENG 325. Credit will be given in the department in which the student is registered.*

Prerequisite: Permission of the instructor required. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

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**ARTH 330 Seminar. Renaissance Venice**

*Armstrong*

Venetian Renaissance artists and architects glorified Venice as the center of a great spiritual, cultural, and political empire. The seminar will explore how the famous Venetian painters Bellini, Gorgione, and Titian, along with sculptors, architects, and other painters represented contemporary religious beliefs; portrayed political rulers and their wives; reflected economic and cultural ties to Northern Europe and to Islamic countries of the Eastern Mediterranean; and participated in the cultural revival of Classical Antiquity.

Prerequisite: Any 200-level course in Medieval, Renaissance, or Baroque art, history or literature; or two units of art history at the 200 level. Permission of instructor required. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

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**ARTH 331 Seminar. The Art of Northern Europe**

*Carroll*

**NOT OFFERED IN 1999-00. OFFERED IN 2000-01.**

Prerequisite: 101 or by permission by the instructor. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered 2000-01.

Unit: 1.0

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**ARTH 332 Seminar. Medieval Art**

*Ferguson*

**NOT OFFERED IN 1999-00. OFFERED IN 2000-01.**

Prerequisite: Permission of instructor. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered in 2000-01.

Unit: 1.0

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**ARTH 333 Seminar. The High Baroque in Rome**

*Wallace*

**NOT OFFERED IN 1999-00. OFFERED IN 2000-01.** The art and architecture of Gian Lorenzo Bernini, Francesco Borromini, and Pietro da Cortona.

Prerequisite: 220 or permission of the instructor. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered in 2000-01.

Unit: 1.0

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**ARTH 334 Seminar. Issues in Ancient Art and Archaeology**

*Marvin*

**NOT OFFERED IN 1999-00. OFFERED IN 2000-01.**

Prerequisite: Permission of instructor required. File application in the department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered in 2000-01.

Unit: 1.0

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**ARTH 335 Seminar. Whitehead Colloquium on Critical Thought**

*Berman*

**NOT OFFERED IN 1999-00. OFFERED IN 2000-01.**

Prerequisite: Permission of the instructor required. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered in 2000-01.

Unit: 1.0

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**ARTH 336 Seminar. Museum Issues**

*Taylor*

An investigation of the history, theory and practice of museums. Topics will include issues of repatriation for non-Western and Nazi-stolen



art, cultural diversity and museum programming, and the exhibition of non-Western objects in art museums. Emphasis will be placed on the museum's changing role in contemporary culture through an examination of museum audiences, acquisitions, exhibitions, and interpretative strategies. Guest speakers and visits to area museums, collectors, and galleries.

Prerequisite: Permission of instructor required. File application in the department before pre-registration. Preference given to junior and senior art majors.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

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**ARTH 337 Seminar. Topics in Chinese Painting**

*Liu*

Topic for 1999–00: Northern Song Imperial Patronage and Academy Painting. Northern Song (960–1125) emperors and empresses exhibited their great patronage of painting by commissioning the Imperial Painting Academy. This seminar will examine the function and meaning of such imperial patronage through several case studies based on the surviving paintings. It will explore the relationship between emperors/empresses and Academy painters through close reading of the painters' biographies given by Song contemporaries (in English translation), and will attempt to identify how exactly a particular commission was initiated and carried out. Examination of the eunuchs' active role in the inner court will challenge the current constructs of imperial patronage that seems to have often fictionalized the personal relationship between emperors/empresses and Academy painters.

Prerequisite: Permission of the instructor is required. File application in department before pre-registration.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

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**ARTH 338 Seminar. Topics in Latin American Art**

*Oles*

Topic for 1999–00: Public Art in the Americas. In the 1920s, Mexico experienced an artistic renaissance in which public murals, the great art tradition uniting painting and architecture, played a key role. Then, in the 1930s, muralism became a fundamental part of the New Deal arts programs in the United States. This course explores both movements, and their interconnections, as well as issues of patronage and censorship. We will also examine parallel and subsequent mural movements in Brazil and among Latino communities in the US. Field trips to see murals by Jos, Clemente Orozco and others.

Prerequisite: Permission of instructor required. File application in department before pre-registration.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

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**ARTH 340 Seminar. Topics in American Art NOT OFFERED IN 1999–00.**

Prerequisite: Open to all students with priority to advanced students in Art and Architecture. Permission of the instructors required. File application in department before pre-registration.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0

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**ARTH 345 Seminar. Methods of Art History**  
*Rhodes*

A seminar on approaches to the understanding of visual art. What are the ways in which art has been defined, evaluated, theorized, and researched? Approaches include connoisseurship, iconography, Marxism, psychoanalysis, semiotics, gender and ethnicity studies, and cultural studies. Critical reading, discussion, and writing will be stressed.

Prerequisite: Limited to juniors and seniors who have taken one 200-level unit in the department. Open by permission of the instructor. File application in department before pre-registration.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

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**ARTH 347 Seminar.**  
**Byzantium/Constantinople/Istanbul: The Making of an Imperial Capital**  
*Schick*

Straddling the continents of Europe and Asia, joining the Mediterranean to the Black Sea, considered the "New Rome," Istanbul was always a city of great beauty, strategic importance, and semi-sacred status. This course will examine the various incarnations of an antique city that became the cosmopolitan capital of the powerful Eastern Roman and Ottoman empires. The approach will be interdisciplinary. Topics include its Roman, Byzantine, and Ottoman monuments; its urban design; its visual representation in images and maps; the Christian and Islamic myths about its foundation; its deliberately assembled ethnic mosaic; its descriptions in the many textual accounts of European travelers; as well as a comparative analysis of the concept of "the Islamic city."

Prerequisite: Permission of instructor required. File application in department before pre-registration.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

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**ARTH 350 Research or Individual Study**

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

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**ARTH 350H Research or Individual Study**

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

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**ARTH 360 Senior Thesis Research**

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

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**ARTH 364 Women Filmmakers: History and Theory of Subversion**

*Mekuria*

A survey of the history of women filmmakers, and the evolution of feminism and feminist film theory. This course will review the development of international mainstream as well as independent women's cinema, explore the positioning of women in classical Hollywood films, and consider the impact of feminism and feminist film theory on women filmmakers in particular and the film industry in general. Includes weekly screenings and analysis of films by international women directors.

Prerequisite: One of the following courses: 224, 225, 226; or WOST 120 or 222; or by permission of instructor. File application in department before pre-registration.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall  
Unit: 1.0

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**ARTH 370 Senior Thesis**

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring  
Unit: 1.0

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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 to students in Boston-area colleges and universities. These are held in the Museum and use objects from the collections for study. *Admission to Museum Seminars is by permission of the instructor at the Museum only. Call the instructor for information about the day and time of classes and application procedures as the class size is limited.*

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**ARTH 379 Issues in Museum Display and Interpretation: American Arts, 1620-1865**

*Gerald W. R. Ward, Carolyn and Peter Lynch, Associate Curator of American Decorative Arts and Sculpture (617-369-3217)*

*Carol Troyen, Associate Curator, Department of American Paintings (617-369-3405)*

Anticipating a major change in the galleries dedicated to American decorative arts, sculpture, and paintings, the Museum has the opportunity to present its outstanding American collections in a new way. This seminar will familiarize students with the collections and examine in detail the many issues faced by the Museum as it rethinks the display and interpretation of these works. Which objects should be on view and which in storage? How can objects in different media be presented together harmoniously? How might they be interpreted? Students will evaluate an existing American gallery at the MFA and another at a nearby museum; compose labels, text panels, and other interpretive materials; and prepare a design for a new gallery of American art to house MFA objects. *Enrollment limited to 12 students.*

Prerequisite: A previous survey of American art recommended. Admission to Museum Seminars is by permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall  
Unit: 1.0

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**ARTH 389 History of Design in Europe, 1860 to the Present**

*Joellen Secondo, Curatorial Assistant, Department of European Decorative Arts and Sculpture (617-369-3338)*

Using furniture, metalwork, plastics, ceramics, and glass in the Museum's collection, this seminar will survey the following major design movements: Arts and Crafts, Art Nouveau, De Stijl, the Bauhaus, the Contemporary style of the 1950s, Radical Design, and Post-Modernism. Particular focus will be given to methodological approaches to the study of the decorative arts in general as well as to artistic, social, and technological issues relating to this period. *Enrollment limited to 12 students. An introductory art history course highly recommended.*

Prerequisite: Admission to Museum Seminars is by permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall  
Unit: 1.0

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**ARTH 397 Manuscript Paintings of India**

*Joan Cummins, Assistant Curator, Department of Asiatic Art (617-369-3227)*

This seminar will survey more than 300 years of Indian “miniature” painting, examining a wide variety of styles and subjects with an eye to the sociopolitical, technological, and religious contexts in which these manuscript illustrations were made. Most of the images studied will be original objects from the Museum’s collection of almost 1700 Indian paintings and drawings: use of slides will be minimal. Although the course covers a broad range, students will be encouraged to focus on specific aspects of the Indian painting tradition in their written work. *Enrollment limited to 12 students.*

Prerequisite: A previous art history survey, preferably one including arts of Asia, is highly recommended. Admission to Museum Seminars is by permission of instructor.

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

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**ARTH 399 The Age of Akhenaten and Nefertiti**

*Rita E. Freed, Norma-Jean Calderwood, Curator of Ancient Egyptian, Nubian, and Near Eastern Art, Sue D’Auria, Research Assistant, Yvonne Markowitz, Suzanne E. Chapman Artist, Contact: Sue D’Auria (617-369-3104)*

Ancient Egyptians adhered to strict canons for their art, religion, and government for all but twenty years of their history. Those twenty years constitute the Amarna Period and its aftermath—the subject of “Pharaohs of the Sun: Akhenaten, Nefertiti, Tutankhamen, “ a major loan exhibition on view at the Museum of Fine Arts from November 14, 1999, through February 6, 2000. This seminar, taught by organizers of the exhibition, will include discussion of history, art, religion, archaeology, and architecture of this fascinating period and its legacy. *Enrollment limited to 15 students.*

Prerequisite: Admission to Museum Seminars is by permission of the instructor.

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

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**Related Courses**

*For Credit Toward the Major*

A maximum of two of these courses may be counted toward the minimum major or minor.

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**AFR 207 Images of Africana People through the Cinema**

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**ANTH 308 Seminar for Materials Research in Archaeology and Ethnology**

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**CHIN 243 Chinese Cinema**

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**EXTD 231 Interpretation and Judgment of Films**

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**FREN 230 Paris: City of Light**

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**FREN 240 Images of Women in French Film**

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**FREN 314 Cinema**

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**GER 244/344 German Cinema 1919–1945 (in English)**

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**GER 246/346 History and Memory in New German Cinema (in English)**

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**GER 298 Turn of the Century Vienna: Encountering the Arts**

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**ITAL 249 The Cinema of Transgression (in English)**

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**ITAL 261/361 Italian Cinema (in English)**

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**PHIL 203 Philosophy of Art**

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**RUSS 255 Seven Decades of Soviet Russian Cinema**

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**SOC 216 Sociology of Mass Media and Communications**

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**SOC 232 Visualizing Inequality: Exploration through Documentary Film**

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**SOC 290 Propaganda and Persuasion in the Twentieth Century.**

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**SPAN 265 Introduction to Latin American Cinema**

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**SPAN 315 Seminar: Luis Buñuel and the Search for Freedom and Morality**

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**Studio Art**

Studio courses generally meet twice a week for double periods or once a week for longer. Enrollments are limited.

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**ARTS 105 Drawing I**

*Staff*

An introduction to the fundamentals of drawing with attention to the articulation of line, shape,

form, gesture, perspective and value. Studio work introduces a range of traditional drawing tools and observational methods while exploring a variety of approaches to image making and visual expression. In-class drawing exercises and weekly homework assignments address a range of subjects with brief attention given to the human figure.

Prerequisite: Open to all non-seniors. Seniors must obtain permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall, Spring Unit: 1.0

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### ARTS 106 Introduction to Chinese Painting *Meng*

This course will introduce students to the techniques of traditional Chinese Painting. The course will also consider the theoretical and aesthetic principles associated with brushstrokes, composition, and the use of ink and colors. Students will be introduced to Chinese Calligraphy and the three major categories of Chinese painting: flower and bird; mountain and river; and figure painting. Students will work in various techniques and compose their own paintings in the Chinese fashion.

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

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### ARTS 107 Book Arts Studio

*Rogers (Wellesley College Library) and Hatch (Wellesley College Library)*

Students will learn to set type by hand and print on hand presses in the Clapp Library's Book Arts Lab. Through a collaborative class project, students will explore the possibilities of combining text, image, color, and binding format to create a finished book. Occasional special workshops may be offered in illustration techniques, paper decoration, or bookbinding. The first hour of each session is a lecture on the history of the book, using examples from Wellesley's Special Collections. *Enrollment limited to 12 students. File application in art department before pre-registration. Credit/non only.*

Prerequisite: Permission of the instructors required.  
Distribution: None. Semester: Spring Unit: 0.5

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### ARTS 108 Photography I

*Black, Beaban*

Photography as a means of visual communication. Emphasis on learning basic black-and-white technique of camera and darkroom operation and on critical analysis of photographs. Problems dealing with technical, design and aesthetic issues of image-making.

Prerequisite: Preference given to non-seniors, Art Department majors and minors. Permission of instructor required. File application in department before pre-registration.

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

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### ARTS 109 Basic Two Dimensional Design *TBA*

This studio course considers the basic elements of design (i.e. line, shape, space, value, color) to examine the fundamental issues behind composing an image. Studio projects emphasize formal problem solving skills as a means of achieving more effective visual communication. Weekly assignments are given in a variety of media. Suggested for those students interested in pursuing any type of two-dimensional work.

Prerequisite: Open to all non-seniors. Seniors must obtain permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall, Spring Unit: 1.0

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### ARTS 113 Basic Three Dimensional Design *TBA (Fall), Dorrien (Spring)*

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

Prerequisite: Open to all non-seniors. Seniors must obtain permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall, Spring Unit: 1.0

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### ARTS 165 Introduction to Video Production *Mekuria*

Introduction to the principles of video production with emphasis on developing basic skills of recording with a video camera, scripting, directing and editing short videos.

Prerequisite: Permission of instructor required. File application in department before pre-registration.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall, Spring Unit: 1.0

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### ARTS 204 Painting Techniques

*Spatz-Rabinowitz*

NOT OFFERED IN 1999-00. A survey of significant techniques and materials related to the history of Western painting. Students will work with gold leaf, egg tempera, Venetian oil technique, direct oil technique, acrylic, encaustic, and pastel. Emphasis is on the technical aspects of these media and their role in stylistic change. Studio art majors as well as art history majors are encouraged to enroll. *Studio fee of \$50.*



Prerequisite: None. Preference given to Art Department majors and minors. Permission of instructor required.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0

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### ARTS 207 Sculpture I

*Schelling*

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. Work from the figure, with direct visual observation of the model, will be emphasized. *Studio fee of \$50.*

Prerequisite: 105 or 113 or permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

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### ARTS 208 Photography II

*Black*

Strong emphasis on development of personal photographic vision. Exposure to use of various camera formats and lighting equipment. Exploration of film developing processes and printing techniques. Weekly critiques of students' work.

Prerequisite: 108 or permission of instructor. Preference given to Art Department majors and minors.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

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### ARTS 210 Color

*Rayen*

NOT OFFERED IN 1999–00. This course will attempt to demystify the study of color. Working with colored papers and collage we will explore the characteristics and potentials of color through careful observation and comparison. In a series of interrelated exercises we will examine and define hue, value and intensity and the ways in which colors interact. Emphasis is on cumulative studies through which the student will devise a visual vocabulary, balancing an intellectual experience with the intuitive experiment.

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

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### ARTS 212 Introductory Printmaking

*McGibbon*

An exploration of the major concepts and traditional methods of printmaking, including relief, lithography, intaglio, and monoprinting. Emphasis put towards the development of creative problem solving skills through the use of printmaking tools and techniques. Class activi-

ties include considerable hands-on investigation, in-progress discussion and collaborative interaction. Each student participates in a print exchange portfolio, in addition to completing individual assignments utilizing the major print-making media. *Studio Fee of \$35.*

Prerequisite: 105 or 109 or by portfolio review.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

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### ARTS 214 Electronic Imaging

*Ribner*

Students will be introduced to the basic skills required to use the computer as an art-making tool, and will examine the impact of the computer on art and artists. Traditional art media (photography, drawing, collage, and printmaking) will be used as a foundation and as reference points. There will also be the opportunity to mix traditional and electronic media in final projects. *Studio fee of \$35.*

Prerequisite: 105 or 108 or 109 or 210. Permission of instructor required. File application in department before pre-registration. Preference will be given to Studio Art majors and minors.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

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### ARTS 215 /CS 215 The Art and Science of Multimedia

*Ribner, Metaxas (Computer Science)*

With the growth of multimedia, the boundaries between traditionally unrelated disciplines have blurred, facilitating the collaboration of fields that had been unrelated until recently. This course, team-taught by faculty of both the Art and Computer Science Departments, provides the students with a unique opportunity of being exposed to the knowledge and expertise of an exciting synthesis of disciplines. The course will cover a wide list of topics from: history and philosophy of hypermedia; designing user interfaces; programming; art and design for multimedia CD-ROMs and the WWW; media selection; editing. In addition to scheduled assignments and homework, students are expected to produce a professional-level multimedia project that will be published on CD-ROM. *Students may register for either ARTS 215 or CS 215. Credit will be given in the department in which the student is registered.*

Prerequisite: By permission of the instructors. File application in Art Department or on-line in CS department (<http://www.wellesley.edu/CS/courses/CS215/applic215.html>) before pre-registration. At least one CS course (CS 110 or CS 111) and one ARTS course (ARTS 109, ARTS 105, or ARTS 108) are required. CS 111 and ARTS 214 strongly recommended.  
Distribution: Arts, Music, Theatre, Film, Video or Mathematical Modeling  
Semester: Spring Unit: 1.0



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**ARTS 217 Life Drawing***Harvey*

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

Prerequisite: 105

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

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**ARTS 218 Introductory Painting***Rayen (Fall), TBA (Spring)*

A study of basic forms in plastic relationships, emphasizing direct observation in a variety of media.

Prerequisite: 105 or 109 or permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall, Spring

Unit: 1.0

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**ARTS 265 Intermediate Video Production***Mekuria*

Designed to explore the techniques and styles of producing documentary videos. We will survey current issues surrounding objectivity and representation as it concerns the documentary form. Strong emphasis on story telling. Special focus on lighting, sound recording, and editing. We will screen and analyze various styles of documentary films. Final projects will be short documentaries.

Prerequisite: 165 or permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

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**ARTS 307 Sculpture II***Dorrien*

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 of \$50.

Prerequisite: 207 or permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

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**ARTS 308 Photography III***Black*

Continued exploration of issues generated by student work. Strong emphasis on theoretical readings, gallery visits, guest artists, group discussion

and historical research. Continued research of photographic techniques to solve visual problems that arise from the work presented.

Prerequisite: 108, 208, and either 105 or 109\* (\*formerly 209), or permission of instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

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**ARTS 314 Advanced Drawing***Gallagher*

Further exploration of drawing techniques, materials, and concepts. Exercises will focus on form development, structure, space, surface texture, and abstraction. Emphasis on developing personal imagery during the last part of the semester.

Prerequisite: 105 and either 109, 217, 218 or permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

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**ARTS 315 Problems in Advanced Painting**

**NOT OFFERED IN 1999-00. OFFERED IN 2000-01.** Each student will spend time exploring further the issues of color, composition, paint handling, and subject matter. In addition, students will be required to establish and develop personal imagery and an individual vocabulary.

Prerequisite: 315 and 321 are complementary courses and may be taken in any order following the completion of 218 or its equivalent.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered in 2000-01.

Unit: 1.0

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**ARTS 317 Seminar. Problems in the Visual Arts**

**NOT OFFERED IN 1999-00. OFFERED IN 2000-01.**

Prerequisite: File application in department before pre-registration. Course work in photography, video, or electronic imaging plus any two other studio courses. Or by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered in 2000-01.

Unit: 1.0

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**ARTS 321 Advanced Painting***Harvey*

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.

Prerequisite: 315 and 321 are complementary courses and may be taken in any order following the completion of 218 or its equivalent.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

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## ARTS 322 Advanced Printmaking

*McGibbon*

Designed for students interested in strengthening their knowledge of traditional print processes while expanding their visual and conceptual approaches to image making. Experimentation with interdisciplinary uses of the printed image, including handmade books, installed works and collaborative exchanges. Readings and discussions consider issues of photomechanical reproduction, and the role of multiplicity and seriality in contemporary art. Some projects may incorporate photo stencils and digital imagery in combination with more autographic working methods. Each student will be expected to develop an individual body of work utilizing one or more of the printmaking media. Studio fee of \$35.

Prerequisite: 212 or by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit: 1.0

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## ARTS 350 Research or Individual Study

Prerequisite: Open to qualified students by permission of the instructor and the department chair.

Distribution: None

Semester: Fall, Spring Unit: 1.0

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## ARTS 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring Unit: 1.0

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## ARTS 365 Advanced Video Production

*Mekuria*

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** An intensive course in story development, writing screenplay, directing actors and technical crew and producing short, dramatic or mixed-genre videos. Rigorous work on advanced camera operation, lighting, sound recording and editing techniques. We will screen and analyze short films and sample screenplays. Course requires strong organizational and directorial aptitude. The final projects will be short, narrative or mixed-genre videos.

Prerequisite: 165, 265, or permission of instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered in 2000–01. Unit: 1.0

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## ARTS 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring Unit: 1.0

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## Applied Arts Program

In addition to the regular Studio curriculum, a separately funded program makes it possible to study courses each year in such fields as ceramics, woodworking, papermaking, and quilting. *Workshops are non credit and are open to all students without prerequisite.*

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TBA

Semester I

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TBA

Semester II

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## Directions for Election

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

### History of Art

I. A major in the History of Art in the classes of 2000 and 2001 must elect:

A. ARTH 100 and 101. Exemption from this requirement is possible only for students who achieve a grade of 5 on the Advanced Placement Art History examination or pass an exemption examination arranged by the department chair. A student who takes ARTH 100 and 101 will lose her AP/Art credit.

B. One of the following courses in Studio Art: ARTS 105, 108, 109, 113, 204, 210.

C. A minimum of five further units in History of Art to make a total of eight units, which must include distribution requirements. At least two of these must be 300 level courses.

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. ARTH 222 and 229 may count as Renaissance or Baroque. Among the three areas elected, one must be either before 1400 AD/CE or outside the tradition of Western art. Normally, ARTH 223, 233, 235, 305 and 345 may not be used to meet this distribution requirement.

Students may count only one cross-listed course to the minimum major. 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. Ordinarily, no more than three units of transfer credit (one Studio, two Art History) may be counted toward the minimum major. Once a student has enrolled at Wellesley, courses from two-year colleges will not be credited to the 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. Students interested in such a plan should consult the department as early as possible.

ARTH 345 is strongly recommended for those considering graduate study in History of Art. Art majors are also encouraged to take courses in the language, culture, and history of the areas associated with their specific fields of interest.

Graduate programs in the History of Western Art require degree candidates to pass exams in French and German. Graduate programs in the History of Asian Art require Chinese and/or Japanese.

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

II. Beginning with the class of 2002 a major in the History of Art must elect:

A. ARTH 100 and 101. Exemption from this requirement is possible only for students who achieve a grade of 5 on the Advanced Placement Art History examination or pass an exemption examination arranged by the department chair. A student who takes ARTH 100 and 101 will lose her AP/Art credit.

B. One of the following courses in Studio Art: ARTS 105, 108, 109, 113, 165, 204, 210.

C. A minimum of six further units in History of Art to make a total of nine units, which must include distribution requirements. At least two of these must be at the 300 level.

For distribution, a student must elect at least one unit in four of the following six areas of specialization: Ancient, Medieval, Renaissance, Baroque (seventeenth and eighteenth centuries), Modern (nineteenth and twentieth centuries), art outside the European tradition. Among the four areas elected, one must be outside the European tradi-

tion, and two must be before 1800 AD/CE. Normally, ARTH 223, 233, 235, 305 and 345 may not be used to meet this distribution requirement.

Students may count only one cross-listed course towards the minimum major, and no more than one unit of 350 credit may be counted towards the minimum major. If approved by the department chair, courses elected at other institutions may be used to meet the distribution requirement. Ordinarily, no more than three units of transfer credit (one Studio, two Art History) may be counted toward the minimum major. Once a student has enrolled at Wellesley, courses from two-year colleges will not be credited to the 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. Students interested in such a plan should consult the department as early as possible.

ARTH 345 is strongly recommended for those considering graduate study in History of Art. Art majors are also encouraged to take courses in the language, culture, and history of the area associated with their specific fields of interest.

Graduate programs in the History of Western Art require degree candidates to pass exams in French and German. Graduate programs in the History of Asian Art require Chinese and/or Japanese.

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

A History of Art Minor (6 units) consists of:

(A) ARTH 100 and 101; and (B) four additional units about the 100 level with at least two at the 300 level; maximum one unit of 350. Of the four units above the 100 level, three shall, in the opinion of the student's faculty advisor, represent a coherent and integrated field of interest. The fourth unit shall, in the case of students whose primary field is Western European or American art, be a course in non-Western or ancient art. In the case of students whose primary field of interest is ancient or non-Western art, the fourth unit shall be Western European or American Art.

For the minor, at least four units for credit in Art History must be taken in the Art Department, and only one cross-listed course may be counted towards the minor.

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

### Studio Art

A major in Studio Art must elect:

A. ARTH 100 and 101 (unless exempted with a grade of 5 on the Advanced Placement Art History Examination).

B. ARTS 105, and any two of the following : ARTS 108, 109, or 113

C. A minimum of two units of studio courses at the 200 level.

D. A minimum of two units of studio courses at the 300 level.

The Studio Art minor (6 units) consists of ARTS 105, one unit of either 109, 113, or 210, plus four additional units in studio art, one of which is at the 300 level (350's excluded).

Prospective studio majors and minors are strongly encouraged to elect 100-level art courses (including ARTH 100 and 101) early on (preferably during the first two years at Wellesley), in order to establish a firm visual foundation and broad awareness of the field. Studio art majors intending to study abroad should make a special effort to complete all 100-level requirements before the Junior year. ARTS 217 and 317 are highly recommended for majors regardless of media concentration. Those students intending to pursue graduate or professional work in the studio arts should elect additional units in Art History whenever possible, especially in courses that address issues of Twentieth-Century art and culture. Since contemporary art often addresses interdisciplinary concerns, students are urged to discuss the breadth of their course selections (including non-art courses) with art department faculty. Prospective studio majors are strongly encouraged to obtain a copy of The Art Department Course Guide from the Art Office for a more comprehensive discussion of the art major.

### AP Policy

Students cannot automatically receive credit to be put toward the major, or minor, or to waive prerequisites such as ARTS 105 and ARTS 109, no matter what their grade is on the AP exam. They can, however, present their portfolio to the Studio Director for assessment, and that portfolio may include work done for AP.

In tandem with the Davis Museum and Cultural Center, the Art Department offers numerous opportunities for students to expand their practical knowledge of the arts through special exhibitions, visiting artist lectures and workshops, work study positions and internships. In addition, Studio Art majors and minors are sometimes asked to contribute some time towards running the Jewett Arts Center Student Galleries.

Seniors who have met the academic criteria and have demonstrated an ability to work well independently may submit a proposal to do a Senior Thesis project for Honors. If approved by the studio faculty, this year-long project culminates in a spring exhibition. A student must have completed all 100-level requirements (including ARTH 100 and 101) before she is eligible for thesis work. A student interested in doing a thesis should discuss her plans with a studio art advisor and consider taking advanced-level studio courses before her senior year.

**History of Art/Studio Art Double Major.** In the case of a double major in Art History and Studio Art, ARTH 100-101 will count in the Art History major. Students must also elect one additional course at the 200 or 300 level in both Art History and Studio Art for a total of eight (8) units of Art History and eight (8) units of Studio Art.

**Teacher Certification.** Students interested in obtaining certification to teach Art in the Commonwealth of Massachusetts should consult the Director of Studio Art and the Chair of the Department of Education.



# Department of Astronomy

Professor: *Bauer, Benson, French (Chair)*

Assistant Professor: *McLeod*

Laboratory Instructor: *Hawkins*

The astronomy department offers six introductory courses geared to non-science majors: 101wL, 102, 103wL, 104, 105wL, and 106. These courses are all taught at a similar level; however, 101, 102, 103, and 104 fulfill the mathematical modeling distribution requirement, whereas 105 and 106 are less mathematical. Students who elect to take both Introduction to the Solar System and Introduction to Stars, Galaxies, and Cosmology may do so in either order. Only one introductory course with laboratory may be elected.

Students who have scientific interests and/or are considering a major in astronomy should elect Astronomy 110.

All courses in the Astronomy Department (with the exception of 350, 360, and 370) fulfill the Group C distribution requirement.

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## ASTR 101wL Introduction to Stars, Galaxies, and Cosmology with Laboratory

### *Staff*

A survey of stars, galaxies, and cosmology. This course examines the life stories of stars, from birth in clouds of gas and dust, through placid middle age, to violent explosive demise, leaving white dwarfs, neutron stars, or black holes. It also explores the makeup and structure of galaxies, which contain billions of stars and are racing away from each other as part of the overall expansion of the universe. Finally, it presents theories for the origin and ultimate fate of the universe. The course will stress the interaction of observations and the mathematical models developed from these data. Two periods of lecture weekly; weekly problem sets; laboratory one evening per week at the Observatory. This is a complementary course to 103/104, which is taught at the same level. Only one laboratory course may be elected at the 100 level.

Prerequisite: For first-, second-, and third-year students, fulfillment of Quantitative Reasoning basic skills requirement; for seniors, basic knowledge of high school algebra. Not open to students who have taken 102, 103, 105 or 110L.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring

Unit: 1.0

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## ASTR 102 Introduction to Stars, Galaxies, and Cosmology

### *Staff*

Identical to 101wL except that it will not include the laboratory. Some observing and additional written work is required.

Prerequisite: For first-, second-, and third-year students, fulfillment of Quantitative Reasoning basic skills requirement; for seniors, basic knowledge of high school algebra. Not open to students who have taken 101 or 110.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring

Unit: 1.0

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## ASTR 103wL Introduction to the Solar System with Laboratory

### *French*

A survey of the solar system: the Sun, planets and their satellites, comets, meteors and asteroids. Topics include ancient views of the cosmos, the development of modern views of the motions of the planets, and the results of spacecraft exploration of the solar system. Recent observations will be used to examine the origin and evolution of the Sun and solar system. The course will stress the interaction of observations and the mathematical models developed from these data. Two periods of lecture weekly; weekly problem sets; laboratory one evening per week at the Observatory. This is a complementary course to 101/102; it is taught at the same level and can be taken without 101wL or 102. Students desiring a less mathematical approach may elect 105wL or 106. Only one laboratory may be elected at the 100 level.

Prerequisite: For first-, second-, and third-year students, fulfillment of Quantitative Reasoning basic skills requirement; for seniors, basic knowledge of high school algebra. Not open to students who have taken 101, 104, 105, 106 or 110.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall

Unit: 1.0

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## ASTR 104 Introduction to the Solar System

### *French*

Identical to 103 except that it will not include the laboratory. Some observing and additional written work is required.

Prerequisite: For first-, second-, and third-year students, fulfillment of Quantitative Reasoning basic skills requirement; for seniors, basic knowledge of high school algebra. Not open to students who have taken 103, 105, 106, or 110.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall

Unit: 1.0



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### ASTR 105wL Planets and the Sun with Laboratory

*Bauer*

Covers the same material as 103 with less mathematical modeling.

Prerequisite: Not open to students who have taken 101, 103, 104, 106 or 110.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

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### ASTR 106 Planets and the Sun

*Bauer*

Identical to 105wL except that it will not include the laboratory. Some observing and additional written work is required.

Prerequisite: Not open to students who have taken 103, 104, 105, or 110.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

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### ASTR 110wL Fundamentals of Astronomy with Laboratory

*McLeod*

This course serves as an introduction to astronomy for students with a strong science interest. The emphasis is on the physical principles that shape the Universe and on the tools we exploit to learn about objects beyond the Earth. Lectures twice weekly include topics drawn from our Solar System, stars, galaxies, and cosmology. Laboratory one evening per week offers hands-on access to the telescopes. Some assignments require daytime observing outside of class.

Prerequisite: By permission of the instructor. For first-, second-, and third-year students, fulfillment of Quantitative Reasoning basic skills requirement; calculus recommended but not required. Not open to students who have already taken 101, 102, 103, 104, 105 or 106.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall

Unit: 1.25

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### ASTR 206wL Basic Astronomical Techniques with Laboratory

*Benson*

This course covers aspects of observational astronomy including astrophotography, applications of statistical analysis, coordinate systems, the magnitude system, image processing and photometry. Students will learn to use the automated 24" telescope with a modern CCD electronic camera. Computers will be used for data acquisition and analysis. The laboratory for this course will consist of projects which require unscheduled observations.

Prerequisite: One semester of astronomy at the 100 level, and familiarity with trigonometric functions and logarithms.

Distribution: Mathematical Modeling or Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall

Unit: 1.0

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### ASTR 207 Basic Astronomical Techniques II

*Bauer*

This course is a continuation of 206. It will include spectroscopy, classification of stellar spectra, an introduction to stars with unusual spectra, measurement of radial velocities, and astrometry. This course will require unscheduled projects using the telescopes.

Prerequisite: 206

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

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### ASTR 210 Astrophysics I

*French*

An understanding of the life story of stars is one of the triumphs of modern astrophysics, and involves nearly every branch of physics. This is an introductory course in stellar astrophysics, elucidating the physical principles of mechanics, electromagnetism, thermodynamics, quantum mechanics, and nuclear physics and how they play a part in determining the nature of stars.

Prerequisite: One semester of Astronomy at the 100 level, and Physics 108, or by permission of the instructor.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall

Unit: 1.0

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### ASTR 304 Stellar Atmospheres and Interiors

**NOT OFFERED IN 1999-00. OFFERED IN 2000-01.** Study of the physics of stars, from their formation in the interstellar medium to their ultimate demise as white dwarfs, neutron stars, or black holes. The course will include an introduction to radiative transfer and the formation of continuous and line spectra in stellar atmospheres, as well as the nuclear physics of energy generation deep in the interior of stars. The course will emphasize the unifying physical principles behind modern stellar astrophysics, and it will include computer modeling of the spectra of stars and of stellar structure and evolution.

Prerequisite: 210 and Mathematics 205. Physics 202 is recommended.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: N/O. Offered in 2000-01.

Unit: 1.0

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## ASTR 307 Planetary Astronomy

*French*

**OFFERED IN 1999–00. NOT OFFERED IN 2000–01.** Study of the properties of planetary atmospheres, surfaces and interiors with an emphasis on the underlying physical principles. Topics covered include celestial mechanics, atmospheric radiation, the origin and evolution of planetary systems, comparison of the terrestrial and giant planets, dynamics and equations of state of planetary interiors, and the physical properties of comets, asteroids, and planetary satellites. A required term project will involve quantitative analysis of modern ground-based or spacecraft solar system observations.

Prerequisite: 210 and Physics 108; permission of the instructor for interested students majoring in geology or physics.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Spring

Unit: 1.0

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## ASTR 310 Astrophysics II

*McLeod*

This course is a continuation of 210. It covers the application of physical principles to the interstellar medium, the kinematics and dynamics of stars and stellar systems, galactic structure, formation and evolution of galaxies, special and general relativity, Big Bang and inflationary models of the origin of the universe, and the large-scale structure and ultimate fate of the universe.

Prerequisite: 210 and Physics 108

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Spring

Unit: 1.0

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## ASTR 350 Research or Individual Study

Prerequisite: By permission of department.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## ASTR 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## ASTR 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## Related Courses

*For Credit Toward the Major*

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MATH 205 Intermediate Calculus

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PHYS 202 Modern Physics with Laboratory

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## Directions for Election

The following courses form the minimum major: Any one course at the 100 level; 206, 207, 210, 310; Mathematics 205; Physics 202; 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. Physics 219 is 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 and mathematics is required for graduate study in Astronomy. A student planning to enter graduate school in astronomy should supplement the minimum major with Extradepartmental 216 and courses in physics, including Physics 306 and other Grade III work. Completion of the physics major is strongly encouraged.

A minor in astrophysics (5 units) consists of: 1 unit at the 100 level, 210, 310, and 2 additional 300 level units. A minor in observational astronomy (5 units) generally consists of: 2 units at the 100 level, 206, 207, and 350.

See p. description of Whittin Observatory and its equipment.

# Biological Chemistry

## AN INTERDEPARTMENTAL MAJOR

Director: *Wolfson (Chemistry)*

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

In addition to two courses in Biochemistry (Chemistry 221 (or 222) [228] and 328), the area of concentration must include the following courses: Chemistry (a) both 110 and 111, or 120; (b) 211; (c) either 232 or 231; Biology (a) 110 or 110X or 110Z; (b) 219; (c) 220; (d) one course from among the following: 313, 314, 316, 317; (e) one additional Grade III course excluding 350, 360, 370; Physics (104 or 107); and Mathematics (116, 116Z, 120 or equivalent). Students should be sure to satisfy the prerequisites for the Grade III courses in biology and chemistry. Note that CHEM [114/114E] satisfy the CHEM 110 requirement, and CHEM [115/115E/115Z] satisfy the CHEM 111 requirement. Exemption of BISC 110 means a more advanced Biology course must be taken.

Students planning graduate work in Biochemistry should consider taking additional courses in Chemistry, such as Analytical, Inorganic, and the second semesters of Organic and Physical Chemistry. Students planning graduate work in Molecular or Cell Biology should consider taking additional advanced Biology courses in those areas. Independent research (350 or 360/370) is highly recommended, especially for those considering graduate study.

A recommended sequence of required courses would be: Year I, Chemistry 110 and Math or Physics; Chemistry 111 and Biology 110. Year II, Chemistry 211 and Biology 219; Biology 220 and Math or Physics. Year III, Chemistry 221 and Math; Chemistry 328 and 232. Year IV, Grade III Biology courses and Independent Study.

Please discuss your program with the Director or any member of the Program Steering Committee as soon as possible.

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### BIOC 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### BIOC 360 Senior Thesis Research

Prerequisite: By permission of the department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### BIOC 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

# Department of Biological Sciences

Professor: *Allen (Chair), Beltz, Cameron, Coyne, Harris, Smith<sup>^</sup>, Webb<sup>^</sup>*

Associate Professor: *Berger-Sweeney<sup>^2</sup>, Blazar, Buchboltz, Moore<sup>^</sup>, Peternan, Rodenhouse<sup>^</sup>*

Assistant Professor: *Brown, Königer, Levey, Nastuk, O'Donnell*

Visiting Assistant Professor: *Abate, Lee*

Senior Instructor in Biological Sciences

Laboratory: *Lenihan, Paul, Soltzberg, Thomas*

Instructor in Biological Sciences Laboratory:

*Hacopian, Helmy, Kuldell, Leavitt*

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

All courses in the Biology Department (with the exception of 350, 360, 370) fulfill the C distribution requirement.

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## BISC 107 Biotechnology

NOT OFFERED IN 1999-00. This course focuses on applications of recently developed biological techniques, including recombinant DNA, antibody techniques and reproductive technology. The social and ethical issues surrounding these techniques are also discussed. No prior knowledge of Biology is expected, as all necessary background information will be discussed. Two lectures weekly. Not to be counted toward the minimum major in Biological Sciences.

Prerequisite: For first-, second-, and third-year students, fulfillment of Quantitative Reasoning basic skills requirement.

Distribution: Natural and Physical Science

Semester: N/O

Unit: 1.0

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## BISC 108 Plants, People and the Environment with Laboratory

*Königer*

This course will emphasize evolutionary and environmental aspects of plant biology. Topics will include plant adaptations and growth, environmentally sound agriculture and gardening, pests and diseases, the use of medicinal and genetically engineered plants. The laboratory involves extensive use of the greenhouses, experimental design, data collection and analysis, and field trips. Not to be counted towards the minimum major in the Biological Sciences.

Prerequisite: For first-, second-, and third-year students, fulfillment of Quantitative Reasoning basic skills requirement.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

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## BISC 109 Human Biology with Laboratory

*Coyne, Nastuk, Soltzberg*

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 weekly laboratory or data analysis session. Laboratories involve data collection using computers, physiological test equipment, limited animal dissection and a personal nutrition study.

Prerequisite: For first-, second-, and third-year students, fulfillment of Quantitative Reasoning basic skills requirement.

Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall

Unit: 1.25

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## BISC 110 Introductory Cell Biology with Laboratory

*Staff*

Introduction to eukaryotic and prokaryotic cell structure, chemistry and function. Topics include: cell metabolism, genetics, cellular interactions and mechanisms of growth and differentiation. Laboratories focus on experimental approaches to these topics. Students should not take 110 and 111 simultaneously. Students with strong background in biology should consider 110X.

Prerequisite: For first-, second-, and third-year students, fulfillment of Quantitative Reasoning basic skills requirement.

Distribution: Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

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## BISC 110X Introductory Cell Biology with Laboratory

*Brown*

One section of 110 will be taught for first-year students with exceptional high school backgrounds in biology and for upper level students who have taken another science course at Wellesley. A more in depth coverage of the topics typically covered in 110 will be possible because students entering this course will have some science experience. See Biological Sciences 110 for a description of topics.

Prerequisite: Fulfillment of Quantitative Reasoning basic skills requirement and by passing a placement exam. Students with a score of 4 or 5 on the Biology AP exam may enroll without taking the placement exam.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.25



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**BISC 111 Introductory Organismal Biology with Laboratory**

*Staff*

Introduction to central questions, concepts and methods of experimental analysis in selected areas of organismal biology. Topics include: evolution, ecological systems, and plant and animal structure and physiology. Students should not take 110 and 111 simultaneously. Students with strong background in biology should consider 111X.

Prerequisite: For first-, second-, and third-year students, fulfillment of Quantitative Reasoning basic skills requirement.

Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall, Spring Unit: 1.25

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**BISC 111X Introductory Organismal Biology with Laboratory**

*Harris*

This course will focus on selected topics in organismal biology and use these as a basis for asking questions that can be approached by modeling and quantitative problem solving. Topics may include concepts in evolution, population dynamics and genetics, gas exchange in plants and animals, neural communication and behavior. The laboratory will be project oriented and will consist of three modules of four individual labs. These lab modules will be: 1) How populations grow and evolve, 2) Gas exchange in plants, 3) Neural communication and behavior in animals. This course is equivalent to 111 with regard to both satisfying the requirements for the Biology major and as a prerequisite for other courses that require 111.

Prerequisite: For first-, second-, and third-year students, fulfillment of Quantitative Reasoning basic skills requirement. Open to all students except those who have taken 111.

Distribution: Natural and Physical Science or Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Spring Unit: 1.25

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**BISC 201 Ecology with Laboratory**

*Lee, Thomas*

An introduction to the scientific study of interactions between organisms and their environments. Topics include limits of tolerance, population growth and regulation, species interactions, and the structure and function of biological communities. Emphasis is placed on experimental ecology and its uses in solving environmental problems. Local biological habitats including lakes, forests, marshes, bogs, tundra, and streams are studied during laboratory field trips.

Prerequisite: 111 or by permission of the instructor.

Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall Unit: 1.25

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**BISC 202 Evolution with Laboratory**

*Buchholtz*

Examination of evolution, the central paradigm of biology at the level of populations, species, and lineages. Topics include the genetics of populations, the definition of species, the role of natural selection and chance in evolution, the reconstruction of phylogeny using molecular and morphological evidence, and patterns in the origination, diversity and stability of species over time.

Prerequisites: 110 and 111

Distribution: Natural and Physical Science

Semester: Spring Unit: 1.25

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**BISC 203 Comparative Physiology and Anatomy of Vertebrates with Laboratory**

*Cameron, Buchholtz, Helluy*

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

Prerequisite: 109 or 111, or by permission of the instructor.

Distribution: Natural and Physical Science

Semester: Fall Unit: 1.25

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**BISC 206 Histology I: Microscopic Anatomy of Mammals with Laboratory**

*Levey, Nastuk*

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.

Prerequisite: 110

Distribution: Natural and Physical Science

Semester: Fall Unit: 1.25

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**BISC 207 The Biology of Plants with Laboratory**

*Königer*

An introduction to experimental plant biology. Topics will include growth and development, stress physiology, plant defense, applications of



genetic engineering to the study and improvement of plants and the properties of medicinal plants. The project oriented laboratory sessions will include field work as well as an introduction to some of the molecular and cellular techniques currently employed in answering research questions in plant biology.

Prerequisite: 111

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.25

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### BISC 209 Microbiology with Laboratory

*Allen, Leavitt, Brown*

Introduction to the microbial world, with emphasis on bacteria, and viruses, using examples of how these microbes influence human activity. Both medical and non-medical applications, and useful (food production, genetic engineering) as well as harmful (disease, pollution) consequences, of microbes will be discussed along with consideration of biological principles and techniques characterizing the organisms.

Prerequisite: 110 and one unit of college chemistry.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

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### BISC 210 Marine Biology with Laboratory

*Abate, Helluy*

Oceans cover more than 70% of the earth's surface and are our planet's primary life support system. This course examines adaptations and interactions of plants, animals and their environments in marine habitats. Focal habitats include the photic zone of the open ocean, the deep-sea, subtidal and intertidal zones, estuaries, and coral reefs. Emphasis is placed on the dominant organisms, food webs, and experimental studies conducted within each habitat.

Prerequisite: 111 or by permission of the instructor.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.25

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### BISC 213 The Biology of Brain and Behavior with Laboratory

*Berger-Sweeney, Levey*

An introduction to the study of the nervous system and behavior with particular emphasis on the structure and function of the nervous system. In the first half of the semester, basic neuroanatomy, neurochemistry and neurophysiology are covered. In the second half of the semester, brain mechanisms involved in behaviors such as sensation, language, addiction, memory and cognition are emphasized. The laboratory is designed to expose the student to basic neuroanatomy, neurochemistry and the neurophysiology of behavior.

Prerequisite: 110 and either 111 or 109.

Distribution: Epistemology and Cognition or Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

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### BISC 216 Mechanisms of Animal Development with Laboratory: From Moths to Mice to Men

*Beltz, Helluy*

This course will explore animal morphogenesis beginning with the process of fertilization, and consider how specialized cell types arise from a single cell. The mechanisms that determine cell fate as the multicellular embryo differentiates will be discussed. Topics will include: pattern formation, cell migrations, hormonal interactions, cell polarity and cytoskeletal mechanisms, regeneration, and developmental errors and malformations. Laboratories will focus on experimental approaches to development.

Prerequisite: 110 or by permission of the instructor.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

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### BISC 219 Molecular Genetics with Laboratory

*Brown, Peterman, Kuldell, Lemihan*

The course will be devoted to an understanding of the molecular and biochemical basis of genetics and the interactions between cells that provide the basis for tissue and organismal development. Topics will include: organization of the eukaryotic genome, gene structure and function, differential gene expression, cellular and tissue differentiation including aspects of both animal and plant development, and genetics of pattern formation. Laboratory experiments will expose students to the fundamentals of recombinant DNA methodology.

Prerequisite: 110 and one unit of college chemistry.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.25

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### BISC 220 Cellular Physiology with Laboratory

*Harris, Leavitt, Kuldell*

This course will focus on structure/function relationships in eukaryotic cells. Topics will include: enzyme structure and kinetics, bioenergetics, protein-protein interactions, membrane and membrane bound organelle structure and function, cytoskeleton, transport mechanisms, cell communication and signaling. The laboratory consists of three projects: enzyme purification and characterization, plant stress physiology and organelle isolation, mammalian cell culture and studies in programmed cell death.

Prerequisite: 110 and two units of college chemistry. One semester of organic chemistry is recommended. Not open to first-year students.  
Distribution: Natural and Physical Science  
Semester: Spring Unit: 1.25

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**BISC 302 Mammalian Physiology with Laboratory**  
*Coyne*

The human body maintains a relatively constant balance in the face of numerous environmental challenges such as exercise, arctic and tropical temperatures, and high altitude. The course will focus on understanding the neural and endocrine control mechanisms that regulate the cardiovascular and respiratory systems as well as muscle physiology and energy metabolism under these conditions. In the laboratory, students gain experience with tools of modern physiological research at both the cellular and organismal levels.

Prerequisite: 110 and one of the following - 203, 206, 213, 216, 220.  
Distribution: Natural and Physical Science  
Semester: Spring Unit: 1.25

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**BISC 304 Histology II: Microscopic Anatomy of Mammalian Systems with Laboratory**

**NOT OFFERED IN 1999–00.** Analysis of structure-function relationships of mammalian 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 microscopy, as well as hands-on experience at the transmission electron microscope.

Prerequisite: 206  
Distribution: Natural and Physical Science  
Semester: N/O Unit: 1.25

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**BISC 305 Seminar. Evolution**

*Abate*

**Topic for 1999–2000: “Evolutionary Ecology.”** Examines hypotheses for the function of species traits and population characteristics and structure of communities in an evolutionary context (natural selection, adaptation, phylogeny, and population genetics). Potential topics include: mate choice, cooperation, phenotypic plasticity, predator-prey populations, coevolution, regulation of species diversity, biogeography. Discussions define historical context and refinement of initial hypothesis, critique new experiments, identify methodological challenges and relevance to conserving biodiversity.

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Prerequisite: 201 and one other 200-level course (207, 210, or 219 recommended) or by permission of the instructor  
Distribution: Natural and Physical Science  
Semester: Spring Unit: 1.0

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**BISC 306 Principles of Neural Development with Laboratory**  
*Beltz*

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: 213 or 216, or by permission of the instructor.  
Distribution: Epistemology and Cognition or Natural and Physical Science  
Semester: Fall Unit: 1.25

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**BISC 307 Advanced Topics in Ecology with Laboratory**  
*Abate*

**Topic for 1999–2000: Behavioral Ecology with Laboratory.** The study of animal behavior viewed from an evolutionary perspective. Emphasizes environmental effects and natural selection, and addresses proximate cues and evolutionary history. Behaviors include learning, foraging, aggression, territoriality, mating systems, parental care, altruism, and sociality. Connections with population ecology and conservation biology will be made. Laboratories, field trips, and independent research projects involve designing experiments to quantify behavior and test hypotheses.

Prerequisite: 201 or by permission of the instructor; 203 or 210 recommended  
Distribution: Natural and Physical Science  
Semester: Spring Unit: 1.25

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**BISC 308 Tropical Ecology with Wintersession Laboratory**

**NOT OFFERED IN 1999–00.** Ecology of rain forest animals and plants, coral reefs, and mangrove forests are examined. Lectures and discussions during the fall prepare students for the 18-day field laboratory taught in Belize and Costa Rica. The first half of the laboratory is based on an island bordering the world's second longest barrier reef; living and laboratory facilities for the second half of the course are in intact lowland rain forest. Laboratory work is carried out primarily out-of-doors and includes introductions to the flora and fauna, as well as field tests of student-generated hypotheses.

Prerequisite: 201 or 210, and permission of the instructor.  
Distribution: Natural and Physical Science  
Semester: N/O Unit: 1.25

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### **BISC 312 Endocrinology**

*Coyne*

The endocrine system regulates both short and long term processes, such as the response to acute stress, and growth and development from birth to aging. Hormones are the messengers in the endocrine system and they interact with specific receptors in cells to initiate a cascade of intracellular reactions. This course will focus on two aspects of endocrinology; signal transduction via receptor proteins and intracellular messengers, and negative feedback control systems. Specific areas of study will be neuroendocrinology, biological clocks, reproduction, response to stress, and regulation of metabolism. No laboratory.

Prerequisite: 110 and one of the following - 203, 206, 213, 216, 220.

Distribution: Natural and Physical Science  
Semester: Fall Unit: 1.0

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### **BISC 313 Microbial Physiology and Biochemistry with Laboratory**

*Allen, Leavitt*

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 processes in molecular terms. Emphasis on experimental approaches and current literature. In the laboratory, group experimental problems designed to allow the development of research techniques and analysis will be approached.

Prerequisite: 219 or 209, and CHEM 211, or by permission of the instructor.

Distribution: Natural and Physical Science  
Semester: Fall Unit: 1.25

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### **BISC 314 Immunology with Laboratory**

*Blazar*

This course will study the immune system of mammals with an emphasis on humans. Student participation and use of original literature will be emphasized. Topics will include the generation of the immune response, T and B cell antigen receptors, cellular interactions underlying immune reactions, cytokines and their regulatory effects, tolerance, host response to infectious agents, transplantation and tumors as well as malfunctions of the immune system, including allergy, autoimmunity and immunopathology. The labo-

ratory will involve experiments to induce immunity in animals with subsequent evaluation of humoral and cell mediated immune responses.

Prerequisite: 219 or by permission of the instructor.  
Distribution: Natural and Physical Science  
Semester: Fall Unit: 1.25

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### **BISC 315 The Neurobiology of Learning and Memory with Laboratory**

*Berger-Sweeney*

This course is designed to provide an overview of current research regarding the neural substrates of learning and memory. During the first half of the semester, we will focus on mammalian animal models and human amnesia cases and investigations of the neuroanatomical regions and neurotransmitter systems thought to be involved in memory formation. During the second half of the semester, we will review the physiological and biochemical changes in the brain that accompany, and perhaps account for, learning and memory. In the accompanying laboratory, we will examine the effects of brain lesions on behavior, and neuroanatomy in the rat.

Prerequisite: 213 or 302 or 306, or by permission of the instructor.

Distribution: Epistemology and Cognition or Natural and Physical Science  
Semester: Spring Unit: 1.25

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### **BISC 316 Molecular Biology with Laboratory**

*Peterman*

The practical applications of recombinant DNA techniques to the study of the control and organization of 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: 219 and permission of the instructor.  
Distribution: Natural and Physical Science  
Semester: Spring Unit: 1.25

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### **BISC 317 Advanced Plant Cellular Biology with Laboratory**

*Harris*

The cell biology and biochemistry of plant cells. An in-depth analysis of structure to function relationships in plant cells. Topics to be discussed include the biochemistry and photochemistry of photosynthesis, protein processing, the biological clock, signaling, and the physiology and molecular biology of stress. Student participation and use of original literature will be emphasized. The

laboratory involves three research projects in plant cell biology that generally involve some of the following techniques: techniques in protein purification, electrophoresis, measurements of photosynthetic CO<sub>2</sub> fixation, chlorophyll fluorescence analysis, Western and Northern blotting, pigment analysis, and fluorescence microscopy.

Prerequisite: 220 and CHEM 211.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.25

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### BISC 330 Seminar

*Levey*

**Topic for 1999–2000: The Neurobiology of Disease.** Our understanding of the cellular mechanisms underlying diseases of the nervous system have advanced significantly in recent years. This course will include consideration of historical perspectives as well as current progress in elucidating the biological basis of certain neurological diseases. Topics, covering the peripheral and central nervous system, will include: muscular dystrophy, spinal cord injury, Parkinson's disease, Huntington's disease, Alzheimer's dementia, and drug addiction. This course will emphasize critical reading and open discussion of the original literature.

Prerequisite: 213 or permission of the instructor.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

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### BISC 331 Seminar

*Cameron*

**Topic for 1999–00: Physiological Ecology of Animals.** The focus of this course will be respiratory and circulatory adaptations of both vertebrate and invertebrate animals to hostile environments. Topics may include air-breathing in fishes, dive response, comparative aspects of temperature regulation, adjustments for exercise, altitude and hydrostatic pressure, life without light, and the functional morphology of gills, lungs, tracheal systems and the heart. The course will emphasize student participation, and will make extensive use of the original literature.

Prerequisite: 203 or permission of the instructor.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

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### BISC 332 Advanced Topics in Psychobiology

NOT OFFERED IN 1999–00.

Prerequisite: 213 or by permission of the instructor.

Distribution: Natural and Physical Science

Semester: N/O

Unit: 1.0

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### BISC 350 Research or Individual Study

Prerequisite: Open by permission of instructor, ordinarily to students who have taken at least 4 units in biology.

Distribution: None

Semester: Fall, Spring

Unit 1.0

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### BISC 360 Senior Thesis Research

Prerequisite: By permission of the department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit 1.0

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### BISC 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit 1.0

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## Related Courses

### *Attention Called*

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CHEM 221 Biochemistry I: Structure and Function of Macromolecules with Laboratory

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CHEM 328 Biochemistry II: Chemical Aspects of Metabolism with Laboratory

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EXTD 124 Introduction to Marine Mammals

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EXTD 225 Biology of Fishes

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EXTD 226 Cetacean Biology and Conservation

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GEOLOG 305 Paleontology with Laboratory

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PHYS 103 Physics of Whales and Porpoises

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PHYS 222 Medical Physics



## Directions for Election

A major in Biological Sciences includes eight (8) biology courses, at least 6 of which must be taken at Wellesley, plus 2 units of college chemistry. BISC 110 and 111 or their equivalent are required for the major. In addition, four 200-level courses are required. While these may include 202, they also must include at least one course from each of the following three groups: (206, 219, 220-Cell Biology); (203, 207, 213, 216-Systems Biology); (201, 209, 210, 217-Community Biology). At least two 300-level courses are also required for the major. One of these courses, exclusive of 350, 360 or 370 work, must include laboratory. Additional chemistry beyond the two required units is strongly recommended or required for certain 300-level courses. Chemistry courses 221, 328 and Biological Sciences 350, 360 and 370 do not count toward the minimum major.

BISC 106, 107, 108 and 109, which do not count toward the minimum major in Biological Sciences, do fulfill the College NPS distribution requirements; 108 and 109 as laboratory sciences; 106 and 107 as non-laboratory science courses. Independent summer study does not count toward the minimum major.

Within the major, students may design a program in general biology or one which emphasizes subjects dealing with animals, plants, or cellular/molecular mechanisms. 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, each of which must be in a different group as described in the first paragraph above under major requirements, and (C) one 300-level unit, excluding 350. Four of the five courses for a minor must be taken at Wellesley. Chemistry is recommended. Students planning a minor should consult the Chair.

Students interested in the interdepartmental major in Biological Chemistry are referred to the section of the Catalog where the program is described. They should consult with Ms. Wolfson, the Director of the Biological Chemistry program.

Students interested in the interdepartmental major in Psychobiology or Neuroscience are referred to the section of the Catalog where these programs are described. They should consult with Ms. Koff, Director of the Psychobiology Program, or Ms. Beltz, Director of the Neuroscience Program.

Students interested in an individual major in Environmental Sciences should consult Mr. Andrews or Ms. Thompson in the Geology Department. Students interested in concentrating in community biology may wish to supplement and enrich their work at Wellesley by taking Extradepartmental courses offered through the Marine Studies Consortium or the Semester in Environmental Science (SES) offered each fall at the Ecosystems Center of the Marine Biological Laboratory, Woods Hole, MA. Students are referred to the sections of the Catalog titled "Extradepartmental" and "Special Academic Programs" where these opportunities are described.

AP credit does not replace any course offered in the Department of Biological Sciences and does not count toward a major in Biological Sciences, Biological Chemistry, Psychobiology, or Neuroscience. Students with an AP score of 4 or 5, or those with exceptional preparation that includes a strong laboratory experience, should consider taking exemption exams for BISC 110 and/or BISC 111 or enrolling in BISC 110X and/or BISC 111X. All biology courses assume the fulfillment of the Quantitative Reasoning basic skills requirement. Students should check with the Registrar's Office for designated times during which exemption exams are offered each semester. First-year students with 110 or 111 exemptions and who wish to enter upper level courses are advised to consult the Chair or the instructor in the course in which they wish to enroll.

In order to obtain Wellesley credit for any biology course taken at another institution during the summer or the academic year, approval must be obtained from the Chair of the Department prior to enrolling in the course. Once the student has enrolled at Wellesley, courses from two-year colleges will not be accepted at any level. Transfer students wishing to obtain credit for biology courses taken prior to enrollment at Wellesley should consult the Chair of the Department.

Students planning graduate work are advised to take calculus, statistics, organic chemistry, two units of physics, 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. Majors interested in biochemistry are encouraged to consider CHEM 221.



# Department of Chemistry

Professor: Loehlin, Hicks<sup>a</sup>, Kolodny<sup>a</sup>, Coleman, Hearn (Chair), Merritt, Wolfson

Associate Professor: Haines, Fuller-Stanley, Anumainayagam

Assistant Professor: Reisberg, Verschoor, Miwa, Ohline

Senior Instructor in Chemistry Laboratory: Turnbull

Instructor in Chemistry Laboratory: Doe, Varco-Shea, Hall, Shawcross, Ebersole, McCarthy

Unless otherwise noted, all courses meet for two periods of lecture, one 50-minute discussion period and one three-and-one-half hour laboratory appointment weekly. Chemistry 101, 306 and the selected topics courses will generally be taught without laboratory, but may include laboratory for some topics.

The Chemistry Department reviews elections of introductory chemistry students and places them in 110, 111 or 120 according to their previous preparation and entrance examination scores. Students wishing to enter Chemistry 211 based on an Advanced Placement score must present a laboratory notebook or other evidence of prior laboratory work to the Department Chair.

Ordinarily, students who have taken one year of high school chemistry should elect Chemistry 110 followed by Chemistry 111. Chemistry 120 replaces 110 and 111 for some students with more than one year of high school chemistry.

All courses in the Chemistry Department (with the exception of 250, 350, 350H, 360, 370) fulfill the Group C distribution requirement.

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## CHEM 101 Contemporary Problems in Chemistry

Reisberg

**Topic for 1999–2000: Understanding Drugs.** A study of a broad variety of drugs, both legal and illegal, including folk cures. Topics to be considered will include: caffeine, nicotine, lithium, steroids, RU486, vitamins, beta-blockers and clot busters, plus any others of interest to students. The focus will be on how each molecule functions based on an understanding of its biochemistry. The discovery, development, and testing of drugs will also be considered.

Prerequisite: Open to all students except those who have taken any Grade I Chemistry course.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

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## CHEM 102 Contemporary Problems in Chemistry with Laboratory

Reisberg

**Topic for 1999–2000: Understanding Drugs.** A study of a broad variety of drugs, both legal and illegal, including folk cures. Topics to be considered will include: caffeine, nicotine, lithium, steroids, RU486, vitamins, beta-blockers and clot busters, plus any others of interest to students. The focus will be on how each molecule functions based on an understanding of its biochemistry. The discovery, development, and testing of drugs will also be considered.

Prerequisite: Open to all students except those who have taken any Grade I Chemistry course.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

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## CHEM 110 Introductory Chemistry I with Laboratory

Staff

Topics covered in this first semester of Introductory Chemistry include stoichiometry, light and matter, an introduction to atomic and molecular structure, the structures of solids and large molecules, intermolecular interactions, properties of gases, kinetics, an introduction to chemical equilibrium, and chemical thermodynamics. The laboratory introduces students to the fundamentals of statistical analysis, periodic properties, molecular modeling, and various quantitative methods of analysis.

Prerequisite: 110 is designed for students who have completed one year of high school chemistry and mathematics equivalent to two years of algebra. Students who do not meet these prerequisites and who wish to take 110 should contact the Department Chair. For first-, second-, and third-year students, fulfillment of Quantitative Reasoning basic skills requirement.

Distribution: Natural and Physical Science or Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall, Spring

Unit: 1.25

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## CHEM 111 Introductory Chemistry II with Laboratory

Staff

A continuation of Chemistry 110 that builds upon the principles developed in that course. Topics include the quantum nature of matter, the orbital model of atomic structure, chemical periodicity, orbital models of chemical bonding,

properties of solutions, acid/base chemistry, solubility and complexation, transition metal chemistry, and nuclear chemistry. The laboratory includes additional experience with instrumental and non-instrumental methods of analysis, sampling, computational chemistry, and solution equilibria.

Prerequisites: 110 [or 114] and for first-, second-, and third-year students, fulfillment of Quantitative Reasoning basic skills requirement.

Distribution: Natural and Physical Science or Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall, Spring Unit: 1.25

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### CHEM 120 Intensive Introductory Chemistry with Laboratory

*Coleman*

Chemistry 120 is a one-semester alternative to 110 and 111 for students who have completed more than one year of high school chemistry. Topics include a review of stoichiometry, atomic and molecular structure, periodicity, kinetics, thermodynamics, equilibrium, acid/base chemistry, solubility and complexation equilibria, electrochemistry, environmental chemistry, solid-state chemistry, transition metal complexes and nuclear chemistry. The laboratory includes an introduction to the statistical analysis of data, molecular modeling and computational chemistry, instrumental and non-instrumental methods of analysis, periodic properties, solid-state structural chemistry, thermochemistry, and solution equilibria.

Prerequisite: Open only to students who have taken more than one year of high school chemistry and for first-, second-, and third-year students, fulfillment of Quantitative Reasoning basic skills requirement. Not open to students who have completed any Grade 1 chemistry course.

Distribution: Natural and Physical Science or Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall Unit: 1.25

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### CHEM 211 Organic Chemistry I with Laboratory

*Staff*

Stereochemistry, synthesis and reactions of hydrocarbons, alkyl halides, alcohols and ethers.

Prerequisite: [115/115E/115Z], 111 or 120 or by permission of the department.

Distribution: Natural and Physical Science

Semester: Fall, Spring Unit: 1.25

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### CHEM 221 Biochemistry I: Structure and Function of Macromolecules with Laboratory

*Wolfson*

A study of the chemistry of macromolecules, especially nucleic acids and proteins, with emphasis on structure-function relationships and methodology; an introduction to enzyme kinetics and mechanisms.

Prerequisite: 211 and Biological Sciences 220, or with the instructor's permission. Not open to students who have taken 228 or 222.

Distribution: Natural and Physical Science

Semester: Fall Unit: 1.25

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### CHEM 222 Introduction to Biochemistry with Laboratory

*Reisberg*

A study of the chemistry of macromolecules with emphasis on structure-function relationships; an introduction to bioenergetics, enzyme kinetics and metabolism.

Prerequisite: 211 and 313. Not open to students who have taken 228 or 222.

Distribution: Natural and Physical Science

Semester: Spring Unit: 1.25

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### CHEM 231 Physical Chemistry I with Laboratory

*Ohline*

This course establishes and develops the principles that are used to explain and interpret the observations made in other branches of chemistry. Two major topics, chemical thermodynamics and kinetics are introduced. Properties of solutions and gases are examined using these principles. Applications to other areas of chemistry will be discussed. The laboratory segment of the course incorporates statistical analysis of measured data.

Prerequisite: [115/115E/115Z], 111 or 120, or by permission of the department, and MATH 116, 116Z, or 120 and PHYS 107. MATH 205 is strongly recommended.

Distribution: Natural and Physical Science or Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall Unit: 1.25

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**CHEM 232 Physical Chemistry for the Life Sciences with Laboratory***Obline*

This course establishes and develops the principles that are used to explain and interpret the observations made in biochemistry. Two major topics, chemical thermodynamics and kinetics are introduced. Properties of solutions and biochemical systems are examined using these physical chemical principles. The laboratory segment of the course incorporates statistical analysis of measured data.

Prerequisite: [115/115E/115Z], 111 or 120, or by permission of the department, and MATH 116, 116Z, or 120 and PHYS 104 or 107. MATH 205 is strongly recommended.

Distribution: Natural and Physical Science or Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Spring

Unit: 1.25

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**CHEM 250 Research or Individual Study**

Prerequisite: Open by permission to students who have taken [115/115E/115Z], 111 or 120. This course cannot be counted toward a minimum major in Chemistry.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**CHEM 306 Seminar***Coleman*

**Topic for 1999–2000: Chemical Kinetics and Dynamics.** Review of simple rate laws, rate laws and concentration/time profiles for complex reactions, including the use of numerical methods of integration for systems whose rate equations are not easily integrable analytically, macroscopic and microscopic analysis of solution phase reactions, catalysis, including complex enzyme processes, potential energy surfaces, scattering theory, molecular beams and lasers, statistical mechanics and transition state theory, Marcus electron transfer theory, ground and excited state mechanisms.

Prerequisite: 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.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

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**CHEM 313 Organic Chemistry II with Laboratory***Staff*

A continuation of 211. Includes spectroscopy, chemical literature, synthesis, reactions of aromatic and carbonyl compounds, amines, and carbohydrates.

Prerequisite: 211

Distribution: Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

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**CHEM 319 Selected Topics in Organic Chemistry***Haines*

**Topic for 1999–2000: Medicinal Chemistry.** We will study the modern practice of medicinal chemistry: drug design (including computer-assisted design), delivery, pharmacology and combinatorial chemistry. The historical development of several important series of drugs will be studied to demonstrate the choice of drug targets, the importance of understanding of the chemistry of both the disease and the drug, and the strategies used in designing drugs with improved activity or lowered toxicity. Each student will study in detail the chemistry of a disease or health problem, including the chemistry of the currently available therapies. The course will culminate with the writing of NIH grant proposals for a medicinal chemistry research project based on the prior disease-focused literature study.

Prerequisite: 313 and either 228 or Biological Sciences 110.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

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**CHEM 328 Biochemistry II: Chemical Aspects of Metabolism with Laboratory***Wolfson*

An examination of reaction mechanisms, mechanisms of enzyme and coenzyme action; structures and metabolism of carbohydrates and lipids.

Prerequisite: 221 or 222 [228]

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

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**CHEM 329 Selected Topics in Biochemistry  
NOT OFFERED IN 1999–2000.**

Prerequisite: One semester of Biochemistry and permission of the instructor.

Distribution: Natural and Physical Science

Semester: N/O

Unit: 1.0

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**CHEM 333 Physical Chemistry II with Laboratory***Arumainayagam*

Quantum chemistry and spectroscopy; structure of solids. Introduction to computational chemistry.

Prerequisite: 231, PHYS 108 and MATH 205. EXTD 216 is strongly recommended.

Distribution: Natural and Physical Science or

Mathematical Modeling

Semester: Spring

Unit: 1.25

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**CHEM 339 Selected Topics in Physical Chemistry***Coleman*

Prerequisite: 333 or permission of the instructor

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

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**CHEM 341 Inorganic Chemistry with Laboratory***Coleman*

Review of atomic structure, multielectron atoms, the periodic table and periodicity, chemical applications of group theory, molecular orbital theory, the chemistry of ionic compounds, generalized acid/base theories, transition metal complexes, organometallic chemistry, catalysis, bioinorganic chemistry. The laboratory introduces a variety of experimental methods used in inorganic synthesis including non-aqueous solvent, high temperature, inert atmosphere and vacuum techniques as well as techniques in computational chemistry and spectroscopic methods of characterization. Not open to those who have taken 241.

Prerequisites: 313

Pre- or Corequisite: 333

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

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**CHEM 349 Selected Topics in Inorganic Chemistry****NOT OFFERED IN 1999–2000.**

Prerequisite: None

Distribution: Natural and Physical Science

Semester: N/O

Unit: 1.0

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**CHEM 350 Research or Individual Study**

Prerequisite: Open by permission to students who have taken at least two units in chemistry above the Grade 1 level.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**CHEM 350H Research or Individual Study**

Prerequisite: Open by permission to students who have taken at least two units in chemistry above the Grade 1 level.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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**CHEM 360 Senior Thesis Research**

Prerequisite: By permission of department. 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. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**CHEM 361 Analytical Chemistry with Laboratory***Merritt*

Classical and instrumental methods of quantitative analysis, analytical separations, and statistical treatment of data. Topics will include electro-

chemical, spectroscopic, and chromatographic chemical analysis with emphasis on instrument design and function and method development. The coursework emphasizes the practical applications of chemistry to environmental and industrial problems and includes a project in art conservation. Not open to those who have taken 261.

Prerequisites: 211 and either 231 or 232 or permission of the instructor.

Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall

Unit: 1.25

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**CHEM 370 Senior Thesis**

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**Directions for Election**

Any student who plans to take chemistry beyond 111, 115 or 120 should consult one or more members of the Chemistry Department faculty. The Department Handbook, available at the department office, Science Center 147, 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: 110 and 111 [114 and 115 or 115Z, 114E and 115E] or 120; 211, 231, 313, and 333; two of the three courses 221 or 222 [228], 341 [241] or 361 [261]; either (option 1) two additional units of chemistry at the 200 or 300 level, at least one of which must include laboratory or (option 2) one additional unit of chemistry at the 200 or 300 level and a 200 level unit of Physics with laboratory (excluding 219). Independent study courses (250, 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. Mathematics 205 and Physics 108 are required.

For those in the Class of 2001 and beyond, a major in chemistry includes: 110 and 111, [114 and 115 or 115Z, 114E and 115E] or 120; 211; 221 or 222 [227 or 228]; 231; 313; 333; 341; 361 and one additional course in chemistry at the 300 level [which must include a laboratory if 227 is chosen], Mathematics 205 and Physics 108 are required.

*It is strongly recommended that all required 200 level courses be completed by the end of junior year.* In addition, Mathematics 205 and Physics 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 who present physics for admission are encouraged to elect Physics 107 instead of 104. Students who begin Mathematics at 115 or 116 are encouraged to enroll in 116Z.)

Students planning graduate work in chemistry or closely allied fields should strongly consider additional mathematics and physics courses. Extra-departmental 216 (Mathematics for the Physical Sciences) is particularly appropriate for students with interest in physical or inorganic chemistry.

Students interested in the interdepartmental major in Biological Chemistry are referred to the section of the Catalog where that major is described. They should also consult with the Director of the Biological Chemistry program.

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

A minor in chemistry (5 units for 120 option, 6 units for 114/115 option) consists of: 110/111 [114/115(115Z), 114E/115E] or 120; 211 and 231 or 232; a choice of 221 or 222 [228], 341 [241] or 361 [261]; 1 additional 200 or 300 level unit, excluding Independent Study. The mathematics and physics prerequisites for 231 or 232 must also be satisfied.

For those in the Class of 2001 and beyond, a minor in chemistry includes: 110 and 111 [114/115(115Z), 114E/115E] or 120; 211; 231 or 232; a choice of 221 or 222 [228] or 341 or 361; 1 additional 200 or 300 level unit, excluding Independent Study. The mathematics and physics prerequisites for 231 or 232 must also be satisfied. Normally no more than 1 unit in chemistry from another institution may be counted toward the minor.

The American Chemical Society has established a set of requirements in various areas which it considers essential for the training of chemists. Students wishing to meet the standard of an accredited chemist as defined by this society should consult the Chair of the Department of Chemistry.

Students interested in an interdepartmental major (and minor, if applicable) in Biochemistry, are referred to the section of the catalog where Interdepartmental Programs are described.

#### **Teacher Certification**

Students interested in obtaining certification to teach chemistry in the Commonwealth of Massachusetts should consult the Chair of the Education Department.

#### **Placement and Exemption Examinations**

For exemption and placement into the next higher course, students will be expected to submit laboratory notebooks, reports or other evidence of laboratory experience following successful completion of the exemption exam. A student who has scored well (4 or 5) on the Advanced Placement examination usually takes 120 or goes directly into Organic Chemistry 211. If she chooses to start in Organic Chemistry, she should confer with an organic instructor before the course begins. If an AP student with a score of 4 or 5 completed Chemistry 120 or Chemistry 110/11, she will receive the appropriate introductory chemistry credit but will receive no AP credit.

#### **Credit for Courses Taken At Other Institutions**

In order to obtain Wellesley credit for any chemistry course taken at another institution during the summer or the academic year, approval must be obtained from the Chair of the Department prior to enrolling in the course. In general, courses from two-year colleges will not be accepted at any level. 300-level credit will not be approved for the second semester of organic chemistry taken at any other institution. These restrictions normally apply only to courses taken after enrollment at Wellesley. Transfer students wishing to obtain credit for chemistry courses taken prior to enrollment at Wellesley should consult the Chair of the Department.

#### **Withdrawal From Courses With Laboratory**

Students who withdraw from a course which includes laboratory, and then elect that course in another semester, must complete both the lecture and laboratory portions of the course the second time.



# Department of Chinese

Professor: *Ma*

Associate Professor: *Lam (Chair)*

Assistant Professor: *Huss, Mou*

Language Instructor: *Chen, Zhao*

All courses in the Chinese Department (with the exception of 250, 250H, 350, 350H, 360, 370) fulfill the Group A distribution requirement.

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## CHIN 101-102 Beginning Chinese

*Chen, Zhao*

Introduction to pinyin romanization, standard pronunciation, basic grammar and the development of reading skills of simple texts and character writing. Computer program for pronunciation and grammar will be used extensively. *Four 70-minute classes plus one 30-minute small group session. Each semester earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None. Open to students with no background or no previous Chinese language training.

Distribution: None

Semester: Fall, Spring

Unit: 1.25

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## CHIN 103-104 Advanced Beginning Chinese

*Ma*

Introduction to pinyin romanization, standard pronunciation and basic grammar. Emphasis is on the development of reading skills of simple texts and writing short essays. Computer program for pronunciation and grammar will be used extensively. *Three 70-minute classes. Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Open to students who can speak some Chinese: Mandarin or other Chinese dialect, or who have some knowledge about reading and writing Chinese characters.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## CHIN 106 Unmasking Confucian Voices: From Antiquity to the Song Dynasty (in English)

*Mou*

Early Confucian writings view poetry both as a tool of didacticism and as an expression of individuality. How do these views reconcile with each other? The development of Chinese poetry from *The Book of Poetry*, through *Lyrics of Chu*

(*sao*), rhyme-prose (*fu*), ballads (or music bureau, *yue fu*), ancient-style poetry (*gu shi*), regulated verse (*li shi*), and quatrains (*jue ju*), to lyrical songs (*ci*) will shed light on the answers. The philosophical and historical writings from the pre-Qin-Han down to the Song Dynasty will also reveal why most important poets were Confucians, yet no Confucian scholars could become great poets without some learnings and inclination towards Daoism and Buddhism. *Two 70-minute classes.*

Prerequisite: None

Distribution: Historical Studies or Language and Literature

Semester: Fall

Unit: 1.0

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## CHIN 107 From the Studio of the Vernacular Writers: Literature of the Song, Yuan, Ming, and Qing Dynasties (in English)

**NOT OFFERED IN 1999-00. OFFERED IN 2000-01.** This course focuses on fiction and drama. Imaginary writings of various kinds will be introduced, ranging from the *Ima ben* (storytelling manuscripts) of the Song Dynasty, to the *za ju* (variety plays) of the Yuan and Ming Dynasties, and finally to the *zhanghui xiaoshuo* (chapter novels) of the Ming and Qing Dynasties. These texts reflect the complicated consciousness of the literati class from different political, economic, and religious strata in Chinese society.

Prerequisite: None

Distribution: Historical Studies or Language and Literature

Semester: N/O. Offered in 2000-01.

Unit: 1.0

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## CHIN 108 The Tumultuous Century: 20th-Century Chinese Literature (in English)

*Huss*

20th-century China faces incessant challenges to its national identity and cultural traditions. The revolution that overthrew the last dynasty was followed almost immediately by the May-Fourth Movement, which was both a literary and political event. The May-Fourth generation of writers used vernacular language in every genre of literature—poetry, prose, drama, and novels. The resulting texts are distinctly modern yet strangely familiar; urban voices and rural sounds covering issues big and small: Westernization, tradition, revolution, modernism, women, love, and creativity. These themes recur in the second half of the century, often with a vengeance.

Prerequisite: Not open to students who have previously enrolled in 107.

Distribution: Historical Studies or Language and Literature

Semester: Spring

Unit: 1.0

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**CHIN 145 China: Ways of Looking (in English)**

*Huss*

The objectives of this course are to explore how “China” is “looked at” in newspapers, historical texts, film and fiction, documentary, and various other artistic media and to question how different “versions” of China are interpreted and institutionalized. The course will be taught in lecture/discussion format. Guest speakers will be invited at intervals throughout the semester. In addition to required reading, students will also look at the impact of the world wide web, Hollywood, and the internationalization of Chinese film on our knowledge of China.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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**CHIN 201-202 Intermediate Chinese**

*Chen, Lam, Mou, Zhao*

Further training in listening comprehension and oral expression form the course in second-year Chinese. Continued work on the Chinese writing system, emphasizing the acquisition of an acceptable expository style. Four 70-minute classes plus one 30 minute small group session. *Each semester earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 101-102 or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.25

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**CHIN 203-204 Advanced Intermediate Chinese**

*Chen, Zhao*

Further training in listening comprehension and oral expression. Continued work on the Chinese writing system, emphasizing the acquisition of an acceptable expository writing skill. *Sections will meet for three 70-minute classes. Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 103-104 or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

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**CHIN 213 Diverse Cultures of China (in English)**

*Lam*

A study of the cultural issues pertaining to the minority people of China, using lectures and films to examine their cultures in the pre-modern

era. This course focuses on cultural exchanges among the ethnic groups, the Mongols, the Uigurs, and the Tibetans in China.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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**CHIN 243 Chinese Cinema (in English)**

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** Contemporary film from Hong Kong, Taiwan and the People’s Republic of China. This course investigates the history of the Chinese film industry; the issue of cultural hegemony (the power Hollywood is thought to exert over film industries of the “Third World”); cinematic constructions of Chinese gender, family, nationhood and individuality; and applications of contemporary Western film theory.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O. Offered in 2000–01.

Unit: 1.0

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**CHIN 250 Research or Individual Study**

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**CHIN 250H Research or Individual Study**

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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**CHIN 301 Advanced Chinese I**

*Huss*

This course is designed to further expand students’ comprehension, speaking, reading and writing skills. Reading materials will be selected from newspapers, short stories, essays, and films. *Three 70-minute classes conducted in Chinese.*

Prerequisite: 201-202 or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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**CHIN 302 Advanced Chinese II**

*Lam*

Advanced language skills are further developed through reading and writing. Reading materials will be selected from a variety of authentic Chinese texts. Audio and video tapes will be used as study aids. *Three 70-minute classes conducted in Chinese.*

Prerequisite: 301 or by permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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**CHIN 303 Advanced Chinese Conversation***Ma*

This course is designed for students who wish to refine their proficiency in Chinese, enhancing it with specialized functional terminology and modes of expression for specific contexts and situations. The emphasis is placed on listening comprehension and speaking skills. Course material is audio tapes, Chinese programs from the TV China Channel and video films. *Three 70-minute classes conducted in Chinese.*

Prerequisite: By permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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**CHIN 306 Advanced Reading in 20th-Century Culture***Ma*

A course designed for higher level students who wish to refine their proficiency in Chinese. A wide-ranging introduction to texts written by contemporary scholars and writers. *Three 70-minute classes conducted in Chinese.*

Prerequisite: 203-204, 302 or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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**CHIN 307 Advanced Readings in Contemporary Issues**

**NOT OFFERED IN 1999-00. OFFERED IN 2000-01.** A selection of texts ranging from the May Fourth Period to 1949, the eve of the founding of People's Republic of China. *Three 70-minute classes.*

Prerequisite: 306 or by permission of the instructor.

Distribution: Language and Literature

Semester: N/O. Offered in 2000-01.

Unit: 1.0

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**CHIN 310 Reading and Writing Chinese for Practicality**

**NOT OFFERED IN 1999-00. OFFERED IN 2000-01.** This course emphasizes the practical use of literary Chinese. Students are expected to read and discuss in Chinese a variety of authentic material, ranging from the Confucian canon to expository writings in the modern literary style. Part of the course material will be taken from the Internet, and instruction on composing Chinese articles, using Chinese software, will be incorporated in the course work. *Three 70-minute classes.*

Prerequisite: 301, 302, 306, or by permission of the instructor.

Distribution: Language and Literature

Semester: N/O. Offered in 2000-01.

Unit: 1.0

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**CHIN 316 20th-Century Literature***Mou*

Reading and discussion of modern Chinese Literature. Readings will include selections from novels, short stories and poetry as well as critical essays. *Three 70-minute classes conducted in Chinese.*

Prerequisite: 302, 306, 307, 310 or by permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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**CHIN 330 Women in Chinese Literature (in English)***Mou*

This course surveys over three thousand years of Chinese literature, examining how certain notions and paradigms about Chinese womanhood are developed, molded, adopted, and perpetuated by both male and female writers. Topics will include the chaste woman tradition, gender ventriloquism (particularly male versifying from a female point of view), the lyrics of Li Qingzhao, and other popular images of women in traditional poetry, fiction, and drama. *Two 70-minute classes.*

Prerequisite: Open to students who have taken 106 or 107 or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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**CHIN 340 Topics in Chinese Literature (in English)***Huss*

A course of variable content focusing on different themes. This year's theme is "Literature of China and the Diaspora" and will focus on literature from China, Hong Kong, Taiwan, Singapore, the US and Canada. *This course may be repeated once due to its changing content.*

Prerequisite: Open to students who have taken Chinese 106, 107, 330 or by permission of instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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**CHIN 350 Research or Individual Study**

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**CHIN 350H Research or Individual Study**

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring

Unit 0.5

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### CHIN 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### CHIN 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## Directions for Election

The goal of the Chinese major is to provide students with a solid foundation in the disciplines of Chinese language and literature through intensive language training and broad exposure to Chinese literary and cultural traditions through literature/culture courses taught in both English and Chinese. Students are strongly encouraged to begin their Chinese language study during their first year at Wellesley. Students with a Chinese language background must take a placement test to determine their proper courses. In addition, the Chinese Department strongly recommends that all majors spend a summer and/or a semester of their junior year studying Mandarin at an approved program in China, Taiwan, or Hong Kong.

The Chinese major consists of a minimum of 10 courses. The following three sets of guidelines for the Chinese major have been devised in order to meet the needs of students who come to Wellesley with differing Chinese language backgrounds.

A. Students beginning their Chinese language study at Wellesley in 101-102, 103-104 or 201-202 shall complete the 10-course Chinese major as follows: (1) Five language courses from among 101-102\* or 103-104\*; 201-202\* or 203-204\*; 301, 302, or 306; (2) 310 or 316; (3) two literary courses from 106, 107, 108 (taught in English); (4) one additional literature/culture course from among 213, 243, 330, 340 (340 may be repeated once for credit). At least one of these courses must be at the 300-level.

B. Students beginning their Chinese language study at Wellesley in 203-204 shall complete the 10-course Chinese major as follows: (1) Three language courses consisting of 203-204\* and 303, 306 or 307; (2) 316 and an additional 300-

level course in Chinese; (3) two literary courses from 106, 107 and 108 (taught in English); (4) three additional literature/culture courses taught in English from among EXP 145, 213, 243, 330, 340 (340 may be repeated once for credit). At least one of these courses must be at the 300-level.

C. Majors beginning their Chinese language study at Wellesley in third-year Chinese shall complete the 10-course Chinese major as follows: (1) Two language courses from among 301, 302, 303, 306, 307; (2) 310 or 316; (3) two literary courses from 106, 107, 108 (taught in English); (4) five additional literature/culture courses from among EXP 145, 213, 243, 316, 330, 340 (340 may be repeated once for credit). At least two of these courses must be at the 300 level.

\*Counts for two courses.

### CERTIFICATE PROGRAM

Students interested in seeking certification in teaching Chinese should speak with the chair of the Education Department early in their college career.

### STUDY ABROAD

A maximum of three courses taken abroad may be counted toward the Chinese major. Students should note that more credit may be counted toward the Wellesley degree. In order to obtain credit for study abroad, students must obtain prior consent from the Registrar's Office and the Chinese Department chair and must pass a placement test administered by the Chinese Department upon return to Wellesley. In addition, it is essential that proof of course content and performance in the form of syllabi, written work, examinations and grades be presented to the Chinese Department chair.

### ADVANCED PLACEMENT POLICIES AND LANGUAGE REQUIREMENT

A student entering Wellesley before the fall of 2000 may satisfy the foreign language requirement with a score of 3, but not receive credit toward her degree. Subject to the final approval of the chair of the appropriate language department, a student entering Wellesley in Fall 2000 and later must have an Advanced Placement score of 4 or 5 to satisfy the foreign language requirement.



# Chinese Studies

## AN INTERDEPARTMENTAL MAJOR

Directors: *Lam (Chinese)*, *Joseph (Political Science)*

Chinese Studies is an interdisciplinary major that is offered as an alternative to the Chinese departmental major and is designed for students whose primary interests are in areas other than language and literature. Ten courses are required for the major. Students must complete at least five courses of Chinese language (or the equivalent in the case of native speakers). They must also take a minimum of five non-language courses, two of which must be at the 300 level. At least three of the non-language courses must be from outside the Chinese Department. One of the non-language courses may deal with a part of East Asia other than China. (The non-language courses focusing on China are listed below). Students are encouraged to spend a summer and/or semester studying in a Chinese-speaking part of the world.

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### CHST 350 Research or Individual Study

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

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### CHST 360 Senior Thesis Research

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

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### CHST 370 Senior Thesis

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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## Related Courses

*For Credit Toward the Major*

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ARTH 244 Arts of Ancient China: Neolithic to the T'ang Dynasty

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ARTH 245 The Garden in Asia

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ARTH 248 Chinese Painting: T'ang Dynasty to the 18th Century

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ARTH 337 Seminar. Topics in Chinese Painting

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ARTS 106 Introduction to Chinese Painting

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CHIN 106 Unmasking Confucian Voices: From Antiquity to the Song Dynasty (in English)

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CHIN 107 From the Studio of the Vernacular Writers: Literature of the Song, Yuan, Ming and Qing Dynasties (in English)

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CHIN 108 The Tumultuous Century: 20th Century Chinese Literature (in English)

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CHIN 145 China: Ways of Looking (in English)

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CHIN 213 Diverse Cultures of China (in English)

---

CHIN 243 Chinese Cinema (in English)

---

CHIN 316 20th-Century Literature (in Chinese)

---

CHIN 330 Women in Chinese Literature (in English)

---

CHIN 340 Topics in Chinese Literature (in English)

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ECON 241 Economic Development of Greater China

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HIST 275 Imperial China

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HIST 276 China in Revolution

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HIST 346 China and America: The Evolution of a Troubled Relationship

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HIST 347 The Cultural Revolution in China

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HIST 368 Seminar. Chinese Voices of Dissent

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POL2 208 Politics of China

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REL 108 Introduction to Asian Religions

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REL 253 Buddhist Thought and Practice

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REL 254 Chinese Thought and Religion

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REL 258 Tibetan Buddhism

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REL 353 Seminar. Zen Buddhism

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WOST 248 Asian American Women Writers

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WOST 249 Asian American Women in Film and Video



# Department of Classical Studies

Professor: *Lefkowitz (Chair), Marvin, Starr, Rogers*

Associate Professor: *Dougherty*<sup>A1</sup>

Assistant Professor: *Reay*

Senior Lecturer: *Colaizzi*

The Department offers four closely related major programs: Greek, Latin, Classical Civilization, and Classical and Near Eastern Archaeology. Majors in Greek and Latin are based entirely on courses in the original languages. The programs in Classical Civilization and Classical and Near Eastern Archaeology are interdisciplinary, and ordinarily require additional course work in related departments.

Courses in Greek and Latin are conducted in English and encourage close analysis of the ancient texts, with emphasis on their literary and historical values.

The department reserves the right to place a new student in the course for which she seems best prepared regardless of the number of units she has offered for admission.

Qualified students are encouraged to spend a semester, usually in the junior year, at the Intercollegiate Center for Classical Studies in Rome. For further information about this program, see Directions for Election.

Courses in the Department of Classical Studies, with the exception of 250, 250H, 350, 350H, 360 and 370, fulfill the Group A and Group B distribution requirements as indicated.

# Classical Civilization

AN INTERDEPARTMENTAL MAJOR

The major in Classical Civilization offers the opportunity to explore the ancient world through an integrated, cohesive program of courses worked out by the student and her advisor. Individual programs are tailored to meet students' specific interests, such as Classical Literature, Ancient Theater, Ancient Philosophy and Political Theory, Ancient Religion, and the Classical Tradition. A brochure listing suggested courses for these and other options is available in the Department of Classical Studies. All students majoring in Classical Civilization ordinarily take four units in one of the ancient languages. Students are strongly encouraged to elect at least one course involving the material culture of the ancient world. Interested students are encouraged to consult the Chair early in order to choose an advisor and plan the best program of study.

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**CLCV 102 Uncovering the Ancient World: An Introduction to the Worlds of Greece and Rome**

*Starr*

Instead of excavating an entire site, archaeologists often start by digging exploratory trenches, an approach this course will take to exploring both what we know about Greece and Rome and, as important, how we know what we know. Through specific investigative projects, we'll explore major topics in the ancient world, such as Homeric Greece, culture and empire in the Athens of Pericles, the founding of Rome, and the interplay of cultures in the Roman empire. We'll probe the various kinds of evidence we have, including literature, art, architecture, religious artifacts, historical documents, and legal cases, and discuss the advantages and disadvantages each type of evidence presents.

Prerequisite: None

Distribution: Historical Studies or Language and Literature/A

Semester: Spring

Unit: 1.0

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**CLCV 104 Classical Mythology**

*Lefkowitz*

The religious origins of myth; its treatment in ancient literature; its role as perhaps the most influential legacy of Greek and Roman civilizations. The narrative patterns of ancient myths that continue to determine how male and female lives are described and portrayed in modern literature. Reading from ancient sources in English translation.

Prerequisite: None

Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy/A

Semester: Fall

Unit: 1.0

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CLCV 111 Comedy: Old, New, and Ever Since

Colaizzi

The comic plays of Greece and Rome are the ancestors of sitcom and soap opera, stage show and screenplay. Aristophanes offered fantasy, political satire, and fierce social commentary. Menander, Plautus, and Terence all feature domestic intrigues, ridiculous dilemmas, and stock characters. We will read and view some of their plays, along with Shakespeare's *The Comedy of Errors*, Goldsmith's *She Stoops to Conquer*, Sheridan's *The Rivals*, Oscar Wilde's *The Importance of Being Earnest*, and *A Funny Thing Happened on the Way to the Forum*. *Open to first-year students only. Includes a third meeting.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature/A

Semester: Fall

Unit: 1.0

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CLCV 116 Greek and Latin Roots in English Vocabulary

Colaizzi

Virtually all abstract, technical, and scientific terms in English are formed from Greek and Latin words. We will discover the root meanings of these words and how they work in combination, and discuss why these words have been used in preference to words from Anglo-Saxon roots. We will also consider how new technical terms can be developed from existing Greek and Latin vocabulary.

Prerequisite: None

Distribution: Language and Literature/A

Semester: Spring

Unit: 0.5

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CLCV 117 Selected Texts

Colaizzi

**Text for 1999–00: Ovid's *Metamorphoses* in Translation.** In Ovid's *Metamorphoses*, people turn into things: trees, birds, insects, and stones. Shapes and substances become fantastic new creations formed from the whims of gods. The poem itself is transformed from a chronology to a miscellany; characters in stories told by other characters tell stories to other narrators. Even Ovid's purpose remains inconstant: the serious becomes the lurid and the hilarious. The libraries and museums of Europe would be much emptier had artists and writers not read this great compilation (and sendup) of classical myth. We will read the poem to consider the metamorphosis of its interpretations, a multiplex of delight.

Prerequisite: None

Distribution: Language and Literature/A

Semester: Spring

Unit: 0.5

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CLCV 120/WRIT 125 Troy and the Poets

Colaizzi

The myths of the Trojan War begin the Classical tradition in literature. In considering how gods and mortals interact, the Greek and Roman poets continually return to these stories as they change their ideas about heroism; divine power; religious obligation; private and public responsibility; sexual passions; glory, death, and the after-life. We will read selections from Homer's *Iliad* and *Odyssey*, the Greek dramatists, and Vergil's *Aeneid*, as well as modern critics and poets who reinterpret these works. Three meetings. *Open only to first-year students. This course satisfies the Writing 125 requirement and counts as a unit towards the Classical Studies major.*

Prerequisite: None

Distribution: Language and Literature/A

Semester: Spring

Unit: 1.0

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CLCV 210/310 Greek Tragedy: Plays, Politics, Performance

Dougherty

The fifth-century Athenian playwrights, Aeschylus, Sophocles, and Euripides, produced brilliant tragedies that continue to haunt us today and to define our notion of drama. At the same time, the Athenian people forged the democratic principles that form the basis for our own political institutions. The element of performance, common to both drama and democracy, provides an important key to understanding this interesting confluence of theater and politics, and this class will combine the close reading (in English) of ancient Greek tragedies with the viewing of a selection of contemporary dramatic performances such as modern Italian cinema, Black Gospel traditions, and contemporary productions of Greek drama. *This course may be taken as either 210 or, with additional assignments, 310.*

Prerequisite: 210 open to all students; 310 by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature/A

Semester: Spring

Unit: 1.0

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CLCV 211/311: Epic and Empire

Reay

Alexander the Great is said to have slept with two things under his pillow: a dagger and a copy of Homer's *Iliad*. Julius Caesar and Augustus traced their lineage back to Aeneas, the hero of Vergil's *Aeneid*. Epic poetry and empire: coincidence or collusion? This course will investigate the relationship of epic poetry and empire, focus-

ing especially on Vergil's *Aeneid* and Lucan's *Civil War* within their historical contexts. How is poetry imbued with political meaning? Is epic a prop of imperial ideology or is it a site of resistance? Consideration of the post-classical adaptation of classical paradigms in works such as Milton's *Paradise Lost*, Barlow's *The Columbiad*, and Whitman's *Leaves of Grass*. All works read in translation. *This course may be taken as either 211 or, with additional assignments, 311.*

Prerequisite: 211 open to all students; 311 by permission of instructor.

Distribution: Historical Studies or Language and Literature/A

Semester: Fall Unit: 1.0

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### CLCV 215/315 Women's Life in Greece and Rome

Lefkowitz

NOT OFFERED IN 1999–00. OFFERED IN 2000–01. Were the ancient Greeks and Romans misogynists? Did their attitudes set the pattern for discrimination against women in modern European literature and life? Does modern feminist theory help or hinder the investigation of these questions? Reading from ancient historical, religious, medical, and legal documents in English translation. *This course may be taken as either 215 or, with additional assignments, 315.*

Prerequisite: 215 open to all students; 315 by permission of the instructor.

Distribution: Language and Literature or Social and Behavioral Analysis/A

Semester: N/O. Offered in 2000–01. Unit: 1.0

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### CLCV 234 Roads To Rome: Leading The Roman Life

Marvin

For Roman families the year was shaped by the agricultural calendar, the day by alternations of work and leisure, and society by hierarchies of class and gender. This course will examine what it meant to lead a Roman life, using both textual evidence (historical and literary) and the physical remains of Roman cities and towns. It will investigate how civic and religious institutions, public spectacles and domestic social rituals shaped the lives of individual Romans.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Historical Studies/B'

Semester: Fall Unit: 1.0

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### CLCV 236/336 Greek and Roman Religion

Rogers

NOT OFFERED IN 1999–00. OFFERED IN 2000–01. The founders of Western Civilization were not monotheists. Rather, from 1750 BC until AD 500 the ancient Greeks and Romans sacrificed daily to a pantheon of immortal gods and goddesses who were expected to help mortals achieve their earthly goals. How did this system of belief develop? Why did it capture the imaginations of so many millions for over 2000 years? What impact did the religion of the Greeks and Romans have upon the other religions of the Mediterranean, including Judaism and Christianity? Why did the religion of the Greeks and Romans ultimately disappear? *This course may be taken as either 236 or, with additional assignments, 336.*

Prerequisite: 236, open to all students; 336, by permission of the instructor.

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy/B'

Semester: N/O. Offered in 2000–01. Unit: 1.0

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### CLCV 241 Medicine and Science

Rogers

NOT OFFERED IN 1999–00. 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.

Prerequisite: None

Distribution: Historical Studies or Social and Behavioral Analysis/B'

Semester: N/O Unit: 1.0

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### CLCV 243 Roman Law

Starr

Ancient Roman civil law; its early development, codification, and continuing alteration; its historical and social context (property, family, slavery); its influence on other legal systems. Extensive use of actual cases from antiquity.

Prerequisite: None

Distribution: Historical Studies or Social and Behavioral Analysis/B'

Semester: Spring Unit: 1.0

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### CLCV 250 Research or Individual Study

Prerequisite: Open by permission.

Distribution: None

Semester: Fall, Spring Unit: 1.0

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**CLCV 250H Research or Individual Study**

Prerequisite: Open by permission.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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**CLCV 335 The Politics of the Past***Marvin*

NOT OFFERED IN 1999–00. Study of Ancient Greece and Rome as reinvented by later societies. Examples include: the American Constitution and the Roman Republic; Athenian Democracy and 19th-century liberalism; Greek sexual life and Victorian homosexuality; the current Black Athena controversy. Politics, art, literature, scholarship and private life will be considered.

Prerequisite: One unit of Classical Civilization, Greek, Latin, or ancient History.

Distribution: Historical Studies or Social and Behavioral Analysis/B'

Semester: N/O

Unit: 1.0

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**CLCV 350 Research or Individual Study**

Prerequisite: Open to juniors and seniors by permission.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**CLCV 350H Research or Individual Study**

Prerequisite: Open by permission.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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**CLCV 360 Senior Thesis Research**

Prerequisite: By permission of the department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**CLCV 370 Senior Thesis**

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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# 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, Classical Studies, History, Philosophy, and Religion as well as from the architecture and anthropology programs at MIT. The introductory course in archaeology (Anthropology 206) 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 Hebrew 101-102 and 201-202 and to the Brandeis exchange program.

Students should plan for at least one summer of excavation and/or travel.

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**CNEA 350 Research or Individual Study**

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**CNEA 360 Senior Research Thesis**

Prerequisite: By permission of Director. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**CNEA 370 Senior Thesis**

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## Related Courses

*Required for the Major in Classical and Near Eastern Archaeology*

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ANTH 206 Archaeology



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## Major in Greek

A major in Greek provides an opportunity to learn about the ancient Hellenic world directly through the study of ancient language and to examine the authors' original idiom and expression in historical context.

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### GRK 101 Beginning Greek I

*Colaizzi*

An introduction to Ancient Greek language. *Four periods.*

Prerequisite: Open to students who do not present Greek for admission.

Distribution: None

Semester: Fall

Unit: 1.0

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### GRK 102 Beginning Greek II

*Dougherty*

Further development of language skills and reading from Greek authors. *Four periods.*

Prerequisite: 101 or equivalent.

Distribution: None

Semester: Spring

Unit: 1.0

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### GRK 201 Plato

*Colaizzi*

Study of selected dialogues of Plato. Socrates in Plato and in other ancient sources; Socrates and Plato in the development of Greek thought. The dialogue form, the historical context. Selected readings in translation from Plato, Xenophon, the comic poets, and other ancient authors. *Three periods.*

Prerequisite: 101 and 102 or two admission units in Greek or by permission of the instructor.

Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy/A

Semester: Fall

Unit: 1.0

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### GRK 202 Homer

*Marvin*

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

Distribution: Historical Studies or Language and Literature /A

Semester: Spring

Unit: 1.0

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### GRK 250 Research or Individual Study

Prerequisite: Open by permission.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### GRK 250H Research or Individual Study

Prerequisite: Open by permission.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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### GRK 301 Selected Readings I

*Lefkowitz*

Topic for 1999–00: Aeschylus. The *Prometheus Bound* describes how the god Prometheus, protector of mankind, challenges the authority of the god Zeus, and suffers exile and torture in consequence. Is Prometheus justified, or is Zeus? Audiences throughout history have sided with Prometheus, but the drama questions the purpose of human progress and the nature of divine justice. We will read the Prometheus in Greek, and other plays in English.

Prerequisite: 202

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature/A

Semester: Fall

Unit: 1.0

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### GRK 302 Selected Readings II

*Dougherty*

Topic for 1999–00: Herodotus. Herodotus' history of the Greek/Persian conflict and the rise and fall of empires. His use of legend, anecdotes, and ethnographic material; his historical method. Selected readings in Greek from the Histories.

Prerequisite: 202 or by permission of instructor.

Distribution: Historical Studies or Language and Literature/A

Semester: Spring

Unit: 1.0

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### GRK 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### GRK 350H Research or Individual Study

Prerequisite: Open by permission.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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### GRK 360 Senior Thesis Research

Prerequisite: By permission of the department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### GRK 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## Related Courses

*For Credit Toward the Major in Greek*

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REL 298 New Testament Greek

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## Major in Latin

A major in Latin provides an opportunity to learn about the ancient Roman world directly through the study of ancient language and to examine the authors' original idiom and expression in historical context.

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### LAT 101 Beginning Latin I

*Starr*

Introduction to the Latin language; development of Latin reading skills. *Four periods.*

Prerequisite: Open to students who do not present Latin for admission or by permission of the instructor.

Distribution: None

Semester: Fall Unit: 1.0

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### LAT 102 Beginning Latin II

*Reay*

Further development of Latin reading and language skills. *Four periods.*

Prerequisite: 101

Distribution: None

Semester: Spring Unit: 1.0

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### LAT 200 Intermediate Latin I: Literary Love Affairs

*Reay*

A survey of famous Latin authors, focusing on literary love affairs. Selections from such authors as Catullus, Horace, Ovid, Petronius, and Seneca and from Medieval Latin lyrics. Systematic review of Latin grammar; focused vocabulary building; introduction to Latin meter; reference tools for improved reading; Internet resources for Latin literature. *Three periods.*

Prerequisite: 102 or [103] or three admission units in Latin or by permission of instructor.

Distribution: Language and Literature/A

Semester: Fall Unit: 1.0

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### LAT 201 Intermediate Latin II: Vergil and Augustus

*Lefkowitz*

Vergil's *Aeneid*, *Georgics*, and *Eclogues* in their literary context of both Greek poetry (Homer, Apollonius of Rhodes, Euripides) and Latin poetry (Ennius, Lucretius, Catullus, Horace) and in their historical context in the reign of Augustus, the first Roman emperor. Readings in Latin from Vergil and in translation from other ancient works. Use of Internet resources on Vergil and Rome. *Three periods.*

Prerequisite: 200 or four admission units in Latin; by permission of instructor with [103] or three admission units in Latin.

Distribution: Language and Literature/A

Semester: Spring Unit: 1.0

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### LAT 210: Sight Reading Latin Literature

*Colaizzi*

NOT OFFERED IN 1999–00. OFFERED IN 2000–01. Weekly meetings to read both Latin prose and poetry at sight. Emphasis on developing the skills and confidence necessary to approach new authors.

Prerequisite: 200 or higher or by permission of the instructor.

Distribution: Language and Literature/A

Semester: N/O. Offered in 2000–01. Unit: 0.5

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### LAT 250 Research or Individual Study

Prerequisite: Open by permission.

Distribution: None

Semester: Fall, Spring Unit: 1.0

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### LAT 250H Research or Individual Study

Prerequisite: Open by permission.

Distribution: None

Semester: Fall, Spring Unit: 0.5

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### LAT 300: Roman Satire

*Starr*

NOT OFFERED IN 1999–00. The Romans claimed satire as the only uniquely Roman literary genre. Its subjects varied widely from philosophy and morality to dinner parties, love affairs with gladiators, and the details of everyday life; its tone ranged from Horace's smiling critiques to Juvenal's outrage. Focusing on Horace's and Juvenal's Satires, we'll read extensively in other satirists in translation as we examine how satirical writing developed in Rome and what it reveals about Roman life.

Prerequisite: 201 or [251] or [252] or [279] or by permission of the instructor, with a 5 on at least one Latin AP exam and satisfactory performance on the Wellesley placement test.

Distribution: Language and Literature or Historical Studies/A

Semester: N/O Unit: 1.0

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### LAT 301 Visions of Rome

*Starr*

NOT OFFERED IN 1999–00. The ancient Romans saw Rome as an ideal dream, founded on religion, law, and morality, and as once-great but now corrupt, collapsing in moral decay, and they transformed Roman history into myth. Selected readings from various Latin authors, such as Cicero, Sallust, Augustus, Horace, Propertius, Vergil, Livy, Seneca, Lucan, Tacitus, and Juvenal; readings in translation from other Roman texts and from contemporary Greek authors.

Prerequisite: 201 or [251] or [252] or [279] or by permission of instructor, with a 5 on at least one Latin AP exam and satisfactory performance on the Wellesley placement test.

Distribution: Language and Literature or Historical Studies/A

Semester: N/O Unit: 1.0

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### LAT 304 Cicero

*Starr*

Cicero's philosophical essays and orations; his intellectual and political world; the influence of Greece; the development of Latin oratory and prose and of Roman philosophy and political thought. Three class meetings per week.

Prerequisite: 201 [202], [251], [252], [279] or by permission of the instructor, with a 5 on at least one Latin AP exam and satisfactory performance on the Wellesley placement test.

Distribution: Language and Literature or Historical Studies/A

Semester: Fall Unit: 1.0

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### LAT 347 Seminar

*Reay*

**Topic for 1999–00: Catullus.** Passionate and tormented lover, urbane jester, obscene abuser, political subversive, poetic revolutionary—the personae of Catullus are as varied as the poems that produce them. This course is a comprehensive examination of Catullus' poetry, its Roman contexts, its critical reception. Topics include: poetry and biography, aesthetic programmes and the neoteric 'revolution'; Catullus and Roman literary history; rhetoric and self-representation; obscenity and invective; sex, poetry, and power; metrics; theory and practice of translation. Close attention to the variety of theoretical reflection that informs Catullan criticism; biography, psychoanalysis, New Criticism, intertextuality, deconstruction, feminism, New Historicism. Consideration of Catullus' modern reception in fiction and poetry.

Prerequisite: 201 [202], [251], [252], [279] or by permission of the instructor, with a 5 on at least one Latin AP exam and satisfactory performance on the Wellesley placement test.

Distribution: Language and Literature  
Semester: Spring Unit: 1.0

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### LAT 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.  
Distribution: None

Semester: Fall, Spring Unit: 1.0

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### LAT 350H Research or Individual Study

Prerequisite: Open by permission.

Distribution: None  
Semester: Fall, Spring Unit: 0.5

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### LAT 360 Senior Thesis Research

Prerequisite: By permission of the department. See Academic Distinctions.

Distribution: None  
Semester: Fall, Spring Unit: 1.0

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### LAT 370 Senior Thesis

Prerequisite: 360

Distribution: None  
Semester: Fall, Spring Unit: 1.0

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## Related Courses

Courses from this list may be counted toward the majors in Classical Civilization and Classical and Near Eastern Archaeology, as indicated. Other courses not listed may be included in the majors by the approval of the chair. All are recommended as related work for majors in Greek and Latin.

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ANTH 206 Archaeology (CLCV, CNEA)

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ANTH 242 The Rise of Civilization (CNEA)

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ARTH 100 Introduction to the History of Art: Ancient and Medieval Art (CLCV, CNEA)

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ARTH 100/WRIT 125 Introduction to the History of Art: Ancient and Medieval Art (CLCV, CNEA)

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ARTH 241 Egyptian Art (CLCV, CNEA)

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ARTH 242 Greek Art (CLCV, CNEA)

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ARTH 243 Roman Art. Roads to Rome (CLCV, CNEA)

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ARTH 334 Seminar. Issues in Ancient Art and Archaeology (CLCV, CNEA)

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HEBR 101-102 Elementary Hebrew (CNEA)

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HEBR 201-202 Intermediate Hebrew (CNEA)

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HIST 100 Introduction to Western Civilization (CLCV)

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HIST 229/329 Alexander the Great: Psychopath or Philosopher King (CLCV, CNEA)

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HIST 230 Greek History from the Bronze Age to the Death of Philip II of Macedon (CLCV, CNEA)

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HIST 231 History of Rome (CLCV, CNEA)
HIST 232 The Making of the Middle Ages, 500 to 1200 (CLCV)
ITAL 263 Dante (in English) (CLCV)
PHIL 201 Ancient Greek Philosophy (CLCV)
PHIL 311 Plato (CLCV)
PHIL 312 Aristotle (CLCV)
POL4 240 Classical and Medieval Political Theory (CLCV)
REL 104 Study of the Hebrew Bible/Old Testament (CLCV, CNEA)
REL 105 Study of the New Testament (CLCV, CNEA)
REL 140 Introduction to Jewish Civilization (CLCV)
REL 204 Law in the Ancient Near East and Hebrew Bible/Old Testament (CLCV, CNEA)
REL 205 Genesis and the Ancient Near East Mythologies (CLCV)
REL 206 The Problem of Evil in Ancient Near Eastern Religions (CLCV)
REL 210 The Gospels (CLCV)
REL 211 Jesus of Nazareth (CLCV)
REL 212 Paul: The Controversies of an Apostle (CLCV)
REL 241 Emerging Religions: Judaism and Christianity 150 B.C.E to 500 C.E. (CLCV)
REL 243 Women in the Biblical World (CLCV)
REL 244 Jerusalem: The Holy City (CLCV, CNEA)
REL 298 New Testament Greek (CLCV)
REL 308 Seminar. Paul's Letter to the Romans (CLCV)
REL 310 Seminar. Gospel of Mark (CLCV)
REL 342 Seminar. Rabbis, Romans, and Archaeology (CLCV, CNEA)

## Directions for Election

*Greek and Latin:* All students majoring in Greek must complete four units of Grade III work; all students majoring in Latin are required to complete four units of Grade III work. Study of Vergil, either in 201 or at the Grade III level, is strongly recommended.

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.

*Advanced Placement Policies and Language Requirement:* A student entering Wellesley before the fall of 2000 may satisfy the foreign language requirement with a score of 3, but not receive credit toward her degree. Subject to the final approval of the chair of the appropriate language department, a student entering Wellesley in Fall 2000 and later must have an Advanced Placement score of 4 or 5 to satisfy the foreign language requirement. All students who wish to elect a Grade II or higher Latin course must take the Latin Placement examination. Students who offer a Latin AP score of 5 should normally elect Grade III Latin; credit will not be given for AP Vergil if the student elects LAT 201. AP Latin Literature will be counted as a grade II course for the major.

*Classical Civilization:* A student who wishes to major in Classical Civilization can plan with her major advisor an appropriate sequence of courses, which might include work in such areas as art, history, philosophy, and literature. Such a program ordinarily contains at least four units of work in the original language.

*Classical and Near Eastern Archaeology:* Students who wish to major in Classical and Near Eastern Archaeology can plan with the program director an appropriate sequence of courses, which should include work in such areas as art, anthropology, ancient languages, history, and religion.

Courses in ancient history, ancient art, ancient philosophy, and classical civilization are recommended as valuable related work. Students are strongly encouraged to elect at least one course involving the material culture of the ancient world.



In addition to the traditional Honors thesis program consisting of 360 and 370 work in the major, Greek, Latin, and Classical Civilization majors may choose the department's Plan B honors program, which 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. Students normally elect a unit of 350 to prepare a special project which would be included in the Honors examinations.

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.

Students interested in obtaining certification to teach Latin and Classical Humanities in the Commonwealth of Massachusetts should consult the department Chair and the Chair of the Department of Education.

## Cognitive Science

AN INTERDEPARTMENTAL MAJOR  
AND MINOR

Director: *Levitt (French)*

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 interested in a focus in Neuropsychology are advised to consider the Psychobiology/Neuroscience major).

Students majoring in Cognitive Science must take a minimum of ten (10) courses for the major. Courses eligible to be taken for the major are listed below although students are encouraged to consult the MIT Catalogue for additional offerings in the major.

Students must fulfill the following five core requirements:

- 
- CS 111 Introduction to Computer Science
  - LANG 114 Introduction to Linguistics or PSYC 216 Psychology of Language
  - One of PSYC 215-219 or BISC 213
  - PHIL 215 Philosophy of Mind
  - PSYC 330 Topics in Cognitive Science

The student must also design a concentration for the major that involves a minimum of four units, one of which must be at the 300 level. The tenth unit can (but need not) be a course listed under a different concentration. In designing concentrations, students should consult the following recommendations for possible concentrations:

### Psychology:

Students who concentrate in psychology must take PSYC 205 and 214r. In addition at least two of the following courses should be taken: PSYC 215-219, 316, 318, 319, 335; LANG 322; BISC 213, 315.

### Computer Science:

Students concentrating in computer science must take CS 230 and CS 232. In addition, at least two of the following courses should be taken: CS 231, 235, 249, 251, 305, 310, 331, 332. CS 349 may be taken after consultation with the student's advisor.

### Linguistics:

In addition to LANG 114, students concentrating in linguistics should take at least 4 of any of the following courses: LANG 240, 244, 312, 322; PSYC 216, 316; PHIL 207.

### Philosophy:

Students concentrating in philosophy should take at least 4 of any of the following courses: PHIL 207, 216, 217, 221, 314, 345. PHIL 313, 345 and 349 may be taken after consultation with the student's advisor.

Students in any concentration may also elect independent studies and honors projects:

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#### CGSC 350 Research or Independent Study

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

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#### CGSC 360 Senior Thesis Research

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

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#### CGSC 370 Senior Thesis

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

A minor in cognitive science can be elected only by students who are pursuing a major in one of the following disciplines: Computer Science, Language Studies, Philosophy, Psychology, Psychobiology or Neuroscience. Students in a major other than the ones listed here should petition the Director for approval to elect a minor in cognitive science. The five (5) unit minor consists of the core courses listed above. Courses that are included in the core cannot also count towards the student's major. Students who minor in cognitive science are also strongly encouraged to consult the recommendations for concentrations in planning their major.

## Comparative Literature

### A STRUCTURED INDIVIDUAL MAJOR

Director: *Rosenwald (English)*

The comparative literature major is a *structured individual major* for students seeking to study literature across departmental, national, and linguistic boundaries. Students in comparative literature devise their own programs in careful consultation with two advisors, one in each of two departments, and with the director of the program.

Students who major in comparative literature should, in putting their major together, be aware of the many and diverse courses here that pertain to the study of literature.

These include, but are not limited to:

- 1) courses in literary history;
- 2) courses in particular literary genres;
- 3) courses in the theory of literature;
- 4) courses in linguistics;
- 5) courses on the theory and practice of translation.

Many courses combine or fall between these categories. Students should also be aware of the many courses on literature in translation, and should consult the list of these courses on p. .

### Directions for Election

1. Majors in comparative literature shall complete a minimum of 10 courses. All of these courses must count towards the major in the departments in which they are offered.
2. Of these courses, one shall be ICPL 330, the comparative literature seminar.
3. In addition to ICPL 330, at least 2 more courses shall be taken at the 300 level.
4. Majors shall take 300-level courses in at least two languages, of which English may be one, and in at least two departments, and shall meet departmental prerequisites for these courses.
5. Majors shall take at least one course outside of the modern period in at least one of the literatures they are studying; what "the modern period" means for a particular literature will depend on the literature, and will be determined by the major's advisors.

6. Majors shall take some course offering a theoretical perspective helpful to their particular course of study. Sometimes this would be English 282: Introduction to Literary Theory or English 382: Criticism. But other courses, too, could meet this requirement. A student focusing on the multilingual literatures of North America might meet this requirement with Language Studies 312: Bilingualism; a student focusing on the process of intercultural adaptation and translation might meet it with French 308: Advanced Studies in Language I.

7. Majors shall take some course in which they do a substantial piece of independent work in comparative literature. This course may be ICPL 330, or a 350 in a pertinent department, or ICPL 360 and/or ICPL 370, or another course chosen by the student in consultation with her advisors.

In general, programs will be worked out in relation to the major's particular languages and interests. Examples of possible interests would include poetry, the novel, women's writing, and the relations between politics and literature.

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#### ICPL 330 Seminar. Comparative Literature *Sides (English) and Morley (Japanese)*

Topic for 1999-00: *The Traditions of Japanese Fiction and English Fiction: The Comparative Question*. This course will question how two literary traditions can be compared through a survey of Japanese and English novels and short fiction. We will be reading the works of such authors as Murasaki Shikibu, Samuel Richardson, Ueda Akinari, Henry James, Kawabata Yasunari, Virginia Woolf, Natsume Soseki, and V.S. Naipul. We will also be reading critical essays that address comparative questions.

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

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#### ICPL 360 Senior Thesis Research

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

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#### ICPL 370 Senior Thesis

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

## Department of Computer Science

Professor: *Shull*

Associate Professor: *Hildreth<sup>^</sup>, Metaxas (Chair)*

Assistant Professor: *Stephan, Turbak*

Visiting Assistant Professor: *Royden*

Laboratory Instructor: *Herbst, Tzeng*

All courses in the Computer Science Department (with the exception of 100, 250, 250H, 350, 350H, 360, 370) fulfill the Group C distribution requirement.

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#### CS 100 Introduction to Internet Research and Resources

*Orr (Office for Information Services)*

An introduction to computers and the World Wide Web. Students learn to search, access, and critically evaluate information available on the Internet. Topics include an exploration of copyright, privacy, and security issues of digital data and electronic communications, together with the basic computer science underpinnings of these issues. Students use HTML and other authoring tools to maintain a web-published portfolio of their internet research. Students with significant computing and internet experience should consider 110 or 111. *Students must take 100 as Credit/Non.*

Prerequisite: None. No prior background with computers is expected.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

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#### CS 110 Computer Science and the Internet *Metaxas, Royden, Shull, Staff*

This course will use the Internet as a domain to explore fundamental concepts in computer science. Topics include: design and analysis of algorithms; computational complexity; network security and reliability; decidability; and the impact of computers on society. Students learn the science and art of computer programming by building applications for the Internet using HTML, Java Script, and Java applets. Students are required to attend an additional discussion section each week. *Students considering additional computer science courses should take 111, not 110. Students cannot receive MM distribution credit for both 110 and 111.*

Prerequisite: 100 or by permission of the instructor. No prior background with computers is expected.  
Distribution: Mathematical Modeling  
Semester: Fall, Spring Unit: 1.0

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### CS 111 Computer Programming and Problem Solving

Royden, Stephan, Turbak, Staff

An introduction to problem solving through computer programming. Using the Java programming language, students learn how to read, modify, design, debug, and test algorithms that satisfy problem specifications. Programming concepts include control structures, data structures, abstraction, recursion, modularity, and object-oriented design. Students explore these concepts in the context of interactive programs involving graphics, music, text, games, data analysis, user interfaces, and web pages. *Students are required to attend an additional 2-hour laboratory section each week. Required for students who wish to major or minor in computer science or elect more advanced courses in the field. Students cannot receive MM distribution credit for both 110 and 111.*

Prerequisite: None. 100 is recommended for students with no prior computer background.

Distribution: Mathematical Modeling. Does not satisfy laboratory requirement.

Semester: Fall, Spring

Unit: 1.0

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### CS 115/PHYS 115 (Wintersession) Robotic Design Studio

Staff

In this intensive course, students are introduced to engineering principles as they design and assemble robots out of LEGO parts, sensors, motors, and tiny computers. Fundamental robotics skills are learned in the context of studying and modifying a simple robot known as SciBorg. Then, working in small teams, students design and build their own robots for display at a Robot Exhibition. These projects tie together aspects of a surprisingly wide range of disciplines, including computer science, physics, math, biology, psychology, engineering, and art. *Students may register for either CS 115 or PHYS 115. Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Natural and Physical Science

Semester: Wintersession

Unit: 0.5

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### CS 215/ARTS 215 The Art and Science of Multimedia

Metaxas, Ribner (Studio Art)

With the growth of multimedia, the boundaries between traditionally unrelated disciplines have blurred, facilitating the collaboration between fields that have been unrelated until recently.

This course, team-taught by faculty of the Art and Computer Science departments, gives students a unique opportunity to be exposed to the knowledge and expertise of an exciting synthesis of disciplines. The course will cover a wide list of topics from: history and philosophy of hypermedia; designing user interfaces; programming; art and design for multimedia CD-ROMs and the WWW; media selection; and editing. In addition to scheduled assignments, students are expected to produce a professional-level multimedia project that will be published on CD-ROM. *Students may register for either CS 215 or ARTS 215. Credit will be given in the department in which the student is registered.*

Prerequisite: By permission of the instructors. File application on-line (<http://www.wellesley.edu/CS/courses/CS215/applc215.html>) before pre-registration. At least one CS course (CS 110 or CS 111) and one ARTS course (ARTS 109, ARTS 105, or ARTS 108) are required. CS 111 and ARTS 214 are strongly recommended.

Distribution: Mathematical Modeling or Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

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### CS 230 Data Structures

Hildreth, Turbak

An introduction to techniques and building blocks for organizing large programs. Topics include: modules, abstract data types, recursion, algorithmic efficiency, and the use and implementation of standard data structures and algorithms such as lists, trees, graphs, stacks, queues, priority queues, tables, sorting, and searching. Students become familiar with these concepts through weekly programming assignments using the Java programming language.

Prerequisite: 111 or by permission of the instructor.

Distribution: Mathematical Modeling

Semester: Fall, Spring

Unit: 1.0

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### CS 231 Fundamental Algorithms

Shull

An introduction to the design and analysis of fundamental algorithms. General techniques covered: Divide-and-conquer algorithms, dynamic programming, greediness, probabilistic algorithms. Topics include: sorting, searching, graph algorithms, compression, cryptography, computational geometry, and NP-completeness.

Prerequisite: 230

Distribution: Mathematical Modeling

Semester: Fall

Unit: 1.0

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### CS 232 Artificial Intelligence

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** An introduction to Artificial Intelligence (AI), the design of computer systems that possess and acquire knowledge and can reason with that knowledge. Topics include knowledge representation, problem solving and search, planning, vision, language comprehension and production, learning, and expert systems. To attain a realistic and concrete understanding of these problems, CommonLisp, an AI language, will be taught and used to implement the algorithms of the course. *Alternate year course.*

Prerequisite: 230 or by permission of the instructor.  
Distribution: Mathematical Modeling  
Semester: N/O. Offered in 2000–01. Unit: 1.0

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### CS 235 Languages and Automata

*Shull*

An introduction to the concepts of languages and automata. Topics include languages, regular expressions, finite automata, grammars, push-down automata and Turing machines.

Prerequisite: 230, MATH 225 or MATH 305 recommended.  
Distribution: Mathematical Modeling  
Semester: Spring Unit: 1.0

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### CS 240 Introduction to Machine Organization with Laboratory

*Stephan*

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. *Students are require to attend one three-hour laboratory appointment weekly.*

Prerequisite: 230  
Distribution: Mathematical Modeling. This course satisfies the laboratory requirement.  
Semester: Fall Unit: 1.25

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### CS 249 Topics in Computer Science

**NOT OFFERED IN 1999–00.**

Prerequisite: 230, or by permission of the instructor.  
Distribution: Mathematical Modeling  
Semester: N/O Unit: 1.0

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### CS 250 Research or Individual Study

Prerequisite: 230 or permission of the instructor.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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### CS 250H Research or Individual Study

Prerequisite: 230 or permission of the instructor.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

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### CS 251 Theory of Programming Languages

*Turbak*

An introduction to the dimensions of modern programming languages. Covers major programming paradigms: functional, imperative, object-oriented, and logic-oriented. Topics include syntax, naming, state, data, control, concurrency, non-determinism, and types.

Prerequisite: 230  
Distribution: Mathematical Modeling  
Semester: Spring Unit: 1.0

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### CS 301 Compiler Design

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** 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. *Alternate year course.*

Prerequisite: 240, 251  
Distribution: Mathematical Modeling  
Semester: N/O. Offered in 2000–01. Unit: 1.0

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### CS 305 Theory of Algorithms

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** We design algorithmic solutions for major classes of combinatorial and computational problems. The computational resources required by each algorithm is determined. We use these results of the analysis to discuss performance tradeoffs, accept compromises based on clearly articulated goals, and propose improvements or alternative solutions. Advanced data structures and algorithmic techniques are introduced as required during the design process. Topics include: Matroids and greedy algorithms, binomial and Fibonacci heaps, splay trees, random search trees, max flow, matching, parallel algorithms and NC. *Alternate year course.*

Prerequisite: 231, or by permission of the instructor.  
Distribution: Mathematical Modeling  
Semester: N/O. Offered in 2000–01. Unit: 1.0

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### CS 307 Introduction to Computer Graphics

*Royden*

A survey of topics in computer graphics with an emphasis on fundamental techniques. Topics include: graphics 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, hidden surface removal, shading, color and animation. Students learn how to design graphics displays using a state-of-the-art computer graphics software package. *Alternate year course.*

Prerequisite: 230

Distribution: Mathematical Modeling

Semester: Fall

Unit: 1.0

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### CS 310 Theory of Computation

*Shull*

Why are some problems easy to solve, while others are nearly impossible? We study inherent properties of computational problems in order to see how they relate to quantitative aspects of the algorithms that solve them. The course seeks to classify problems according to common mathematical structures and to understand the relationships between problem classes. Topics include standard deterministic and non-deterministic complexity, oracles, Boolean circuit complexity, advice functions, randomized complexity, protocols and Kolmogorov complexity. *Alternate year course.*

Prerequisite: 235 or by permission of the instructor.

Distribution: Mathematical Modeling

Semester: Fall

Unit: 1.0

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### CS 331 Parallel Machines and Their Algorithms

NOT OFFERED IN 1999-00. OFFERED IN 2000-01. This course is a broad introduction to parallelism that studies problem solving using a large number of cooperating processing elements. It is divided into four parts. First, it introduces the need for parallel computation and describes some of the fundamental algorithmic techniques. The second part surveys some of the most popular interconnection networks employed in today's parallel computers. In the third part, several parallel algorithms are designed and implemented on a computer containing 1,000 processors. A short project composes the last part. *Alternate year course.*

Prerequisite: 231 or by permission of the instructor.

Distribution: Mathematical Modeling

Semester: N/O. Offered in 2000-01.

Unit: 1.0

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### CS 332 Visual Processing by Computer and Biological Vision Systems

*Hildreth*

An introduction to algorithms for deriving symbolic information about the three-dimensional environment from visual images. Aspects of models for computer vision systems will be related to perceptual and physiological observations on biological vision systems. Assignments will

use computer vision software written in CommonLisp. Topics include: edge detection, stereopsis, motion analysis, shape from shading, color, visual reasoning, object recognition. *Alternate year course.*

Prerequisite: 230, or by permission of the instructor.

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

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### CS 340 Computer Architecture with Laboratory

NOT OFFERED IN 1999-00. OFFERED IN 2000-01. 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. Students are required to attend one three-hour digital laboratory appointment each week. *Alternate year course.*

Prerequisite: 240

Distribution: Mathematical Modeling. This course satisfies the laboratory requirement.

Semester: N/O. Offered in 2000-01.

Unit: 1.25

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### CS 341 Operating Systems

*Stephan*

An examination of the software systems that manage computer hardware. Topics include processes, interprocess communication, process coordination, deadlock, memory management, swapping, paging, virtual memory, input/output management, file systems, protection, security, networks, distributed systems, multiprocessors, and massively parallel machines. *Alternate year course.*

Prerequisite: 240 or by permission of the instructor.

Distribution: Mathematical Modeling

Semester: Spring.

Unit: 1.0

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### CS 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### CS 350H Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit 0.5

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### CS 360 Senior Thesis Research

Prerequisite: By permission of the department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## CS 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## Related Courses

*Attention Called*

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PHYS 219 The Art of Electronics

## Directions for Election

Students majoring in computer science must complete 111, 230, 231, 235, 240, 251, two Grade III courses other than 350, 360 or 370, and at least one additional computer science course at the Grade II or Grade III level. Students who do not take 111 must replace this requirement with one additional computer science course at the Grade II or Grade III level. Computer science courses at MIT or other institutions used to meet the nine course requirement must be approved in advance by the Department chair on an individual basis. In addition, all majors in computer science will be expected to complete (1) either MATH 225 or MATH 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 CS and mathematics requirements as early in the major as possible. Students are encouraged to consult the *Computer Science Student Handbook* for suggestions of possible course schedules for completing the major. Students considering a junior year abroad should consult a faculty member in the department as soon as possible in their sophomore year to plan a schedule of courses to complete the major.

All computer science majors are required to participate in the *Computer Science Student Seminar* held throughout the academic year. In this seminar, students have the opportunity to explore topics of interest through reading and discussion, field trips, invited speakers, independent research projects, or software development projects.

The computer science 5 course minimum minor is recommended for students whose primary interests lie elsewhere, but who wish to obtain a fundamental understanding of computer science. The minor consists of Computer Science 111, 230, 240, either 231 or 235, and at least one Grade III level computer science course. Students who do not take 111 must replace this requirement with one additional computer science course at the Grade II or Grade III level.

Students may receive a maximum of 1 unit of credit for a score of 4 or 5 on the Computer Science A or AB advanced placement exam. This unit can be counted toward the computer science major or minor at the 100 level. Students receiving AP credit for computer science should consult with the department regarding enrollment in 230.

Students who plan to pursue graduate work in computer science are strongly encouraged to develop their background in mathematics, particularly in the areas of linear algebra, probability and statistics, and graph theory. Such students should elect one or more of 305, 310 or MATH 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 301, 340, 350/360 or appropriate courses at MIT. Majors who are interested in writing a senior honors thesis are urged to discuss their plans with either their advisor or the Department chair as early as possible in their junior year.

# Department of Economics

Professor Emeritus: *Goldman*

Professor: *Case, Joyce, Lindauer, Matthaei<sup>1</sup>, Morrison, Witte<sup>2</sup>*

Associate Professor: *Andrews (Chair), Kauffman, Levine, Skeath<sup>3</sup>, Velenchik*

Assistant Professor: *Blomberg, Johnson, Taylor*

Instructor: *Weerapana*

Visiting Instructor: *Harper, van der Veen*

All courses in the Economics Department (with the exception of 250, 350, 360 and 370) fulfill the Group B<sup>2</sup> distribution requirement.

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**ECON 101 Principles of Microeconomics**

**ECON 102 Principles of Macroeconomics**

*Staff*

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 issues include imposition of price floors and ceilings, income distribution, competition and its regulation, and the performance of particular markets. 102, Macroeconomics, is an analysis of the aggregate dimensions of the economy, such as national income, employment, inflation, and the balance of payments. Policy issues include business cycles, economic growth, and open economy transactions. *A section of ECON 101 will be open to first-year students only.*

Prerequisite: For first-, second-, and third-year students, fulfillment of Quantitative Reasoning basic skills requirement.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

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**QR 199 Introduction to Social Science Data Analysis**

*Kauffman, Taylor*

An introduction to the collection, analysis, interpretation, and presentation of quantitative data as used to understand society and human behavior. Using examples drawn from the fields of economics, political science, and sociology, this

course focuses on basic concepts in statistics and probability, such as measures of central tendency and dispersion, hypothesis testing, and parameter estimation. The course draws on everyday applications of statistics and data analysis in an interdisciplinary context. *Students must register for a laboratory section which meets an additional 70 minutes each week. Not open to students who have taken ECON 199/POL 199/SOC 199.*

Prerequisite: For first-, second-, and third-year students, fulfillment of Quantitative Reasoning basic skills requirement.

Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall, Spring

Unit: 1.0

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**ECON 200 Econometrics**

*Levine, Blomberg, Witte*

Application of statistical methods to economic problems. Emphasis will be placed on regression analysis that can be used to examine the relationship between two or more variables. Issues involved in estimation, including goodness-of-fit, statistical inference, dummy variables, heteroskedasticity, serial correlation, and others will be considered. Emphasis will be placed on real world applications.

Prerequisite: QR 199; 101 and 102, or for students who have completed one course and are taking the other; and MATH 115.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

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**ECON 201 Intermediate Microeconomic Analysis**

*Johnson, Velenchik, Levine*

Intermediate microeconomic theory: analysis of the individual household, firm, industry and market, and the social implications of resource allocation choices. Emphasis on application of theoretical methodology.

Prerequisite: 101, 102 and MATH 115.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

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**ECON 202 Intermediate Macroeconomic Analysis**

*Blomberg, Joyce*

Intermediate macroeconomic theory: analysis of fluctuations in aggregate income and growth and the balance of payments. Analysis of policies to control inflation and unemployment.

Prerequisite: 101, 102 and MATH 115.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0



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### ECON 204 U.S. Economic History

*Kauffman*

Traces the structure and development of the U.S. economy from Colonial times to World War II; highlights historical episodes including the start of the nation, economics of slavery, the westward movement, economic consequences of the Civil War, and causes of the Great Depression. Specific topics include agriculture, trade, technology, finance and labor. Emphasis on relating U.S. historical experience to current economic problems.

Prerequisite: 101 and QR 199 or its equivalent.

Distribution: Historical Studies or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### ECON 210 Financial Markets

*Joyce*

Overview of financial markets and institutions, including stock and bond markets, money markets, derivatives, financial intermediaries, monetary policy, and international currency markets.

Prerequisite: 101 and 102, and QR 199 or its equivalent.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### ECON 212 Trade and Migration

*Lindauer, Harper*

An introduction to international trade in theory and practice. Emphasis on the application of microeconomic principles in international economics. Topics to be covered include the debate over free versus fair trade; trade and the welfare of workers in developed and developing nations; the use of tariffs, quotas and other instruments of protection; NAFTA and economic integration; and the costs and benefits of international migration.

Prerequisite: 101 and 102. Students who have previously taken [214] cannot enroll in 212.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

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### ECON 213 International Finance and Macroeconomic Policy

*Weerapana*

This course provides a basic understanding of global financial markets, capital flows, and macroeconomic policy decisions in an open economy. Topics include the balance of payments, foreign exchange markets, speculation and arbitrage. Government policies under fixed and flexible exchange rates and varying degrees of capital mobility will be analyzed. We will also examine several contemporary issues such as the role of the IMF, the European Monetary System,

the debt crisis, and the recent financial crisis in South East Asia.

Prerequisite: 101 and 102. Students who have previously taken [214] cannot enroll in 213.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### ECON 220 Development Economics

*Lindauer*

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, rural development, foreign aid, and human resource trade strategies.

Prerequisite: 101 and 102, and QR 199 or its equivalent.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### ECON 222 Games of Strategy

NOT OFFERED IN 1999-00. Should United Airlines match the cheap fares offered by America West on their common routes? Would it make sense to sell your house at an auction where the highest bidder gets the house, but only pays the second-highest bid? Should the U.S. government institute a policy of never negotiating with terrorists? In business, politics, and everyday life, the effects of your decisions often depend on how others react to them. This course will introduce some basic concepts and insights from the theory of games (backward induction, prisoners' dilemmas, brinkmanship, coordinating moves, pre-commitment) that can be used to understand any such situation in which strategic decisions are made. The course will emphasize applications rather than formal theory. Extensive use will be made of in-class experiments, examples, and cases drawn from business, economics, politics, movies and current events.

Prerequisite: 101

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### ECON 225 Urban Economics

*Case*

Analysis of the location decisions of households and firms. Topics include: real estate development and finance, housing markets and housing finance, real estate cycles, regional economics, problems of the inner city, discrimination in housing and credit markets, and homelessness. Alternative public policy responses to urban problems. The course requires several projects requiring field work.

Prerequisite: 101

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### ECON 226 Education, Welfare, and Taxes

*Taylor*

Has “property tax relief” for homeowners diminished the quality of K-12 schools? Is welfare reform really “moving people off welfare” or is it merely encouraging the poor to move between states? This course examines such policy issues as a means of understanding the complexities of state and local public finance. Students will explore the various factors that influence the mix and level of spending on public goods and services; the major revenue sources used by the federal, state and local governments; and the complex and changing relationship among these governments in our federal fiscal system.

Prerequisite: 101

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### ECON 230 Seminar. Contemporary Economic Issues

**NOT OFFERED IN 1999–00.** Topic for 2000–01: **Capitalism and Social Justice.** This seminar course is a tour of recent writing on the troubled relationship between free markets, democracy, and social justice by a wide variety of thinkers. This course explores the implications of recent thinking in economics, law, sociology, history, political theory, and philosophy for debates about the possibilities for economic and social justice after the eclipse of traditional socialism.

The seminar explores two fundamental questions: (1) can liberal institutions—freedom of speech, thought, religion, inquiry, and association, due process and equal protection before the law—withstand the challenges posed by structural unemployment, knowledge based meritocracy, and the scourge of ethnic and racial fundamentalism; (2) what are the contours of conservative and leftist thought in light of the incompetence of socialism and the social devastation characteristic of free market capitalism?

Prerequisites: 101 and 102

Distribution: Social and Behavioral Analysis

Semester: N/O. Offered in 2000–01.

Unit: 1.0

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### ECON 232 Health Economics

**NOT OFFERED IN 1999–00.** An economic analysis of the health care system and its players: government, insurers, health care providers, patients. Issues to be studied include demand for medical care; health insurance markets; cost controlling insurance plans (HMOs, PPOs, IPAs); government health care programs (Medicare and

Medicaid); variations in medical practice; medical malpractice; competition versus regulation; and national health care reform.

Prerequisite: 101

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### ECON 234 Government Policy: Its Effect on the Marketplace

**NOT OFFERED IN 1999–00.** 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 price, profit, quality, and safety regulation. Industry studies will provide a basis for empirical examination of the historical consequences of regulation and deregulation in selected markets.

Prerequisite: 101

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### ECON 238 Economics and Politics

*Blomberg*

Does the economy influence who will win the next Presidential election? Will the European Monetary Union succeed? Does the economy perform better for right-wing or left-wing governments? The course provides an introduction to the study of the interaction between economics and the political process from both an international and a domestic perspective. The emphasis is both applied and theoretical with topics including the political business cycle, political economy war models, and central bank independence.

Prerequisite: 101 and 102

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### ECON 240 Analysis of Foreign Economies

*Goldman*

**Topic for 1999–00: The Russian Economy.** A look at the economy of pre-revolutionary Russia, New Economic Program, Collectivization, and Five Year Plans. Why has central planning been counterproductive; why did Gorbachev’s remedies not solve the problem? What are Yeltsin’s chances of success? What does this experiment tell us about economic theory and why is the transition to the market so difficult?

Prerequisite: 101 and 102

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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**ECON 241 Economic Development of Greater China**

**NOT OFFERED IN 1999–00.** Survey and analysis of the economic development of mainland China, Taiwan and Hong Kong. China's economy before 1949, under central planning, and during the Great Leap Forward and the Cultural revolution. Deng's rise to power and economic reforms that over the past twenty years have turned China into the fastest-growing economy in the world. Economic development in Taiwan and Hong Kong and the economic consequences of Hong Kong's new status as part of the PRC.

Prerequisite: 101 and 102

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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**ECON 243 Race and Gender in U.S. Economic History**

*van der Veen*

Study of conservative, liberal and radical economic theories of gender and race inequality. Exploration of the interconnections between race-ethnicity, gender, and capitalist development in the U.S. Historical topics include Native American economies before and after the European invasion, the economics of slavery, European and Asian immigration, the colonization of Puerto Rico, the uneven entrance of women into the paid labor force, and the segmentation of labor markets by gender and race-ethnicity.

Prerequisite: 101

Distribution: Social and Behavioral Analysis or Historical Studies

Semester: Fall

Unit: 1.0

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**ECON 250 Research or Individual Study**

Prerequisite: Open by permission to students who have taken 101 and 102.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**ECON 301 Comparative Economic Systems**

**NOT OFFERED IN 1999–00.** 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., China, and Russia.

Prerequisite: 201 or 202.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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**ECON 304 Seminar. New Institutional Economic History**

**NOT OFFERED IN 1999–00.** New Institutional Economic History is an interdisciplinary research program that deals explicitly with the link between institutions, institutional change, and economic performance; it departs from, but does not abandon, neoclassical economic analysis. This course will investigate the evolution of economic institutions throughout the world over the past 1,000 years. We will consider a broad range of institutional questions and use evidence from historical episodes in their analysis. Some of the questions that will be explored include: How are effective trading rules created (evidence from the eleventh century Maghribi traders)?; How does a government become "credible" (evidence from seventeenth-century England)?; How is the depletion of natural resources prevented (evidence from eleventh-century Iceland and nineteenth-century America)?; Why have Blacks consistently earned less than Whites (evidence from nineteenth- and twentieth-century America)?; What are the effects of governmental tampering with housing prices (evidence from early twentieth-century Hong Kong)?

Prerequisite: 200 and 201

Distribution: Historical Studies or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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**ECON 305 Industrial Organization**

**NOT OFFERED IN 1999–00.** A course in applied microeconomics, focusing on the performance of real world markets. Emphasis on the welfare costs of market power as well as public policy responses. Topics include analysis of imperfectly competitive markets (e.g., monopolistic competition, oligopoly, imperfect and asymmetric information), firm and industry strategic conduct, and antitrust policy attempts to improve industrial performance.

Prerequisite: 201 (required) and 200 (recommended)

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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**ECON 310 Public Finance**

*Case*

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

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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**ECON 313 Seminar: International Macroeconomics***Joyce*

Theory and policy of macroeconomic adjustment in the open economy. Topics to be covered include models of exchange rate determination, the choice between fixed and floating exchange rates, monetary union, policy effectiveness in open economies under different exchange rate regimes, and adjustment to balance of payments disequilibria.

Prerequisite: 202 (required) and 200 (recommended)

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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**ECON 314 International Trade Theory***Johnson*

Theoretical analysis of international trade. Emphasis on models of comparative advantage, determination of gains from trade and the effects of trade restrictions such as tariffs and quotas. Further topics include: the role of scale economies, the political economy of protectionism and strategic trade policy.

Prerequisite: 201

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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**ECON 315 History of Economic Thought***Staff*

Study of the history of Western economic theory over the last 200 years. Focus on the development of mainstream, neoclassical theory out of classical political economy, as well as study of various heterodox schools, including Marxist, institutionalist, and feminist economics. Analysis of the topics of scarcity, price determination, income distribution, monopoly, unemployment, economic freedom and democracy, sexual and racial inequality, the environment, and economic methodology. Student debates on selected issues.

Prerequisite: 201 or 202

Distribution: Social and Behavioral Analysis or Epistemology and Cognition

Semester: Fall

Unit: 1.0

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**ECON 316 Modern Economic History**

NOT OFFERED IN 1999–00. Economic crises and economic theory from the Great Depression to the present. Economic policy in war and peace. Analysis of structural change in the world economy.

Prerequisite: 202

Distribution: Social and Behavioral Analysis or Historical Studies

Semester: N/O

Unit: 1.0

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**ECON 317 Economic Modeling and Econometrics**

NOT OFFERED IN 1999–00. Introduction to the theory and practice of econometrics. Includes techniques of model specification, estimation, and evaluation. Both cross-sectional and time series models are considered. Emphasis on both problem-solving and the application of techniques to actual data. Computers will be utilized.

Prerequisite: 200 and either 201 or 202, and one other economics course.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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**ECON 320 Seminar: Economic Development***Velenchik*

Theoretical and empirical exploration of microeconomic issues of concern to developing countries. Specific topics may include land tenure regimes and the structure of agricultural markets, the behavior of rural households in the production of output and the management of risk, the functioning of rural and urban labor markets, human capital formation and the education system, intra-household resource allocation, and the measurement and policy responses to inequality and poverty.

Prerequisite: 200, 201, and 202

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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**ECON 325 Law and Economics***Witte*

Economic analysis of legal rules and institutions. Application of economic theory and empirical methods to the central institutions of the legal system including the common law doctrines of negligence, contract, and property as well as civil, criminal, administrative procedure and family law. The course will contrast economic and noneconomic theories of law and will address the strengths and limitations of the economic approach to law.

Prerequisite: 201

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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**ECON 328 Public Policy and the Environment***Harper*

This course considers the economics of public policy towards the environment. After examining the concepts of externalities, public goods, and common property resources, we discuss the measurement of costs and benefits of environmental policy. Applications of these tools include



air and water pollution, recycling and waste management, and hazardous substances. In addressing each of these problems, we compare various public policy responses such as regulation, marketable permits and tax incentives.

Prerequisite: 201

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### ECON 329 Labor Economics

*Levine*

Inquiry into the determinants of the supply of labor, the demand for labor, unemployment, and wage differentials across workers. Specific topics include an analysis of the wage gap between men and women, the effects of immigration on the U.S. labor market, the effects of labor unions. Recent applied economic research on these and other topics will be introduced.

Prerequisite: 200 and 201

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### ECON 330 Advanced Topics in Economics

Current issues within the discipline of economics. Emphasis on developing appropriate methodology for specific economic questions and on student use of that methodology.

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#### Topic A: Finance Theory and Applications

*Andrews*

An introduction to the theory and practice of financial economics, using the techniques of modern finance to solve real-world problems. Topics include principles of valuation, fixed income securities, equity securities, the capital asset pricing model, capital budgeting, market efficiency, the term structure of interest rates, and option pricing.

Prerequisite: 200, 201 and 202, MATH 205

(recommended)

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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#### Topic B: The Wealth of Nations

**NOT OFFERED IN 1999–00.** An introduction to economic growth. The study of economic growth and policies to promote long term growth in market economies. Two central questions: (1) How have economists conceived of the process of economic growth? and (2) How are the visions of economists translated into actual policy making? We will take a guided tour through various theories, as well as study the role

of institutional structure and state policy in shaping the economic growth of the U.S., Japan, Brazil, and some Western European countries.

Prerequisite: 201 and 202, and MATH 205 (or permission of instructor)

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### ECON 331 Seminar. Monetary Theory and Policy

*Weerapana*

The formulation of monetary policy and its theoretical foundations. This includes discussion of the latest developments in monetary theory, the money supply process, monetary autonomy in an open economy, and current procedures in the U.S. and other nations.

Prerequisite: 202 (required) and 200 (recommended)

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### ECON 340 Advanced Analysis of Foreign Economics

Analysis of a particular country or region of the world outside the United States. Combined emphasis on methodology, history, culture, current institutional structure and economic problems.

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#### Topic A : Seminar. The European Union

*Morrison*

History and analysis of economic integration within the European Union. Topics include trade, factor flows, regional variation, monetary unification, deepening, widening, and external policy.

Prerequisite: 200, 201, and 202

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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#### Topic B: Seminar. The Economies of Africa

**NOT OFFERED IN 1999–00.** This course will combine lectures and discussions of general themes with student research and presentations on specific countries in comparing and contrasting the economic experience of the nations of sub-Saharan Africa. Topics include: the economic impact of colonialism, land tenure institutions and agricultural production, food policy, primary product exports, migration and urbanization, and industrialization.

Prerequisite: 200 and 201

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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## ECON 343 Seminar. Feminist Economics

*van der Veen*

An introduction to the new field of feminist economics, a diverse and multi-faceted set of analyses which critique conventional economic theories, analyze the economics of gender difference and inequality, and advocate policies to advance the position of women. Factual, methodological, theoretical, and policy questions will be explored. Has women's economic position been improving historically in the U.S. and in the world? Do existing economic theories embody a masculinist perspective? What role do labor markets play in perpetuating discrimination against women? How can economists best understand housework and childcare, and women's predominance in them? How do race, class, and sexuality differentiate women's economic experiences? What is a feminist analysis of welfare? What insights do feminists have for development economics? And finally, what would women's liberation mean, in economic terms?

Prerequisite: 201

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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## ECON 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors who have taken 201 and 202; 200 is strongly recommended. 350 students will be expected to participate in the Economic Research Seminar (see 360).

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## ECON 360 Senior Thesis Research

*Students writing a senior honors 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.*

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## ECON 370 Senior Thesis

Prerequisite: 360

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

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## Related Courses

*Attention Called*

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AFR 219 Economic Issues in the African American Community

## Directions for Election

Economics is the study of the universal problems of scarcity, choice, and human behavior. It contains elements of formal theory, history, philosophy, and mathematics. Unlike business administration, which deals with specific procedures by which business enterprises are managed, economics examines a broad range of institutions and focuses on their interactions within a structured analytical framework. The complete survey of economics consists of both 101 and 102, although neither 101 nor 102 is a prerequisite for the other, and either course 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.

### The Major in Economics

The economics major consists of a minimum of nine (9) units. The major must include core coursework in microeconomics (101 and 201), macroeconomics (102 and 202), and statistics (QR 199 and 200), as well as at least two Grade III units (ordinarily not counting 350). A minimum of two 300-level courses must be taken at Wellesley unless a student has completed 300-level work in economics at MIT; in such a case, only one 300-level course needs to be taken at Wellesley.

Choosing courses to complete the major requires careful thought. All majors should choose an advisor and consult her/him regularly. Students are also advised to consult the Department Handbook, which deals with a variety of topics including preparation in mathematics, desirable courses for those interested in graduate study in economics, and complementary courses outside economics. Calculus, along with a few other mathematical tools, is central to the discipline. We therefore require MATH 115 or its equivalent for all 200, 201 and 202 sections, and thus for the major in economics. We encourage students to consult a departmental advisor about whether more mathematics courses might be desirable.

### Honors in the Major

The department offers majors two programs for pursuing departmental honors. Under Program I, students complete two semesters of independent research (ECON 360 and 370) culminating in an honors thesis. Under Program II, a student would complete one semester of independent research (ECON 350) related to previous Grade III level coursework and would submit to an examination in economics that includes the topic covered in her research project. All honors candidates are expected to participate in the Economics Research Seminar.

### The Minor in 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, or other such professions. The minor consists of 101, 102 and QR 199 (or an equivalent course in probability and statistics as approved by the Department), plus two additional 200 level units, ordinarily excluding 200, 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 major or minor program in economics with courses from other disciplines in the liberal arts, such as history, mathematics, philosophy, political science and sociology.

### Credit for Courses taken at other Institutions

In order to obtain credit for any economics course taken at another institution during the summer or academic year, approval must be obtained in advance from the department's Transfer Credit Advisor. In general, courses from two-year colleges will not be accepted at any level. Courses taken elsewhere will not normally be transferred at the Grade III level. Further, Economics 200, 201, and 202 should ordinarily be taken at Wellesley. Students may use an approved college-level introductory statistics course from another institution or discipline in place of QR 199; beginning with the class of 2000, students who plan to minor in economics must take 200 in place of QR 199 to complete their economics minor. These restrictions normally apply only to courses taken after enrollment at Wellesley. Transfer students wishing to obtain transfer credit for economics courses taken prior to enrollment at Wellesley should contact the department's Transfer Credit Advisor.

### Placement and Exemption Examinations:

Students who enter with Advanced Placement credit in microeconomics or macroeconomics may choose to repeat the courses covered by the AP credit (in which case the credit is forfeited) or proceed to the second half of the introductory sequence (for those with one unit of AP credit) or to a 200-level elective (for those with two units of AP credit). AP credit in statistics can be used to place out of QR 199. We recommend seeking advice from the department on how to proceed, particularly for students contemplating a 200-level course in their first semester. AP credits do not count toward the minimum major or minor in Economics.

## Department of Education

Professor: *Brenzel*

Associate Professor: *Beatty (Chair)*

Assistant Professor: *Hawes*

Instructor: *Speiser*

Associate in Education: *Walter Beevers (Head of English Department, Weston Public Schools); Denis Cleary (History Teacher, Concord Carlisle High School); Charlene Cook (Teacher, Mather School, Boston); Ellen Cunniff (Principal, Hummell School, Wellesley); Paula Fiorillo (Technology Specialist, Wellesley Public Schools); Jennifer Friedman (Teacher, Mather School, Boston); Reen Gibb (Science Teacher, Brookline High School); Beth Glass (Teacher, Schofield School, Wellesley); Matthew King (Superintendent, Wellesley Public Schools); Marilyn Nutting (Art Specialist, Wellesley Public Schools); Heather Woods (Mathematics Teacher, Needham High School)*

Courses in the Education Department (with the exception of 250, 250H, 350 and 350H) fulfill either the Group B<sup>1</sup> or Group B<sup>2</sup> distribution requirement as indicated.

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### EDUC 102/WRIT 125 05 Education in Philosophical Perspective

*Hawes*

How can we better understand and guide learning? What are the great educational problems confronting each teacher, and each person in her own life? How can we use leading educational ideas of the past and the present? We will pursue these and similar questions through reading, reflection, discussion, and writing. Topics include: learning and teaching, educational aims and values, curriculum and schooling. *Open to all first-year students, this course satisfies the Writing 125 requirement and counts as a unit towards distribution requirements and towards the Education minor. Includes a third session each week.*

Prerequisite: None

Distribution: Epistemology and Cognition/B<sup>1</sup>

Semester: Spring

Unit: 1.0

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### EDUC 102 Education in Philosophical Perspective

**NOT OFFERED IN 1999–00.** How can we better understand and guide learning? What are the great educational problems confronting each teacher, and each person in her own life? How can we use leading educational ideas of the past

and the present? We will pursue these and similar questions through reading, reflection, discussion, and writing. Topics include: learning and teaching, educational aims and values, curriculum and schooling. 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.

Prerequisites: None  
Requirements: Epistemology and Cognition/B<sup>1</sup>  
Semester: N/O Unit: 1.0

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### EDUC 212 Seminar. History of American Education

*Brenzel*

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 and stratifying the young, their role in urbanizing America, and, generally, the effects of political, economic, and social forces in shaping American education. Emphasis will be placed on examining its frequently conflicting policies and purposes, especially in the late nineteenth and twentieth centuries.

Prerequisite: One course in history  
Distribution: Historical Studies/B<sup>1</sup>  
Semester: Fall Unit: 1.0

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### EDUC 214 Youth, Culture, and Student Activism in Twentieth-Century America

*Brenzel*

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.

Prerequisite: None  
Distribution: Social and Behavioral Analysis/B<sup>1</sup> or B<sup>2</sup>  
Semester: Spring Unit: 1.0

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### EDUC 215 Understanding and Improving Schools

*Hawes*

Study of what goes into the making of good schools in a variety of settings, including urban public schools. Examination of what we mean by 'good schools' in terms of both aims and practices. We will use case studies of different kinds

of people working to reform schools, including teachers, principals, education advocates, and researchers. Field work will be an integral part of the course.

Prerequisite: None  
Distribution: Social and Behavioral Analysis/B<sup>2</sup>  
Semester: Fall Unit: 1.0

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### EDUC 216 Education, Society, and Social Policy

*Beatty*

An examination and analysis of educational policies in a social context. We will study the justification, formulation, implementation, and evaluation of these policies with emphasis on issues such as equal educational opportunity; desegregation; gender equity; tracking; school choice and finance reform; bilingual, special, and preschool education; and state and national education standards. Relevant field placement may be arranged as part of this course, especially for students wishing to fulfill requirements for teacher certification.

Prerequisite: None  
Distribution: Social and Behavioral Analysis/B<sup>1</sup>  
Semester: Spring Unit: 1.0

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### EDUC 220 Observation and Fieldwork

*Hawes*

Observation and fieldwork in educational settings. This course may serve to complete 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 required.

Prerequisite: 300. Mandatory credit/noncredit. Open only to students who plan to student teach and by permission of the instructor.

Distribution: Social and Behavioral Analysis/B<sup>2</sup>  
Semester: Fall, Spring Unit: 1.0

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### EDUC 250 Research or Individual Study

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

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### EDUC 250H Research or Individual Study

Prerequisite: By permission of the department.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

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**EDUC 300 Educational Theory, Curriculum, Instruction, and Assessment**

*Beatty*

An intensive exploration of educational theories, teaching methods, and classroom practice. This course focuses on the relation of school curriculum to intellectual development, and learning, as well as on curriculum development, planning, instruction, testing, and assessment. Special additional laboratory periods for teaching presentations and an accompanying field placement for teacher certification are required.

Prerequisite: 102, 212, 215, 216, PSYC 248, or MIT 11.124 or other approved course. By permission only. Students must apply for admission by April 1st. Required for teacher certification.

Distribution: Epistemology and Cognition/B<sup>2</sup>  
Semester: Fall Unit: 1.25

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**EDUC 302 Seminar. Methods and Materials of Teaching**

*Speiser, Hawes*

Study and observation of teaching techniques, the role of the teacher, classroom interaction, and individual and group learning. Examination of curriculum materials and classroom practice in specific teaching fields.

Prerequisite: 300 and by permission of the department. Open only to students doing student teaching. Required for teacher certification.

Distribution: Social and Behavioral Analysis/B<sup>2</sup>  
Semester: Spring Unit: 1.0

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**EDUC 303 Practicum. Curriculum and Supervised Teaching**

*Speiser, Hawes, and Staff*

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.

Prerequisite: Required for teacher certification. Students must apply to the department for admission to this course in the semester before it is taken. Corequisite: 302.

Distribution: Social and Behavioral Analysis/B<sup>2</sup>  
Semester: Spring Unit: 1.0

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**EDUC 304 Curriculum and Instruction in Elementary Education**

*Speiser, Cook, Cunniff, Fiorillo, Friedman, Glass, and Nutting*

A semester-length seminar taught by a team of experienced teachers. This course focuses on instructional methods and curriculum materials used in elementary school classrooms, especially

on the teaching of mathematics, reading, literature, science, and social studies.

Prerequisite: 300. By permission only. Begins in the fall but should be registered for during the spring semester only, simultaneously with student teaching. Required for elementary teacher certification.

Distribution: Epistemology and Cognition/B<sup>2</sup>  
Semester: Fall, Spring Unit: 1.0

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**EDUC 306 Seminar. Women, Education, and Work**

*Brenzel*

Examination of ways in which the background of women and the structure of society and work affect the lives of women, from a historical, sociological, and public policy point of view. We will study the relationships between societal institutions and the intersections among women's lives, the family, education, and work.

Prerequisites: Open to juniors and seniors.  
Distribution: Historical Studies/B<sup>1</sup> or B<sup>2</sup>  
Semester: Spring Unit: 1.0

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**EDUC 308 Seminar. World Languages Methodology**

*Renjilian-Burgy (Spanish)*

A course in the pedagogical methods of foreign languages intended to apply to any foreign language and to teaching English as a Second Language; emphasizes the interdependence of the four language skills—listening, speaking, reading, writing; introduces students to a theoretical study of linguistic and psychological issues necessary to evaluate new ways of presenting language material. This seminar will focus on selected texts and readings on the methodology of world-language teaching.

Prerequisite: By permission of the instructor.  
Distribution: Social and Behavioral Analysis/B<sup>2</sup>  
Semester: Fall Unit: 1.0

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**EDUC 309 Seminar. Child Care Policy in the United States**

*Marshall (Center for Research on Women), Robeson (Center for Research on Women)*

This seminar examines the major policy issues in non-parental child care. We will examine current debates about the impact of early non-parental child care on children, the relationship between child care and welfare reform, and the role of government, the private sector and families in the provision of non-parental child care.

Prerequisite: One course in psychology or education, or by permission of the instructors.

Distribution: Social and Behavioral Analysis/B<sup>2</sup>  
Semester: Spring Unit: 1.0

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**EDUC 312 Seminar. History of Child Rearing and the Family**

*Brenzel*

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.

Prerequisite: Open to juniors and seniors.

Distribution: Historical Studies/B'

Semester: Fall

Unit: 1.0

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**EDUC 350 Research or Individual Study**

Prerequisite: Open to juniors and seniors by permission.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**EDUC 350H Research or Individual Study**

Prerequisite: By permission of the department.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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## Related Courses

*For Credit Toward the Teacher Education and Education Studies Minor*

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AMST 101 Introduction to American Studies

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ARTH 299 Museum Education

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ECON 226 Education, Welfare, and Taxes

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PSYC 207 Developmental Psychology

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PSYC 208 Adolescence

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PSYC 248 Psychology of Teaching, Learning, and Motivation

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## Directions for Election

A minor in Teacher Education consists of a minimum of five (5) units for high school or middle school teaching and seven (7) units for elementary school teaching. A minor in Educational Studies consists of a minimum of five (5) units. The College does not offer a major in Education. The Teacher Education minor consists of: (A) 102 or 212 or 215 or 216 or PSYC 248 or MIT 11.124 or other approved course; (B) PSYC 207 or 208 or MIT 9.85, and (C) 300, 302, and 303. For students seeking elementary certification,

304 and Brandeis Education 107A are also required. The Educational Studies minor consists of five (5) courses chosen from: 102, 212, 214, 215, 216, 306, 309, and 312, PSYC 207, 208, or 248, AMST 101, ARTH 299 or ECON 226 may be substituted for one of these courses. At least one 300-level course must be included.

With the exception of 300, 302, 303, 304, and 320 the Department's courses are designed for all students, not simply those planning a career in public or private school teaching. Students who wish to be certified as high school (grades 9-12), middle school (grades 5-9), or elementary (grades 1-6) teachers should obtain the Department's published description of the requirements of the Commonwealth of Massachusetts and the College's program for meeting those requirements. Generally, the program requires students to take specific courses within their teaching fields (or, for elementary education, in psychology and education, including a course on the teaching of reading which may be taken at Brandeis University), and five or six courses (two of which are the student teaching practicum and accompanying seminar, 303 and 302.) AP credits approved by the College may be counted towards teacher certification. If students are not able to register for required introductory courses they should consult with the Department about alternatives.

In addition, teacher certification requires 75 hours of field work prior to student teaching. Students enrolled in EDUC 303 Practicum may register for EDUC 220, but are not required to do so. In some circumstances, students may meet some of the requirements by submitting evidence of independent field experience. Students should plan their program of studies to fulfill these requirements in consultation with a member of the Department as early as possible.

Students with a major in a field other than the ones specified for a particular teacher certification program, may apply to have a program of study deemed appropriate by the College for the particular field of certification consistent with the state's definition of a "Bachelor's Degree of Arts and Sciences." To do so, please consult the Department as soon as possible, and well before applying to EDUC 300.

Certification in Massachusetts is recognized by many other states.

For admission to 300, 302, 303, and 304, students must apply and be formally admitted to the teacher certification program. Applications are available in the Education Department.

# Department of English

Professor: *Bidart, Sabin, Cain, Harman, Peltason, Rosenwald, Lynch (Chair), Shtetley*<sup>A1</sup>

Associate Professor: *Tyler*<sup>A2</sup>, *Meyer*<sup>A2</sup>, *Mikalachki, Brogan, Hickey*

Assistant Professor: *Noggle, Ko, Lee*<sup>A</sup>

Visiting Assistant Professor: *Fisher, Looper*

Visiting Instructor: *Rodensky*

Senior Lecturer: *Sides*

Lecturer: *Cezair-Thompson*

Mellon Postdoctoral Fellow in English: *Davidis*

All courses in the English Department (with the exception of 350, 350H, 360 and 370) fulfill the Group A distribution requirement.

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## ENG 112 Introduction to Shakespeare

*Peltason*

Study of a number of representative plays with emphasis on their dramatic and poetic aspects.

Prerequisite: None. Especially recommended to non-majors.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Fall Unit: 1.0

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## ENG 113 Studies in Fiction

*Ko*

A reading of some of the most deeply valued, highly unsettling, and scandalously entertaining works of English and world literature, such as Rabelais' *Gargantua and Pantagruel*, Brontë's *Jane Eyre*, Flaubert's *Madame Bovary*, Dostoyevsky's *Brothers Karamazov*, and Achebe's *Things Fall Apart*. This course is designed for both English and non-English majors; the writing component will thus not be intensive.

Prerequisite: None. Especially recommended to non-majors.

Distribution: Language and Literature

Semester: Spring Unit: 1.0

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## ENG 114 Race, Class, and Gender in Literature

*Brogan*

Topic for 1999–00: *Gender and Ethnicity*. This course investigates the complex intersection of gender and ethnicity in recent American literature. We will consider how writers variously understand their cultural inheritances, respond to ethnic patriarchies, and renegotiate gender identities as they enter, leave, or redefine ethnic

communities. We will ask how gender inflects group memory and explore the consequences for ethnic self definition and group membership when individuals question or reject traditional gender roles that bear ethnic meaning. Authors likely to be considered include Toni Morrison, Isaac Bashevis Singer, Nora Okja Keller, Oscar Hijuelos, Maxine Hong Kingston, Cristina Garcia, Bharati Mukherjee, Tony Kushner, Norman Wong, Edwidge Danticat, and Cathy Song.

Prerequisite: None. Especially recommended to non-majors.

Distribution: Language and Literature

Semester: Fall Unit: 1.0

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## ENG 120 Critical Interpretation

*Fisher, Bidart, Peltason, Cain*

A course designed to increase power and skill in critical interpretation by the detailed reading of poems and the writing of interpretive essays.

Prerequisite: None. Primarily designed for, and required of, English majors. Ordinarily taken in first or sophomore year.

Distribution: Language and Literature

Semester: Fall, Spring Unit: 1.0

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## ENG 120/WRIT 125 Critical Interpretation

*Hickey, Rodensky, Fisher, Noggle, Shtetley*

A course designed to increase power and skill in critical interpretation by the detailed reading of poems; with a third meeting each week to give special attention to student writing. These special sections of Writing 125 fulfill both the college Writing Requirement and the Critical Interpretation requirement of the English major.

Prerequisite: None. Ordinarily taken in first year.

Distribution: Language and Literature

Semester: Fall, Spring Unit: 1.0

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## ENG 127 Modern European and American Drama

*Rosenwald*

A course on some excellent and interesting plays from late 19th-century and 20th-century European and American drama, and on some of the ideas and theories connected with those plays. First, discussion of some major European dramatists and kinds of theater. The dramatists will include Ibsen, Shaw, Brecht, Artaud, Ionesco, and Weiss; the kinds of theater will include realistic theater, epic theater, the theater of cruelty, and the theater of the absurd. Then, discussion of diverse examples of post-war American drama; likely dramatists will include María Irene Fornés, Lorraine Hansberry, Holly Hughes, Adrienne Kennedy, Tony Kushner, and Anna Devereau Smith. Discussion of at least one Wellesley College theater production, and perhaps of some off-campus theater.

Prerequisite: None. Especially recommended to non-majors.  
Distribution: Arts, Music, Theater, Film, Video or Language and Literature  
Semester: Spring Unit: 1.0

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### ENG 202 Poetry

*Bidart*

The writing of short lyrics and the study of the art and craft of poetry. *Enrollment limited to 18.*

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

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### ENG 203 Short Narrative

*Sides, Cezair-Thompson, Schwartz*

The writing of the short story; frequent class discussion of student writing, with some reference to established examples of the genre. *Enrollment limited to 18. Mandatory credit/non credit.*

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

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### ENG 204 The Art of Screenwriting

*Cezair-Thompson*

The theory and practice of writing for film with special focus on a) original screenplays and b) screen adaptations of literary works. A creative writing course for those interested in film, drama, and fiction writing. Work includes writing scripts, watching and analyzing films, and a comparative study of literary works and their film adaptations e.g., Joyce/Huston's "The Dead," Hardy/Polanski's "Tess." *Enrollment limited to 18. Mandatory credit/non credit.*

Prerequisite: None  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: Spring Unit: 1.0

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### ENG 213 Chaucer

*Lynch*

Feminist, Misogynist, Heretic, Moralistic, Progressive, Reactionary—These are some of the conflicting labels that have been applied to Geoffrey Chaucer, enigmatic father of English poetry. This course will study Chaucer in his many incarnations, as courtly love poet, religious homilist, bawdy prankster, in the *Canterbury Tales* and selected shorter poems.

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

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### ENG 222 Renaissance Literature

*Mikalachki*

A survey of sixteenth-century literature with an emphasis on poetry. In addition to lyric poems

spanning the century, epic poetry by Spenser (Book 3 of *The Faerie Queene*) and Marlowe, and a play, the course will include early prose fiction about continental travel and London's criminal underworld.

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

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### ENG 223 Shakespeare Part I: The Elizabethan Period

*Sabin, Ko*

The formative period of Shakespeare's genius: comedies such as *A Midsummer Night's Dream*, *As You Like It*, *Merchant of Venice*, and *Twelfth Night*; histories such as *Richard III*, *Richard II*, *Henry IV (Parts 1 and 2)*; the early tragedies *Romeo and Juliet* and *Titus Andronicus* and the late Elizabethan masterpiece *Hamlet*. Attention to dramatic form and poetic language; performance practices; and thematic concerns ranging from gender relations and identities to national self-consciousness.

Prerequisite: 120  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: Fall Unit: 1.0

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### ENG 224 Shakespeare Part II: The Jacobean Period

*Mikalachki, Ko*

The great tragedies and the redemptive romances from the end of Shakespeare's career. Attention to tragic form and its transformation in romance; performance practices; and thematic concerns ranging from tragic heroism to gender relations. Plays to be chosen from a group that includes: *Measure for Measure*, *Othello*, *King Lear*, *Macbeth*, *Coriolanus*, *Antony and Cleopatra*, *Cymbeline*, *The Winter's Tale*, and *The Tempest*.

Prerequisite: 120  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: Spring Unit: 1.0

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### ENG 225 Seventeenth-Century Literature

**NOT OFFERED IN 1999-00.** Religious, erotic, idyllic, speculative and political poetry and prose from one of the most inventive periods of English literature. Poets include Mary Sidney Herbert, John Donne, Ben Jonson, Amelia Lanyer, George Herbert, Andrew Marvell and others; prose works range from John Bunyan's *Pilgrim's Progress* to Aphra Behn's *Oroonoko*.

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

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**ENG 227 Milton***Mikalachki*

*Paradise Lost* is arguably the greatest poem in the English language, and Milton has dominated literatures written in that language since its publication in 1667. A sustained and concentrated study of this dazzling, poignant, ferocious epic, of the artistic, social and religious questions that inform it, and of the poems and prose that precede and follow it in Milton's astonishing career.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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**ENG 234 Eighteenth-Century Literature***Noggle*

A study of some great characteristic poetry and prose from the period between 1660 and 1789, with emphasis on the relation between creating social order and subverting it. Authors to be studied may include Locke, Congreve, Dryden, Pope, Swift, Johnson, Burney, and Blake.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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**ENG 241 Romantic Poetry***Hickey*

Poems, and some prose, by six fascinating and influential poets: Blake, Wordsworth, Coleridge, Shelley, Byron, and Keats. Consideration of such "Romantic" ideas as imagination, feeling, originality, the ideal of poetry as personal expression, the relation of self and other, the natural and the supernatural, altered states of being, mortality and immortality, poetry and revolution, the meaning of art, the importance of history, and many other absorbing matters.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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**ENG 245 Victorian Literature***Hickey*

Study of a diverse group of poets whose work spans several decades of major social and aesthetic change: Tennyson, Robert Browning, Elizabeth Barrett Browning, D.G. Rossetti, Christina Rossetti, Swinburne, Arnold, Hopkins, and Hardy. Emphasis on close reading of the poetry, with attention to its place in literary history and to the ways in which it engages with many of the compelling questions of its age—and of ours.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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**ENG 251 Modern Poetry***Brogan*

A study of the modernist revolution and its aftermath, emphasizing its stunning achievements and deep divisions. Examination of the different versions of modernism that emerged in the beginning of the twentieth century, exploration of lines of influence that link poets, and consideration of the trajectories of individual careers. Close attention to how the work of the period's leading poets—William Butler Yeats, T.S. Eliot, Wallace Stevens, William Carlos Williams, Marianne Moore, Elizabeth Bishop, Robert Lowell, Langston Hughes, among others—reflects and responds to a period of extraordinary political and social turbulence.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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**ENG 261 The Beginnings of American Literature***Cain*

A study of how American literature came into being, focusing on the period from the 1770s to the 1830s, and examining literary texts in their social, historical, and intellectual contexts. Authors likely to be included: Fanny Fern, Olaudah Equiano, William Lloyd Garrison, Frederick Douglass, Susanna Rowson, Ralph Waldo Emerson, and Nathaniel Hawthorne.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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**ENG 262 The American Renaissance***Fisher*

A study of American fiction, poetry, and autobiography from the early 19th century through the Civil War, focusing on the diverse and original voices that emerged during the period in New England and elsewhere. The course will explore the first major flowering of American literary art, focusing on such themes as constructions of the self, gendered domesticity, literary visions of nature, and the abolition of slavery. Authors will include Ralph Waldo Emerson, Henry David Thoreau, Nathaniel Hawthorne, Harriet Jacobs, Harriet Beecher Stowe, Emily Dickinson, Walt Whitman, and Herman Melville.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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**ENG 266 Early Modern American Literature**  
*Meyer, Peltason, Brogan*

A selection of literature from the period between the Civil War and the Great Depression, tracing

the trajectory of American fiction from Realism to High Modernism. Emphasis on the ways that these texts invite and respond to questions about economics, social justice, sexual politics, and the role of literature in society. Attending closely to nuances of authorial style, classroom discussion will also consider each work in light of the ongoing debate between realism and formalism in art. Authors read will be drawn from the following: Twain, James, Roth, Chesnutt, Chopin, Dreiser, Wharton, Gilman, Stein, Toomer, Yeziarska, Fitzgerald, Hemingway, Faulkner, and Hurston.

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

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### ENG 267 Late Modern and Contemporary American Literature

*Brogan, Peltason*

American literature from World War II to the present. Consideration of fiction, poetry, memoirs, essays, and film that reflect and inspire the cultural upheavals of the period. The different sections will use various emphases and approaches; possible writers to be studied include: Mailer, Morrison, Pynchon, Lowell, Bishop, Ginsberg, Burroughs, Nabokov, Ellison, Carver, Kingston, Roth, O'Connor, and DeLillo.

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

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### ENG 271 The Rise of the Novel

*Nogle*

A study of how this dynamic genre, from humble and disguised beginnings, comes to attain the status of high literature. Focus on the way the eighteenth-century novel begins in forgeries, poses as real documents and letters, and eventually comes out of the closet as a kind of fiction uniquely suited to modern society. Special emphasis on the genre's enduring fascination with women and criminals and its obsession with matters of virtue and money. Authors may include Daniel Defoe, Samuel Richardson, Henry or Sarah Fielding, Frances Burney, Walter Scott and Jane Austen.

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

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### ENG 272 The Victorian Novel

*Harman, Rodensky*

An exploration of the changing relationships of persons to social worlds in some of the great novels of the Victorian period. The impact on the novel of industrialization, the debate about women's roles, the enfranchisement of the middle and the working classes, the effect on ordinary persons of life in the great cities, the com-

modification of culture—these and other themes will be traced in the works of some of the following: Charlotte Brontë, Emily Brontë, Charles Dickens, George Eliot, Elizabeth Gaskell, George Gissing, Thomas Hardy.

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

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### ENG 273 The Modern British Novel

*Rodensky, Harman*

A consideration of the ways in which modernist writers reimagine the interests of the novel as they experiment with and reshape its traditional subjects and forms. From the frank exploration of sexuality in Lawrence, to the radical subordination of plot in Woolf, modernist writers reconceive our notion of the writer, of story, of the very content of what can be said. A selection of works by E.M. Forster, D.H. Lawrence, James Joyce, Virginia Woolf, Jean Rhys.

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

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### ENG 282 Introduction to Literary Theory

**NOT OFFERED IN 1999–00.** An introduction to literary theory through applications. Readings of several important literary texts (probably including *Othello*, *Heart of Darkness*, *The House of Mirth*, and a selection of lyric poems), along with a range of critical essays from various theoretical perspectives: psychoanalytic, Marxist, New Historicist, structuralist, feminist, and deconstructive.

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

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### ENG 284 New Literatures I

*Sabin*

An exploration of various English-language literatures that have not, as yet, become part of the English literary canon.

**Topic for 1999–00: The Emerging Tradition of Indian Fiction in English.** A study of contemporary and earlier authors who aspire to reshape English narrative and language for the purpose of representing the rich detail of South Asian experience—personal, cultural, political. Beginning our own “passage to India” with controversial and influential writings by Rudyard Kipling and E.M. Forster, the Indian authors to be read will likely include: R.K. Narayan, Raja Rao, Anita Desai, Salman Rushdie, Bapsi Sidhwa, Rohinton Mistry. Questions of who qualifies to be an “Indian” writer will involve discussion of Hindu, Muslim, Parsi, and Christian perspectives; and comparisons between

authors living in the West and those writing from within independent India and Pakistan. While registering these diverse location and identities, we will examine the shared aspirations and literary techniques in this emerging tradition.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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### ENG 286 New Literatures II

*Fisher*

Topic for 1999–00: **Lesbian and Gay Writing in America.** An examination of diverse fiction, autobiography, drama, and poetry by lesbian and gay writers since 1969. The course will investigate aesthetic, social, and political dimensions of sexual identity, addressing such themes as “coming out,” same-sex communities, race and gender in sexual orientation, and political activism in post-Stonewall America. Writers will include Rita Mae Brown, Audre Lord, Joan Nestle, Adrienne Rich, David Levitt, Armistead Maupin, Edmund White, and Tony Kushner.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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### ENG 301 Advanced Writing/Fiction

*Sides*

Techniques of fiction writing together with practice in critical evaluation of student work.

Prerequisite: 203 or permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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### ENG 302 Advanced Writing/Poetry

*Bidart*

Intensive practice in the writing of poetry.

Prerequisite: 202 or permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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### ENG 315/REL 365 Advanced Studies in Medieval Literature

*Lynch, Marlow*

Topic for 1999–00: **Images of the Other in the European and Islamic Middle Ages.** This team-taught course will include travel narratives by European and Middle Eastern travellers, merchants, and sailors; European Crusader poems and Middle Eastern descriptions of real interactions with Crusaders; religious texts, including Christian-Muslim polemic; love poetry in both traditions written to the transgressive cultural Other; maps and accounts of the marvelous; and fictional stories that feature travel and “orientalism.”

Prerequisite: 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.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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### ENG 320 Literary Cross Currents

*Cain*

Topic for 1999–00: ***Moby-Dick*, *Uncle Tom's Cabin*, and the New American Canon.** When *Moby-Dick* was published in 1851, Herman Melville was disappointed by its poor sales and embittered by the hostile and incomprehending reviews that his book received. The following year, Harriet Beecher Stowe's anti-slavery novel *Uncle Tom's Cabin* was published, and by the end of the decade it had sold more than one million copies in the United States, another million in England, and hundreds of thousands more in other parts of the world. But by the middle of the twentieth-century, *Uncle Tom's Cabin* was little read and rarely taught, while *Moby-Dick* was acclaimed as the great American novel and national epic. In this course we will study both novels in depth, but in addition we will trace the rich, complex, and often passionate responses to them by literary critics and historians from the 1850s to the present.

Prerequisite: 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.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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### ENG 324 Advanced Studies in Shakespeare

**NOT OFFERED IN 1999–00.**

Prerequisite: English 223 or 224, or permission of the instructor. 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.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O

Unit: 1.0

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### ENG 325/ARTH 325 Seminar. Advanced Studies in Sixteenth- and Seventeenth-Century Literature

*Mikalachki, Carroll (Art)*

Topic for 1999–00: **Figures of Grace.** The idea of grace was a cornerstone of Renaissance thought and culture, figuring the capacity of one individual to arouse the gratitude, favor or desire of another, as well as the bond of reciprocity linking the human with the divine. This class will study works of Renaissance art and literature that play

upon grace as an element of social, erotic, aesthetic, and religious experience. Artists and writers will include Botticelli, Dürer, Rembrandt, Sidney, Jonson, Donne, and Shakespeare.

Prerequisite: 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.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: Fall Unit: 1.0

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### ENG 335 Advanced Studies in Restoration and Eighteenth-Century Literature

*Noggle*

Topic for 1999–00: **The Sublime.** The course centers on 18th-century texts, but reaches forward and back to others to shed light on a central question: why and how does the idea of overwhelming power come to seem attractive? The question refers especially to literary power, and related notions of unbounded genius and irregular originality current in the period. But we will explore how conceptions of power in nature, politics, psychology, and religion (among other fields) reflect and affect the sublime in literature and rhetoric. We will examine a wide range of texts, from the treatise *On the Sublime* by the Greek critic Longinus to Rousseau's *Reveries of a Solitary Walker*, from *The Book of Job* by Brontë's *Wuthering Heights*, from Milton's *Paradise Lost* (selections) to Shelley's *Frankenstein*, with some 18th-century and some recent theory thrown in too—all to explain the pleasure, or the pleasing pain, or uplifting humiliation, or terrified glee, of being overwhelmed.

Prerequisite: 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.

Distribution: Language and Literature  
Semester: Fall Unit: 1.0

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### ENG 345 Advanced Studies in Nineteenth-Century Literature

*Hickey*

Topic for 1999–00: **Keats and Shelley.** Intensive study of the writings of these two great Romantic poets, from juvenilia to the famous odes; from sonnets and brief lyrics to dramas, poetic romances, epics, fragments, essays, letters, and other, hard-to-categorize forms. Attention to figurative language; style; relations between poetic form and meaning; the notion of a poetic career; the place of biography; the role of politics; issues of gender and sexuality; historical and literary contexts. Keats and Shelley as readers of each

other and of literary precursors, as theorists of poetry, and as an influence on subsequent poets.

Prerequisite: 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.

Distribution: Language and Literature  
Semester: Spring Unit: 1.0

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### ENG 350 Research or Individual Study

Prerequisite: 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. Students of at least B+ standing in the work of the department shall have first consideration.

Distribution: None  
Semester: Fall, Spring Unit: 1.0

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### ENG 350H Research or Individual Study

Prerequisite: 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. Students of at least B+ standing in the work of the department shall have first consideration.

Distribution: None  
Semester: Fall, Spring Unit: 0.5

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### ENG 355 Advanced Studies in Twentieth-Century Literature

*Sabin*

Topic for 1999–00: **Joyce's Ulysses.** Close reading of Ulysses, after preliminary engagement with *Dubliners* and *A Portrait of the Artist As a Young Man*. Aided by supplementary biographical and critical readings, attention will be paid to the complex effects of Joyce's Irishness on his relation to modern English literature and language.

Prerequisite: 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.

Distribution: Language and Literature  
Semester: Spring Unit: 1.0

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### ENG 360 Senior Thesis Research

Prerequisite: By permission of the Chair. See Academic Distinctions.

Distribution: None  
Semester: Fall, Spring Unit: 1.0

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### ENG 363 Advanced Studies in American Literature

*Meyer*

Topic for 1999–00: **Edith Wharton and Willa Cather.** A study of the fiction of these two very different American women novelists of the early



20th century. We'll examine their differences: one is best known as the chronicler of life in aristocratic "old New York," the other as the novelist of life on the Nebraska prairie. Yet a number of similar issues arise in both novelists' work: the nature of female sexuality, the problems of marriage, relationships between generations, the nature of the immigrant and the ethnic "other," the identity of the true American, tensions between the American West and the East and between rural and urban life, the place of art in American culture. Above all, both novelists, living in an era of rapid change, of industrial development and global military conflict, are preoccupied with the vexed question of the destiny of America.

Prerequisite: 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.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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### ENG 364 Race and Ethnicity in American Literature

NOT OFFERED IN 1999–00. Please see American Studies 317.

Prerequisite: 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.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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### ENG 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### ENG 382 Criticism

*Tyler*

A survey of major developments in literary theory and criticism since the 1930s. Discussion will focus on important recent perspectives—including deconstruction, Marxism, and feminism—and crucial individual theorists—including Empson, Althusser, Derrida, Foucault, Cixous, and Zizek.

Prerequisite: 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.

Distribution: Epistemology and Cognition or Language and Literature

Semester: Fall

Unit: 1.0

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### ENG 383 Seminar. Women in Literature, Culture, and Society

*Harman*

Topic for 1999–00: Privacy, Publicity, and Sexuality in the Victorian Novel. Victorians explored the relationship of these three matters in social and novelistic discourse long before it became an American obsession. We will consider relations among them in a group of novels that focus primarily on women—female landowners, working class women, actresses, women accused of adultery, "new women," and political women. Novelists may include Charlotte Brontë, Elizabeth Gaskell, Wilkie Collins, Anthony Trollope, George Gissing, Mary Ward, Henry James.

Prerequisite: 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.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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### ENG 384 Outside England

*Cezair-Thompson*

Topic for 1999–00: One Hundred Years of "Darkness": Fact, Fiction, and Myth in Twentieth-Century Representations of Africa. An examination of written texts, news coverage, films, photography, and museum pieces that have shaped Western perceptions of Africa throughout the century. The central text will be Conrad's *Heart of Darkness*, written a hundred years ago and based on the atrocities witnessed by the author in the Congo. We will also examine works by Gordimer, and the writings of prominent Western journalists. Among the questions to be discussed are: How did the myth of "the dark continent" originate, and does that view of Africa persist today? How does contemporary journalism's images of genocide and other crises in Africa reconfigure earlier images of African "darkness" and "horror"? How do African writers and filmmakers influence Western perceptions of Africa and perhaps subvert the old myths and stereotypes? There will be close analysis of the language, structure, and style of these written and visual "texts," and of the historical background of colonialist and post-colonial literatures.

Prerequisite: 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.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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**ENG 385 Advanced Studies in a Genre****NOT OFFERED IN 1999–00.**

Prerequisite: 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.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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**ENG 387 Authors***Bidart*

Topic for 1999–00: Elizabeth Bishop and Robert Lowell: Developments in Postmodern Poetry. Robert Lowell once said, “I don’t know the value of what I’ve done, but I know that I changed the game.” How did the development of each poet, and the complex friendship between them, contribute to how both Bishop and Lowell “changed the game”? We will look, in other words, at the connection between genre, poetic development, and biography.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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**Related Courses***For Credit Toward the Major*

(The 300-level courses listed here count toward the major, but not toward the 300-level literature requirement, with the exception of AMST 317, which does count as a 300-level literature course for the major.)

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**AFR 150** First and Second Year Student Colloquia. Topic for 1999–00: Black Autobiography

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**AFR 201** The Afro-American Literary Tradition

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**AFR 211** Introduction to African Literature

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**AFR 212** Black Women Writers

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**AFR 234** Introduction to West Indian Literature

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**AFR 266** Black Drama

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**AFR 310** Seminar

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**AFR 335** Women Writers of the English-Speaking Caribbean

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**AMST 317** Seminar. Advanced Topics in American Studies. Topic for 1999–00: Multilingual America

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**CLCV 104** Classical Mythology

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**CLCV 116** Green and Latin Roots in English

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**CLCV 210/310** Greek Drama in Translation

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**CLCV 211/311** Epic and Empire

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**EXTD 231** Interpretation and Judgment of Films

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**EXTD 254** Imaginary Crimes and Courts: the Law in Literature

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**ICPL 330** Seminar. Comparative Literature. Topic for 1999–00: The Traditions of Japanese Fiction and English Fiction: The Comparative Question

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**ITAL 263** Dante (in English)

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**ME/R 246** Monsters, Villains, and Wives

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**ME/R 247** Arthurian Legends

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**PEAC 259** Peace and Conflict Resolution

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**RUSS 286** Vladimir Nabokov

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**WOST 248** Asian-American Women Writers

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**WOST 305** Seminar. Representations of Women of Color in the U.S.

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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 their focus on the skills of critical reading. Critical Interpretation (English I20) is open to all students, but is primarily designed as a requirement for English majors. The course trains students in the skills of critical reading and writing. Grade II courses, for the most part also open to all students, presume some competence in these skills. They treat major writers and historical periods, and provide training in making comparisons and connections among 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 confer with the instructors of

courses in which they are interested. Students should consult the more complete descriptions of all courses, composed by their instructors, posted on bulletin boards in Founders Hall, and available from the department secretary.

The English Department does not grant credit toward the major for AP or IB courses taken in high school. Because no course in the English department is considered the equivalent of a high school AP course, students may take any course in the department without losing any degree credits that they may have received for their performance on AP or IB examinations. First-year students and other undeclared majors contemplating further study in English are encouraged to consult the department chair or the department pre-major advisor in relation to their course selection. Students majoring in English should discuss their programs with their 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 ten (10) units, at least eight of which must be in areas other than creative writing. At least seven units must be above Grade I, and of these at least two units must be earned in Grade III literature, film, or literary theory courses. *At least six of the units for the major must be taken in the Department, including the two required units in Grade III courses.*

Writing 125 does not count toward the major; courses designated 125/120 do satisfy the English 120 requirement as well as the Writing 125 requirement and will count as a unit toward the fulfillment of the major. Independent work (350, 360 or 370) does not count toward the minimum requirement of two Grade III courses for the major.

All students majoring in English must take Critical Interpretation (English 120), at least one course in Shakespeare (Grade II), and two courses focused on literature written before 1900, of which at least one must focus on writing before 1800.

*Cross-listed courses may not be used to satisfy any of the above distribution requirements, with the exception of Medieval/Renaissance 246, which satisfies the pre-1800 distribution requirement. English 112, English 223 and English 224 do not satisfy the pre-1800 distribution requirement.* Transfer students or Davis Scholars who have had work equivalent to 120 at another institution may apply to the chair for exemption from the Critical Interpretation requirement.

A minor in English consists of five (5) units: (A) 120 and (B) at least 1 unit on literature written before 1900 and (C) at least one Grade III unit, excluding 350 and (D) at least 4 units, including the Grade III course, taken in the Department; a maximum of 2 creative writing units may be included.

The department offers a choice of three programs for Honors. Under Program I the honors candidate does two units of independent research culminating in a thesis 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 among them and critical questions raised by them. Applicants for honors should have a minimum 3.5 GPA in the major (in courses above Grade I) and must apply to the Chair for admission to the program. A detailed description of the department's application procedure is available from the department secretary.

Special attention is called to the range of courses in writing offered by the College. In addition to Writing 125, required of all students, 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. Writing 225 is made possible through an endowed fund given by Luther I. Replogle in memory of his wife, Elizabeth McIlvaine Replogle. It is a workshop designed for students who want training in expository writing on a level above that of Writing 125, and it satisfies the writing requirement for transfer students and Davis Scholars. 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. They should also consult with the department's graduate school advisor, and with their departmental advisor, about courses that are appropriate for those considering graduate work in English.

*Teacher Certification:* Students interested in obtaining certification to teach English in the Commonwealth of Massachusetts should consult with the Chair of the English Department and the Chair of the Education Department.

# Experimental

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. In 1999-00 the following experimental courses will be offered:

Courses in the Experimental Department fulfill the distribution requirements as indicated.

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## CHIN 145 China: Ways of Looking (in English)

*Huss (Chinese)*

The objectives of this course are to explore how "China" is "looked at" in newspapers, historical texts, film and fiction, documentary, and various other artistic media and to question how different "versions" of China are interpreted and institutionalized. The course will be taught in lecture/discussion format. Guest speakers will be invited at intervals throughout the semester. In addition to required reading, students will also look at the impact of the world wide web, Hollywood, and the internationalization of Chinese film on our knowledge of China.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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## REL 224/MUS 224 Hildegard of Bingen

*Elkins (Religion), Fontijn (Music)*

In celebration of the nine-hundredth anniversary of her birth, this interdisciplinary seminar will focus on the music, dramatic productions, vision literature, and theology of the renowned twelfth-century abbess Hildegard of Bingen. Attention will also be given to her scientific work on medicine, the manuscript illuminations of her visions, and the productions of her music popular today. Students will have the opportunity to perform Hildegard's music with the Wellesley College Collegium Musicum directed by Claire Fontijn. *Students may register for either REL 224 or MUS 224. Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Religion, Ethics and Moral Philosophy, or Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

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## ANTH 340 Gendered Violations

*Merry (Anthropology) and Stein (Center for Research on Women)*

This course joins an anthropological perspective on the construction of gender with an analysis of the forms of intervention which have developed to confront and change gendered violations of women. The course will focus on domestic violence, sexual assault, and sexual harassment and their relationship to the cultural construction of masculinity and femininity in various cultural contexts. The course is experimental in combining social science research and analysis with questions about policy making and intervention into this problem, focusing particularly on the use of law and education.

Prerequisite: Two Grade II units in any of the following: Anthropology, Sociology, Political Science, Economics, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0



# Extradepartmental

The following section includes several courses of interest to students in various disciplines.

Courses in the Extradepartmental Department fulfill either the Group A, Group B<sup>1</sup>, Group B<sup>2</sup>, or Group C distribution requirement as indicated.

## Reproductive and Family Issues

Professor: *Asch*

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### EXTD 103 Introduction to Reproductive Issues

*Asch*

This course explores reproduction in contemporary U.S. society, attending to psychological, social, ethical, and policy implications of pregnancy, childbirth, and parenthood. Reproductive health, technology, and practices are considered in light of the significance of children in different eras and cultures, and of national and international policies concerning children, families, and the status of women. *Open to first-year students only.*

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis/B<sup>1</sup> or B<sup>2</sup>

Semester: Fall

Unit: 1.0

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### EXTD 105 Fictions of Family

*Respaut (French)*

Complementing studies in ethics and law, literary works demonstrate the nature of the family as both utterly crucial and perennially vulnerable. Against the background of religions, myths, and traditions from different cultures, this course will investigate the fictions that communicate but also create the joy and pain of human families. Drawing on a variety of sources (e.g. novels, short stories, memoirs, films) we will address such topics as marital love and the desire for children, the effects of gender and birth order on children's roles, child abandonment, adoption, excessive attachment involving parents or siblings, incest, adultery, and oppressive sex gender systems. *Open to first-year students only.*

Prerequisite: Open to first-year students who have completed EXTD 103.

Distribution: Language and Literature/A

Semester: Spring

Unit: 1.0

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### EXTD 201 Current Issues in Bioethics

*Asch*

A philosophical examination of ethical problems in the practice of medicine and medical research;

this course examines such topics as the professional/patient relationship, physician-assisted suicide, making medical decisions for one's self and for others, allocating health care resources, and new developments in reproduction and genetics. The relationship of bioethics to moral philosophy, and different theories of bioethics will be integrated into exploration of these topics.

Prerequisite: Open to sophomores, juniors and seniors

Distribution: Religion, Ethics, and Moral Philosophy/B<sup>1</sup>

Semester: Fall

Unit: 1.0

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### EXTD 202 Multi Disciplinary Approaches to Abortion

*Asch*

**NOT OFFERED IN 1990–00.** Why is abortion an emotionally charged, intellectually troubling, and nationally divisive issue? There is more to the topic of abortion than the conflict between “pro-choice” and “pro-life” positions. We can achieve better understanding of the problem by examining the biological and medical aspects of abortion as well as its religious, social, psychological, and philosophical implications. The class will explore a range of views on such topics as prenatal screening, abortion as a method of sex selection, the moral and legal significance of fathers' claims, and the possible impact of medical and technological advances on the need for abortion. *Enrollment limited to 30 students.*

Prerequisite: Open to sophomores juniors, and seniors who have taken one introductory course in a social science, biology, philosophy, or women's studies.

Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis/B<sup>1</sup> or B<sup>2</sup>

Semester: N/O

Unit: 1.0

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### EXTD 203 Ethical and Social Issues in Genetics

*Asch*

**NOT OFFERED IN 1999–00.** New genetic technologies confront us with complex questions: Should we use prenatal tests to select children's characteristics? Should genetic information be private and confidential? How should knowledge of the genetic origins of certain conditions affect health policy? If some personality and behavioral characteristics have genetic components, should this change our views about personal responsibility?

Prerequisite: One course in any of the following: Biology, Philosophy, Psychology, Sociology, Women's Studies, or by permission of the instructor. Instructor's signature required for enrollment.

Distribution: Religion, Ethics, and Moral

Philosophy/B<sup>1</sup> or B<sup>2</sup>

Semester: N/O

Unit: 1.0

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## EXTD 204 Women and Motherhood

*Asch*

NOT OFFERED IN 1999–00. As poet and feminist Adrienne Rich points out, motherhood is both an “experience and institution.” This course highlights how social institutions and cultural beliefs shape the experience and meaning of motherhood. We will contrast motherhood today with motherhood in other cultures and periods, and we will examine how contemporary medical practice and social policy have created new options and new problems for women. Topics will include experience of pregnancy and childbirth, contemporary family policy, reproductive technologies, child abuse, and what have become known as “maternal/fetal conflicts.”

Prerequisite: Open to all students.

Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis/B<sup>1</sup> or B<sup>2</sup>

Semester: N/O

Unit: 1.0

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## EXTD 300 Ethical and Policy Issues in Reproduction

*Asch*

NOT OFFERED IN 1999–00. This seminar will analyze divergent views on current ethical questions in reproduction, giving attention to the grounds for these views, and their ramifications for clinical practice and public policy. Feminist and mainstream approaches to bioethics will be contrasted; topics will include: creating families through assisted reproduction and adoption; selecting children’s characteristics; the moral obligations of pregnant women; and the moral and legal status of unimplanted embryos and aborted fetuses. Enrollment limited to 15 students.

Prerequisite: One of the following: Economics 232; Extradepartmental 103, 203, 204; Philosophy 106, 206, 213, 227, 249; Political Science 215; Psychology 210, 212, 222, 245, 302; Sociology 111, 200, 201, 208, 209, 217, 224, 225, 314, 349; Women’s Studies 120, 222, 230, 235, 254; or permission of the instructor.

Distribution: Religion, Ethics, and Moral Philosophy/B<sup>1</sup>

Semester: N/O

Unit: 1.0

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## Other Extradepartmental Courses

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### Marine Studies Consortium Courses

The Marine Studies Consortium offers courses focusing on a variety of marine topics. These courses are taught at neighboring institutions and are open to a limited number of Wellesley students by permission of the Consortium representative, Harold Andrews, Geology Department.

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### EXTD 123 Water: Planning for the Future

A comprehensive introduction to the economics and ecology of water supply and water pollution control. Topics include watershed management, groundwater protection and wastewater treatment. The inherent difficulty in applying static laws and regulations to a dynamic natural resource such as water is a recovering theme. Offered by the Marine Studies Consortium.

Prerequisite: None. Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.

Distribution: None

Semester: Fall

Unit: 1.0

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### EXTD 124 Introduction to Marine Mammals

This course explores the biology, and natural history of marine mammals in the North Atlantic, including whales, dolphins and seals. Topics include evolution, anatomy, behavior, field identification, the history of whaling and contemporary whaling issues. Demonstration laboratory work will focus on a small marine mammal. One Saturday field trip on Massachusetts Bay is required. Offered by the Marine Studies Consortium.

Prerequisite: One general biology course. Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.

Distribution: None

Semester: Spring

Unit: 1.0

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### EXTD 126 The Maritime History of New England

The sea has shaped New England. This course will survey the sea’s legacy from the earliest Indian fishery to the shipbuilding and commerce of today. Course themes will include historical, political and economic developments, with particular attention to insights gleaned from shipwrecks, time capsules of discrete moments for New England’s past. Classes will include muse-

um visits, a field session at a marine archeology site and guest lectures on current research projects. Offered by the Marine Studies Consortium.

Prerequisite: None. Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.

Distribution: None

Semester: Spring

Unit: 1.0

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### EXTD 128 Coastal Zone Management

This course presents a survey of the coastal environment, its physical characteristics, natural systems, economic uses and development pressures. Lectures examine strategies formulated in the U.S. for land and water resource management in the coastal zone. The roles of federal, state and local government, environmental groups and resource users are also explored. Finally, by comparing coastal zone management problems in the U.S. to those elsewhere in the world, students gain a global perspective. Offered by the Marine Studies Consortium.

Prerequisite: Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.

Distribution: None

Semester: Spring

Unit: 1.0

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### EXTD 225 Biology of Fishes

This upper-level survey course covers the evolution, systematics, anatomy, physiology and behavior of freshwater, marine and anadromous fishes from temperate to tropical environments. The course also examines the diversity of fish interactions in aquatic communities: predator/prey relationships, host/symbiont interactions, and the various roles of fishes as herbivores. Study of inter- and intra-specific predator-prey relationships among fish populations in aquatic communities integrates principles of ecology. Offered by the Marine Studies Consortium.

Prerequisite: One year of general biology and two upper-level biology courses. Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### EXTD 226 Cetacean Biology and Conservation

This upper-level course examines the biology and conservation of cetaceans: whales, dolphins and porpoises. Topics include physiology, population biology, life history analysis, molecular genetics,

morphology, distributional ecology and social behavior. Lectures first focus on the biology of cetaceans and how they are adapted to the marine environment. Subsequent lectures use case studies to review how biological principles can be applied to the conservation of a wide range of cetacean species.

Prerequisite: One year of general biology and two upper-level biology courses. Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.

Distribution: None

Semester: Fall

Unit: 1.0

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### EXTD 151 The Asian American Experience

*Kodera*

NOT OFFERED IN 1999–00. An interdisciplinary introduction to the study of Asian Americans, the fastest growing ethnic group in North America. Critical examination of different stages of their experience from the “coolie labor” and “yellow peril” to the “model minority” and struggles for identity; roots of Asian stereotypes; myth and reality of Asian women; prejudice against, among and by Asians; and Asian contribution to a more pluralistic, tolerant and just American society. Readings, films, lectures and discussions.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy/B1

Semester: N/O

Unit: 1.0

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### EXTD 175 History of Motion Pictures

*Viano*

Everything in the cinema we know today, from its computer generated yet “real” images to Hollywood’s neo-colonial monopoly on global distribution, is the result of a relatively short 100-year history. This course surveys the complex interplay of geopolitical, economic, technological, and esthetic factors that shaped the history of motion pictures, their production, distribution and consumption. We will examine the formative years of silent cinema, the advent of sound, and the groundbreaking changes that characterized post-WWII cinematography. An investigation of the impact that television, video, and computers had on the film industry will conclude our survey, in the attempt to map the future of what is commonly referred to as “the seventh Art.”

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

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**EXTD 216 Mathematics for the Physical Sciences**

*Stark*

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 205 and Physics 104 or 107.  
Distribution: Mathematical Modeling or Natural and Physical Science/C  
Semester: Spring Unit: 1.0

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**EXTD 223 Gender in Science**

**NOT OFFERED IN 1999–00.** 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.

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

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**EXTD 224 Culture, Intoxication, Addiction**

**NOT OFFERED IN 1999–00.** Intoxication and addiction are the focus of constant attention in the media, in the scholarly press inside and outside of academia, and in the arts. Several disciplines and perspectives compete to define what constitutes relevant information on the (ab)use of legal and illegal drugs. This course provides students with a unique opportunity to encounter texts representing intoxication and/or addiction from a variety of perspectives. More specifically we will explore the controversy over the definitions of addiction, religious intoxication, the history of prohibition, racial and post-colonial ramifications of the drug war, and the possibility of a “drug peace.”

Prerequisite: Open to juniors and seniors.  
Distribution: Social and Behavioral Analysis/A  
Semester: N/O Unit: 1.0

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**EXTD 231 Interpretation and Judgment of Films**

*Shetley*

An introduction to viewing, interpreting, and writing about film. Masterworks of international cinema in the sound era will be screened, with

films chosen both for artistic excellence and to illustrate the expressive possibilities of the medium. Directors studied may include Welles, Hawks, Altman, Godard, Varda, Antonioni, Imamura and Ray.

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

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**EXTD 254 Imaginary Crimes and Courts: The Law in Literature**

*Kruse*

Both in literature and in law, language shapes rhetorical worlds which seek to represent, constitute, interpret and criticize the world created and inhabited by human beings. Since its beginnings through the twentieth century, imaginative literature, in turn, has embodied critical depictions of the law in the lives of individuals and societies. The course will examine texts from Sophocles to Doctorow and include texts by Shakespeare, Kleist, Dickens, Melville, and Kafka.

Prerequisite: None  
Distribution: Language and Literature/A  
Semester: Spring Unit: 1.0

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**EXTD 334 Seminar. Literature and Medicine**

**NOT OFFERED IN 1999–00.** Drawing on texts from different countries, this interdisciplinary course will investigate literature's obsession with medicine. Literary representations of doctors and patients, disability, insanity, AIDS, birth, death and grief, the search for healing and the redemptive power of art. Attention will be given to the links between medical diagnosis and literary interpretation. Differences between the treatment of medical issues in fiction and in autobiographies will also be explored. This course should be of interest and accessible to everyone. Particularly in the third and fourth segments, visual representations will also be introduced.

Prerequisite: One Grade II level course in literature.  
Distribution: Language and Literature/A or Religion, Ethics and Moral Philosophy/B1  
Semester: N/O Unit: 1.0

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**EXTD 350 Research or Individual Study**

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

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# Department of French

Professor: *Mistacco, Gillain<sup>^</sup>, Lydgate<sup>^</sup>, Respaüt, Leviit, Raffy*

Associate Professor: *Masson (Chair), Datta<sup>^</sup>*

Assistant Professor: *Rogers, Petterson<sup>^</sup>, Tranvouez, Gréle*

Instructor: *Aykanian<sup>^</sup>, Prabhu*

Senior Lecturer: *Egron-Sparrow*

All courses are conducted in French. Oral expression and composition are stressed.

The Wellesley College language requirement is normally met with the completion of either French 201-202 or French 203-204. Students who have studied French in high school but who do not present an SAT achievement or AP score in French at admission will be placed into the appropriate French class on the basis of their scores on the French Department's placement test. Please see Directions for Election at the end of this section for information about possibilities for acceleration and about the major.

The Department reserves the right to place new students in the courses for which they seem best prepared and to assign them to specific sections depending upon enrollments.

Qualified students are encouraged to live at the Maison française and to spend their junior year in France on the Wellesley-in-Aix program or another approved program. See p. .

All courses in the French Department (with the exception of 350, 360 and 370) fulfill the Group A distribution requirement.

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## FREN 101-102 Beginning French

*Rogers, Petterson, Egron-Sparrow*

Intensive training in French, with special emphasis on culture, communication, and self-expression. A multi-media course, based on the video series *French in Action*. Weekly audiovisual presentations introduce new cultural and linguistic material. Regular video, audio, server- and World Wide Web-based assignments. Three periods. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Open to students who do not present French for admission or by permission.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## FREN 201-202 French Language, Literatures and Cultures I

*Datta, Rogers, Prabhu, Gréle, Tranvouez*

Speaking, reading and writing skills developed through discussion of plays, short stories, poems, newspaper articles, movies and television programs from France and the Francophone world.

Prerequisite: 102, CEEB score of 490 or an equivalent departmental placement score, or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

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## FREN 203-204 French Language, Literatures and Cultures II

*Mistacco*

Thorough review of grammar, vocabulary and pronunciation. Discussion of modern literature and film in cultural context. Materials include poems, songs, short stories, plays, folk and fairy tales, newspaper and magazine articles, films and videos from France and the francophone world. Training in techniques of literary and cultural analysis. Frequent written and oral practice. Three periods. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course. Please see Directions for Election for possibilities for acceleration from 203.*

Prerequisite: For 203: CEEB score of 600, an equivalent departmental placement score, or an AP score of 1 or 2. For 204: 203 or 201 by permission.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

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## FREN 206 Intermediate Spoken French

*Gillain, Respaüt*

Practice in conversation, using a variety of materials including newspaper articles, radio and television broadcasts, advertisements and films. This course is designed to develop oral proficiency with necessary attention to the other skills - listening comprehension, reading, and writing. Regular use of the language laboratory.

Prerequisite: 202 or 204 or by acceleration from 203, a CEEB score of 650, an equivalent departmental placement score, or an AP score of 3.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

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## FREN 207 French Society Today

*Raffy*

A discovery of contemporary French society, this course defines French culture in terms of social and political changes, its educational system, the states of the arts and France's role in the

European Union. We will discuss problematic topics such as family structures, suburban violence, the youth of today and immigration. Canonical writings, the press and televised documents will serve as source material.

Prerequisite: 202 or 204 or by acceleration from 203, a CEEB score of 650, an equivalent departmental placement score, or an AP score of 3.

Distribution: Language and Literature or Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### FREN 208 Women and the Literary Tradition

*Mistacco*

An introduction to women's writing from Marie de France to Marguerite Duras, from the Middle Ages to the twentieth century. The course is designed to develop an appreciation of women's place in French literary history. Special attention is given to the continuities among women writers and to the impact of their minority status upon their writing.

Prerequisite: 202 or 204 or by acceleration from 203, a CEEB score of 650, an equivalent departmental placement score, or an AP score of 3.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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### FREN 210 French Literature and Culture Through the Centuries: From the Enlightenment to the Present

*Prabhu*

A study of major authors in their cultural contexts from the eighteenth to the twentieth centuries. Readings from Voltaire, Montesquieu, Diderot, Balzac, Flaubert, Gide, Camus and Bâ.

Prerequisite: 202 or 204 or by acceleration from 203, a CEEB score of 650, an equivalent departmental placement score, or an AP score of 3.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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### FREN 211 Studies in Language

*Raffy, Masson, Tranvouez*

Comprehensive review of French grammar, enrichment of vocabulary, and introduction to French techniques of composition and the organization of ideas.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

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### FREN 213 From Myth to the Absurd: French Drama in the Twentieth Century

*Masson*

An investigation of the major trends in modern French drama: the reinterpretation of myths, the influence of existentialism, and the theater of the absurd. Special attention is given to the nature of dramatic conflict and to the relationship between text and performance.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Language and Literature or Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

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### FREN 214 Desire, Power and Language in the Nineteenth-Century Novel

*Rogers*

Ambition, passion and transgression in major works by Balzac, Stendhal, Flaubert, and Zola. Analysis of narrative techniques that organize the interplay of desire and power against which individual destinies are played out in post-Revolutionary France. Realism and the representation of reality in the context of a society in turmoil.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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### FREN 215 Baudelaire, Verlaine, Rimbaud

*Respaüt*

Close study of a body of poetry which ranks among the most influential in literature, and which initiates modern poetics. Baudelaire: romanticism and the modern; Verlaine: free verse and the liberation of poetic form; Rimbaud: the visionary and the surreal. Analysis of texts and their historical context, through a variety of theoretical approaches.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Fall

Unit: 1.0

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### FREN 217 Books of the Self

NOT OFFERED IN 1999–00. Texts that seek to reveal the reality of the self in the space of a book. Readings of confessional and autobiographical works by Augustine, Abélard,

Montaigne, Camus, Annie Ernaux, Roland Barthes, Maryse Condé. The compulsion to confess; secret sharing vs. public self-disclosure; the search for authenticity. Dominant discourse and the marginalization of minority voices. The role of the reader as accomplice, witness, judge, confessor.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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**FREN 218 Negritude, Independences, Women's Issues: Francophone Literature in Context**

*Prabhu*

This course seeks to understand the key concerns of writers during the Négritude movement in order to address important questions that became crucial during the ensuing period of the various independence movements. We will discuss issues which arose at this time and continue to be of interest concerning the role of women in these movements and thereafter in the newly independent nation. The impact of colonialism and independence on different indigenous societal institutions, polygamy in particular, will be central to the later readings.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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**FREN 219 Love/Death**

**NOT OFFERED IN 1999–00.** This course investigates the connection between fiction and poetry and our fundamental preoccupation with the issues of love and death. Texts ranging from the Middle Ages to the twentieth century are studied, with an eye toward understanding how the thematics of love and death are related to story structure, narration, and the dynamics of reading.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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**FREN 220 Myth and Memory in Modern France: From the French Revolution to May 1968**

**NOT OFFERED IN 1999–00.** How do the French view their past and what myths have they created to inscribe that past into national memo-

ry? In this course, we will examine modern French history and culture from the perspective of “les lieux de mémoire,” that is, symbolic events, institutions, people, and places that have shaped French national identity.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Language and Literature or Historical Studies

Semester: N/O

Unit: 1.0

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**FREN 221 Voices of French Poetry from Marie de France to Surrealism**

**NOT OFFERED IN 1999–00.** The voices, forms and innovations of the French poetic tradition. The goals of this course are to examine and appreciate the place of song, love, laughter, and madness in the best works of French poets, women and men, from the twelfth-century poems of Marie de France to Baudelaire's *poèmes en prose*, Rimbaud's *délires*, and Surrealism's explosive *écriture*.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an AP score of 4 or 5, or an equivalent departmental placement score.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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**FREN 224 Versailles and the Age of Louis XIV**

*Grélé*

Versailles will be used as a focal point for the study of the aesthetic and literary trends prevalent in seventeenth-century France, as well as the social and historical trends that accompanied them. Works from a wide range of genres (including films, plays and memoirs) will be chosen to examine the state of the arts in France under the Sun King.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an AP score of 4 or 5, or an equivalent departmental placement score.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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**FREN 225 The French Press**

**NOT OFFERED IN 1999–00.** Reading and study of current newspaper and magazine articles as well as video. Analysis of cartoons, comic strips and advertisements. Ideological, sociological and stylistic differences are stressed. Systematic comparison with the American Press. Intensive practice in conversation and composition. Oral and written reports.

Prerequisite: At least one unit of 204, 206, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5. Not open to students who have taken FREN 225.

Distribution: Language and Literature or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### FREN 226 Advanced Spoken French

**NOT OFFERED IN 1999–00.** Practice in oral expression to improve fluency and pronunciation with special attention to grammatical structures, idiomatic vocabulary and phonetics. Contemporary French culture will be analyzed through various media. In addition to periodicals, cartoons, songs, videotaped news broadcasts and advertisements, extensive use will be made of recent French films without subtitles. *Not recommended for students who have studied in France.*

Prerequisite: One Grade II unit except 206, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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### FREN 227 Literature and the Supernatural

**NOT OFFERED IN 1999–00.** The goals of this course are to study the origins and popularity of French literature about the supernatural from the end of the thirteenth century to the twentieth century, to explore the specific narrative structure and themes of supernatural tales, and to understand what gives birth to images of the supernatural in figures such as the devil and the vampire.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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### FREN 230 Paris: City of Light

#### *Raffy*

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 are used to show how the myths and realities of the city's past influence Parisian life today.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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### FREN 240 Images of Women in French Film

#### *Gillain*

A survey of films by major French directors that focus on a central female character. The course will study psychological, sociological and stylistic aspects of the representation of women in cinema and their changing images from the Thirties

to the present. Women's roles within the family and society will be analyzed, as will status of film stars as mythic creations of an idealized woman. The films chosen for study will illustrate the history of French cinema over sixty years.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Fall

Unit: 1.0

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### FREN 259 Saint-Germain-des-Prés

**NOT OFFERED IN 1999–00.** The legendary neighborhood as a cultural crucible of post-Resistance Paris. Saint-Germain as the locus of an unprecedented concentration of literary and artistic talent following the Liberation of 1945. Existentialists, artists, café intellectuals, non-conformists. The discovery of American jazz and bebop. Saint-Germain and the myth of the Left Bank. Study of texts by Sartre, Camus, Simone de Beauvoir, Boris Vian, Jacques Prévert; songs by Juliette Gréco, Léo Ferré; films.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O

Unit: 1.0

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### FREN 301 France in the Renaissance: Forms, Reforms and Revolutions

**NOT OFFERED IN 1999–00.** Literary beginnings in the French Renaissance. The discovery and recovery of ancient culture and the waning of the Middle Ages: humanism, mysticism, the example of Italy, the advent of printed books, religious reform and counter-reform, individualism, skepticism. Effects of these forces on major Renaissance writers and on the new forms of expression their works reflect. Rabelais and the emergence of the novel. Montaigne and the origins of autobiography. Ronsard's reorientation of the love lyric. Louise Labé and Marguerite de Navarre: women in search of a language and a voice.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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### FREN 303 Advanced Studies in the Seventeenth and Eighteenth Centuries: Corneille, Molière, Racine

**NOT OFFERED IN 1999–00.** This course will survey the development of classical theater in France as exemplified by the works of Corneille,



Molière and Racine. Texts will be read in the context of the political, social and literary histories of the seventeenth century.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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### FREN 304 Male and Female Perspectives in the Eighteenth-Century Novel

*Mistacco*

Drawing from recent feminist inquiries into the politics of exclusion and inclusion in literary history, the course examines, in dialogue with masterpieces authored by men, novels by major women writers of the period, novels much admired in their time, subsequently erased from the pages of literary history, currently rediscovered. Works by Prévost, Claudine Alexandrine de Tencin, Françoise de Graffigny, Marie Jeanne Riccoboni, Rousseau, Diderot, Laclous, Isabelle de Charrière.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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### FREN 305 Advanced Studies in the Nineteenth Century

**NOT OFFERED IN 1999–00.** Artistic and Political Revolutions from 1789 to 1851: The Rise and Fall of Romanticism. During the Romantic era, a series of political revolutions and coups paralleled equally tumultuous literary and artistic battles in a whirlwind of changes that forever altered the face of French society and culture. In this course, we will examine the source and nature of the Romantic spirit, its rebellion against Classicism, the conditions of its emergence and the causes of its decline.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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### FREN 306 Literature and Ideology in France Between the Wars (1917–1945)

*Petterson*

The tumultuous years following World War I and leading up to World War II demonstrate the uneasy collaboration between French politics and France's literary tradition. This course explores what has been termed the ideology of fiction and the fiction of ideology in French literature, poetry, and films from the interwar period.

Authors we will read and screen include Tristan Tzara, André Breton, Buñuel, Robert Brasillach, Jean-Paul Sartre, André Malraux, Albert Camus, René Char, and Francis Ponge.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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### FREN 308 Advanced Studies in Language

*Rogers*

The techniques and art of translation are studied through an analysis of the major linguistic and cultural differences between French and English. Translations from both languages.

Prerequisite: Two Grade II units, one of which must be 211. Open to juniors and seniors only, or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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### FREN 314 Cinema

*Gillain*

François Truffaut: An in-depth review of Truffaut's overall contribution to cinema. Includes readings from his articles as a film critic, a study of influences on his directorial work (Renoir, Hitchcock, Lubitsch) and a close analysis of twelve of his films using a variety of critical approaches: biographical, historical, formal, and psychoanalytical.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Spring

Unit: 1.0

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### FREN 316 Duras

**NOT OFFERED IN 1999–00.** Duras: A study of Marguerite Duras's literary and film production centering on her poetics of the Other and her practice of *écriture féminine*. Figures of difference and marginality (including social outcasts, colonized people, madwomen, children, criminals, Jews, and women) will be examined in connection with Duras's subversion of sexual, familial, social, political, literary and cinematic conventions. Analysis of representative novels, films, short stories and plays. Readings from interviews, autobiographical texts, and articles, as well as from Duras's final reflections on her life and the experience of writing. New critical perspectives on her work.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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### FREN 318 Modern Fiction

**NOT OFFERED IN 1999–00.** The course examines various twentieth-century forms of fiction, including avant-garde and feminist works. Changes in the concept and practice of reading are related to intellectual currents and developments in the arts and film. Authors include André Gide, Samuel Beckett, Nathalie Sarraute, Alain Robbe-Grillet, Claude Simon, Marguerite Duras.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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### FREN 319 Women, Language, and Literary Expression

**Topic a: NOT OFFERED IN 1999–00. Difference: Fiction by 20th-Century Women Writers in France.** Challenges to the institution of literature, to patriarchal thinking and male discourse in texts by Beauvoir, Colette, Chawaf, Duras, Wittig, and Djébar. The creative possibilities and risks involved in equating the feminine with difference. Perspectives on women, writing, and difference in colonial and post-colonial contexts. Readings from feminist theoreticians, including Cixous, Kristeva, and Irigaray.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

**Topic b: NOT OFFERED IN 1999–00. Twentieth-Century Women's Writing: Subversion and Creativity.** Reflective of women's experience in France and in former French colonies, original forms of expression exemplify the desire to subvert societal norms in confronting issues of family, tradition, and race. Texts by Colette, Beauvoir, Duras, Leduc, Wittig, Chawaf, Bouraoui and Warner-Vieyra.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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### FREN 321 Seminar

**NOT OFFERED IN 1999–00. Critical Art: The Artist as Critic.** A study of the poet's emergence as an art critic between the eighteenth and twentieth centuries. Through the works of Balzac, Baudelaire, Mallarmé and Apollinaire, we will examine how writers and poets alike appropriate

the discourse of visual artists and musical composers in an attempt to assert the hegemony of poetry and literature.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O

Unit: 1.0

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### FREN 329 Colette/Duras: "A Pleasure Unto Death"

#### *Respaut*

Two prolific authors whose works embrace the span of women's writing in the twentieth century, and who correspondingly illustrate the essential features of modern expression by women. Attention to the phases of a woman's life, sexuality, the figure of the mother, exoticism and race, and the relation between fiction and autobiography.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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### FREN 330 French and Francophone Studies

**NOT OFFERED IN 1999–00.** Questions of Identity in Post-Colonial Writing. An introduction to some of the Third World literatures of French expression: West Africa, North Africa, and the Caribbean. A study of the attempt to define the essence of the Francophone experience and identity through literary discourse.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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### FREN 349 Studies in Culture and Criticism

#### *Raffy*

**Topic a: French Cultural Identities.** An exploration of French cultural identity in the context of European unification and the multimedia revolution. Study of social change and the transmission of culture through education materials, family life, popular myths and culture. Comparative approach using novels, films, newspapers, and television.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature or Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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*Datta*

**Topic b: La Belle Epoque: Politics, Society and Culture in France: 1880–1914.** In the aftermath of World War I, French men and women looking back on the years immediately preceding, viewed them as a tranquil and stable period in French history. Yet during the era which subsequently became known as “la Belle Epoque,” the French experienced changes of enormous magnitude: the invention of the automobile and the airplane, the emergence of both consumer culture and a working class, the development of a national press, and the expansion of an overseas colonial empire. Such ebullience was reflected in the flowering of the arts—witness the emergence of Paris as the capital of the European avant-garde. In this interdisciplinary course, which draws on literary texts and historical documents, as well as on films, posters, and songs, we will examine French society, politics, and culture during the era which ushered France into the modern age.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature or Historical Studies

Semester: Spring Unit: 1.0

**FREN 350 Research or Individual Study**

Prerequisite: Two Grade II units above 206

Distribution: None  
Semester: Fall, Spring Unit: 1.0

**FREN 360 Senior Thesis Research**

Prerequisite: By permission of Department. See Academic Distinctions.

Distribution: None  
Semester: Fall, Spring Unit: 1.0

**FREN 370 Senior Thesis**

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**Directions for Election**

Students in the class of 2004 should consult the Chair of the French Department to plan their programs because of upcoming changes in the curriculum. All other students will be subject to the current directions for election.

*Grade I:* 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 study abroad should consult the chair of the Department during the second semester of their first year.

*Grade II:* Course 203-204 may not be taken by students who have taken both 101-102 and 201-

202. A student may not count toward the major both 201-202 and 203-204; or both 206 and 226.

*Acceleration:* Students who achieve a final grade of A or A- in 102 may, upon the recommendation of their instructor, accelerate to 202 or 203. Students who receive a grade of A or A- in 201 may, on the recommendation of their instructor, accelerate to 204. Students who receive a grade of A or A- in 203 may, on the recommendation of their instructor, accelerate to courses 206 through 210. Students who accelerate from 201 or 203 receive one unit of credit for 201 or 203 and satisfy Wellesley’s language requirement upon successful completion of their second semester’s work at Grade II.

Students who complete 203 during the first semester of their sophomore year and who wish to prepare for study abroad in France their junior year may take French 211 along with another 200-level course (204-210) as a corequisite during the second semester.

*Majors:* Majors are required to complete a minimum of eight (8) courses, including the following courses or their equivalents: 211 and 308. The goals of a coherent program are: (a) oral and written linguistic competence; (b) acquisition of basic techniques of reading and interpreting texts; and (c) a general understanding of the history of French literature and culture. All majors must take two 300-level French courses at Wellesley College. Students planning to major in French should consult with Catherine Masson, Chair of the French Department.

Students interested in an interdepartmental major (and minor, if applicable) in French Cultural Studies, are referred to the listing for this interdepartmental program.

*Graduate Studies:* Students planning graduate work in French or comparative literature should write an honors thesis and study a second modern language and Latin.

*Advanced Placement Policies and Language Requirement:* A student entering Wellesley before the fall of 2000 may satisfy the foreign language requirement with a score of 3, but not receive credit toward her degree. Subject to the final approval of the chair of the appropriate language department, a student entering Wellesley in Fall 2000 and later must have an Advanced Placement score of 4 or 5 to satisfy the foreign language requirement.

*Teacher Certification:* Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult the Chair of the Department of Education.

# French Cultural Studies

## AN INTERDEPARTMENTAL MAJOR

Director: *Datta (French)*

Wellesley also offers an interdepartmental major in French Cultural Studies which combines courses from the Department of French with those in Art, Political Science, History, Music, or any other department offering courses on France or francophone countries. French Cultural Studies majors ordinarily work closely with two advisors, one from the French Department and one from the other area of concentration.

The major in French Cultural Studies consists of a minimum of eight (8) courses. Students who begin French at Wellesley may count French 101-102 towards the major. At least four units above the Grade I level are required. One of those units must be French 207 or French 220; a student may not count towards the major both 201-202 and 203-204, or both 206 and 226. Finally, at least one unit in French at the Grade III (advanced) level is required, and at least one of the following courses must be elected: 211 or 308. As for all majors, two courses are required at the Grade III level.

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### FRST 350 Research or Individual Study

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

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### FRST 360 Senior Thesis Research

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

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### FRST 370 Senior Thesis

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

Students will also take a minimum of two units in related departments from among the following:

**AFR 207** Images of Africana People through the Cinema

**AFR 210/MUS 210** Folk and Ritual Music of the Caribbean

**AFR 232/332/MUS 225** Topics in Ethnomusicology: Africa and The Caribbean

**ARTH 202** Romanesque Art

**ARTH 203** Cathedrals and Castles of the High Middle Ages

**ARTH 219** Nineteenth-Century Art from the French Revolution to Impressionism

**ARTH 223** The Decorative Arts. Topic for 1999-00: The Age of Marie-Antoinette

**ARTH 224** Modern Art to 1945

**ARTH 226** History of Photography: From Invention to Advertising Age

**ARTH 228** Nineteenth- and Twentieth-Century Architecture

**ARTH 229** Renaissance and Baroque Architecture

**ARTH 234** Topics in Nineteenth-Century Art

**ARTH 253** The Beautiful Book: Medieval and Renaissance Book Illumination in France and Italy

**ARTH 312** Seminar. Topics in Nineteenth-Century Art

**ARTH 323** Studies in Decorative Arts

**ARTH 332** Seminar. Medieval Art

**ICPL 330** Seminar. Comparative Literature. Topic for 1999-00: The Traditions of Japanese Fiction and English Fiction: The Comparative Question

**EXTD 334** Seminar. Literature and Medicine

**HIST 218** Jews in the Modern World, 1815 to the Present

**HIST 224** The Healing Arts: Medicine and Society in Medieval and Renaissance Europe

**HIST 225** Age of Charlemagne

**HIST 234** The Later Middle Ages, 1200 to 1500

**HIST 235** Utopia: Culture and Community in Medieval and Renaissance Europe



HIST 236 The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries

HIST 237 Modern European Culture: The Nineteenth and Twentieth Centuries

HIST 241 Europe 1914 to 1989

HIST 244 History of Modern France, 1789 to 1981

HIST 264 The History of Precolonial Africa

HIST 265 History of Modern Africa

HIST 266 The Struggle Over North Africa, 1800 to Present

HIST 328 Anti Semitism in Historical Perspective

HIST 334 Seminar. European Cultural History

HIST 338 Seminar. European Resistance Movements in World War II

HIST 361 Seminar. Contemporary European History

MUS 210/AFR 210 Folk and Ritual Music of the Caribbean

MUS 225/AFR 232/332 Topics in Ethnomusicology: Africa and The Caribbean

PHIL 223 Phenomenology and Existentialism

POL2 205 The Politics of Europe and the European Union

For courses not exclusively on France or a Francophone topic, students are expected to write their main paper(s) on a French theme. In addition, and in consultation with the Director, research and individual study (350) may be approved.

*Teacher Certification:* Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult the Chair of the Department of Education.

## Department of Geology

Professor: *Andrews (Chair), Thompson*

Associate Professor: *Besancon*

Laboratory Instructor: *Waller, Mattison*

All courses with laboratory meet for two periods of lecture, and one three-hour laboratory session weekly.

All courses in the Geology Department (with the exception of 350, 360 and 370) fulfill the Group C distribution requirement.

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### GEOL 100 Oceanography

*Andrews*

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).

Prerequisite: None

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

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### GEOL 102 The Dynamic Earth with Laboratory

*Staff*

Introduction to geologic processes ranging from microscopic growth of mineral crystals to regional erosion and deposition by water, wind and ice to volcanism and earthquakes associated with global plate motions. Interactions between these dynamic systems and such human activities as mining, farming and development. Laboratory and field trips include study of minerals, rocks, global positioning system, topographic and geologic maps.

Prerequisite: None

Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall, Spring

Unit: 1.25

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### GEOL 200 The Earth and Life through Time

*Andrews*

The Earth and life have been continually changing throughout the 4.6 billion years of Earth history. We will explore these changes, including the tectonic evolution of mountain ranges, the changing landscapes and environments across the North American continent, and the origin, evolution and extinction of the various life forms that have inhabited our planet. Students will have the opportunity to examine Wellesley's extensive fossil collection, and a field trip to fossil sites in New York State will be offered. (No laboratory).

Prerequisite: 102 or by permission of the instructor.  
Distribution: Natural and Physical Science  
Semester: Spring Unit: 1.0

### GEOL 202 Mineralogy with Laboratory

*Besancon*

Minerals are the resource base for modern society. Starting with an introduction to crystallography, we will apply ideas of symmetry and order to the major techniques used to identify and characterize minerals: optical microscopy, x-ray diffraction, chemical analysis, and physical properties. We will then undertake a systematic study of the most common rock-forming minerals. Laboratory emphasizes optical, x-ray, and hand specimen characterization of minerals.

Prerequisite: 102 or by permission of the instructor.  
Distribution: Natural and Physical Science  
Semester: Fall Unit: 1.25

### GEOL 204 Catastrophes and Extinctions

*Andrews*

NOT OFFERED IN 1999–2000. OFFERED IN 2000–01. Our planet has not always been a safe place on which to live, as mass extinctions have punctuated the history of life and dramatically altered the course of evolution. Among the topics we will explore are the process of evolution and the nature of the fossil record, gradual change versus catastrophic events, dinosaurs and their extinction, periodicity of mass extinctions, the prospect of future extinctions and an evaluation of the possible causes of extinctions, including sea-level changes, climate changes, volcanism and meteorite impacts. (No laboratory). *Normally offered in alternate years.*

Prerequisite: 102 or by permission of the instructor.  
Distribution: Natural and Physical Science  
Semester: N/O. Offered in Fall 2000–01. Unit: 1.0

### GEOL 207 Earth Resources

*Besancon*

NOT OFFERED IN 1999–00. OFFERED IN 2000–01. Materials taken from the earth are a fundamental part of modern civilization. We obtain metals, chemicals, fuels, building materials, plastics, gemstones, and even water from the earth's crust. This course will examine the environments in which various materials are found, and how they are discovered and developed. We will focus particularly on oil, gas, and coal as energy sources. (No laboratory). *Normally offered in alternate years.*

Prerequisite: 102 or by permission of the instructor.  
Distribution: Natural and Physical Science  
Semester: N/O. Offered in Fall 2000–01. Unit: 1.0

### GEOL 211 Geology and Human Affairs

*Thompson*

NOT OFFERED IN 1999–00. OFFERED IN 2000–01. This course will focus on interactions between people and their physical environment. Geological component to emphasize soils, coastal and glacial processes and deposits, surface and groundwater flows, fractures and faults in bedrock as fluid conduits. Human impacts will be examined in terms of adverse effects on geological systems and in terms of protective environmental regulation and remediation. Case studies will highlight recent and ongoing projects in New England relating to hazardous waste management, water supply protection, wastewater disposal and the Boston Harbor Cleanup. (No laboratory). *Normally offered in alternate years.*

Prerequisite: 102 or by permission of the instructor.  
Distribution: Natural and Physical Science  
Semester: N/O. Offered in Spring 2000–01. Unit: 1.0

### GEOL 214 North America: A Tale of Two Seacoasts

*Thompson*

NOT OFFERED IN 1999–00. OFFERED IN 2000–01. The evolution of North America in terms of plate tectonic processes presently operating on the “passive” Atlantic seaboard and the tectonically active Pacific coast. Similar vertical movements, faulting and volcanism will be traced backward as formative processes in the Cenozoic and Mesozoic mountains of the Cordillera, the Paleozoic Appalachian chain and deeply eroded Precambrian belts of the continental core. We will also touch on glaciation and other landscape-forming processes. This course is writing-intensive. (No laboratory). *Normally offered in alternate years.*

Prerequisite: 200 or by permission of the instructor. Not open to students who have taken [314].  
Distribution: Natural and Physical Science  
Semester: N/O. Offered in Fall 2000–01. Unit: 1.0

### GEOL 220 Volcanoes: Agents of Global and Regional Change

*Besancon*

From Mount Saint Helens to Vesuvius to Krakatau, volcanoes affect global climate, change landscape evolution, and are sometimes the cause of tremendous disasters. Understanding the wide variety of phenomena associated with volcanoes provides a broad perspective on how science can be used to protect lives and further human needs and interests. Using geologic literature, Internet search, and a

general text, we will study case histories of volcanoes on earth and through the solar system. Written papers and oral presentations will be important parts of the course. (No laboratory). *Normally offered in alternate years.*

Prerequisite: One or more previous courses in Geology.  
Distribution: Natural and Physical Science  
Semester: Spring Unit: 1.0

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### GEOL 304 Stratigraphy and Sedimentation with Laboratory

*Thompson*

Formation, composition, and correlation of stratified rocks. Emphasis on sedimentary environments, transportation of sedimentary particles, sediment diagenesis, and sedimentary petrography. Laboratory and field trips. *Normally offered in alternate years.*

Prerequisite: 202  
Distribution: Natural and Physical Science  
Semester: Spring Unit: 1.25

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### GEOL 305 Paleontology with Laboratory

*Andrews*

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. *Normally offered in alternate years.*

Prerequisite: 200 or by permission of the instructor.  
Distribution: Natural and Physical Science  
Semester: Fall Unit: 1.0

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### GEOL 306 Structural Geology with Laboratory

*Thompson*

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 trip. *Normally offered in alternate years.*

Prerequisite: 102 or by permission of the instructor. Not open to students who have taken [206].  
Distribution: Natural and Physical Science  
Semester: Fall Unit: 1.25

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### GEOL 309 Petrology with Laboratory

*Besancon*

**NOT OFFERED IN 1999-00. OFFERED IN 2000-01.** 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. *Normally offered in alternate years.*

Prerequisite: 202  
Distribution: Natural and Physical Science or Mathematical Modeling  
Semester: N/O. Offered in Spring 2000-01. Unit: 1.25

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### GEOL 311 Hydrogeology with Laboratory

*Besancon*

Investigation of water supply and use. Principles of surface and groundwater movement and water chemistry are applied to the hydrologic cycle in order to understand sources of water for human use. Quantity and quality of water and the limitations they impose are considered. Laboratory. *Normally offered in alternate years.*

Prerequisite: 102 and permission of the instructor.  
Distribution: Natural and Physical Science or Mathematical Modeling  
Semester: Spring Unit: 1.25

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### GEOL 349 Seminar

*Thompson*

**NOT OFFERED IN 1999-00. OFFERED IN 2000-01.** Likely topic: **Geologic Time.** Modern isotopic techniques make it possible to determine ages of rocks to accuracies of less than 1%, yet debate over the age of the earth continues. This seminar will explore how million and billion year time spans have been conceptualized and historically ordered into the time scale memorized by every beginning geology student. We will also study U/Pb and  $^{40}\text{Ar}/^{39}\text{Ar}$  approaches to calibrating geologic time, implications of precise age constraints for processes including biologic evolution and global climate change, and how geochronology exemplifies the distinction between science and pseudo-science. Readings from John McPhee, Stephen Jay Gould and current geoscience publications. *Normally offered in alternate years.*

Prerequisite: 200 and permission of the instructor.  
Distribution: Natural and Physical Science  
Semester: N/O. Offered in Spring 2000-01. Unit: 1.0

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### GEOL 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None  
Semester: Fall, Spring Unit: 1.0

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### GEOL 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None  
Semester: Fall, Spring

Unit: 1.0

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### GEOL 370 Senior Thesis

Prerequisite: 360  
Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## Directions for Election

In addition to eight (8) units in geology, normally to include 200, 202, 304, 306, 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 the 12.114 - 12.115 sequence 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 four following areas of concentration: I. (Paleobiology) 200, 204, 305 or II. (Structural Geology) 214, 306 or III. (Petrology) 202, 304, and 309 or IV. (Environmental Geology)

## Department of German

Professor: *Kruse (Chair), Hansen, Ward*

Associate Professor: *Nolden*

Director of Study Abroad Programs: *Nolden*

Resident Director of Wellesley-in-Konstanz: *Dreher*

The language of instruction above the 100 level is almost exclusively German unless otherwise noted. Students thus have 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.

Students in German 201 who wish to accelerate at the intermediate level may apply to the January-in-Vienna program. Participants travel to Vienna for three weeks in January where they study with a professor from the German Department. During their stay they complete German 202 and receive credit as they would for a course taken on campus. In addition, students will complete a 0.5 credit German Studies course on Viennese culture taught in English by a second faculty member from Wellesley. Upon returning for the second semester at Wellesley, students are encouraged to continue with German 231.

Qualified students are encouraged to spend the junior year in Germany in the Wellesley-in-Konstanz program or another program approved by the College.

All courses in the German Department (with the exception of 250, 250H, 350, 350H, 360 and 370) fulfill the Group A distribution requirement.

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### GER 101-102 Beginning German

*Hansen, Ward, Nolden*

An introduction to contemporary German with emphasis on communicative fluency. Extensive practice in all four skills: listening, speaking, reading and writing. Regular use of language lab required. Occasional video and computer assignments. Topics from contemporary culture in German-speaking countries. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course. This course meets four times a week.*

Prerequisite: None  
Distribution: None  
Semester: Fall, Spring

Unit: 1.0



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**GER 120/WRIT 125 Views of Berlin**

**NOT OFFERED IN 1999–00.** From the brilliant cultural metropolis of the 1920s to the current “post-wall” period, the city of Berlin will provide the vantage point for a survey of seven decades of German history and culture. We will study films, literary texts, political language and art in order to gain a better understanding of the “German Question” and the special status of Berlin within it. Written work will include a research assignment tailored to individual interests. *Includes a third session each week. Students enrolled in German courses, particularly 201-202, are encouraged to fulfill the Writing 125 requirement with this class.*

Prerequisite: Open to all first-year students, this course satisfies the Writing 125 requirement and counts as a unit for the German Studies major.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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**GER 121/WRIT 125 Turn of the Century  
Vienna: The Birth of Modernism**

*Hansen*

The resplendent culture of *fin-de-siècle* Vienna reveals the early concerns of the 20th century. While the 600-year old Habsburg monarchy preserved continuity in Austria, a nervous sense of finality pervaded the period. Nostalgia clashed with social change to produce a remarkable tension in the music, art, literature, and science of the period. These disciplines reached breakthroughs that are the roots of the modern temperament: Sigmund Freud in psychology; Oskar Kokoschka and Gustav Klimt in art; Hugo von Hofmannsthal and Arthur Schnitzler in literature; Mahler, Schoenberg, and Webern in music; Theodor Herzl, founder of Zionism, in social thought. The course will study representative works to explore this phenomenon. Includes a third session each week. *Students enrolled in German courses, particularly 201-202, are encouraged to fulfill the Writing 125 requirement with this class.*

Prerequisite: Open to all first-year students, this course satisfies the Writing 125 requirement and counts as a unit for the German Studies major.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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**GER 201-202 Intermediate German**

*Nolden*

Strengthening and expanding of all language skills with special emphasis on idiomatic usage. Thorough grammar review, oral and aural practice in classroom and language laboratory, readings on contemporary cultural topics, extensive

practice in composition. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course. Includes a third session each week.*

Prerequisite: One to two admission units and placement exam, or 101-102.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

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**GER 222 Language in Performance**

**NOT OFFERED IN 1999–00.** Intensive practice in oral communication and presentation. The course will culminate in the production of a stage or radio play. *The course meets during the first half of the semester; two periods with additional rehearsal time.*

Prerequisite: 201-202 or by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O

Unit: 0.5

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**GER 231 Advanced Studies in Language and Culture**

*Kruse*

Development of communicative skills necessary to negotiate complex meaning in reading, speaking and writing. We will study facets of contemporary culture in Germany, Austria and Switzerland. Review of selected grammar topics. Texts will include some poetry, short stories, and a novel. Offered in both semesters. *Designed for students with four semesters of language training or equivalent. Required for the majors in German Language and Literature and in German Studies unless exempted by the department by virtue of linguistic proficiency. Includes a third session each week.*

Prerequisite: 201-202 or placement examination.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

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**GER 240 German Studies: Methods, Texts, and Contexts**

*Ward*

This course is designed to familiarize students with a wide variety of approaches to literary and non-literary texts. Students will develop skills in critical interpretation through close readings. The course explores a variety of critical methods and stresses historical and social forces that shape culture. *Because of the skills and texts covered, German 240 is considered a foundation course that prepares majors and non-majors alike for more advanced study. Taught in German. Includes a third session each week.*

Prerequisite: 231 or by permission of the department.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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**GER 244 German Cinema 1919 to 1945 (in English)**

**NOT OFFERED IN 1999–00.** Survey of German cinema from the silent era through the golden age of the late 1920s to the end of World War II. Films by F. W. Murnau, Fritz Lang and Leni Riefenstahl among others. We will consider new readings of classic films like *The Cabinet of Dr. Caligari*, *Metropolis*, and *The Blue Angel*. Special emphasis on the portrayal of women and theories of the female spectator.

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

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**GER 246 History and Memory in New German Cinema (in English)**

**NOT OFFERED IN 1999–00.** This course will analyze the representation of history and memory in the New German Cinema through representative films. Excerpts from other related films of New German Cinema, cinema in the German Democratic Republic, and other cinematic traditions (French New Wave, German Expressionism, Hollywood) will be compared and contrasted. Issues to be discussed include: narrative strategies and the representation of the recent German past; different forms of history; the role of the media for national identity; gender and the burden of memory; questions of spectatorship; cinema and post-modern aesthetics. *Lectures, readings and discussions in English; all films subtitled. Film screenings will be in addition to the lectures and discussions.*

Prerequisite: None  
Distribution: Arts, Music, Theatre, Film, Video or Historical Studies  
Semester: N/O Unit: 1.0

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**GER 249 Heroic Legends, Courtly Love, and Reformation Satire**

**NOT OFFERED IN 1999–00.** A history of German-speaking culture and its literary texts from the eighth to the sixteenth century. Our study begins with the emergence of the Germanic tribes and the German language. Readings from pre-Christian heroic poetry and the *Nibelungenlied* will be followed by the courtly love poetry of the high middle ages and the Arthurian epic *Parzifal*. We shall also touch upon the music and architecture of the period as well as the achievements of Hildegard von Bingen. The historical and intellectual causes of the reformation will be explored in the person of hymn writer, bible translator, and polemicist Martin

Luther. The culture of humanism culminates with the first book written for the new technology of the printing press, the satirical *Narrenschiff* (Ship of Fools). *Taught in German. All texts read in modern German translation.*

Prerequisite: 231 or by permission of the instructor.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

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**GER 250 Research or Individual Study**

Prerequisite: Open by permission.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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**GER 250H Research or Individual Study**

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

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**GER 253 Music and Literature: the German Tradition (in English)**

**NOT OFFERED IN 1999–00.** This course will examine important examples of the interplay of text and music from J. S. Bach to the present, including examples of various genres—cantatas, operas, art songs, symphonies. Topics include: cantatas by Bach, *Lieder* by Schubert and Schumann, symphonies by Beethoven and Mahler, and *Der fliegende Holländer* by Wagner, as well as works by 20th century composers such as Schoenberg and Berg. *The course will be taught in English, but reading knowledge of German is required. Two periods.*

Prerequisite: 201-202 or by permission of the instructor.  
Distribution: Arts, Music, Theater, Film, Video or Language and Literature  
Semester: N/O Unit: 1.0

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**GER 255 The Woman Question 1750 to 1900**

**NOT OFFERED IN 1999–00.** From Theodor Gottlieb von Hippel's essay "On Improving the Status of Women" to "Volkish" theories about woman's societal role near the turn of the century, we will trace the way the "Frauenfrage" was posed and answered in German-speaking countries. The role of women in Romantic thought and their activity in Romantic circles and salons; the way in which the debate was changed by the revolutionary convulsions of 1848. The development of an organized women's movement in the 1870s and 1880s. We will read essays on women's education and marriage; poetry and short stories, letters, diaries and travel literature by women which reflect a range of attitudes toward the "Frauenfrage"; as well as men's con-

tributions to the debate from Hippel to August Bebel's *Women under Socialism. Taught in German.*

Prerequisite: 231 or by permission of the instructor.  
Distribution: Historical Studies or Language and Literature  
Semester: N/O Unit: 1.0

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### GER 265 Literature and Empire: Myth and History in the Habsburg Dynasty

*Hansen*

For more than 600 years Habsburg rule preserved a semblance of unity and order to a widely heterogeneous peoples and cultures. At various historical periods the empire included land in Austria, Hungary, northern Italy, the Netherlands, Spain, the Balkans, and Mexico. For a while this was a world power over which the sun never set, but it was finally undermined by ethnic nationalism and a world war. The noble family who had almost unprecedented political power to manage and mismanage political events will be the subject of this course. Through readings in literature, history, and biography we will explore this rich culture of the Danube monarchy and examine how the Habsburgs themselves forged the myth of their own dynasty, as well as how they are portrayed in art and literature.

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

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### GER 268 Richard Wagner: his Critics and Defenders (in English)

NOT OFFERED IN 1999–00. Richard Wagner—composer, poet, critic—is a controversial figure in German culture. This course will examine in depth the four operas that make up his great mythical tale of lust and power, *The Ring of the Nibelung*. Beginning with the tradition of Scandinavian mythology, we shall read the saga texts that were Wagner's sources. We shall explore the cultural function of myth in literature, music, and ultimately in politics. We shall study major responses to Wagner, concentrating on his contemporary, philosopher Friedrich Nietzsche (*The Birth of Tragedy*), and short works by Thomas Mann. In addition, we shall also explore Wagner's own theoretical writings and his subsequent use by National Socialism. *Two periods, with additional evening listening sessions.*

Prerequisite: None  
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0

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### GER 273 Berlin in the Twenties

NOT OFFERED IN 1999–00. Berlin, the capital of Germany during the Weimar Republic, was a center of German cultural activity in the 1920s. Topics include: political and social change within the economic dislocation caused by World War I; Berlin's urban milieu as the backdrop for avant-garde culture; the rise of National Socialism. Texts and issues from various media: autobiography, fiction, theater, cabaret, film, art and architecture. *Taught in German, two periods.*

Prerequisite: 231 or by permission of the instructor.  
Distribution: Arts, Music, Theater, Film, Video or Language and Literature  
Semester: N/O Unit: 1.0

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### GER 274 Postwar German Culture

*Ward*

A survey of cultural, social, and political developments in Germany since 1945. Texts will be drawn from literature, historical studies, and autobiography. The changing role of women in the Federal Republic of Germany and the German Democratic Republic after 1949 will be an important topic of discussion. Special emphasis on developing advanced skills in reading, speaking and writing German. *Taught in German, two periods.*

Prerequisite: 231 or by permission of the instructor.  
Distribution: Historical Studies or Language and Literature  
Semester: Fall Unit: 1.0

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### GER 325 Goethe

*Kruse*

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. *Taught in German, two periods.*

Prerequisite: One Grade II unit, 240 or above taught in German, or by permission of the instructor.  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

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### GER 329 Readings in Eighteenth-Century Literature

NOT OFFERED IN 1999–00. The problems and issues of the Enlightenment, Storm and Stress, and Early Romanticism will be studied in their historical context. Special focus on literary images of women in the 18th century. Texts by Gellert, Lessing, Wagner, Goethe, F. Schlegel, Schiller, Kleist. *Taught in German, two periods.*

Prerequisite: One Grade II unit, 240 or above taught in German, or by permission of the instructor.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

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**GER 344 German Cinema 1919 to 1945**  
NOT OFFERED IN 1999–00. Same course as 244 above, with additional readings in German and films without subtitles, plus an additional weekly class meeting taught in German with discussions and oral reports in German.  
Prerequisite: One Grade II unit, 240 or above taught in German, or by permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0

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**GER 350 Research or Individual Study**  
Prerequisite: Open by permission to juniors and seniors.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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**GER 350H Research or Individual Study**  
Prerequisite: Open by permission.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

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**GER 353 Music and Literature: the German Tradition**  
NOT OFFERED IN 1999–00. Same course as German 253 above, with additional readings in German, and an additional weekly class meeting taught in German with discussions and oral reports in German.  
Prerequisite: One Grade II unit, 240 or above taught in German, or by permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: N/O Unit: 1.0

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**GER 360 Senior Thesis Research**  
Prerequisite: By permission of department. See Academic Distinctions.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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**GER 365 Literature and Empire: Myth and History in the Habsburg Dynasty (in German)**  
*Hansen*  
Same course as German 265 above, with additional readings in German, and an additional weekly class meeting taught in German with discussions and oral reports in German.  
Prerequisite: One Grade II unit, 240 or above, or by permission of the instructor.  
Distribution: Historical Studies or Language and Literature  
Semester: Fall Unit: 1.0

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**GER 368 Richard Wagner: His Critics and Defenders (in German)**  
NOT OFFERED IN 1999–00. Same course as German 268 above, with additional readings in German, and an additional weekly class meeting taught in German with discussions and oral reports in German.  
Prerequisite: One Grade II unit, 240 or above, or by permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: N/O Unit: 1.0

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**GER 370 Senior Thesis**  
Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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**GER 389 Seminar. Brecht in Perspective**  
*Ward*  
Two years after the 100th anniversary of Bertolt Brecht's birth we will study the lyricist, dramatist, theoretician, and practical man of the theater from a variety of perspectives and within the cultural context of his time. We will follow his development as a poet and playwright from the Expressionist years in Augsburg and Munich, to Berlin in the 20s, the exile in Scandinavia and the United States, his appearance before the House Unamerican Activities Committee, and his return to a divided Germany as director of the Berliner Ensemble in East Berlin. His influence on post-war poets and dramatists and recent reception of his work will be given special attention as we study the problems of Brecht interpretation and evaluate his role as a cultural icon. *Taught in German.*  
Prerequisite: One Grade III unit or by permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: Spring Unit: 1.0

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## Related Courses

*For Credit Toward the Major*

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**EXTD 254 Imaginary Crimes and Courts: Law in Literature**



## Directions for Election

The department offers majors in Language and Literature and German Studies, as well as a minor in German. 101-102 is counted toward the degree but not toward the major or minor. Students who begin German at Wellesley and wish to major will be encouraged to advance as quickly as possible to upper-level work by doing intermediate language training during the summer or accelerating in our January-in-Vienna 202 program during Wintersession.

The German Department will grant one unit of credit toward the degree for an Advanced Placement score of 4 or 5. Because the AP credit is considered the equivalent of German 202, a student will not get the Advanced Placement credit if she takes 202 or a lower course. A student entering Wellesley before the fall of 2000 may satisfy the foreign language requirement with a score of 3, but not receive credit toward her degree. Subject to the final approval of the chair of the appropriate language department, a student entering Wellesley in Fall 2000 and later must have an Advanced Placement score of 4 or 5 to satisfy the foreign language requirement.

### The Major in Language and Literature

The major in Language and Literature develops advanced language skills with emphasis on the critical reading of texts while also stressing a deeper acquaintance with the literary and cultural traditions of German-speaking countries. 202 may count to the 8-unit minimum major. 231 and two 300 level units are required, either 325 or 329 (offered in alternate years) and one seminar (389). Of the remaining minimum four elective units, one unit can be a 200-level course offered by the department in English, but if a 300-level of the same course is offered with an extra section taught in German, this is highly recommended. German 240, which is a foundation course for the entire upper-level curriculum, is also highly recommended. With approval of the

department, courses taken abroad may count toward the major at the 200-level. Courses on the German Studies Related Courses list are also recommended as complements to the language and literature major. Each student should consult her departmental advisor about the best sequence of courses for her major program.

### The Major in German Studies

Please see p.193.

### The Minor in German

The minor offers an opportunity to acquire advanced skills in the language with emphasis on communicative strategies and cross-cultural understanding. 202 may count to the 5-unit minimum minor. 231 is required. 240 and one 300-level unit are highly recommended. One unit can be a 200-level course offered by the department in English, but if a 300-level of the same course is offered with an extra section taught in German, this is highly recommended. With the approval of the department, courses taken abroad may count toward the minor. Students are encouraged to supplement the minor with any of the Related Courses listed under German Studies. Each student should consult with her departmental advisor about the best sequence of courses in her case.

### Honors Program

The department offers two plans for the Honors Program. Plan A (See Senior Thesis Research, 360 and 370) provides the opportunity for original work in Language and Literature or German Studies, culminating in the writing of a longer paper or papers with an oral defense. Plan B, honors by examination, is open to candidates in Language and Literature only. Written and oral examinations are based on a reading list devised by the student under the guidance of an advisor. Plan B carries no course credit, but where appropriate, students may elect a unit of 350 to prepare a special author or project that would be included in the Honors examination.

# German Studies

## AN INTERDEPARTMENTAL MAJOR

Director: *Kruse (German)*

This interdisciplinary and interdepartmental major is designed to provide the student with a broader understanding of the cultures of Germany, Austria and Switzerland by achieving an advanced level of language proficiency and by studying the art, history, literature, philosophy, and politics of these countries in depth. 202 may count to the 8-unit minimum major. 231 and two 300-level units are required. A minimum of 5 units should be completed in the German Department, one of them at the 300-level. The elective units taken in the German Department may be drawn from courses taught in German or English, including either Writing 125/German 120 or 121.

The remaining minimum of three elective units may be drawn from any of the Related Courses listed below. A student who enrolls in these courses is expected to do a project or paper on a German, Austrian, or Swiss topic in order to count the course toward her German Studies major. Or, she may also do an interdisciplinary 360-370 project that is supervised by an interdepartmental committee. With approval of the relevant department, courses taken abroad may count at the 200-level toward the major. A course in German history is highly recommended, as are two units from a single allied field. While it is helpful to have an advisor in the allied field, a student's major advisor is in the German Department that approves all individually constructed German Studies programs.

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### GERs 250 Research or Individual Study

Prerequisite: Open by permission.  
Distribution: None  
Semester: Fall, Spring Unit : 1.0

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### GERs 250H Research or Individual Study

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

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### GERs 298 (Wintersession in Vienna) Turn-of-the-Century Vienna: The Revolution in the Arts

*Hansen*

Turn-of-the-century Vienna has been called the cradle of the 20th century, for it was in this city that a remarkable florescence of the arts began to react to traditional artistic styles and the cultural norms of the 19th century. Viennese tradition was embodied in the imperial project of the Ringstrasse, a bold building project that in 1857 began to remove the medieval walls and modernize the city to create a showpiece of historical architecture. By the last decade of the century the artists, architects, and designers of the following generation rejected or redefined historical models to create new art forms that are the basis of modernism. We will explore the breakthrough in the buildings of Otto Wagner and Adolf Loos; in the designs of Joseph Hoffmann and Kolo Moser; and the paintings of Gustav Klimt, Egon Schiele, and Oskar Koskoshka. The course will examine other monuments in Vienna in order to convey the traditions from which modernism emerges. Includes cultural excursions, theater, opera, and concerts. *Taught in English.*

Prerequisite: Open only to students enrolled in the German 202 section taught in Wintersession-in-Vienna (January 2000). The course is designed to augment the language study of the GER 202 class.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Wintersession Unit: 0.5

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### GERs 350 Research or Individual Study

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

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### GERs 350H Research or Individual Study

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

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### GERs 360 Senior Thesis Research

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

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### GERs 370 Senior Thesis

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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## Related Courses

*For Credit Toward the Major*

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ARTH 224 Modern Art to 1945

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ARTH 225 Modern Art since 1945

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ARTH 311 Northern European Painting and Printmaking

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ARTH 290/SOC 290 Propaganda and Persuasion in the Twentieth Century

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ECON 340 Advanced Analysis of Foreign Economics. Topic A: The European Union

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EXTD 254 Imaginary Crimes and Courts: the Law in Literature

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HIST 201 Europe Since 1600

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HIST 217 The Making of European Jewry 1085-1815

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HIST 218 Jews in the Modern World, 1815-Present

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HIST 236 The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries

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HIST 237 Modern European Culture: The Long Nineteenth Century

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HIST 240 The World at War: 1937-1945

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HIST 241 Europe 1914-1989

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HIST 242 European Culture Since 1918: From Modernism to Post-Modernism

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HIST 245 Germany in the Twentieth Century

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HIST 296 The Cold War, 1945-1991

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HIST 329 Europe Under German Occupation; 1939-1945: Resistance, Collaboration, and Genocide

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HIST 334 Seminar. European Cultural History

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HIST 338 Seminar. European Resistance Movements in World War II

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HIST 341 Seminar. The Nature and Meanings of History

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HIST 367 Seminar. Jewish Ethnicity and Citizenship

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MUS 223 Das Lied: The Music and Poetry of the German Art Song

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MUS 224/REL 224 Hildegard of Bingen

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PHIL 223 Phenomenology and Existentialism

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PHIL 302 Kant's Solution to Skepticism and Solipsism

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PHIL 303 Kant's Metaethics

---

POL2 205 The Politics of Europe and the European Union

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POL2 301S Seminar. Transitions to Democracy

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POL2 303 Political Economy of the Welfare State in Europe and America

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POL4 242 Contemporary Political Theory

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POL4 342 Marxist Political Theory

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REL 224/MUS 224 Hildegard of Bingen

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REL 245 The Holocaust and the Nazi State

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WRIT 125/GER 120 Views of Berlin

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WRIT 125/GER 121 Turn-of-the-Century Vienna: The Birth of Modernism

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# Department of History

Professor: *Auerbach, Cohen<sup>A2</sup>, Kapteijns<sup>A2</sup>, Knudsen, Malino<sup>A2</sup>, Rogers (Chair), Tumarkin<sup>A</sup>*

Associate Professor: *Shenman*

Visiting Associate Professor: *Josephson, Rollman*

Assistant Professor: *Matsusaka, McGlynn, Ramseyer, Varon*

Visiting Assistant Professor: *Hitchcock*

Instructor: *Sheidley*

Visiting Instructor: *Gerth*

All courses in the History Department (with the exception of 250, 250H, 350, 350H, 360 and 370) fulfill the Group B<sup>1</sup> distribution requirement.

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## HIST 100 Introduction to Western Civilization

NOT OFFERED IN 1999–00. Presenting the sweep of history from Egypt of the pyramids to the Spanish Empire of the sixteenth century, we will study the unique features of ancient Judaism, Greek civilization, the Roman Empire, and will explore such developments as the Christianization of Europe, the Renaissance, and the Protestant Reformation. At the same time we will examine how each succeeding civilization remembers the past—how the Greeks remembered Egypt, how the Romans remembered the Greeks, how medieval and modern Europeans looked back to Rome. We will journey from the Stonehenge to the Sistine Chapel, reading some of the most influential books of the Western traditions.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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## HIST 103 History in Global Perspective: Cultures in Contact and Conflict

*Knudsen, Rollman*

An introduction to the comparative study of history, covering several different time periods and global in scope (Africa, East Asia, the Middle East, Europe and the Americas). The focal theme is the contact and conflict *within* and *between* societies and cultures. Guest lectures by members of the History Department. Two lectures and one discussion section per week.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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## HIST 105 Russian Civilization

*Tumarkin*

NOT OFFERED IN 1999–00. An interdisciplinary introduction to the Russian experience from the tenth century, when the princes of Kiev adopted Byzantine Christianity, to the twentieth century, when the vast Russian Empire was transformed into the world's first socialist state and eventual global superpower. The course is organized around selected themes in cultural history, and materials are drawn from historical sources, the visual and performing arts, material culture, and Russia's unparalleled literary canon. We also will have occasional guest lectures by Russianists in disciplines other than history.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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## HIST 106 Japanese Civilization

*Matsusaka*

A broad examination of the history of Japan from the origins of the Japanese people to modern times. First half of the course covers the origins of the Japanese people and their own creation myths; the formation of the imperial state; the rise of classical civilization and its culmination in the court culture centered in what is known today as Kyoto; the Medieval world of the samurai warriors; first contact with the West in the sixteenth century; and the age of the shoguns. Second half explores Japan's modern transformation during the Meiji era; the rise of imperial Japan in the early twentieth century; the Second World War and its aftermath; and Japan's more recent emergence as a global economic power.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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## HIST 201 Europe Since 1600

An introduction to the dramatic events and great transformations in European history in the past 400 years. Themes include: the rise and decline of European empires from Louis XIV to Hitler to Gorbachev; industrialization and the decline of rural Europe; secularism, nationalism, socialism, fascism, consumerism; changing views of God, man, woman, happiness and death.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0



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**HIST 203 History of the United States, 1607 to 1877**

*Sheidley*

A survey of the social, cultural, and institutional dimensions of American history from the colonial period through the Civil War and Reconstruction. Special attention to recurrent themes in the pattern of America's past: immigration, racial and cultural conflict, urbanization, reform.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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**HIST 204 History of the United States, 1877 to 1968**

*Auerbach*

The emergence of an urban industrial society; social change amid tension between traditional and modern cultures; development of the welfare state; issues of war and peace; the shifting boundaries of conservative reaction, liberal reform, and radical protest, from the 1880s to the 1960s.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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**HIST 205 History of Britain from the American Revolution to the Present**

**NOT OFFERED IN 1999–00.**

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 206 Introduction to the History of Latin America**

**NOT OFFERED IN 1999–00.** An introduction to themes and problems in Latin American history. This course identifies and examines some of the key people, institutions, ideologies, and events shaping the history of Central and South America. We focus particularly on the histories of Mexico, Cuba, and Argentina. Topics include: the ecological history of Central and South America, pre-Columbian cultures, the Columbian Encounter, the Spanish Conquest of the Americas, the Spanish Empire, the rise and fall of slavery, independence movements, the Mexican-American War, the Mexican Revolution, urbanization and immigration, Peronism in Argentina, revolutions in Cuba and Nicaragua, the politics of third world debt, and the lure of El Norte.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 208 Society and Culture in Medieval Europe**

*Ramseyer*

This course examines life in medieval Europe in all its manifestations: political, social, cultural, and economic. Topics to be studied include feudalism, courtly literature and art, monks and monastic culture, university life and theological debates, economic structures and their transformations, and the role of women as wives, rulers and nuns. Students will learn to analyze and interpret primary sources from the period, as well as to evaluate critically historiographical debates related to medieval history.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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**HIST 210 The Medieval World Picture**

**NOT OFFERED IN 1999–00.** Interdisciplinary comparison of the literary, architectural, and scientific productions of the High Middle Ages (ca. 1200–1500) as they relate to the articulation of the Medieval Cosmos: its social and economic foundations in feudalism; its emergence in the scholastic synthesis of ancient Greek science (as mediated through Arabic and Jewish sources) and Scripture; its culmination in “the Book of the Cosmos” (Dante and the Gothic Cathedral); and its demise in the social and intellectual turmoil of the sixteenth century.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 211 The Scientific Revolution**

**NOT OFFERED IN 1999–00.** Science is now the dominant institution for understanding and manipulating the natural world. Many of its key elements—mathematical law, experiment, systematic observation, open communication—arose in the so-called scientific revolution of the 17th century. The course examines the cultural and intellectual origins of modern science through the seminal works of Copernicus, Kepler, Galileo, and Newton.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 214 Medieval Italy**

*Ramseyer*

This course provides an overview of the diverse forms of political, social, and economic life in pre-Renaissance Italy between the invasion of the Lombards in the sixth century through the rise of urban communes in the thirteenth century. Topics of discussion will include early medieval

social and economic structures, political life and the Italian nobility, the volatile relationship between popes and emperors, the role of heresy and dissent, and the development and transformation of cities and commerce in both northern and southern Italy.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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### HIST 217 The Making of European Jewry, 1085 to 1815

*Malino*

NOT OFFERED IN 1999–00. A study of the Jewish communities of Western and Eastern Europe from the reconquest of Toledo to the end of the Napoleonic era. Topics include medieval Jewish communities, their dispersion, the differentiation of Eastern and Western Jewry, persecution and toleration, secularism, religious revivalism and mysticism, and the emancipation of the Jews during the French Revolution.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 218 Jews in the Modern World, 1815 to the Present

*Malino*

NOT OFFERED IN 1999–00. A study of the demographic, cultural and socio-economic transformation of the Jewish Communities of Western and Eastern Europe. Topics include the struggle for emancipation, East European Jewish enlightenment, immigration, acculturation and economic diversification; also the emergence of anti-Semitism in the West and East, Zionism, the Holocaust and the creation of the state of Israel.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 219 The Jews of Spain and the Lands of Islam

*Malino*

NOT OFFERED IN 1999–00. The history of the Jews in Muslim lands from the 7th to the 20th century. Topics include Muhammed's relations with the Jews of Medina, poets, princes and philosophers in Abbasid Iraq and Muslim Spain, scientists, scholars and translators in Christian Spain, the Inquisition and emergence of a Sephardic diaspora. Twentieth century focus on the Jewish communities of Morocco, Tunisia and Egypt.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 220 Images of the Cosmos

NOT OFFERED IN 1999–00. Traces the West's changing conceptions of the natural world from Antiquity to the present by examining dominant metaphors: we move from the animism of Plato's cosmos to the mechanism of Newtonian physics and from the metaphors of competition and cooperation in organic evolution (Darwin, Gaia hypothesis) to the contingency in big bang cosmology and chaos theory. Extensive use of visual materials.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 221 Women, Science and Gender in Historical Perspective

NOT OFFERED IN 1999–00. A survey of women in science from antiquity to the present (with focus on Hypatia, Chatelet, Somerville, Kovalevskaia, McClintock, and Franklin) suggests that despite barriers of exclusion, women's participation in science has been surprisingly extensive. Most scientific theories on women and gender, however, have been deeply tied to male-dominant perspectives, which raise profound questions about the culture-and gender-dependence of scientific knowledge.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 222 The British Isles: From Norman Invasion to Tudor Domination

*McGlynn*

An examination of the history of the four nations (Ireland, Scotland, Wales and England) subsumed under the title of "The British Isles". The underlying question of the course will be the extent to which the later domination of England has affected perceptions of the relationship between the four nations from 1100 to 1500. Focus will be on the Celtic countries rather than on England. We will look at the ways in which social, economic, political, legal and linguistic issues affected relations among the four nations and consider whether the emergence of England as the main power in the archipelago was "inevitable".

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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**HIST 224 The Healing Arts: Medicine and Society in Medieval and Renaissance Europe.**

**NOT OFFERED IN 1999–00.** A survey of illness and responses to it between 1100 and 1600, this course treats medical theory and practice in the context of other types of contemporary healing, including religion and magic. Topics include the changing nature of medical explanation, the rise of hospitals and other medical institutions, the response to “new” diseases, such as plague and syphilis, and the relationships between medicine and art.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 225 Age of Charlemagne**

**NOT OFFERED IN 1999–00.** Covering the period 600–900, this course traces the transformation of the Franks from tribal society to empire. We will engage this culture on many levels: law and liturgy, monasticism, warfare, crime, poetry and history writing; powerful and powerless women; agriculture, art and architecture; the influence of Ireland and Spain; and the influence of the past. We will assess the importance of particular thinkers and rulers—the clever deacon Alcuin, the fanatic Agobard, the mystical Irishman Erigena—and Charlemagne himself. We will also consider the impact of the invisible members of this society: angels, demons, and the saints.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 227 The Italian Renaissance**

*McGlynn*

This course will trace the growth and elaboration of renaissance ideas and practices in the Italian city-states between the thirteenth and sixteenth centuries. We will examine the reasons behind this movement and the different forms that it took, and consider the ways in which an intellectual movement was affected by the social, political, economic and religious milieu in which it grew and flourished.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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**HIST 228 The Renaissance and Reformation in Northern Europe**

*McGlynn*

This course will examine the transformation of Renaissance ideas in the monarchies of Northern Europe. We will consider the artistic and intellec-

tual elements of the Northern Renaissance, but we will also focus on the greater concern with religious reform, manifest among northern humanists. We will consider the development of both the Protestant and Catholic Reformations, their relationship to the earlier reform ideas, and their impact on European Society.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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**HIST 229/329 Alexander the Great: Psychopath or Philosopher King**

*Rogers*

Alexander the Great murdered his best friend, married a Bactrian princess, and dressed like Dionysus. He also conquered the known world by the age of 33, fused the eastern and western populations of his empire, and became a god. This course will examine the personality, career, and achievements of the greatest conqueror in Western history against the background of the Hellenistic World. *This course may be taken as either 229 or, with additional assignments, as 329.*

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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**HIST 230 Greek History from the Bronze Age to the Death of Philip II of Macedon**

*Rogers*

**NOT OFFERED IN 1999–00.** The origins, development, and geographical spread of Greek culture from the Bronze Age to the death of Philip II of Macedon. Greek colonization, the Persian Wars, the Athenian democracy, and the rise of Macedon will be examined in relation to the social, economic, and religious history of the Greek polis.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 231 History of Rome**

*Rogers*

Rome’s cultural development from its origins as a small city state in the 8th century B.C.E. to its rule over a vast empire extending from Scotland to Iraq. Topics include the Etruscan influence on the formation of early Rome, the causes of Roman expansion throughout the Mediterranean during the Republic, the Hellenization of Roman society, the urbanization and Romanization of Western Europe, the spread of “mystery” religions, the persecution and expansion of Christianity, and the economy and society of the Empire.

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

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**HIST 232 The Making of the Middle Ages, 500 to 1200**

**NOT OFFERED IN 1999–00.** A survey of the transformations around the Mediterranean which mark the passage from Late Antiquity to the Middle Ages. A unified Classical world disintegrates, western, Byzantine and Islamic societies define themselves in relation to the Roman imperial past, and to each other. Comparative work on subjects such as gender roles, rhetoric and asceticism. Readings from primary texts in translation, study of manuscript illumination and architecture.

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

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**HIST 234 The Later Middle Ages, 1200 to 1500**

**NOT OFFERED IN 1999–00.** An exploration of the later middle ages, from the Magna Carta and the Third Crusade to the broadening of Europe's horizons by Spanish and Portuguese adventurers and missionaries. Topics include: the rise of the state and its conflicts with the Church; medieval scholarly life; religious movements; the lives of extraordinary figures, such as St. Francis and Joan of Arc. The course will provide an especially close look at medieval Spain, Germany, and Italy. Readings will range from royal and ecclesiastical documents to the ribald humor of Boccaccio.

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

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**HIST 235 Utopia: Culture and Community in Medieval and Renaissance Europe**

**NOT OFFERED IN 1999–00.**

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

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**HIST 236 The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries**

*Knudsen*

**NOT OFFERED IN 1999–00.** A comparative survey of Enlightenment in England, France, and the Germanies. The course begins with the religious and intellectual crisis of the seventeenth century (the discovery of new worlds, the search for holiness, the persecution of difference, the witch craze, philosophical skepticism). It exam-

ines the cultural system which emerged (scientific method, religious toleration, natural rights, deism, classicism in art), and then, the popularization, radicalization and critique of Enlightenment in the eighteenth century. Authors read include: Spinoza, Locke, Hume, Voltaire, Diderot, Rousseau, Kant and Goethe.

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

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**HIST 237 Modern European Culture: The Long Nineteenth Century**

*Knudsen*

A survey of European culture from the French Revolution to World War I, from idealism to irrationalism in philosophy, from liberalism and socialism in politics, from romanticism to modernism in art and literature. The course centers on the resistance to the Enlightenment and the radicalism of the French Revolution and traces the growth of a more complex cultural life over the course of the nineteenth century. It ends with the deepening cultural crisis on the eve of World War I. Authors read include: Blake, Kleist, Mill, Marx, Baudelaire, Nietzsche, and Rilke.

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

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**HIST 238 Invasion and Integration: British History, 400 to 1300**

**NOT OFFERED IN 1999–00.** The British Isles: a beleaguered Roman imperial province in the fifth century; in the thirteenth, the theatre of operations of one of the most powerful monarchies in the West. The transactions between successive invaders and inhabitants, Christian ascetics and pagan warriors; the fabulous wealth of England. Readings from primary texts in translation, discussion of visual and archaeological evidence.

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

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**HIST 240 The World At War: 1937 to 1945**

*Matsusaka, Shennan*

**NOT OFFERED IN 1999–00.** A comparative perspective on the political, social, cultural and military history of World War II, with equal attention to the Asian and European arenas of conflict. Themes to be discussed include: diplomacy and war from the invasions of China (1937) and Poland (1939) to the nuclear attacks on Hiroshima and Nagasaki; the experiences of occupation, resistance, genocide and liberation; mobilization and social change on the "home



fronts”; the role of science and technology; the leadership of Churchill, Stalin, Roosevelt, Chiang, Hitler, Konoe, and Tojo; evolving post-war memories of the war.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 241 Europe 1914 to 1989

*Shenman*

Survey of Europe’s political, social and cultural history during the “short twentieth century”, from the assassination in Sarajevo to the dismantling of the Berlin Wall. The first half of the course will explore the general crisis of 1914–45—the Great War and its socio-cultural impact, the Russian Revolution and Stalinism, the Great Depression, ideologies of fascism and anti-fascism, World War II and the Holocaust. The second half will examine the resolution of this general crisis during the Cold War era. Here we will look at the regeneration of capitalist economics and democratic politics in the West, the rise and decline of the Soviet empire in the East, the culture of austerity and affluence in the postwar decades, the waning of national rivalries and the contraction of Europe’s power. We will conclude by examining the Revolution of 1989.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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### HIST 242 European Culture Since 1918: From Modernism to Post-Modernism

*Knudsen*

NOT OFFERED IN 1999–00. A survey of European culture since World War I: the formation of a political and cultural avant-garde on the right and left; surrealism, Dada, and existentialism; the varieties of communism and fascism; the peace movement; cultural engagement in Spain and Germany under fascism; the world of the emigres; renewal and restoration after World War II; decolonization; youth rebellion in the Sixties; postmodernism. Authors read include: Virginia Woolf, Breton, Heidegger, Simone Weil, Camus, Lenin, Orwell, the Situationists, Böll, and Thomas Bernhard. A series of films accompanies the course.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 244 History of Modern France, 1789 to 1981

*Shenman*

NOT OFFERED IN 1999–00. Exploration of major themes in the social and political history of France since 1789. Topics include: the French Revolution and the revolutionary tradition; industrialization and urbanization in the 19th century; culture and lifestyles during the fin-de-siècle; social and economic impact of the world wars; resisters and collaborators in World War II; modernization and decolonization since 1945.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 245 Germany in the Twentieth Century

*Knudsen*

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 post World War II Federal, German Democratic, Austrian republics and treats Central Europe since unification.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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### HIST 246 Medieval and Imperial Russia

*Tumarkin*

NOT OFFERED IN 1999–00. A thousand-year-long trip through the turbulent waters of Russian history, from the Viking incursions of the ninth century, to the Mongol invasion, the reigns of legendary rulers such as Ivan the Terrible, Peter the Great and Catherine the Great, until the mid-nineteenth century, when the Russian Empire was seen as the world’s most powerful state. Special emphasis on Russian art and literature.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 247 Modern Russia and the Soviet Union

*Josephson*

An exploration of Russia in turmoil, beginning in the mid-nineteenth century, with the empire heading through reform to revolution, and then on to the grand—and brutal—socialist experiment of Lenin, Stalin, Khrushchev and Brezhnev, ending with the Gorbachev debacle and the collapse of the Soviet Union.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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**HIST 249 Warfare and Society in the West from 1600 to the Nuclear Age**

NOT OFFERED IN 1999–00.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 250 Research or Individual Study**

Prerequisite: Open to first year students and sophomores.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**HIST 250H Research or Individual Study**

Prerequisite: Open to first year students and sophomores.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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**HIST 251 The Revolutionary Transformation of America, 1750-1815**

*Sheidley*

An examination of the complex dynamics that shaped American society from the late colonial period through the “Era of Good Feelings.” Students will investigate the causes of the American Revolution in a continental perspective, with attention to the experience of Native Americans as well as colonists having European and African roots, and explore the consequences and meaning of this transformative event for all inhabitants of the new Republic.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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**HIST 252 Race and Ethnicity in Early America**

*Sheidley*

NOT OFFERED IN 1999–00. An examination of the emergence of a multi-racial, multi-ethnic society in British North America, from 1607 to 1776. Discussion of voluntary and involuntary migration, the pattern of colonial settlement, areas of cultural conflict, the emergence of racial and ethnic consciousness, cultural adaptation, and the development of “American” culture.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 255 American Environmental History**

NOT OFFERED IN 1999–00. A study of how people and natural environments have shaped each other in America from the colonial period to the present. The course examines: the influence of the land on patterns of human behavior;

the impact of social and cultural outlooks on changing uses of the natural world; the construction of our own ideas about the environment; our understanding of what nature is, and what our place in nature should be. Topics include American Indian practices and cosmologies, disease, the capitalist commodification of nature, romanticism, landscape paintings, species extinctions, the rise of modern environmentalism, and the backlash of the New Right.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 256 Colonial North America, 1600-1763**

*Sheidley*

An examination of colonial societies in North America during the seventeenth and eighteenth centuries, with particular attention to the English, and later the British, colonies. Emphasis will be on the meeting of Native American, Western European, and West African cultures and the diverse societies that emerged from this encounter.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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**HIST 257 History of Women and Gender in America**

*Varon*

The history of American women, from the colonial period to the 1960s, with a focus on women’s involvement in politics and on the changing nature of women’s work. Topics include colonization and the Revolution; the construction of the private and public “spheres”; slavery and antislavery; immigration and ethnicity; women and war; the battle for suffrage; women’s health and sexuality; and civil rights and feminism.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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**HIST 258 Freedom and Dissent in American History**

*Auerbach*

Freedom of speech since the founding of the nation, with special attention to the expanding and contracting Constitutional boundaries of permissible dissent. Among the issues considered are radical protest; wartime censorship; forms of symbolic expression; obscenity and pornography; campus hate speech; the tension between individual rights and state power.

Prerequisite: None  
Distribution: Historical Studies  
Semester: Spring

Unit: 1.0

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### HIST 263 South Africa in Historical Perspective

*Kapteijns*

NOT OFFERED IN 1999–00. An analysis of the historical background of Apartheid, focusing on the transformation of the African communities in the period of commercial capitalist expansion (1652-1885), and in the industrial era (1885-present). Important themes are the struggle for land and labor; the fate of African peasants, labor migrants, miners and domestic servants; the destruction of the African family; the diverse expressions of African resistance, and the processes which are creating a new, post-apartheid South Africa. Short stories, films and poetry are among the sources used.

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

Unit: 1.0

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### HIST 264 The History of Precolonial Africa

*Kapteijns*

NOT OFFERED IN 1999–00. The development of increasingly complex societies from gathering and hunting groups and stateless societies to city-states and kingdoms. Introduction to the wide variety of source materials available to the African historian. Themes 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.

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

Unit: 1.0

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### HIST 265 History of Modern Africa

*Kapteijns*

Many of Africa's current characteristics are the heritage of its colonial experience. This course will deal with the different types of colonies from those settled by European planters to the "Cinderellas" or minimally exploited ones and will trace African responses to colonial rule up to the achievement of political independence. For the post-colonial period, the emphasis will be on an analysis of neo-colonialism and the roots of poverty, the food crisis, population growth, AIDS, and the structural weaknesses of the African state.

Prerequisite: None  
Distribution: Historical Studies  
Semester: Fall

Unit: 1.0

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

*Rollman*

Themes in the social, economic, political and cultural history of North Africa (the Maghreb and Mauretania, Libya, Egypt and Sudan) from 1800 to the present: major features of precolonial society and history in three regions, the transformations brought about by French, British and Italian colonial rule, North African resistance and wars for independence, and the contradictions of the era of formal political independence, including the emergence of Islamist movements and the literary and political debate about post-colonial identities in the area. Students will draw on analyses by historians and social scientists, on novels, short stories, autobiographies, poetry by North Africans, and on music and film from and about North Africa.

Prerequisite: None  
Distribution: Historical Studies  
Semester: Spring

Unit: 1.0

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### HIST 268 Government, Business and Labor in Modern Japan

*Matsusaka*

An examination of the politics and economics of industrialization in Japan, from the late nineteenth century through the 1980s. Emphasis on the history of major business institutions and their relationship to government and labor. Topics include early development strategies, the growth of business combines, the evolution of "permanent employment," the role of state planning, comparisons with American business institutions, and the so called "Japan model" for industrialization.

Prerequisite: None  
Distribution: Historical Studies  
Semester: Spring

Unit: 1.0

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### HIST 269 Japan, the Great Powers and East Asia, 1853-1993

*Matsusaka*

The history of Japan's international relations from the age of empire through the end of the cold war. Principal themes: tensions between international cooperation and autonomy, economic interest and domestic politics as determinants of foreign policy, the relationship between diplomacy and national defense. Special emphasis on relations between the United States, China and Japan.

Prerequisite: None  
Distribution: Historical Studies  
Semester: Fall

Unit: 1.0

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**HIST 270 Japan Before 1840****NOT OFFERED IN 1999–00.**

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 271 Modern Japan, 1840 to 1990****NOT OFFERED IN 1999–00.**

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 275 Imperial China***Cohen*

After a topical survey of earlier developments in Chinese history, the course will focus on the period from ca. 1600 to the eve of the revolution of 1911. Emphasis will be on both internal and external sources of change: the growing commercialization of Chinese society, unprecedented population expansion, the doubling of the size of the Chinese empire in the 18th century, indigenous intellectual and cultural developments, the political-economic-intellectual impact of the West and the progressive breakdown of Chinese society and polity in the 19th century.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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**HIST 276 China in Revolution***Gerth*

A survey of the turbulent history of China from the last dynasty of China's imperial past, the Qing (1644–1911) to the new emperors of her communist present (1949–1997). Emphasis on the collapse of the old empire and the reforms, rebellions, and revolutions that have shaped China's efforts to construct a new social and political order.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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**HIST 279 Heresy and Popular Religion in the Middle Ages***Ramseyer*

This course looks at popular religious beliefs and practices in medieval Europe, including miracles, martyrdom and asceticism, saints and their shrines, pilgrimages, relics, curses, and witchcraft. It seeks to understand popular religion both on its own terms, as well as in relationship

to the Church hierarchy. It also examines the basis for religious dissent in the form of both intellectual and social heresies, which led to witch hunts and the establishment of the Inquisition in the Middle Ages.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit 1.0

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**HIST 284 The Middle East in Modern History***Kapteijns*

**NOT OFFERED IN 1999–00.** Themes in the political, socio-economic, and intellectual history of the modern Middle East from 1914 to the present. The formation of the modern nation states after World War I, the historical background of major political and socio-economic issues today, including the impact of the oil boom, labor migration, changing social roles of women, and urbanization. Themes in the history of ideas include nationalism, politicized Islam, and the movement for women's emancipation. Poetry, short stories and novels are among the sources used.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 286 History of the Middle East, c. 600–1918***Rollman*

Introduction to the political, religious, cultural and social history of the Middle East from the emergence of Islam to the disintegration of the Ottoman Empire in World War I. Themes include: Pre-Islamic Arabia; the life of the Prophet; the expansion of Islam; the Umayyad Empire; Shi'ism and other movements of political and religious dissent; the Abbasid Empire and its successor states, and the expansion of Europe into the Middle East.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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**HIST 291 1968: The Pivotal Year***Auerbach*

Within a single year the Tet offensive in Vietnam, the assassinations of Martin Luther King, Jr. and Robert F. Kennedy, and the election of Richard M. Nixon transformed American foreign and domestic policy, ending an era of liberal internationalism and domestic reform. Exploration of



how, and why, it happened. Consideration of current political and intellectual trends—from President Clinton to political correctness—that reflect the continuing impact of the 1960s on American public life.

Prerequisite: 204 or an AP score of 4 or 5.

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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### HIST 292 Sectionalism, The Civil War and Reconstruction

*Varon*

An examination of the political and social history of America from 1850 to 1877, with an emphasis on the rise of the “free labor” and “states’ rights” ideologies; the changing nature and aims of war; developments on the home-front; and the transition from slavery to freedom. Sources include diaries, letters and reminiscences by soldiers and noncombatants, and fiction and film depicting the Civil War era.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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### HIST 293 American Intellectual and Cultural History

*Varon*

An overview of American intellectual and cultural history from the Revolution to World War I. Authors to be read include Benjamin Franklin, Ralph Waldo Emerson, Frederick Douglass, Charlotte Perkins Gilman, and William James. Our central purpose is to explore how definitions of “culture”—and the relationship between intellectuals and culture—have changed over time.

Prerequisite: 203 or 204

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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### HIST 294 Immigration in America

**NOT OFFERED IN 1999–00.** An examination of immigration and immigrants in the United States, from the colonial era to the 1950s. Topics include: early migrations; the “great migrations” of the nineteenth century; settlement patterns and immigrant enclaves; the immigrant family; theories of assimilation, cultural retention, and ethnic awareness; political debates regarding immigrants (bilingual education, citizenship, naturalization, and “official languages”).

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 295 Strategy and Diplomacy of the Great Powers Since 1789

*Hitchcock*

Development of the Great Power system from the French Revolution to the post-Cold War era. Topics include the Napoleonic Wars; the Vienna System and the balance-of-power; the growing interdependence of economic and military might; imperialism; the German Question; the rise of extra-European powers (U.S. and Japan); the two World Wars; nuclear diplomacy; the rise and decline of the post-1945 “bipolar” system; and the end of the Cold War.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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### HIST 296 The Cold War, 1945–1991

*Hitchcock*

An assessment of the Cold War from the perspective of its major participants, using where possible recently released archival sources. Topics include: the origins of the Cold War in Europe and Asia; the Korean War; the Stalin regime; the nuclear arms race; the conflict over Berlin; Cold War film and literature; superpower rivalry in Guatemala, Cuba and Vietnam; the rise of détente; the Reagan years; the impact of Gorbachev; the East European Revolution; the settlement of 1990–91.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit 1.0

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### HIST 301 Women of Russia: A Portrait Gallery

*Tumarkin*

**NOT OFFERED IN 1999–00.** An exploration of the tragic, complex, inspiring fate of Russian women in the nineteenth and twentieth centuries, a period that spans the Russian Empire at its height, the Russian Revolution of 1917, and the Soviet experiment. We will read about Russian peasants, nuns, princesses, feminists, workers, revolutionaries, poets, partisans, and prostitutes, among others in our stellar cast of characters. Sources include memoirs, biographies, great works of literature, and the visual arts.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 305 Heirs of the Roman Empire: Byzantium, Latin Christendom, and Islam in the Middle Ages**

*Ranseyer*

This course provides a comparative framework for studying the three great medieval societies that arose out of the Roman empire: Byzantium, Latin Christendom, and Islam. The course will examine the economic life of the Mediterranean from c. 600-1200 and the encounters that citizens of the three areas had with one another due to commerce, pilgrimage and war, paying particular attention to the ways in which writers of the period depicted other cultures and religions. It will also study the political and religious debates that took place within the three societies in a comparative fashion.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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**HIST 316 Authority and Authenticity in Native American History**

*Sbeidley*

This course will examine diversity and difference as factors which have shaped the history of Indians in North America from the sixteenth century through the present. Particular attention will be paid to gender, class, ethnicity, and belief as modes of organizing power within American Indian societies. We will consider how these elements have influenced relations with non-Indians and determined the very nature of the sources historians use to interpret the Native American past.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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**HIST 323 Seminar. The Vanishing American Eden 1890-1920**

*Auerbach*

In the late 19th century, as cities and factories undermined older American conceptions of freedom and progress, nature and civilization collided. An examination of turn-of-the-century responses to social change, with special focus on photographic representations of Native Americans and immigrants as symbols of dispossession. Among the topics to be considered are Frederick Jackson Turner's frontier thesis, the Chicago Exposition, the documentary photography of Edward S. Curtis, Jacob Riis, and Lewis Hine, the romanticization of the Old West, and the appeal of "primitivism" in the modern era.

Prerequisite: 204 or equivalent

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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**HIST 326 Seminar. American Jewish History**

*Auerbach*

**NOT OFFERED IN 1999-00.** The development of American Jewish life and institutions, from European immigration to the present. Particular attention to the pressures, pleasures, and perils of acculturation. Historical and literary evidence will guide explorations into the social and political implications of Jewish minority status in the United States and into the impact of Israel on the consciousness of American Jews.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 327 Zionism and Irish Nationalism: A Comparative Perspective**

*Malino*

Emergence and evolution of Zionism and Irish nationalism in the 19th and 20th centuries. Poets, ideologues, charismatic leaders; immigration and diaspora. Political, social, religious and ideological trends in modern Israel and in Ireland. Comparisons and contrasts.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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**HIST 328 Antisemitism in Historical Perspective**

*Malino*

**NOT OFFERED IN 1999-00.** Historical antecedents and sources of modern antisemitism. Topics include pre-Christian antisemitism, attitudes of Christianity and Islam, the ambiguous legacy of the Enlightenment. Attention to the impact of revolution, modernization and nationalism in the emergence of political antisemitism. Jewish responses to antisemitic policies and events as well as developments during and after World War II.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 329 Europe under German Occupation, 1939-1945: Resistance, Collaboration and Genocide**

*Hitchcock*

Examination of responses by European civilians during the Second World War to German occupation, domination, and persecution. Topics will include: the German "vision" of Europe; the origins and execution of the Holocaust; daily life in

the Jewish ghettos; the rise and effectiveness of European resistance movements, including Jewish resistance; and the nature of collaboration. Nations examined include France, the Netherlands, Italy, Yugoslavia, Greece, Poland, and the Soviet Union.

Prerequisite: By permission of the instructor.  
Distribution: Historical Studies  
Semester: Fall Unit 1.0

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### HIST 330 Seminar. Medieval Europe

NOT OFFERED IN 1999–00.

Prerequisite: By permission of the instructor.  
Distribution: Historical Studies  
Semester: N/O Unit: 1.0

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### HIST 334 Seminar. European Cultural History

*Knudsen*

NOT OFFERED IN 1999–00.

Prerequisite: By permission of the instructor.  
Distribution: Historical Studies  
Semester: N/O Unit: 1.0

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### HIST 338 Seminar. European Resistance Movements in World War II

*Shennan*

NOT OFFERED IN 1999–00. Comparative examination of resistance to Nazi Germany in nations of western and eastern Europe, based on clandestine press, memoirs and diaries, fictional recreations and a rich scholarly literature. Questions to be addressed include: What constituted resistance? Why did individuals choose to resist? What did organized resistance movements achieve? What was the role of particular groups such as women, communists, and Jews? Emphasis will be on identifying and understanding national or regional variations.

Prerequisite: By permission of the instructor.  
Distribution: Historical Studies  
Semester: N/O Unit: 1.0

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### HIST 341 Seminar. The Nature and Meanings of History

*Knudsen*

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: By permission of the instructor.  
Distribution: Historical Studies  
Semester: Spring Unit: 1.0

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### HIST 342 Seminar. Women, Work and the Family in African History

*Kapteinjs*

NOT OFFERED IN 1999–00. Examination of women's work in the small-scale and state societies of precolonial Africa; the transformation of the existing division of labor as a result of colonial domination. Analysis of historiographical trends in African women's history; case studies from throughout the continent; student interpretation of a variety of historical sources, including oral histories and women's songs.

Prerequisite: By permission of the instructor.  
Distribution: Historical Studies  
Semester: N/O Unit: 1.0

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### HIST 343 Seminar. History of Israel

*Auerbach*

NOT OFFERED IN 1999–00. The biblical origins and modern development of Jewish statehood. Topics include: Jewish religious nationalism; the nature of the Zionist revolution; state-building and the struggle over national boundaries; relations with Arabs; differences over "homeland" and "holy land"; and continuing efforts to define the nature and purpose of a Jewish state in a "post-Zionist" era.

Prerequisite: By permission of the instructor.  
Distribution: Historical Studies  
Semester: N/O Unit: 1.0

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### HIST 344 Seminar. Japanese History

*Matsusaka*

NOT OFFERED IN 1999–00.

Prerequisite: By permission of the instructor.  
Distribution: Historical Studies  
Semester: N/O Unit: 1.0

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### HIST 345 Seminar. The American South

*Varon*

**Topic for 1999–00: Southern Women's History.** A survey of the field of Southern women's history from 1800 to World War II, with emphasis on the "Old South" (1830 to 1861). We will not only delve into the extensive primary and secondary source material on female slaves and slaveowners but also engage recently published works on the experiences of Native Americans, antebellum free blacks and poor white, and migrant communities in the region. Topics include: family life in the South; the impact of the Civil War on Southern women; the development of feminism and anti-feminism in the region; and the persistent gulf between popular images of the South and the realities of Southern women's lives.

Prerequisite: By permission of the instructor.  
Distribution: Historical Studies  
Semester: Fall Unit: 1.0

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### HIST 346 China and America: The Evolution of a Troubled Relationship

*Cohen*

The persistent theme of misunderstanding and conflict in relations between China and the U.S. as countries and Chinese and Americans as people will be explored through such topics as: the treatment of Chinese in 19th-century California, the Open Door policy and U.S. exclusion laws, the depiction of Chinese in American film and literature, China and the U.S. as allies in World War II, McCarthyism and the re-emergence of anti-Chinese feeling in the 1950s, the fallout from Tiananmen.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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### HIST 347 The Cultural Revolution in China

*Gertz*

The Cultural Revolution approached on three levels: as a major event in recent Chinese history, with its specific causes, nature, and consequences; as individual experience reflected in memoirs, recollections, fiction; and as a set of myths generated and communicated by China's leadership, the Chinese people, and foreign observers. Attention to the distinctive characteristics of each of these modes of historical representation. Concludes with a comparison of the Cultural Revolution to other instances of societal breakdown in world history.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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### HIST 349 Seminar. Structures of Authority in Early Modern Europe 1400-1600

*McGlynn*

This course will consider various forms of and justifications for authority in Early Modern Europe. In this period of Reformation and war, authority was a crucial issue for both political and religious leaders, and we will focus on the ways in which authority was invoked through religious innovation and political turmoil. Along with questioning of the authorities of church and state, however, came a broader challenge to a wide variety of less prominent forms of authority. Thus, this seminar will also consider such questions as domestic, textual and moral authority. We will also consider medieval heresy, peasant revolt, the Reformation, the discovery of the New World, and the impact of the printing press.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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### HIST 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### HIST 350H Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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### HIST 351 Seminar. Asian Settlement in North America, 1840 to the Present

*Matsusaka*

A comparative and thematic examination of the history of Asian immigrants and their descendants in the United States and Canada. Topics include: 1) causes of migration from Asia to North America, Europe, Africa and South America; 2) formation of "pioneer" communities and subsequent immigration patterns in North America; 3) assimilation, adaptation, the invention of ethnic identities, "official ethnicization" linked to public policy; 4) citizenship and civil rights, including issues of property rights, immigration law, wartime internment of Japanese Americans. Comparative analysis touches upon European immigration to North America, Asian settlement in Europe, South America and Africa, the experience of African Americans.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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### HIST 353 Seminar. History of the American West

NOT OFFERED IN 1999-00. A history of the American West as region (beyond Mississippi,) process (the moving frontier,) and symbol (as carrier of myths.) Attention to race and gender relations, environmental concerns, and the development of regional cultures. Topics include Indian wars, the overland trail, immigrant experiences, Mormons, the California dream, the urbanization of the desert, Disneyland, B-movie westerns, and the rise of Los Angeles as a post-modern metropolis.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 356 Seminar. Russian History

*Josephson*

**Topic for 1999–00: The Soviet Nuclear Age: Politics, Environment and Technology, 1949–1999.** This course will examine the cultural history of big science in the postwar USSR—nuclear power, space, the taming of Siberian resources—and its environmental legacy. For Soviet citizens, scientific successes after Stalin's death rekindled belief in a glorious communist future. The result, however, was not the radiant future but the Chernobyl meltdown, and not an end to want, but the destruction of natural resources.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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### HIST 357 Seminar. History of American Popular Culture

**NOT OFFERED IN 1999–00.** Major themes in United States popular culture from the end of the Civil War to the present. Course blends historical studies with theoretical readings (from Geertz to Foucault) that help us to “read” and interpret popular culture. Special attention to the rise of mass culture and culture wars. Topics include Harlequin romances, spectator sports, amusement parks, popular music, television, Hollywood and advertising.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions. Students writing senior honors theses must participate regularly throughout the year in the History Honors seminar.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### HIST 361 Seminar. Contemporary European History

*Sheman*

**NOT OFFERED IN 1999–00.** An exploration of French and British responses to political, social and cultural change. Issues to be discussed include: World War II as experience and memory; the Cold War, anti-Americanism and anti-communism; decolonization and the politics of immigration; economic modernization and the culture of affluence; national decline and the “heroic” leadership of de Gaulle and Thatcher.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 364 Seminar. Women in Islamic Society: Historical Perspectives

*Kapteinjs*

Examination of the changing social roles of women in the Islamic world, from Pakistan to Morocco. Examination of the rights and duties of women as defined by the Koran and the Shari'a (Islamic Law), followed by exploration of the theoretical and historiographical literature on women in Islamic societies. Students will examine the social roles and position of women in concrete historical situations.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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### HIST 366 Seminar. The Maghreb: Cultural Crossroads in the Islamic West

*Kapteinjs*

**NOT OFFERED IN 1999–00.** Themes in the social and cultural history of the Maghreb in its Islamic, African and European contexts. Period of study: c. 600 CE to the present. Themes will include: the establishment of Arabo-Islamic culture in North Africa and Iberia; relations between Muslims, Christians and Jews; expressions of popular Islam, the city and urban culture, gender relations, and western images of the Maghreb. For the colonial and post-independence eras, the thematic focus will include aspects of state and society under colonial rule, struggles for independence, and Islamic resurgence in North Africa. Critical discussions of the nature and use of sources for the historical study of the Maghreb (from Arabic legal documents, to travel accounts and recent films and literary texts) will be central to this seminar.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 367 Seminar. Jewish Ethnicity and Citizenship

*Malino*

The freedom to be different and the right to be equal studied through the Jewish experience in 19th- and 20th-century Europe. Topics include the paradoxes of the struggle for political equality in Western Europe; challenges of romantic nationalism and political antisemitism; Jewish nationalist and religious responses. Comparison with other groups and ethnicities.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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**HIST 368 Seminar. Chinese Voices of Dissent**  
**NOT OFFERED IN 1999–00.** This course explores literary and political protest in China from traditional to contemporary times through the voices of China's students and intellectuals. Emphasis on Confucian and Taoist modes of dissent in the pre-modern period and the relationship between dissent and democratic reform in the modern period.

Prerequisite: By permission of the instructor.  
Distribution: Historical Studies  
Semester: N/O Unit: 1.0

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### **HIST 370 Senior Thesis**

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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## **Related Courses**

*For Credit Toward the Major*

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**AFR 208 Women in the Civil Rights Movement**

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**CLCV 236/336 The History of Greek and Roman Religion**

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**ECON 204 U.S. Economic History**

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**EDUC 212 History of American Education**

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**EDUC 214 Youth, Education and Student Activism in Twentieth-Century America**

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**EDUC 312 Seminar. History of Child Rearing and the Family**

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**REL 218 Religion in America**

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**REL 245 Seminar. The Holocaust and the Nazi State**

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**REL 255 Japanese Religion and Culture**

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**WOST 220 American Health Care History in Gender, Race and Class Perspective**

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## **Directions for Election**

Most 200-level courses in the Department are open to first-year students, but students without a strong background in European history should elect 100, 201, or both, before taking other courses in the European field. Students without a strong background in American history should elect 203, 204, or both, before taking other courses in the American field. Seminars are ordinarily limited to 15 students, non-majors as well as majors, who meet the prerequisite.

Majors in history are allowed great latitude in designing a program of study, but it is important for a program to have both breadth and depth. To ensure breadth, the program must include: (1) at least one course (1.0 unit) in the history of Africa, Japan, China, Latin America or the Middle East; and (2) at least one course (1.0 unit) in the history of Europe, the United States, England, or Russia. We strongly recommend as well that majors take at least one course (1.0 unit) in premodern history (e.g., ancient Greece and Rome, the Jews of Spain and the lands of Islam, Japan before 1800). 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, of the two Grade III units (2.0) in the major required for the B.A. degree, we recommend that majors include at least one seminar in their programs. Normally, all Grade III work and at least six of a major's **minimum of eight units (8.0)** must be taken at Wellesley. No Advanced Placement credits, and no more than one cross-listed course (1.0 unit), may be counted toward the History major.

The History minor consists of a **minimum of five units (5.0)**, of which at least four must be above the 100 level and at least one at the 300 level (excluding 350). 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. Normally at least four units must be taken at Wellesley, and cross-listed courses will not count toward the minor.

*Teacher Certification:* Students interested in obtaining certification to teach History in the Commonwealth of Massachusetts should consult Mr. Auerbach in the History Department and the Chair of the Department of Education.

# International Relations

## AN INTERDEPARTMENTAL MAJOR

Director: *Murphy (Political Science)*

Program committee: *Joseph, Murphy, Nolden, Shennan, Velenchik*

Students declaring the major should choose an advisor from among the list of participating faculty: program committee members, the faculty teaching core courses, and others. The full list is available in the program office or on the International Relations webpage.

The International Relations major consists of ten (10) courses, which must include the following:

**1. CORE COURSES:** The core curriculum in International Relations consists of three (3) required courses:

a. Economics 212 (Trade and Migration) or Economics 213 (International Finance and Macroeconomic Policy). These courses replace Economics 214 (International Economics). Students who have already taken Economics 214 have fulfilled the core requirement in Economics.

b. History 103 (History in Global Perspective) or History 269 (Japan, the Great Powers and East Asia, 1853-1993) or History 295 (Strategy and Diplomacy of the Great Powers since 1789).

c. Political Science 221 (World Politics) or Political Science 222 (Comparative Foreign Policies).

Because these courses lay the foundation for more advanced work in the subject, *all three normally must be completed by the end of the fifth semester. Students planning to study abroad should complete these courses before leaving Wellesley.* Because Economics 212 and 213 have two prerequisites (Economics 101 and Economics 102), majors are encouraged to begin their study of Economics in their first year at the College.

**2. LANGUAGE PROFICIENCY:** Work in International Relations requires a level of proficiency in language beyond that required by the College's foreign language requirement. Students may indicate their attainment of this enhanced proficiency in one of three ways:

a. A student may take two (2) foreign language courses *beyond the College's foreign language requirement in the same language used to fulfill that requirement* (above the intermediate level) *to be counted as two (2) units toward the major in International Relations.* This requirement will usually be met by the completion of two units of language study *at the third-year college level.*

b. A student whose native language is not English may choose, with the approval of her advisor, to use her native language to fulfill the language proficiency requirement of the major. *This student may not count any language courses in her native language toward the 10 units required for the major.*

c. A student completing a second major in a language department or area studies program may choose, with the approval of her advisor, to indicate her enhanced proficiency through the completion of the second major *without counting her advanced language courses toward the 10 units required for her International Relations Major.*

Students fulfilling the language proficiency requirements through methods (b) or (c) must complete seven (7) *non-language* elective courses. A student whose native language is not English may use advanced courses in a language *other than English or her native language* to meet this requirement provided those courses are not counted toward another major.

**3. ELECTIVES:** A student majoring in International Relations will design, in consultation with her advisor, a group of elective courses centered around a particular field within International Relations such as global security, international political economy, or the international politics of culture and identity. Students presenting language courses as units toward the major must select five (5) electives, while students fulfilling the language proficiency requirement without presenting languages courses as units must select seven (7) electives. The elective courses must include:

a. Two (2) 300-level courses, only one of which may be 360 or 370.

b. At least one (1) but not more than two (2) courses that focus on a particular geographic region of the world or a specific country, normally a country or region where the student's second language is used.

c. At least three (3) courses taken at Wellesley.

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**INAT 360 Senior Thesis Research**

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

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**INAT 370 Senior Thesis**

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

The courses listed below are representative of courses throughout the curriculum which may be used as electives for the major. The list does not include those courses that would fulfill the area studies provision of the major. Students may petition the program committee to include other courses in their major or minor which are not listed below.

AFR 319 Pan-Africanism

ANTH 247 Societies and Cultures of Eurasia

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

ANTH 346 Colonialism, Development and Nationalism: The Nation State and Traditional Societies

ECON 212 Trade and Migration

ECON 213 International Finance and Macroeconomic Policy

ECON 220 Development Economics

ECON 222 Games of Strategy

ECON 238 Economics and Politics

ECON 301 Comparative Economic Systems

ECON 313 International Macroeconomics

ECON 314 International Trade Theory

ECON 320 Seminar. Economic Development

ECON 340 Seminar. Topic A: The European Union

HIST 240 The World at War: 1937–1945

HIST 249 Warfare and Society in the West from 1600 to the Nuclear Age

HIST 268 The Origins of Japanese Big Business: A Comparative Perspective

HIST 269 Japan, the Great Powers and East Asia, 1853-1993

HIST 295 Strategy and Diplomacy of the Great Powers Since 1789

HIST 346 China and America: The Evolution of a Troubled Relationship

PEAC 104 Introduction to the Study of Conflict, Justice and Peace

PEAC 259 Peace and Conflict Resolution

POL2 204 Political Economy of Development and Underdevelopment

POL2 306 Revolutions in the Modern World

POL3 224 International Security

POL3 321 The United States in World Politics

POL3 322 Gender in World Politics

POL3 323 Politics of Economic Interdependence

POL3 327 International Organization

POL3 328 After the Cold War

POL3 329 International Law

POL3 330 Seminar. Negotiation and Bargaining

POL3 331 Seminar. Women, War, and Peace

POL3 332 Seminar. People, Agriculture, and the Environment

POL3 348 Seminar. Problems in North-South Relations

SOC 214 Birth, Death, and Migration: Population Dynamics

SOC 221 Sociology of Development and Globalization

SOC 316 Migration and Transnationalism: A Research Seminar



# Department of Italian

Professor: *Jacoff<sup>1</sup>, Viano (Chair)*

Associate Professor: *Ward<sup>2</sup>*

Visiting Assistant Professor: *Parussa*

Lecturer: *Laviosa*

All courses, unless otherwise listed, are conducted in Italian. In all courses given in Italian, except seminars, some work may be required in the language laboratory.

Qualified students are encouraged to spend their junior year in Italy on the Wellesley Bologna program. See Special Academic Programs, Study Abroad.

The Italian department offers both a major and a minor as well as an interdisciplinary major in Italian Culture. See Directions for Election.

All courses in the Italian Department (with the exception of 350, 360 and 370) fulfill the Group A distribution requirement.

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## ITAL 101-102 Elementary Italian

*Ward, Laviosa and Parussa*

These courses focus on the development of basic language skills and the acquisition of both speaking and reading knowledge which will also be useful in the study of other disciplines. A general view of Italian civilization and contemporary culture through slide shows, authentic video programs, and graded brief readings offer an introduction to the country and its people. Three periods. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## ITAL 201 Intermediate Italian I

*Viano, Laviosa*

The aim of the course is to develop students' language skills through an in-depth review of grammar and intensive listening, speaking, reading, and writing activities. The reading of short stories, articles from Italian newspapers, and selected texts on Italian culture are used to promote critical reading skills. Listening comprehension is practiced through the viewing of Italian films and other authentic audio-visual material. Both reading and listening activities are followed by in-class discussion. *Three periods.*

Prerequisite: 101-102 or by permission of the instructor

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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## ITAL 202 Intermediate Italian II

*Viano, Laviosa*

The focus of the course is the development of students' fluency in spoken and written Italian. Literary texts and newspaper articles on Italian current events are selected to promote critical and analytical reading skills. Italian films and other audio-visual material are used to improve listening skills and introduce students to some of the major themes in Italian culture. *Three periods.*

Prerequisite: 201 or by permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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## ITAL 209 Jewish Identity and Italian Culture (in English)

*Parussa*

In the light of recent events like a high profile Nazi war atrocity trial and the Pope's encyclical letter on the responsibilities of Christians in the Holocaust, this course aims to discuss Jewish identity in contemporary Italian culture. Students will read prose and poetry, essays and articles, as well as watch films which address issues of religious and national identity in a country like Italy which has traditionally been culturally, socially, and linguistically homogenous. The course will also give students an overview of the formation and transformation of the Jewish community in Italian society. In addition to well known Italian Jewish writers such as Primo Levi and Giorgio Bassani, students will read pertinent works by non-Jewish Italian writers like Rosetta Roy and Lidia Rolfi Beccaria. Taught in English.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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## ITAL 211 Introduction to Italian Cultural Studies

*Laviosa*

This advanced Italian conversation/composition course will offer students the opportunity to practice and develop their spoken and written skills while exploring key topics of Italian culture. Through selected readings, film/documentary viewing, and listening to music, students will be introduced to various aspects of Italy. We will learn about dialects and regional variations of standard Italian; we will look at Italian music from an historical and socio-political perspective; and we will explore figurative art, fashion, and design. These topics, illustrating the country's rich cultural patrimony, will be presented in a

multidisciplinary approach and through various media. In-class discussions will be a central aspect of the course.

Prerequisite: 202 or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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### ITAL 249 The Cinema of Transgression (in English)

*Viano*

**NOT OFFERED IN 1999–00.** The course will explore the work of Italian and Italian-American film directors such as Pier Paolo Pasolini and Martin Scorsese who have attempted to challenge both cinematic and moral codes. The course will deal with issues such as homosexuality and homo-sociality, the social construction of gender, and the conflict between religion as faith and religion as an institution. The course will enable students to think and write about cinema in terms of authorship. Students wishing to take this course in Italian will have the opportunity of attending extra conferences in Italian.

Prerequisite: Signature of instructor is required.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O

Unit: 1.0

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### ITAL 261 Italian Cinema (in English)

*Staff*

The first half of this course aims to survey Italian cinema through an examination of films (e.g. *Bicycle Thief*) and directors (e.g. Fellini) unanimously regarded as landmarks of the history of motion pictures. The second half will focus on the evolution and socio-cultural ramifications of a specific genre. In 1999, we will study *La Commedia all'Italiana* (comedy Italian style), one of the genres that made Italian cinema marketable abroad. *Students wishing to take this course in Italian will have the opportunity of attending extra conferences in Italian.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Fall

Unit: 1.0

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### ITAL 262 Religion and Spirituality in Italian Cinema (in English)

*Viano*

**NOT OFFERED IN 1999–00. OFFERED IN 2000-01.** Religious imagery, spiritual concerns and depictions of the Church are common elements in many Italian films. Making use of the

most well-known and thought-provoking among them, the course will chart the presence of religion and spirituality in Italian culture, as well as explore the sacred as a cinematic genre. We will watch films by directors such as Rossellini, Fellini, Bertolucci and Cavani. The several films depicting the figure of St. Francis, spanning the period 1917–89, will give us the opportunity to examine different periods of film history, from silent to contemporary independent cinema.

Prerequisite: None

Distribution: Arts, Music, Theater, Film, Video or Language and Literature

Semester: N/O. Offered in 2000–01.

Unit: 1.0

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### ITAL 263 Dante (in English)

*Jacoff*

The course offers students an introduction to Dante and his culture. The centrality and encyclopedic nature of Dante's *Divine Comedy* make it a paradigmatic work for students of the Middle Ages. Since Dante has profoundly influenced several writers of the 19th and 20th centuries, knowledge of the *Comedy* illuminates modern literature as well. This course presumes no special background and attempts to create a context in which Dante's poetry can be carefully explored.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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### ITAL 264 Italian Film and Postmodernity (in English)

*Viano*

**NOT OFFERED IN 1999–00.** Familiarity with the concept of postmodernity is necessary for an understanding of the epochal changes which are affecting Western culture, its values and educational systems. Using a variety of recent Italian films, the course will map the theoretical ramifications of such a concept (multiculturalism; consumerism; society of the spectacle; etc.) and provide students with a knowledge of contemporary Italian cinema. In addition, the films and socio-historical readings will introduce students to the new Italy that emerged from the so-called "economic miracle" of the 1960s and from the end of the "Cold War." *Students wishing to take this course in Italian will have the opportunity of attending extra conferences in Italian.*

Prerequisite: 271 or by permission of instructor.

Distribution: Arts, Music, Theater, Video or Language and Literature

Semester: N/O

Unit: 1.0

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**ITAL 271 Italian Identities***Parussa*

Recent and dramatic transformations in the structure of Italian society have challenged the traditional image of Italy and Italians. Sexual liberation, the debate on gender roles and immigration have deeply changed the way Italians look at themselves. By way of attention to issues of sexuality, gender and race, the course will explore how Italian identity has changed over the last 30 years. The course will combine an historical survey of Italian literature pertinent to these themes with a theoretical analysis of how Italian identity has been represented. Even though students will read major authors like Dante, Petrarca and Boccaccio, greater emphasis will be given to contemporary writers like Italo Calvino, Pier Paolo Pasolini and Primo Levi. Background reading for the course includes essays on Gender Studies, feminism and Queer Theory.

Prerequisite: 202 or 211 or by permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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**ITAL 309 Italian-Jewish Identity***Parussa*

In the light of recent events like a high profile Nazi war atrocity trial and the Pope's encyclical letter on the responsibilities of Christians in the Holocaust, the course aims to discuss Jewish identity in contemporary Italian culture. Students will read prose and poetry, essays and articles, as well as watching films which address issues of religious and national identity in a country like Italy which has traditionally been culturally, racially and linguistically homogenous. The course will also give students an overview of the formation and transformation of the Jewish community in Italian society. In addition to well known Italian Jewish writers such as Primo Levi and Giorgio Bassani, students will read pertinent works by non-Jewish Italian writers like Lidia Rolfi-Beccaria and Rosetta Loy.

Prerequisite: 349 or by permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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**ITAL 349 Seminar***Ward*

Topic for 1999-00: Fascism and Resistance. Fascism and Resistance are the two key historical and cultural experiences of twentieth-century Italy. Through analysis of texts drawn from the

literature, cinema and cultural-political debate of the last 60 years, the course assesses the place Fascism and Resistance occupy and have occupied in the Italian collective memory. Topics include: Fascism, Resistance and the Risorgimento; origins and history of Fascism; interpretations of Fascism and Resistance; Fascism and Resistance in literature and film; Fascism and Resistance in the 1990s. Authors to be studied include: Giorgio Bassani, Italo Calvino, Natalia Ginzburg, Carlo Levi, Primo Levi, Roberto Rossellini and Paolo and Vittorio Taviani.

Prerequisite: 271 or by permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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**ITAL 350 Research or Individual Study**

Prerequisite: Open by permission to students who have completed two units in literature in the department.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**ITAL 360 Senior Thesis Research**

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**ITAL 370 Senior Thesis**

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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The Italian department offers both a major and a minor in Italian as well as an interdisciplinary major in Italian culture.

The Italian major offers students the opportunity to acquire fluency in the language and knowledge of the literature and culture of Italy. Students are strongly urged to begin Italian in their first year. Italian 101-102 count toward the degree, but not the major. Students majoring in Italian are required to take eight (8) units above the 100 level, two of which must be at Grade III level. The requirement to take two courses at Grade III level may not be met by taking ITAL 350 (Research or Individual Study), ITAL 360 (Senior Thesis Research) or ITAL 370 (Senior Thesis). Students should consult with the chair about the sequence of courses they will take. Courses given in translation count toward the major. Qualified students are encouraged to spend their junior year abroad in Italy on the Eastern Consortium program in Bologna (of which the Italian department is a participant) or

on an approved program. Courses in other languages and literatures, art and history are strongly recommended to supplement work in the major.

The Italian minor requires five (5) units above the 100 level. One of these units may be fulfilled by a course in translation if a student begins the study of Italian in her sophomore year.

#### *Advanced Placement Policies and Language Requirement*

A student entering Wellesley before the fall of 2000 may satisfy the foreign language requirement with a score of 3, but not receive credit toward her degree. Subject to the final approval of the chair of the appropriate language department, a student entering Wellesley in Fall 2000 and later must have an Advanced Placement score of 4 or 5 to satisfy the foreign language requirement.

## Italian Culture

### AN INTERDEPARTMENTAL MAJOR

Director: *Viano (Italian)*

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. The requirement to take one course at Grade III level may not be met by taking ITAL 350 (Research or Individual Study), ITAL 360 (Senior Thesis Research) or ITAL 370 (Senior Thesis). 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:

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#### ITCL 350 Research or Individual Study

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

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#### ITCL 360 Senior Thesis Research

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

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#### ITCL 370 Senior Thesis

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

ARTH 220 Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe

ARTH 243 Roman Art

ARTH 253 The Beautiful Book: Medieval and Renaissance Book Illumination in France and Italy

ARTH 330 Renaissance Art in Venice



HIST 231 History of Rome

HIST 235 Utopia: Culture and Community in Medieval and Renaissance Europe

ITAL 201 Intermediate Italian I

ITAL 202 Intermediate Italian II

ITAL 211 Introduction to Italian Cultural Studies

ITAL 261 Italian Cinema (in English)

ITAL 263 Dante (in English)

ITAL 271 Introduction to Italian Studies

ITAL 309 Italian-Jewish Identity

ITAL 349 Seminar. Fascism and Resistance

ME/R 249 Imagining the Afterlife

## Japanese Department

Associate Professor: *Morley (Chair)*

Assistant Professor: *Zimmerman*

Visiting Instructor: *Maeno*

Lecturer: *Torii*

Language Instructor: *Hatano, Ozawa*

All courses in the Japanese Department (with the exception of 250, 250H, 350, 350H, 360 and 370) fulfill the Group A distribution requirement.

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### JPN 101-102 Beginning Japanese

*Maeno*

Introduction to the modern standard Japanese language. Emphasis on developing proficiency in listening, speaking, reading and writing, using basic expressions and sentence patterns. Five periods. Students will receive a total of two and one-half units of credit for the year. *Each semester earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None

Distribution: None

Semester: Fall, Spring

Unit: 1.25

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### JPN 130 Japanese Animation

**NOT OFFERED IN 1999–00.** The world of Japanese animation (English subtitles) will be explored in an endeavor to understand the workings of popular culture in Japan. What makes Japan tick? New visitors to Japan are always struck by the persistence of traditional esthetics, arts, and values in a highly industrialized society entranced by novelty. Japanese animation will be used to try to understand this phenomenon from the inside. Two films will be viewed a week with one, 70 minute discussion section. No Japanese language ability required.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O

Unit: 0.5

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### JPN 155/WRIT 125 04 Exploring Solitude: Japanese Writers Across the Ages

*Morley*

Most of us choose to write alone, in solitude. In Japanese literature solitude has been shaped into an intensely emotional response to nature and human experience. The esthetic values which many feel lie at the heart of the Japanese literary and artistic tradition: *sabi* (solitude), *wabi* (the aged or weathered), *yugen* (subtle mystery),

*shiori* (wilting) arose from this preoccupation with solitude. How do we recognize and understand these terms in the literature that we read? Do they find a resonance in our own experience? What Buddhist cultural beliefs influenced the development of these values in Japan? How are they recast in modern fiction to recapture what is felt to be a uniquely “Japanese” atmosphere? We will be reading selections from a variety of the classics such as *The Pillowbook*, *Essays in Idleness*, *Nob* plays, and the *haiku* poetry of Basho, as well as such modern and contemporary authors as Tanizaki Junichiro, Kawabata Yasunari, and Banana Yoshimoto. We’ll also watch a TV adaptation of Banana Yoshimoto’s *Kitchen*. No prior knowledge of Japanese language or literature is required. This course counts toward the Japanese and Japanese Studies major requirements. Includes a third session each week.

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

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### JPN 201-202 Intermediate Japanese

#### *Torii and Staff*

Continuation of 101-102. The first semester will emphasize further development of listening and speaking skills with more complex language structures as well as proficiency in reading and writing. The second semester will emphasize reading and writing skills. Five periods. *Students will receive two and one-half units of credit for the year. Each semester earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 101-102 (1-2) or by permission of the instructor.  
Distribution: Language and Literature  
Semester: Fall, Spring Unit: 1.25

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### JPN 231 Advanced Japanese I

#### *Maeno*

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. *Students must register for 233 in conjunction with 231 except by permission of instructor.*

Prerequisite: 201-202 (1-2) or permission of the instructor. Signature required.  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

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### JPN 232 Advanced Japanese II

#### *Maeno*

Japanese 231 and Japanese 232 are two one-semester courses, which taken in sequence with 233-234 constitute the third year of the Japanese language program. Meets three days a week. *Students must register for 234 in conjunction with 232 except by permission of instructor.*

Prerequisite: 231 and 233 or permission of the instructor. Signature of instructor required.  
Distribution: Language and Literature  
Semester: Spring Unit: 1.0

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### JPN 233 Advanced Oral Skills

#### *Torii*

Students will practice oral and listening skills using a Japanese video tape of the television series, “Springtime Family” specially reprogrammed for use in Advanced language classes. The goal of the course is to enable students to decipher actual spoken Japanese from the video tape and incorporate the spoken patterns and vocabulary in their own speech. Meets two days a week. *Students must register for 233 in conjunction with 231 except by permission of instructor.*

Prerequisite: Signature of instructor required.  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

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### JPN 234 Advanced Oral Skills

#### *Torii*

Students will practice oral and listening skills using a Japanese video tape of the television series, “Springtime Family” specially reprogrammed for use in Advanced language classes. The goal of the course is to enable students to decipher actual spoken Japanese from the video tape and to incorporate the spoken patterns and vocabulary in their own speech. Meets two days a week. *Students must register for 234 in conjunction with 232 except by permission of instructor.*

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

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### JPN 250 Research or Individual Study

Prerequisite: Open by permission of Department. Signature of instructor required.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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### JPN 250H Research or Individual Study

Prerequisite: Open by permission of Department. Signature of instructor required.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

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**JPN 253 Modern Japanese Literature in the Postwar Period (in translation)**

**NOT OFFERED IN 1999–00.** This course traces the development of postwar Japanese literature and literary criticism from the end of World War II until the present. Topics will include: how postwar intellectuals addressed questions of war responsibility; the response of writers to the atomic bombings; the emergence of various notions of “postmodernism”; shifting notions of cultural identity; the mass media and its effect on writers and their role.

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

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**JPN 254 Modern Japanese Literature Through 1945 (in translation)**

*Zimmerman*

We will be exploring twentieth-century Japanese literature up to World War II. Topics will include fantasy, feminist fiction and memoirs, surrealism and dadaism, detective fiction. We will include novels by *Natsume Soseki*, *Tanizaki Jun-ichiro* and *Mori Ogai*. We will also read a collection of prison memoirs written by women’s rights activists, and some modern poetry.

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

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**JPN 309 Readings on Contemporary Japanese Social Science**

**NOT OFFERED IN 1999–00.** Readings in Japanese with selections from current newspapers and journals. Two periods with discussion section.

Prerequisite: By permission of instructor.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

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**JPN 310 Modern Japanese Prose**

*Morley*

Students will be reading selections from a variety of well known modern authors in the original. The goal of the course is to familiarize the student with a variety of writing styles and with the corpus of significant literary works in the post World War II period. As well as translating, students will be writing short weekly essays in Japanese. Two periods with discussion section.

Prerequisite: 232 or permission of the instructor.  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

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**JPN 312 Readings in Classical Japanese Prose**  
*Zimmerman*

Reading and discussion in Japanese of selections from classical Japanese literature: Focus on translation skills. Two periods with discussion section.

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

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**ICPL 330 Comparative Literature.**

*Sides (English) and Morley (Japanese)*

**Topic for 1999–00: The Traditions of Japanese Fiction and English Fiction: The Comparative Question.** This course will question how two literary traditions can be compared through a survey of Japanese and English novels and short fiction. We will be reading the works of such authors as Murasaki Shikibu, Samuel Richardson, Ueda Akinari, Henry James, Kawabata Yasunari, Virginia Woolf, Natsume Soseki, and V.S. Naipul. We will also be reading critical essays that address comparative questions.

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

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**JPN 350 Research or Individual Study**

Prerequisite: Open by permission of Department to juniors and seniors. Signature of instructor required.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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**JPN 350H Research or Individual Study**

Prerequisite: Open by permission of Department to juniors and seniors. Signature of instructor required.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

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**JPN 351 Seminar. Topics in Japanese Literature**

*Morley*

**NOT OFFERED IN 1999–00.** This course provides an in depth study of Japanese traditional theater forms and performance theories. Students will be reading plays from the Noh, Kyogen comedies, Kabuki, and Bunraku (puppet theater) traditions. Videos of the plays for study will be viewed by the class. Comparisons will be made with western and other eastern theater forms where appropriate. The influence of classical theater on contemporary Japanese drama will also be examined.

Prerequisite: One unit in Japanese Studies or by permission of instructor.  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

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**JPN 352 Seminar. Topics in Japanese Literature**

TBA

Prerequisite: One unit in Japanese Studies or by permission of instructor.

Distribution: Language and Literature

Semester: Spring Unit: 1.0

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**JPN 360 Senior Thesis Research**

Prerequisite: By permission of director. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring Unit: 1.0

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**JPN 370 Senior Thesis**

Prerequisite: 360

Distribution: None

Semester: Fall, Spring Unit: 1.0

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## Related Courses

*For Credit Toward the Major*

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**ICPL 330 Comparative Literature. Topic for 1999-00: The Traditions of Japanese Fiction and English Fiction: The Comparative Question**

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## Directions for Election

The Japanese major requires a minimum of 8 units. Students concentrate on Japanese language and literature, and are strongly urged to begin language study in their first year. A junior year or summer of intensive language study in Japan is encouraged. Majors are required to take a minimum of two years of Japanese beyond 101-102 (Japanese 201-202 counts as one course toward the major.), two courses at the 300 level, and at least two non-language courses (which may include 310, 312) for a total of eight courses taken within the department. Either (231-232) or (233-234) may be counted towards the major but not both. Courses from Japanese Studies are strongly recommended to supplement work in the major. An advisor should be chosen from within the department.

# Japanese Studies

## AN INTERDEPARTMENTAL MAJOR

Directors: *Kodera (Religion), Morley (Japanese)*

Japanese Studies major is an interdisciplinary major requiring a minimum of 8 units, and is offered as an alternative to the Japanese major. Students are required to take a minimum of two years of Japanese including 101-102 (JPN 101-102, JPN 201-202 count as one course each toward the major: either (231-232) or (233-234) may be counted towards the major but not both) at least four non-language courses, and two courses at the 300 level (for a total of eight courses). One course on China, Korea, or on Asian-Americans may count toward the major. Students are encouraged to spend a summer or the junior year in Japan.

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**JPNS 250 Research or Individual Study**

Prerequisite: Open by permission of Department. Signature of instructor required.

Distribution: None

Semester: Fall, Spring Unit: 1.0

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**JPNS 250H Research or Individual Study**

Prerequisite: Open by permission of Department. Signature of instructor required.

Distribution: None

Semester: Fall, Spring Unit: 0.5

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**JPNS 350 Research or Individual Study**

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring Unit: 1.0

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**JPNS 350H Research or Individual Study**

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring Unit: 0.5

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**JPNS 360 Senior Thesis Research**

Prerequisite: By permission of director. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring Unit: 1.0

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**JPNS 370 Senior Thesis**

Prerequisite: 360

Distribution: None

Semester: Fall, Spring Unit: 1.0

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- ARTH 245 The Garden in Asia
- ARTH 249 Arts of Japan
- HIST 106 Japanese Civilization Fall
- HIST 240 World at War: 1937–1945
- HIST 268 Government, Business and Labor in Modern Japan
- HIST 269 Japan, the Great Powers and East Asia; 1853–1993
- HIST 270 Japan Before 1840
- HIST 271 Modern Japan 1840–1960
- HIST 344 Seminar. Japanese History
- HIST 351 Seminar. Asian Settlement in North America 1840–Present
- ICPL 330 Comparative Literature. Topic for 1999-00: The Traditions of Japanese Fiction and English Fiction: The Comparative Question
- JPN 101-102 Beginning Japanese
- JPN 130 Japanese Animation
- JPN 155/WRIT 125 Exploring Solitude: Japanese Writers Across the Ages
- JPN 201-202 Intermediate Japanese
- JPN 231 Advanced Japanese I
- JPN 232 Advanced Japanese II
- JPN 233 Advanced Oral Skills
- JPN 234 Advanced Oral Skills
- JPN 253 Modern Japanese Literature in the Postwar Period (in translation)
- JPN 254 Modern Japanese Literature through 1945 (in translation)
- JPN 309 Readings on Contemporary Japanese Social Science
- JPN 310 Modern Japanese Prose
- JPN 312 Readings in Classical Japanese Prose
- JPN 351 Seminar. Topics in Japanese Literature
- JPN 352 Seminar. Topics in Japanese Literature
- REL 108 Introduction to Asian Religions
- REL 108M Introduction to Asian Religions
- REL 253 Buddhist Thought and Practice
- REL 255 Japanese Religion and Culture
- REL 353 Seminar: Zen Buddhism
- WOST 248 Asian American Women Writers
- WOST 249 Asian American Women in Film and Video

# Jewish Studies

## AN INTERDEPARTMENTAL MAJOR AND MINOR

Director: *Malino (History)*

Instructor: *Estelle-Holmer*

The major in Jewish Studies is designed to acquaint students with the many facets of Jewish civilization through an interdisciplinary study of Jewish religion, history, philosophy, art, literature, social and political institutions and cultural patterns.

For a major in Jewish Studies, students must take courses pertaining both to the ancient and modern worlds and show proficiency in Hebrew (equivalent to at least two semesters at the second-year level). In certain cases, where students whose area of concentration necessitates another language (such as Arabic, French, Spanish, Yiddish, Ladino), that language may be substituted for Hebrew in consultation with the student's major advisor. In addition, students are expected to concentrate in some area or aspect of Jewish studies (such as religion, history or Hebrew language and literature) by taking four courses above the Grade I level, including at least two at the Grade III level.

Majors devise their own programs in consultation with the Director of the Jewish Studies program and an appropriate faculty member from the student's area of concentration. Courses with an asterisk\* also require the permission of the instructor if the course is to be counted for Jewish Studies.

In addition to Wellesley courses, students are encouraged to take courses at Brandeis University in the Department of Near Eastern and Judaic Studies which may be applicable to the Jewish Studies major. These courses must be approved, in advance, by the corresponding department at Wellesley. See the Director of Jewish Studies for further details.

A minor in Jewish Studies consists of 5 units from the following courses (of which at least one must be at the 300 level and no more than one at the 100 level): Anthropology 242, 247; History 217, 218, 219, 245, 326, 327, 328, 334, 338, 343, 367; Religion 104, 105, 140, 160, 204, 205, 206, 241, 243, 244, 245, 303, 342; Spanish 252 and 267. Units must be taken in at least 2 departments; in consultation with 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.

All courses in the Jewish Studies Program (with the exception of 101-102, 250, 250H, 350, 350H, 360 and 370) fulfill the Group A distribution requirement.

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### HEBR 101-102 Elementary Hebrew

*Estelle-Holmer*

Introduction to Hebrew with emphasis on its contemporary spoken and written form. Practice in the skills of listening and speaking as well as reading and writing, together with systematic study of Hebrew grammar. Students will master a basic vocabulary of approximately 1,000 words, and become comfortable in the use of the present, past and future tenses, as well as basic verb patterns. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### HEBR 201-202 Intermediate Hebrew

*Estelle-Holmer*

Building on the foundations in HEBR 101-102, the third semester will continue to develop skills in modern Hebrew. Students will broaden their knowledge of verb patterns, compound sentence structures and mixed tenses. Special emphasis will be placed on composition and oral reports. The fourth semester will focus on literature through reading and discussion of selected short pieces of prose and poetry. Some examples of classical, rabbinic and liturgical Hebrew will also be analyzed. Students will be required to write short compositions inspired by their readings. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 101-102

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

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### JWST 250 Research or Individual Study

Prerequisite: Open to first-year students and sophomores.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**JWST 250H Research or Individual Study**

Prerequisite: Open to first-year students and sophomores.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

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**JWST 350 Research or Individual Study**

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

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**JWST 350H Research or Individual Study**

Prerequisite: Open by permission to juniors and seniors.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

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**JWST 360 Senior Thesis Research**

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

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**JWST 370 Senior Thesis**

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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**ANTH 242\*** The Rise of Civilization

**ANTH 247\*** Societies and Cultures of Eurasia

**HIST 217** The Making of European Jewry  
1085-1815

**HIST 218** Jews in the Modern World,  
1815-Present

**HIST 219** The Jews of Spain and the Lands of  
Islam

**HIST 245** Germany in the Twentieth Century

**HIST 326** Seminar. American Jewish History

**HIST 327** Zionism and Irish Nationalism: A  
Comparative Perspective

**HIST 328** Seminar. Anti-Semitism in Historical  
Perspective

**HIST 329** Seminar. Europe under German  
Occupation, 1939-1945: Resistance,  
Collaboration and Genocide

**HIST 334\*** Seminar. European Cultural  
History

**HIST 338\*** Seminar. European Resistance  
Movements in World War II

**HIST 343** Seminar. History of Israel

**HIST 367** Seminar. Jewish Ethnicity and  
Citizenship

**ITAL 209** Jewish Identity and Italian Culture  
(in English)

**REL 104** Study of the Hebrew Bible/Old  
Testament

**REL 105** Study of the New Testament

**REL 140** Introduction to Jewish Civilization

**REL 160\*** Introduction to Islamic Civilization

**REL 204** Law in the Ancient Near East and  
Hebrew Bible/Old Testament

**REL 205** Genesis and the Ancient Near East  
Mythologies

**REL 206** The Problem of Evil in Ancient Near  
Eastern Religions

**REL 241** Emerging Religions: Judaism and  
Christianity, 150 B.C.E.-500 C.E.

**REL 243** Women in the Biblical World

**REL 244** Jerusalem: The Holy City

**REL 245** The Holocaust and the Nazi State

**REL 303** Seminar. Human Sacrifice in Religion

**REL 342** Seminar. Archeology of the Biblical  
World

**SPAN 252\*** Christians, Jews and Moors: The  
Spirit of Spain in Its Literature

**SPAN 267\*** The Writer and Human Rights in  
Latin America

# Language Studies

## AN INTERDEPARTMENTAL MAJOR

Director: *Levitt (French)*

The major in Language Studies offers to 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.

The major in Language Studies has a number of core requirements. Out of a minimum major of eight units, students must take at least four Language Studies courses, including Language Studies 114 and at least one Grade III Language Studies course. Majors must also 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 in the major.

All courses in the Language Studies Department (with the exception of 350, 360 and 370) fulfill the Group B<sup>2</sup> distribution requirement.

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### LANG 114 Introduction to Linguistics

*Levitt*

Designed to familiarize students with some of the essential concepts of linguistic analysis. Suitable problem sets in English and in other languages will provide opportunities to study the basic systems of language organization—phonology, morphology, syntax, and semantics. Additional topics include introductions to language organization in the brain, child language acquisition, language change, and writing systems.

Prerequisite: None

Distribution: Epistemology and Cognition

Semester: Fall

Unit: 1.0

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### LANG 114/WRIT 125 07 Introduction to Linguistics

*Levitt*

Designed to familiarize students with some of the essential concepts of linguistic analysis. Suitable problem sets in English and in other languages will provide opportunities to study the basic systems of language organization—phonology, morphology, syntax, and semantics. Additional topics include introductions to language organization in the brain, child language acquisition, language change, and writing systems. *This course satisfies the Writing 125 requirement and counts as a unit towards distribution requirements and towards the Language Studies and Cognitive Science majors. Includes a third session each week.*

Prerequisite: None

Distribution: Epistemology and Cognition

Semester: Spring

Unit: 1.0

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### LANG 238 Sociolinguistics

*Levitt*

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.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### LANG 240 The Sounds of Language

**NOT OFFERED IN 1999–00.** Examination of the sounds of language from the perspective of phonetics (What are all the possible linguistically-relevant sounds of the human vocal tract?) and of phonology (How does each language organize a subset of those sounds into a coherent linguistic system?). Each student will choose a foreign language for intensive study of its phonetic, phonologic, or prosodic characteristics. Includes extensive use of speech analysis and phonetics software.

Prerequisite: 114 or by permission of the instructor.

Distribution: Epistemology and Cognition

Semester: N/O

Unit: 1.0



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**LANG 244 Language: Form and Meaning**

**NOT OFFERED IN 1999–00.** Even babies can learn a language, yet scores of determined researchers have been unable to devise a satisfactory description of its structure. This course will examine some basic questions about language: What do we know when we know a language? How does meaning arise from the form of sentences? What are universal properties of human languages? What does the structure of conversation and texts contribute to understanding? In the process, we will investigate specific problems in syntax, semantics, and pragmatics—and look at some theories devised to resolve these problems. This course provides a strong foundation for studies in linguistics, cognitive science, artificial intelligence, and the philosophy of language.

Prerequisite: 114

Distribution: Epistemology and Cognition

Semester: N/O

Unit: 1.0

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**LANG 312 Bilingualism: An Exploration of Language, Mind, and Culture**

*Levitt*

Exploration of the relationship of language to mind and culture through the study of bilingualism. The bilingual individual will be the focus for questions concerning language and mind: the detection of “foreign” accent, the relationship of words to concepts, the organization of the mental lexicon, language specialization of the brain, and the effects of early bilingualism on cognitive functioning. The bilingual nation will be the focus for questions dealing with language and culture: societal conventions governing use of one language over another, effects of extended bilingualism on language development and change, and political and educational impact of a government’s establishing official bilingualism.

Prerequisite: An appropriate Grade II course in language studies, psychology, anthropology, philosophy, or permission of the instructor.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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**LANG 322 Child Language Acquisition**

**NOT OFFERED IN 1999–00.** 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.

Prerequisite: Open to juniors and seniors who have taken 114 or Psychology 216, or by permission of the instructor.

Distribution: Epistemology and Cognition

Semester: N/O

Unit: 1.0

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**LANG 350 Research or Individual Study**

Prerequisite: Two Grade II units

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**LANG 360 Senior Thesis Research**

Prerequisite: By permission of Department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**LANG 370 Senior Thesis**

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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*For Credit Towards the Major*

AMST 317 Seminar. Multilingual America

CS 235 Languages and Automata

EDUC 308 Seminar. Foreign Language Methodology

FREN 211 Studies in Language

FREN 308 Advanced Studies in Language

JPN 252 Topics in Japanese Linguistics

PHIL 207 Philosophy of Language

PHIL 215 Philosophy of Mind

PHIL 216 Logic

PSYC 216 Psychology of Language

PSYC 316 Seminar. Psycholinguistics

PSYC 330 Topics in Cognitive Science

RUSS 301 Advanced Russian

SOC 216 Sociology of Mass Media and Communications

# Latin American Studies

## AN INTERDEPARTMENTAL MAJOR

Directors: *Roses*<sup>AI</sup> (*Spanish*), *Wasserspring* (*Political Science*)

The Latin American Studies major seeks to understand the Latin American experience through an interdisciplinary program of study. Students must submit a plan of study following the requirements listed below for approval by the Directors. The Latin American Studies major requires a minimum of nine (9) courses, with a concentration of four courses in one of the following departments: Anthropology, Political Science, Sociology or Spanish. Of these nine courses constituting a minimum for the major, at least two must be taken at the three hundred level. It is recommended that one of these two be a seminar. Courses with an asterisk (\*) also require notifying the instructor that the course is to be counted for Latin American Studies. The asterisk also signifies that a research paper in the course will include a focus on Latin America.

The student must exhibit a degree of proficiency in the oral and written use of Spanish by successful completion of two (2) Spanish language courses *beyond the College's foreign language requirement* (above the intermediate level). For bilingual -bicultural students, an oral and written proficiency exam may be substituted. In the case where the student's area of interest is better served by proficiency in another language (e.g. Portuguese, Quechua) that language may be substituted in consultation with the Directors.

Qualified juniors are encouraged to spend a semester or a year in Latin America with an approved program, see Special Academic Programs, Study Abroad. Qualified juniors may apply to the newly-established Five-Year Cooperative M.A. Program at Georgetown University in Latin American Studies. This program enables the student to apply upper-level Latin American Studies courses taken at Wellesley toward the Master's Degree at Georgetown. A summer of study at the Colegio de México in Mexico City or at the Universidad Católica in Santiago, Chile, taken during an undergraduate summer, and a year of academic work at Georgetown are required to earn the Master's Degree at Georgetown in one year. Interested students should contact the Directors of Latin American Studies or the Center for Work and Service.

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### ILAS 201 (Wintersession) Seminar on Women and Development in Mexico

This seminar, held in Oaxaca, Mexico, focuses on the impact of the processes of social, economic, and political change on Mexican women. Seminar discussions, led by Wellesley faculty, will be enriched by both lectures by Mexican women academics and policy makers and by site visits to clinics, cooperatives, and other grassroots organizations. Readings draw on the literatures of gender and ethnicity, social structure, and socialization. The seminar will be conducted in English, with lectures in English or Spanish (translation provided). Students will be immersed in Mexican culture through homestay with Mexican families. *Enrollment is limited to 20 students.*

Prerequisite: Open by permission of instructors only. Background in development and/or gender studies recommended. Knowledge of Spanish helpful, but not required.

Distribution: Social and Behavioral Analysis

Semester: Wintersession

Unit: 0.5

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### ILAS 250\* Research or Individual Study

Prerequisite: Two units of course work in Latin American Studies.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### ILAS 250H\* Research or Individual Study

Prerequisite: Two units of course work in Latin American Studies.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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### ILAS 350\* Research or Individual Study

Prerequisite: Open to Latin American Studies and Spanish majors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### ILAS 350H\* Research or Individual Study

Prerequisite: Open to Latin American Studies and Spanish majors.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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### ILAS 360\* Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### ILAS 370\* Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Courses offered 1999–00 that are approved for credit toward the Latin American Studies major:

AFR 297\* Medical Anthropology: A Comparative Study of Healing Systems

AFR 341\* Domestic Service in Cross Cultural Perspective

ANTH 236\* The Ritual Process: Magic, Witchcraft, and Religion

ANTH 346\* Colonialism, Development and Nationalism: The Nation State and Traditional Societies

ARTH 238 Forging Identities in Mexico: From the Maya to the Modern Era

ARTH 338 Seminar. Topics in Latin American Art

ECON 220\* Developmental Economics

ECON 320\* Seminar. Economic Development

POL2 204\* Political Economy of Development and Underdevelopment

POL2 207 Politics of Latin America

POL2 301\* Seminar. Transitions to Democracy

POL2 302\* Globalization and the Nation-State

POL2 305\* Seminar. The Military in Politics

POL2 307\* Seminar. Women and Development

POL3 323\* The Politics of Economic Interdependence

POL4 342\* Seminar. Marxist Political Theory

PSYC 347\* Seminar. Ethnicity and Social Identity

SOC 109\* Race and Ethnicity: An Introduction to Sociology

SOC 210\* Race and Ethnicity

SOC 221\* Globalization and Development

SOC 246\* Immigration

SOC 316\* Migration: A Research Seminar

SPAN 241 Oral and Written Communication

SPAN 242 Linguistic and Literary Skills

SPAN 253 The Latin American Short Story

SPAN 255 Chicano Literature: From the Chronicles to the Present

SPAN 263 Latin American Literature: Fantasy and Revolution

SPAN 271 Intersecting Currents: Afro Hispanic and Indigenous Writers in Twentieth-Century Latin American Literature

SPAN 273 Latin American Civilization

SPAN 275 The Making of Modern Latin American Culture

SPAN 311 Seminar. The Literary World of Gabriel Garcia Marquez and the Post-Boom

SPAN 315\* Seminar. Luis Bunuel and the Search for Freedom and Morality

SPAN/PRESHCO History of Spain: The Colonization of (Spanish) America

ALSO: Courses taken in approved programs in Mexico, Costa Rica, Ecuador, Argentina, Chile, and other Latin American sites by permission of the Directors.

# Department of Mathematics

Professor: *Hirschhorn (Chair), Magid, Morton, Shuchat, Shultz, Sontag, Wang, Wilcox*

Associate Professor: *Bu, Trenk<sup>A</sup>*

Assistant Professor: *Frechette, Kerr*

Visiting Assistant Professor: *Cowen*

Visiting Instructor: *Milnikel*

All courses in the Math Department (with the exception of 103, 350, 360 and 370) fulfill the Group C distribution requirement.

Most courses meet for two periods weekly with a third period approximately every other week.

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## MATH 101 Reasoning with Data: Elementary Applied Statistics

*Shuchat, Shultz*

An introduction to the fundamental ideas and methods of statistics for analyzing data. Topics include: descriptive statistics, basic probability, inference and hypothesis testing. Emphasis on understanding the use and misuse of statistics in a variety of fields, including medicine and both the physical and social sciences. This course is intended to be accessible to those students who have not yet had calculus.

Prerequisite: For first-, second- or third-year students, fulfillment of Quantitative Reasoning basic skills requirement by passing the QR assessment or by taking EXT D 140.

Distribution: Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall, Spring Unit: 1.0

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## MATH 102 Applications of Mathematics without Calculus

*Frechette*

This course explores several areas of mathematics which have application in the physical and social sciences, yet which require only high-school mathematics as a prerequisite. The areas covered will be chosen from: systems of linear equations, linear programming, probability, game theory and stochastic processes. Students will solve interesting problems on topics ranging from medical testing to economics. Many unexpected results demonstrate the value of careful mathematical reasoning. May not be counted toward the major.

Prerequisite: None

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

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## MATH 103 Precalculus

*Frechette*

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.

Prerequisite: Open by permission of the department.

Distribution: None

Semester: Fall

Unit: 1.0

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## MATH 115 Calculus I

*Staff*

Introduction to differential and integral calculus for functions of one variable. The course covers techniques and applications of differentiation and integration of algebraic, trigonometric, logarithmic and exponential functions.

Prerequisite: Open by permission of the department, based on the results of the departmental placement exam.

Distribution: Mathematical Modeling

Semester: Fall, Spring

Unit: 1.0

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## MATH 116 Calculus II

*Staff*

Integration techniques, L'Hôpital's rule, improper integrals, applications of integration including volumes of solids of revolution, infinite series, power series and Taylor series. Theoretical basis of limits and continuity, Mean Value Theorem.

Prerequisite: 115 or the equivalent.

Distribution: Mathematical Modeling

Semester: Fall, Spring

Unit: 1.0

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## MATH 116Z Calculus II Via Applications

*Staff*

Topics are similar to those in 116, except that differential equations are discussed at greater length, and discussion of infinite series focuses on Taylor series. This course will stress the relationship of calculus to real-world problems. To facilitate this, and to enhance conceptual understanding, topics will be presented graphically and numerically as well as algebraically.

Prerequisite: 115 or the equivalent.

Distribution: Mathematical Modeling

Semester: Fall, Spring

Unit: 1.0



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## MATH 120 Calculus IIA

### Staff

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 and careful treatment of limits, sequences and series, Taylor's theorem, approximations and numerical methods, Riemann sums. Improper integrals, L'Hôpital's rule, applications of integration. *Not open to students who have completed 115, 116, 116Z or the equivalent.*

Prerequisite: Open by permission of the department to students who have completed a year of high-school calculus. (Students who have studied Taylor series should elect 205.)

Distribution: Mathematical Modeling

Semester: Fall

Unit: 1.0

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## MATH 200 Introduction to Mathematical Reasoning

### Sontag

An introduction to reasoning in higher mathematics via topics accessible to beginning students. Working with proofs and mathematical notation; the spirit of mathematical thinking. Specific topics will vary depending on the instructor. The topic for 99–00 is elementary analysis. This course is meant to be a transition to abstract mathematical thinking, in preparation for other courses at the 200 and 300 level. *Can be taken concurrently with Math 205 or 206.*

Prerequisite: 116, 116Z or the equivalent, or permission of the instructor. Not open to juniors and seniors.

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

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## MATH 203 Mathematical Tools for Finance

### Bu

This course is designed for students interested in mathematics and finance. The following topics will be covered. Mathematical tools: first and second order differential equations, multivariable differentiation, partial differential equations, initial and boundary conditions. Finance applications: elements of finance, introduction to options and markets, forward and futures contracts, asset prices, Ito's lemma, arbitrage, option values, payoffs and strategies, put-call parity, the Black-Scholes formulae, implied volatility, options on dividend-paying assets, options on futures, other variations on the Black-Scholes model.

Prerequisite: 116 and ECON 101 or the equivalent.

Distribution: Mathematical Modeling

Semester: Fall

Unit: 1.0

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## MATH 205 Intermediate Calculus

### The Staff

Vectors, matrices, and determinants. Polar, cylindrical, and spherical coordinates. Curves, functions of several variables, partial and directional derivatives, gradients, Lagrange multipliers, multiple integrals, line integrals, Green's Theorem.

Prerequisite: 116, 116Z, 120, or the equivalent.

Distribution: Mathematical Modeling

Semester: Fall, Spring

Unit: 1.0

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## MATH 206 Linear Algebra

### Wilcox, Shuchat

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

Distribution: Mathematical Modeling

Semester: Fall, Spring

Unit: 1.0

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## MATH 206Z Linear Algebra via Applications

**NOT OFFERED IN 1999–00.** Topics are similar to those in 206, but applications are used to motivate the fundamental ideas of linear algebra. Students learn to prove theorems, but there is less emphasis on this than in 206. Applications are chosen from such areas as economics, demography, statistics, ecology, and physics. 206Z may be counted towards the mathematics major instead of 206, but does not *by itself* satisfy the prerequisite for 302 or 305.

Prerequisite: 205

Distribution: Mathematical Modeling

Semester: N/O

Unit: 1.0

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## MATH 208/310 Functions of a Complex Variable

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** Complex numbers and the complex plane. Definitions and mapping properties of elementary complex functions. Analyticity and the Cauchy-Riemann equations. Complex-integration theory including the Cauchy-Goursat Theorem; Taylor and Laurent series; Maximum Modulus Principle; residue theory and singularities. Additional topics such as conformal mapping and Riemann surfaces as time permits. Assignments will be tailored to the level (200 or 300) for which the student is registered. *Offered in alternate years.*

Prerequisite: 205 is a prerequisite for 208; 302 is a pre- or co-requisite for 310.

Distribution: Mathematical Modeling

Semester: N/O. Offered in 2000–01.

Unit: 1.0

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**MATH 210 Differential Equations***Wang*

Introduction to theory and solution of ordinary differential equations, with applications to such areas as physics, ecology, and economics. Includes linear and nonlinear differential equations and equation systems, existence and uniqueness theorems, and such solution methods as power series, Laplace transform, and graphical and numerical methods.

Prerequisite: 205

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

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**MATH 212 Topics in Geometry***Magid*

Topic for 1999–00: Non-Euclidean Geometry. Topic for 2000–01: Differential Geometry. A course on the different non-Euclidean geometries that were discovered in the many attempts to prove Euclid's Parallel Postulate using only simpler axioms. Topics will include a thorough discussion of Lobachevsky's hyperbolic geometry, and a comparison of spherical, Euclidean, and hyperbolic geometry. The nature of proofs and axiom systems, as seen from historical as well as mathematical perspectives, will be an important part of the course. Majors can fulfill the Major Presentation Requirement in this course for 99–00.

Prerequisite: 205 or permission of instructor.

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

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**MATH 220 Probability and Elementary Statistics***Wang*

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, 116Z, 120, or the equivalent. Open to first-year students by permission of the instructor.

Distribution: Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Spring

Unit: 1.0

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**MATH 225 Combinatorics and Graph Theory***Staff*

Enumeration of selections and arrangements, basic graph theory (isomorphism, coloring, trees), generating functions, recurrence rela-

tions. 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, 116Z, 120, or the equivalent.

Distribution: Mathematical Modeling

Semester: Fall, Spring

Unit: 1.0

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**MATH 249 Selected Topics**

NOT OFFERED IN 1999–00.

Prerequisite: Varies according to topic.

Distribution: Mathematical Modeling

Semester: N/O

Unit: 1.0

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**MATH 251 Topics in Applied Mathematics***Magid*

Topic for 1999–00: Statistical Quality Control. Basic tools for statistical quality control, the techniques by which manufacturers ensure the production of quality products. A review of the basic statistical tools, including estimation and hypothesis testing, an introduction to control charts, control charts for attributes, process capability analysis and acceptance sampling.

Prerequisite: 220 or permission of the instructor.

Distribution: Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Spring

Unit: 1.0

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**MATH 302 Elements of Analysis I***Bu*

Metric spaces; compact, complete, and connected spaces; continuous functions; differentiation, integration, and interchange of limit operations as time permits.

Prerequisite: 205, and either 206 (not 206Z) or 225 or 212 (Non-Euclidean Geometry).

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

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**MATH 303 Elements of Analysis II***Shuchat*

A continuation of Math 302. Topics chosen from: theory of Riemann integration, measure theory, Lebesgue integration, Fourier series, and calculus on manifolds. Majors can fulfill the Major Presentation Requirement in this course for 99–00. *Offered in alternate years.*

Prerequisite: 302

Distribution: Mathematical Modeling

Semester: Fall. Not offered in 2000–01.

Unit: 1.0

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**MATH 305 Modern Abstract Algebra I***Magid*

Introduction to groups, rings and fields. Equivalence relations, subgroups, normal subgroups, ideals, homomorphisms and isomorphisms.

Prerequisite: 206; or 206Z and 225; or 206Z and 212 (Non-Euclidean Geometry).

Distribution: Mathematical Modeling

Semester: Fall

Unit: 1.0

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**MATH 306 Modern Abstract Algebra II***Staff*

Topics chosen from field theory and Galois theory. Using groups to study automorphisms of fields generated by the roots of a polynomial, with applications to solvability. Majors can fulfill the Major Presentation Requirement in this course for 99–00.

Prerequisite: 305

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

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**MATH 307 Topology**

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** Introduction to point-set, algebraic, and differential topology. Topics selected from topological spaces, continuity, connectedness, compactness, product spaces, separation axioms, homotopy, the fundamental group, manifolds. *Offered in alternate years.*

Prerequisite: 302

Distribution: Mathematical Modeling

Semester: N/O. Offered in 2000–01.

Unit: 1.0

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**MATH 309 Foundations of Mathematics***Sontag*

An introduction to the logical foundations of modern mathematics, including set theory, cardinal and ordinal arithmetic, and the axiom of choice. Majors can fulfill the Major Presentation Requirement in this course for 99–00. *Offered in alternate years.*

Prerequisite: 302 or 305

Distribution: Mathematical Modeling

Semester: Fall. Not offered in 2000–01.

Unit: 1.0

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**MATH 310/208 Functions of a Complex Variable**

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** Complex numbers and the complex plane. Definitions and mapping properties of elementary complex functions. Analyticity and the Cauchy-Riemann equations. Complex-integration theory including the Cauchy-Goursat

Theorem; Taylor and Laurent series; Maximum Modulus Principle; residue theory and singularities. Additional topics such as conformal mapping and Riemann surfaces as time permits. Assignments will be tailored to the level (200 or 300) for which the student is registered. *Offered in alternate years.*

Prerequisite: 205 is a prerequisite for 208, 302 is a pre- or co-requisite for 310.

Distribution: Mathematical Modeling

Semester: N/O. Offered in 2000–01.

Unit: 1.0

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**MATH 349 Selected Topics***Frechette*

**Topic for 1999–00: Number Theory.** Topics to be chosen from: divisibility, congruences, quadratic reciprocity; distribution of prime numbers, special types of primes, public-key cryptography and the RSA code; elliptic curves, modular forms and Fermat's Last Theorem; unsolved problems in number theory. Students will discover some of the theory by searching for patterns and finding evidence for conjectures. Historical references will be woven throughout the course. Majors can fulfill the Major Presentation Requirement in this course for 99–00.

Prerequisite: 305

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

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**MATH 350 Research or Individual Study**

Prerequisite: Open to juniors and seniors by permission.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**MATH 360 Senior Thesis Research**

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**MATH 370 Senior Thesis**

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**Placement in Courses and Exemption Examinations**

The Mathematics Department reviews elections of calculus students and places them in 103, 105, 115, 116, 116Z, 120, or 205 according to their previous courses and summer placement results. See the descriptions for these courses. No special examination is necessary for placement in an advanced course.

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 (equivalent to 115) and are eligible for 116, 116Z or 120. Those entering with scores of 4 or 5 on the BC Examination receive two units (equivalent to 115 and 116 or 115 and 120) and are eligible for 205. Students with a 4 or 5 on the AP Examination in Statistics receive one unit of credit (equivalent to 101). Advanced Placement credits may not count toward the major. Beginning with the class of 2003, Advanced Placement units in Mathematics may not count toward satisfying distribution requirements.

## Directions for Election

Students majoring in mathematics must complete 115 and 116 or 116Z (or the equivalent) and at least seven units of Grade II and III courses, including 205, 206 (or 206Z), 302, 305, and one other 300-level course. Potential majors who have completed a year of calculus are encouraged to consider taking 200, to get a taste of mathematics beyond calculus. Students entering with AP credits must complete 8 units in the department.

Students expecting to major in mathematics should complete the prerequisites for 302 and 305 before the junior year. The prerequisite for 302 is 205 and either 206 (not 206Z) or 225 or 212 (when the topic is Non-Euclidean Geometry). For 305 the prerequisite is either 206; or 206Z and 225; or 206Z and 212 (when the topic is Non-Euclidean Geometry). Independent study units (Math 350, 360, 370) may not count as one of the three 300-level courses required for the major.

Majors are also required to present one classroom talk in either their junior or senior year, usually in one of the courses specially designated as fulfilling this requirement ("Majors can fulfill the Major Presentation Requirement in this

course"). Usually two such courses are designated each semester. In addition, a limited number of students may be able to fulfill the presentation requirement in other courses. Students need to speak with individual instructors to find out what is possible in a given course. (This requirement replaces the old Majors' Seminar Requirement.)

Students expecting to do graduate work in mathematics should elect 302, 305, and at least four 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.

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 (or 206Z) 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 (or 206Z) and (B) three 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 interested in teaching mathematics at the secondary-school level should consult the Chair of the Department of Mathematics and the Chair of the Department of Education. Students interested in taking the actuarial science examinations should consult the Chair of the Department of Mathematics.

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, 305, and four other Grade III courses, and two written comprehensive examinations or (2) two semesters of thesis work (360 and 370). An oral examination is required for both programs.



# Medieval/Renaissance Studies

## AN INTERDEPARTMENTAL MAJOR

Director: *Mikalachki (English)*

The major in Medieval/Renaissance Studies enables students to explore the richness and variety of European and Mediterranean civilization from later Greco-Roman times through the Renaissance and Reformation, as reflected in art, history, literature, music, and religion. It has a strong interdisciplinary emphasis; we encourage students to make connections between the approaches and subject matters in the different fields that make up the major. At the same time, the requirements for the major encourage special competence in at least one field.

For a Medieval/Renaissance Studies major, students must take at least eight (8) units of course work from the list that follows. Of these, at least four must be above the 100-level in a single department; in addition, two units of course work must be at the 300-level. Each year at least one seminar is offered which is especially designed to accommodate the needs and interests of majors. The Majors' Seminars for 1999-2000 are ARTH 325/ENG 325 (1) Figures of Grace in Renaissance Art and Literature and ENG 315/REL 365 (2) Advanced Studies in Medieval Literature. Topic for 1999-2000: Images of the Other in the European and Islamic Middle Ages. (For details, see the department entries for Art, English, or Religion.)

Majors who are contemplating postgraduate academic or professional careers in this or related fields should consult faculty advisors to plan a sequence of courses that will provide them with a sound background in the linguistic and critical techniques essential to further work in their chosen fields. We make every effort to accommodate individual interests and needs through independent study projects (350s and senior theses) carried out under the supervision of one or more faculty members and designed to supplement, or substitute for, advanced seminar-level work.

There are numerous opportunities for study abroad for those who wish to broaden their experience and supplement their research skills through direct contact with European and Mediterranean culture. By participating in the Collegium Musicum, students can learn to perform Medieval and Renaissance music; see the departmental entry for Music.

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### ME/R 246 Monsters, Villains, and Wives *Looper (English)*

The cast of characters in this course will include famous monsters, villains, and wives from early English, French, and Anglo-Norman literature, ranging from the giant Grendel in *Beowulf* to the arch-villain Ganelon in *The Song of Roland*, from Guinevere to the wife of the enigmatic Green Man in *Sir Gawain and the Green Knight*. Texts will include *Beowulf*, the *Song of Roland*, Chrétien de Troyes' *Erec and Emide*, selected *lais* by Marie de France, and *Sir Gawain and the Green Knight*. In addition to tracing the monstrous, villainous, and wifely through these poems, we will also consider their contribution to an evolving literary tradition that moved generically from epic to romance and geographically back and forth between England and France. All texts will be read in modern English, in facing page translations from the original languages when available. *Students who have taken English [211] may not enroll in this class.*

Prerequisite: Open to sophomores, juniors, and seniors; and also to first-year students by permission of the instructor.

Distribution: Language and Literature  
Semester: Fall

Unit 1.0

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### ME/R 247 Arthurian Legends

**NOT OFFERED IN 1999-00.** A survey of legends connected with King Arthur from the sixth century through the fifteenth, with some attention to the new interpretations in the nineteenth and twentieth centuries.

Prerequisite: Open to sophomores, juniors, and seniors; and also to first-year students by permission of the instructor.

Distribution: Language and Literature  
Semester: N/O

Unit 1.0

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### ME/R 248 Medieval Women Writers

*Jacoff (Italian)*

This course explores a variety of texts by medieval women writers and the contexts in which and against which they were written. These texts raise questions about the role of the female body and about strategies of self-authorization which remain important today. The writers we will consider in depth are Marie de France, Eloise (and Abelard), selected medieval mystics, Margery Kempe, Julian of Norwich, and Christine de Pizan.

Prerequisite: None  
Distribution: Language and Literature  
Semester: Spring

Unit 1.0

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**ME/R 249 Imagining the Afterlife**

*Jacoff (Italian)*

**NOT OFFERED IN 1999–00.** An exploration of medieval visions and versions of the afterlife in the classical, Christian, and Jewish traditions. Material from popular visions, literary texts, and the visual arts. Focus on the implications of ideas about life after death for understanding medieval attitudes toward the body, morality, and life itself.

Prerequisite: None. Preference given to Medieval/Renaissance majors.

Distribution: Language and Literature

Semester: N/O Unit 1.0

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**ME/R 350 Research or Individual Study**

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring Unit 1.0

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**ME/R 360 Senior Thesis Research**

Prerequisite: By permission of the program in Medieval/Renaissance Studies. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring Unit 1.0

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**ME/R 370 Senior Thesis**

Prerequisite: 360

Distribution: None

Semester: Fall, Spring Unit 1.0

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## Related Courses

*For Credit Toward the Major*

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

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

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

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**ARTH 101/WRIT 125** Introduction to the History of Art: Renaissance to the Present/Writing 125

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**ARTH 202** Romanesque Art

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**ARTH 203** Cathedrals and Castles of the High Middle Ages

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**ARTH 222** Art, Science, and Nature in the Early Modern Era

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**ARTH 229** Renaissance and Baroque Architecture

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**ARTH 243** Roman Art

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**ARTH 247** Islamic Art and Culture

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**ARTH 251** Italian Renaissance Art, 1400-1520

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**ARTH 252** Painting for Princes: Late Medieval Painting and Manuscript Illumination in Italy and France

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**ARTH 253** The Beautiful Book: Medieval and Renaissance Book Illumination

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**ARTH 304** Seminar. Leonardo da Vinci and Michelangelo Buonarroti

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**ARTH 311** Northern European Painting and Printmaking

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**ARTH 325/ENG 325** Figures of Grace in Renaissance Art and Literature

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**ARTH 330** Seminar. Renaissance Venice

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**ARTH 331** Seminar. The Art of Northern Europe

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**ARTH 332** Seminar. Medieval Art

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**GLCV 211/311** Epic and Empire

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**ENG 112** Introduction to Shakespeare

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**ENG 213** Chaucer

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**ENG 222** Renaissance Literature

---

**ENG 223** Shakespeare Part I: The Elizabethan Period

---

**ENG 224** Shakespeare Part II: The Jacobean Period

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**ENG 225** Seventeenth-Century Literature

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**ENG 227** Milton

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**ENG 315/REL 365** Advanced Studies in Medieval Literature. Topic for 1999-2000: Images of the Other in the European and Islamic Middle Ages

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**ENG 324** Advanced Studies in Shakespeare

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ENG 325/ARTH 325 Seminar. Topic for 1999–00: Figures of Grace in Renaissance Art and Literature

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FREN 301 Forms, Reforms and Revolutions: The Middle Ages and Renaissance

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GER 249 Heroic Legends, Courtly Love, and Reformation Satire

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HIST 100 Introduction to Western Civilization

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HIST 208 Society and Culture in Medieval Europe

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HIST 214 Medieval Italy

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HIST 217 The Making of European Jewry, 1085-1815

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HIST 219 The Jews of Spain and Lands of Islam

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HIST 222 The British Isles: From Norman Invasion to Tudor Domination

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HIST 225 The Age of Charlemagne

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HIST 227 The Italian Renaissance

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HIST 228 The Renaissance and Reformation in Northern Europe

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HIST 229/329 Alexander the Great: Psychopath or Philosopher King

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HIST 230 Greek History from the Bronze Age to the Death of Philip II of Macedon

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HIST 231 History of Rome

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HIST 232 The Making of the Middle Ages, 500–1200

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HIST 234 The Later Middle Ages, 1200-1500

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HIST 235 Utopia: Culture and Community in Medieval and Renaissance Europe

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HIST 238 Invasion and Integration: British History, 400–1300

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HIST 246 Medieval and Imperial Russia

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HIST 279 Heresy and Popular Religion in the Middle Ages

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HIST 305 Heirs of the Roman Empire: Byzantium, Latin Christendom, and Islam in the Middle Ages

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HIST 330 Seminar. Medieval Europe

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HIST 349 Seminar. Structures of Authority in Early Modern Europe 1400–1600

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ITAL 263 Dante (in English)

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ITAL 265 Literature of the Italian Renaissance (in English)

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MUS 200 History of Western Music I

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MUS 224/REL 224 Hildegard of Bingen

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PHIL 319 Medieval Philosophy

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POL4 240 Classical and Medieval Political Theory

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REL 160 Introduction to Islamic Civilization

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REL 215 Christian Classics

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REL 216 Christian Thought, 100–1600

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REL 224/MUS 224 Hildegard of Bingen

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REL 225 Women in Christianity

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REL 262 The Formation of the Islamic Religious Tradition

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REL 365/ENG 315 Images of the Other in the European and Islamic Middle Ages

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REL 316 Seminar. The Virgin Mary

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REL 362 Seminar. Religion and State in Islam

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SPAN 252 Christians, Jews, and Moors: The Spirit of Spain in its Literature

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SPAN 300 Honor, Monarchy and Religion in the Golden Age Drama

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SPAN 302 Cervantes

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SPAN 318 Seminar. Love and Desire in Spain's Early Literature

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# Department of Music

Professor: *Zallman, Brody, Fisk (Chair)*

Associate Professor: *Fleurant<sup>A</sup>, Panetta*

Assistant Professor: *Fontijn*

Chamber Music Society: *Cirillo (Director),  
Plaster (Assistant Director), Stumpf*

Collegium Musicum: *Fontijn*

Wellesley College Choirs: *Hulse*

Wellesley College Orchestra:

Instructor in Performing Music:

Piano: *Fisk, Shapiro, Barringer (jazz piano and  
keyboard improvisation), Urban (keyboard  
skills), Yun*

Voice: *Hewitt-Didham, Dry, Sanford*

Jazz Voice: *Adams*

Violin: *Cirillo*

Jazz Violin: *Risk*

Baroque Violin: *Stepner*

Viola: *Gazouleas*

Violoncello:

Double Bass: *Henry*

Flute: *Krueger, Preble*

Jazz Flute: *Marvuglio*

Oboe: *Gore*

Clarinet: *Matasy*

Bassoon: *Plaster*

Saxophone: *Matasy*

Jazz Saxophone: *Miller*

French Horn: *Gainsforth*

Percussion: *Jorgensen*

Marimba: *Zeltsman*

Trumpet: *Hall*

Trombone: *Couture*

Tuba: *Carriker*

Organ: *Christie*

Harp: *Rupert*

Guitar and Lute: *Collver-Jacobson*

Harpichord and Continuo: *Cleverdon*

Viola da Gamba: *Jeppesen*

Recorder: *Stillman*

Performance Workshop: *Staff*

Courses in the Music Department (with the exception of 99, 250, 250H, 299, 308, 350, 350H, 360 and 370) fulfill the Group A distribution requirement.

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## MUS 99 Performing Music

### Staff

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.

Prerequisite: *A basic skills test is mandatory for all students wishing to enroll in Music 99 or 199.*

For those who do not pass this test, a co-requisite to Music 99 is Music 111.

Distribution: None

Semester: Fall, Spring

Unit: None

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## MUS 100 Music in Context

### Fontijn

A listener's introduction to western music, within its cultural and historical contexts. The course will survey prominent forms and styles, beginning with the liturgical and vernacular repertoires of the Middle Ages and extending to music composed within the past year, with an emphasis on American music and film music for the latter period. A fundamental goal of Music 100 is that students learn to listen to music critically: to perceive and interpret formal design, stylistic character, and expressive content in works of many genres. No previous musical training or background is assumed. Two lectures and one conference meeting. May not be counted toward the major.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit 1.0

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## MUS 105 Introduction to World Music

**NOT OFFERED IN 1999-00. OFFERED IN 2000-01.** A survey of non-western music cultures and non-traditional fields, providing a foundation in the methodology and materials of modern ethnomusicology.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered in 2000-01.

Unit 1.0

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## MUS 111 Tuning the Ear, Mind and Body

### Yun

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. May not be counted toward the major. Three class meetings.



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

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### MUS 122 Pitch Structure in Tonal Music

*Brody, Panetta*

A thorough grounding in species counterpoint and tonal cadence structures. Also includes a rigorous review of musical materials and terminology, accompanied by regular ear training practice with scales, intervals, chords, and melodic and rhythmic dictation. Normally followed by 244. Three class meetings.

Prerequisite: Open to all students who have completed or exempted Music 111.

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

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### MUS 199 Performing Music Intermediate

*Staff*

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. One credit is given for a year of study, which must begin in the first semester. 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.

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. No credit will be given unless both semesters are completed satisfactorily.

Prerequisite: A basic skills test is mandatory for all students wishing to enroll in 199. Open by audition to students who are taking, have taken, or have exempted Music 122. Completion of an additional music course is required before credit is given for a second year of 199. Music 122 must normally be completed during the first semester of 199.

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

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### MUS 200 History of Western Music I

*Panetta*

The first half of a comprehensive survey of Western music history, Music 200 covers the Medieval, Renaissance, and Baroque eras (to 1750). We will consider the elements and evolution of musical forms and styles, and examine the

role of the artist in society, the intersections between popular and art music, and the influence of patronage and politics on artistic creation. The course places special emphasis on the acquisition of analytical skills, and students are encouraged to devise and support interpretive hypotheses in written essays. This survey is continued by Music 201 in the second semester.

Prerequisite: 244  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit 1.0

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### MUS 201 History of Western Music II

*Panetta*

A completion of the survey of Western music history begun in 200 (I), Music 201 examines the pre-Classical, Classical, and Romantic periods, as well as the music of the twentieth century. The course places special emphasis on the acquisition of analytical skills, and students are encouraged to devise and support interpretive hypotheses in written essays.

Prerequisite: 244  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit 1.0

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### MUS 209/AFR 224 A History of Jazz

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** This course offers a listener's introduction to jazz, one of the greatest expressions of American artistic genius. Early jazz drew from several vibrant streams of indigenous musical art (including ragtime and Blues idioms), and subsequent stylistic phases have corresponded closely to significant developments in American social history; knowledge of jazz is thus highly relevant to an understanding of twentieth-century American culture. Through a selection of recordings, we will follow the progression of jazz history from African roots to recent developments; readings from source documents and contemporary accounts will offer perspective on the social history of jazz and the position of the jazz musician in society. Two class meetings, supplemented by weekly film screenings. *Students may register for either MUS 209 or AFR 224. Credit will be given in the department in which the student is registered.*

Prerequisite: None  
Distribution: Arts, Music, Theatre, Film, Video or Historical Studies  
Semester: N/O. Offered in 2000–01. Unit 1.0

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### MUS 210/AFR 210 Folk and Ritual Music of the Caribbean

NOT OFFERED IN 1999–00. OFFERED IN 2000–01.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or

Religion, Ethics, and Moral Philosophy

Semester: N/O. Offered in 2000–01.

Unit 1.0

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### MUS 213 Twentieth-Century Techniques

NOT OFFERED IN 1999–00. OFFERED IN 2000–01. Studies in the language and style of the concert music of the 20th century through analysis of smaller representative compositions of major composers. Short exercises in composition will be designed to familiarize students with the structural principles in the works of these composers.

Prerequisite: 122 or by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered in 2000–01.

Unit 1.0

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### MUS 223 *Das Lied*: The Music and Poetry of the German Art Song

*Fontijn*

The German Lied dates back to the Middle Ages as one of the language's major cultural expressions. This course proposes to examine the development of the genre via analysis of the German poetry and the music that composers set to the texts, allowing students to enlarge their musical vocabulary. The musical expression heightens the meaning of the text and in many cases elucidates the action thereof. Material to be studied will include works by well-known German, as well as non-German artists working in the German tradition. No previous musical training or background is required, however, the course may count as an elective course towards the music major.

Prerequisite: None

Distribution: Language and Literature or Arts, Music, Theater, Film, Video

Semester: Spring

Unit: 1.0

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### MUS 224/REL 224 Hildegard of Bingen

*Elkins (Religion), Fontijn*

In celebration of the nine-hundredth anniversary of her birth, this interdisciplinary seminar will focus on the music, dramatic productions, vision literature, and theology of the renowned twelfth-century abbess Hildegard of Bingen. Attention will also be given to her scientific work on medicine, the manuscript illuminations of her visions, and the productions of her music popular today.

Students will have the opportunity to perform Hildegard's music with the Wellesley College Collegium Musicum directed by Claire Fontijn. *Students may register for either MUS 224 or REL 224. Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Religion, Ethics and Moral Philosophy

Semester: Fall

Unit 1.0

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### MUS 225/325/AFR 232/332 Topics in Ethnomusicology: Africa & The Caribbean

NOT OFFERED 1999–00. The course will focus on the traditional, folk and popular musics of Africa and the Caribbean. Emphasis will be put on issues of Africanism and marginal retentions in the musics of Brazil, Cuba and Haiti, the three major countries in the Americas known for their Africanism. The musics of Candomble, Santeria, and Vodun, and as well as the samba, rumba and meringue, the national musics of the three New World countries under consideration will be discussed in terms of their respective influence on the modern musics of Africa. Finally, the musical "round trip" between Africa and the Caribbean whereby the genre such as the rumba spawned new forms like the juju of Nigeria, the soukous of Zaire and the highlife of Ghana will be also discussed in the course. *Students may register for either MUS 225/325 or AFR 232/332. Credit will be given in the department in which the student is registered.*

Prerequisite: 100, 111, 122 or by permission of the instructor. In addition, for MUS 325 or AFR 332, MUS 200 is required.

Distribution: Arts, Music, Theatre, Film, Video or Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit 1.0

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### MUS 235/335 Music in Historical/Critical Context

NOT OFFERED IN 1999–00. **Topic: Women in Music.** An introduction to the history of works composed by women and to feminist music criticism and analysis. Issues surrounding women as composers, performers, and patrons as well as those concerning notions of gender, race, and sexuality are addressed in lectures, discussions, readings, listening assignments, compositions, and informal performances. While both levels emphasize socio-cultural critique and feminist theory, Music 335 focuses on analysis and listening skills.

Prerequisite: 235, open to all students; 335: 200 or 201 required.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit 1.0

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### MUS 244 Harmony

Zallman

A continuation of 122. Written exercises in four-part and keyboard-style harmony, accompanied by a keyboard lab with practice in figured bass and playing basic harmonic progressions. Range of study will include harmonic functionality, techniques of expansion, and melodic ornamentation, with practice in fundamental techniques of analysis. Three class meetings and one 60-minute laboratory.

Prerequisite: 122

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit 1.0

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### MUS 249 Musical Scholarship, Musical Thought, and Performance

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** An exploration of some of the ways that historical, analytical, and critical study of music can contribute to its performance. The course will undertake several historical and analytic “case studies,” each of a piece from a different historical period and for a different combination of performers. In each case, we will attempt to reach an understanding of historical and musical forces that motivate the particular shape and character of the music, and will investigate how such understanding can in turn motivate the ways performers bring shape and character to their performances. Strongly recommended for students in 199 and, especially, 299.

Prerequisite: 122, 244 (co-requisite), or by permission of the instructor

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered in 2000–01.

Unit 1.0

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### MUS 250 Research or Individual Study

Prerequisite: Open to qualified students by permission.

Distribution: None

Semester: Fall, Spring

Unit 1.0

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### MUS 250H Research or Individual Study

Prerequisite: Open to qualified students by permission.

Distribution: None

Semester: Fall, Spring

Unit 0.5

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### MUS 275 Computer Music: Synthesis Techniques and Compositional Practice

Brody

An overview of the fundamental concepts, techniques and literature of electronic and computer music. Topics include: the technology of acoustic and digital musical instruments, MIDI programming, sound synthesis techniques (frequency modulation, sampling, linear synthesis, wave-

shaping, etc.), and the history of electronic music. Students will produce brief compositional exercises as well as learning basic programming and related technical skills.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit 1.0

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### MUS 299 Performing Music Advanced

Staff

One hour private lesson per week. A minimum of ten hours of practice per week is expected. Music 299 may be repeated without limit. One credit is given for a year of study. Not to be counted toward the major in music. For further information, including fees, see Performing Music and Performance Workshop: Private Instruction and Academic Credit. See also Music 99, 199, and 344.

Students who have taken or exempted Music 122 and have completed at least one year of Music 199 are eligible for promotion to 299. One 200 or 300 level music course must be completed for each unit of credit granted for Music 299. (A music course used to fulfill the requirement for Music 199 may not be counted for 299.)

A student eligible for Music 299 is expected to demonstrate accomplishment distinctly beyond that of the Music 199 student. Students are recommended for promotion by their instructor and must have received a grade not lower than a B+ on their final 199 jury examination. *No credit will be given for this course unless both semesters are completed satisfactorily.*

Prerequisite: 199

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall-Spring

Unit 1.0

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### MUS 300 Major Seminar. Studies in History, Theory, Analysis, Special Topics

Offered in both semesters with two topics each semester.

Prerequisite: 200-201 and 244, or permission of the instructor

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall, Spring

Unit: 0.5

Zallman

**Topic A: The Score: A Study of the Primary Principles of Instrumentation and Orchestration.** Students will gain practice and confidence in score reading as well as an understanding of the capabilities of individual instrumental families and orchestral sonorities. The final group project will be a transcription of a Haydn piano sonata for orchestra which will have a reading by the



Wellesley Chamber Orchestra. Open to students that are fluent in reading bass and treble clef and have some experience with alto, or any movable C clef. *Taught in Fall 1999.*

#### *Panetta*

**Topic B: Duke Ellington: Recordings and Films of the Earlier Years.** Over a period of 15 years beginning in the mid-1920s, Duke Ellington and his Orchestra advanced a repertoire of works that greatly expanded the musical, emotional, and intellectual scope of jazz. Working in a genre perceived by many to be trivial and ephemeral, Ellington brought boundless artistic imagination, high ideals, and a determination to celebrate and memorialize the African-American experience. We will examine both the voluminous recorded output of the Ellington band and several of the short films they made, considering them against the social and intellectual background of the time. *Taught in Fall 1999.*

#### *Fisk*

**Topic C: Chopin's Genres.** Frederic Chopin was in many respects a paradoxical figure: a Polish nationalist who felt most at home in Paris; a brilliant performer who shunned many opportunities to perform; a Romantic Neo-Classicalist; the lover and companion of feminist writer George Sand, but characteristically treated by her as her child; one of the most popular and beloved composers of all time, and yet traditionally marginalized as a miniaturist, a salon composer, or as an 'effeminate' composer. One way that Chopin brought fullness to his piano-centered oeuvre was by creating a virtual world of musical genres (ballade, scherzo, nocturne, waltz, polonaise, mazurka, prelude) that by himself he either invented or redefined as independent concert pieces. This course will explore the metaphor of Chopin's generic 'system' as a kind of musical ghetto, an alluring but until recently, despite its enormous popularity, never fully validated musical world unto itself. *Taught in Spring 2000.*

#### *Brody*

**Topic D: Interpreting New Music: Scholarship and Criticism of Contemporary Composition.** In recent years, a number of prominent scholars (e.g., Joseph Kerman, Susan McClary, and Richard Taruskin) have turned their attention to the music of the second half of the twentieth century. Their discussion of this music is often highly polemical. By examining their more controversial positions, we will clarify some of the contested aesthetic issues that currently face composers, theorists, musicologists, and critics alike. A wide range of contemporary musical practices will be considered, including popular as

well as elite cultural production. Students will both read and evaluate writing about contemporary music and write their own critical essays on recent musical works and ideas. *Taught in Spring 2000.*

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#### MUS 308 Choral and Orchestral Conducting *Wu*

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, 315 (which may be taken concurrently), or by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit 1.0

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#### MUS 313 Twentieth-Century Analysis and Composition

**NOT OFFERED IN 1999-00.** A study of compositional devices of 20th-century music through the analysis of selected short examples from the literature. Music 213 and 313 will meet together. However, Music 313 will focus on the composition of complete pieces in addition to other regular class assignments.

Prerequisite: 122 or permission of instructor

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit 1.0

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#### MUS 314 Tonal Composition

##### *Hulse*

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: 244

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit 1.0

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#### MUS 315 Advanced Harmony

**NOT OFFERED IN 1999-000.** Follows Music 244: study of common phrase structures, simple formal patterns; chromaticism derived from diatonic tonal procedures and chromatic cords through written exercises in free textures and analysis of some late Beethoven piano compositions. This year's course will include an introduction to basic Schenkerian terminology and modes of analysis.

Prerequisite: 244; plus any of the following - 313, 314, 201

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit 1.0



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### MUS 333 Topics in the Literature of Music

*Zallman*

**Topic for 1999–00: Russian Composers of the 20th Century.** The music reviewed in this course will be selected from the large orchestral works of the major Russian composers writing primarily in the early to middle of the century: Rachmaninoff, Skriabin, Prokofiev, Shostakovich and others.

Prerequisite: 200 or 201, and 244. Any student with advanced music reading skill may be admitted with permission of the instructor.

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

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### MUS 344 Performing Music-A Special Program

*Staff*

Intensive study of interpretation and of advanced technical performance problems in the literature. One hour lesson per week plus a required performance workshop. Note that the only credit course in performance that can count toward the music major is Music 344.

Prerequisite: One to four units may be counted toward the degree, provided at least two units in the literature of music other than Music 200-201, a prerequisite for 344, are completed. One of these units must be Grade III work, the other either Grade III or Grade II work which counts toward the major. Music 344 should ordinarily follow or be concurrent with such courses in the literature of music; not more than one unit of 344 may be elected in advance of election of these courses. Only one unit of 344 may be elected per semester. Permission to elect the first unit of 344 is granted only after the student has successfully auditioned for the department faculty upon the written recommendation of the instructor in performing music. This audition ordinarily takes place in the second semester of the sophomore or junior year. Permission to elect subsequent units is granted only to a student whose progress in 344 is judged excellent.

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

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### MUS 350 Research or Individual Study

Directed study in analysis, composition, orchestration, or the history of music.

Prerequisite: Open to qualified juniors and seniors by permission.

Distribution: None  
Semester: Fall, Spring Unit 1.0

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### MUS 350H Research or Individual Study

Prerequisite: Open to qualified students by permission.

Distribution: None  
Semester: Fall, Spring Unit 0.5

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### MUS 360 Senior Thesis Research

Prerequisite: By permission of department. See Directions for Election and Academic Distinctions.

Distribution: None  
Semester: Fall, Spring Unit 1.0

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### MUS 370 Senior Thesis

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit 1.0

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## Related Courses

*For Credit Toward the Major*

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### AFR 224 A History of Jazz

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GER 253 Music and Literature: The German Tradition

## Directions for Election of Major and Minor

The music major is a 10-unit program. The normal sequence of courses for the major is: 122, 244 (theory and harmony); 200-201; one of the following: 313, 314 (composition), 315 (advanced harmony); a total of two semesters of 300 (a Major Seminar offered in four modular units per year with changing topics in the areas of history, theory, analysis, plus one special topic module). Also required are three additional elected units of 200 or 300 level work.

A minor in music, a 5 unit program, consists of: 122, 244; 200-201 or one of these plus another history or literature course, and one additional 300 level course.

The Major Seminar is open both to minors and other students with appropriate prerequisites.

Students who plan to undertake graduate study in music should be aware that a knowledge of both German and French is essential for many kinds of work at that level, and a proficiency in Italian is highly desirable. Also of value are studies in European history, literature, and art.

Music majors are especially urged to develop their musicianship—through the acquisition of basic keyboard skills, through private instruction in practical music, and through involvement in the Music Department's various performing organizations.

Group instruction in basic keyboard skills, including keyboard harmony, sight reading and score reading, is provided to all students enrolled in any music course (including Music 100 with the instructor's permission and if space is available) and to Music 99 students with the written recommendation of their studio instructor. Ensemble sight reading on a more advanced level is also available for advanced pianists.

The department offers a choice of three programs for Honors, all entitled 360/370. Under Program I (two 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: 315 and distinguished work in 313 and/or 314. 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.

## Performing Music

### Instrument Collection

The Music Department owns 39 pianos (which include 28 Steinway grands, 2 Mason and Hamlin grands, and 5 Steinway uprights), a Fisk practice organ, a harp, a marimba, 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 2 Clementi pianos; a lute, 8 violas da gamba, a baroque violin, and an 18th century Venetian viola; a sackbut, krummhorns, shawms, recorders, a renaissance flute, 2 baroque flutes, and a baroque oboe.

Of particular interest is the 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, trombone, tuba, recorder, lute, classical guitar, saxophone, and jazz instruction in piano, violin, saxophone, flute, and percussion, and voice.

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 Placement Test 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 and are taking the normal length of lesson. All other Music 199 and 299 students are charged \$650, the rate for one half-hour lesson per week throughout the year; the Music Department pays for their additional time. Students who contract for performing music instruction under Music 99 are charged \$650 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 fortepiano, harpsichord and organ is \$45. Performing music fees are payable early in the fall semester and are not refundable. Lessons in performing music begin in the first week of each semester.

For purposes of placement, a basic skills placement examination is given *before classes start in the fall semester. All students registered for 111, 122, or private instruction (Music 99-199) are required to take the examination.*

Arrangements for lessons are made at the Music Department office during the first week of the semester. Students may begin private study in Music 99 (but not Music 199 or 299) at the start of the second semester, if space permits.

#### **Academic Credit and Corequisites for Music 199 and 299**

Credit for performing music is granted only for study with our own performance faculty, not with an outside instructor; the final decision for acceptance is based on the student's audition. One unit of credit is granted for a full year (two semesters) of study in either Music 199 or 299; i.e., both semesters must be satisfactorily 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. Music 122 is normally taken along with the first semester of lessons for credit. An additional music course must be elected for each unit of credit after the first year.

The Music Department's 199 and 299 offerings are made possible by the Estate of Elsa Graefe Whitney '18.

#### **Group Instruction**

Group instruction in classical guitar, percussion, viol consort, renaissance winds, and recorder is available for a fee of \$100 per semester.

#### **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 consists of approximately 60 singers devoted to the performance of choral music from the Baroque period through the twentieth century. Endowed funds provide for joint concerts with men's choral groups and orchestra. The choir gives concerts on and off campus and tours nationally and internationally during the academic year. Auditions are held during orientation week.

#### **The Wellesley College Glee Club**

The Glee Club, founded in the fall of 1989, consists of about 70 members whose repertoire includes a wide range of choral literature. In addition to local concerts on and off campus, the Glee Club provides music at various chapel services and collaborates with the College Choir at the annual Vespers service. Auditions are held each semester during orientation week.

#### **The Wellesley College Chamber Singers**

The Chamber Singers, founded in the fall of 1988, is a vocal chamber ensemble of 12 to 16 women from the College Choir's finest singers. The group specializes in music for women's voices and women's voices with instruments and gives concerts in conjunction with other college music organizations during the academic year. Their highly acclaimed performances of new music have resulted in invitations to perform at several area music festivals.

#### **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. Separate consort instruction is available in viola da gamba, renaissance winds, and recorder for both beginning and advanced players for a fee of \$100 per semester. Members of such groups are encouraged to take private instruction as well. See under Performing Music: Instrument Collection.

#### **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 involving chamber ensembles of many different kinds.

#### **The Wellesley College Orchestra**

The Wellesley College Orchestra is a small symphony orchestra with a membership of approximately 40-50 musicians from Wellesley, MIT, and other surrounding college communities. Selection for membership is based on auditions in the Fall and Spring semesters. The group is directed by a faculty conductor but is run by students with a student assistant conductor, also chosen by audition. Repertoire includes works from several periods for symphonic orchestra, with possibilities for solo performance.

#### **Prism Jazz**

Prism Jazz is a faculty-directed jazz ensemble of 7-11 students which plays a mix of written arrangements and improvised ensemble parts. Rehearsals focus on developing fluency in the language of jazz improvisation, although previous jazz experience is not required. The ensemble performs several times each year and gives joint concerts with other area colleges. Workshops with guest artists on jazz improvisation are also offered. Auditions are held at the beginning of each year.

## Body and Soul

Body & Soul is a faculty-directed vocal jazz ensemble of 6-8 singers which performs several times during the academic year. The ensemble focuses on developing improvisational skills through individual and group repertoire. Previous jazz experience is not required. Auditions are held at the beginning of each year.

## Yanvalou

Yanvalou, a faculty directed ensemble that performs the traditional music of Africa and the Caribbean, provides students an opportunity to practice on authentic instruments, and to experience the culture of Africa through its music. In collaboration with the Harambee dancers, Yanvalou performs several concerts throughout the academic year.

## The MIT Symphony 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.

# Neuroscience

## AN INTERDEPARTMENTAL MAJOR

Director: *Beltz (Biological Sciences)*

The Departments of Biological Sciences, Chemistry and Psychology offer an interdepartmental major in neuroscience that provides for interdisciplinary study of the nervous system and biological and chemical mechanisms underlying behavior. This major replaces the interdepartmental major in psychobiology.

A major in neuroscience must include the following core courses: Biological Sciences 110, 111, and 213; Chemistry 110 and 111 (or 120), and 211; Psychology 205. Majors must elect two Grade II courses: one of the following Biological Sciences 219, 220, Chemistry 221, 222, and one of the following Psychology 215, 216, 217, 218. To be eligible for the Honors program, students should have completed all of the above by the end of the junior year. Additionally, majors must elect two Grade III courses, at least one of which must be a laboratory course. Acceptable Grade III courses are Biological Sciences 302, 306, 312, 315, 332; Psychology 318, 319. Any other Grade III courses must be specifically approved by the Director.

Students wishing to attend graduate school in neuroscience should take Chemistry 313 and a course in Physics.

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### NEUR 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### NEUR 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### NEUR 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0



# Peace and Justice Studies

## AN INTERDEPARTMENTAL MAJOR AND MINOR

Directors: *Kazanjian (Dean of Religious/Spiritual Life), Merry (Anthropology)*

The Peace and Justice Studies program provides students with the opportunity to integrate in a program of study the many areas of intellectual inquiry relating to the historical and contemporary search for a peaceful and just society and world. In addition to the courses offered below, Peace and Justice Studies annually offers lectures, workshops, symposia and internships open to all students.

A major (8 units) or minor (5 units) in Peace and Justice studies should be designed in consultation with the program directors according to the provisions on p. . It should include:

### 1. Two (2) required courses:

PEAC 104 Introduction to the Study of Conflict, Peace and Justice

PEAC 259 Peace and Conflict Resolution

### 2. Six (6) courses (for major) or three (3) courses (for minor) through which students are expected to develop proficiency in both areas:

a) the social, political, historical and cultural factors that lead to conflict, violence and injustice.

b) the various strategies and techniques of peace-making and justice-seeking at the level of nation states, social groups and communities within nation states, and interpersonal and individual relationships.

Students are expected to develop expertise in a particular international, national, regional or local conflict situation.

### 3. Students majoring or minoring in Peace and Justice Studies are usually expected to include an experiential education component in their course of study. This should be done in consultation with the program directors and may include: wintersession, summer or year-long internships, course-related experiential education programs or community service projects

All courses in the Peace and Justice Studies Department (with the exception of 350, 360, 370) fulfill the Group B<sup>2</sup> distribution requirement.

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## PEAC 104 Introduction to the Study of Conflict, Justice and Peace

*Kazanjian, Merry*

An interdisciplinary introduction to the study of conflict, justice and peace. The course engages students in developing an analytical and theoretical framework for examining the dynamics of conflict, violence and injustice and the strategies that have been employed to attain peace and justice including: balance of power, cooperation, diplomacy and conflict resolution, law, human rights, social movements, social justice (economic, environmental and race/class/gender), interpersonal communication and spirituality. The program directors will serve as ongoing instructors for the course leading weekly discussion groups as faculty members from various departments provide lectures on the above topics.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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## PEAC 259 Peace and Conflict Resolution

*Rosenwald (English)*

**Topic for 1999–00: Nonviolence and American Literature.** A course centered around three questions: 1) What is nonviolence? 2) How has American literature depicted it? 3) How have nonviolent activists and thinkers written and read American literature? Discussion of memoirs, essays, and poems by such nonviolent activists and thinkers as John Woolman, William Lloyd Garrison, Henry David Thoreau, Jane Addams, William James, Dorothy Day, and Martin Luther King, and of literary depictions of nonviolence by such writers as Nathaniel Hawthorne, Harriet Beecher Stowe, and Norman Mailer; conversation with guest speakers from the nonviolent community.

Prerequisite: None

Distribution: Language and Literature or Religion, Ethics and Moral Philosophy

Semester: Spring

Unit: 1.0

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## PEAC 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## PEAC 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## PEAC 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

The courses listed below are representative of courses throughout the curriculum which emphasize topics related to the study of peace and justice. Students may petition the program directors to include other courses in their major or minor which are not listed below.

AFR 204 Third World Urbanization

AFR 205 The Politics of Race Domination in South Africa

AFR 208 Women in the Civil Rights Movement

AFR 219 Economic Issues in the African American Community

AFR 306 The Underclass: Comparative Case Studies

AFR 318 Seminar: Women and the African Quest for Modernization and Liberation

ANTH 210 Racism and Ethnic Conflict

ANTH 234 Urban Poverty

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

ANTH 346 Colonialism, Development and Nationalism

ECON 220 Development Economics

ECON 243 Gender and Race in U.S. Economic History

ECON 315 History of Economic Thought

ECON 343 Feminist Economics

EDUC 216 Education, Society and Social Policy

ENG 114 Race, Class, and Gender in Literature

ENG 364 Race and Ethnicity in American Literature

EXP 151 Asian American Experience

HIST 103 History in Global Perspective: Cultures in Contact and Conflict

HIST 240 The World at War: 1937–1945

HIST 249 Warfare and Society in the West from 1600 to the Nuclear Age

HIST 263 South Africa in Historical Perspective

HIST 265 History of Modern Africa

HIST 276 China in Revolution

HIST 284 The Middle East in Modern History

HIST 295 Strategy and Diplomacy of the Great Powers since 1789

HIST 338 Seminar: European Resistance Movements in World War II

PHIL 206 Normative Ethics

PHIL 213 Social and Political Philosophy

POL2 207 Politics in Latin America

POL2 211 Politics of South Asia

POL2 301 Seminar: Transitions to Democracy

POL2 305 Seminar: Military in Politics

POL2 306 Seminar: Revolutions in the Modern World

POL2 307 Seminar: Women in Development

POL2 308 Environmental Politics in Industrialized Societies

POL3 221 World Politics

POL3 224 International Security

POL3 323 The Politics of Economic Interdependence

POL3 327 International Organization

POL3 328 After the Cold War

POL3 329 International Law

POL3 330 Seminar: Negotiation and Planning

POL3 331 Seminar: Women, War and Peace

POL3 332 Seminar: People, Agriculture and the Environment

POL4 347 Seminar: Utopian Political Thought

POL3 348 Seminar: Problems in North South Relations

PSYC 347 Seminar: Ethnicity and Social Identity

REL 226 Liberation Theology

REL 230 Ethics

REL 257 Contemplation and Action

REL 351 Seminar: Religion and Identity in Modern India

SOC 201 Contemporary Social Theory

SOC 209 Social Inequality: Class, Race and Gender

SOC 217 Power: Personal, Social, and Institutional Dimensions

SPAN 251 Freedom and Repression in Latin American Literature

SPAN 267 The Writer and Human Rights in Latin America

SPAN 287 Women in the Americas: Empowering Diversity

WOST 208 The Social Construction of Gender

WOST 222 Women in Contemporary Society

WOST 254 Women as Subjects of International Law

WOST 302 Seminar: Women, War and Peace

WOST 303 African Women and Activism

## Department of Philosophy

Professor Emeritus: *Putnam*

Professor: *Chaplin, Congleton<sup>A2</sup>(Chair-Fall), Menkiti<sup>A</sup>, Piper, Stadler<sup>A2</sup>, Winkler<sup>A2</sup>*

Visiting Professor: *Wong*

Associate Professor: *McIntyre<sup>A1</sup>(Chair-Spring)*

Assistant Professor: *McGowan*

Visiting Assistant Professor: *Bittner*

Visiting Instructor: *Taggart*

All courses in the Philosophy Department (with the exception of 350, 360, 370) fulfill the Group B<sup>1</sup> distribution requirement.

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### PHIL 103 Self and World: Introduction to Metaphysics and Epistemology

*Taggart (Fall), McGowan (Spring)*

This course introduces basic philosophical methods and concepts by exploring a variety of approaches to some central philosophical problems. Topics covered include the existence of God, skepticism and certainty, the relation between mind and body, the compatibility of free will and causal determination, the nature of personal identity, and the notion of objectivity in science and ethics. Readings are drawn from historical and contemporary texts. Discussions and assignments encourage the development of the students' own critical perspective on the problems discussed.

Prerequisite: None

Distribution: Epistemology and Cognition

Semester: Fall, Spring

Unit: 1.0

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### PHIL 106 Introduction to Moral Philosophy

*Piper (Fall), Stadler (Fall), Piper (Spring)*

A study of central issues in moral philosophy from ancient Greece to the present day. Topics include the nature of morality, conceptions of justice, views of human nature and their bearing on questions of value, competing tests of right and wrong. Discussion of contemporary moral problems. Readings in several major figures in the history of moral philosophy.

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy

Semester: Fall, Spring

Unit: 1.0

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### PHIL 200 Reason, Truth and Representation: Western Philosophy from Montaigne to the Present

NOT OFFERED IN 1999-00. An introductory survey of competing views of the scope of rea-

son, the nature of truth, and the limits of representation, from the sixteenth century to the present. Particular emphasis on influential twentieth-century movements such as pragmatism, phenomenology, logical positivism, existentialism, recent analytic philosophy, and postmodernism. Readings in a wide range of accessible primary sources. Among the authors: Montaigne, Descartes, Fichte, Nietzsche, James, Wittgenstein, Sartre, Quine, Murdoch, Lyotard.

Prerequisite: Open to sophomores, juniors, and seniors, and to first-year students with one course in philosophy.  
Distribution: Epistemology and Cognition  
Semester: N/O Unit: 1.0

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### PHIL 201 Ancient Greek Philosophy

*Congleton*

A study of ancient Greek philosophy through study of the dialogues of Plato and the treatises of Aristotle. Emphasis will be on questions of human knowledge, ethics, and politics.

Prerequisite: Not open to students who have taken 101 or 101/125.  
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy  
Semester: Fall Unit: 1.0

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### PHIL 202 African Philosophy

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** 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.

Prerequisite: Open to seniors, juniors, and sophomores. Not open to first-year students.  
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy  
Semester: N/O. Offered in 2000–01. Unit: 1.0

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### PHIL 203 Philosophy of Art

*Stadler*

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.

Prerequisite: Open to first-year students who have taken one unit in philosophy, and to sophomores, juniors, and seniors without prerequisite.  
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy  
Semester: Fall Unit: 1.0

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### PHIL 204 Philosophy and Literature

*Taggart*

This course examines the question what sort of object is the literary text and what are the ontological issues raised by acts of literary interpretation. It also examines the complex relationship between fiction and fact, and between fiction and morality. The treatment of commitment to self and others, of self-knowledge and self-identity, and of individual and social ideals, will also be explored. We end the course by looking at poetry—how it has meaning despite an inbuilt element of opacity of reference and how it succeeds not only in shaping, but also healing the world.

Prerequisite: Open to seniors, juniors, and sophomores. Not open to first-year students.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Spring Unit: 1.0

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### PHIL 205 Chinese Philosophy

*Wong*

Introductory study in English translation of the ancient philosophies of Confucianism, Taoism, and Ch'an (Zen) Buddhism. Topics include the importance of community and tradition in the Confucian vision of the good life, the debate among Confucians on the question of whether human nature is innately good, the metaphysical visions of the universe in all three philosophies, and Taoist and Ch'an notions of forgetting self and merging with the universe.

Prerequisite: Open to students who have taken one course in philosophy.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Spring Unit: 1.0

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### PHIL 206 Normative Ethics

*Putnam*

Can philosophers help us to think about moral issues, such as what to do about poverty and hunger, or racism and sexism? How should one live, and why? We shall look at the attempts of some contemporary philosophers to provide answers, or at least guides to finding answers, to these or similar questions. We shall compare and contrast several approaches, for example, putting major weight on consequences, or on conforming to a moral rule, or on being the sort of thing a virtuous person would do.

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



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## PHIL 207 Philosophy of Language

*McGowan*

What is the relation between thought and language? Or between language and the world? What is linguistic meaning, and how does it differ from other kinds of meaning? Why does language matter to philosophy? These are some of the issues we shall discuss, drawing upon the work of Frege, Russell, Quine, Grice, Davidson and Chomsky.

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

Distribution: Epistemology and Cognition

Semester: Fall

Unit: 1.0

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## PHIL 211 Philosophy of Religion

*Staff*

A philosophical examination of the nature and significance of religious belief and religious life. Topics include the nature of faith; the role of reason in religion; the ethical import of religious belief; toleration and religious diversity.

Prerequisite: None

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

Semester: Spring

Unit: 1.0

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## PHIL 213 Social and Political Philosophy

*Chaplin*

What is the best form of life for humans? Is there a good life apart from the community? These questions are at the center of social and political philosophy, and in modern history they have taken several particular forms. Who has authority and why? What are the purposes of political action? How do you reconcile the values of equality, justice, and liberty when they conflict? Does the political have boundaries and, if so, what are they? This course will examine these questions in the light of writings of several eminent social and political philosophers, including Hobbes, Locke, Montesquieu, Rousseau, Mill and Rawls.

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

Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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## PHIL 215 Philosophy of Mind

*McIntyre*

How are thoughts and sensations related to neurological processes? Could mental states be identical to brain states? What is free will? Could we have free will if we live in a deterministic uni-

verse? After examining a variety of answers to these traditional questions in the philosophy of mind we will expand our inquiry to include recent work in philosophy and cognitive science that examines the nature of consciousness, animal intelligence, and the role of emotion in thought and action.

Prerequisite: One course in philosophy, psychology, or cognitive science or by permission of the instructor.

Distribution: Epistemology and Cognition

Semester: Spring

Unit: 1.0

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## PHIL 216 Logic

*Bittner*

An introduction to formal logic. Students will learn a variety of formal methods—methods sensitive only to the form of the arguments, as opposed to their content—to determine whether the conclusions of the arguments follow from their premises. Discussion of the philosophical problems that arise in logic, and of the application of formal logic to problems in philosophy and other disciplines. Some consideration of issues in the philosophy of language.

Prerequisite: None

Distribution: Epistemology and Cognition

Semester: Fall, Spring

Unit: 1.0

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## PHIL 217 Philosophy of Science

**NOT OFFERED IN 1999–00.** This course will survey different versions of realism in the philosophy of science. Various epistemological questions will be discussed. Some examples are: What sort of evidence counts in favor of a scientific theory? When do we have enough evidence to accept a scientific theory? What does accepting a scientific theory commit us to? That is, in accepting a scientific theory must we believe that it is true? Approximately true? Converging on the truth? Are we committed to the existence of all theoretical entities and structures postulated by an accepted scientific theory? Several metaphysical questions will also be addressed. Some examples are: Is there a single way that the world is? What makes two things genuinely similar to one another? Does it have anything to do with us and our interests? What is truth? Is there such a thing as approximate truth?

Prerequisite: Open to sophomores, juniors, and seniors.

Distribution: Epistemology and Cognition

Semester: N/O

Unit: 1.0

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## PHIL 218 Feminist Philosophy of Science

*McGowan*

This course explores ways in which cultural attitudes about gender influence scientific practice. Examples from various sciences will be considered. Some examples of gender bias in science

involve the violation of well-established standards of scientific practice. Other examples, however, raise deeper concerns. Might the very standards of science be questionable from a feminist point of view? Various feminist theories of knowledge will be discussed.

Prerequisite: One course in Philosophy, Women's Studies, or a laboratory science or by permission of the instructor.

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

Semester: Spring

Unit: 1.0

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### PHIL 221 Modern Philosophy

*Winkler*

A study of central themes in 17th- and 18th-century philosophy, concentrating on Descartes, Hume, and Kant. More limited readings in such figures as Spinoza, Locke, Anne Conway, Leibniz, and Berkeley. Among the topics: the relationship between mind and body; the limits of reason; determinism and freedom; the bearing of science on religion.

Prerequisite: Open to first-year students in second semester and to sophomores, juniors and seniors.

Distribution: Epistemology and Cognition or Historical Studies

Semester: Fall

Unit: 1.0

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### PHIL 222 American Philosophy

**NOT OFFERED IN 1999-00.** 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, America's unique contribution to world philosophy. In addition to some of the standard texts, we shall study some writings by women and African-American philosophers. This course is intended for American Studies majors as well as for philosophy majors and anyone else interested.

Prerequisite: 221 or American Studies 101 or by permission of the instructor.

Distribution: Epistemology and Cognition or Historical Studies

Semester: N/O

Unit: 1.0

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### PHIL 223 Phenomenology and Existentialism

*Congleton*

An introduction to the existentialist tradition of Europe in its development from Kant to Sartre. Beginning with a study of the emergence of the notion of the will in Kant, we will continue through Hegel, Schopenhauer and Nietzsche to Sartre, looking particularly at their accounts of freedom, anxiety or dread, and authenticity.

Prerequisite: None

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

Semester: Spring

Unit: 1.0

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### PHIL 227 Philosophy and Feminism

*Congleton*

This course will begin with a consideration of the philosophical foundations of the so-called "first wave" of feminism, the "liberal social contract" feminism that came to prominence in England and the U.S. in the 19th century in the context of the Abolitionist movement. Next will be consideration of how there arose out of this form of feminism women's problem of combining career and family, what is now sometimes called the "double day" problem still handicapping women today. Consideration will then be given to the critiques of liberal feminism developed in "second wave" feminism, especially critiques of liberal feminism's narrowness of race, class, sexuality, and ethnicity. The final section of the course will be a consideration of the alternatives to liberal feminism arising in response to these critiques.

Prerequisite: Open to sophomores, juniors, and seniors.

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

Semester: Fall

Unit: 1.0

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### PHIL 232 Vedanta Ethics and Epistemology

*Piper*

Whereas Western ethics is dominated by the obsession with reconciling self-interest with altruism and passion with reason, the Vedanta ethics and epistemology of ancient India regards the distinction among them as the product of egocentric delusion and ignorance of the true nature of the self. Vedanta confidently prescribes very specific actions and personal practices as time-tested means for achieving insight into the true nature of the self and union with ultimate metaphysical reality. We will study the basic texts in order to evaluate ourselves, our practices, and our values as products of an increasingly ubiquitous Western culture.

Prerequisite: 106, 216, or 213

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

Semester: Spring

Unit: 1.0

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### PHIL 233 Environmental Philosophy

*Winkler*

A study of conceptions of the natural world and our place in it, from the Pre-Socratics and the Book of Genesis to the deep ecologists and ecofeminists of the present day. Readings in the history of philosophy (Aristotle, Descartes, Spinoza, Newton, Rousseau, and Hume, among others), in Emerson and Thoreau, and in contemporary nature writers and natural scientists. Discussion of ethical issues and of third-world critics of western environmentalism.

Prerequisite: None  
Distribution: Epistemology and Cognition or Religion,  
Ethics, and Moral Philosophy  
Semester: Fall Unit: 1.0

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### PHIL 249 Medical Ethics

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** 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, gender surgery, genetic screening, amniocentesis, euthanasia.

Prerequisite: Open to first-year students who have taken one unit in philosophy and to sophomores, juniors, and seniors.

Distribution: Religion, Ethics, and Moral Philosophy  
Semester: N/O. Offered in 2000–01. Unit: 1.0

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### PHIL 302 Kant's Solution to Skepticism and Solipsism

*Piper*

Kant agrees with Hume's claim that immediate sense-experience give us no grounds for inferring the existence of a world external to the self. Kant thinks we can never know what things are like in themselves; we can only know how they appear to us. We can't even know what we ourselves are really like: we can only know what we appear to be. Kant further claims that we construct all of these appearances ourselves; that if we didn't, we wouldn't exist at all. This would seem to mean that we can't have objective knowledge of the external world, other people, or ourselves. It would seem that we're permanently trapped in subjective illusions and biases of our own making. However, Kant also thinks we do have objective knowledge of all of these things. He claims that to know them is the same as to know ourselves. How can Kant reconcile these seemingly contradictory sets of claims? Kant's *Critique of Pure Reason* is the great synthesis of Rationalism and Empiricism, and the progenitor of both Continental Idealism and Anglo-American Positivism. It has influenced fields as disparate as psychology, physics, history, geography, political science, and law. We will study it to see if he can make good on such strong claims.

Prerequisite: 221  
Distribution: Epistemology and Cognition  
Semester: Fall Unit: 1.0

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### PHIL 303 Kant's Metaethics

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** Kant thinks that human beings have moral responsibilities to themselves and to one another because they are autonomous; and that

these responsibilities are universally and cross-culturally valid! How can he justify such controversial claims? Strong justification is important to us since his ethical views have so influenced our conceptions of human rights, justice and legal liability, and have found their way into commonly held convictions about freedom and personal self-determination. This course traces the metaethical foundations of Kant's moral views from his conception of freedom, reason and the self in the *Critique of Pure Reason*, through the *Groundwork of the Metaphysics of Morals*, the *Critique of Practical Reason*, and *Religion Within the Limits of Reason Alone*, to the normative moral theory he develops in the late *Metaphysics of Morals*.

Prerequisite: 221  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: N/O. Offered in 2000–01. Unit: 1.0

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### PHIL 311 Plato

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** A study of Platonic dialogues important in the generation of two contrasting major traditions heavily influenced by Plato: Aristotelianism and neo-Platonism. (Alternates with 312.)

Prerequisite: 201 or equivalent previous study of Plato and Aristotle.

Distribution: Epistemology and Cognition  
Semester: N/O. Offered in 2000–01. Unit: 1.0

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### PHIL 312 Aristotle

*Chaplin*

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. (Alternates with 311.)

Prerequisite: 101, 201, 220 or permission of the instructor.  
Distribution: Epistemology and Cognition  
Semester: Spring Unit: 1.0

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### PHIL 313 Seminar in Metaphysics

*McGowan*

**Topic for 1999–00: Individuation.** This seminar will explore both metaphysical and epistemological issues about individuation. The following questions will be addressed: Does the world come individuated into things and kinds of things independently of us? Or, do we have something to do with it? Might our interests, our investigations or our languages play some role in slicing the world up into things and kinds of things? If so, then are we at least partially responsible for what the world is like? If there is



some substantive sense in which we are responsible for what the world is like, does that mean that objective knowledge of the world is impossible?

Prerequisite: Open to sophomores, juniors and seniors who have taken at least one unit in philosophy, or by permission of the instructor.

Distribution: Epistemology and Cognition

Semester: Fall

Unit: 1.0

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### PHIL 314 Seminar in Theory of Knowledge

*Bittner*

Intensive study of contemporary epistemology, focusing on the topic of *justification*. What is it to justify a belief? Does justification always require the giving of reasons? Is there such a thing as absolute justification, or is justification always relative? Is justification necessary for knowledge?

Prerequisite: 207, or 217, or 221, or by permission of the instructor.

Distribution: Epistemology and Cognition

Semester: Spring

Unit: 1.0

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### PHIL 319 Medieval Philosophy

*Congleton*

We will study the epistemology and philosophical psychology of two twelfth-century philosophers: the Jewish philosopher Moses Maimonides and the Arabic philosopher Ibn Rushd (Averroes); and the thirteenth-century Christian philosopher, Thomas Aquinas. Focus will be on their theories of the human soul, human intellect and will, especially in comparison to the Greek philosophers of Plato and Aristotle, by whom they were greatly influenced.

Prerequisite: 101 or 201 or 220, or by permission of the instructor, equivalent study of Plato and Aristotle.

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

Semester: Spring

Unit: 1.0

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### PHIL 326 Philosophy of Law

*Bittner*

A systematic consideration of fundamental issues in the conception and practice of law. Such recurrent themes in legal theory as the nature and function of law, the relation of law to morality, the function of rules in legal reasoning, and the connection between law and social policy are examined. Clarification of such notions as obligation, power, contract, liability, and sovereignty. Readings will cover the natural law tradition and the tradition of legal positivism, as well as such contemporary writers as Hart and Fuller.

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

Distribution: Religion, Ethics, and Moral Philosophy

Semester: Fall

Unit: 1.0

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### PHIL 327 Theories of Women and the Civic Sphere

*Congleton*

A consideration of the doctrine of "separate spheres" for women and men as it developed historically in the West and in the Western women's movement. The main subject to be examined is whether this doctrine has carried with it a theory of the optimum structure of the self for participation in the "civic" or "public" realm, and if so, what implications this might have for women and men in relation to politics, business and other activities traditionally associated with the civic "sphere."

Prerequisite: 227

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

Semester: Spring

Unit: 0.5

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### PHIL 340 Seminar. Contemporary Ethical Theory

*Wong*

A study of four major problems in contemporary ethical theory: 1) the implications of determinism for free will and moral responsibility; 2) the question of whether morality makes reasonable demands on human nature; 3) whether valid moral demands are to be interpreted as making objective claims about the world (the issue of realism); and 4) whether they remain constant or vary with culture (the issue of relativism).

Prerequisite: Either 103, 106 or 206

Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### PHIL 345 Seminar. Advanced Topics in Philosophy of Psychology and Social Science

*McIntyre*

Topic for 1999-00: **Rationality and Action.** The distinction between practical and theoretical reasoning; the roles of logic, probability, prudence, and emotion in setting norms of rationality; the compatibility of a neurological perspective on the mind with traditional conceptions of deliberation and autonomy.

Prerequisite: 103, 106, 206, 207, 215, 216, 217, 221 or permission of the instructor.

Distribution: Epistemology and Cognition

Semester: Spring

Unit: 1.0

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### PHIL 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission. Distribution: None

Semester: Fall, Spring

Unit: 1.0



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**PHIL 350H Research or Individual Study**

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

Unit: 0.5

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**PHIL 360 Senior Thesis Research**

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**PHIL 370 Senior Thesis**

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**Related Courses**

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*Attention Called*

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**EXTD 103 Introduction to Reproductive Issues**

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**EXTD 201 Current Issues in Bioethics**

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*For Credit Towards the Major*

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**EDUC 102/WRIT 125 Education in Philosophical Perspective**

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**Directions for Election**

The philosophy department divides its courses and seminars into three subfields: (A) the history of philosophy: 201, 205, 221, 222, 223, 302, 303, 311, 312, 319, 349 (when the topic is appropriate); (B) Value Theory: 106, 202, 203, 204, 205, 206, 211, 213, 227, 232, 233, 249, 303, 326, 340, 349 (when the topic is appropriate); (C) Metaphysics and Theory of Knowledge: 103, 200, 202, 207, 211, 215, 216, 217, 218, 219, 232, 233, 240, 256, 302, 304, 313, 314, 345, 349 (when the topic is appropriate).

The **major in philosophy** consists of at least NINE units. Philosophy 201 (or with permission of the chair, 101) and 221 are required of all majors. In order to assure that all majors are familiar with the breadth of the field, each major

must take two units each in subfields B and C. Majors are strongly encouraged to take a third unit in subfield A. Students planning graduate work in philosophy should take 216 and acquire a reading knowledge of Latin, Greek, French or German. In order to assure that students have acquired some depth in philosophy, the department requires that each major complete at least one 300-level unit or seminar in two of the subfields.

The **minor in philosophy** consists of FIVE units. No more than one of these units may be on the 100 level; 201 or 221 is required of all minors; at least one of the five units must be on 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.

The department participates in two exchange programs. First, there is the normal MIT-Wellesley Exchange. MIT has an excellent philosophy department and students are encouraged to consult the MIT catalog for offerings. Second, there is the Brandeis-Wellesley Exchange. Brandeis also has an excellent department and students are encouraged to consult the Brandeis catalog for offerings. Starting in 1991-92, Brandeis and Wellesley have been exchanging faculty on a regular basis to enhance the curricular offerings at each institution.

# Department of Physical Education and Athletics

Professor: O'Neal (*Chair/Athletic Director*),  
Batchelder<sup>A</sup>, Vaughan

Associate Professor: Bauman

Assistant Professor: Dix, Driscoll, Hagerstrom,  
Kiefer, Landau, Peck, Weaver, Webb, Wienski

Instructor: Adams, Annavедder, Babington,  
Battle, Colby, Griswold, Hershkovitz, Klein,  
LaPointe, Liung, Magennis, Normandeau,  
Sebasta, Swirka, Teevens, Wenn, Wilson

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## PE 121 (Fall and Spring) Physical Education Activities and Athletics Teams

### *Physical Education and Athletics Requirement*

To complete the College degree requirement in physical education, a student must earn 8 credit points. Students are strongly urged to earn the 8 credit points by the end of the sophomore year. These credit points do not count as academic units toward the degree, but are required for graduation. There are no exceptions for the degree requirement in physical education and athletics.

## Directions for Election

The requirement can be completed through:

1. completion of sufficient number of physical education instructional classes to earn 8 credits; or
2. sufficient length of participation in Wellesley's 11 varsity athletic teams to earn 8 credits; or
3. a combination of sufficient completion of instructional classes and participation on varsity athletic teams to earn 8 credits, including credits earned at other colleges.

Students can receive *partial* credit towards the 8 credit points through:

1. Independent pursuit either on or off campus (max. 4 points). Students must satisfactorily complete this pre-approved independent study as specified in the *Physical Education and Athletics Curriculum Handbook*.
2. Sufficient length of participation in Wellesley's physical activity clubs (max. 2 points). Students must satisfactorily complete this pre-approved participation as specified in the *Physical Education and Athletics Curriculum Handbook*.

Transfer students will be given partial credit toward the physical education requirement dependent upon year and semester of admission. Usually, students admitted in the sophomore year will be expected to complete 4 credit points at Wellesley. Students admitted in the junior year or as a Davis Scholar will be considered as having completed the degree requirement.

A student's choice of activity is subject to the approval of the Physical Education and Athletics Department and the College Health Services. If a student has a temporary or permanent medical restriction, she, the Physical Education and Athletics Department and the College Health Services will arrange an activity program to serve her individual needs. No student is exempt from the physical education requirement.

Students may take a specific physical education activity only twice for credit. Students may continue to enroll in physical education instructional classes after the PE 121 requirement is completed provided space is available in the class.

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## A. Physical Education Instructional Classes

The instructional program in physical education is divided into four terms, two each semester. Most physical education activity classes are scheduled for a term (6 weeks) and give 2 credit points toward completing the requirement. Some physical education activity classes, however, are offered for a semester (12 weeks) and count 4 credit points toward completing the requirement. All classes are graded on a Credit-No Credit basis.

CR—*Credit* for course completed satisfactorily.

NC—*No Credit* for course not completed satisfactorily. Inadequate familiarity with the content of the course or excessive absence may result in an NC grade.

INC—*Incomplete* is assigned to a student who has completed the course with the exception of a test or assignment which was missed near the end of the course because of reasons not willfully negligent.

Activity classes usually scheduled for a semester (12 weeks):

Both Semesters: Ballet, Jazz & Modern Dance, SCUBA, Self-defense, Yoga, Fit By Design

Second Semester only: Golf, Dance Theatre Workshop, Lifeguard Training

Activity classes usually scheduled for a term (6 weeks):

Activity	Term
aerobics	1, 2, 3, 4
aquarobics	2, 3
archery	1, 2, 3, 4
badminton	2, 3
crew	1, 4
CPR/first aid	Wintersession, 3, 4
dance–African	1, 2, Wintersession, 3, 4
dance–world	1, Wintersession
dance–broadway jazz	1, 3
fencing	1, 2, 3
fitness walking	2, 3
golf	1, 4
horseback riding	1, 2, 3, 4
lacrosse	2
racquetball	2, 3, 4
running	2, 3, 4
sailing	1, 4
skiing–downhill	3
squash	1, 2, 3
strengrh training	1, 2, 3, 4
swimming	1, 2, 3
tai chi chuan	1, 2, 3, 4
table tennis	1, 2, 3, 4
tennis	1, 2, 3, 4
volleyball	1, 4
wellness	2, 3
yoga	Wintersession

## B. Athletics Teams

The intercollegiate program offers 11 sports through which a student may earn credit points towards the completion of the degree requirement. The athletics program is divided into three seasons: Fall (F), Winter (W), Spring (S) with several sports offered each season. The maximum number of credit points that can be earned during a season are: Fall (4), Winter (7) and Spring (6).

Athletic Team	Season
Basketball	Winter
Crew (varsity and novice)	Fall, Spring
Cross-country Running	Fall
Fencing	Winter
Field Hockey	Fall
Lacrosse	Spring
Soccer	Fall
Squash	Winter
Swimming	Winter
Tennis	Fall, Spring
Volleyball	Fall

*Enrollment and eligibility for earning credit points toward completion of requirement by participating on one of these teams is limited to those students who are selected to the team by the Head Coach. Notices of organizational meetings and tryouts for these 11 teams are distributed each year by the Head Coach.*

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## PE 205 Sports Medicine

*Bauman*

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 musculoskeletal system. In addition to the lectures, laboratory sessions provide a clinical setting for hands-on learning and introduce students to the practical skills involved in evaluating injuries, determining methods of treatment and establishing protocol for rehabilitation. Academic credit only.

Prerequisite: None  
 Distribution: None  
 Semester: Spring

Unit: 1.0

# Department of Physics

Professor: *Brown, Ducas<sup>A</sup>*

Associate Professor: *Quivers, Berg (Chair), Stark, Hu*

Assistant Professor: *Singh, Vu*

Laboratory Instructor: *Bauer, O'Neill, Wardell*

Most courses meet three times weekly and all Grade I and Grade II courses have one three-hour laboratory unless otherwise noted.

All courses in the Physics Department (with the exception of 250, 250H, 350, 350H 360, 370) fulfill the Group C distribution requirement.

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## PHYS 100 Musical Acoustics

**NOT OFFERED IN 1999–00.** 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.

Prerequisite: For first-, second-, and third-year students, fulfillment of Quantitative Reasoning basic skills requirement or Extradepartmental 140.

Distribution: Natural and Physical Science

Semester: N/O

Unit: 1.0

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## PHYS 101 Frontiers of Physics

*Vu*

An overview of the evolution of physics from classical to modern concepts. Emphasis will be placed on the revolutionary changes that have occurred in our view of the physical universe with the development of quantum mechanics and the theory of relativity. No laboratory. Not to be counted toward minimum major or to fulfill entrance requirement for medical school.

Prerequisite: For first-, second-, and third-year students, fulfillment of Quantitative Reasoning basic skills requirement or Extradepartmental 140.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall

Unit: 1.0

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## PHYS 103 Physics of Whales and Porpoises

**NOT OFFERED IN 1999–00.** An examination of the scientific and engineering principles embodied in the design of these aquatic animals. Emphasis on an interdisciplinary approach and developing modeling and problem-solving techniques. Topics include: diving and swimming

(ideal gas law, fluids, forces); metabolism (energy, thermodynamics, scaling); and senses (waves, acoustics, optics). Field trip. No laboratory. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school.

Prerequisite: For first-, second-, and third-year students, fulfillment of Quantitative Reasoning basic skills requirement or Extradepartmental 140.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: N/O

Unit: 1.0

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## PHYS 104 Basic Concepts in Physics I with Laboratory

*Brown (Fall); Berg (Spring)*

Mechanics, including statics, dynamics, and conservation laws. Introduction to waves. *May not be taken in addition to 107.*

Prerequisite: For first-, second-, and third-year students, fulfillment of Quantitative Reasoning basic skills requirement or Extradepartmental 140. Corequisite: Mathematics at the level of Math 115 or higher.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

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## PHYS 106 Basic Concepts in Physics II with Laboratory

*Quivers (Fall); Vu (Spring)*

Light, geometrical and physical optics, electricity and magnetism. 106 does not normally satisfy the prerequisites for 202 or 203. *May not be taken in addition to 108.*

Prerequisite: 104 and Mathematics at the level of Math 115 or higher.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

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## PHYS 107 Introductory Physics I with Laboratory

*Hu, Stark (Fall); Quivers (Spring)*

Principles and applications of mechanics. Includes: Newton's laws, conservation laws, rotational motion, oscillatory motion, and gravitation. *May not be taken in addition to 104.*

Prerequisite: For first-, second- and third-year students, fulfillment of Quantitative Reasoning basic skills requirement or Extradepartmental 140. Corequisite: Mathematics at the level of Math 115 or higher.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

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## PHYS 108 Introductory Physics II with Laboratory

*Hu (Fall); Stark (Spring)*

Electricity and magnetism, introduction to Maxwell's equations, electromagnetic radiation,



geometrical and physical optics. Basic laboratory electronics. *May not be taken in addition to 106.*

Prerequisite: 107, (or 104 and permission of the instructor) and Mathematics 116, 116Z or 120.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring Unit: 1.25

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### PHYS 115/CS 115 (Wintersession) Robotic Design Studio

*Turbak*

In this intensive course, students are introduced to engineering principles as they design and assemble robots out of LEGO parts, sensors, motors, and tiny computers. Fundamental robotics skills are learned in the context of studying and modifying a simple robot known as SciBorg. Then, working in small teams, students design and build their own robots for display at a Robot Exhibition. These projects tie together aspects of a surprisingly wide range of disciplines, including computer science, physics, math, biology, psychology, engineering, and art. *Students may register for either PHYS 115 or CS 115. Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Natural and Physical Science

Semester: Wintersession Unit: 0.5

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### PHYS 202 Modern Physics with Laboratory

*Berg*

Introduction to quantum mechanics and atomic physics. Introduction to thermodynamics and statistical mechanics.

Prerequisite: 108, Mathematics 116, 116Z or 120.

Distribution: Mathematical Modeling or Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall Unit: 1.25

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### PHYS 203 Vibrations, Waves, and Special Relativity with Laboratory

*Brown*

Free vibrations, forced vibrations and resonance, wave motion, superposition of waves, Fourier analysis with applications. Applications from optics, acoustics and nuclear magnetic resonance spectroscopy. Special theory of relativity.

Prerequisite: 108, Mathematics 205 and corequisite Extradepartmental 216.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Spring Unit: 1.25

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### PHYS 219 The Art of Electronics

*Vu*

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, and digital electronics including microprocessors and microcontrollers. Assembly language programming. Introduction to robotics. Two laboratories per week and no formal lecture appointments.

Prerequisite: 106 or 108 or permission of instructor.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall Unit: 1.25

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### PHYS 222 Medical Physics

**NOT OFFERED IN 1999–00.** 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 (MRI, CAT scans, ultrasound, etc.) and lasers in medicine.

Prerequisite: 106, or 108, and Mathematics at the level of Math 115 or higher, or by permission of the instructor.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: N/O Unit: 1.0

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### PHYS 250 Individual Study

Prerequisite: Open by permission to students who have taken 107.

Distribution: None

Semester: Fall, Spring Unit: 1.0

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### PHYS 250H Individual Study

Prerequisite: Open by permission to students who have taken 107.

Distribution: None

Semester: Fall, Spring Unit: 0.5

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### PHYS 265 Thinking Physics: Developing A Physicist's Habits of Mind

**NOT OFFERED IN 1999–00.** This seminar will emphasize the development of a repertoire of critical skills and knowledge necessary for understanding and doing physics. These skills include conceptual problem-solving, making connections across fields, testing mathematical models, asking and answering analytical questions and making effective presentations of results.

Co-requisite: 202

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: N/O Unit: 1.0

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### PHYS 302 Quantum Mechanics

*Stark*

Postulates of quantum mechanics, solutions to the Schrödinger equation, operator theory, angular momentum and matrices.

Prerequisite: 202, 203 and Extradepartmental 216  
Distribution: Mathematical Modeling or Natural and Physical Science  
Semester: Fall Unit: 1.0

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### PHYS 305 Thermodynamics and Statistical Mechanics

*Hu*

The laws of thermodynamics, ideal gases, thermal radiation, Fermi and Bose gases, phase transformations, and kinetic theory.

Prerequisite: 202 and Extradepartmental 216  
Distribution: Mathematical Modeling or Natural and Physical Science  
Semester: Spring Unit: 1.0

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### PHYS 306 Mechanics

*Quivers*

Analytic mechanics, oscillators, central forces, Lagrange's and Hamilton's equations, rigid body mechanics, non-linear dynamics.

Prerequisite: 203 and Extradepartmental 216  
Distribution: Mathematical Modeling or Natural and Physical Science  
Semester: Fall Unit: 1.0

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### PHYS 314 Electromagnetic Theory

*Quivers*

Maxwell's equations, boundary value problems, special relativity, electromagnetic waves, and radiation.

Prerequisite: 108, 306 and Extradepartmental 216  
Distribution: Mathematical Modeling or Natural and Physical Science  
Semester: Spring Unit: 1.0

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### PHYS 349 Application of Quantum Mechanics

*Stark*

Quantum mechanical techniques such as perturbation theory and the numerical solutions to the Schrödinger equation will be developed. Applications to problems in atomic, molecular, and solid-state physics will be studied both theoretically and experimentally. One lecture and one laboratory per week.

Prerequisite: 302 or Chemistry 333  
Distribution: Mathematical Modeling or Natural and Physical Science  
Semester: Spring Unit: 1.25

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### PHYS 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0  
PHYS 350H Research or Individual Study  
Prerequisite: Open by permission to juniors and seniors.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

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### PHYS 360 Senior Thesis Research

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

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### PHYS 370 Senior Thesis

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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## Related Course

*For Credit Toward the Major*

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### EXTD 216 Mathematics for the Physical Sciences

## Directions for Election

A major in physics should ordinarily include: 107, 108, 202, 203, 302, 305, 306 and 314. Extradepartmental 216 is an additional requirement. 219 and 349 are strongly recommended. One unit of another laboratory science is recommended.

A minor in physics (6 units) should ordinarily include: 104 or 107, 108, 202, 203, 302 and one other unit at the 300 level. Extradepartmental 216 is also required. 350 cannot be counted as a 300 level unit.

All students who wish to consider a major in physics or a related field are urged to complete the introductory sequence (107 and 108) as soon as possible, preferably in the first year. A strong mathematics background is necessary for advanced courses. It is suggested that students complete Mathematics 115 and 116 or 120 in their first year and Mathematics 205 as soon as possible. Mathematics 116Z is particularly appropriate for students interested in a major in physics.

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

### Teacher Certification

Students interested in obtaining certification to teach physics in the Commonwealth of Massachusetts should consult the Chairs of the Education and Physics Departments.

### Exemption Examinations

Examinations for exemption from Physics 107 and Physics 108 are offered. Sample examinations are available from the Department. The Department does not accept AP credit for exemption from Physics 107 and Physics 108. Students may not receive more than 2 units of credit for the introductory physics sequence. For example, a student who enrolls in both Physics 107 and Physics 108 will not also receive AP credit.

## Department of Political Science

Professor: *Joseph, Just, Krieger*<sup>32</sup>, *Miller, Murphy (Chair), Paarlberg*<sup>4</sup>, *Rich, Schechter, Stettner*

Assistant Professor: *Burke, Candland, Euben, Moon*

Visiting Assistant Professor: *Dassel*

Visiting Instructor: *Miller*

Senior Lecturer: *Wasserspring*

All courses in the Political Science Department (with the exception of 350, 360, 370) fulfill the Group B<sup>2</sup> distribution requirement.

### Introductory Courses

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#### POL 100 Introduction to Political Science

##### *Staff*

Politics is a struggle for power—and questions about power are at the heart of political science: how is power gained? how is it lost? how is it organized? how is it used? how is it abused? This course introduces students to the concerns and methods of political scientists and to the major subfields of the discipline: American politics, comparative politics, international relations, and political theory. The course is centered on several major books in the field, some describing important political events, such as the rise of the Nazi party in Germany and the collapse of apartheid in South Africa, and some illustrating how political scientists analyze and evaluate the world of politics. *This course is strongly recommended for all further work in political science.*

Prerequisite: None. Not open to students who have taken Political Science [101] or [102].

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

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#### QR 199 Introduction to Social Science Data Analysis

*Kauffman (Economics), Taylor (Economics)*

An introduction to the collection, analysis, interpretation, and presentation of quantitative data as used to understand society and human behavior. Using examples drawn from the fields of economics, political science, and sociology, this course focuses on basic concepts in statistics and probability, such as measures of central tendency and dispersion, hypothesis testing, and parameter estimation. The course draws on everyday applications of statistics and data analysis in an

interdisciplinary context. *Students must register for a laboratory section which meets an additional 70 minutes each week. Not open to students who have taken ECON 199/POL 199/SOC 199.*

Prerequisite: For first-, second- and third-year students, fulfillment of Quantitative Reasoning basic skills requirement.

Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement.  
Semester: Fall, Spring Unit: 1.0

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## American Politics and Law

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### POL1 200 American Politics

*Burke, TBA*

The institutions, processes and values that shape American politics. The origins and evolution of the U.S. Constitution, and the institutions it created: Congress, the executive branch, the presidency, the federal court system and federalism. Analysis of "intermediary" institutions including political parties, interest groups, elections and the media. Study of enduring debates over values in American politics, with particular attention to conflicts over civil rights and civil liberties.

Prerequisite: One unit in political science, economics, or American studies, or by permission of the instructor.

Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.0

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### POL1 210 Political Participation and Influence

**NOT OFFERED IN 1999-00.** How do citizens express their interests, concerns, and preferences in politics? Why and how do some groups achieve political influence? Why are some issues taken up and others ignored? The parts played by public opinion polls, interest groups, political parties, PACs, elections, the mass media, protests, riots and demonstrations in articulating citizen concerns to government. Special attention to problems of money in politics, low voter participation, and inequality of race, class, and gender. Course work includes reading, discussion, and direct political participation in an interest group or election campaign.

Prerequisite: One unit in political science.

Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

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### POL1 212 Urban Politics

*Rich*

Introduction to contemporary urban politics. Study of policy-making and political leadership in the areas of public education, city bureaucracies, housing, welfare, fiscal management, and economic redevelopment. Consideration of pop-

ulation shifts, racial and ethnic conflicts, and the impact of federal policy on urban planning.

Prerequisite: One unit in political science or economics or American studies.

Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

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### POL1 215 Courts, Law, and Politics

*Burke*

Fundamentals of the American legal system, including the sources of law, the nature of legal process, the role of courts and judges, and legal reasoning and advocacy. Examination of the interaction of law and politics, and the role and limits of law as an agent for social change.

Prerequisite: 200 or by permission of the instructor.

Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.0

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### POL1 311 The Supreme Court in American Politics

*Schechter*

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.

Prerequisite: 215 or one other unit in American legal studies, or by permission of the instructor.

Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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### POL1 313 American Presidential Politics

*Rich*

Analysis of the central role of the president in American politics and the development and operation of the institutions of the modern presidency. The course will focus on sources of presidential power and limitations on the chief executive, with particular emphasis on relations with the other branches of government and the making of domestic and foreign policy.

Prerequisite: 200 or 210 or by permission of the instructor.

Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

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### POL1 314 Congress and the Legislative Process

*TBA*

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.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

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### **POL1 315 Public Policy and Analysis**

*Rich*

The first part of the course will examine how domestic public policy is formulated, decided, implemented and evaluated, at both the federal and local level. Both moral and political standards for making policy will be examined. Factors that promote or impede the development and realization of rational, effective and responsive public policy will be reviewed. The second part of the course will be devoted to student research and presentations on selected policy topics, including public schools, public transportation, homelessness, environment, and drug enforcement.

Prerequisite: 200 or 210 or by permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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### **POL1 316 Mass Media in American Democracy**

**NOT OFFERED IN 1999–00.** Focus on the mass media in the American democratic process, including the effect of the news media on the information, opinions, and beliefs of the public, the electoral strategy of candidates, and the decisions of public officials. Discussion of news values, journalists' norms and behaviors, and the production of print and broadcast news. Evaluation of news sources, priorities, bias, and accessibility. Attention to coverage of national and international affairs, as well as issues of race and gender. Questions of press freedom and journalism ethics are explored.

Prerequisite: 200, 210 or by permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

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### **POL1 318S Seminar. Conservatism and Liberalism in Contemporary American Politics** *Schechter*

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, 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.

Prerequisite: Open to juniors and seniors by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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### **POL1 319S Seminar. Campaigns and Elections**

**NOT OFFERED IN 1999–00.** Exploration of issues in campaigns and elections: Who runs and why? Do elections matter? The impact of party decline and the rise of campaign consultants, polls, advertising, and the press. Candidate strategies and what they tell us about the political process. How voters decide. The "meaning" of elections. Attention to the rules of the game (the primaries, debates, the Electoral College), recent campaign innovations (talk shows, town meetings, infomercials), third party candidacies (including Perot), and prospects for political reform. Course work includes campaign participation.

Prerequisite: 200, 210 or by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

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### **POL1 320S Seminar. Inequality and the Law** *Burke*

Analysis of statutory and constitutional law regarding inequalities based on gender, race, class, sexual orientation and disability, and the effect of this law on society. Do anti-discrimination laws reduce social inequality? To what extent have the legal rights won by groups such as African-Americans, women and disabled people been translated into social practices? Focus on the equal protection and due process clauses of the Fourteenth Amendment, statutes such as the 1964 Civil Rights Act and the Americans with Disabilities Act, and recent Supreme Court decisions. Examination of the role of law and litigation in public policies regarding affirmative action, school desegregation, employment discrimination, housing, and welfare.

Prerequisite: 215, 311, or another unit in American legal studies and by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

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### POL1 333S Seminar. Ethics and Politics

*Just*

An exploration of ethical issues in politics, public policy and the press. Critical questions include deception (is it permissible to lie?), “bedfellows” (does it matter who your friends are?), and means and ends (do some purposes justify deception, violence or torture?) Consideration of moral justifications of policies, such as cost-benefit analysis, risk ratios, and social justice as well as the proper role of journalists in holding public officials to an ethical standard.

Prerequisite: One Grade II unit in American politics. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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### POL1 335S Seminar. The First Amendment

**NOT OFFERED IN 1999–00.** A study of some of the classic legal cases and continuing controversies that have arisen out of the First Amendment to the U.S. Constitution. Examination of contemporary First Amendment issues such as flag-burning, hate speech, pornography, libel, invasion of privacy, school prayer, creationism, and government aid to religious institutions. Comparisons with the legal doctrines of other nations regarding freedom of speech and religion.

Prerequisite: 215, 311, or another unit in American legal studies and permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

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

*Rich*

An examination of office holding, voting patterns, coalition formation, and political activities among various racial, ethnic, and religious minority groups in the United States, including Black Americans, Mexican-Americans, Native Americans, Puerto Ricans, Jews, Arabs, Asians, Central and South Americans.

Prerequisite: Open to juniors and seniors by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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### POL1 339S Seminar. Rights, Torts, and Courts

**NOT OFFERED IN 1999–00.** Is the United States plagued by too many laws, lawyers and lawsuits? What are the advantages and disadvantages of resolving social issues through litigation? Analysis of the use of litigation and rights claims by feminists, civil rights groups, disability activists, and others. Examination of controversies surrounding personal injury litigation, particularly “toxic torts.” Evaluation of alternatives to litigation. Comparison with dispute resolution in other nations.

Prerequisite: 215, 311, or another unit in American legal studies and by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

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## Comparative Politics

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### POL2 204 Political Economy of Development and Underdevelopment

*Joseph, Candland*

An analysis of political and economic issues in the Third World with special emphasis on the major explanations for underdevelopment and alternative strategies for development. Topics discussed include colonialism, nationalism, the Third World in the international system, state-building and political change, rural development, and gender perspectives on underdevelopment.

Prerequisite: One unit in political science; by permission to other qualified students and to juniors and seniors without prerequisite.

Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.0

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### POL2 205 The Politics of Europe and the European Union

*Krieger*

A comparative study of contemporary West European states and societies. Primary emphasis on politics in Germany, Britain, and France and the political challenges posed by the European Union and pressure for regional integration. The course will focus on topics such as the rise and decline of the welfare state and class-based politics; the implications of the end of the Cold War and German reunification; tension between national sovereignty and supranational policy goals; immigration and the resurgence of xenophobic movements and the extreme right.

Prerequisite: One unit in political science or European history; open to juniors and seniors without prerequisite.

Distribution: Social and Behavioral Analysis

Semester: Fall Unit: 1.0

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### POL2 206 Politics of Russia and the Former Soviet Union

*Staff*

This course is an introduction to the political development of the former Soviet Union from 1917 to the present. What kind of political system was communism and why did this grand social experiment go awry? Why has it been so hard to reform? Topics will include: Gorbachev's reforms and the reasons for their failure; the challenges of making the transition to capitalist democracies in the aftermath of the Soviet Union's collapse. Particular attention will be paid to the legacies of the communist regime in shaping prospects for political and economic reform.

Prerequisite: One unit in political science or Russian studies; open to juniors and seniors without prerequisite.

Distribution: Social and Behavioral Analysis

Semester: Spring Unit: 1.0

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### POL2 207 Politics of Latin America

*Wasserspring*

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.

Distribution: Social and Behavioral Analysis

Semester: Spring Unit: 1.0

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### POL2 208 Politics of China

*Joseph*

An introduction to the modern political history and contemporary political system of China. Topics include the origins and victory of the Chinese Communist revolution; the rule and legacy of Chairman Mao Zedong; economic reform and political repression in the era of Deng Xiaoping; and the prospects for post-Deng China; government structure, policy-making, and political life in the People's Republic of China. Politics in Tibet, Hong Kong, and Taiwan will also be considered.

Prerequisite: One unit in political science, economics, history, or Asian Studies; open to juniors and seniors without prerequisite.

Distribution: Social and Behavioral Analysis

Semester: Fall Unit: 1.0

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### POL2 211 Politics of South Asia

*Candland*

An introduction to the colonial political histories and contemporary political systems of India, Pakistan, Bangladesh, and Sri Lanka. The course addresses the following issues: the process of decolonization and the struggle for independence; the political challenges of economic development; religious and ethnic conflict; democracy, democratization, and human rights; regional cooperation and conflict.

Prerequisite: One unit in political science; open to juniors and seniors without prerequisite.

Distribution: Social and Behavioral Analysis

Semester: Fall Unit: 1.0

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### POL2 301S Seminar. Transitions to Democracy

*TBA*

An examination of how democracies are created and sustained, with emphasis on the twentieth century. The seminar will use theories of democratization and state-building to help understand the challenges of building democracies in the modern world. Particular attention will be paid to comparing the recent experiences of democratization in Latin America, Asia, Africa, and post-communist Eastern Europe.

Prerequisite: One grade II unit in comparative politics or international relations or by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis

Semester: Spring Unit: 1.0

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### POL2 302 Globalization and the Nation-State

*Krieger*

An assessment of globalization and the challenges it poses to the governments of nation-states. Topics to be considered include: the global redistribution of production; the dislocation and diffusion of national cultural identities; the role of information technologies such as the internet in global networking; and efforts to extend democratic accountability and rights to international institutions. The course will assess the effects of global forces on national politics, including economic policy and performance, employment and social policy, and immigration and refugee policy. Examples will be drawn from Europe, the United States, and the Third World.



Prerequisite: One Grade II unit in comparative politics or international relations or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### **POL2 303 The Political Economy of the Welfare State in Europe and America**

*Krieger*

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 opposition. 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. *This course may qualify as a comparative politics or an American politics unit, depending on the choice of a student's research paper topic.*

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.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### **POL2 304 State and Society in East Asia**

*Moon*

An examination of the relationship between governments and social forces in Northeast and Southeast Asia. Countries to be considered include Japan, Korea, Taiwan, Singapore, the Philippines, Malaysia, Thailand, and Indonesia. The course takes a thematic approach to analyzing the political development and changing international role of these countries in the second half of the twentieth century. Among the issues to be considered are: authoritarianism, military rule, democratization, labor movements, gender politics, nationalism, and relations with the West.

Prerequisite: One Grade II unit in comparative politics or permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### **POL2 305S Seminar. The Military in Politics**

*Wasserspring*

Focus on relations between the military and politics. Emphasis on the varieties of military involvement in politics, the causes of direct military intervention in political systems, and the consequences of military influence over political

decisions. Themes include the evolution of the professional soldier, military influence in contemporary industrial society and the prevalence of military regimes in Third World nations. Case studies include the United States, Brazil, Peru, Nigeria, Ghana, Egypt.

Prerequisite: Open to juniors and seniors by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### **POL2 306S Seminar. Revolution and War in Vietnam**

*Joseph*

An examination of the origins, development, and consequences of the Vietnamese revolution. Topics to be considered include: the impact of French colonialism on traditional Vietnamese society; the role of World War II in shaping nationalism and communism in Vietnam; the motives, stages, and strategies of American intervention in Vietnam; leadership, organization, and tactics of the Vietnamese revolutionary movement; the expansion of the conflict to Cambodia and Laos; the anti-war movement in the United States; lessons and legacies of the Vietnam War; and political and economic development in Vietnam since the end of the war in 1975. *This course may qualify as either a comparative politics or an international relations unit, depending upon the student's choice of research paper topic.*

Prerequisite: One grade II unit in comparative politics or international relations or permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### **POL2 307S Seminar. Women and Development**

*Wasserspring*

A comparative analysis of the impact of change on gender in the Third World. The status of women in traditional societies, the impact of "development" upon peasant women, female urban migration experiences and the impact of the urban environment on women's lives in the Third World are themes to be considered. Special emphasis will be placed on the role of the state in altering or reinforcing gender stereotypes. Emphasis as well will be on comparing cultural conceptions of gender and the factors which enhance or hinder the transformation of these views. Examples will be drawn from all regions of the Third World.



Prerequisite: Open to juniors or seniors who have taken 204, 206, 207, 208, or 209; or by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### **POL2 309 Nationalism and Ethnic Conflict**

*Miller*

An examination of the roots and consequences of the many ethnic conflicts present in the world today, including the brutal violence in the former Yugoslavia and Rwanda, growing anti-immigrant sentiment in Western Europe, and religious strife in South Asia. The course explores the meaning of nationalism and ethnicity, analyzes the historical development of the European and post-colonial nation-state and its relationship to ethnic conflict, and looks at the ways in which different countries have dealt both successfully and unsuccessfully with the challenges of a multi-ethnic population.

Prerequisite: One Grade II unit in comparative politics, international relations, or permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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## **International Relations**

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### **POL3 221 World Politics**

*Moon, Murphy, Dassel*

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. *Both Political Science 221 and Political Science 222 serve as introductions to the International Relations subfield in the Political Science department and as means of fulfilling the Political Science core requirement of the International Relations major. Students may take one or both courses.*

Prerequisite: One unit in history or political science.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

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### **POL3 222 Comparative Foreign Policies**

*Miller*

An introduction to international relations from the perspective of national actors and their challengers. Emphasis on foreign policy formulation and implementation in an era of rapidly changing technology. Individual and group research on special topics that vary from year to year. *Both Political Science 221 and Political Science 222 serve as introductions to the International Relations subfield in the Political Science department and as means of fulfilling the Political Science core requirement of the International Relations major. Students may take one or both courses.*

Prerequisite: One unit in history or political science.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### **POL3 224 International Security**

*Dassel*

War as a 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, peacekeeping and arms control.

Prerequisite: One unit in international relations or permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### **POL3 321S Seminar. The United States in World Politics**

*Miller*

An analysis of American foreign policy with emphasis on both the processes of policy formulation and implementation as well as the substance of policies pursued. Consideration of domestic and foreign imperatives shaping executive and legislative tensions.

Prerequisite: 221, 222, or permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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**POL3 322S Seminar. Gender in World Politics**  
*Moon*

The course will examine gender constructions in world politics and assess the roles of women as leaders, actors, and objects of foreign policy. Some topics include gender biases in international relations theories, institutions, and policies; women's relationship to state; feminist analysis of war/peace, political economy, and human rights; coalition-building around issues of gender.

Prerequisite: 221 or permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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**POL3 323 The Politics of Economic Interdependence**

*Dassel*

A review of the politics of international economic relations, including trade, money, and multinational investment within the industrial world and also among rich and poor countries. Political explanations will be sought for the differing economic performance of states in Asia, Africa, and Latin America. Global issues discussed will include food, population, energy, and environment.

Prerequisite: One unit in international relations or comparative politics.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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**POL3 327 International Organization**

**NOT OFFERED IN 1999–00.** 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.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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**POL3 328 After the Cold War**

**NOT OFFERED IN 1999–00.** An exploration of contentious issues in world politics since 1989. Stress on transitions and transformations in global, regional, and functional settings.

Prerequisite: 221, 222 or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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**POL3 329 International Law (Taught at Babson)**

*Hotchkiss (at Babson)*

An exploration of the meaning of the "rule of law" in a global context. The course focuses on three themes. First, the classic form of international law, including the concepts of statehood and sovereignty, the relationship of nations to each other, and the growth of international organizations. The second theme is the role and responsibility of individuals in international law, especially in the area of human rights. The third theme is the developing international law of the earth's common areas, specifically the oceans, space, and the environment.

Prerequisite: One unit in international relations or legal studies, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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**POL3 330S Seminar. Negotiation and Bargaining**

**NOT OFFERED IN 1999–00.** 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 contemporary case studies.

Prerequisite: 221, 222 and by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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**POL3 331S Seminar. Women, War, and Peace**

**NOT OFFERED IN 1999–00.** Cross-cultural and cross-national examination of the relationship between gender and various institutions and processes of war and peace, including military organization, ideology decision-making, strategy, pacifism, and peace movements. Specific issues

to be considered include: the politics surrounding women as soldiers, camp followers, and civilian supporters of military establishments, the politics of "maternal thinking," eco-feminism, and women-only peace camps as challenges to military ideology and practice. *This course may qualify as either an international relations or a comparative politics unit, depending upon the student's choice of research paper topic.*

Prerequisite: One Grade II unit in either international relations or comparative politics or permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

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### POL3 332S Seminar. People, Agriculture, and the Environment

**NOT OFFERED IN 1999-00. OFFERED IN 2000-01.** An examination of linkages between agricultural production, population growth, and environmental degradation, especially in the countries of the developing world. Political explanations will be sought for deforestation, desertification, habitat destruction, species loss, water pollution, flooding, salinization, chemical poisoning, and soil erosion - all of which are products of agriculture. These political explanations will include past and present interactions with rich countries, as well as factors currently internal to poor countries. Attention will be paid to the local, national, and international options currently available to remedy the destruction of rural environments in the developing world. *This course may qualify as either a comparative politics or an international relations unit, depending upon the student's choice of research paper topic.*

Prerequisite: 204 or 323. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis  
Semester: N/O. Offered in 2000-01. Unit: 1.0

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### POL3 348S Seminar. Problems in North-South Relations

*Murphy*

An exploration of historical and contemporary relations between advanced industrial countries and less developed countries, with emphasis on imperialism, decolonization, interdependence, and superpower competition as key variables. Consideration of systemic, regional, and domestic political perspectives. Stress on the uses of

trade, aid, investment and military intervention as foreign policy instruments. This course may qualify as either a comparative politics or an international relations unit, depending upon the student's choice of research paper topic.

Prerequisite: One unit in international relations or permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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### POL3 382S Seminar. The Causes and Prevention of War

*Dassel*

This course explores a variety of theoretical approaches to understanding the onset of war. These theories will be applied to several cases of war (e.g. World War I, World War II, the former Yugoslavia) and of non-war (e.g. the Cuban Missile Crisis) in order to explain their occurrence or non-occurrence and to identify policies that could have, or did, prevent the outbreak of war.

Prerequisite: One Grade II unit in international relations and/or permission of the instructor. Enrollment limited; students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

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## Political Theory

### POL4 201 Issues in Political Theory

*Euben*

An introduction to the study of political theory, and specifically to the problems of political action. Exploration of questions about civil disobedience, legitimate authority, ethics and politics, and the challenge of creating a just order in a world characterized by multiple beliefs and identities. Discussion of anarchism, democracy, liberalism, decolonization, violence and revolution, universalism and cultural relativism, and differences of race, class and gender. Authors include Plato, Machiavelli, Rousseau, Locke, Martin Luther King, Jr., Malcolm X, Fanon, and Gandhi.

Prerequisite: One unit in political science, philosophy, or history, or by permission of the instructor. Not open to students who have taken [POL4 245].

Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Fall Unit: 1.0

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**POL4 240 Classical and Medieval Political Theory**

*Stettner*

Study of selected classical, medieval, and early modern writers, including Plato, Aristotle, Cicero, St. Augustine, St. Thomas Aquinas, Machiavelli, Luther and Calvin. Emphasis on the logic of each theorist's argument, including such questions as the nature of human sociability, possible—and best—forms of government, and the question why we should obey government and the limits to that obedience. Exploration of diverse understandings of the concepts of justice, freedom and equality. Attention is paid to the historical context within which a political theory is written.

Prerequisite: One unit in political science, philosophy, or European history.

Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Fall Unit: 1.0

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**POL4 241 Modern Political Theory**

*Stettner*

Study of the development of Western political theory from the 17th to 19th centuries. Among the theorists read are Hobbes, Locke, Hume, Rousseau, Burke, Wollstonecraft, Mill, Hegel and Marx. Emphasis on the logic of each theorist's argument, including such questions as the nature of human sociability, possible—and best—forms of government, and the question why we should obey government and the limits to that obedience. Exploration of diverse understandings of the concepts of justice, freedom and equality. Attention is paid to the historical context within which a political theory is written.

Prerequisite: One unit in political science, philosophy, or European history.

Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Spring Unit: 1.0

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**POL4 242 Contemporary Political Theory**

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** Study of contemporary 20th-century political and social theories, including existentialism, and contemporary variants of Marxist, fascist, neoconservative, and democratic theories. Attention will be paid to theoretically grounded approaches to political inquiry, including functionalism, structuralism, and post-modernist theory.

Prerequisite: One unit in political theory, or social theory, or political philosophy; or by permission of the instructor.

Distribution: Religion, Ethics, and Moral Philosophy  
Semester N/O. Offered in 2000–01. Unit: 1.0

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**POL4 340 American Political Thought**

*Stettner*

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; 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.

Distribution: Historical Studies  
Semester: Spring Unit: 1.0

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**POL4 342S Seminar. Marxist Political Theory**

*Krieger*

Study of the fundamental concepts of Marxist theory, including alienation, the materialist conception of history, class formation and class struggle. Particular attention will be paid to Marx's theory of politics. The applicability of Marxist theory to contemporary political developments will be assessed. Study of contemporary Marxist theory will emphasize issues of class, race and gender.

Prerequisite: Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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**POL4 344S Seminar. Feminist Political Theory**

*Euben*

An examination of feminist theory beginning with early liberal and socialist feminisms, continuing on to radical, post-structuralist and post-colonialist feminist theories among others. Particular attention to the complexity of theorizing about "what women are and need" in the context of a multicultural society and a post-colonial world. Consideration of feminist perspectives on rights and the law, pornography, racial and sexual differences, methodology and non-Western cultural practices such as veiling. Authors include Wollstonecraft, Engels, hooks, MacKinnon, Gilligan and Butler.



Prerequisite: One Grade II unit in political theory, philosophy, or women's studies. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Spring Unit: 1.0

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**POL4 346 Comparative Political Thought: Modern Western and Islamic Theories of Politics**

*Euben*

An examination of Western and Islamic theories about the nature and dilemmas of modern politics: does modern politics require secularization or a return to the "fundamentals" of tradition, religion and community? Is there such a thing as a distinctive Western or Islamic perspective in a world stamped by colonialism, imperialism and now globalization? Issues include the relationship between religion and politics; cultural relativism and universalism; Islamic fundamentalist and postmodernist reactions to the crises of modern politics. Authors include Machiavelli, Muhammad Abduh, Rousseau, Ayatollah Ruhollah Khomeini, and Foucault.

Prerequisite: One Grade II unit in political theory or philosophy or permission of the instructor.

Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Fall Unit: 1.0

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**POL4 349S Seminar. Liberalism**

**NOT OFFERED IN 1999–00.** Study of the development of liberal political theory. Emphasis on the origins of liberalism in such theorists as Locke, Montesquieu, Jefferson, and Mill; adaptation of liberalism to the welfare state in Britain and the United States by T. H. Green, Hobhouse and the American progressives; development of contemporary American liberalism by political figures such as F.D. Roosevelt, Johnson and Humphrey, and theorists such as Rawls and Flathman. Some attention to critiques of liberalism by social democratic, communitarian and neo-conservative writers.

Prerequisite: One Grade II unit in political theory, or by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Religion, Ethics, and Moral Philosophy  
Semester: N/O Unit: 1.0

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**Research or Individual Study**

Individual or group research of an exploratory or specialized nature. Students interested in independent research should request the assistance of a faculty sponsor and plan the project, readings, conferences, and method of examination with

the faculty sponsor. This courses are offered at the intermediate (250) and advanced (350) levels and for 1.0 or 0.5 units of credit.

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**POLS 250 Research or Individual Study**

Prerequisite: Open to all students by permission.

Distribution: None  
Semester: Fall, Spring Unit: 1.0

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**POLS 250H Research or Individual Study**

Prerequisite: Open to all students by permission.

Distribution: None  
Semester: Fall, Spring Unit: 0.5

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**POLS 350 Research or Individual Study**

Prerequisite: Open to juniors and seniors by permission.

Distribution: None  
Semester: Fall, Spring Unit: 1.0

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**POLS 350H Research or Individual Study**

Prerequisite: Open to juniors and seniors by permission.

Distribution: None  
Semester: Fall, Spring Unit: 0.5

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**Senior Thesis**

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**POLS 360 Senior Thesis Research**

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None  
Semester: Fall, Spring Unit: 1.0

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**POLS 370 Senior Thesis**

Prerequisite: 360

Distribution: None  
Semester: Fall, Spring Unit: 1.0

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**Related Courses**

*For Credit Toward the Major*

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**AFR 204 Third World Urbanization**

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**AFR 215 Introduction to African American Politics**

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**AFR 221 Public Policy and Afro-American Interests**

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**AFR 306 Urban Development and the Underclass**

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

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**ILAS 201 (Wintersession) Seminar. Women and Development in Mexico**

## Directions for Election

Political Science 100 is strongly recommended for all further work in Political Science, particularly for those who are considering a major in the Department. Majors are also strongly encouraged, but not required, to take QR 199, Introduction to Social Science Data Analysis.

A major in Political Science consists of at least 9 units (8 units for the Class of 1997 and before). Courses at the 100-level may be counted as a unit of credit toward the major, but not toward a subfield distribution requirement (see below). In the process of fulfilling their major, students are encouraged to take at least one course or seminar that focuses on the politics of a culture other than their own.

The Department of Political Science divides its courses beyond the introductory level into four subfields: American Politics and Law, Comparative Politics, International Relations, and Political Theory. 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 (200-level) or Grade III (300-level) unit in each of the four subfields offered by the Department. Recommended first courses in the four subfields are: in American Politics and Law: 200; in Comparative Politics: any 200-level course; in International Relations: 221 or 222; in Political Theory: 201, 240, 241.

In addition to the subfield distribution requirement, all majors must do advanced work (Grade III) in at least two of the four subfields; a minimum of one of these Grade III units must be a seminar, which normally requires a major research paper. (Courses fulfilling the seminar requirement are denoted by an "S" after the course number.) *Admission to department seminars is by permission of the instructor only. Interested students must fill out a seminar application, which is available in the Political Science office prior to preregistration for each term.* Majors should begin applying for seminars dur-

ing 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.

Ordinarily, a minimum of 5 courses for the major must be taken at Wellesley, as must the courses that are used to fulfill at least two of the four subfield distribution and the seminar requirement. The Department does not grant transfer credit at the Grade III level for either the major or for College distribution or degree requirements.

Although Wellesley College does not grant academic credit for participation in intern programs, students who take part in the Washington Summer Internship Program may arrange with a faculty member to undertake a unit of 350, Research or Individual Study, related to the internship experience.

Students may receive units of College credit if they achieve a grade of 4 or 5 on the American Government and Politics or the Comparative Politics Advanced Placement Examinations. Such AP credits do not count towards the minimum number of courses required for the political science major nor for the American or Comparative subfield distribution requirements for the major. If a student does receive a unit of College credit for the American Politics Exam, she may not take Political Science 200 (American Politics). Students who are uncertain whether to receive a College AP credit in American Politics or to take Political Science 200 should consult with a member of the department who specializes in American politics or law.

Majors who are interested in writing a senior honors thesis are urged to discuss their ideas and plans with either their advisor or the Department chair as early as possible in their junior year. Students considering going to graduate school for a Ph.D. in Political Science should talk with their advisors about appropriate preparation in quantitative methods and foreign languages.

# Psychobiology

## AN INTERDEPARTMENTAL MAJOR

Co-Directors: *Koff (Psychology), Berger-Sweeney (Biological Sciences)*

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. This major will be replaced by the Neuroscience major. The Psychobiology major will be available for the class of '00 and '01, but not for the class of '02 and beyond.

A major in psychobiology must include the following core courses: Psychology 101, 205, and a research methods course (207R, 210R, 212R, 214R, 222R or 248R); Biological Sciences 110, 111, and 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 302, 306, and 315; acceptable Grade III courses in Psychology are 318 and 319. Any other Grade III courses must be specifically approved by the directors.

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### PSBI 350 Research or Individual Study

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

Unit: 1.0

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### PSBI 360 Senior Thesis Research

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

Unit: 1.0

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### PSBI 370 Senior Thesis

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring

Unit: 1.0

# Department of Psychology

Professor: *Zimmerman, Furumoto, Schiavo, Clinchy, Koff (Chair), Pillemer, Cheek, Akert<sup>^</sup>, Hennessey, Lucas<sup>^</sup>*

Associate Professor: *Norem, Wink, Genero, Carli, Berman, Mansfield*

Assistant Professor: *Keane, Gleason*

Visiting Assistant Professor: *Kulik-Johnson, Liang, Titone*

Mellon Postdoctoral Fellow in Psychology: *Schiff*

Senior Lecturer: *Brachfeld-Child*

Laboratory Instructor: *Archambault*

All courses in the Psychology Department (with the exception of 350, 351, 360 and 370) fulfill the Group B<sup>2</sup> distribution requirement.

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### PSYC 101 Introduction to Psychology Staff

An introduction to some of the major sub-fields of psychology, such as developmental, personality, abnormal, clinical, physiological, cognitive, cultural, and social psychology. Students will explore various theoretical perspectives and research methods used by psychologists to study the origins and variations in human behavior.

Prerequisite: None  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring

Unit: 1.0

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### PSYC 205 Statistics with Laboratory *Genero, Hennessey*

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.

Prerequisite: Open to all students who have completed a college course in Psychology and, for first-, second-, and third-year students, fulfillment of Quantitative Reasoning basic skills requirement.  
Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement.  
Semester: Fall, Spring

Unit: 1.0

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### PSYC 207 Developmental Psychology *Pillemer, Gleason*

Behavior and psychological development in infancy, childhood, and adolescence. An exami-

nation of theory and research pertaining to personality, social, and cognitive development. Lecture, discussion, demonstration, and observation of children. Observations at the Child Study Center required.

Prerequisite: 101  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.0

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**PSYC 207R Research Methods in Developmental Psychology**

*Pillemer, Gleason*

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  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.25

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**PSYC 208 Adolescence**

*Liang*

Survey of contemporary theories and research in the psychology of adolescents. Topics will include the physical, cognitive, social and personality development of adolescents, as well as concepts of identity formation, biopsychosexual behavior, and social issues. Discussion will include current debates on the nature of adolescence and implications for educational and social policies that apply to teenagers.

Prerequisite: 101  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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**PSYC 209 Adult Development**

*Schiff*

An exploration of the central changes which affect individuals as they move through adulthood. A primary emphasis of this course will be on the application of developmental theory to the in-depth study of lives. Topics include: identity formation; work and intimate relations; personality and cognitive change; the influence of culture, cohort, and biology on development. Students will conduct interviews in order to better understand the process of aging and how individuals cope with various life transitions.

Prerequisite: Open to sophomores, juniors and seniors without prerequisite and to first-year students with AP credit or Psychology 101.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

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**PSYC 210 Social Psychology**

*Carli*

The individual's behavior as it is influenced by other people and the social situation. Study of social influence, interpersonal perception, social evaluation, and various forms of social interaction.

Prerequisite: 101  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.0

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**PSYC 210R Research Methods in Social Psychology**

*Schiavo, Carli*

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, 211 or 245  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.25

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**PSYC 211 Group Psychology**

*Schiavo*

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  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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**PSYC 212 Personality**

*Cheek, Norem*

A comparison of major ways of conceiving and studying personality, including the work of Freud, Jung, behaviorists, humanists and social learning theorists. Introduction to major debates and research findings in contemporary personality psychology.

Prerequisite: Open to sophomores, juniors and seniors without prerequisite and to first-year students with AP credit or Psychology 101.  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.0

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**PSYC 212R Research Methods in Personality**

*Cheek, Norem*

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  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.25

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### PSYC 214R Research Methods in Cognitive Psychology

*Keane*

Introduction to research methods appropriate to the study of human cognition (i.e., how people take in, interpret, organize, remember, and use information in their daily lives). Individual and group projects. Laboratory. Each section typically limited to twelve students.

Prerequisite: 205 and one of the following, 215, 216, 217, 218, 219, Biological Sciences 213

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.25

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### PSYC 215 Memory

*Keane*

Introduction to the study of human memory. Examines processes underlying encoding, storage, and retrieval of information. Will review theoretical models focusing on distinctions between different forms of memory including short-term and long-term memory, implicit and explicit memory, episodic and semantic memory. Factors contributing to forgetting and distortion of memory will also be discussed.

Prerequisite: Open to sophomores, juniors and seniors without prerequisite and to first-year students with AP credit or Psychology 101.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### PSYC 216 Psychology of Language

*Titone*

Introduction to the study of the cognitive processes underlying language use. Topics include the relationship between language and thought, the development of language ability, and the computation of syntactic structure. The biological basis of language behavior will also be examined.

Prerequisite: Open to sophomores, juniors and seniors without prerequisite and to first-year students with AP credit or Psychology 101.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### PSYC 217 Cognition

NOT OFFERED IN 1999–00. Cognitive psychology is the study of the capabilities and limitations of the human mind when viewed as a system for processing information. An examination of basic issues and research in cognition focusing on attention, pattern recognition, memory, language and decision-making.

Prerequisite: Open to sophomores, juniors and seniors without prerequisite and to first-year students with AP credit or Psychology 101.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### PSYC 218 Sensation and Perception

*Keane*

A survey of the human senses from stimulus to perception. Topics include basic features in vision: color, form, orientation and size; perception of the third dimension; illusions; attention; limits on perception; and the effects of experience and development. Relevant neurophysiological and clinical examples will be reviewed. Laboratory demonstrations.

Prerequisite: Open to sophomores, juniors and seniors without prerequisite and to first-year students with AP credit or Psychology 101.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### PSYC 219 Physiological Psychology

*Koff*

Introduction to the biological bases of behavior. Topics include structure and function of the nervous system, sensory processing, sleep, reproductive behavior, emotion, language, and mental disorders.

Prerequisite: Open to sophomores, juniors and seniors without prerequisite and to first-year students with AP credit or Psychology 101. Not open to students who have taken Biological Sciences 213.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### PSYC 221 Narrative Psychology

*Furumoto*

Narrative psychologists study our propensity for transforming experience into stories and for using stories to communicate the meaning of actions and experience to others. Among the topics to be explored in this introduction to the narrative perspective in psychology are: how storytelling develops in children, the role of personal myths in identity formation, and the evaluation of first-person accounts of alien abduction, multiple personalities, and recovered memories of childhood abuse.

Prerequisite: Open to sophomores, juniors and seniors without prerequisite and to first-year students with AP credit or Psychology 101.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### PSYC 222R Research Methods in the Study of Individual Lives

*Furumoto*

An introduction to research methods appropriate to the study of individual lives. Individual and group projects. Laboratory. Typically limited to twelve students.

Prerequisite: 205 and one other 200-level Psychology course.

Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.25

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### PSYC 245 Cultural Psychology

*Genero*

Examines how and why cultural factors affect social and developmental psychological processes. Individual, interpersonal, and contextual factors are considered to expand our understanding of increasingly diverse environments.

Prerequisite: 101 and one other Grade II unit, excluding 205.

Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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### PSYC 248 Psychology of Teaching, Learning, and Motivation

*Hennessey*

The psychology of preschool, primary, secondary, and college education. Investigation of the many contributions of psychology to both educational theory and practice. Topics include student development in the cognitive, social and emotional realms; assessment of student variability and performance; interpretation and evaluation of standardized tests and measurements; classroom management; teaching style; tracking and ability grouping; motivation; and teacher effectiveness.

Prerequisite: 101

Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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### PSYC 248R Research Methods in Educational Psychology

NOT OFFERED IN 1999-00. An introduction to research methods appropriate to the study of educational psychology. Individual and group projects. Laboratory. Each section typically limited to twelve students. Observations at the Child Study Center and other classroom locations required.

Prerequisite: 205 and 248

Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.25

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### PSYC 302 Health Psychology

*Berman*

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.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.

Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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### PSYC 303 Psychology of Gender

*Norem*

An examination of different theoretical approaches to the study of sex and gender, the social construction and maintenance of gender and current research on gender differences. Topics will include review of arguments about appropriate methods for studying sex and gender and its "legitimacy" as a research focus, gender roles and gender socialization, potential biological bases of gender differences, and the potential for change in different sex-typical behaviors.

Prerequisite: Open to juniors and seniors who have taken two Grade II units excluding 205, or by permission of the instructor.

Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

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### PSYC 308 Selected Topics in Clinical Psychology

*Wink*

Topic for 1999-00: Systems of Psychotherapy. This course examines theory, research and practice in three schools of psychotherapy: Psychodynamic, cognitive-behavioral, and humanistic. Topics to be covered include underlying assumptions of normalcy/pathology, theories of change, methods/techniques, and relationship between therapist and client.

Prerequisite: Open to juniors and seniors who have taken 309 or by permission of the instructor.

Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

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### PSYC 309 Abnormal Psychology

*Wink*

An examination of major psychological disorders with special emphasis on phenomenology. Behavioral treatment of anxiety based disorders, cognitive treatment of depression, psychoanalytic therapy of personality disorders, and biochemical treatment of schizophrenia will receive special attention. Other models of psychopathology will also be discussed.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.

Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.0

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### PSYC 312 Seminar. Applied Psychology

*Schiavo*

Analysis of psychologically-based programs and interventions in applied settings such as organizations, social service agencies, health-care facilities, social support groups, environmental and community change agencies, etc. Consideration of the psychological theories, methods, and research findings which provide the foundation for these programs. Students will participate in relevant settings or activities.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring Unit: 1.0

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### PSYC 311 Seminar. Social Psychology

**NOT OFFERED IN 1999–00.** Children and the Physical Environment. Exploration of the field of environmental psychology, the influence of the physical environment on behavior and feelings, with particular attention to children. Emphasis upon relevant concepts such as crowding, privacy, territoriality, and personal space. Specific settings (e.g., urban environments, neighborhoods, playgrounds, classrooms, homes) investigated. Students (in small groups) use observation, interview, or questionnaire techniques to pursue research topics. Individual seminar reports.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, including either 207, 210 or 211 and excluding 205, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O Unit: 1.0

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### PSYC 316 Seminar. Psycholinguistics

*Titone*

Topic for 1999–00: **Psychobiology of Language Development and Processing.** One important question in cognitive neuroscience is how the brain supports normal language development and function. In this course, students will be given a brief overview of language development, anatomy, and function, followed by an in depth examination of the important questions currently facing researchers studying the psychobiology of language development and processing. Course topics will include developmental disorders of language (e.g., autism, dyslexia, William's syndrome), adult disorders of language (e.g., aphasia, language impairments following right hemisphere damage), language disorders related to psychopathology (e.g., schizophrenia), and approaches to studying brain-language relationships using functional imaging (e.g., event related potentials, fMRI, PET).

Prerequisite: Open to juniors and seniors who have taken two Grade II units, including one of the following: 215, 216, 217, 218, 219, or Biological Sciences 213, and excluding 205. Language Studies 114 may be substituted for either Grade II unit.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Spring Unit: 1.0

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### PSYC 317 Seminar. Psychological Development in Adults

*Clinchy*

Exploration of age-related crises and dilemmas in the context of contemporary psychological theory and research. Topics include: intellectual development in adulthood; changing conceptions of truth and moral value; the evolution of identity; gender differences in development.

Prerequisite: Open to juniors and seniors who have taken two Grade II units excluding 205, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring Unit: 1.0

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### PSYC 318 Seminar. Brain and Behavior

*Koff*

Selected topics in brain-behavior relationships. Emphasis on the psychobiology of emotion. Topics include neuroanatomy and neurochemistry of emotion, lateralization of emotion, facial expressions of emotion, development of emotion, and disturbances of emotion.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, including one of the following: 215, 216, 217, 218, 219, or Biological Sciences 213, and excluding 205.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Spring Unit: 1.0

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### PSYC 319 Neuropsychology

*Keane*

An exploration of the neural underpinnings of higher cognitive function based on evidence from individuals with brain damage. Major neuroanatomical systems will be reviewed. Topics include motor and sensory function, attention, memory, language, and hemispheric specialization.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, including either 219 or Biological Sciences 213, and excluding 205.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Fall Unit: 1.0

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**PSYC 325 Seminar. History of Psychology**

**NOT OFFERED IN 1999–00.**

Prerequisite: Open to juniors and seniors who have taken 101.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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**PSYC 329 Seminar. Psychology of Adulthood and Aging**

*Wink*

An examination of how people cope with changes in their adult lives. Particular emphasis on aging as an example of life stage. Topics include: personality and cognitive change in later life; development of wisdom and integrity; retirement and bereavement; coping with death; intergenerational transmission of values; social support and coping with change. Models of life stages in adulthood will also be discussed.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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**PSYC 330 Topics in Cognitive Science**

**NOT OFFERED IN 1999–00.**

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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**PSYC 331 Seminar. Psychology of the Self**

**NOT OFFERED IN 1999–00.** 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 include: self-awareness, self-esteem, self-presentation, self-actualization, and psychopathology of the self. Development of the self throughout the life span.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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**PSYC 333 Clinical and Educational Assessment**

**NOT OFFERED IN 1999–00.** Current approaches to the psychological appraisal of individual differences in personality, intelligence, and special abilities will be investigated through the use of cases. Tests included in the survey are: MMPI, CPI, WAIS, Rorschach and the TAT.

Special emphasis will be placed on test interpretation, report writing, and an understanding of basic psychometric concepts such as validity, reliability, and norms. Useful for students intending to pursue graduate study in clinical, personality, occupational, or school psychology.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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**PSYC 335 Seminar. Memory in Natural Contexts**

**NOT OFFERED IN 1999–00.** Topics include autobiographical memory, eyewitness testimony, childhood amnesia, cross-cultural studies of memory, memory in early childhood and old age, and exceptional memory abilities.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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**PSYC 337 Seminar. The Psychology of Creativity**

*Hennessey*

An explanation of the foundations of modern theory and research on creativity. An examination of methods designed to stimulate creative thought and expression. Topics include: psychodynamic, behavioristic, humanistic and social-psychological theories of creativity; studies of creative environments; personality studies of creative individuals; methods of defining and assessing creativity; and programs designed to increase both verbal and nonverbal creativity.

Prerequisite: Open by permission of the instructor to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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**PSYC 340 Organizational Psychology**

*Carli*

An examination of key topics such as: social environment of the work place, motivation and morale, change and conflict, quality of worklife, work group dynamics, leadership, culture, and the impact of workforce demographics (gender, race, socioeconomic status). Experiential activities, cases, theory and research.

Prerequisite: Open to juniors and seniors who have taken two Grade II units excluding 205, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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**PSYC 341 Seminar. Psychology of Shyness***Cheek*

An examination of psychological approaches to understanding shyness and the related self-conscious emotions of embarrassment and shame. Topics include: genetics of shyness, evolutionary perspectives on shyness in animals, adolescent self-consciousness, and individual and group differences in social behavior.

Prerequisite: Open to juniors and seniors who have taken at least one course numbered 207-212 and at least one course numbered 215-219, or by permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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**PSYC 345 Seminar. Selected Topics in Developmental Psychology***Gleason*

Topic for 1999-00: **Early Relationships.** An examination of children's relationships from infancy through early childhood and their implications for social and cognitive development. Emphasis will be on relationships with caregivers, siblings, and peers, early friendships and children's relationships with imaginary companions.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, and including 207.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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**PSYC 347 Seminar. Ethnicity and Social Identity***Genero*

Examines the social and developmental aspects of identity with a special focus on ethnicity. The social construction of culture, interpersonal functioning, ethnic group differences, and expectations will be explored as they relate to identity development. The course includes a field research component.

Prerequisite: Open to juniors and seniors who have taken two Grade II units excluding 205, and including 245, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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**PSYC 348 Advanced Topics in Personality and Social Psychology**

**NOT OFFERED IN 1999-00.** An exploration of the interface between personality and social psychology. Areas of research that are best understood by considering both personal dispositions and social situations will be examined. Topics include: conformity, romantic relationships, and social anxiety.

Prerequisite: Open to juniors and seniors who have taken 210 and 212, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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**PSYC 349 Seminar. Nonverbal Communication**

**NOT OFFERED IN 1999-00.** An examination of the use of nonverbal communication in social interactions. Systematic observation of nonverbal behavior, especially facial expression, tone of voice, gestures, personal space, and body movement. Readings include scientific studies and descriptive accounts. Students have the opportunity to conduct original, empirical research. Issues include: the communication of emotion; cultural and gender differences; the detection of deception; the impact of nonverbal cues on impression formation; nonverbal communication in specific settings (e.g., counseling, education, interpersonal relationships).

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, and including 210.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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**PSYC 350 Research or Individual Study**

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**PSYC 351 Internship in Psychology**

Participation in a structured learning experience in an approved field setting under faculty supervision. Analytical readings and paper(s) required. Open to junior and senior majors. Pre-requisites: A combination of two Grade II and Grade III units, which are most appropriate to the field setting (excluding 205) as determined by the faculty supervisor.

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### PSYC 360 Senior Thesis Research

Prerequisite: Completion of a research methods course by the end of the junior year, and by permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### PSYC 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## Related Courses

*For Credit Toward the Major*

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AFR 225 Introduction to Black Psychology

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BISC 213 Biology of Brain and Behavior with Laboratory

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LANG 322 Child Language Acquisition

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*Attention Called*

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PHIL 215 Philosophy of Mind

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## Directions for Election

Majors in psychology must take at least nine (9) courses, including 101, 205, one research methods course, three additional Grade II courses, and two Grade III courses, one of which must be numbered 302-349. At least five of the courses for the major must be taken in the Department. The Department offers six research methods courses: 207R, 210R, 212R, 214R, 222R and 248R. The Department recommends that the research methods course be completed by the end of the junior year. Students are required to take at least one course numbered 207-212 and at least one course numbered 215-219 or Biological Sciences 213.

Beginning with the class of 2002, Psychology 101 will no longer be required for the major. It can, however, be counted as one of the required nine courses. Students who do not take 101 will replace it with a Grade II course.

A Minor in psychology (five courses) consists of: (A) 101, and (B) one course at the 300-level, and (C) three additional courses. Psychology 350 and 351 does not count as one of the five courses for the minor. At least three of the courses for the minor must be taken in the Department.

Beginning with the class of 2002, Psychology 101 will no longer be required for the minor. It can, however, be counted as one of the required five courses. Students who do not take 101 will replace it with a Grade II course.

Students interested in an interdepartmental major in psychobiology or cognitive science are referred to the section of the Catalog where these programs are described. They should consult with the directors of the psychobiology or cognitive science programs.

Advanced placement credit for psychology exempts students from the prerequisite of Psychology 101 for all 200-level courses except all research methods courses and Psychology 205. First-year students with advanced placement credit wishing to enter a 200-level course are advised to consult with the chair or the instructor of the course in which they wish to enroll. The unit given to students for advanced placement in psychology does not count towards the minimum psychology major or minor at Wellesley.

Advanced placement credit for statistics does not exempt students from Psychology 205.

# Quantitative Reasoning Program

Quantitative Reasoning Coordinators:  
*Connally<sup>A</sup>, Jesudason, Singh*

The ability to think clearly and critically about quantitative issues is fundamental to effective citizenship in the modern world. Further, mathematical reasoning is important in a wide range of disciplines. The College wants to ensure that mathematics does not serve as a barrier to those students who might otherwise consider courses or careers that require basic quantitative reasoning skills. To this end, Wellesley has established a Quantitative Reasoning Program.

The Quantitative Reasoning Program provides a number of services to the academic community. It oversees the administration of the Quantitative Reasoning Assessment, described below, and staffs the basic skills course, QR 140 Introduction to Quantitative Reasoning. The Program also provides tutorial support to students and instructors of quantitative reasoning overlay courses. Finally, staff from the Quantitative Reasoning Program provide curricular support to faculty interested in modifying existing courses or designing new ones so that these courses will satisfy the overlay component of the quantitative reasoning requirement.

## The Quantitative Reasoning Requirement

Effective with students entering in the fall of 1997, the quantitative reasoning requirement must be satisfied by all students. The quantitative reasoning requirement consists of two parts: a basic skills component and an overlay course component. The basic skills component of the requirement is intended to help students gain the math skills they need for courses with a quantitative focus. These skills include arithmetic and basic algebra, reading and preparing graphs, and the ability to draw conclusions about the world based on quantitative information. To help identify those students in need of these skills, all entering students, including Davis Scholars and transfer students, will be required to take the Quantitative Reasoning Assessment. Students who do not pass the Quantitative Reasoning Assessment will be required to enroll in QR 140, the Quantitative Reasoning basic skills course. This course focuses on mathematical topics in the context of real-world applications.

The second part of the quantitative reasoning requirement, the overlay course component, is designed to engage students in the analysis and interpretation of data in a scientific or social context and to provide an understanding of the statistics used in everyday life. This part of the quantitative reasoning requirement is satisfied by successfully completing a course designated as appropriate by the Committee on Curriculum and Instruction. This course may also be used to satisfy a distribution requirement.

## Basic Skills Component

### QR 140 Introduction to Quantitative Reasoning

#### Staff

This course includes a review of algebra and geometry and explores mathematical modeling and the analysis and interpretation of data. It emphasizes a conceptual understanding of quantitative data and the relevance of mathematics to everyday life. This course is open to students who do not pass the Quantitative Reasoning Assessment. For first-, second-, and third-year students, this course is required for those not passing the Quantitative Reasoning Assessment; a student passing this course satisfies the basic skills components of the quantitative reasoning requirement.

Prerequisite: Permission of the instructor required.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

## Overlay Course Component

The following courses satisfy the overlay course component of the Quantitative Reasoning Requirement. In order to register for a course on this list, a student must first satisfy the basic skills component of the Quantitative Reasoning Requirement by passing either the Quantitative Reasoning Assessment or QR 140.

Note that this list is subject to change.

### QR 199 Introduction to Social Science Data Analysis

*Kauffman (Economics), Taylor (Economics)*

An introduction to the collection, analysis, interpretation, and presentation of quantitative data as used to understand society and human behavior. Using examples drawn from the fields of economics, political science, and sociology, this course focuses on basic concepts in statistics and probability, such as measures of central tendency and dispersion, hypothesis testing, and parametric

ter estimation. The course draws on everyday applications of statistics and data analysis in an interdisciplinary context. *Students must register for a laboratory section which meets an additional 70 minutes each week. Not open to students who have taken ECON 199/POL 199/SOC 199.*

Prerequisite: For first-, second- and third-year students, fulfillment of Quantitative Reasoning basic skills requirement.

Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall, Spring Unit: 1.0

ASTR 206wL Basic Astronomical Techniques with Laboratory

BISC 109 Human Biology with Laboratory

BISC 111 Introductory Organismal Biology with Laboratory

CHEM 110 Introductory Chemistry I with Laboratory

CHEM 111 Introductory Chemistry II with Laboratory

CHEM 111/WRIT 125 Introductory Chemistry II with Laboratory

CHEM 115 Introductory Chemistry II with Laboratory

CHEM 120 Intensive Introductory Chemistry with Laboratory

CHEM 361 Analytical Chemistry with Laboratory

GEOL 102 The Dynamic Earth with Laboratory

MATH 101 Reasoning with Data: Elementary Applied Statistics

MATH 220 Probability and Elementary Statistics

PHYS 202 Modern Physics with Laboratory

PSYC 205 Statistics with Laboratory

## Department of Religion

Professor: *Geller, Hobbs, Kodera, Marini<sup>a</sup>*

Associate Professor: *Elkins, Marlow (Chair)*

Instructor: *Estelle-Holmer*

All courses in the Religion Department (with the exception of 250, 250H, 298, 350, 350H, 360 and 370) fulfill the Group B<sup>1</sup> distribution requirement.

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REL 104 Study of the Hebrew Bible/Old Testament

*Geller*

Critical introduction to the Hebrew Bible/Old Testament, studying its role in the history and culture of ancient Israel and its relationship to Ancient Near Eastern cultures. Special focus on the fundamental techniques of literary, historical and source criticism in modern scholarship, with emphasis on the Bible's literary structure and compositional evolution.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: Fall Unit: 1.0

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REL 105 Study of the New Testament

*Hobbs*

The writings of the New Testament as diverse expressions of early Christianity. Close reading of the texts, with particular emphasis upon the Gospels and the letters of Paul. Treatment of the literary, theological, and historical dimensions of the Christian scriptures, as well as of methods of interpretation.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: Fall, Spring Unit: 1.0

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REL 108 Introduction to Asian Religions

*Kodera*

An introduction to the major religions of India, Tibet, China and Japan with particular attention to universal questions such as how to overcome the human predicament, how to perceive ultimate reality, and what is the meaning of death and the end of the world. Materials taken from Islam, Hinduism, Buddhism, Confucianism, Taoism, and Shinto. Comparisons made, when appropriate, with Hebrew and Christian Scriptures.



Prerequisite: None  
Distribution: Religion, Ethics and Moral Philosophy  
Semester: Fall Unit: 1.0

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**REL 108M Introduction to Asian Religions**

**NOT OFFERED IN 1999-00.** This version of REL 108 is taught at MIT and meets the HASS-D requirement at MIT for MIT students. Open to all Wellesley and MIT students.

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

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**REL 140 Introduction to Jewish Civilization**  
*Geller*

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.

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

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**REL 160 Introduction to Islamic Civilization**  
*Marlow*

A historical survey of the religion and culture of the Islamic world from the seventh century to the present. Topics include literary and artistic expression, architecture, institutions, philosophical and political thought, religious thought and practice, and modern intellectual life. Attention to the interaction among Arabs, Iranians and Turks in the formation of Islamic culture, and the diverse forms assumed by that culture in areas to which Islam later spread.

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

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**REL 200 Theories of Religion**

**NOT OFFERED IN 1999-00. Offered in 2000-01.** An exploration of theoretical models and methods employed in the study of religions. Particular attention to approaches drawn from anthropology, sociology and psychology. Readings will concentrate on basic positions of continuing influence in the field: William James and Sigmund Freud, Max Weber and Emile

Durkheim, Clifford Geertz and Victor Turner, Rudolf Otto and Mircea Eliade. Some attention to contemporary applications of, and variations on, these positions.

Prerequisite: None  
Distribution: Religion, Ethics and Moral Philosophy or Social and Behavioral Analysis  
Semester: N/O. Offered in 2000-01. Unit: 1.0

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**REL 204 Law in the Ancient Near East and Hebrew Bible/Old Testament**

**NOT OFFERED IN 1999-00.** Women and Family Law (marriage and surrogate parenting, divorce, adultery, rape); Slavery (concubinage, gender differences, agency); and Injury Law (torts). Comparative readings in documents from the Ancient Near East including the Hebrew Bible. This course seeks to identify the most ancient principles of justice, law and ethics of Western Civilizations.

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

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**REL 205 Genesis and the Ancient Near East Mythologies**

**NOT OFFERED IN 1999-00.** Examination of the historical narrative, mythology and theology of the book of Genesis, especially in comparison with ancient Mesopotamian and Egyptian literatures. Topics include cosmic and human creation stories, the flood motif, Patriarchal/Matriarchal traditions. Methodological introduction to the study of composite texts.

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

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**REL 206 The Way of Wisdom, Life, Love and Suffering in the Ancient Near East**

**NOT OFFERED IN 1999-00.** A study of the wisdom books of the Hebrew Bible/Old Testament (Proverbs, Job, Ecclesiastes) in the context of their ancient Near Eastern parallels. Special attention to the roles of women as characters within the text and as authorizers of the wisdom tradition's teachings. Methodological approaches will include folklore studies, comparative literature, and feminist Biblical hermeneutics.

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

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**REL 210 The Gospels***Hobbs*

A historical study of each of the four canonical Gospels, and of one of the noncanonical Gospels, as distinctive expressions in narrative form of the proclamation concerning Jesus of Nazareth.

Prerequisite: None

Distribution: Religion, Ethics and Moral Philosophy

Semester: Fall Unit: 1.0

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**REL 211 Jesus of Nazareth**

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** Historical study of Jesus, first as he is presented in the Gospels, followed by interpretations of him at several subsequent stages of Christian history. In addition to the basic literary materials, examples from the visual arts and music will be considered, such as works by Michelangelo, Grünewald, J. S. Bach, Beethoven, and Rouault, as well as a film by Pasolini. The study will conclude with the modern “quest for the historical Jesus.”

Prerequisite: None

Distribution: Religion, Ethics and Moral Philosophy

Semester: N/O. Offered in 2000–01. Unit: 1.0

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**REL 212 Paul: The Controversies of an Apostle***Hobbs*

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.

Prerequisite: None

Distribution: Religion, Ethics and Moral Philosophy

Semester: Spring Unit: 1.0

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**REL 215 Christian Classics**

**NOT OFFERED IN 1999–00.** Fundamental texts of the Christian tradition examined for their spiritual and theological significance. Works read include Augustine's *Confessions*, Thomas à Kempis' *The Imitation of Christ*, Luther's *On Christian Freedom*, Teresa of Avila's *Autobiography*, Bunyan's *The Pilgrim's Progress*, Martin Luther King's, Jr. *Strength to Love*.

Prerequisite: None

Distribution: Language and Literature or Religion, Ethics and Moral Philosophy

Semester: N/O Unit: 1.0

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**REL 216 Christian Thought: 100–1600***Elkins*

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 the writings of Christian thinkers - Catholic, Orthodox, and Protestant - from the martyrs to the sixteenth-century reformers. Special attention to the diversity of traditions and religious practices, including the cult of saints, the veneration of icons, and the use of Scripture.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: Spring Unit: 1.0

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**REL 218 Religion in America**

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** A study of the religions of Americans from the colonial period to the present. Special attention to the impact of religious beliefs and practices in the shaping of American culture and society. Representative readings from the spectrum of American religions including Aztecs and Conquistadors in New Spain, Anne Hutchinson and the Puritans, Jonathan Edwards and John Wesley, Ralph Waldo Emerson, Isaac Meyer Wise, Mary Baker Eddy, Dorothy Day, Black Elk, and Martin Luther King, Jr.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: N/O. Offered in 2000–01. Unit: 1.0

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**REL 220 Religious Themes in American Fiction**

**NOT OFFERED IN 1999–2000.** Human nature and destiny, good and evil, love and hate, loyalty and betrayal, tradition and assimilation, salvation and damnation, God and fate in the novels of Hawthorne, Thoreau, Melville, Harriet Beecher Stowe, Chaim Potok, Rudolfo Anaya, Alice Walker, and Leslie Marmon Silko. Reading and discussion of these texts as expressions of the diverse religious cultures of nineteenth- and twentieth-century America.

Prerequisite: None

Distribution: Language and Literature or Religion, Ethics and Moral Philosophy

Semester: N/O Unit: 1.0

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**REL 221 Catholic Studies***Elkins*

Contemporary issues in the Roman Catholic Church, with particular attention to the American situation. Topics include sexual morality, social ethics, spirituality, women's issues, dogma, liberation theology, ecumenism, and inter-religious dialogue. Readings represent a spectrum of positions and include works by Thomas Merton, Dorothy Day, the U.S. bishops, and recent popes.

Prerequisite: None

Distribution: Religion, Ethics and Moral Philosophy

Semester: Fall

Unit: 1.0

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**REL 224/MUS 224 Hildegard of Bingen***Elkins, Fontijn (Music)*

In celebration of the nine-hundredth anniversary of her birth, this interdisciplinary seminar will focus on the music, dramatic productions, vision literature, and theology of the renowned twelfth-century abbess Hildegard of Bingen. Attention will also be given to her scientific work on medicine, the manuscript illuminations of her visions, and the productions of her music popular today. Students will have the opportunity to perform Hildegard's music with the Wellesley College Collegium Musicum directed by Claire Fontijn. *Students may register for either REL 224 or MUS 224. Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Religion, Ethics and Moral Philosophy, or Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

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**REL 225 Women in Christianity**

**NOT OFFERED IN 1999-00. OFFERED IN 2000-01.** Martyrs, mystics, witches, wives, virgins, reformers, and ministers: a survey of women in Christianity from its origins until today. Focus on women's writings, both historical and contemporary. Special attention to modern interpreters - feminists, third-world women, and women of color.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: N/O. Offered in 2000-01.

Unit: 1.0

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**REL 226 Liberation Theology**

**NOT OFFERED IN 1999-00. OFFERED IN 2000-01.** An examination of the variety of liberation theologies from 1971 to the present. Focus on the common themes (such as political, economic, and social transformation) and divergent

emphases (such as class, gender, race, and religion) of these writings. Readings in Latin American, Black, Jewish, Third World women, and Asian authors.

Prerequisite: None

Distribution: Religion, Ethics and Moral Philosophy or Social and Behavioral Analysis

Semester: N/O. Offered in 2000-01.

Unit: 1.0

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**REL 229 Christianity and the Third World**

**NOT OFFERED IN 1999-00.** An inquiry into the encounter of Christianity with cultures beyond Europe from the sixteenth century to the present. Critical examination of Christian missions and the emergence of indigenized forms of Christianity in the Third World. Particular attention to contemporary movements including Catholic Liberation base communities and Protestant Pentecostal settlements in Latin America, Afro-Caribbean Vodun and Rastafarianism, the New Churches of SubSaharan Africa, and the Evangelical Churches of Korea.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: N/O

Unit: 1.0

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**REL 230 Ethics**

**NOT OFFERED IN 1999-00. OFFERED IN 2000-2001.** An inquiry into the nature of values and the methods of moral decision-making. Examination of selected ethical issues including racism, sexism, economic justice, the environment, and personal freedom. Introduction to case study and ethical theory as tools for determining moral choices.

Prerequisite: None

Distribution: Religion, Ethics and Moral Philosophy

Semester: N/O. Offered in 2000-01.

Unit: 1.0

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**REL 241 Emerging Religions: Judaism and Christianity 150 B.C.E.-500 C.E.**

**NOT OFFERED IN 1999-00.** Both Christianity and Rabbinic Judaism emerged as radical responses to theological and social problems churning at the beginning of the first millennium. This course will place the origins of these two religions into historical and theological context, by drawing on readings from Intertestamental Writings, the Dead Sea Scrolls, New Testament and other Early Christian sources, Rabbinic Midrash and Talmud.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: N/O

Unit: 1.0

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**REL 243 Women in the Biblical World**

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** The roles and images of women in the Bible, and in early Jewish and Christian literature, examined in the context of the ancient societies in which these documents emerged. Special attention to the relationships among archaeological, legal and literary sources in reconstructing the status of women in these societies.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: N/O. Offered in 2000–01. Unit: 1.0

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**REL 244 Jerusalem: The Holy City**

*Geller*

An exploration of the history, archaeology, and architecture of Jerusalem from the Bronze Age to the present. Special attention both to the ways in which Jerusalem's Jewish, Christian, and Muslim communities transformed Jerusalem in response to their religious and political values and also to the role of the city in the ongoing Mid-East and Israeli-Palestinian peace process.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring Unit: 1.0

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**REL 245 The Holocaust and the Nazi State**

*Geller*

An examination of the origins, character, course, and consequences of Nazi anti-Semitism during the Third Reich. Special attention to Nazi racialist ideology, and how it shaped policies which affected such groups as the Jews, the disabled, the Roma and the Sinti, Poles and Russians, Afro-Germans, homosexuals, and women. Consideration also of the impact of Nazism on the German medical and teaching professions.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring Unit: 1.0

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**REL 250 Research or Individual Study**

Prerequisite: Open to first-year students and sophomores.

Distribution: None

Semester: Spring, Fall Unit: 1.0

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**REL 250H Research or Individual Study**

Prerequisite: Open to first-year students and sophomores.

Distribution: None

Semester: Spring, Fall Unit: 0.5

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**REL 251 Religions in India**

**NOT OFFERED IN 1999–00.** 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.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: N/O Unit: 1.0

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**REL 253 Buddhist Thought and Practice**

*Kodera*

A study of Buddhist views of the human predicament and its solution, using different teachings and forms of practice from India, Southeast Asia, Tibet, China and Japan. Topics including the historic Buddha's sermons, Buddhist psychology and cosmology, meditation, bodhisattva career, Tibetan Tantricism, Pure Land, Zen, dialogues with and influence on the West.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: Spring Unit: 1.0

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**REL 254 Chinese Thought and Religion**

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** Continuity and diversity in the history of Chinese thought and religion from the ancient sage-kings of the third millennium B.C.E. to the present. Topics include: Confucianism, Taoism, Chinese Buddhism, folk religion and their further developments and interaction. Materials drawn from philosophical and religious and literary works.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: N/O. Offered in 2000–01. Unit: 1.0

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**REL 255 Japanese Religion and Culture**

*Kodera*

Constancy and change in the history of Japanese religious thought and its cultural and literary expression from the prehistoric "age of the gods" to contemporary Japan. An examination of Japanese indebtedness to, and independence from, Korea and China, assimilation and rejection of the West, and preservation of indigenous tradition. Topics include: Shinto, distinctively Japanese interpretations of Buddhism,



Neo-Confucianism and their role in modernization and nationalism, Western colonialism; and modern Japanese thought as a crossroad of East and West.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: Spring

Unit: 1.0

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### REL 257 Contemplation and Action

*Kodera*

An exploration of the relationship between contemplation and action in the spiritual life, East and West. Topics include: self-cultivation and social responsibility; solitude and compassion; human frailty as a basis for courage; anger as an expression of love; Western adaptations of Eastern spirituality; interfaith approaches to social and environmental crises. Readings selected from Confucius, Gautama Buddha, Ryokan, Mahatma Gandhi, Abraham Heschel, Dag Hammarskjöld, Simone Weil, Thomas Merton, Henri Nouwen, Beverly Harrison, Benjamin Hoff, Reuben Habito and others.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: Fall

Unit: 1.0

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### REL 258 Tibetan Buddhism

NOT OFFERED IN 1999–00. Tantric Buddhism of Tibet as a philosophical, contemplative, cultural and political phenomenon, examined in the contexts of native Tibetan tradition and the larger Mahayana Buddhism. Special attention to the Dalai Lama and to the “Free Tibet” movement.

Prerequisites: None

Distribution: Religion, Ethics and Moral Philosophy

Semester: N/O

Unit: 1.0

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### REL 262 The Formation of the Islamic Religious Tradition

NOT OFFERED IN 1999–00. OFFERED IN 2000–01. A historical study of the Islamic religious tradition with particular attention to the early centuries in which it reached its classical form. Topics include the life of Muhammad, the Qur’an and Qur’anic interpretation, Prophetic tradition, law, ethics, theology, Shi’ism, and Sufism. Attention to the diversity within the Islamic tradition and to the continuing processes of reinterpretation, into the modern period.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: N/O. Offered in 2000–01.

Unit: 1.0

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### REL 263 Islam in the Modern World

*Marlow*

The role of Islam in the development of Turkey, the Arab world, Iran, India and Pakistan in the 19th and 20th centuries. Explores the rise of nationalism, secularism, modernism, “fundamentalism,” and revolution in response to the political, socio-economic, and ideological crises of the colonialist and post-colonialist period. Issues include legal and educational reform, the status of women, dress, economics. Readings from contemporary Muslim religious scholars, intellectuals, and literary figures.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: Spring

Unit: 1.0

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### REL 264 Literatures of the Islamic World

NOT OFFERED IN 1999–00. OFFERED IN 2000–01. An examination of some major works of Arabic, Persian, Turkish, and Urdu literature (in English translation), medieval and modern, religious and secular, in their historical and cultural contexts. Attention to the interaction between local oral literatures and written works. Emphasis on the portrayal of relationships between the individual, the family and the larger community. Readings from the Qur’an, Sufi poetry, the *ta’ziya* (“Passion Play”), epics, “Mirrors for Princes,” the *Thousand and One Nights*, modern novels, plays and political poetry.

Prerequisite: Open to all students, except those who have taken [363].

Distribution: Language and Literature or Religion, Ethics and Moral Philosophy

Semester: N/O. Offered in 2000–01.

Unit: 1.0

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### REL 298 New Testament Greek

*Hobbs*

Special features of Koine Greek. Reading and discussion of selected New Testament texts.

Prerequisite: One year of Greek; or exemption examination; or by permission of the instructor.

Distribution: Language and Literature or Religion, Ethics and Moral Philosophy/A

Semester: Spring

Unit: 1.0

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### REL 300 Seminar. Issues in the Contemporary Study of Religion

*Geller*

Topic for 1999–00: The Millennium. An examination of selected problems of research and interpretation in the contemporary study of religion. Close reading and discussion of recent major works dealing with a variety of religious tradi-

tions. Special emphasis on student-faculty discourse about the conceptual foundations of critical scholarship in the field. Strongly recommended for departmental majors and minors.

Prerequisite: Junior and senior religion majors and minors, or by permission of the instructor.

Distribution: Religion, Ethics and Moral Philosophy  
Semester: Fall Unit: 1.0

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**REL 303 Seminar. Human Sacrifice in Religion**

**NOT OFFERED IN 1999–00.** This course will study the meaning of sacrifice in Ancient Mediterranean cultures and how Judaism, Christianity and Islam all transformed the actual act into symbolic rituals and complex theological imageries. The Bible’s “Binding of Isaac” story will serve as the core narrative. We shall study the interpretation of this passage as it appears in Second Temple Period Judaism, New Testament and Early Church Fathers, Rabbinic Midrash, and Islamic exegesis.

Prerequisite: Any course in Hebrew Bible or New Testament or one of the following: 140, 160, 241, 262, or permission of the instructor.

Distribution: Religion, Ethics and Moral Philosophy  
Semester: N/O Unit: 1.0

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**REL 308 Seminar. Paul’s Letter to the Romans**

**NOT OFFERED IN 1999–00.** An exegetical examination of the “Last Will and Testament” of the Apostle Paul, concentrating especially on his theological construction of the Gospel, on his stance vis-à-vis Judaism and its place in salvation-history, and on the theologies of his opponents as revealed in his letters.

Prerequisite: At least one course in New Testament.  
Distribution: Religion, Ethics and Moral Philosophy  
Semester: N/O Unit: 1.0

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**REL 310 Seminar. Gospel of Mark**

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** 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: At least one course in New Testament.  
Distribution: Religion, Ethics and Moral Philosophy  
Semester: N/O. Offered in 2000–01. Unit: 1.0

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**REL 316 Seminar. The Virgin Mary**

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** 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 200-level course in medieval history, women’s studies, or religion or by permission of instructor.

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy  
Semester: N/O. Offered in 2000–01. Unit: 1.0

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**REL 318 Seminar. Religion in Revolutionary America, 1734 to 1792**

**NOT OFFERED IN 1999–00.** American religious culture from the Great Awakening to the Bill of Rights and its relationship to the Revolution. Doctrinal debates, Protestant revivals and sectarian movements, political theologies of the Revolutionary era, religion’s role in the drafting and ratification of the Constitution, separation of church and state, sacred poetry, song, and architecture, and popular religious literature.

Prerequisite: One 200-level course in American religion, history, or politics, or permission of the instructor.

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy  
Semester: N/O Unit: 1.0

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**REL 323 Seminar. Feminist Theologies**  
*Elkins*

Topics include: feminist reassessments of traditional images of God in Christianity and Judaism; alternative concepts of divinity coming from ecofeminist, lesbian, and Wicca perspectives; the theological contributions of womanist, Latina, and Asian-American thinkers. Authors include: Sallie McFague, Elizabeth Johnson, Judith Plaskow, Carter Heyward, Starhawk, Delores Williams, Ada Maria Isasi-Diaz, and Chung Hyung Kyung.

Prerequisite: One of the following: 216, 221, 225, 226, 243, 316, or permission of the instructor.

Distribution: Religion, Ethics and Moral Philosophy or Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

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**REL 342 Seminar. Archaeology of the Biblical World**

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** An examination of the ways in which archaeological data contribute to the understanding of the history of ancient Israel, and the Jewish and Christian communities of the Roman Empire.

Prerequisite: One course in Archaeology, Biblical Studies, Classical Civilization, early Christianity, early Judaism, or by permission of the instructor.

Distribution: Historical Studies

Semester: N/O. Offered 2000–01.

Unit: 1.0

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**REL 350 Research or Individual Study**

Prerequisite: Open to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**REL 350H Research or Individual Study**

Prerequisite: Open to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit 0.5

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**REL 351 Seminar. Religion and Identity in Modern India**

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** A study of Indian thought (Hindu, Muslim and Sikh) from the end of the Mughal Empire to the present. Attention to the impact of the British presence on Indian culture and intellectual life, the struggle for independence, the formation of Pakistan, and the rise of “fundamentalisms” throughout the subcontinent. Focus on the intersection of religious and social issues, such as the caste system, the roles and rights of women, and the relationships between majority and minority communities. Readings from Vivekananda, Gandhi, Tagore, Radhakrishnan, Iqbal, Mawdudi, Rushdie.

Prerequisite: Open to juniors and seniors, and to sophomores with permission of the instructor.

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: N/O. Offered in 2000–01.

Unit: 1.0

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**REL 353 Seminar. Zen Buddhism**

**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** 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. *Enrollment limited to fifteen.*

Prerequisite: One course in Asian Religions and by permission of the instructor.

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: N/O. Offered in 2000–01.

Unit: 1.0

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**REL 355 Seminar. Modern Japanese Thought**  
**NOT OFFERED IN 1999–00. OFFERED IN 2000–01.** An exploration of how modern Japanese thinkers have preserved Buddhism, Confucianism, Taoism and Shinto, while introducing Western thinkers, such as Kant, Heidegger, Kierkegaard, Dostoyevsky and Marx, and created a synthesis to meet the intellectual and cultural needs of modern Japan. Readings include Nishida Kitaro, *The Logic of Place and a Religious World View*; Watsuji Tetsuro, *Climate and Culture*; Uchimura Kanzo, “*No Church Christianity*”; Tanabe Hajime, *Philosophy as Metanoia*.

Prerequisite: 255 or equivalent, and permission of the instructor.

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: N/O. Offered in 2000–01.

Unit: 1.0

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**REL 360 Senior Thesis Research**

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**REL 362 Seminar. Religion and State in Islam**  
**NOT OFFERED IN 1999–00.** The relationship between religious authority and political legitimacy in the Islamic world from the seventh century to the present. Issues in the premodern period include the problem of justice and the emergence of distinct Sunni and Shi’i ideas of religio-political authority. Issues in the modern period include modernist, secularist, and “fundamentalist” conceptions of religion’s role in the nation state.

Prerequisite: 160 or 262, History 286 or equivalent, or by permission of the instructor.

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

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**REL 365/ENG 315 Seminar. Images of the Other in the European and Islamic Middle Ages**

*Marlow, Lynch (English)*

This team-taught course will include travel narratives by European and Middle Eastern travelers, merchants, sailors; European Crusader poems and Middle Eastern descriptions of real interactions with Crusaders; religious texts, including Christian-Muslim polemic; love poetry in both traditions written to the transgressive cultural Other; maps and accounts of the marvelous; and fictional stories that feature travel and “orientalism.” *Enrollment is limited to 20. Students may register for REL 365 or ENG 315.*

*Credit will be given in the department in which the student is registered.*

Prerequisite: Open to juniors and seniors  
Distribution: Historical Studies or Language and Literature  
Semester: Spring Unit: 1.0

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**REL 366 Seminar. Islamic Revival in the Modern Middle East and North Africa**

**NOT OFFERED IN 1999–00.** A historical study and analysis of the origins, goals, organization, practices and significance of contemporary Muslim reformist and revivalist trends and movements in the Middle East and North Africa. Cases studied include Algeria, Egypt, Iran, Morocco, Tunisia and Turkey.

Prerequisite: Open to juniors and seniors and by permission of the instructor.  
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy  
Semester: N/O Unit: 1.0

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**REL 370 Senior Thesis**

Prerequisite: 360  
Distribution: None  
Semester: Fall Spring Unit: 1.0

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**HEBR 101-102 Elementary Hebrew (see Jewish Studies)**

**HEBR 201-202 Intermediate Hebrew (see Jewish Studies)**

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## Related Courses

*Attention Called*

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**AFR 242 New World Afro-Atlantic Religions**

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**CLCV 104 Classical Mythology**

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**CLCV 236/336 Greek and Roman Religion**

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**HEBR 101-102 Elementary Hebrew**

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**HEBR 201-202 Intermediate Hebrew**

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**HIST 217 The Making of European Jewry 1085-1815**

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**HIST 218 Jews in the Modern World 1815–Present**

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**HIST 219 The Jews of Spain and the Lands of Islam**

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**HIST 326 Seminar. American Jewish History**

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## HIST 328 Anti-Semitism in Historical Perspective

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ME/R 249 Imagining the Afterlife

## 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 world. 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 nine (9) 1.0 unit courses, at least two of which must be at the 300 level. It requires both a concentration in a specific field of study and adequate exposure to the diversity of the world's religions and cultures. To ensure depth, a major must present a concentration of at least four courses in an area of study that she has chosen in consultation with and with the approval of her departmental advisor. This concentration may be defined by, for example, a particular religion, cultural-geographical area, canon, period of time, or theme. To promote breadth, a major must complete a minimum of two courses devoted to religious cultures or traditions that are distinct both from each other and from the area of concentration; again, she must gain the approval of her faculty advisor. All majors are urged to discuss their courses of study with their advisors before the end of the first semester of their junior year.

The minor consists of a minimum of five (5) courses, including at least one seminar and no more than two 100-level courses. Three of the five courses, including a seminar, should be within an area of concentration chosen by the student in consultation with and with the approval of her departmental advisor.

For some students, studies in the original language of religious traditions will be especially valuable. Hebrew and New Testament Greek are available. 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. Only the 200-level year of Hebrew can be credited towards the department major or minor.



# Department of Russian

Associate Professor: *Hodge (Chair)*

Assistant Professor: *Weiner*

Lecturer: *Semeka-Pankratov*

Language Instructor: *Epsteyn*

All courses in the Russian Department (with the exception of 250, 250H, 350, 350H, 360, 370) fulfill the Group A distribution requirement.

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## RUSS 101 Elementary Russian I

*Hodge*

Introduction to Russian grammar through oral, written and reading exercises; special emphasis on oral expression. Five periods.

Prerequisite: None

Distribution: None

Semester: Fall, Wintersession

Unit: 1.25

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## RUSS 102 Elementary Russian II

*Hodge*

Further introduction to Russian grammar through oral, written and reading exercises; special emphasis on oral expression; multimedia computer exercises. Five periods.

Prerequisite: 101 or equivalent

Distribution: None

Semester: Spring

Unit: 1.25

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## RUSS 201-202 Intermediate Russian

*Weiner*

Conversation, composition, reading, comprehensive review of grammar. Students compose and perform a play in Russian in the course of the year. *Each semester earns 1.25 units of credit, however both semesters must be completed satisfactorily to receive credit for either course. Five periods.*

Prerequisite: 101-102 or the equivalent

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.25

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## RUSS 250 Research or Individual Study

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## RUSS 250H Research or Individual Study

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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## RUSS 251 The Nineteenth-Century Russian Classics: Passion, Pain, Perfection (in English)

*Hodge*

An English-language survey of Russian fiction from the Age of Pushkin (1820s-1830s) to Tolstoy's mature work (1870s) focusing on the role of fiction in Russian history, contemporaneous critical reaction, literary movements in Russia, and echoes of Russian literary masterpieces in the other arts, especially film and music. Major works by Pushkin (*Eugene Onegin*, "The Queen of Spades"), Lermontov (*A Hero of Our Time*), Gogol (*Dead Souls*, "The Overcoat"), Pavlova (*A Double Life*), Turgenev (*Fathers and Sons*), Tolstoy (*Anna Karenina*) and Dostoevsky (*Crime and Punishment*) will be read. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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## RUSS 252 Russian Modernism: Explosion of Matter and Mind (in English)

*Weiner*

This course traces the decay of nineteenth-century realist prose, the ascent of impressionistic, decadent and symbolist writings of the turn of the century, the experiments in ornamental prose of the twenties, the late modernist novels of the thirties, the post-war "Thaw" literature, and the works of *samizdat* novelists in exile. The literary reflection of the monumental changes taking place in Russia—the Revolt of 1905, War Communism, the New Economic Policy, the Stalinist Purges—will be examined throughout the course. Students will read a selection of Chekhov's short stories, Sologub's *The Petty Demon*, Bely's *Petersburg*, Zamiatin's *We*, Olesha's *Envy*, Gladkov's *Cement*, Platonov's *The Foundation Pit*, Bulgakov's *The Master and Margarita*. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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## RUSS 253 Russian Drama

*Semeka-Pankratov*

**NOT OFFERED IN 1999-00.** A study of Russian theater from the late eighteenth century to the Soviet period. Students will read and analyze the classics of the Russian stage, including works by Fonvizin, Griboedov, Pushkin, Gogol, Ostrovsky, Chekhov, and Maiakovsky. The profoundly influential works on dramatic theory and stage practice by such directors as

Nemirovich-Danchenko, Stanislavsky, and Meyerhold will also be examined. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O

Unit: 1.0

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### **RUSS 254 Decoding the World: Symbolism in Russian Culture**

*Semeka-Pankratov*

Russian folklore, nineteenth-century Russian literature (Gogol, Turgenev, Dostoevsky), twentieth-century Russian literature (Bulgakov, Pilniak, Zamiatin), and Russian film (Eisenstein) will be examined through semiotics (the formal study of sign systems). We will read Umberto Eco's *The Name of the Rose* for comparative purposes, and tackle such topics as etiquette and body symbolism, supernatural imagery, mystery-solving, color and numeric symbolism, and many others. Supplemental critical readings will be selected from the classics of formalism, structuralism and semiotics. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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### **RUSS 255 Seven Decades of Soviet and Russian Cinema**

*Hodge*

NOT OFFERED IN 1999-00. The masterpieces of Russian film from the 1920s to the 1990s will be screened, analyzed, and discussed. Students will explore the famous techniques and themes developed by legendary Russian/Soviet filmmakers, including Eisenstein, Dovzhenko, the Vasiliev brothers, Chukhrai, Kozintsev, Tarkovsky, Mikhalkov-Konchalovsky, Abuladze, and Mikhalkov. We will interpret these films in their harrowing political contexts, explore the movie music of Prokofiev and Shostakovich, and trace the influence of Soviet film on the work of U.S. directors. Guest lecturers will comment on specific issues. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

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### **RUSS 271 Russia's "Golden Age"**

*Hodge*

An examination of Russia's most celebrated artistic efflorescence, which took place roughly from the 1810s through the 1840s. Students will explore Russian Sentimentalism and Romanticism by scrutinizing the works of

Pushkin and his literary benefactors (Derzhavin, Karamzin, Zhukovsky) and heirs (Durova, Baratynsky, Delvig, Gogol, Lermontov) against the backdrop of Russian music (Aliabiev, Glinka, Dargomyzhsky) and art (Kiprensky, Tropinin, Briullov). Reading and discussion of literary texts will be supplemented by frequent presentations of films, music and the graphic arts. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Spring

Unit: 1.0

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### **RUSS 272 Politically Correct: Ideology and the Nineteenth-Century Russian Novel**

*Hodge*

NOT OFFERED IN 1999-00. OFFERED IN 2000-01. Is there a "politically correct" set of responses for artists active under a repressive regime? We examine various Russian answers to this question through an intensive analysis of the great ideological novels at the center of Russia's historical social debates from the 1840s through the 1860s. The tension between literary Realism and political exigency will be explored in the fictional and critical works of Herzen, Turgenev, Chernyshevsky, Goncharov, Dobroliubov, Dostoevsky, and Pisarev. Representative works from the non-literary arts will supplement reading and class discussion. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Language and Literature

Semester: N/O. Offered in 2000-01.

Unit: 1.0

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### **RUSS 276 Fedor Dostoevsky: The Seer of Spirit**

*Weiner*

Probably no writer has been so detested and adored, so demonized and deified, as Dostoevsky. This artist was such a visionary that he had to reinvent the novel in order to create a form suitable for his insights into the inner life and his prophecies about the outer. To this day readers are mystified, outraged, enchanted, but never unmoved, by Dostoevsky's fiction, which some have tried to brand as "novel-tragedies," "romantic realism," "polyphonic novels," and more. This course challenges students to enter the fray and explore the mysteries of Dostoevsky themselves through study of his major writings. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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**RUSS 286 Vladimir Nabokov***Weiner*

**NOT OFFERED IN 1999-00. OFFERED IN 2000-01.** An examination of the artistic legacy of the great novelist, critic, lepidopterist and founder of the Wellesley College Russian Department. Nabokov's works have joined the canon of twentieth-century classics in both Russian and English literature. Students will explore Nabokov's English-language novels (*Lolita*, *Invitation to a Beheading*) and the authorized English translations of his Russian works (*The Defense*, *Despair*, *Invitation to a Beheading*). Taught in English. Two periods.

Prerequisite: None

Distribution: Language and Literature

Semester: N/O. Offered in 2000-01.

Unit: 1.0

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**RUSS 301 Advanced Russian***Semeka-Pankratov, Epsteyn*

Students will learn to distinguish and master the many styles of written and spoken Russian: biblical, folkloric, nineteenth-century literary prose, bureaucratized, scholarly prose, legalese, epistolary, and journalistic. The course includes a study of the subtleties of syntax and vocabulary in literary and other genres through extensive analytic reading of stories, folk tales, folk songs, newspaper articles, letters, and official documents. Students practice analyzing and imitating the various styles of written Russian. Classes are conducted in Russian and oral proficiency is stressed. Three periods.

Prerequisite: 201-202 or the equivalent

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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**RUSS 302 Advanced Russian***Semeka-Pankratov, Epsteyn*

A continuation of the stylistic analysis begun in 301, with more attention paid to twentieth-century writing. Students will read experimental literary prose as well as important official documents such as the constitutions of the USSR and Russian Federation. Classes are conducted in Russian and oral proficiency is stressed. Three periods.

Prerequisite: 301 or the equivalent

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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**RUSS 303 Advanced Conversation and Composition I***Semeka-Pankratov, Epsteyn*

Students will read prose and poetry from a wide variety of sources and periods. Oral proficiency, reading comprehension, and writing will be stressed as students hone the advanced skills learned in 302. Classes are conducted in Russian. Three periods.

Prerequisite: 302 or the equivalent

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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**RUSS 304 Advanced Conversation and Composition II***Semeka-Pankratov, Epsteyn*

A continuation of Russian 303. The most advanced concepts in Russian grammar will be explored through student readings, performances, recitations and essays. Oral proficiency, reading comprehension, and writing will be stressed. Classes are conducted in Russian. Three periods.

Prerequisite: 302 or the equivalent

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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**RUSS 350 Research or Individual Study**

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**RUSS 350H Research or Individual Study**

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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**RUSS 353 Special Topics in Russian Drama (in Russian)***Semeka-Pankratov*

**NOT OFFERED IN 1999-00.** A Russian-language course designed to supplement 253 above, though 353 may be taken independently. Students will read, discuss, and perform, in Russian, scenes from important nineteenth- and twentieth-century plays. One period.

Prerequisite: Prerequisite or corequisite: 301 or 302

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O

Unit: 0.5

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**RUSS 354 Special Topics in Russian Cultural Semiotics (in Russian)**

*Semeka-Pankratov*

A Russian-language course designed to supplement 254 above, though 354 may be taken independently. Students will read and discuss, in Russian, excerpts from literary, folkloric, cinematic and critical sources. *One period.*

Prerequisite: Prerequisite or corequisite: 301 or 302

Distribution: Language and Literature

Semester: Fall Unit: 0.5

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**RUSS 360 Senior Thesis Research**

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring Unit: 1.0

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**RUSS 370 Senior Thesis**

Prerequisite: 360

Distribution: None

Semester: Fall, Spring Unit: 1.0

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**RUSS 371 Poetry of Russia's "Golden Age" (in Russian)**

*Hodge*

A Russian-language course designed to supplement 271 above, though 371 may be taken independently. Students will read and discuss, in Russian, lyric and narrative poetry from the 1810s to the 1840s. *One period.*

Prerequisite: Prerequisite or corequisite: 301 or 302

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Spring Unit: 0.5

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**RUSS 372 Russian Poetry of the Mid-Nineteenth Century (in Russian)**

*Hodge*

**NOT OFFERED IN 1999-00. OFFERED IN 2000-01.** A Russian-language course designed to supplement 272 above, though 372 may be taken independently. Students will read and discuss, in Russian, lyric and narrative poetry from the 1840s to the 1860s. *One period.*

Prerequisite: Prerequisite or corequisite: 301 or 302

Distribution: Language and Literature

Semester: N/O. Offered in 2000-01. Unit: 0.5

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**RUSS 376 Fedor Dostoevsky's Short Stories (in Russian)**

*Weiner*

A Russian-language course designed to supplement 276 above, though 376 may be taken independently. Students will read and discuss, in Russian, major short works by Dostoevsky. *One period.*

Prerequisite: Prerequisite or corequisite: 301 or 302

Distribution: Language and Literature

Semester: Fall Unit: 0.5

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**RUSS 386 Vladimir Nabokov's Short Stories (in Russian)**

*Weiner*

**NOT OFFERED IN 1999-00. OFFERED IN 2000-01.** A Russian-language course designed to supplement 286 above, though 386 may be taken independently. Students will read and discuss, in Russian, major short works by Nabokov. *One period.*

Prerequisite: Prerequisite or corequisite: 301 or 302

Distribution: Language and Literature

Semester: N/O. Offered in 2000-01. Unit: 0.5

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## Directions for Election

Students majoring in Russian should consult the Chair of the department early in their college career. For information on all facets of the Russian Department, please visit [www.wellesley.edu/Russian/rusdept.html](http://www.wellesley.edu/Russian/rusdept.html).

101, 102 and the 201-202 sequence meet for five seventy-minute sessions each week and earn 1.25 units of credit. Students who cannot take 101 during the fall semester are strongly encouraged to take 101 during Wintersession; those interested in doing so should consult the Chair early in the fall term.

Advanced courses on Russian literature and culture are given in English translation at the 200-level above 252, with corresponding 300-level courses offered with supplemental reading and discussion in Russian; please refer to the descriptions for 353, 354, 371, 372, 376, and 386 above.

### The Major in Russian Language and Literature

A student majoring in Russian must take at least eight (8) units in the department. 101 and 102 are counted toward the degree but not toward the major. Students who intend to major in Russian are expected to take:

either 251 or 252, but are strongly encouraged to take both; and

2) two 200-level courses above 252; and



3) two units of 300-level coursework above 302 other than 360 and 370.

Thus, a student who begins with no knowledge of Russian would typically complete the following courses to major in Russian: 101-102, 201-202, 301-302; 251 and 252; two 200-level literature courses above 252; and two units from either 300-level literature courses, or 303-304, or both.

### The Minor in Russian Language

A student minoring in Russian must take at least five (5) units in the department above Russian 102, at least one of which must be at the 300-level.

### Honors, Study Abroad, Careers

Students may graduate with Honors in Russian either by writing a thesis or taking comprehensive examinations. Students who wish to attempt either Honors exercise should consult the Chair early in the second semester of their junior year.

Majors are encouraged to enroll in summer language programs to accelerate their progress in the language. Credit toward the major is normally given for approved summer or academic-year study at selected institutions in the U.S. and Russia. Major credit is also given for approved Junior Year Abroad programs.

Following the demise of the Soviet regime, opportunities for employment either in or concerning Russia have become more numerous than ever before. The Russian Department actively maintains an extensive network of past majors working in Russia-related careers (academia, diplomacy, international law, international business, government, etc.) who can advise and assist current majors.

### Advanced Placement and Language Requirement

A student entering Wellesley before the fall of 2000 may satisfy the foreign language requirement with a score of 3, but not receive credit toward her degree. Subject to the final approval of the chair of the appropriate language department, a student entering Wellesley in Fall 2000 and later must have an Advanced Placement score of 4 or 5 to satisfy the foreign language requirement.

Students interested in an interdepartmental major in Russian Area Studies are referred to the section of the catalog where Interdepartmental Programs are described and should visit the Russian Area Studies web pages at [www.wellesley.edu/Russian/RAS/rashome.html](http://www.wellesley.edu/Russian/RAS/rashome.html). Attention is called to Russian Area Studies courses in History, Economics, Political Science, Anthropology, and Sociology.

# Russian Area Studies

## AN INTERDEPARTMENTAL MAJOR

Directors: *Hodge (Russian), Weiner (Russian)*

Russian Area Studies majors are invited to explore Russia and the lands and peoples of the former Soviet Union through an interdisciplinary study program.

A major in Russian Area Studies consists of a minimum of eight (8) units. Majors are normally required to take 4 units of the Russian language above the Grade I level, including Russian 301-302. In addition to those 4 units of the Russian language above the Grade I level, a major's program should consist of at least 4 units drawn from Russian literature, history, political science, anthropology, economics and sociology. Majors are required to take at least two Grade III level courses, at least one of which should be outside of the Russian Department. At least three of a major's units should be outside of the Russian Department. Prospective majors are strongly encouraged to take Russian Civilization (HIST 105) as a basic introduction to Russian Area Studies.

Majors are encouraged to take advantage of various programs of study in the former Soviet Union, including the opportunity to spend a year on exchange at a university in Russia or one of the other former Soviet republics. Majors who are contemplating postgraduate academic or professional careers in Russian Area Studies are encouraged to consult with faculty advisors, who will assist them in planning an appropriate sequence of courses. For more information on the Russian Area Studies program, students may consult the Wellesley College Russian Area Studies Web pages: [www.wellesley.edu/Russian/RAS/rashome.html](http://www.wellesley.edu/Russian/RAS/rashome.html).

The following courses are available for majors in Russian Area Studies:

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### RAST 350 Research or Individual Study

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

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### RAST 360 Senior Thesis Research

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

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### RAST 370 Senior Thesis

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

- ECON 240 The Russian Economy
- ECON 301 Comparative Economic Systems
- HIST 105 Russian Civilization
- HIST 246 Medieval and Imperial Russia
- HIST 247 Modern Russia and the Soviet Union
- HIST 356 Seminar. Russian History
- POL2 206 Politics of Russia and the Former Soviet Union
- POL2 301 Seminar. Transitions to Democracy
- RUSS 251 The Nineteenth-Century Russian Classics: Passion, Pain, Perfection
- RUSS 252 Russian Modernism: Explosion of Matter and Mind
- RUSS 253 Russian Drama
- RUSS 254 Decoding the World: Symbolism in Russian Culture
- RUSS 271 Russia's "Golden Age"
- RUSS 272 Politically Correct: Ideology and the Nineteenth-Century Russian Novel
- RUSS 276 Fedor Dostoevsky: The Seer of Spirit
- RUSS 286 Vladimir Nabokov
- RUSS 353 Special Topics in Russian Drama (in Russian)
- RUSS 354 Special Topics in Russian Cultural Semiotics (in Russian)
- RUSS 371 Poetry of Russia's "Golden Age" (in Russian)
- RUSS 372 Politically Correct: Russian Poetry of the Mid-Nineteenth Century (in Russian)
- RUSS 386 Vladimir Nabokov's Short Stories (in Russian)
- SOC 290/ARTH 290 Propaganda and Persuasion in the Twentieth Century

In addition to the courses listed above, students are encouraged to incorporate into their Russian Area Studies programs the rich offerings from MIT and Brandeis.

## Department of Sociology

Professor: *Cuba, Amber<sup>32</sup>, Silbey (Chair), Rollins, Walsb*

Associate Professor: *Cushman<sup>8</sup>*

Assistant Professor: *Levitt*

Visiting Assistant Professor: *Silver*

Visiting Instructor: *Johnson, McCormack, Willis*

All courses in the Sociology Department (with the exception of 250, 250H, 350, 350H, 360, 370) fulfill the Group B<sup>2</sup> distribution requirement.

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### SOC 102 Sociological Perspective: An Introduction to Sociology

*Silver*

An introduction to the discipline of sociology, including its history, central concepts and theoretical perspectives, and methods. Topics include the analysis of the relation between self and society, the formation of social identities, variations among human societies and cultures, the meaning of community, deviance and social control, the evolution and differentiation of societies, and patterns of racial, gender and class stratification. Attention is given to social institutions (such as religion, the family, science, law, economics, and education), and the defining characteristics of modern societies (such as the growth of technology and bureaucracy).

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

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### SOC 103 Social Problems: An Introduction to Sociology

*Silver*

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: alcohol and drug abuse, gambling, gun control, crime, homelessness, and teenage pregnancy.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### SOC 109 Race and Ethnicity: An Introduction to Sociology

*Levitt*

America is a nation of immigrants, but the experiences of those arriving from different shores have varied dramatically. This course introduces

students to the sociological perspective for understanding human actions by examining ethnic and racial relations from a comparative and historical perspective. Beginning with an exploration of the meaning of race and ethnicity, the course will then focus on frameworks used to study group relations: class, power, discrimination. The experience of various groups will be examined, focusing on issues of pan-ethnicity, heterogeneity within minority groups (Hispanics, Asian Americans, Black Americans), the experiences of indigenous peoples, the legacies of slavery, and the development of “white” ethnicity. Attention is given to the role of social institutions (such as religion, the family, science, law, economics, and education) in the definitions and experiences of race and ethnicity.

Prerequisite: None. Not open to students who have taken [210].

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### SOC 138 The Social Construction of Conformity and Deviance: An Introduction to Sociology

*McCormack*

Why are some behaviors, differences, and people stigmatized and considered “deviant” while others are not? Why do some people appear to conform to social expectations and rules while others are treated as different and deviant? This course examines theoretical perspectives on deviance which offer several answers to these questions. It focuses on the creation of deviance as an interactive process: how people enter deviant roles and worlds, how others respond to deviance, and how deviants cope with these responses. It describes conformity and deviance as inescapably linked; to understand deviance, we must discover the forms and conditions of conformity.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### QR 199 Introduction to Social Science Data Analysis

*Taylor (Economics), Kauffman (Economics)*

An introduction to the collection, analysis, interpretation, and presentation of quantitative data as used to understand society and human behavior. Using examples drawn from the fields of economics, political science, and sociology, this course focuses on basic concepts in statistics and probability, such as measures of central tendency and dispersion, hypothesis testing, and parameter estimation. The course is team-taught by instructors in different social science disciplines

and draws on everyday applications of statistics and data analysis in an interdisciplinary context. *Students must register for a laboratory section which meets an additional 70 minutes each week. Not open to students who have taken ECON 199/POL 199/SOC 199.*

Prerequisite: None. Required of all Sociology majors. For first-, second-, and third-year students, fulfillment of Quantitative Reasoning basic skills requirement.

Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall, Spring

Unit: 1.0

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### SOC 200 Classical Sociological Theory

*Imber*

Origins of modern sociology, beginning with nineteenth-century founders, Comte, Spencer, and Marx. Examination of specific sociological ideas and theories, considering such questions as: How is society possible? What are the non-contractual aspects of contract? Who commands authority and how does it change? Exploration of the canon of classical sociological theory with special emphasis on the place of women and African-Americans in the history of that canon.

Prerequisite: One Grade I unit. Required of all majors.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### SOC 201 Contemporary Social Theory

*Silver*

A comprehensive overview of social theories important in the twentieth century. The course examines primary texts representative of both microsociological and macrosociological approaches to social life, including phenomenology, ethnomethodology, dramaturgical analysis, symbolic interaction, structuralism, structural functionalism, conflict theory, class analysis, critical theory, and post-modern theory. These frameworks help us to address perennial questions central to social analysis in the 20th century: What is the relationship between society as a whole and actors as individuals? What is the nature of power and inequality in modern society? How can and should society be changed? How is identity socially constructed? How do people communicate and interact as social beings?

Prerequisite: 200. Required of all majors.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### SOC 203/AFR 203 Introduction to African-American Sociology

*Rollins*

This course is an introduction to the African-American intellectual tradition within the disci-

pline of sociology. Secondly, the course will examine aspects of the African-American community in the United States. Beginning with an historical overview of African-Americans in sociology, the course then focuses on some of the major discussions in African-American sociology today: the black family, social change, class and race, and theory formation. *Students may register for either SOC 203 or AFR 203. Credit will be given in the department in which the student is registered.*

Prerequisite: 102 or by permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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**SOC 206/AFR 208 Women in the Civil Rights Movement**

*Rollins*

An examination of the role of women in the “classical” Civil Rights Movement (i.e., from the Montgomery Bus Boycotts in 1955 to the passage of the Voting Rights Act in 1965). Particular attention will be paid to the interplay between the social factors of the women (e.g., their class, religion, race, regional background and age) and their attitudes and behavior within the Movement. Essentially, women’s impact on the Civil Rights Movement and the effects of the Movement on the women involved are the foci of this course. *Students may register for either SOC 206 or AFR 208. Credit will be given in the department in which the student is registered.*

Prerequisite: Open to all students except those who have taken Africana Studies [311].  
Distribution: Historical Studies or Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

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**SOC 207 Criminology**

*Silbey*

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: One Grade I unit or by permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

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**SOC 209 Social Inequality**

*Silver*

This course explores inequality in American society based on race, class, gender, and sexual orientation. We will analyze how these various

dimensions intersect to produce vast inequities of power. Our central aim is to understand what accounts for the reproduction of inequalities over time. How, for instance, do the beliefs and values of those in power serve to justify their status and prestige? Similarly, how do subordinate groups come to accept their inferiority? Given the likelihood that social hierarchies tend to remain relatively unchanged over time, why do we continue to believe so deeply in the “American Dream,” the idea that anybody in American society can achieve upward mobility?

Prerequisite: One Grade I unit or by permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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**SOC 211 Society and Culture in Latin America**

*Levitt*

A broad overview of Latin American cultures and societies. Focuses on the history of the region; its political, religious, social and cultural institutions; and on how social life varies by race, class and gender. Discussion of how well social science concepts and theories developed by North American and European scholars help us to understand other parts of the world.

Prerequisite: One Grade I unit or by permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

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**SOC 214 Birth, Death, and Migration: Population Dynamics**

**NOT OFFERED IN 1999–00.** An introduction to the sociological study of population variation and change in human societies. The course covers both the historical and contemporary patterns of demographic change in developed and developing countries. Class discussions focus on the relationship between the principal components of populations—births, deaths, and migration—and social, economic, political, and geographic factors. Specific attention is given to the interactions among populations and technology, the environment, family structure, gender roles, and social inequality.

Prerequisite: One Grade I unit or by permission of the instructor. Not open to students who have previously taken [110].  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

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**SOC 215 Sociology of Popular Culture**

*Johnson*

An examination of the expression, production, and consequences of various forms of popular



culture in comparative-historical and contemporary social contexts. Analysis of the relation between social class and popular culture in history, the production, meaning, and consumption of popular culture in contemporary societies, and the global diffusion of American popular culture in the modern world-system.

Prerequisite: One Grade I unit or by permission of the instructor.

Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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### **SOC 216 Sociology of Mass Media and Communications**

*Johnson*

An analysis of the interplay between social forces, media, and communication processes in contemporary society. Focus on the significance of historical changes from oral to written communication, the development and structure of modern forms of mass media such as radio and television, the political economy of the mass media, the rise of advertising and development of consumer culture, the role of the mass media in the formation of cultural representations of other societies and cultures, and the role of the media in the process of identity formation. Discussions also address the social implications of new communication technologies and the role of the media in the democratic process. Students will be expected to use new computer technologies to analyze mass media.

Prerequisite: One Grade I unit or by permission of the instructor.

Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

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### **SOC 217 Power: Personal, Social, and Institutional Dimensions**

*Silbey*

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, professions, corporations, cooperatives, communities, nations and the global economy.

Prerequisite: One Grade I unit or by permission of the instructor

Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

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### **SOC 221 Globalization**

*Levitt*

McDonalds, Starbucks, and the Gap are now common features on the street corners of Europe, South America, and Asia. Arnold Schwarzenegger enjoys unprecedented popularity in the Far East while Americans are fascinated by karaoke and Indian films. Does this globalization of production and consumption mean that people all over the Globe are becoming the same? In this course, we will explore the globalization of social organization. We will examine the different ways in which economic, political, and cultural institutions are organized in the increasingly interdependent world in which we live, compare them to those in the past, and explore their consequences.

Prerequisite: One Grade I unit or by permission of the instructor.

Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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### **SOC 235 Business and Social Responsibility**

*Silver*

This course examines what it means for businesses to act responsibly while being accountable to a profit-making bottom line. We will consider two core questions. How do businesses foster the impression that they are “good citizens” that care about their various stakeholders? Despite their image-building efforts, why do businesses often engage in deception and assume significant risks to human safety as a matter of routine practice? We will examine common features of formal organizations as we analyze the dynamic interaction between profit-making and social welfare and responsibility.

Prerequisite: One Grade I unit or by permission of the instructor.

Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

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### **SOC 246 Immigration**

*Levitt*

This course takes a comparative, historical look at the immigrant experience. We will explore theoretical explanations for migration and differences between voluntary and involuntary population movements. We will examine immigrants’ political, economic, religious, and social integration into their host countries and their continued ties to their homelands over time. The experiences of second generation immigrants will also

be covered. While the lives of new immigrants to the U.S. from Latin American and Asia will be a particular focus, we will also explore immigration throughout the world. We will conclude with a discussion of immigration policy.

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

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### SOC 250 Research or Individual Study

Prerequisite: By permission of instructor.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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### SOC 250H Research or Individual Study

Prerequisite: By permission of instructor.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

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### SOC 290/ARTH 290 Propaganda and Persuasion in the Twentieth Century

**NOT OFFERED IN 1999-00.** A comparative historical analysis of propaganda and strategies of persuasion in twentieth-century national and social movements, and in social institutions. Cases to be examined include the United States during World War I, Nazi Germany, the Soviet Union, Cold War propaganda, the former Yugoslavia, museums, mass media institutions and advertising, the anti-gun control lobby. Students will use computer technologies to prepare analyses of visual and textual media. Enrollment limited to 25 students.

Prerequisite: None. Preference given to juniors and seniors. Students who have previously taken EXTD [299] may not enroll in this course.  
Distribution: Arts, Music, Theatre, Film, Video or Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

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### SOC 300 Methods of Social Research I

*Silbey, McCormack*

This is the first of a two course sequence. Using classic examples of social research as models, this course provides an overview of several research methods used in sociology (but also in other social sciences, and policy analysis). Students will explore and practice ways of collecting and analyzing qualitative data including ethnographic fieldwork, participant observation and interviewing. Discussion sessions and field exercises will also explore the logic of empirical social science; ethical issues and politics of social research; issues of research design, causation, and explanation; issues of conceptualization and measurement; differences between structured and unstructured interviewing; and the uses of focus groups. *Students may take the fall semester with-*

*out enrolling for the spring, although both courses are required for Sociology majors.*

Prerequisite: One unit of Sociology, or another course in social and behavioral analysis (SBA). Students should have completed QR 199 before or during the semester they are enrolled in SOC 300. Required of all Sociology majors.

Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.25

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### SOC 301 Methods of Social Research II

*Silbey, McCormack*

The second semester of this two course sequence focuses on quantitative methods of data collection and analysis. Beginning with modes of data presentation, students will practice with existing data sets to describe and explain social variation in different populations. Building on this extension of basic statistics (QR 199), this course will be devoted primarily to an examination of the logic of survey analysis from the development of hypotheses and construction of a survey instrument to the analysis and reporting of results. Discussion sessions and exercises will address issues of sampling, validity and reliability; models of causation and elaboration; data coding, cleaning and analysis. The course will also review multiple methods of research, content analysis, triangulation, and case studies.

Prerequisite: QR 199, SOC 300, or by permission of the instructor. Required of all Sociology majors.

Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement.  
Semester: Spring Unit: 1.25

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### SOC 305/AFR 305 African-American Feminism

*Rollins*

This course is a survey of African-American feminist thought from the early 19th century to the present. Through an examination of the writings of African-American women from Maria Stewart, Frances Ellen Harper and Anna Julia Cooper to Audre Lorde, Bell Hooks and Angela Davis, the course will explore African-American feminist ideas on women's work, family, the relationship between feminism and black nationalism, and the African-American conceptualization of womanhood. *Students may register for either SOC 305 or AFR 305. Credit will be given in the department in which the student is registered.*

Prerequisite: AFR 230 or WOST 120 or by permission of the instructor.

Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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**SOC 314 Medical Sociology and Social Epidemiology***Imber*

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.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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**SOC 316 Migration: A Research Seminar***Levitt*

This class uses the experience of migration to teach students how to carry out field research. Following a basic theoretical introduction to the subject, each student chooses her own research topic. The course readings will be tailored around students' particular interests. Students will then learn how to develop research questions, identify respondents, conduct interviews, and analyze and present data. We will also learn how to write research papers and to present our work publicly.

Prerequisite: One Grade II unit or by permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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**SOC 325 Seminar: The Sociology of Evil**

**NOT OFFERED IN 1999-00.** An examination of the contribution of sociology to the understanding of the problem of evil. Focus on defining and studying evil as a social phenomenon; the social construction of evil in comparative-historical perspective; modernity theory and evil; postmodern social theory and evil; personal and institutional indifference to evil. Comparative examination of case studies of genocide, torture, and forms of personal and institutional cruelty in the twentieth century.

Prerequisite: 102, 103, 138, 201, 290, or EXTD 299. Open to juniors and seniors only. Application for admission to the seminar is required. Students without the prerequisites in Sociology but with background in religion, philosophy or history are encouraged to apply.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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**SOC 326 Seminar: The Sociology of Human Reproduction**

**NOT OFFERED IN 1999-00.** An examination

of theories of fertility change and the contribution of family planning programs and economic development to fertility transitions. Reproductive behavior within the context of women's social status. Demographic techniques for measuring fertility and population change. Empirical focus on historical and Western populations, as well as less developed societies.

Prerequisite: One Grade II unit or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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**SOC 333 Seminar: Special Topics in Popular Culture: Pornography in Modern Society***Johnson*

Sociological and historical perspectives on the nature and uses of pornography. Examination of public debates about the role of pornography in representing human sexuality. Liberal- and radical-feminist debates about free-speech and about the causes of violence in society. The idea of pornography explored in terms of its cultural representations in film and other media. Open to juniors and seniors.

Prerequisite: 215, 216 or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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**SOC 338 Seminar. Topics in Deviance, Law and Social Control**

**NOT OFFERED IN 1999-00.**

Prerequisite: One Grade II unit or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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**SOC 341/AFR 341 Topics in Africana Social Science***Rollins*

This course is a sociological examination of the occupation of domestic service in a number of locations in the world, including North America, Latin America, the Caribbean, Africa and Asia. Patterns that are common to the occupation regardless of location as well as aspects that are regionally distinct will be identified. Throughout the course, the relationship between the institution of domestic service and systems of stratification (class, race, ethnicity and gender) will be explored. *Students may register for either SOC 341 or AFR 341. Credit will be given in the department in which the student is registered.*

Prerequisite: By permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### SOC 349 Professions and Professional Ethics

NOT OFFERED IN 1999–00. An examination of the social and cultural forces that lead to the creation of professions. What types of work are regarded as professions? What types of ethical obligations pertain to work defined as professional? What does it mean to be a professional? An overview of the rise of modern professional organizations, including law and medicine.

Prerequisite: One Grade II unit or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### SOC 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### SOC 350H Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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### SOC 360 Senior Thesis Research

*Students must complete all major requirements prior to enrolling. Students are encouraged to take SOC 350, Research or Individual Study, SOC 300 and SOC 301 with an instructor of their choice in preparation for thesis work.*

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### SOC 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## Related Courses

### *Attention Called*

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EXTD 103 Introduction to Reproductive Issues

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EXTD 203 Ethical and Social Issues in Genetics

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## Directions for Election

Sociology studies human interaction: the organization of social actions and the ways people collectively give meaning to their behavior and lives. The scope of sociology—human social life, groups, and societies—is extremely broad, rang-

ing from the analysis of passing encounters between individuals in the street to the investigation of global change. Sociology examines systematically those patterns of interactions that are regularly and continuously repeated and reproduced across time and space, such as families, formal organizations, or legal systems. This exploration is conducted across many cultures and historical periods describing how social forces (class, gender, race, age, culture) shape individual experience. Sociology seeks to explain how those patterned variations are humanly created and how the humanly-made world comes to appear as natural and independent of human action. In all sociological investigations, explicit attention is paid to the theoretical development of a shared language of analysis and to methods of research and analysis.

A major in Sociology consists of at least nine (9) units. The core of the major consists of five required courses (QR 199, SOC 200, 201, 300, 301) which emphasize basic concepts, theory, and research methods that are the foundation of Sociology, but also useful in a range of social sciences and professions. Permission to take a required unit elsewhere for the major must be obtained from the department chair in advance. Students must take at least four additional units exploring the range of substantive topics in sociology (for example demography, social problems, immigration, social change and development, race and ethnicity, medicine and epidemiology, science and technology, mass media and popular culture, deviance, criminology, and law).

Choosing courses to complete the degree and the major requires careful thought and planning. Sociology majors are encouraged to explore the full range of disciplines and subjects in the liberal arts, and they should consult a faculty member to select courses each term and to plan a course of study over several years. It is recommended that students complete the sequence of theory and methods courses by the end of their junior year in order to conduct independent research or honors projects during their senior year. If a major anticipates being away during all or part of the junior year, the theory (SOC 200 and 201) and research methods sequence (SOC 300 and 301) should be taken during the sophomore year.

A minor in sociology (6 units) consists of: any Grade I unit, Sociology 200 and 4 additional units, one of which must be a Grade III unit. 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.



# Department of Spanish

Professor: *Gascón-Vera (Chair), Agosin<sup>A</sup>, Roses, Vega*

Associate Professor: *Renjilian-Burgy*

Assistant Professor: *Ramos, Webster<sup>A1</sup>, Syverson-Stork*

Visiting Assistant Professor: *Darer*

Visiting Instructor: *Belliard-Acosta*

Senior Lecturer: *Hall*

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.

Courses 101-102 [100] and 201-202 [102] are counted toward the degree but not toward the major.

Qualified juniors are encouraged to spend a semester or a year in a Spanish speaking country, either with Wellesley's PRESHCO program in Córdoba, Spain, or another approved program. See p. . 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 241 [201] or a higher level language or literature course the previous semester.

All courses in the Spanish Department (with the exception of 101-102, 350, 360, 370) fulfill the Group A distribution requirement.

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## SPAN 101-102 Elementary Spanish

*Staff*

Introduction to spoken and written Spanish; stress on interactive approach. Extensive and varied activities. Oral presentations. Cultural readings and recordings. Media laboratory exercises. Three periods. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Open to all students who do not present Spanish for admission.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## SPAN 201-202 Intermediate Spanish

*Staff*

Intensive review of all language skills and introduction to the art, literature and cultures of Spain and Latin America. Emphasis on oral and

written expression and critical analysis. Media laboratory exercises. Three periods. *Each semester earns 1.0 unit of credit; however both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Two admission units in Spanish or 101-102.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

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## SPAN 241 Oral and Written Communication

*Renjilian-Burgy and Staff*

Practice in oral and written expression at the advanced level. Through frequent oral presentations, essays, readings on Hispanic cultures, and the study of audio- and videotapes, students develop the ability to use idiomatic Spanish comfortably in various situations. Students will also work in Spanish with Internet resources, and CD-ROMs. Two periods per week.

Prerequisite: 201-202 or four admission units or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

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## SPAN 242 Linguistic and Literary Skills

*Renjilian-Burgy and Staff*

This course serves 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.

Prerequisite: Open to students presenting three admission units or permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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## SPAN 243 Spanish for Spanish Speakers

**NOT OFFERED IN 1999-00.** Review of spoken and written Spanish for native and near-native students who are already conversant in Spanish, but who have not engaged in extensive formal language study. Readings will be taken primarily from Latino writers and texts dealing with Latino experiences in the US. Emphasis will be placed on revision of written work, and syntactical and grammatical analysis.

Prerequisite: Permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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## SPAN 251 Freedom and Repression in Latin American Literature

*Webster*

**NOT OFFERED IN 1999-00.** An introduction to the literature of the Latin 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 by El Inca Garcilaso, Sor Juana Inés de la Cruz, Rubén Darío, Gabriela Mistral, Pablo Neruda, Octavio Paz.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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### SPAN 252 Christians, Jews, and Moors: The Spirit of Spain in its Literature

*Gascón-Vera, Vega*

Intensive study of writers and masterpieces that establish Spanish identity and create the traditions that Spain has given to the world: Poema del Cid, Maimónides, Ben Sahl de Sevilla, *La Celestina*, *Lazarillo de Tormes*, Garcilaso, Fray Luis de León, Cervantes, Lope de Vega, San Juan de la Cruz, Calderón de la Barca.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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### SPAN 253 The Latin American Short Story

*Roses*

In-depth analysis of realistic and fantastic short stories of contemporary Latin America, including stories by Horacio Quiroga, Jorge Luis Borges, Julio Cortázar, Manuel Rojas, María Luisa Bombal, Juan Rulfo, Gabriel García Márquez, and Elena Poniatowska. Special emphasis on the emergence of women as characters and as authors.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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### SPAN 254 Censorship and Creativity in Spain (1936 to 1987)

*Gascón-Vera, Ramos*

A study of the struggle for self-expression in Franco's Spain and the transition from dictatorship to democracy. Special attention will be devoted to the literature of the Civil War and exile. Authors include Mercè Rodoreda, Camilo J. Cela, and Eduardo Mendoza.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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### SPAN 255 Chicano Literature: From the Chronicles to the Present

*Renjilian-Burgy, Vega*

A survey of the major works of Chicano literature in the United States in the context of the Hispanic and American literary traditions. A study of the chronicles from Cabeza de Vaca to Padre Junípero Serra and musical forms such as corridos. A critical analysis of the themes and styles of contemporary writing. Works by Luis Valdez, Rodolfo Anaya, Tomás Rivera, Gloria Anzaldúa, Cherríe Moraga, Sandra Cisneros and others.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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### SPAN 256 Nineteenth-Century Spanish Society as Seen by the Novelist

*Ramos*

The masters of nineteenth-century peninsular prose studied through such classic novels as *Pepita Jiménez* by Juan Valera, *Miau* by Pérez Galdós, *Los pazos de Ulloa* by the Countess Pardo Bazán, and *La Barraca* by Blasco Ibáñez. Discussions. Student interpretation.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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### SPAN 257 The Word and the Song: Contemporary Latin American Poetry

*Agosin*

NOT OFFERED IN 1999–00. A study of the major twentieth-century poets of Latin America, focusing on literary movements and aesthetic representation. Poets to be examined include Vicente Huidobro, Gabriela Mistral, Octavio Paz and César Vallejo.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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### SPAN 259 Women Writers of Latin America

*Agosin*

NOT OFFERED IN 1999–00. An exploration of the aesthetic, social and cultural representation of twentieth-century Latin American women writers. Emphasis will be placed on the relationship between literary production and social reality, the role of the writer in shaping national identities, the emergence of a shared

feminist consciousness, and the process of self-representation as part of a historical movement. Authors to be read include María Luisa Bombal, Delmira Agustini, Rosario Castellanos, Luisa Valenzuela, Nancy Morejón, Elena Poniatowska, and Diamela Eltit.

Prerequisite: 241 or 242 or by permission of the instructor.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

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**SPAN 260 Women Writers of Spain, 1970 to the Present**

*Gascón-Vera*

A selection of readings—novels, poetry, essays, theater—by Spanish women writers of the 1970s and 1980s. Carmen Martín Gaité, Rosa Montero, Esther Tusquets, Adelaida García-Morales, Cristina Fernández-Cubas. A close study of the development of their feminist consciousness and their response to the changing world around them.

Prerequisite: 241 or 242 or by permission of the instructor.  
Distribution: Language and Literature  
Semester: Spring Unit: 1.0

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**SPAN 261 Mexico: Literature, Art, Rebellion**

*Roses*

**NOT OFFERED IN 1999–00.** An exploration of twentieth-century Mexican culture from the Revolution of 1910 to the Chiapas rebellion of New Year's Day 1994. A comparison of the novel of the Revolution (Mariano Azuela, Martín Luis Guzmán) and the Indian-centered novel (Rosario Castellanos) with works by Juan Rulfo and Carlos Fuentes. Discussion of documentary and testimonial narratives that emerge from student rebellion and changing social and artistic consciousness. In order to examine how word and image combine into a single cognitive experience, readings will be amplified by visual works, some inspired by social themes and others representing portraiture, abstraction, and photography.

Prerequisite: 241 or 242 or by permission of the instructor.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

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**SPAN 263 Latin American Literature: Fantasy and Revolution**

*Roses*

The interrelation between sociopolitical and aesthetic issues in the discourse of contemporary Latin American writers, including Carlos Fuentes, Manuel Puig, Octavio Paz, Isabel

Allende, and Juan Rulfo. Special attention will be given to the imaginative vision of Gabriel García Márquez. *In English.*

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

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**SPAN 265 Introduction to Latin American**

**Cinema**

*Renjilian-Burgy*

This course will explore the history of Latin American cinema, spanning four decades from the early 1960s to the present. Different forms of cinematic expression will be explored: narrative film, the documentary, the cinema of exile, and others. Issues of national culture and identity, as well as cultural exchanges of films between Latin America and abroad, will be addressed. In addition to the films themselves, students will be required to read selected works on film criticism and several texts which have been converted into films. Films to be analyzed include those of María Luisa Bemberg, Fernando Solanas, Jorge Silva, and Raúl Ruiz.

Prerequisite: 241 or 242 or by permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: Fall Unit: 1.0

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**SPAN 266 Centuries at their End: Spain in 1898 and 1998**

*Gascón-Vera*

An examination of late 19th- and 20th-century historical events and cultural/artistic production. Employing contemporary notions of globalization and cultural hybridity, students will examine Spanish culture and thought during two decisive periods. For the 19th century, topics include Antoni Gaudí, Pablo Picasso, Concepción Arenal, Emilia Pardo Bazán, Miguel de Unamuno, Ramón María del Valle Inclán, Juan Ramón Jiménez, Manuel Machado and early Spanish cinema; for the 20th century, Pedro Almodovar, Javier Marías, Rosa Montero, Montserrat Roig, Javier Mariscal, and Rafael Moneo.

Prerequisite: 241 or 242 or by permission of the instructor.  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

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**SPAN 267 The Writer and Human Rights in Latin America**

*Agosin*

**NOT OFFERED IN 1999–00.** The role of the Latin American writer as witness and voice for the persecuted. Through key works of poetry

and prose from the seventies to the present, we will explore the ways in which literature depicts issues such as: censorship and self-censorship, the writer as journalist, disappearances, exile, testimonial writing, gender and human rights, and testimonial narratives. The works of Benedetti, Timmerman, Alegría, and others will be studied.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy

Semester: N/O Unit: 1.0

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### SPAN 269 Caribbean Literature and Culture

*Reynilian-Burgy*

NOT OFFERED IN 1999–00. An introduction to the major literary, historical and artistic traditions of the Caribbean. Attention will focus on the Spanish-speaking island countries: Cuba, the Dominican Republic, and Puerto Rico. Authors will include Juan Bosch, Lydia Cabrera, Guillermo Cabrera Infante, Julia de Burgos, Alejo Carpentier, Nicolás Guillén, René Márquez, Luis Palés Matos, and Pedro Juan Soto.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature

Semester: N/O Unit: 1.0

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### SPAN 271 Intersecting Currents: Afro Hispanic and Indigenous Writers in Twentieth-Century Latin American Literature

*Webster*

A close reading of selected texts that illustrate the intersection of African, Spanish and Indigenous oral and literary traditions. Genres include autobiographies, novels and poetry. Individual authors to be studied include Domitila Barrios, Rigoberta Menchú, Esteban Montejo, López de Albújar, Nancy Morejón and Tato Laviera. Topics include the relationship between identities and aesthetics, the marginal and the canonical, literature and the affirmation of the nation state, and the uses of contemporary race and gender theory in literary analysis.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature

Semester: Spring Unit: 1.0

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### SPAN 272 Spanish Civilization and Culture

*Ramos*

An examination of Spain's multicultural civilization and history, from the prehistoric cave paintings of Altamira to the artistic "movida" of post-Franco Spain. Literary, historical, artistic, and anthropological readings will inform our under-

standing of recurrent themes in Spanish national ideology and culture: Spain as a nexus between Christian, Jewish and Islamic thought; regionalism, nationalism and internationalism; religion and class; long-term economic consequences of global empire; dictatorship and democracy; and the creation and questioning of national identity.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall Unit: 1.0

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### SPAN 273 Latin American Civilization

*Darer*

An introduction to the multiple elements constituting Latin American Culture. An examination of the principal characteristics of Spanish colonialism and Creole nationalism will inform our general understanding of Latin American culture today. Readings and class discussions will cover such topics as the military and spiritual conquest, the Indian and African contributions, the emergence of *criollo* and *mestizo* discourses, and gender and race relations. Readings will include the works of contemporary Latin American writers, film-makers, and historians.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall Unit: 1.0

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### SPAN 275 The Making of Modern Latin American Culture

*Darer*

An examination of the principal characteristics of the search for identity and independence of the emerging Latin American nations, as expressed in literary, historical, and anthropological writing. We will examine the experiences of four distinct regions: Mexico and Central America, the Caribbean, the Andean countries, and the Southern Cone. Readings will include the works of contemporary Latin American writers, film-makers, and historians. Special attention will be given to the relationship between social issues and the evolution of literary form.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature

Semester: Spring Unit: 1.0

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### SPAN 287 Women in the Americas: Empowering Diversity

*Agosin*

NOT OFFERED IN 1999–00. This course will analyze the ways in which women of the Americas have performed acts of justice and human rights. Though literary, historical,



anthropological and political readings, we will examine critical issues such as the struggle for social justice in Latin America and the United States, immigration, domestic violence, and reproductive rights.

Prerequisite: 241 or 242 or by permission of the instructor.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

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**SPAN 300 Seminar. Honor, Monarchy and Religion in the Golden Age Drama**

*Gascón-Vera*

The characteristics of the Spanish drama of the Golden Age. Analysis of ideals of love, honor, and religion as revealed in drama. Representative masterpieces of Lope de Vega, Cervantes and Ruiz de Alarcón, Tirso de Molina, Calderón. Offered in alternation with 302.

Prerequisite: Open to students who have taken two Grade II units including one unit in literature.  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

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**SPAN 302 Seminar. Cervantes**

*Gascón-Vera*

NOT OFFERED IN 1999–00. 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: Open to students who have taken two Grade II units including one unit in literature.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

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**SPAN 303 Creative Writing in Spanish**

*Agosin*

NOT OFFERED IN 1999–00. This course will explore the craft of writing poetry and short stories in Spanish. Attention will be given to the study of aesthetics as well as craft in lyrical works and short narratives. Emphasis will be placed on discussion of student work, focusing on basic skills and grammatical knowledge required for creative writing in a foreign language. Readings from Latin America's most distinguished authors will be assigned.

Prerequisite: Open to students who have taken two Grade II units including one unit in literature.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

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**SPAN 305 Seminar. Hispanic Literature of the United States**

*Renjilian-Burgy*

NOT OFFERED IN 1999–00. 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 Alargín, Edward Rivera.

Prerequisite: Open to senior majors or by permission of the instructor.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

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**SPAN 307 Seminar. The Nobel Prize Authors of Latin America**

*Agosin*

NOT OFFERED IN 1999–00. Through the prose and poetry of the Nobel Prize winners of the Spanish American Republics, this course will explore the literary, historical and cultural traditions in which these works are inscribed. Concepts of cultural identity, colonialism and post-colonialism will be examined. Authors will include Octavio Paz, Gabriel García Márquez, Gabriela Mistral, Pablo Neruda and Angel Asturias.

Prerequisite: Open to only senior majors who have taken two Grade II units including one unit in literature.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

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**SPAN 311 Seminar. The Literary World of Gabriel García Márquez and the Post-Boom**

*Roses*

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: Open to students who have taken two Grade II units including one unit in literature. Open to senior majors or with permission of the instructor.  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

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**SPAN 315 Seminar. Luis Buñuel and the Search for Freedom and Morality**

*Gascón-Vera*

Students will read the scripts and view the films most representative of alternative possibilities of freedom expressed by Luis Buñuel. The course will focus on the moral issues posed in his films

and will start with a 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: Open to senior majors or with permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Spring Unit: 1.0

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**SPAN 317 Seminar. The New World in Its Literature: Conquest and Counter-Conquest**  
*Webster*

**NOT OFFERED IN 1999–00.** Exploration of five major figures of Spanish America: Columbus, Las Casas, Sahagún, El Inca Garcilaso de la Vega, and Sor Juana Inés de la Cruz. Readings from some of their most significant texts and related modern texts. Topics include the emergence of Latin America, politics and “barbarism,” the first fight for human rights, Aztec and Inca thought, and the defense of women’s right to knowledge.

Prerequisite: Open to senior majors or with permission of the instructor.

Distribution: Language and Literature  
Semester: N/O Unit: 1.0

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**SPAN 318 Seminar. Love and Desire in Spain’s Early Literature**  
*Vega*

Medieval Spain, at the nexus of the Christian, Jewish and Islamic cultures, witnessed a flowering of literature dealing with the nature and depiction of love. This course will examine works from all three traditions, stressing the uses of symbolic language in the linguistic representation of physical desire. Texts will include Ibn Hazm, *The Dove’s Neck-Ring*; the poetry of Yehuda Ha-Levi and Ben Sahl of Seville; the Mozarabic “kharjas”; the Galician “cantigas d’amigo”; the Catalan lyrics of Ausias March; Diego de San Pedro, *Cárcel de Amor*; and Fernando de Rojas, *La Celestina*.

Prerequisite: Open to senior majors or with permission of the instructor.

Distribution: Language and Literature  
Semester: Spring Unit: 1.0

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**SPAN 324 Seminar. Avant-Garde and Modernity in Spain**  
*Ramos*

**NOT OFFERED IN 1999–00.** Using a wide variety of literary texts, paintings, and cinema, this course will explore various forms of Modernity in Spain. Emphasis will be placed on

the connections between the Spanish and mainstream European Avant-Garde: main figures will include Federico García Lorca, Ramón de la Serna, Vicente Huidobro, Rafael Alberti, Luis Buñuel, Guillermo de Torre, Salvador Dalí, and Pablo Picasso.

Prerequisite: Open to senior majors or with permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O Unit: 1.0

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**SPAN 327 Seminar. Latin American Women Writers: Identity, Marginality and the Literary Canon**  
*Agosin*

**NOT OFFERED IN 1999–00.** An examination of twentieth-century women writers from Latin America. Perspectives for analyses will include questions of identity (national, ethnic/racial, religious, sexual, gender), the extent to which Afro-Hispanic, Indigenous and non-Christian writers constitute distinct, marginalized groups in Latin American literature, and a comparison of issues regarding identity in selected canonical and non-canonical writers. Texts for discussion include works by Gabriela Mistral, Remedios Varos, Elena Poniatowska, Nancy Morejón, Rosario Aguilar, Gioconda Belli and Victoria Ocampo.

Prerequisite: Open to junior and senior majors.

Distribution: Language and Literature  
Semester: N/O Unit: 1.0

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**SPAN 350 Research or Individual Study**

Prerequisite: Open by permission of the instructor to seniors who have taken two Grade III units in the department.

Distribution: None  
Semester: Fall, Spring Unit: 1.0

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**SPAN 360 Senior Thesis Research**

Prerequisite: By permission of the department. See Academic Distinctions.

Distribution: None  
Semester: Fall, Spring Unit: 1.0

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**SPAN 370 Senior Thesis**

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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## Related Courses

*For Credit Toward the Major*

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EDUC 308 Seminar: World Languages  
Methodology

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HIST 206 Introduction to the History of Latin America

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PEAC 259 Peace and Conflict Resolution.  
Topic for 1999–00: Nonviolence and American Literature

## Directions for Election

Students who begin with 101-102 [100] in college and who wish to major should consult the chair in the second semester of their first year.

A minimum of 8 units must be presented for the Spanish major and must include: 241 (201) or 242 (202); and at least two 300 level units, including a seminar during the senior year. The major should ordinarily include an overview of early Spanish literature 252 [206], early Spanish American literature 251 [205], and 302.

Upon approval from the department, up to four courses per semester taken during study abroad in Spain or Latin America may be counted toward the major. The goals of a comprehensive program are: (a) oral and written linguistic proficiency, (b) ability to interpret literary texts and (c) a general understanding of the evolution of Hispanic culture.

For students interested in an interdisciplinary approach to the study of Latin America, also available is the *interdepartmental major* in Latin American Studies, which allows students to choose from a list of courses in seven different departments, including Spanish. Majors devise their own programs in consultation with the Directors of Latin American Studies. Students are referred to the section of the catalog where the Latin American Studies Program is described.

### *Advanced Placement Policies and Language Requirement*

A student entering Wellesley before the fall of 2000 may satisfy the foreign language requirement with a score of 3, but not receive credit toward her degree. Subject to the final approval of the chair of the appropriate language department, a student entering Wellesley in Fall 2000 and later must have an Advanced Placement score of 4 or 5 to satisfy the foreign language requirement. A student may receive one (1) unit of credit for a grade of 4 or 5 on either or both of the AP Spanish exams. She will lose the AP credit(s) if she takes SPAN 202 or a lower numbered course. AP credit does not count toward the major or minor in Spanish.

*Teacher Certification:* Students interested in obtaining certification to teach Spanish in the Commonwealth of Massachusetts should consult Ms. Renjilian-Burgy and Ms. Beatty of the Department of Education.

# Department of Theatre Studies

Instructor: *Arciniegas, Hussey, Loewit*

Lecturer: *Snodgrass*

Director of Theatre: *Hussey*

Production Manager: *Loewit*

All courses in the Theatre Studies Department (with the exception of 250, 250H and 350 and 350H) fulfill the Group A distribution requirement.

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## THST 203 Plays, Production, and Performance

*Hussey*

Principles and practice of the related arts which make up the production of a play in the theatre. Analysis of the dramatic script in terms of the actor, the director, the scenic, costume and lighting designers, and the technicians. Practical applications of acquired skills integrate the content of the course. Each student participates in the creation of a fully realized “mini production” which is presented for an audience.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.25

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## THST 204 Techniques of Acting

*Arciniegas*

An introduction to the vocal, interpretive and physical aspects of performance. Improvisation, movement and character development for the novice actor. Emphasis is placed on applying textual understanding to the craft of acting.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

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## THST 205 Acting and Scene Study

NOT OFFERED IN 1999–00. Study of the performed scene as the basic building block of playwright, director, and actor. Scenes from plays ranging from Greek tragedies to modern dramas will be rehearsed and performed in the appropriate period style for class critiques. Emphasis will be placed on thorough preparation and analysis as well as performance ability.

Prerequisite: 203 or by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

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**THST 206 Directing and Dramaturgy: The New Alliance for the Next Century**

*Hussey*

This course combines the analytical skills of the dramaturge with the theatrical and practical application as performed by the director. Particular emphasis will be placed on the historical and social significance of previous productions and the effect on interpretation in this decade. Students will work in teams and will present their research and the resulting theatrical entity in weekly scene presentations. Students will alternate positions and be expected to provide probing intellectual questions to each other while working collaboratively. Dramatic material will be drawn from a wide variety of world literature with particular emphasis placed on women playwrights. Students will be given the opportunity to work with professional actors and directors in a guest artist“lab” format.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall Unit: 0.5

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**THST 207 Stagecraft for Performance**

*Loewit*

Study of the craft and theory of the production arts in the theatre. The course will cover the process, the designers function in the production: creating working drawings, problem solving, use of theatrical equipment and alternative media for the realization of sound, set, and lighting designs. There will be additional time outside of class scheduled for production apprenticeships.

Prerequisite: 203 or by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit: 1.0

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**THST 212 Representations of Women on Stage**

*Snodgrass*

Study of the specific examples of the representation of women on the dramatic stage during various eras in a variety of cultures, focusing primarily on what a public and popular art says and implies about women: their “nature”, their roles, their place in the society reflected. Consideration is given to the male dominance in both playwriting and performance in historic cultures. Texts will be chosen from a broad spectrum of dramatic world literature.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit: 1.0

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**THST 220 Classic Plays in Performance**

NOT OFFERED IN 1999–00. A historical survey of dramatic texts as realized in performance. Campus productions and video recordings of live performances approximating the original production style will be utilized in this study. Class discussion will also incorporate analysis and comparison of women and minorities who have shaped and created the theatre as actors, directors, designers and producers. Analytical and critical writing skills are emphasized in the development of written critiques. Students will contrast and compare contemporary events with the events in dramatic texts and will incorporate that knowledge through interpretive class projects.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

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**THST 250 Research, Independent Study or Apprenticeship**

Prerequisite: None

Distribution: None

Semester: Fall, Spring Unit: 1.0

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**THST 250H Research, Individual Study or Apprenticeship**

Prerequisite: None

Distribution: None

Semester: Fall, Spring Unit: 0.5

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**THST 315 Acting Shakespeare**

*Arciniegas*

Study and practice of skills and techniques for the performance of scenes, monologues and the realization of theatrical characters from Shakespeare’s texts. Speeches and scenes performed for class criticism. Class will be subdivided by instructor according to skill levels. Students are expected to rehearse and prepare scenes outside of class time.

Prerequisite: 203, 204 and 205 or by permission of the instructor after audition.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall Unit: 1.0

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**THST 350 Research or Individual Study**

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring Unit: 1.0

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**THST 350H Research or Individual Study**

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring Unit: 0.5

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# Theatre Studies

## AN INDIVIDUAL MAJOR

*Director: Hussey*

A major in Theatre Studies may be designed according to the provision of the Individual Major option. It consists of a minimum of eight (8) units.

Early consultation with the director is essential because some of the relevant courses are not offered every year and careful planning is necessary. In addition to working with the director of the theatre program, students will be encouraged to consult with other members of the faculty familiar with the individual theatre major.

Students electing to design an individual major in Theatre Studies will usually take a least one resident semester of concentrated work in the discipline either with the National Theatre Institute at the Eugene O'Neill Theatre Center in Waterford, Connecticut, or at another institution in the Twelve College Exchange Program, to supplement and enrich their work at Wellesley. Extensive courses are offered in the Drama program at MIT, and certain students may elect courses at Brandeis University. Students may also elect to study at one of the London programs offering intensive study in their discipline.

Since developments in the theatre arts are a result of stage experiments, and because the theatre performance is an expression of theatre scholarship, it is expected that students planning an individual major in Theatre will elect to complement formal study of theatre with practical experience in the extracurricular production program of the Wellesley College Theatre and related on-campus producing organizations. All students are encouraged to participate in the 250 and 350 individual study offerings in order to pursue their particular area of theatrical interest.

In addition to the offerings of the Theatre Studies Program, the following courses count towards an individual major in Theatre Studies:

AFR 207 Images of African People through the Cinema

AFR 222 Images of Blacks and Women in American Cinema

AFR 266 Black Drama

ARTH 364 Women Filmmakers: History and Theory of Subversion

ARTS 165 Introduction to Video Production

CHIN 243 Chinese Cinema

CLCV 210/310 Greek Drama in Translation

ENG 112 Introduction to Shakespeare

ENG 127 Modern European and American Drama

ENG 223 Shakespeare Part I: The Elizabethan Period

ENG 224 Shakespeare Part II: The Jacobean Period

ENG 324 Advanced Studies in Shakespeare

ENG 325 Seminar: Advanced Studies in Sixteenth- and Seventeenth-Century Literature

ENG 335 Advanced Studies in Restoration and Eighteenth-Century Literature.

EXTD 231 Interpretation and Judgment of Films

FREN 213 From Myth to the Absurd: French Drama in the Twentieth Century

FREN 240 Images of Women in French Film

FREN 303 Advanced Studies in the Seventeenth and Eighteenth Centuries: Corneille, Moliere, Racine

FREN 314 Cinema: Francois Truffant

ITAL 261 Italian Cinema (in English)

JPN 251 Japan Through Literature and Film

PHIL 203 Philosophy of Art

RUSS 253 Russian Drama

SPAN 261 Mexico: Literature, Art, Rebellion

SPAN 300 Seminar: Honor, Monarchy and Religion in the Golden Age Drama

Other Courses may on occasion be counted towards the Theatre Studies Individual Major.

# Department of Women's Studies

Professor: *Bailey, Hertz (Chair), Reverby*

Visiting Associate Professor: *Marshall*

Assistant Professor: *Creef, Patel*

Courses in the Women's Studies Department (with the exception of 250, 250H, 350, 350H, 360, 370) fulfill the Group A, Group B<sup>1</sup>, or Group B<sup>2</sup> distribution requirement as indicated.

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## WOST 108 The Social Construction of Gender

*Marshall*

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 and studied in the context of identity formation, emphasizing the relationship among gender, race, ethnicity and social class. 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: Open to all students, except those who have taken SOC 208 or WOST 208.

Distribution: Social and Behavioral Analysis/B<sup>1</sup>  
Semester: Spring Unit: 1.0

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## WOST 120 Introduction to Women's Studies

*Creef, Patel, Reverby*

Introduction to the interdisciplinary field of Women's Studies with an emphasis on an understanding of the "common differences" that both unite and divide women. Beginning with an examination of how womanhood has been represented in myths, ads and popular culture, the course explores how gender inequalities have been both explained and critiqued. The cultural meaning given to gender as it intersects with race, class, ethnicity and sexuality will be studied. Exposure to some of the critiques made by Women's Studies' scholars of the traditional academic disciplines and the new intellectual terrain now being mapped. Consideration of one of the central dilemmas of contemporary feminist thinking: the necessity to make gender both matter and not matter at the same time.

Prerequisite: None

Distribution: Language and Literature or Social and Behavioral Analysis/B<sup>1</sup>

Semester: Fall, Spring Unit: 1.0

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## WOST 211 American Families

*Hertz*

This 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 changing family forms and family values, the emergence of new forms, and projections about its future. The effects of work and social class on the family will be examined as well as ethnicity, race and immigration; dual-career couples and working-class families will be emphasized.

Prerequisite: Open to all students except those who have taken SOC [111] or WOST [111].

Distribution: Social and Behavioral Analysis/B<sup>2</sup>  
Semester: Fall Unit: 1.0

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## WOST 220 American Health Care History in Gender, Race and Class Perspective

*Reverby*

Traditional American medical history has emphasized the march of science and the ideas of the "great doctors" in the progressive improvement in American medical care. In this course we will look beyond just medical care to the social and economic factors that have shaped the development of the priorities, institutions, and personnel in the health care system in the United States. We will ask how have gender, race and class affected the kind of care developed, its differential delivery, and the problems and issues addressed.

Prerequisite: 120, 108 [208], 222 or permission of the instructor.

Distribution: Historical Studies/B<sup>1</sup>  
Semester: Spring Unit: 1.0

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## WOST 222 Women in Contemporary American Society

*Reverby*

This course examines the transformations and continuities in the lives of women in the United States since World War II. We will look critically at the so-called "happy days" of the 1950s, the cultural and political "revolutions" of the 1960s and early 1970s, and the shifts in consciousness over the last five decades. The rise and changes in feminisms and the women's movement will receive special attention. Emphasis will be placed on the differing communities of women and how they have balanced the so-called "private," "public," and "civic" spheres of their lives.

Prerequisite: None

Distribution: Historical Studies or Social and Behavioral Analysis/B<sup>1</sup>

Semester: Spring Unit: 1.0

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### WOST 235 Cross Cultural Sexuality

**NOT OFFERED IN 1999–00.** Examination and exploration of sexuality from cross-cultural perspectives, focusing on the production of sexuality in the context of different disciplines - literature, anthropology, history and sociology. Course will address the intersections between sexual and socio-cultural, political and economic discourses. How is sexuality constructed in relation to ideological, social and political considerations? How are sexual “norms” established, circulated and maintained in different cultures and at different historical junctures? What, if anything, constitutes sexual otherness in different cultures? How is this negotiated in a global economy and how is it represented under variable conditions? How do different descriptions of sexual behavior interact with the discourses of identity politics and queerness as constituted in the US?

Prerequisite: 108 [208], 120, or 222

Distribution: Historical Studies or Language and Literature/B'

Semester: N/O

Unit: 1.0

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### WOST 248 Asian American Women Writers

*Creif*

This course surveys the historical development of Asian American women’s literature. Among the questions central to our examination: How is Asian American writing positioned within the larger field of American literature (as well as within the subfields of other ethnic minority literatures)? Is there such a thing as a “canon” in Asian American literature? The first half of this course will survey the literature of Asian American women writers since the early 20th century (including autobiography, fiction, and poetry) in their social and historical contexts. During the second half of the semester we will look at the work of contemporary writers and interrogate, for example, the commercial success of such writers as Maxine Hong Kingston and Amy Tan.

Prerequisite: Written permission of the instructor.

Distribution: Language and Literature/A

Semester: Fall

Unit: 1.0

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### WOST 249 Asian American Women in Film and Video

*Creif*

This course will serve as an introduction to Asian American film and video and begin with the premise that there is a distinct American style of Asian “Orientalist” representation by tracing its development in classic Hollywood film over the

last seventy-five years. We examine the politics of interracial romance, the phenomenon of “yellow face” drag, and the different constructions of Asian American femininity, masculinity, and sexuality. In the second half of the course, we look at the production of what has been named “Asian American cinema” in the past fifteen years. Our focus is on contemporary works—both documentary and feature—that deal centrally with the politics of representation and identity in history and culture. This course draws upon critical materials from film theory, feminist studies, Asian American studies, history and cultural studies. Weekly film screening required.

Prerequisite: One course in either Women’s Studies and either film/visual arts or Asian American topics; or by permission of the instructor. Not open to students who have taken WOST [348].

Distribution: Arts, Music, Theatre, Film, Video/B'

Semester: Spring

Unit: 1.0

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### WOST 250 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### WOST 250H Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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### WOST 275 Passing: Transforming Identities in History and Representation

**NOT OFFERED IN 1999–00.** Passing from one identity to another has been a social phenomenon that has existed in different cultures for centuries. Familiar forms of passing have included instances of minority ethnic, religious or racial community members passing as members of the majority community; women passing as men; gays passing as straight; people with disabilities passing as able-bodied, etc. This course will explore the social and political economies that demand or facilitate different forms of passing and the conditions under which gender, sexuality, class, race, disability and religion are the identities shifted. Questions to be considered will include: under what circumstances do individuals and groups opt or become forced to pass for survival, and under what conditions do some people come back out? What are the fears and popular reactions that arise with regard to passing? How is the phenomenon of passing represented in different media? If identities become more fluid, is there less pressure to pass?

Prerequisite: 120 or 222 recommended, written permission of the instructors required.

Distribution: Historical Studies or Language and Literature/B'

Semester: N/O

Unit: 1.0

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### WOST 280 Gender and Writing in South Asia *Patel*

Beginning with early nationalism (1880s) and closing with the late nation-state (1998), this course explores the ways in which gender and writing come together in South Asia. Questions that will be addressed include: Under what circumstances did different genres of writing evolve? How did different genres of early nationalist writing engage with masculinity or femininity? How was the home or house or the private configured in writing around the 1900s? How was gender articulated in relation to tradition and modernity? How were “feminist” issues addressed in different genres of writing? Writers whose (translated and/or English-language) works will be read in this class include Rabindranath Tagore, Aparna Sen, Sakawat Hussain, Premchand, Saadat Hasan Manto, Ismat Chughtai, Q. Hyder, Kiran Nagarkar, A. Sivanandan, Shobha De, Meera Syal, Mahasweta Devi, Vijay Dan Detha. Movies include *Bandini*, *Pyasa*, *Umrao Jan Ada*, *Mother India*, *Fire*.

Prerequisite: 108 [208] or 120

Distribution: Language and Literature/A

Semester: Spring

Unit: 1.0

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### WOST 301 Seminar. The Politics of Caring

**NOT OFFERED IN 1999–00.** This seminar examines how and why caring is assumed to be a significant part of female character and women’s work. Critical examination of 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 instructor. 120, 222, 220 or Psychology 303 required.

Distribution: Social and Behavioral Analysis/B<sup>1</sup>

Semester: N/O

Unit: 1.0

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### WOST 304/AFR 303 African Women and Activism

**NOT OFFERED IN 1999–00.** An inquiry into African feminist activism and political organizing in Africa and in exile. Through close readings of creative and political works by African women

from the 1940s to the present, we will chart the path of a movement. Based on the work of social scientists, historians, poets, novelists, playwrights, filmmakers and other activists, we will identify intersections, divergences and continuities in politics, vision and other commitments. Among the broader questions we will explore: What is Activism, theory and practice, and are African women doing it? How do women locate themselves and their work within the African Women’s Movement and in the International Women’s Movement? *Students may register for either WOST 304 or AFR 303. Credit will be given in the department in which the student is registered.*

Prerequisite: Written permission of the instructor.

Distribution: Social and Behavioral Analysis/B<sup>2</sup>

Semester: N/O

Unit: 1.0

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### WOST 305 Seminar. Representations of Women of Color in the U.S.

**NOT OFFERED IN 1999–00.** A feminist cultural studies approach to the theories and methodologies of the representation of men and women of color in literature, film, art, and photography. This course surveys the development of contemporary U.S. third world feminism and employs multiple readings in Asian American, Pacific Island, African American, Latina/Chicana, and Native American cultural criticism that position the body as an historical category that possesses and/or performs race, class, gender and sexuality.

Prerequisite: 120 or 222, or AFR 212, 222, 230 or 305; or ENG 114, 364, or 383; and permission of the instructor.

Distribution: Art, Music, Theatre, Film, Video or Language and Literature/B<sup>2</sup>

Semester: N/O

Unit: 1.0

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### WOST 311 Seminar. Family and Gender Studies: The Family, the State and Social Policy

*Hertz*

Analysis of problems facing the contemporary U.S. family and potential policy directions in the 1990s. Discussion of the transformation of the American family including changing economic and social roles for women and expanding varieties of family types (such as single mothers by choice and lesbian/gay families). Sexuality, teen pregnancy, reproductive issues, day care, the elderly, divorce, welfare, the impact of work on the family, equality between spouses, choices women make about children and employment and the new American dreams will be explored. Comparisons to other contemporary societies will serve as a foil for particular analyses.



Prerequisite: Preference will be given to students who have taken family or gender related courses in anthropology, history, psychology, political science, sociology, or women's studies. Admission by written application prior to registration. Not open to students who have taken SOC 311).

Distribution: Social and Behavioral Analysis/B<sup>1</sup>  
Semester: Fall Unit: 1.0

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### WOST 312 Seminar: Feminist Inquiry

*Hertz and Creef*

In all social science disciplines (and the humanities) feminists are questioning the implicit male paradigms, methodological choices and theoretical assumptions in order to transform their discipline. The hope of these thinkers is that we will have a more complete understanding of the social world. This course will examine the current revolution in attempts to rethink gender and other cultural biases in order to produce less distorted accounts of social life. The course will draw upon theoretical, methodological and empirical examples from this new body of social research. We will read different "standpoint" theorists and their various attempts to understand power relations and revise knowledge as they construct the social world from personal understandings. We will examine issues of feminist epistemology including objectivity versus subjectivity in research, the nature of data, the researcher's relationship to her respondents in the first and third worlds, voice and reflexivity, post-modernism and experimental ethnographies. *It is recommended that students have taken courses in methods and theory before enrolling in this seminar.*

Prerequisite: Permission of the instructors is required.  
Distribution: Epistemology and Cognition or Social and Behavioral Analysis/B<sup>1</sup>  
Semester: Spring Unit: 1.0

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### WOST 313: Fieldwork in Women's Studies

*Staff*

This is a supervised, independent research project, resulting in a research paper, documentary, policy initiative, creative arts presentation or other research product approved of by the supervisor. This research project, developed in conjunction with the student's major adviser, will have a significant experiential component focusing on women's lives. Students are required to spend either the summer before their senior year or the first semester of their senior year gathering data on a topic of their choice. Topics should be part of their substantive concentration. Students may (1) work in an organization, (2) work with activists or policy makers on social change issues

or social policy issues, or (3) they may design their own fieldwork experience. For example, a student with a concentration in women's health might decide to work in a family planning clinic or she might decide to work with activists trying to change health care for teen moms or she might decide to interview human rights activists about women's health in another region of the world. Students who select this option should have taken a methods course prior to their on-site experience. They will be required to arrange with their adviser a contract/proposal that will include the kind of data they will collect, how it will be recorded and analyzed, and the kind of product they will produce at the end of their senior year. Final projects can be either written or visual but must be decided before a student begins the work.

Prerequisite: Permission of the instructor.  
Distribution: Social and Behavioral Analysis/B<sup>1</sup>  
Semester: Fall, Spring Unit: 1.0

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### WOST 317 Seminar: History of Sexuality: Queer Theory

*Patel*

This seminar will introduce the concepts central to queer theory, starting with Foucault and Laqueur and discussions of sexual difference and deviance. It will examine queerness in its various manifestations and practices, butch-femme, transgenering, cross-dressing, bisexuality and third gender. The conflicts and continuities between identity politics and queer identities will be explored in the context of racialization, class, and different-abledness and under the markers of nationhood and subalternity. Finally, what impact do the debates on the production of sexuality in different sites (African American, Native American, Latino, Asian American and non-US) and historical periods have on theories of queerness?

Prerequisite: Open to juniors and seniors with written permission of the instructor.  
Distribution: Epistemology and Cognition or Language and Literature/B<sup>1</sup>  
Semester: Fall Unit: 1.0

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### WOST 318 Seminar: Gender and Diaspora

NOT OFFERED IN 1999-00. A comparative approach to the relationship between gender and diaspora, with an emphasis on the communities established when people arrive in a "new" land. Students will critically examine the issues that confront migrants, survivors, and refugees; the conditions that give rise to global movements of people; community and organization building;

ideologies of home, return, and travel; and the negotiation of gender power and identity in diasporic settings. The course focuses on case material from specific diasporas, such as the Jewish, Chinese, African, South Asian and Native American.

Prerequisite: Open to juniors and seniors  
Distribution: Language and Literature or Social and Behavioral Analysis/B<sup>1</sup>  
Semester: N/O Unit: 1.0

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**WOST 324 Seminar: Women's Lives through Oral History**

*Reverby*

If a woman speaks of her experiences, do we get closer to the "truth" of that experience? How can oral history provide a window into the lives of women in the past and what does it close off? Analysis of methodological and theoretical implications of studying women's lives through oral histories as a way to end the silences in other historical forms. Special attention to be paid to other genres—history, fiction, ethnographies—as a foil to explore the strengths, and limitations, of the oral history approach.

Prerequisite: 120, 108 [208] or 222 or History 257. Written permission of the instructor required.  
Distribution: Epistemology and Cognition or Historical Studies/B<sup>1</sup>  
Semester: Fall Unit: 1.0

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**WOST 325 International Treaty Law Relative to Women**

NOT OFFERED IN 1999–00. A close examination of international conventions and agreements on issues of particular concern to women. Through the women's treaties we will explore the most salient concerns of the women's human rights movement. We will learn how issues become agendas become law. Treaties under consideration will include: The Slavery Convention, 1926 and the Supplementary Slavery Convention, 1956; The Convention on the Political Rights of Women, 1953; The Convention on the Elimination of All Forms of Discrimination Against Women 1979; The European Convention on Human Rights, 1953; Inter-American Convention on Human Rights, 1969; The African Charter on Human and Peoples Rights, 1981, and several "lesser" conventions from the International Labour Organization (ILO), UNESCO and WHO. We will examine the central principles of international human rights: equality and non-discrimination, as well as theories of the law's relativity or universality.

Prerequisite: Written permission of the instructor.  
Distribution: Social and Behavioral Analysis/B2  
Semester: N/O Unit: 1.0

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**WOST 350 Research or Individual Study**

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

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**WOST 350H Research or Individual Study**

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

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**WOST 360 Senior Thesis Research**

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

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**WOST 370 Senior Thesis**

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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**Related Courses**

*For Credit Toward the Major*

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**AFR 208 Women in the Civil Rights Movement**

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**AFR 212 Black Women Writers**

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**AFR 217 African American Families**

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**AFR 222 Blacks and Women in American Cinema**

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**AFR 230 The Black Woman in America**

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**AFR 305/SOC 305 African American Feminism**

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

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**AFR 335 Women Writers of the English-Speaking Caribbean**

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**AFR 341/SOC 341 Topics in Africana Social Science**

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**ANTH 236 The Ritual Process: Magic, Witchcraft and Religion**

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**ANTH 238 The Vulnerable Body: Anthropological Understandings of Gender**

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ANTH 269 The Anthropology of Gender Roles, Marriage and the Family

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ANTH 346 Seminar: Colonialism, Development, Nationalism and Gender

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ARTH 230 Frank Lloyd Wright and the American Home

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ARTH 233 Domestic Architecture and Daily Life

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ARTH 309 Seminar. Problems in Architectural History. Topic for 1999–00: The Villa

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ARTH 364 Women Filmmakers: History and Theory of Subversion

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ARTS 265 Intermediate Video Production

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CHIN 330 Women in Chinese Literature

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CLCV 104 Classical Mythology

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CLCV 215/315 Women's Life in Greece and Rome

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ECON 343 Seminar: Feminist Economics

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EDUC 306 Seminar. Women, Education and Work

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EDUC 309 Seminar: Child Care Policy in the United States

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EDUC 312 Seminar. History of Child Rearing and the Family

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ENG 114 Race, Class, and Gender in Literature

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ENG 272 The Victorian Novel

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ENG 286 Lesbian and Gay Writing in America

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ENG 363 Seminar: Advanced Studies in American Literature

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ENG 364 Race and Ethnicity in American Literature

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ENG 383 Women in Literature, Culture, and Society

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EXTD 103 Introduction to Reproductive Issues

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EXTD 202 Multi-Disciplinary Approaches to Abortion

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EXTD 203 Ethical and Social Issues in Genetics

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EXTD 204 Women and Motherhood

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EXTD 223 Gender in Science

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EXTD 300 Ethical and Policy Issues in Reproduction

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EXTD 334 Seminar. Literature and Medicine

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FREN 208 Women and the Literary Tradition

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FREN 240 Images of Women in French Film

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FREN 304 Male and Female Perspectives in the Eighteenth-Century Novel

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FREN 316 Duras

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FREN 318 Modern Fiction

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FREN 319 Women, Language, and Literary Expression

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FREN 329 Colette/Duras: "A Pleasure Unto Death"

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GER 244 German Cinema 1919–1945 (in English)

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GER 255 The Woman Question: 1750–1900

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GER 329 Readings in Eighteenth-Century Literature

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HIST 221 Women, Science and Gender in Historical Perspective

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HIST 257 History of Women and Gender in America

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HIST 294 Immigration in America

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HIST 301 Women of Russia: A Portrait Gallery

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HIST 342 Seminar. Women, Work and the Family in African History

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HIST 345 Seminar. The American South

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HIST 364 Seminar. Women in Islamic Society: Historical Perspectives

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ITAL 249 Seminar. The Cinema of Transgression(in English)

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ITAL 271 Gender and Sexuality in Italian Literature

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ITAL 349 Seminar. Italian Women Writers

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LANG 238 Sociolinguistics

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ME/R 248 Medieval Women Writers

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MUS 224/REL 224 Hildegard of Bingen

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MUS 235/335 Women in Music

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PHIL 218 Seminar: Topics in Philosophy: Feminist Philosophy of Science

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PHIL 227 Philosophy and Feminism

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PHIL 249 Medical Ethics

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POL1 320 Seminar. Inequality and the Law

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POL2 307 Seminar. Women and Development

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POL3 322 Seminar. Gender in World Politics

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POL3 331 Seminar. Women, War and Peace

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POL4 344 Seminar. Feminist Political Theory

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PSYC 245 Cultural Psychology

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PSYC 303 Psychology of Gender

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PSYC 317 Seminar. Psychological Development in Adults

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PSYC 325 Seminar. History of Psychology

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PSYC 329 Seminar. Psychology of Adulthood and Aging

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PSYC 340 Organizational Psychology

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PSYC 347 Seminar. Ethnicity and Social Identity

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REL 224/MUS 224 Hildegard of Bingen

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REL 225 Women in Christianity

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REL 243 Women in the Biblical World

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REL 316 Seminar. The Virgin Mary

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REL 323 Seminar: Feminist Theologies

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SOC 206/AFR 208 Women in the Civil Rights Movement

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SOC 209 Social Inequality

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SOC 217 Power: Personal, Social, and Institutional Dimensions

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SOC 305/AFR 305 African American Feminism

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SOC 341/AFR 341 Seminar: Topics in Africana Social Science

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SPAN 253 The Latin American Short Story

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SPAN 259 Women Writers of Latin America

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SPAN 260 Women Writers of Spain, 1970 to the Present

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SPAN 267 The Writer and Human Rights in Latin America

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SPAN 287 Women in the Americas: Empowering Diversity

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SPAN 327 Seminar: Latin American Women Writers

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THST 212 Representations of Women on Stage

## Directions for Election

A major in Women's Studies offers an opportunity for the interdisciplinary study of women from the perspectives of the humanities, sciences, and social sciences. Women's Studies majors seek an understanding of the new intellectual frameworks that are reshaping thought about the meaning and role of gender in human life. Majors pursue knowledge of gendered experiences in diverse cultures and across time, examining the ways in which race, social class, sexuality and ethnicity are constitutive of that experience.

Beginning with the class of 1998, a major in Women's Studies will require nine (9) units taken both within the department and through the cross-listed courses taught in other departments. Of these, two units must be 300-level courses (not counting 350, 350H, 360 or 370). Not more than two units can be 100-level courses.

Students are encouraged to enter the department through one of the three core units: WOST 120 (Introduction to Women's Studies), WOST 108 [208] (The Social Construction of Gender), or WOST 222 (Women in Contemporary American Society). Majors must take ONE of these units as a required course. Apart from this one required unit (120, 108 [208] or 222), majors must elect



at least three other units offered within the Women's Studies department, of which one should be a seminar. Students majoring in Women's Studies must elect four of the nine units in such a way that they form a "concentration", i.e. have a focus or central theme in common. Such concentration should include relevant method and theory units in the area of concentration and must be discussed with and approved by a Women's Studies faculty advisor (the Chair or any of the four WOST faculty members), in consultation with whom she will design her major program.

#### The Capstone Experience in Women's Studies

As of the class of 2001, all majors will be required to select a capstone experience, with the guidance of their adviser, from the following three options. Students should begin to think about which option would best fit their concentration when they declare the major. They must declare their option by the end of their Junior year.

Option 1: WOST 312 (Seminar) Feminist Inquiry

Option 2: WOST 313: Fieldwork in Women's Studies

Option 3: WOST 360/370 Senior Thesis

This option is the traditional senior Honors thesis which requires two units over the senior year. See Academic Distinctions in the Wellesley College Bulletin for requirements and permission. Students may combine options 2 and 3 if the project fulfills the thesis requirements. A thesis does not need to have an experiential component but typically it is based on some original research.

A minor in Women's Studies consists of five courses, of which one must be chosen from among WOST 120, WOST 108 [208] or WOST 222, and of which one must be a 300-level course (not 350 or 350H) offered within the department. A total of at least three courses must be taken within the Women's Studies department. Minors must devise a three-course "concentration" (see above) in consultation with a Women's Studies faculty advisor (the Chair or any of the four Women's Studies faculty members). Not more than one unit can be a 100-level course.

#### Women's Studies AP Policy

Women's Studies does not allow students to count AP credits towards the fulfillment of the major or minor.

## The Writing Program

Director: *Wood*

Assistant Professor: *Schwartz*

Senior Lecturer: *Viti, Wood*

Lecturer: *Iwanaga, Johnson, A.*

Visiting Instructor: *Goldoftas*

Writing is central to academic life at Wellesley and will continue to play an important role in most students' lives after they graduate, whether they choose majors in the sciences, the social sciences, or the humanities. Writing 125 provides a common introductory experience in college-level thinking and writing for all students at Wellesley and is also assumed to provide the base for writing assigned in later courses. Writing 125 courses are taught by faculty from many departments as well as by a team of writing professionals; all Writing 125 faculty view writing as an important part of their own professional lives and are committed to helping Wellesley students learn to use writing as a powerful tool of thought and expression, a way to gain entrance to public discourse.

All Writing 125 courses have the primary goal of helping students establish a useful writing process, from developing ideas through revision. All sections provide instruction in analysis and interpretation, in argument and the use of evidence, in the development of voice, and in the conventions of academic writing, including writing from sources. Students may choose to take a standard Writing 125 course (meeting two periods a week and addressing a small, well-defined topic related to the instructor's expertise), or to study writing as part of an introductory course in another department (these "combined courses" are designated with a slash in the course title; all carry one unit of credit, fulfill distribution and/or major requirements, and meet for at least three periods each week).

All students are required to take Writing 125 in either the fall or spring semester of their first year at Wellesley. Students who lack confidence in their writing are advised to take Writing 125 in the fall and to select one of the sections designated for underconfident writers (7, 12, 13, 18). Davis Scholars and transfer students who have not met the Writing Requirement may opt to take Writing 225, a changing topics course that will each year take up a specific non-fiction writing genre, for example, travel writing, literary reviewing, memoir, journal writing.

Students who wish to pursue the study of writing beyond Writing 125 may also select independent study in writing (Writing 250 for a full unit or Writing 250H for a half unit of credit) with a member of the Writing Program staff, but they

should also be aware that many courses at Wellesley are taught writing intensively, offering the opportunity to study writing as part of their disciplinary study.

Below are descriptions of the Writing 125 sections offered in 1999-00. Students are invited to indicate a list of preferences, which will be honored as far as possible. PLEASE NOTE: Students may not take a second semester of Writing 125 unless they have the written consent of the Director of the Writing Program.

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## SEMESTER I

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### WRIT 125 01,02/ENG 120 Critical Interpretation

*Hickey (English), Rodensky (English)*

An examination of classic poetic texts in English from the Renaissance to the modern period—Shakespeare, Donne, Wordsworth, Dickinson, Yeats, Bishop, and others. A course designed to increase power and skill in critical interpretation and critical writing. *This course satisfies both the Writing 125 and the English 120 requirements. Includes a third session each week.*

Prerequisite: Open to all first year students but primarily recommended for prospective English majors.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

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### WRIT 125 03/ARTH 100 Introduction to the History of Art: Ancient and Medieval Art

*Rhodes (Art)*

A foundation course in the history of art, part 1. From the ancient Egyptian pyramids to the Buddhist temples of India, from the mosques of Arabia to the Gothic cathedrals of Europe, the course introduces the visual cultures of the Ancient and Medieval worlds using key monuments and issues as the focus. Students in this section of ARTH 100 will attend the same twice-weekly lectures as the other ARTH 100 students, but their assignments will be different, and they will attend two special writing 125 conferences each week. Through writing about art students in 100/125 will develop skills in visual and critical analysis. *This course satisfies the Writing 125 requirement and counts as a unit towards a major in Art History, Architecture, or Studio Art.*

Prerequisite: Open to all first-year students.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

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### WRIT 125 04/JPN 155 Exploring Solitude: Japanese Writers Across the Ages

*Morley (Japanese)*

This course explores the aesthetic values that many feel lie at the heart of the Japanese literary and artistic tradition—*sabi* (solitude), *wabi* (the aged or weathered), *yugen* (subtle mystery), *shiori* (wilting)—values that have arisen from a preoccupation with solitude. We will read selections from the classics and modern and contemporary authors. No prior knowledge of Japanese language or literature is required. *This course satisfies both the Writing 125 and the Japanese 155 requirements. Includes a third session each week.*

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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### WRIT 125 05 Latina Voices: Texts and Contexts

*Vega (Spanish)*

Close reading and viewing of selected Latina texts and films. Topics for discussion and writing include: single and multiple identities in Latina culture (national origin, gender, class, sexuality); autobiographical and fictional self representation; cultural icons and feminist thought; the role of Latinas in the Third World Feminist Movement; language and genre choice; and contemporary affirmative action debates.

Prerequisite: None

Distribution: None

Semester: Fall

Unit: 1.0

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### WRIT 125 06 Eros and Selfhood

*Yu Jim Ko (English)*

This course will explore how we conceive and talk about the experience of love, focusing on how our understanding of selfhood is shaped by and further shapes our experience of love. Readings include Plato's *Symposium*, Petrarch's sonnets, Shakespeare's *Romeo and Juliet*, a selection of Freud's essays, and recent works such as Jeanette Winterson's *Written on the Body*.

Prerequisite: None

Distribution: None

Semester: Fall

Unit: 1.0

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### WRIT 125 07 The Role of Stories

*Schwartz (The Writing Program)*

This course looks at the rich and various roles stories play. We look at the short story as a literary form, examining the techniques by which

writers reveal their visions. This section is appropriate for students who have not done much writing in high school or who perhaps lack confidence in writing (but who love to read stories).

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit: 1.0

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### WRIT 125 08 Imagining Anne Frank

*Schwartz (The Writing Program)*

A close look at the way people have attempted to shape the meaning of Anne Frank's story. We'll read and compare both versions of the diary, the Broadway play, some other literary works in which Anne Frank has been imagined as a character, and one or two other memoirs of the holocaust.

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit: 1.0

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### WRIT 125 09 Spiritual Journeys

*Ward (Office of the Dean of Students)*

We will examine the spiritual reflections of women and men across cultures and history. We will focus on the nature and meaning of spirituality, the attainment of inner and outer peace as a goal of spiritual life, and place as a locus of spiritual awareness and connection. We will read from the reflections of, among others, the Quaker thinker and educator, Parker Palmer; the current-day Buddhist monk, Thich Nhat Hanh; the twentieth-century American pilgrim, Peace Pilgrim; Black Elk of the Sioux people; the Lubavitcher rabbi, Rebbe Menachem Mendel Schneerson; and American essayist, Frederick Buechner.

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit: 1.0

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### WRIT 125 10 Privacy and the Law

*Viti (The Writing Program)*

In this course we will read cases and essays focusing on the developing law of privacy, from *Griswold v. Connecticut* through the most recent United States Supreme Court decisions affecting our privacy rights. Students will write papers analyzing these cases and articles, and presenting arguments based on the issues contained in the readings.

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit: 1.0

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### WRIT 125 11 Watching the Supreme Court

*Viti (The Writing Program)*

We will read and write about landmark United States Supreme Court cases such as *Marbury v. Madison*, *Lochner v. New York*, *Brown v. Board of Education*, *United States v. Nixon*, and *Roe v. Wade*. Writings (and broadcasts) of Supreme Court watchers such as Laurence Tribe, Woodward and Bernstein, and Nina Totenberg will also be grist for our writing mill.

Prerequisite: None  
Distribution: None  
Semester: Fall, Spring

Unit: 1.0

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### WRIT 125 12 Women and Memoir: Shaping a Life

*Johnson, A. (The Writing Program)*

This course explores how writers select and fashion events from their own lives to provide context for their ideas. For women writers especially, this "revision" of personal experience has proved a powerful forum for addressing artistic, social, and political issues. Readings will include essays and selections from autobiographies by Virginia Woolf, Maya Angelou, Alice Walker, Maxine Hong Kingston, and Joan Didion.

Prerequisite: None  
Distribution: None  
Semester: Fall, Spring

Unit: 1.0

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### WRIT 125 13 The Observing Eye: The Autobiographical Essay

*Johnson, A. (The Writing Program)*

True autobiography, Patricia Hampl notes, "is written in an attempt to find not only a self but a world." How does a writer discover the universal truth embedded in his or her particular story? How does he or she persuade us that something important is being discussed? In this course we will examine how writers such as Alice Walker, Joan Didion, George Orwell, and James Baldwin have used personal observation to shape important social statements.

Prerequisite: None  
Distribution: None  
Semester: Fall, Spring

Unit: 1.0

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### WRIT 125 14 Women in Film

*Wood (The Writing Program)*

Beginning with Katherine Hepburn's role as a test pilot in Dorothy Arzner's *Christopher Strong* (1933), we will examine the evolution of Hollywood's portrayal of women, contrasting the surprisingly strong (but rare) images of women with the far more familiar portrayals of women as objects of desire and imagination.

Writing assignments will ask students to draw from readings in film history and criticism to develop their own interpretations of the women they view.

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit: 1.0

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### WRIT 125 15 “Written by Herself”: Women’s Autobiographical Writing

*Coben (Office of the Class Deans, English)*

This course will explore autobiographies written by women from a wide range of backgrounds and cultures. Each writer deals with the challenge of creating her own story in the face of pressures limiting and defining her. We will consider how each woman uses her writing to define herself in relation to her childhood, her family, her society, and her world.

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit: 1.0

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### WRIT 125 16 The Rise of Romance

*Looper (English)*

This course will map the evolution of the romance genre in the West from its medieval roots to its modern manifestation in the “trashy bodice-ripper,” the Harlequin novel. Topics include gender dynamics in romance fiction; problems of authorship, audience, and reception; and the use of various theoretical methods to interpret the genre. Readings range from the twelfth-century “father of romance” Chrétien de Troyes’s *Lancelot* to a best-selling paperback romance by Nora Roberts.

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit: 1.0

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### WRIT 125 17 The Possibility of Utopia?

*Saenz (Anthropology)*

Reading for this course will be drawn from those anthropologists, Marxists, and anarchists who look wistfully backwards at primitive utopias and then project these idealized societies into an imagined future for humanity. Students will also be encouraged to visit and write about a practicing utopian community.

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit: 1.0

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### WRIT 125 18 Growing Up in the U.S.

*Iwanaga (The Writing Program)*

This course focuses on contemporary fiction that deals with topics such as racism, sexism, and generational conflicts as experienced by children and young adults from traditionally marginalized groups—ethnic minorities and immigrants. In writing about these works, each student will practice techniques of analysis and argument as she develops her own voice. *Please note: Enrollment in this course is limited to students who speak English as a second or additional language.*

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit: 1.0

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### WRIT 125 19 The Story and the Writer

*Cezaire-Thompson (English)*

Students will read and discuss stories by a wide range of writers including James Joyce, Flannery O’Connor, and Gabriel Garcia-Marquez. Essays will be based on these readings.

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit: 1.0

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### WRIT 125 20 The Subject of Travel

*Sides (English)*

In the second half of the twentieth century, the subject of travel has become an exciting topic for discussion by anthropologists, sociologists, historians, and literary critics. In this course, we will sharpen our critical reading and writing skills as we respond to some recent literary travel books and to academic articles on travel.

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit: 1.0

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### WRIT 125 21 Hooray for Hollywood?: The Social Construction of a Dream Factory

*Johnson, E. (Sociology)*

Since the movie industry moved to Southern California, Hollywood has captured the American imagination as both an actual place and a symbolic space. Instead of focusing on films, we will analyze the social construction of Hollywood as a legendary place engineered by moguls, inhabited by stars, and frequented by fans. By learning to analyze popular, trade, and academic texts about Hollywood, we will recognize the dominant discourses that shape our collective understanding of the dream factory.

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit: 1.0



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**WRIT 125 22 Writing About the Environment**

*Goldoftas (The Writing Program)*

This course looks at different dimensions of our natural and urban environments, asking how our surroundings affect us and how we cultivate and change them. Themes include the importance of wilderness in the western environmental movement; ways that our views of nature have changed historically; the religious foundations of our approach to land and resource use; economic assumptions about the interplay between environment and development; and questions of environmental justice.

Prerequisite: None

Distribution: None

Semester: Fall, Spring

Unit 1.0

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**WRIT 125 23 Public Health: Epidemics and Other Battles**

*Goldoftas (The Writing Program)*

This course looks at early efforts to improve public health in the United States; social attitudes toward disease; the effects of race and economic class on health; and the causes, challenges, and mysteries of new and emerging diseases. We will examine case studies that include Gulf War Disease, HIV and AIDS, the health effects of toxic exposures, and the growing threat of antibiotic resistance.

Prerequisite: None

Distribution: None

Semester: Fall

Unit 1.0

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**WRIT 225 Non-Fiction Writing**

Writing 225 is a changing topics course that will each year take up a particular non-fiction writing genre. Davis Scholars and transfer students who have not met the writing requirement may opt to take Writing 225 as may other students who have already fulfilled the writing requirement.

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**Topic for 1999-00: Memoir and Personal Essay**

*Rosenwald (English)*

A range of writing assignments around the related genres of the essayistic memoir and the personal essay. Students will write critical essays about texts in these genres, imitations of texts in these genres, original work in these genres, and a research paper about a particular essayist or memoirist. Possible authors include Michel de Montaigne, Henry David Thoreau, D.H.

Lawrence, George Orwell, Virginia Woolf, W.H. Auden, Martin Luther King, and Adrienne Rich.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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**WRIT 250 Research or Individual Study**

Prerequisite: Open to qualified students who have completed 125. Permission of the instructor and the Director of The Writing Program required.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**WRIT 250H Research or Individual Study**

Prerequisite: Open to qualified students who have completed 125. Permission of the instructor and the Director of The Writing Program required.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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**SEMESTER II**

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**WRIT 125 01, 02, 03/ENG 120 Critical Interpretation**

*Fisher (English), Noggle (English), Shetley (English)*

Please refer to description for WRIT 125 01, 02/ENG 120, Semester I.

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**WRIT 125 04/ARTH 101 Introduction to the History of Art: Renaissance to the Present**

*Rhodes (Art)*

A foundation course in the history of art, part 2. From Michelangelo to media culture, this course introduces the visual cultures of Europe, Africa, and the Americas, beginning with the Renaissance, using key issues and monuments as the focus of discussion. Students in this section of ARTH 101 will attend the same twice-weekly lectures and weekly conferences as the other ARTH 101 students, but their assignments will be different, and they will attend two special Writing 125 conferences each week. Through writing about art, students in 101/125 will develop skills in visual and critical analysis. *This course satisfies the Writing 125 requirement and counts as a unit towards a major in Art History, Architecture, or Studio Art.*

Prerequisite: Open to all first year students.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

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**WRIT 125 05/GER 120 Turn-of-the-Century Vienna: The Birth of Modernism**  
*Hansen (German)*

The brilliant culture of *fin de siècle* Vienna reveals the early concerns of the 20th century. Nostalgia clashes with social change to produce a remarkable tension in the music, art, literature, and science of the period, reaching breakthroughs that are the roots of the modern temperament: Sigmund Freud in psychology; Oskar Kokoschka and Gustav Klimt in art; Hugo von Hofmannsthal and Arthur Schnitzler in literature; Mahler, Schoenberg, and Webern in music; Theodor Herzl, founder of Zionism, in social thought. The course will study representative works to explore this phenomenon. *This course satisfies the Writing 125 requirement and counts as a unit toward the German Studies major. Includes a third session each week. Students enrolled in German courses, particularly 201, are encouraged to fulfill the Writing 125 requirement with this class.*

Prerequisite: Open to all first year students.  
Distribution: Language and Literature  
Semester: Spring Unit: 1.0

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**WRIT 125 06/CLCV 120 Troy and the Poets**  
*Colaizzi (Classical Studies)*

The myths of the Trojan War begin the Classical tradition in literature. In considering how gods and mortals interact, the Greek and Roman poets continually return to these stories as they change their ideas about heroism; divine power; religious obligation; private and public responsibility; sexual passions; glory, death and the after-life. We will read selections from Homer's *Iliad* and *Odyssey*, the Greek dramatists, and Vergil's *Aeneid*, as well as modern critics and poets who reinterpret these works. *This course satisfies the Writing 125 requirement and counts as a unit toward the Classical Civilization major. Includes a third session each week.*

Prerequisite: Open to all first year students.  
Distribution: Language and Literature  
Semester: Spring Unit: 1.0

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**WRIT 125 08/EDUC 102 Education in Philosophical Perspective**  
*Hawes (Education)*

What are the leading educational ideas of the past and the present, and how can we make use of them? How can we better understand and guide learning? We will pursue these and similar questions through reading, reflection, discussion, and writing. Topics include: learning and teaching, educational aims and values, curriculum and

schooling. *This course satisfies the Writing 125 requirement and counts as a unit toward the Education minor. Includes a third session each week.*

Prerequisite: None  
Distribution: Epistemology and Cognition  
Semester: Spring Unit: 1.0

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**WRIT 125 09 Magic and Loss: The Contemporary Native-American Short Story**  
*Schwartz (The Writing Program)*

Over the last twenty-five years, some of the finest short stories in our national literature have come from Native-American writers. These stories are informed by a sense of magic and loss, a blending of mythic traditions with the bitter realities of Native-American life. We'll also consider how writers such as Louise Erdrich, Leslie Marmon Silko, and Sherman Alexie incorporate, and pay homage to, the oral storytelling tradition in their highly modern short stories.

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

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**WRIT 125 10 The Observing Eye: The Autobiographical Essay**  
*Johnson, A. (The Writing Program)*

Please refer to description for WRIT 125 13, Semester I.

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**WRIT 125 11 Women and Memoir: Shaping a Life**

*Johnson, A. (The Writing Program)*

Please refer to description for WRIT 125 12, Semester I.

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**WRIT 125 12 Law, Literature and Film**  
*Viti (The Writing Program)*

We will read and write about short works of fiction and nonfiction, as well as popular films that reflect society's values concerning law and justice. Readings selected from works of Elie Weisel, Franz Kafka, and Jeanne Houston, and popular and classic films such as *Inherit the Wind*, *To Kill a Mockingbird*, *The Verdict*, *Dead Man Walking*, and *The Firm*.

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

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**WRIT 125 13 Watching the Supreme Court**

*Viti (The Writing Program)*

Please refer to description for WRIT 125 11, Semester I.

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**WRIT 125 14 The Roots of Gender**

*Mansfield (Psychology)*

Are boys and girls inherently different? Do cultural pressures force children into one or another mold? Do children participate actively in their own socialization into male and female roles? This course will explore such questions through autobiographical recollections, observations of young children at play, and scholarly articles by psychologists and other social scientists.

Prerequisite: None

Distribution: None

Semester: Spring

Unit: 1.0

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**WRIT 125 15 Writers, Readers, Revisions**

*Rodensky (English)*

In this course, we will consider the ways in which writers re-see their work (and themselves). We will also attend to the issues which arise when one writer redoes the work of another. Works to be compared include Charlotte Brontë's *Jane Eyre*, Jean Rhys's *Wide Sargasso Sea*, Daniel Defoe's *Robinson Crusoe*, Derek Walcott's *Pantomime*, Elizabeth Bishop's "Crusoe in England," Alice Munro's *The Lives of Girls and Women*, and the selected poems of W.B. Yeats.

Prerequisite: None

Distribution: None

Semester: Spring

Unit: 1.0

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**WRIT 125 16 TBA**

*Dandis (English)*

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**WRIT 125 17 Writing About the Viet Nam War**

*Iwanaga (The Writing Program)*

Typically, the literature of war, like its movies, depicts the experiences of the soldiers who waged it, as though they are the only ones authorized to write about it. But war affects many other people besides GIs. In this course, in addition to *The Things They Carried* by Tim O'Brien, we will read poetry, memoirs, short stories, and novels about the Viet Nam war written by and about nurses, Vietnamese combatants and refugees, Latino and African American soldiers, and their families.

Prerequisite: None

Distribution: None

Semester: Spring

Unit: 1.0

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**WRIT 125 18 Writing About the Environment**

*Goldoftas (The Writing Program)*

Please refer to description for WRIT 125 22, Semester I.

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**WRIT 126 Writing Tutorial**

*Wood (The Writing Program)*

An individual tutorial in expository writing, taught by juniors and seniors from a variety of academic departments. An opportunity to tailor reading and writing assignments to the student's particular needs and interests. Tutorial meetings are individually arranged by students with their tutors. *Mandatory credit/noncredit.*

Prerequisite: Open to students from all classes by permission of the instructor.

Distribution: None

Semester: Spring

Unit: 1.0

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**WRIT 250 Research or Individual Study**

Please refer to description for WRIT 250, Semester I.

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**WRIT 250H Research or Individual Study**

Please refer to description for WRIT 250H, Semester I.

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## Courses in Asian American Studies

Asian American Studies is an interdisciplinary and interdepartmental field at Wellesley. Distinct from and yet interdependent on both Asian Studies and American Studies, it focuses on a number of critical issues unique to the experience since the mid 19th century of the people of Asian heritage in North America. A student may concentrate in one of the wide variety of disciplines that comprise the field, while augmenting her expertise with courses listed under “Related Courses,” including those offered at MIT.

At this time, there is no departmental or interdepartmental major in Asian American Studies. However, course work in this curricular field can enrich and enlarge concentrations in a variety of existing Departments and Programs.

ANTH 318 Race, Class, and Colonialism in America

EXTD 151 Asian American Experience

HIST 351 Asian Settlement in North America

WOST 248 Asian American Writers

WOST 249 Asian American Women in Film and Video

WOST 254 Asian American Women Writers

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## Related Courses

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POL 217 Politics of Immigration and Refugees

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POL 337 The Politics of Minority Groups in the United States

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PSYC 347 Ethnicity and Social Identity

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REL 226 Liberation Theology

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SOC 209 Social Inequality

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SOC 210 Race and Ethnicity

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WOST 305 Representations of Women of Color in the U.S.

## Courses in Film and Video

The Courses of Instruction include the following courses in film and video:

AFR 207 Images of African People through the Cinema

AFR 222 Images of Blacks and Women in American Cinema

ARTH 364 Women Filmmakers: History and Theory of Subversion

ARTS 165 Introduction to Video Production

ARTS 265 Intermediate Video Production

ARTS 365 Advanced Video Production

CHIN 243 Chinese Cinema (in English)

ENG 204 The Art of Screenwriting

EXTD 231 Interpretation and Judgment of Films

FREN 240 Images of Women in French Film

FREN 314 Cinema

GER 244/344 German Cinema 1919–1945 (in English)

GER 246 History and Memory in New German Cinema (in English)

ITAL 249 The Cinema of Transgression (in English)

ITAL 261 Italian Cinema (in English)

ITAL 264 Italian Film and Postmodernity (in English)

JPN 130 Japanese Animation (in English)

RUSS 255 Seven Decades of Soviet and Russian Cinema

SOC 216 Sociology of Mass Media and Communications

SPAN 265 Introduction to Latin American Cinema

SPAN 315 Seminar. Luis Buñuel and the Search for Freedom and Morality

WOST 249 Asian American Women in Film and Video

WRIT 125 12 Law, Literature and Film



# Courses in Health and Society

The anthropologist Mary Douglas observed that “the human body is always treated as an image of society and...there can be no natural way of considering the body that does not involve at the same time a social dimension.” Similarly, how we perceive our bodies, how they are treated by the health care system, how medicine and health care shape how we see ourselves are critical questions we must all face. Courses in Health and Society include ones that examine the workings of the human body and mind and ones that take a broad look at the relationship between health and larger cultural and societal issues. These courses encourage students to confront the ethical, social and political issues in the creation of health and science, and they allow students to consider the broad issues that link the body to the body politic. They offer valuable perspectives to enrich students planning careers in the health field and benefit anyone confronting health care in today’s complex world.

Although there is no departmental or interdepartmental major in Health Studies, these courses enrich and enlarge concentrations in a variety of disciplines. They also demonstrate how different disciplines contribute to understanding a topic (health) and an institution (the health care system) that affect all our lives. Students who plan to apply for admission to medical school should consult the section on Preparation for Medical School on p. of this catalogue.

The Courses of Instruction include the following courses in health and society:

ANTH 204 Physical Anthropology

ANTH 236 The Ritual Process: Magic, Witchcraft and Religion

ANTH 238 The Vulnerable Body

BISC 109 Human Biology with Laboratory

BISC 209 Microbiology with Laboratory

BISC 213 The Biology of Brain and Behavior with Laboratory

BISC 314 Immunology with Laboratory

CLCV 116 Greek and Latin Roots in English Vocabulary

CLCV 241 Medicine and Science

ECON 232 Health Economics

EXTD 103 Introduction to Reproductive Issues

EXTD 202 Multi-Disciplinary Approaches to Abortion

EXTD 203 Ethical and Social Issues in Genetics

EXTD 204 Women and Motherhood

EXTD 300 Ethical and Policy Issues in Reproduction

EXTD 334 Seminar. Literature and Medicine

HIST 224 The Healing Arts: Medicine and Society in Medieval and Renaissance Europe

PE 205 Sports Medicine

PHYS 222 Medical Physics

PSYC 219 Physiological Psychology

PSYC 302 Health Psychology

PSYC 309 Abnormal Psychology

PSYC 318 Seminar. Brain and Behavior

PSYC 325 Seminar. History of Psychology

SOC 314 Medical Sociology and Social Epidemiology

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

WOST 235 Cross-Cultural Sexuality

# Courses in Legal Studies

Law is a central institution in the organization of social life, and legal doctrines and procedures play an important role in establishing collective values, mediating conflicts between individuals and groups, and resolving questions of state power. Legal materials provide a rich ground for developing reading and interpretive skills, and for promoting serious inquiry into visions of the good and the just, the dimensions and limits of private and public decision-making, and conflicts between consent and coercion. Finally, cross-cultural and historical analyses offer students opportunities to explore the ways in which legal institutions and practices help create diverse social identities and communities. Students wishing to explore a range of legal materials, analytical frameworks, and institutions are encouraged to select courses from several perspectives and disciplines.

There is no departmental or interdepartmental major in Legal Studies; however, coursework in this area can enrich and enlarge concentrations in a variety of disciplines. Students who plan to apply for admission to law school should consult the section on Preparation for Law School on p. of this catalog.

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## Legal Institutions, Policies and Practices

ECON 325 Law and Economics

EXTD 202 Multi-Disciplinary Approaches to Abortion

EXTD 203 Ethical and Social Issues in Genetics

EXTD 254 Imaginary Crimes and Courts: the Law in Literature

EXTD 300 Ethical and Policy Issues in Reproduction

POL1 215 Courts, Law, and Politics

SOC 207 Criminology

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## Legal Ideas and Interpretations

CLCV 243 Roman Law

HIST 258 Freedom and Dissent in American History

PHIL 326 Philosophy of Law

POL1 311 The Supreme Court in American Politics

POL1 320S Seminar. Inequality and the Law

POL1 330S Seminar. The First Amendment

# Courses in 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.

CHIN 106 Unmasking Confucian Voices: From Antiquity to the Song Dynasty

CHIN 107 From the Studio of the Vernacular Writers: Literature of the Song, Yuan, Ming, and Qing Dynasties

CHIN 108 The Tumultuous Century: 20th Century Chinese Literature

CHIN 145/EXP 145 China: Ways of Looking

CHIN 243 Chinese Cinema

CHIN 330 Women in Chinese Literature

CHIN 340 Topics in Chinese Literature

CLCV 102 Uncovering the Ancient World: An Introduction to the Worlds of Ancient Greece and Rome

CLCV 104 Classical Mythology

CLCV 105 Greek and Latin Literature in Translation

CLCV 111 Comedy: Old, New and Ever Since

CLCV 210/310 Greek Drama in Translation

CLCV 211/311 Epic and Empire

CLCV 215/315 Women's Life in Greece and Rome

EXTD 254 Imaginary Crimes and Courts: the Law in Literature

GER 265 Literature and Empire: Myth and History in the Hapsburg Dynasty

GER 268 Richard Wagner: His Critics and Defenders

ICPL 330 Seminar. Comparative Literature. Topic for 1999-00: The Traditions of Japanese Fiction and English Fiction: The Comparative Question

ITAL 249 The Cinema of Transgression

ITAL 261/361 Italian Cinema

ITAL 262 Religion and Spirituality in Italian Cinema

ITAL 263 Dante

ITAL 264 Italian Film and Postmodernity

ITAL 265 Literature of the Italian Renaissance

JPN 253 Modern Japanese Literature from 1800-present

JPN 351 Seminar. Topics in Japanese Literature

JPN 352 Seminar. Topics in Japanese Literature

ME/R 246 Monsters, Villains, and Wives

ME/R 247 Arthurian Legends

ME/R 248 Medieval Women's Writers

RUSS 251 The Nineteenth-Century Russian Classics: Passion, Pain, Perfection

RUSS 252 Russian Modernism: Explosion of Matter and Mind

RUSS 253 Russian Drama

RUSS 254 Decoding the World: Symbolism in Russian Culture

RUSS 271 Russia's "Golden Age"

RUSS 272 Politically Correct: Ideology and the Nineteenth-Century Russian Novel

RUSS 276 Fedor Dostoevsky: The Seer of Spirit

RUSS 286 Vladimir Nabokov

SPAN 263 Latin American Literature: Fantasy and Revolution





# 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

*Accurate as of June 1, 1999*

---

### **Maria Abate**

*Visiting Assistant Professor of Biological Sciences*

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# Travel Directions

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## By Car

- **From the West**  
Take the Massachusetts Turnpike to Exit 14 (Weston). Go south on Interstate 95 (Route 128) for 1/2 mile to Route 16, Exit 21B. Follow Route 16 West for 2.9 miles to a stoplight (5-way intersection) in the town of Wellesley; go straight on Route 135 (West). At the third traffic light, take a left into the main entrance of the College. Follow signs for admission parking.
- **From the East:**  
Take the Massachusetts Turnpike to Exit 16 (West Newton). Follow Route 16 West for 4.7 miles, using directions above.
- **From the North:**  
Take Interstate 95 South (Route 128) to Exit 21B (Route 16 West). Follow Route 16 West for 2.9 miles, using directions above.
- **From the South:**  
Take Interstate 95 North (Route 128) to Exit 21B (Route 16 West). Follow Route 16 West for 2.9 miles, using directions above.

## By Airplane

Options from Logan International Airport:

- Take a taxi directly to Wellesley College. See **Area Taxis**. Allow at least an hour for the commute. The fare will be approximately \$40.

Or

- Take the Logan Express bus, which picks up at all airline terminals, to Framingham. Allow at least an hour for the commute. Call 1-800-23-LOGAN for more information, 9 am–5 pm.

From Framingham, take a taxi to the College. See **Area Taxis**. Allow half an hour for the ride to Wellesley. The fare will be approximately \$16.

Or

- Take the free shuttle bus to the MBTA Subway stop. Take the Blue Line Inbound four stops to Government Center. Go upstairs and change to the Green Line. Ride an Outbound subway marked “RIVERSIDE-D” to Woodland, the second to last stop on the D line. Subway fare is \$.85.

From Woodland, take a taxi to the College. See **Area Taxis**. The fare will be approximately \$15.

Allow two hours for total commute.

## By Train

Options from the Amtrak terminal at South Station:

- From South Station, take the Framingham/Worcester Commuter Rail to the Wellesley Square stop. The commute is approximately half an hour. One-way fare is \$2.50 and is paid on the train. Exact change is not required.

Go up the stairs and turn left onto Crest Road; follow Crest a short distance. Take a right onto Central Street. Walk five minutes to the second set of lights. Cross the street to the entrance of the College. From there, allow 20 minutes to walk to your destination on campus.

*Note: The Commuter Rail runs on a schedule that can be accessed by calling 1-800-392-6100 or (617) 222-3200. Please call ahead when making travel plans; the schedule varies on weekends and holidays. You may also take the Commuter Rail to Wellesley from Back Bay Station.*

If you prefer, call a taxi from the Wellesley Square Commuter Rail stop. See **Area Taxis**. Fare will be approximately \$4.

Or

- From South Station, take the MBTA Subway (Red Line) Inbound two stops to Park Street. Go upstairs and change to the Green Line. Ride an Outbound subway marked “RIVERSIDE-D” to Woodland, the second to last stop on the D Line. Follow the above directions from Woodland.

## By Bus

- From Peter Pan and Greyhound terminals at South Station, use Commuter Rail directions above.

Or

- Take a Non-Express Greyhound or Peter Pan bus to the Riverside terminal. From there, take a taxi to the College. See **Area Taxis**. Commute from Riverside will be about 30 minutes. Fare will be approximately \$15.

*Note: Express buses DO NOT stop at Riverside.*

## Area Taxis

Veteran’s Taxi  
(781) 235-1600  
Hours: 24 hours

Wellesley Transportation  
(781) 235-2200  
Hours: 7 am–11 pm

MetroWest Taxi  
(781) 891-1122  
Hours: 5 am–12 midnight

*All fares quoted are subject to change.*

*Travel time may vary during rush hour.*



# Wellesley College Campus



# Wellesley College Campus



The information contained in this Bulletin is accurate as of July 1999. However, Wellesley College reserves the right to make changes at its discretion affecting policies, fees, curricula or other matters announced in this Bulletin.

In accordance with the Student Right-to-Know and Campus Security Act (Public Law 101-542), the graduation rate for students who entered Wellesley College as first-year students in September 1992 on a full-time basis was 88%. (The period covered is equal to 150% of the normal time for graduation.)

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 or loan programs, athletic and other college-administered programs or in its employment policies.

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

Wellesley,  
Massachusetts 02481

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