





# Wellesley Bulletin

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# Academic Calendar 2002–03

## Fall Semester

### AUGUST

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New students arrive 27, Tues.

### SEPTEMBER

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First day of classes 3, Tues.

### OCTOBER

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Fall break (no classes) 14, Mon. through 15, Tues.

### NOVEMBER

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Parent and Family Weekend 1, Fri. through 3, Sun.

Thanksgiving recess begins (after classes) 26, Tues.

### DECEMBER

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Classes resume 2, Mon.

Last day of classes 10, Tues.

Reading period begins 11, Wed.

Examinations begin 16, Mon.

Examinations end 20, Fri.

Holiday vacation begins (after examinations) 20, Fri.

### JANUARY

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Wintersession begins 3, Fri.

Wintersession ends 24, Fri.

## Spring Semester

### JANUARY

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First day of classes 27, Mon.

### FEBRUARY

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Presidents' Day (no classes) 17, Mon.

### MARCH

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Spring vacation begins (after classes) 14, Fri.

Classes resume 24, Mon.

### APRIL

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

### MAY

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Classes end 7, Wed.

Reading period begins 8, Thurs.

Examinations begin 13, Tues.

Examinations end 19, Mon.

Commencement 30, Fri.

# Inquiries, Visits and Correspondence

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 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 calling the College Club at 781-283-2700.

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.

Please visit our Web site: [www.wellesley.edu/admission/](http://www.wellesley.edu/admission/) to learn more about Wellesley before you arrive on campus. For directions, go to [www.wellesley.edu/admission/admission/visiting/](http://www.wellesley.edu/admission/admission/visiting/).

## 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

Business matters

## Vice President for Resources and 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  
[www.wellesley.edu/](http://www.wellesley.edu/)

# The College

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

Wellesley is a college for the student who has high personal, intellectual, and 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 126-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. Though the structure of distribution requirements has evolved, the requirement that each student should be acquainted with the main fields of human interest has remained a constant. The concept of the major – the opportunity for each student to establish mastery in a single area through concentrated study during her junior and senior years – has remained consistent as well. The College is committed to this framework because it emphasizes the essence of education: the ability to speak and write clearly, the knowledge to manage quantitative data with ease, the confidence to approach new material, and the capacity to make critical

judgments. These skills are essential – whatever the student chooses to do with her life.

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

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

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

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 institu-

tions 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 nine 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.

Excellent academic facilities support learning at Wellesley. Students have access to virtually all the collections on campus through a computerized library system totaling over 1.4 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 frequently participate in 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.

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

*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.*

## Facilities and Resources

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

### Classrooms

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

### Science Center

The Science Center houses the Departments of Astronomy, Biological Sciences, Chemistry, Computer Science, Geology, Mathematics, Physics, and Psychology, as well as several interdepartmental programs. The Center includes up-to-date teaching and research laboratories, extensive computer facilities, and modern classrooms. The Science Library contains more than 111,000 volumes, maintains subscriptions to more than 725 paper journals and periodicals with additional journals in electronic format, and provides access to on-line databases.

Sage Hall, the College's original science building, dates to 1927. The Science Center, encompassing Sage Hall and new construction, was built in 1977 and won the Halston Parker Prize for architecture in 1987. Renovations and additions to the Science Center were done in 1991. The Center contains a variety of state-of-the-art instrumentation including: a confocal microscope, two NMR spectrometers with an MRI accessory, microcalorimeters, and a high-power pulsed tunable laser. For more information, visit our Web site: [www.wellesley.edu/ScienceCenter/mainpage1.html](http://www.wellesley.edu/ScienceCenter/mainpage1.html).

### Botanic Gardens

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 community 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 plant science classes, while two others provide research facilities for faculty and students. Built in 1922, the original greenhouses were renovated in the 1980s to conform to modern, energy-efficient construction.

The extensive plant collections in 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 darkroom, 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

Students have access to hundreds of computers in public clusters, classrooms and dorm computing rooms, and to advanced computing and multimedia equipment and software in the Knapp Media and Technology Center, located in the Margaret Clapp Library, and the Knapp Social Science Center in the Pendleton classroom building. Wellesley's DormNet provides support to students who use the high-speed, campus-wide network from their dorm rooms to access electronic resources both on campus and around the world. These resources include: the College Web site; the library on-line catalog and full-text electronic resources; centralized E-mail, bulletin and conferencing provided via FirstClass; self-taught and instructor-led on-line courses in desktop applications provided through a subscription to Element K; and an array of

instructional software. For more information visit our Web site: [www.wellesley.edu/infoservices.html](http://www.wellesley.edu/infoservices.html).

### Knapp Media and Technology Center

The Knapp Media and Technology Center, located in the Margaret Clapp Library, contains high-end computer workstations, a video-production studio, a video-conferencing site, media-equipped project rooms, video digitizing capabilities and editing rooms, a plotter, and other multimedia equipment and software.

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

For more information see [www.wellesley.edu/Knapp/mtc.html](http://www.wellesley.edu/Knapp/mtc.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 an art gallery. 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 drawing and painting studios, a sculpture foundry, a printmaking facility, and a concert salon. A bridge links the Jewett Arts Center to the Davis Museum and Cultural Center.

### The Knapp Social Science Center at Pendleton Hall

The Knapp Social Science Center at Pendleton Hall East opened in January 2001. The new Center was created to integrate the social sciences and to provide instructional space that is varied in design and layout. The physical space includes case-study classrooms, computer classrooms with individual student workstations, seminar rooms, and a video-conferencing facility. In addition to research facilities for faculty and students, an archaeology laboratory and a media laboratory were added which function as extended teaching areas. Public spaces include a viewing room equipped with a large TV/VCR set-up and a two-story atrium

with bleachers and informal seating. The Center was given by Betsy Wood Knapp '64 and her husband Cleon Knapp.

### **The Davis Museum and Cultural Center**

The architecturally acclaimed four-story museum, opened in 1993, offers spectacular galleries that feature its permanent collection of paintings, sculpture, and works on paper. In addition, the museum presents provocative and nationally recognized exhibitions and educational programs throughout the year.

The museum complex includes a plaza, a 170-seat cinema, and the Collins Café. The Davis Museum and Cultural Center is adjacent to the Jewett Arts Center and Pendleton West. The facilities, linked by bridges, connect classrooms, art and music studios, and libraries to the museum, fostering an interrelated study of the arts.

Founded in 1889 to provide high-quality objects for the study of art, the College's museum collection now encompasses almost 7,000 objects spanning 3,000 years of art. For exhibition or program information, visit the DMCC Web site: [www.wellesley.edu/DavisMuseum/davismenu.html](http://www.wellesley.edu/DavisMuseum/davismenu.html).

### **Margaret Clapp Library**

In 2000, Wellesley College Library received the first nation-wide "Excellence in Academic Libraries" award. The combined Clapp, Art, Astronomy, Music, and Science collections number over 1.4 million. The library's physical holdings are supplemented by a wealth of on-line materials and through resource-sharing with the Boston Library Consortium.

Among the Library's notable features are the College Archives, the Book Arts Lab, where typography and letterpress printing are taught, and the Special Collections, which contain rare books and manuscripts that support student research.

Research and Instruction specialists staff service desks, help with in-depth research, and schedule hands-on sessions for professors and their classes.

All of the libraries offer workstations with elbow room, quiet and comfortable study space, help from knowledgeable staff, and information to enhance life and learning. Visit our Web site: [www.wellesley.edu/Library](http://www.wellesley.edu/Library) for details.

### **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, the CE House is a place where students gather for programs, meetings, group study in the living room, or simply to share conversation over lunch or coffee in the kitchen. 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/CE](http://www.wellesley.edu/CE).

### **Child Study Center**

The Child Study Center, a laboratory preschool under the direction of the psychology department, was originally designed in 1913 as a school for young children. Students and faculty from any discipline 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 in the historic Anne Page Building, there is a Developmental Laboratory at the Science Center.

### **Nannerl Overholser Keohane Sports Center**

Classes for all indoor sports, aquatics, fitness, 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; eight tennis courts; two soccer fields; an artificial-turf field hockey/lacrosse field; a 10-lane track and softball field; and a swimming beach. For more information visit our Web site: [www.wellesley.edu/Athletics/main.html](http://www.wellesley.edu/Athletics/main.html).

### **Alumnae Hall**

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.

### **Chapel**

Presented to Wellesley in 1897 by the son and daughter of William S. Houghton, a former College trustee, the Houghton Memorial Chapel hosts weekly religious and spiritual services, musical performances, lectures, and other College community gatherings. Stained glass windows commemorate the founders and a tablet by Daniel Chester French honors Alice Freeman Palmer, Wellesley's second president. A smaller multi-faith Chapel, Muslim prayer room, and Buddhist/Hindu meditation room are located on the ground floor level.

### **Schneider College Center**

Schneider College Center is the focal point of cocurricular activity. The center contains lounge areas, a cafeteria, a student-managed pub, and a student-managed café. Several student organizations have their offices here: College Government; the Student Programming Board; *Wellesley News*; *Legenda*; and WZLY. Several multicultural organizations have offices on the fourth floor. Other facilities and offices in Schneider include a Student Leadership Resource Center; a lounge and kosher kitchen for Hillel; Office of Religious and Spiritual Life; the Office of Residential Life; the Office for Experiential and Leadership Programs; and the Office of Student Activities. For more information visit our Web site: [www.wellesley.edu/DeanStudent/schneide.html](http://www.wellesley.edu/DeanStudent/schneide.html).

### **Harambee House**

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

*Woman* (a literary magazine), as well as meeting and function rooms. For more information, visit our Web site: <http://puma.wellesley.edu/~greencat/final/Intro/intro.html>.

### **Slater International Center**

Headquarters for international and multicultural activities, Slater International 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: [www.wellesley.edu/ISS/sic/sic.html](http://www.wellesley.edu/ISS/sic/sic.html).

### **Society Houses**

Wellesley has three society houses: Shakespeare House, for students interested in Shakespearean drama; Tau Zeta Epsilon House, for students interested in art and music; and Zeta Alpha House, for students interested in literature. Each has kitchen and dining facilities, a living room, and other gathering areas. Phi Sigma is a society that promotes intelligent interest in cultural and public affairs.

### **Green Hall**

The offices of the president, the board of admission, the deans, and 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.

### **Infirmary**

Simpson Infirmary, a licensed outpatient clinic and infirmary, is an institutional member of the American College Health Association.

### **President's House**

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

### **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.

Instituted 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.

## **Student Life**

*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.*

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 Paramecium 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 Drum Ensemble, the Tupelos, the Blue Notes, the Toons, the Widows, the Ethos Choir, the Guild of Carillonners, 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 hall and the Knapp Media and Technology Center in the main library. All students also have voice-mail 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.

## Student Residences and 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. The College provides counseling, religious, and health services to support the physical and mental well-being of residential and off-campus students. For the health and comfort of our students, employees, and guests, smoking is not permitted in the residence halls.

### 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 classroom. The residence experience usually includes lectures, group discussions, dinners with faculty members, and social events with students from other colleges.

Each residence hall has a distinctive character and structure. Resident Directors, professionals trained in working with young women and issues that arise from living in a small community, staff 15 of the larger halls (most housing 120–140 students). Each Resident Director is a liaison to the College community, and supervises a residence staff that includes a Resident Advisor on each floor of the building and a House President. The Resident Advisors and House Presidents are trained in community programming and act as resources and referral agents for all students. In addition, the 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. The smaller halls each house fewer than 60 upperclass stu-

dents and are staffed by student Resident Advisors or Coordinators and offer more independent government.

Many opportunities exist for students to assume leadership positions. Students in the larger residence halls elect a House Council that administers the hall government. The 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 Residential Life 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 and sophomores are placed in double or triple rooms. The cost of all rooms is the same, regardless of whether they are shared, and students are required to sign a residence contract. Each large hall has a spacious living room, smaller common rooms, and a study room. All but three 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.

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. Each student is required to contribute one to two hours a week monitoring the front door of her residence hall, otherwise known as "bells."

### Student Parking and Transportation

Because of limited parking on campus, resident first-year students are not permitted to have cars on campus. The Chief of Campus Police, or designated representative, must approve any exemptions to this policy. The Director of Disability Services must approve any temporary or permanent exemptions to this policy due to medical or accessibility circumstances. The parking fee



for sophomores, juniors, and seniors is currently \$75 per semester or \$135 per year, and for off-campus students \$60 per semester or \$100 per year. The College may further restrict normal parking procedures to accommodate campus construction projects, or other special events as needed.

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

Each student is viewed as an individual with a unique set of strengths and abilities. Disability Services professionals, who report to the Dean of Students, are available to provide individualized assistance and information to students. The Director of Disability Services provides assistance to students with physical disabilities; the Director of Programs of the Learning and Teaching Center works with students with learning disabilities and attention disorders; the Director of the Stone Center Counseling Services assists students with psychological and emotional disabilities; and the Directors of the Health Service help students who identify as having medical disabilities. These staff members work collaboratively with faculty and other campus members to coordinate services for students with disabilities.

Students with disabilities are encouraged to explore more information about services confidentially in-person or at [www.wellesley.edu/DisabilityServices/DShome.html](http://www.wellesley.edu/DisabilityServices/DShome.html).

### **Stone Center Counseling Service**

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

Members of the College Counseling Service, part of the Stone Center for Developmental Services and Studies, provide short-term individual and group counseling. Preventive 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 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.

### **Religious and Spiritual Life**

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 Hindu Advisor, a Jewish Chaplain, a Muslim Advisor, a Roman Catholic Chaplain, a Protestant Christian Chaplain, and a Unitarian Universalist Chaplain, as well as advisors and student groups for the Baha'i, Jain, Native African, Native American, Pagan, 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, located in the lower level of the 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 is available 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 infirmary that is staffed 24 hours per day by registered nurses and on-call physicians while College is in session. During clinic hours, physicians, nurse practitioners, and nurses provide primary medical and gynecological care to all students. There is a small on-site laboratory. When required, consultation with specialists is available both locally and in Boston.

Emphasis on education and preventive measures to promote healthful lifestyles are integral to the Health Service philosophy. The Health Service collaborates with other College services such as Counseling Service, 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 cover these charges. Please see that section for further details.

### **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, family, and alumnae to gather and celebrate student achievement.

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



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

### **The Tanner Conference**

Established through the generosity of Estelle “Nicki” Newman Tanner ’57, the Tanner Conference celebrates the relationship between the liberal arts classroom and student participation in an increasingly diverse and interdependent world. The Tanner Conference provides a venue for students and alumnae to reflect critically upon, analyze, and share their off-campus experiences with others in the College community.

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

## **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.

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 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.

### **Directory Information**

The Privacy Act gives Wellesley the right to make public at its discretion, without prior authorization from the individual student, the following personally identifiable infor-

mation: 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.

## 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 students explore the world of work, participate in community service, and prepare for their futures is available. A staff of experienced professionals counsels students and alumnae at all stages of career exploration.*

Students can explore various professions, educational options, and community service opportunities using the resources of the Center for Work and Service. Among the offerings are:

- career counseling and inventories
- internship search and funding resources
- community service events
- fellowship and graduate school advising
- administration of Wellesley College Graduate Fellowships and other fellowship programs
- prelaw and prehealth advising

- job and internship recruiting programs
- not-for-profit and public service job search track
- alumnae panel presentations
- workshops
- the Shadow Program (students matched with alumnae at their workplaces)
- online Alumnae Career Advisory Network (over 20,000 Wellesley graduates who have volunteered to serve as contacts for career exploration)
- online job, internship, and community service databases and directories
- an extensive career library
- an interactive Web site: [www.wellesley.edu/CWS](http://www.wellesley.edu/CWS)

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

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

For more information, please visit: [www.wellesley.edu/CWS](http://www.wellesley.edu/CWS).

## Admission

*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.*

## 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. Visit our Web site: [www.wellesley.edu/admission/](http://www.wellesley.edu/admission/) for more details about the admission process.

### The Application

The Wellesley Application consists of the Common Application plus the Wellesley Supplement. You may obtain the Wellesley Application from the Board of Admission, from our Web site: [www.wellesley.edu/admission/application.html/](http://www.wellesley.edu/admission/application.html/), or from the Common Application Web site at [www.commonapp.org/](http://www.commonapp.org/). You may download the application or apply on-line from either site. A nonrefundable \$50 fee must accompany the formal application. 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 Degree Candidates (see related sections). If a candidate cannot come to the College, she should call or 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, 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 2003 admission is December 7, 2002.

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

## Admission Plans

### Regular Decision

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

### Early Decision

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

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

### Early Evaluation

Candidates whose credentials are complete by January 1, and *who select this plan on the Wellesley Supplement form*, will receive an Early Evaluation 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 Evalua-

tion. In all other respects they follow the same procedures as the Regular Decision plan.

### **Deferred Entrance**

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

## **International and Transfer Students**

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

### **International Students**

All 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 Overseas. 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 in 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 SAT I and II 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), APIEL (Advance Placement International English Language Exam), or the ELPT (SAT II: 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 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. Please write to the Board of Admission or complete the on-line form: [www.wellesley.edu/admission/contactus.html](http://www.wellesley.edu/admission/contactus.html) to obtain the International Students information brochure and the application form. Inquiries should include the student's country of citizenship, present school, academic level, and the year of planned college entrance. Our fax number is (781) 283-3678.

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

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

### **Admission of Transfer Students**

Wellesley College accepts transfer students from accredited four- and two-year colleges. They must offer an excellent academic record at the college level and strong recommendations from their dean and college instructors. The Scholastic Assessment Test (SAT I Reasoning Test) and three SAT II Subject Tests *or* the ACT 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 early 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 the ones offered in the liberal arts curriculum at Wellesley. Candidates accepted for transfer will be given a tentative evaluation of their credit status at the time of admission. Transfer credit for studies completed outside of the United States will be granted only when the Registrar 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, quantitative reasoning 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.

#### *For international transfer applicants*

If you are an international student (not a U.S. citizen or permanent resident of the United States) studying at a college or university **outside** the United States and you wish to transfer to Wellesley, you must apply for admission as a first-year student and for fall entrance only. The application deadline is January 15. After successfully completing one year of study at Wellesley, you may be eligible for transfer credit for courses from your previous institution.

*Please note that financial aid funding is available for a very limited number of international students.*

If you are an international student (not a U.S. citizen or permanent resident of the United States) attending a college **within** the United States, you may apply as a transfer candidate for entrance in the fall or spring. The deadline for fall entrance is February 10, and the deadline for spring entrance is November 15. *Please note that because of limited financial aid funding for international students, those international citizens who are applying from institutions within the United States are **not** eligible for financial aid.*

## 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. Please visit our Web site at [www.wellesley.edu/admission/admission/davis.html](http://www.wellesley.edu/admission/admission/davis.html) for more information about the program.

### **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, or make a career change. The Premedical Study program is a popular choice. A degree is not offered. For more information on the Postbaccalaureate Study Program, please contact the Board of Admission or visit the Web site at: [www.wellesley.edu/admission/](http://www.wellesley.edu/admission/).

### **Admission**

Application forms for the Elisabeth Kaiser Davis Degree Program and Postbaccalaureate Study Program may be obtained from the Board of Admission. Official transcripts, essays, and letters of recommendation must be submitted before a candidate is considered. A personal interview is also required. The Board of Admission looks for

evidence such as work, volunteer experience, and especially recent course work, that demonstrates a candidate's intellectual ability and initiative.

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. The deadline for international applicants for this program is January 15. The application deadlines for postbaccalaureate applicants are November 15 for spring semester admission and March 1 for fall semester admission.

You are welcome to view or download our brochures at [www.wellesley.edu/admission/](http://www.wellesley.edu/admission/) for more information about any of the programs described in this section.

## Costs

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). For more information visit the Student Financial Services Web site: [www.wellesley.edu/SFS/](http://www.wellesley.edu/SFS/).

The financial responsibilities to Wellesley College include meeting payment deadlines, meeting loan or grant requirements, and addressing outstanding balances.

It is important to understand that information and communications will be directed to the student, rather than a parent or guardian. If a parent or other individual handles the educational finances, it is the student's responsibility to make the information contained in this catalog available to the person who is responsible.

## Fees and Expenses

The Comprehensive Fee for 2002–03 resident students is \$34,944. All fees are subject to change without prior notice. The breakdown is as follows:

Traditional Students	Resident Students	Off-Campus Students
Tuition	\$26,138	\$26,138
Room	4,174	N/A
Board	4,068	N/A
Facilities Fee	392	392
Student Activity Fee	172	172
Comprehensive Fee	\$34,944	\$26,702

### Nontraditional Student: Nonresident Davis, Postbaccalaureate, Special Student

Tuition – Per Credit/Course	\$3,267
Facilities Fee – Per Credit/Course	49
Student Activity Fee – Per Credit/Course	22
Tuition – Per Half Credit/Course	1,634

All resident students must have a meal plan. Students who live in cooperative housing and choose a Co-op Meal Plan pay the College a kitchen usage fee of \$650 instead of the board charge.

### Wintersession (January)

Tuition (Nonresident Davis Scholars Only)	\$3,267
Course Fee*	Various

\*Course fee varies depending on study away program.

### Summer Session 2002 (per four-week session)

Tuition – Standard Course	\$1,600
Tuition – Lab Course	2,000
Tuition – 1/2 Credit Course	800
Audit Fee	600
Program Fee (resident students)	100
Program Fee (nonresident students)	50
Nonrefundable Registration Fee (prior to June 3)	50
Nonrefundable Registration Fee (after June 3)	100
Room	460
Parking Fee	20
Health Insurance/per session	50

Summer meal plan information will be distributed to each student upon registration.

### 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 an access/usage fee for all facilities on campus and a support fee for the campus technology infrastructure.

### General Deposit

The General Deposit of \$300, paid by each entering student, will be credited to the student's account. The general deposit is non-refundable.

### Refund Policy

To be eligible for a refund the student must notify her Class Dean in writing that she is leaving Wellesley. Continuing Education students will notify the Dean of Continuing Education. The date the written notice is received by the Dean, or the date the College determines that she has withdrawn, will be the date of withdrawal.

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

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

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

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

An off-campus Davis Scholar or Postbaccalaureate student who withdraws from a course during the add/drop period receives a full refund. Charges are prorated on a calendar basis thereafter until the eighth week.

All other students have charges refunded as follows:

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

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

### Tuition Refund Plan

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

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

Resident Student Option	\$245
Off-Campus Option	\$187

You must enroll in the plan before the first day of classes for the semester. For more information see A.W.G. Dewar's Web site: [www.tuitionrefundplan.com](http://www.tuitionrefundplan.com).

### Student Accident and Insurance Program

Students enrolled at least  $\frac{3}{4}$  time are required by Massachusetts State law to enroll in the Student Accident and Sickness Insurance Program. The policy, provided through Security Mutual Life Insurance Company of New York, is a comprehensive plan designed to meet the needs of Wellesley students. All students enrolled in courses at Wellesley College may see a physician, nurse practitioner, or nurse at

the Health Services office without charge; however, charges are incurred for certain procedures, treatments and laboratory tests. The Student Accident and Sickness Insurance Program covers most of these charges and all inpatient charges in the College infirmary. Insurance coverage is effective from August 23 to August 22 of the following year.

Information about the insurance program is mailed to the students each year. Please refer to the insurance brochure for additional information.

All Davis Scholars are assessed insurance. A waiver must be completed to waive this charge.

The fee for 2002–03 is \$875. Please visit the Student Financial Services Web site for additional information. There is no separate plan for the fall semester. The fee for insurance appears on the first bill of the fall semester.

If a student is covered by other comparable insurance and does not wish to participate in the College plan, she may waive the coverage. A waiver form can be completed on-line. All fields of the form must be completed and it must be submitted by the end of the first week of classes to waive the College plan.

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

Please contact Student Financial Services Web site for billing and waiver information.

## Billing and Payment

Fall semester billing statements will be mailed in early July. Wellesley College must receive payment by August 1.

Spring semester billing statements will be mailed in early December. Wellesley College must receive payment by January 2.

Bills are mailed in the student's name to the student's home address when classes are not in session or to her on-campus address



during the school year. Students should retain the statements for their records.

Students will receive a billing statement any month in which there are new or outstanding charges.

### **Payment Procedures**

Full payment and/or acceptable documentation demonstrating that the balance will be fully paid must be received prior to the published deadline. Acceptable documentation includes enrollment in the Academic Management Services monthly payment plan, a copy of an award letter for an outside scholarship or a copy of a billing authorization or sponsorship letter. Loans based on the credit worthiness of the borrower may not be deducted without approval from the lender. A copy of an approval notice or signed promissory note will be accepted as documentation for this type of loan.

The student's name and Wellesley College ID or social security number must be included on all payments and correspondence.

The student is responsible for monitoring her account balance and for keeping track of payment due dates even if someone else is handling the finances. It is the student's responsibility to ensure that loans, grants and other payments are sent to the College by the payment due dates. As the student will be the only recipient of monthly statements, she needs to communicate her account status to anyone paying her charges.

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

There are potential consequences if payment responsibilities are not met. Monthly late fees may be assessed on any balance remaining unpaid after the payment deadline. Wellesley College also reserves the right to withhold services if the student has not fulfilled her financial obligation. The student could be prevented from participating in the housing process, registering for future semesters, accepting a place in an associated leave program (i.e., Junior Year

Abroad program), receiving transcripts, or receiving her diploma. In addition, the College reserves the right to make a student administratively withdraw if a balance continues to remain unpaid.

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

### **Outside Scholarships or Grants**

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

### **Cash, Check, or Money Order**

By Mail (Do Not Mail Cash):

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

In Person:

Cashier's Office  
139 Green Hall  
10:00 a.m. to 3:00 p.m.  
Monday–Friday

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

Wellesley College does not accept credit card payments; however, you may charge (a teleprocessing fee is assessed) your semester bill on VISA, MasterCard, or Discover by calling the toll free AMS Tuition Direct number: (800) 762-8370.

### **Wire Transfer**

Wire transfer of funds electronically from a U.S. or international bank to Wellesley College's bank involve bank fees which are deducted from the funds wired to Wellesley College. The net amount applied to the student account will be the amount of the wire transfer less the bank fees. Please remember to reference the student's name and

Wellesley College identification number. Please refer to our Web site for specific information on wire transfers.

### **TuitionPay Monthly Plan through Academic Management Services (AMS)**

Academic Management Services' interest free monthly payment plan can make the education payments more convenient and affordable. Instead of lump-sum payments, the AMS Plan allows a student to pay all or part of her education expenses in manageable monthly installments. She may use the AMS plan to pay balances after financial aid or in combination with other loans.

By enrolling in the AMS TuitionPay Monthly Plan, the student account will receive a credit each semester representing 50% of the full amount of her contract. Wellesley will credit the student account in advance of making all of the payments to AMS. Although Student Financial Services can provide assistance, the student is responsible for determining the contract amount. AMS is not responsible for this decision and will make changes only upon the student's request.

The toll free number is (800) 635-0120 and their Web site address is [www.tuitionpay.com](http://www.tuitionpay.com).

### **Tuition Stabilization Plan**

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

Please contact Student Financial Services for enrollment information.

### **High School Student Fees and Refunds**

High school students taking courses at Wellesley pay \$3,267 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.



## 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.*

### **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 disbursed; however, repayment of the loan principal and, under certain circumstances, interest, may be deferred while the borrower is a full-time student or experiencing economic hardship.

### **MEFA**

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

### **Federal Unsubsidized Stafford Loan**

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

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

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

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

### **Alternative Educational Loans**

Please visit [www.wellesley.edu/SFS/EducationalFinancing.html](http://www.wellesley.edu/SFS/EducationalFinancing.html) to view borrower benefits, preferred lenders and loan application links or contact the Educational Financing Office for assistance.

## Financial Aid

*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.*

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 attendance. For the typical dependent student residing on campus, the cost of attendance 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 work up to ten hours a week. For 2002–03, first-year

students are expected to earn \$1,200; sophomores, \$2,000; juniors and seniors, \$2,200. The Student Employment Office maintains listings of on and off-campus part-time job opportunities.

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

### **Loans**

The next portion of a student's financial aid is met through low-interest loans. The 2002–03 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. Higher loan amounts are packaged in special circumstances, such as late filing of aid applications.

First-time borrowers must complete an entrance interview and sign a promissory note before funds may be disbursed to her student account.

### **Repayment of Loans from the College**

A student who has received a loan has the obligation to repay the loan after withdrawal, graduation, or leave of absence. 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.

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

### **Grants**

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

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

### **Applying for Financial Aid**

Applicants for admission who intend to apply for financial aid must file five forms: the Wellesley College Application for Financial Aid, the Financial Aid Profile of the College Scholarship Service (CSS) 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. Applicants may also be asked to have the IRS send a tax transcript directly to Student Financial Services. Additional documents are required if parents are separated/divorced or self-employed.

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, in reality, dependent upon their parents for support are exempt from this requirement. Davis Scholars who are supported by their parents file the aid application with parental information.

### **Application Form**

The Wellesley College Application for Financial Aid should be returned to the Director of Student Financial Services, Wellesley College, 106 Central Street, Wellesley, MA 02481-8203, 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**

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.

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.

### **Town Tuition Grants**

Wellesley College funds ten Town Tuition Grants to residents of the town of Wellesley who qualify for admission and who meet the town's residency requirements. Application is made to the Board of Selectman. 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 Massachusetts Institute of Technology, Cambridge, MA 02139, or call: Air Force, (617) 253-4475; Army, (617) 253-4471.

### **Financial Aid for International Students**

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.

### **Financial Aid for Davis Scholars**

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 during first and second semesters and during Wintersession. Financial Aid is not available to meet the full costs of living off campus.

### **Wellesley Students' Aid Society**

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

### **Assistance for Families**

#### **Not Eligible for Aid**

Wellesley has special concern for middle- and upper-income families who find it difficult to finance 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.

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 Monthly Plan, and a Prepaid Tuition Stabilization Plan. Please consult the Student Financial Services Web site: [www.wellesley.edu/SFS](http://www.wellesley.edu/SFS).

#### **FAFSA/CSS Profile**

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.

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.

#### **For Further Information**

Please consult our Web site: [www.wellesley.edu/SFS/](http://www.wellesley.edu/SFS/).

## **Graduate Fellowships 2002–03**

*Wellesley College offers a number of fellowships for graduate study, independent research, and work 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. Please note that these fellowships are for study at institutions other than Wellesley College. 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. For more information about graduate fellowships and graduate school, visit our Web site: [www.wellesley.edu/CWS/](http://www.wellesley.edu/CWS/).*

### **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 \$2,500

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 Wellesley College Graduates**

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 \$14,000

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 \$8,000

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 \$7,000

Professor Elizabeth F. Fisher Fellowship for research or further study in geology or geography, including urban, environmental, or ecological studies. Preference given to geology and geography.

Award: Up to \$2,500

Ruth Ingersoll Goldmark Fellowship for study in English literature, English composition, or the Classics. Award: Up to \$2,500

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 \$9,000

Peggy Howard Fellowship in Economics to provide financial aid for graduate study in economics. Administered by the economics faculty. Award: Up to \$8,000

Thomas Jefferson Fellowship for advanced study in history.

Award: Up to \$10,000

Edna V. Moffett Fellowship for a young alumna, preferably for the first year of graduate study in history.

Award: Up to \$12,000

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 \$24,000

Vida Dutton Scudder Fellowship for study in the field of social science, political science, or literature. Award: Up to \$10,000

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 \$10,000

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 \$60,000

Fanny Bullock Workman Fellowship for graduate study in any field.

Award: Up to \$15,000

#### **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

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

Award: Minimum of \$9,000

#### **Instructions for Applying**

Applications for the Peggy Howard Fellowship may be obtained from the Economics Department, Wellesley College. Applications and supporting materials due by April 1.

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

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 received no later than December 6, 2002.

Applications for the Knafel awards and 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 online at [www.wellesley.edu/CWS/](http://www.wellesley.edu/CWS/). Applications and supporting material for the Knafel awards must be received by February 3, 2003. Applications and supporting material for all other fellowships must be postmarked no later than January 2, 2003. If hand-delivered, the application must be received in the Center for Work and Service no later than January 2, 2003.

#### **For Wellesley College Alumnae in Asia**

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

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

Wellesley-Yenching Teaching Fellowship at Ginling College in Nanjing, China. The fellows teach English in the classroom for approximately 12 to 14 hours each week with office hours three to four times a week.

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

Application information is available in the Center for Work and Service, 106 Central Street, Wellesley, MA 02481 or it can be found online at [www.wellesley.edu/CWS/](http://www.wellesley.edu/CWS/). The deadline is March 1, 2003.

# The Academic Program

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

## Online Course Information

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

## 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 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 units of course work a semester. The average course load is four units per semester. First-year students are encouraged to carry a maximum of four units 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

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. 24–25).

*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

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.

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 Grade One level may not be used to satisfy this distribution requirement.

## 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**

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**

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**

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**

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) 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 course:*

### **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**

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.

### **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 2000, 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.

### Second-Year College Level Courses

Arabic	(See Extradepartmental, EXT D 201A–202A beginning in 2002-03)
Chinese:	201 (1–2) or 203–204 (1–2)
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 Jewish Studies), Hebrew 201–202
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. 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 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 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 ability to think clearly and critically about quantitative issues is imperative in contemporary society. Today, quantitative reasoning is required in virtually all academic fields, is used in almost every profession, and is necessary for decision-making in everyday life. The quantitative reasoning requirement is designed to ensure that all Wellesley College students are proficient in the use of mathematical, logical, and statistical problem-solving tools needed in today's increasingly quantitative world.

The quantitative reasoning requirement consists of two parts: (1) the basic skills component and (2) the overlay course component. The basic skills component is satisfied either by passing the Quantitative Reasoning Assessment given to all entering students or by passing QR 140, the basic skills course that builds mathematical skills in the context of real-world applications. Students are required to satisfy the basic skills component in their first year so that they may enroll in the many courses for which basic quantitative skills (including algebra, geometry, basic probability and statistics, graph theory, estimation, and combinatorics) are a prerequisite.

The overlay component is satisfied by passing a QR overlay course. Such courses emphasize statistical analysis and interpretation of data in a specific discipline. The Committee on Curriculum and Instruction has designated specific courses in fields from across the curriculum as ones that satisfy the QR overlay requirement. A QR overlay class may satisfy another distribution requirement as well. For more information about the Quantitative Reasoning Program, see Courses of Instruction.

### **The Major**

Students may choose from among 30 departmental majors and 22 interdepartmental or structured individual majors 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. Normally, the plan should include eight units above the introductory level, four of which should be in one department. The program for the individual major is subject to the approval of the Committee on Curriculum and Instruction.

By 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.

### **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.

## **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. Further conditions for such work are described (in departmental listings) under the courses 250, 250H, 350, and 350H. Students may do no more than two units of 350 work in any one department. Individual Study courses may not be used to satisfy distribution requirements. 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 units, 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 Legal Studies courses). 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.

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 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 dis-

cuss 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.

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 Pforzheimer Learning and Teaching Center**

The Pforzheimer 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.

### **Academic Policies and Procedures**

*The academic policies and procedures of the College have been subject to continuous change and examination throughout the College's history, responding to changes in student lifestyles and innovations in the curriculum. The policies and procedures that govern most routine aspects of academic life are 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 and recommends changes in academic policy and is also responsible for proposing an annual academic calendar. Dates of Academic Review Board meetings are posted on the Campus-Wide Information System. 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 thirteenth-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 two-year colleges after a student has matriculated (see departmental Directions for Election). Students should have their courses evaluated and approved prior to enrolling, otherwise 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. 23–25. 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, 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. 23–25.

### **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)

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, and 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/noncredit 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/noncredit 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 cred-

it/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, a student may ask her instructor for an incomplete. The instructor may decide not to grant an incomplete but rather to assign a grade, taking into account that not all requirements for the course have been met. If the instructor does agree to give the student an incomplete, the student must submit any missing written work to the Registrar's Office by a date determined by the instructor but no later than the first day of the succeeding semester. Make-up exams are arranged by the Registrar's Office, generally during the first week of classes. Once all work has been completed and graded, a final grade preceded by "I" will be recorded on the transcript. If a student does not finish her incomplete work by the deadline, the instructor may either submit a grade or ask the Registrar's Office to record a grade of permanent "INC."

### **Excused Incomplete Work**

If illness or personal emergency prevent a student from completing her course work by the end of the semester, she may petition the Academic Review Board through her Class Dean to have an incomplete excused. If her petition is granted, the incomplete notation will be removed from her record once the work is completed and a final grade is submitted.

### **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 audiovisual equipment. Make-up and special examinations are offered at the beginning of each semester 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. Current students may view their grades online at the end of each semester. Grade reports are mailed to students at the end of the year.

### **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 second 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 forms are available from the Registrar's Office during the first two weeks of classes. A student may submit only one Add/Drop form, indicating on it any changes in her schedule. New courses must be added by the end of the second week of classes. A course may be dropped at any time through the last day of classes. 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 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**

Some 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.

## Leave of Absence

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.

## 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.

## 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.

## 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.*

## 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, and immersion experiences involving travel abroad. 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, college graduates, and high school juniors and seniors. It offers a range of courses drawn from the Wellesley College curriculum and taught by Wellesley faculty. College students and college graduates may opt to live in the Summer School residence hall or off campus. High school students may not live in the residence hall. Tuition and other fees for summer school are not included in the regular-year tuition. Wellesley students may apply for limited 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. Beginning with Summer 2000, these courses count as regular units for Wellesley students and are included on the student's transcript and in the calculation of her grade point average. They do not count toward the limit of four Summer School units that Wellesley students can 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 operates a program of cross-registration with Massachusetts Institute of Technology. A Wellesley student interested in electing specific courses at MIT should consult 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:

Total MIT Hours	Wellesley Units
<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.

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 cooperative programs with Babson College and Brandeis University. 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.

Brandeis courses must normally be approved individually for transfer credit and for the major by the relevant Wellesley department, but certain courses have been pre-approved for 2002–2003. 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 with the following exception. Dartmouth and Williams have announced that they will not be accepting exchange students until further notice. The number of places on all campuses is limited and admission is competitive. Preference is given to students planning to participate in their junior year.

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

### **The Wellesley-Spelman Exchange Program**

Wellesley maintains a student exchange program with Spelman College in Atlanta, Georgia, a distinguished Black liberal arts college for women. The program is open to

students in their junior or senior year. Students apply through the Twelve College Exchange Office.

### **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 the Department of Biological Sciences for additional information.

### **International Study**

Students may apply for admission for their junior year to programs and universities overseas. 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 and Vienna, Austria. The College is a member of consortia that offer 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.

### **Summer International Study**

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.

### **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.

## 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 departments. Normally students apply to their departments in the spring of their junior year. Under this program, an eligible student may undertake independent research or special study that will be supervised by a member of the faculty. In several departments, options for general examinations, special honors seminars, and oppor-

tunities to assist faculty in teaching introductory and intermediate level courses are available to honors candidates. The successful completion of the work and of an oral honors examination leads to the award of honors in the major field.

### Other Academic Distinctions

The College names to First-Year Distinction those students who maintain high academic standing during the first year. Wellesley College Scholars and Durant Scholars are named at Commencement, based on academic records after the first year. Students with an average of 3.60 or higher will be Wellesley College Scholars cum laude; those with an average of 3.75 or higher will be Durant Scholars magna cum laude; students with a 3.90 or higher average will be Durant Scholars summa cum laude.

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/non-credit 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 2.

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

*Each of the 29 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 24 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 2002-03
- [ ] Numbers in brackets designate courses listed only in earlier catalogs
- A Absent on leave for the 2002-03 academic year
- A1 Absent on leave during the first semester
- A2 Absent on leave during the second semester

# Department of Africana Studies

Professor: *Martin<sup>VI</sup>, Cudjoe, Rollins,  
Steady (Chair)*

Assistant Professor: *Obeng*

Instructor: *Trautman*

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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  
Semester: Spring Unit: 1.0

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

**NOT OFFERED IN 2002-03.**

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

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## AFR 200 Africans in Antiquity

*Martin*

**NOT OFFERED IN 2002-03.** Highlights of the African experience in ancient times; African origins of humankind; Nubia and Egypt; Nile Valley influences on the beginnings of Western civilization; the African presence in Greece and Rome; African influence on Judaism and Christianity; Africans in the Bible; ancient Africans in the Americas.

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

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## AFR 201 The African American Literary Tradition

*Cudjoe*

A survey of the Afro-American experience as depicted in literature from the eighteenth century through the present. Study of various forms of literary expression including the short story, 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  
Semester: Fall Unit: 1.0

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## AFR 202/PHIL 202 Introduction to African Philosophy

*Menkiti*

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

Prerequisite: Open to first-year students who have taken one other course in philosophy and to seniors, juniors, and sophomores without prerequisite.  
Distribution: Religion, Ethics, and Moral Philosophy or Epistemology and Cognition  
Semester: Spring Unit: 1.0

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

*Rollins*

An introduction to the African American intellectual traditions within the discipline of sociology. Beginning with an examination of the contributions of the founders of these traditions (DuBois, Johnson, Frazier, Cox et al.), the course then focuses on some of the main contemporary discussions: the Black family, Afrocentric sociology, the class versus race debate, and feminist sociology. Throughout the semester, African American sociology will be discussed within the contexts of traditional Eurocentric sociology and the particular political-economic structure in which it exists. *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 instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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## AFR 204 Third World Urbanization

*Steady*

**NOT OFFERED IN 2002-03.** 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  
Semester: N/O Unit: 1.0

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## AFR 205 Post-Apartheid South Africa

*Steady*

**NOT OFFERED IN 2002-03.** A study of social transformation in the new South Africa from a racist, centralized, and oppressive apartheid system to a nonracial, democratic, and participatory system which seeks to promote social and economic justice for its citizens. Topics to be discussed include the structural challenges to change; socio-economic development and resource distribution; the persistence of *de facto* apartheid; increasing poverty among the African population; the impact of globalization and South Africa's place in Africa and the world at large.

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

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

*Martin*

**NOT OFFERED IN 2002-03.** An introductory survey of the political, social, economic, and cultural development of African Americans from their African origins to the present.

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

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## AFR 207 Images of Africana People through the Cinema

*Obeng*

**NOT OFFERED IN 2002-03.** 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. The class covers precolonial, colonial, and postcolonial experiences and responses of Africana people. Films shown will include *Sugar Cane Alley*, *Zan Boko*, and *Sankofa*.

Prerequisite: None  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O 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. Particular attention will be paid to the interplay between the social factors of the women (e.g., their class, religiosity, race, regional background, age) and their perspectives/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: None  
Distribution: Historical Studies or Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

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

*Fleurant*

**NOT OFFERED IN 2002-03.** 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 or Religion, Ethics, and Moral Philosophy  
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  
Semester: Spring Unit: 1.0



**AFR 213 Race Relations and Racial Inequality**  
*Trautman*

This course is designed to examine the historical relationship between race and the American legal system. Through an examination of the legal response to racism in American society, students will gain an appreciation of the evolving law of race relations.

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

**AFR 215 Introduction to Afro-American Politics and Policy**  
*Trautman*

This course examines the historical and contemporary status of Blacks in American politics by addressing traditional forms of electoral politics (e.g. voting, officeholding, and lobbying) and other means of political participation (e.g. protests/riots and social movements). Topics of central concern include Black political mobilization, political behavior, empowerment, representation, and public policymaking.

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

**AFR 216 History of the Caribbean**  
*Martin*

**NOT OFFERED IN 2002-03.** Survey of political, economic, and sociological factors shaping Caribbean society. Topics covered include Africans in the New World before Columbus, genocide against the indigenous peoples, slavery and slave revolts, immigration and emigration, the Caribbean and Africa, the Caribbean and African America, the struggle for majority rule, the spread of United States influence, independence, and its challenges.

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

**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 are depicted.

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

**AFR 223 Caribbean and African Development Issues**

**NOT OFFERED IN 2002-03.** Survey of the African development experience emphasizing major development theories and strategies, explanations for the contemporary state of affairs and case studies, usually from the Caribbean and African countries. Topics: colonial rule and nationalist struggles, class formation and policy making, party systems, democratization, sectoral performance regional integration, and the impact of globalization.

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

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

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** 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. Not open to students who have taken 233/MUS 233.  
Distribution: Arts, Music, Theatre, Film, Video or Historical Studies  
Semester: N/O. Offered in 2003-04. Unit: 1.0

**AFR 225 Introduction to Black Psychology**  
*Staff*

**NOT OFFERED IN 2002-03.** 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  
Semester: N/O Unit: 1.0

**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 devaluation of indigenous peoples. The course will examine how the poor, indigenous peoples, and people of color are subjected to environmental hazards. Topics to be discussed include the link between negative environmental trends and social inequality; the social ecology of slums, ghettos, and shanty towns; the disproportionate exposure of some groups to pollutants, toxic chemicals, and carcinogens; dumping of hazardous waste in Africa and other Third World countries; and industrial threats to the ecology of small island states in the Caribbean. The course will evaluate *Agenda 21*, the international program of action from the Earth Summit designed to halt environmental degradation and promote sustainable development.

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

**AFR 228 Women of Color in Politics**  
*Trautman*

Since there is a dearth of material on African American, Asian, and Latina women, we are forced to review some of the nascent research on women in politics. We will review the literature on gender politics in order to understand the electoral strategies and office-holding careers of women of color. Here we will seek to point out similarities and differences between majority and minority women politicians.

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

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

**NOT OFFERED IN 2002-03.** This course examines the African American poetical tradition from its roots in African oral literature to its contemporaneous manifestation in rapping, a showcase for African American braggadocio, and the art of verbal dexterity and storytelling. The connection of this literary tradition with American cultural values will also be explored. The course will examine the works of Phyllis Wheatley, Langston Hughes, James Weldon Johnson, Melvin Tolson, Gwendolyn Brooks, Robert Hayden, Derek Walcott, Gill Scot-Heron, the Last Poets, Nikki Giovanni, Public Enemy, Run-D.M.C., Tupac, and other artists.

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

**AFR 232/332/MUS 225/325 Topics in Ethnomusicology: Africa and the Caribbean**  
*Fleurant*

The course will focus on the traditional, folk, and popular musics of Africa and the Caribbean. Emphasis will be placed on issues of Africanism and marginal retentions in the musics of Brazil, Cuba, and Haiti. The musical repertoires of Candomble, Santeria, and Vodun, as well as the samba, rumba, and meringue, will be discussed in terms of their respective influence on the modern musics of Africa. The musical "round trip" between Africa and the Caribbean, whereby genres such as the rumba spawned new forms, including the juju of Nigeria, the soukous of Zaire and the highlife of Ghana, will be closely examined. *This course may be taken as either AFR 232/MUS 225 or, with additional assignments, AFR 332/MUS 325. 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 permission of the instructor. In addition, for MUS 325 or AFR 332, MUS 200 or MUS 201 is required.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

**AFR 233/MUS 233 Three Jazz Masters**  
*Panetta*

Edward Kennedy "Duke" Ellington (1899-1974), Miles Davis (1926-1991), and John Coltrane (1926-1967) were among the most significant figures in twentieth-century American music. Each of these three distinguished himself as an improviser, a leader, and a composer, and their highly influential accomplishments greatly

expanded the range and scope of African American creativity. Through film, readings, and intensive listening, we will survey the careers of these artists and assess their recorded works, which combine musical innovation, social relevance, deep feeling, and high intellectual content. This course assumes no musical background. *Students may register for either AFR 233 or MUS 233. Credit will be given in the department in which the student is registered.*

Prerequisite: None. Not open to students who have taken AFR 224/MUS 209.  
Distribution: Arts, Music, Theatre, Film, Video or Historical Studies  
Semester: Spring Unit: 1.0

### **AFR 234 Introduction to West Indian Literature** *Cudjoe*

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  
Semester: Fall Unit: 1.0

### **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 their relationship to the outside world, an in-depth case study will be made of one ethnic group – the Yoruba of south-western Nigeria.

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

### **AFR 242/REL 272 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. The course surveys African diasporic religions such as Candomble, Santeria, Voodoo, Shango, and African American religions. Attention will be paid to how diasporic Africans practice religion for self-definition, community-building, socio-cultural critique, and for reshaping the religious and cultural landscapes of the Americas. *Students may register for either AFR 242 or REL 272. Credit will be given in the department in which the student is registered.*

Prerequisite: None  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Fall Unit: 1.0

### **AFR 251/REL 271 Religion in Africa**

*Obeng*

An examination of African experience and expression of religion. The course surveys African religions among the Akan of Ghana, Yoruba of Nigeria, Nuer of the Sudan, the Zulu of South Africa, and the Bemazava-Sakalava of Madagascar. The course will focus on how gender, age, status, and cultural competence influence Africans' use of architecture, ritual, myth, dance, and music to communicate, elaborate on the cosmos, and organize their lives. Special attention will be paid to the resiliency of African deities and indigenous cultural media during the encounter between African religions, Christianity, and Islam. *Students may register for either AFR 251 or REL 271. Credit will be given in the department in which the student is registered.*

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

### **AFR 262/ARTH 262 Topics in African-American Art** *Finley (Art)*

**Topic for 2002-03: The Slave Ship Icon in the Black Atlantic Imagination.** Since the beginning of the transatlantic slave trade, the image of the slave ship has been a leading icon in the expressive culture of black Atlantic peoples, a marker of origin, displacement and political resistance. This seminar examines the image of the slave ship in eighteenth- and nineteenth-century prints and artifacts, as well as in the works of visual artists, writers, musicians, filmmakers and playwrights of the twentieth century and today. Practicum for the Davis Museum's Tenth Anniversary exhibition planned for Spring 2004. Field trips to the Freedom Schooner *Amistad* in New Haven, Connecticut and the Wadsworth Athenaeum in Hartford, Connecticut. *Students may register for either AFR 262 or ARTH 262. Credit will be given in the department in which the student is registered.*

Prerequisite: None. Recommended ARTH 100 and 101, and AFR 105.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

### **AFR 266 Black Drama**

*Cudjoe*

**NOT OFFERED IN 2002-03.** This course will examine twentieth-century Black drama, with a special emphasis on the period of its efflorescence during the Black Arts Movement of the 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  
Semester: N/O Unit: 1.0

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

*Steady*

This course examines alternative healing systems that attempt to treat the whole person as a physical, social, and spiritual being and 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 in Africa, the Caribbean, and Latin America, and from industrialized societies, particularly from African American and indigenous communities in the United States. Examination will be made of healing systems which include divination, herbal medicine, folk medicine, and faith healing.

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

### **AFR 300 Heritage and Culture in Jamaica: A Wintersession Experience** *Steady*

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

Prerequisite: By permission of the department.  
Distribution: Social and Behavioral Analysis  
Semester: Wintersession Unit: 1.0

### **AFR 305 African American Feminism** *Rollins*

An exploration of African American feminist thought from the early nineteenth century to the present. Through an examination of the nonfiction writings of African American women, from Maria Stewart, Frances Harper, and Anna Julia Cooper to bell hooks, Pat Hill Collins, and Angela Davis, the course will explore African American feminists' ideas on women's work, family roles, the relationship between feminism and Black nationalism, and the African American conceptualization of womanhood.

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

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

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** 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  
Semester: N/O. Offered in 2003-04. Unit: 1.0

**AFR 310 Seminar. Black Literature***Cudjoe***Topic for 2002-03: V.S. Naipaul and His**

**Literary Background.** This course examines selected fictional and nonfictional works of V.S. Naipaul and the social and historical milieu out of which his work arose. Particular attention will be paid to Naipaul's Hindu orientation and the historical and literary tradition that conduced to making him a major writer and thinker of the twentieth century.

Prerequisite: Permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

**AFR 311 Seminar. Dilemmas of Race and Representation in Politics***Trautman*

This course is designed to provide a critical analysis of Black representation in American state legislatures. Struggles for political representation, inclusion, and incorporation at the state legislative level will be examined. One of the central objectives of the course is to analyze the impact of race upon state policymaking. Contemporary debates which focus on the relationship between descriptive and substantive representation will be analyzed. The overall goal of the course is to assess the political influence and empowerment of Blacks through an examination of their internal and external legislative environments.

Prerequisite: Permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

**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. We will explore women's participation in political movements, and ways to improve the status of women.

Prerequisite: Permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

**AFR 319 Pan-Africanism***Martin*

**NOT OFFERED IN 2002-03.** The historical efforts of African peoples all over the world to unite for their mutual advancement. Topics include eighteenth- and nineteenth-century emigrationist movements to Africa from the U.S., Brazil, and the Caribbean; early African students in African American schools; evangelical Pan-Africanism; the Pan-African Conference of 1900; Marcus Garvey; the Pan-African Congresses of W.E.B. DuBois; Communism and Pan-Africanism; the "romance" of Ethiopia; African influence in New World African culture; selected figures such as George Padmore, Kwame Nkrumah, and others; recent developments.

Prerequisite: Open to juniors and seniors with a background in Africana Studies, and by permission to sophomores.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

**AFR 335 Women Writers of the English-Speaking Caribbean***Cudjoe*

**NOT OFFERED IN 2002-03.** 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, and 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.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

**AFR 340 Seminar. Topics in African American History***Martin***Topics for 2002-03: Washington, Garvey, and DuBois.**

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

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

**AFR 341/SOC 341 Topics in Africana Social Science***Rollins*

**Topic for 2002-03: 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 such as race, class, 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: By permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

**AFR 344 Advanced Africana Seminar**

**NOT OFFERED IN 2002-03.** This course examines, through interdisciplinary approaches, key texts that shape our understanding of Africana Studies. The major theories, ideas, issues, and significant writings that influence Africana Studies will be examined. Consideration will also be given to approaches to Africana Studies, concepts of Afrocentrism, and how each selected text 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, Marcus Garvey, Walter Rodney, Audre Lorde, Cheikh Anta Diop, Ralph Ellison, Frantz Fanon, John Mbiti, and V. Y. Mudimbe.

Prerequisite: Two 200-level courses in Africana Studies, or permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

**AFR 350 Research or Individual Study**

Prerequisite: Open to juniors and seniors by permission.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

**AFR 350H Research or Individual Study**

Prerequisite: Open by permission from the Chair.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

**AFR 360 Senior Thesis Research**

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

**AFR 370 Senior Thesis**

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

## 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 seven courses is elected from the Africana Studies departmental offerings.

**ARTH 241 Egyptian Art****ENG 355** Advanced Studies in Twentieth-Century Literature. Topic for 2002-03: Ralph Ellison**ENG 384** Seminar. Outside England. Topic for 2002-03: Africa: Fact, Fiction, and Myth in Twentieth-Century Representations of the Continent**FREN 218** Negritude, Independence, Women's Issues: Francophone Literature in Context**FREN 330** French and Francophone Studies**MUS 300** Major Seminar. Studies in History, Theory, Analysis, Special Topics (Topic must be approved by Africana Studies Department advisor)**POLI 337S** Seminar. The Politics of Minority Groups in the United States**SOC 109** Race and Ethnicity: An Introduction to Sociology**SOC 209** Social Inequality**SPAN 269** Caribbean Literature and Culture

## Directions for Election

For students entering Wellesley in fall 2000 and later: A major in Africana Studies requires nine units. An Africana Studies major will choose one of four possible tracks: Africa, the Caribbean, the United States, or general Africana Studies. All of the four tracks of study encompass the interdisciplinary approach of the department, while allowing students to focus on a particular area and gain expertise in one discipline. The first three courses of study focus on geographic areas; the fourth, designed in consultation with the student's advisor, allows the student to create a concentration on a particular salient aspect (e.g., Africana women or Africana arts) or issue (e.g., comparative race relations) in the Africana world.

It is strongly recommended that majors and minors take AFR 105 before undertaking specialized courses of study. This course provides an overview of the discipline of Africana Studies, including its philosophical and historical foundations, and introduces students to its major fields of inquiry. Of the nine units required for an Africana Studies major, at least two courses must be at the 300 level and, ordinarily, not more than two may be taken outside the department.

**Africa:** This program of study is designed to provide students with an interdisciplinary and integrated understanding of the peoples of the African continent, from its ancient foundation through its current geopolitical situation. However, to insure students' breadth of knowledge of the Africana world, two courses which focus on a geographic area other than Africa are required. Six courses which focus on Africa are the cornerstone of this track: one course must be in History; one must be a social science (Economics, Political Science, Sociology, Anthropology, or Psychology); one must be chosen from the humanities (Literature, Art, Music, Philosophy, and Religion); and two should be chosen from a specific discipline. The following courses are appropriate for the Africa track:

History: AFR 105, 200, 319, 340

Social Sciences: AFR 204, 205, 213, 223, 245, 297, 306, 341

Humanities: AFR 202, 207, 211, 222, 231, 232, 251, ARTH 241, ENG 384, FREN 218, 330

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

History: AFR 216, 319, 340

Social Sciences: AFR 245, 275, 300, 306, 341

Humanities: AFR 207, 210, 232, 234, 310, 335, SPAN 269, FREN 218, 330

**The United States:** As in the previous tracks, students who choose the United States should approach their study of African America through many disciplines. The track requires five courses focusing on the United States: one in history, one in humanities, one in social science, and two in the discipline in which the student chooses to concentrate. (See the Africa track for the specific disciplines considered "humanities" and "social sciences.") To insure students'

breadth of knowledge of the Africana world, however, this track also requires two courses focused on one or more geographic areas other than the United States. The following courses are appropriate for the United States track:

History: AFR 105, 206, 214, 319, 340

Social Sciences: AFR 203, 208, 214, 215, 217, 219, 220, 221, 225, 230, 305, 306, 315, POL1 337S, SOC 109, 209

Humanities: AFR 150, 201, 212, 222, 233, 262, 310, ENG 355, MUS 300

**General Africana Studies:** This track allows students to design a more eclectic concentration in Africana Studies or a concentration which cuts across geographic and discipline boundaries (e.g. Africana Women's Studies) or a discipline-focused concentration that is cross-cultural (e.g., Africana Arts). Students must have their programs of study approved by their advisors. This program should demonstrate the same geographic and disciplinary breadth as the previous three (i.e., at least two geographic regions must be represented in the courses chosen; and at least one history course, one humanities, and one social science are required). Of the seven courses to be elected, at least three must be in one discipline.

For all tracks, students are encouraged to spend a period of time in geographically and academically appropriate situations. Students in the Caribbean track are encouraged to consider the Wintersession course in Jamaica. And those in the Africa or the Caribbean track, are strongly encouraged to consider Study Abroad programs in these geographic areas. Those focusing on the United States should consider spending a semester or year at an historically Black college. Credit toward the major may be given for such experiences when appropriate.

A **minor in Africana Studies** will require five units. Recommended are AFR 105 and one 300-level course. Minors are strongly encouraged to take courses on at least two geographic areas (e.g., the United States and the Caribbean) and in two or more disciplines. Minors are also encouraged to attend departmentally-sponsored extracurricular lectures, especially those that focus on methodology.

## American Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Cain (English)*

American Studies Advisory Committee: *Bedell (Art)*, *Imber (Sociology)*, *Kodera (Religion)*, *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.

The requirements for the major are as follows. Nine units of course work are required for the major, at least six of which should be taken at Wellesley College. These courses include 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 any one of the following three areas: 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 300-level courses, one of which should be American Studies 317 or 318, taken in the junior or senior year. To ensure some concentration in a field of American society and culture, at least three courses should be elected in one department. In consultation with the director, a student also may choose to focus her concentration in an area or field, such as law, women, or Asian America, assembling her group of three or more courses in this topic from two or more departments. American studies majors with an Asian American concentration are encouraged to take courses that specifically address Asian American issues, such as AMST 151, ENG 267, HIST 267, WOST 248, WOST 249.

Within this structure, students are encouraged to explore the diversity of American culture, and the many ways to interpret it. Most courses at the College that are primarily American in content may be applied to the American Studies major. American Studies majors are encouraged to take as part of, or in addition to, their major courses, surveys of American history, literature, and art (for example, HIST 203/204, ENG 262/266, ARTH 231/232) and a course on the American Constitution and political thought (for example, POL4 340). In addition, students are urged to take one or more courses outside the major that explore the theory and methods of knowledge creation and production (for example, PHIL 314 or 345, SOC 301, or QR 199).

Students eligible for honors work and considering doing a thesis during their senior year should plan to identify a thesis advisor, specify their project, and, 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.

**AMST 101 Introduction to American Studies**  
*Rosenwald (English)*

An interdisciplinary examination of some of the varieties of American experience, aimed at developing a functional vocabulary for further work in American Studies or related fields. After a brief, intense review of American history, the course will direct its focus towards three important moments in that history: 1776, 1900, and 2000, investigating each of these moments in relation to selected cultural, historical, artistic, and political events, figures, institutions, and texts.

Prerequisite: This course is required of American Studies majors and should be completed before the end of the junior year.  
Distribution: None  
Semester: Fall Unit: 1.0

**AMST 151 The Asian American Experience**  
*Kodera (Religion)*

**NOT OFFERED IN 2002-03.** 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  
Semester: N/O

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

*Varon (History)*

**Topic for 2002-03: Partisanship and Patriotism: American Political History from the Age of Jackson to the Age of Lincoln.** An investigation of American politics from 1828 to 1865, with attention to the nature of presidential, congressional, and judicial leadership; the constituencies and ideologies of political parties; the political cultures of disenfranchised groups; and the ways that fiction, theater, music, and art have been used as media for political expression. Rather than attempting a survey style overview of the period in question, we will undertake an in-depth analysis of a series of pivotal events, including the Cherokee Removal, Nat Turner’s *Slave Rebellion*, the storied “Log Cabin” presidential campaign of 1840, the Seneca Falls Women’s Rights Convention, the publication of Harriet Beecher Stowe’s *Uncle Tom’s Cabin*, the Supreme Court’s Dred Scott decision, and the Emancipation Proclamation.

Prerequisite: Enrollment is limited and preference is given to American Studies majors.  
Distribution: Historical Studies  
Semester: Fall Unit: 1.0

*Cushman (Sociology)*

**Topic for 2003-04: American Patriotism in Comparative-Historical Perspective.** Examination of American patriotism in relation to expressions of patriotism in other societies and cultures. Analysis of theories of patriotism, classic and contemporary writings for and against patriotism, the tension between patriot-

ism and cosmopolitanism, representations of patriotism in popular culture, and the contemporary reemergence of patriotism in the United States. The class will design and carry out social research project contemporary expressions of American patriotism.

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

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

*Bedell (Art History)*

**Topic for 2002-03: Disneyland and American Culture.** One of the most visited tourist attractions in the world, subject of thousands of books and articles, adored by millions yet reviled by many intellectuals, Disneyland has occupied a prominent place in American culture since it opened in 1955. This seminar will examine Disneyland as an expression of middle class American values, as a locus of corporatism and consumerism, as a postmodern venue, as a utopia, and as an influence upon architecture and urban design. In a broader sense, we will use Disney to explore the ideals, the desires, and the anxieties that have shaped post-World War II American culture.

Prerequisite: Enrollment is limited and preference is given to American Studies majors.  
Distribution: Arts, Music, Theatre, Film, Video or Historical Studies  
Semester: Spring Unit: 1.0

*Kodera (Religion)*

**Topic for 2003-04: Interning the “Enemy Race”: Japanese Americans in World War II.** A close examination of the rationale and the aftermath of interning after Japan’s attack of Pearl Harbor of American citizens of Japanese ancestry, together with Japanese nationals, living in the West Coast of the United States. The topics to be considered include: Japan’s rise as a colonial power, starting in the late nineteenth century; the place of Asian migrant workers and the “Yellow Peril”; life in the camps; the formation of the Japanese American Citizens League; how the United States has since responded to its “enemies”; changing immigration laws; race and politics in America.

Prerequisite: Enrollment is limited and preference is given to American Studies majors.  
Distribution: Social and Behavioral Analysis or Historical Studies  
Semester: Spring Unit: 1.0

**AMST 350 Research or Individual Study**

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

**AMST 360 Senior Thesis Research**

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

**AMST 370 Senior Thesis**

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

## 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 studied in more than one department, she should consult the director.

**AFR 201 The African American Literary Tradition**

**AFR 203/SOC 203 Introduction to African American Sociology**

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

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

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

**AFR 212 Black Women Writers**

**AFR 213 Race Relations and Racial Inequality**

**AFR 215 Introduction to Afro-American Politics and Policy**

**AFR 222 Blacks and Women in American Cinema**

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

**AFR 225 Introduction to Black Psychology**

**AFR 228 Women of Color in Politics**

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

**AFR 233/MUS 233 Three Jazz Masters**

**AFR 262/ARTH 262 Topics in African American Art. Topic for 2002-03: The Slave Ship Icon in the Black Atlantic Imagination**

**AFR 266 Black Drama**

**AFR 305/SOC 305 African American Feminism**

**AFR 310 Seminar. Black Literature. Topic for 2002-03: V.S. Naipaul and his Literary Background**

**AFR 311 Seminar. Dilemmas of Race and Representation in Politics**

**AFR 340 Seminar. Topics in African American History. Topic for 2002-03: Washington, Garvey and DuBois**

**ANTH 220 Race/Ethnicity in the U.S.: Asian American Identities and Communities in Comparative Perspective**

**ANTH 278 Cultures of Capitalism: An Anthropology of Work and Corporations from Industrial Production to Postindustrialism in the U.S.**

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

**ARTH 225 Modern Art since 1945**

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

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

**ARTH 231 Architecture in North America to 1914**

**ARTH 232 Survey of American Painting**

**ARTH 260 North American Indian Art**

**ARTH 262/AFR 262** Topics in African-American Art. Topic for 2002-03: The Slave Ship Icon in the Black Atlantic Imagination

**ARTH 299** Museum Education

**ARTH 320** Seminar. American Architecture

**ARTH 335/MUS 335** Seminar. Problems in Modern Art

**ARTH 336** Seminar. Museum Issues. Topic for 2002-03: Museums: Power, Politics, and Ethics

**ARTH 338** Seminar. Topics in Latin American Art. Topic for 2002-03: Public Art in the Americas

**ARTH 340** Seminar. Topics in American Art. Topic for 2002-03: Boston in the History of American Architecture

**ARTH 344** Seminar. Exhibiting Cultures: Representation and Display in the Twentieth-Century Museum

**ARTH 382** Egypt Lost and Found: Boston and the Genesis of American Egyptology

**ECON 204** U.S. Economic History

**ECON 215** Federal Tax Policy

**ECON 225** Urban Economics

**ECON 226** Economics of Education and Policy

**ECON 230** Contemporary Economic Issues. Topic A: Seminar. Capitalism and Social Justice

**ECON 232** Health Economics

**ECON 234** Government Policy: Its Effect on the Marketplace

**ECON 238** Economics and Politics

**ECON 243** Race and Gender in U.S. Economic History

**ECON 318** Economic Analysis of Social Policy

**EDUC 212** Seminar. History of American Education

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

**EDUC 215** Understanding and Improving Schools

**EDUC 216** Education, Society, and Social Policy

**EDUC 217** Issues in Multicultural Education

**EDUC 306** Seminar. Women, Education, and Work

**EDUC 309** Seminar. Child Care Policy in the United States

**EDUC 312** Seminar. History of Child Rearing and the Family

**ENG 113** Studies in Fiction. Special Topic for 2002-03: The Urban Imagination

**ENG 114** Race, Class, and Gender in Literature. Topic for 2002-03: The Literature of Modern American Communities

**ENG 251** Modern Poetry

**ENG 262** The American Renaissance

**ENG 266** From the Gilded Age to the Jazz Age

**ENG 267** World War, Cold War, and Beyond

**ENG 267** Special Topic Section: Gay and Fey Traditions in Twentieth-Century Southern Literature

**ENG 269** Asian American Literature. Topic for 2002-03: Childhood and Children in Asian American Literature

**ENG 286** New Literatures I. Topic for 2002-2003: Lesbian and Gay Writing from Sappho to Stonewall

**ENG 320** Literary Cross Currents. Topic for 2002-03: American Films of the 1970s

**ENG 355** Advanced Studies in Twentieth-Century Literature. Topic for 2002-03: Ralph Ellison

**ENG 363** Advanced Studies in American Literature. Topic for 2002-03: Contemporary Poetry

**ENG 364** Race and Ethnicity in American Literature. Topic for 2002-03: Gender and Ethnicity

**ENG 387** Authors. Topic for 2002-03: Willa Cather and F. Scott Fitzgerald

**EXTD 103** Introduction to Reproductive Issues

**EXTD 126** Maritime History

**HIST 203** History of the United States, 1607 to 1877

**HIST 204** History of the United States, 1877 to 1976

**HIST 251** Continent in Crisis: North America During the Age of Revolution

**HIST 252** Race, Ethnicity, and Difference in Early America

**HIST 253** First Peoples: An Introduction to Native American History

**HIST 257** History of Women and Gender in America

**HIST 258** Freedom and Dissent in American History

**HIST 267** Asian Migration to the United States, 1840 to the Present

**HIST 291** Marching Toward 1968: The Pivotal Year

**HIST 292** Sectionalism, The Civil War, and Reconstruction

**HIST 293** American Intellectual and Cultural History

**HIST 296** The Cold War, 1945-1991

**HIST 299** The American Century: The United States in the World Since 1900

**HIST 312** The Occult in America

**HIST 316** Seminar. Authority and Authenticity in Native American History

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

**HIST 323** Seminar. The Vanishing American Eden, 1890-1925

**HIST 326** Seminar. American Jewish History

**HIST 345** Seminar. The American South. Topic for 2003-2004: Southern Women's History

**HIST 357** Seminar. History of American Popular Culture

**LANG 329** Native American Languages: History, Structure, and Prospects

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

**MUS 233/AFR 233** Three Jazz Masters

**MUS 300** Major Seminar. Studies in History, Theory, Analysis, Special Topics. Topic A: Music of Elliott Carter

**MUS 335/ARTH 335** Seminar. Problems in Modern Art

**POLI 200** American Politics

**POLI 210** Political Participation and Influence

**POLI 212** Urban Politics

**POLI 215** Courts, Law, and Politics

**POLI 311** The Supreme Court in American Politics

**POLI 313** American Presidential Politics

**POLI 314** Congress and the Legislative Process

**POLI 315** Public Policy and Analysis

**POLI 316** Mass Media in American Democracy

**POLI 318S** Seminar. Conservatism and Liberalism in Contemporary American Politics

**POLI 319S** Campaigns and Elections

**POLI 320S** Seminar. Inequality and the Law

**POLI 333S** Seminar. Ethics and Politics

**POLI 335S** Seminar. The First Amendment

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

**POLI 338S** Seminar. Representation

**POL2 306** Revolution and War in Vietnam

**POL3 321S** Seminar. The United States in World Politics

**POL4 340** American Political Thought

**PSYC 230** Psychology of Law

**REL 218** Religion in America

**REL 220** Religious Themes in American Fiction

**REL 221** Catholic Studies

**REL 323** Seminar. Feminist Theologies

**SOC 203/AFR 203** Introduction to African American Sociology

**SOC 205/WOST 211** American Families and Social Equality

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

**SOC 209** Social Inequality

**SOC 212** Sociology and Demography of the Family

**SOC 215** Sociology of Popular Culture

**SOC 216** Sociology of Mass Media and Communications

**SOC 222** The Rich

**SOC 246** Immigration

**SOC 290** Propaganda and Persuasion in the Twentieth Century

**SOC 305/AFR 305** African American Feminism

**SOC 309** Seminar. Topics in Inequality. Topic for 2002-2003: Gender, Race, and Poverty

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

**SOC 317** Interrogating the Internet: Critical Perspectives on a New Medium

**SOC 332** Sociology of Film

**SOC 333** Seminar. Special Topics in Popular Culture

**SOC 348** Sociology of Conservatism



WOST 207 Body/Politics: The Body in Feminist Theory and Practice

WOST 211/SOC 205 American Families and Social Equality

WOST 216 Women and Popular Culture

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

WOST 222 Women in Contemporary American Society

WOST 248 Asian American Women Writers

WOST 249 Asian American Women in Film and Video

WOST 305 Seminar. Representations of Women, Natives, and Others: Race, Class, and Gender

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

WOST 317 Seminar. History of Sexuality: Queer Theory

WOST 319 Women and U.S. Militarism

## Department of Anthropology

Professor: *Kohl, Merry*<sup>37</sup>

Associate Professor: *Karakasidou (Chair)*

Visiting Associate Professor: *Campisi, Meigs*

Visiting Instructor: *Smith*

### ANTH 104 Introduction to Cultural and Social Anthropology

*Karakasidou, Smith*

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

### ANTH 204 Physical Anthropology

*Kohl*

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: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

### ANTH 206 Archaeology

*Kohl*

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: Fall

Unit: 1.0

### 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: One year college-level physics or chemistry (or equivalent, see instructor).

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

### ANTH 210 Racism and Ethnic Conflict

**NOT OFFERED IN 2002-03.** 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: 104, or one unit in Sociology, African Studies, Political Science, or Economics, or permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

### ANTH 215 The Triumph of Culture: Perceptions of Nature and Human Interaction on the Environment

**NOT OFFERED IN 2002-03.** This course examines how discourses on the environment in various political systems have influenced humanity's relationship with the natural world. While reviewing the perspectives offered by cultural ecology, human ecology, political ecology, and historical ecology, as well as cultural materialism and cultural evolutionary theory, it considers how nature and the environment have been perceived in different cultures across time. Scrutinizing perceptions of the environment as a source of danger and disease, the course explores the cultural conquest of nature and the introduction of synthetic chemicals in industrial cultures, both capitalist and socialist. It concludes with a critical comparison of conservation and preservation discourses in contemporary environmentalist and eco-politics thought and action around the world.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

### ANTH 220 Race/Ethnicity in the U.S.: Asian American Identities and Communities in Comparative Perspective

This course will explore Asian American identities and communities as pivotal sites to understand the dynamics of race/ethnicity, gender, and class in the United States. We will explore the transnational and heterogeneous histories, identities, and representations among multiple communities of Asian Americans, as well as in relation to those of African Americans and white Americans. To investigate the construction and roles of Asian Americans as "in-between" black and white, we will pay particular attention to key events/representations such as the Los Angeles Rodney King uprisings, the model minority myth, etc. This course is interdisciplinary, as it draws from critical race theories, anthropology, ethnography, literature, and history.

Prerequisites: 104 or permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

### ANTH 234 Urban Poverty

**NOT OFFERED IN 2002-03.** 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. We will emphasize theories of discipline and the practice of punishment and control over bodily practices as they relate to urban poverty.

Prerequisite: 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

### ANTH 238 The Vulnerable Body: Anthropological Understandings

**NOT OFFERED IN 2002-03.** This course begins with the assumption that the human body is a unit upon which collective categories are engraved. These categories can vary from social values, to religious beliefs, to feelings of national belonging, to standards of sexuality and beauty. Readings in this course will concentrate around the classic and recent attempts in the social and historical sciences to develop ways of understanding this phenomenon of “embodiment.” We will begin with an overview of what is considered to be the “construction” of the human body in various societies and investigate how the body has been observed, experienced, classified, modified, and sacralized in different social formations.

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

### ANTH 241 Peoples and Cultures of South Asia

**NOT OFFERED IN 2002-03.** 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: N/O Unit: 1.0

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

*Kohl*  
A review of the earliest emergence of state-stratified societies in the Old World (Pharaonic Egypt, Mesopotamia, the Indus Valley, and Shang China) and their integration through trade, conflict, migrations, and diffusions of technologies, particularly metalworking, with neighboring illiterate societies on their peripheries. The course concludes with a comparison with core-periphery relations in pre-Columbian Mesoamerica and Peru.

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

### ANTH 244 Societies and Cultures of the Middle East

**NOT OFFERED IN 2002-03.** An anthropological overview of the contemporary Middle East with a focus on Islam and neo-traditionalist movements; families, values and traditional social institutions, and the emergence of national identities. Contemporary ethnic and international conflicts from an anthropological perspective.

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

### ANTH 247 Societies and Cultures of Eurasia

*Kohl*  
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: 104, or one unit in Political Science, Economics, Sociology, or History.  
Distribution: Historical Studies or Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

### ANTH 250 Research or Individual Study

Prerequisite: 104  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

### ANTH 250H Research or Individual Study

Prerequisite: 104  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

### ANTH 251 Cultures of Cancer

*Karakasidou*  
This course critically examines cancer as a pervasive disease and a metaphor of global modern cultures. Students will be exposed to the ways cancer is perceived as a somatic and social standard within locally constructed cognitive frameworks. They will investigate the scientific and emotional responses to the disease and the ways cancer challenges our faith and spirituality, our ways of life, notions of pollution and cleanliness and our healing strategies. This approach to cancer is comparative and inter-disciplinary and focuses on how specialists in different societies have described the disease, how its victims in different cultures have narrated their experiences, how causality has been perceived, and what interventions (sacred or secular) have been undertaken as therapy and prevention.

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

### ANTH 254 Person, Self, Emotion

**NOT OFFERED IN 2002-03.** How do cultures imagine what makes a human being “human”? This course examines how personhood, self, and

emotion are conceived and constructed in different cultural contexts. By exploring language, ritual, symbols, narrative, political discourse, and disciplinary power as techniques through which persons, selves, and emotions are produced, we will interrogate how identity is experienced and made meaningful cross-culturally and in our own diverse and contradictory lives. Employs case studies from different parts of the world (including modern Euro-America), with particular emphasis on South Asia.

Prerequisites: 104, or two 200-level courses in any of the Social Sciences or History, or permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

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

**NOT OFFERED IN 2002-03.** 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: N/O Unit: 1.0

### ANTH 278 Cultures of Capitalism: An Anthropology of Work and Corporations from Industrial Production to Postindustrialism in the U.S.

**NOT OFFERED IN 2002-03.** This course will investigate the changing cultural values and social relations of capitalism in the United States from the heights of industrial production in the 1950s until today’s information shareholder-oriented economy. To understand growing social and economic inequality since the 1970s, we will explore how corporate and economic worldviews have shifted, how the worlds of capitalism and finance are culturally constructed in changing fields of power relations. We will pay attention to the restructuring of corporations, the dismantling of social services, and the changing practices of the corporation and the definition of a successful worker. We will also explore how the Wall Street investment community has realigned corporate priorities.

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

### ANTH 300 Ethnographic Methods and Ethnographic Writing

*Meigs*

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



Prerequisite: Two 200-level units in any of the following: Anthropology, Sociology, Political Science, Economics, or permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

### ANTH 301 History and Theory in Anthropology

*Merry*

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

Prerequisite: Two 200-level units in any of the following: Anthropology, Sociology, Political Science, Economics, or permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

### 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: Permission of instructor.  
Distribution: Natural and Physical Science  
Semester: Fall, Spring Unit: 1.0

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

**NOT OFFERED IN 2002-03.** This seminar critically examines the use of prehistory and antiquity for the construction of accounts of national origins, historical claims to specific territories, or the biased assessment of specific peoples. The course begins with an examination of the phenomenon of nationalism and the historically recent emergence of contemporary nation-states. It then proceeds comparatively, selectively examining politically-motivated appropriations of the remote past that either were popular earlier in this century or have ongoing relevance for some of the ethnic conflicts raging throughout the world today. The course will attempt to develop criteria for distinguishing credible and acceptable reconstructions of the past from those that are unbelievable and/or dangerous.

Prerequisite: One 200-level unit in any of the following: Anthropology, Sociology, Political Science, Economics, or permission of instructor.  
Distribution: Historical Studies or Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

### ANTH 340 Gendered Violations

*Merry, 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 200-level units in any of the following: Anthropology, Sociology, Political Science, Economics, or permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

### ANTH 342 Seminar. Native American Ethnology

*Campisi*

Selected topics concerning Native Americans today. Ethnographic review of North American cultures. Problems of tribal and urban Indian communities, ethnic conflicts, the impact of recession, sovereignty, and legal questions. Native Americans in literature and art.

Prerequisite: 104 and one 200-level unit in Anthropology, Sociology, or Political Science, or permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

### ANTH 343 Women and Development in South Asia

**NOT OFFERED IN 2002-03.** An ethnographic study of South Asia through the lens of women and of development. Addresses topics including nationalism, development, caste, class, religion, power, history, aging, and social movements in relation to gender and gendered modes of global power. Examines the ways that South Asian women have traditionally been represented in both South Asian and Euro-American discourses and the implications of these representations for academic and applied knowledge about South Asia. Analyzes current practices and possibilities in international development, especially as related to gender empowerment.

Prerequisite: Two 200-level units in any of the following: Anthropology, Sociology, Political Science, Economics, Women's Studies or permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

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

**NOT OFFERED IN 2002-03.** 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 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 200-level units in any of the following: Anthropology, Sociology, Political Science, Economics, or permission of instructor.  
Distribution: Historical Studies or Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

### ANTH 350 Research or Individual Study

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

### ANTH 350H Research or Individual Study

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

### ANTH 360 Senior Thesis Research

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

### ANTH 370 Senior Thesis

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

## Related Courses

*For Credit Toward the Major*

AFR 235 Societies and Cultures of Africa

AFR 297 Medical Anthropology: A Comparative Study of Healing Systems

ARTH 260 North American Indian Art

LANG 114 Introduction to Linguistics

PEAC 259 Peace and Conflict Resolution

*Attention Called*

AFR 204 Third World Urbanization

AFR 205 Post-Apartheid South Africa

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

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

ARTH 238 Art, Architecture, and Culture in Pre-Conquest Americas

## Directions for Election

A **major in Anthropology** consists of a minimum of eight units (which may include courses from MIT's Anthropology offerings), of which 104 and 301 are required and 300 strongly recommended. In addition, at least one methodology course is 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 units: 104, two 200-level courses, and two 300-level courses. Students minoring in anthropology are encouraged to choose at least one ethnographic area course and at least one course which focuses on a particular theoretical problem.

# Arabic

For Elementary and Intermediate Arabic see Extradepartmental.

# Architecture

## AN INTERDEPARTMENTAL MAJOR

Director: *Friedman (Art), Harvey<sup>2</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 course work above the 100-level and two 300-level units of coursework must be taken in the Department of Art. At least three of these art units (including one at 300-level) must be taken at Wellesley College. A list of requirements for honors eligibility is available from the director.

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

### ARCH 350 Research or Individual Study

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

### ARCH 360 Senior Thesis Research

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

### ARCH 370 Senior Thesis

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

## Related Courses

For Credit Toward the Major

### History of Art

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

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

ARTH 200 Architecture and Urban Form

ARTH 203 Cathedrals and Castles of the High Middle Ages

ARTH 223 Arts of France

ARTH 228 Nineteenth- and Twentieth-Century Architecture

ARTH 229 Renaissance and Baroque Architecture

ARTH 230 Frank Lloyd Wright and the American Home

ARTH 231 Architecture in North America to 1914

ARTH 235 Landscape and Garden Architecture

ARTH 247 Islamic Art and Culture

ARTH 304 Seminar. Leonardo da Vinci and Michelangelo Buonarroti

ARTH 309 Seminar. Problems in Architectural History

ARTH 320 Seminar. American Architecture

ARTH 323 Seminar. Topics in the Decorative Arts

ARTH 332 Seminar. Topics in Medieval Architecture

ARTH 340 Seminar. Topics in American Art

### Studio Art

ARTS 105 Drawing I

ARTS 106 Introduction to Chinese Painting

ARTS 109 Basic Two Dimensional Design

ARTS 113 Basic Three Dimensional Design

ARTS 207 Sculpture I

ARTS 217 Life Drawing

ARTS 307 Sculpture II

ARTS 314 Advanced Drawing

## MIT

4.101\* Introduction to Architectural Design I (200 level)

4.104\* Introduction to Architectural Design II (200 level)

4.125 Architectural Design: Level I (2 Wellesley units; 300 level)

4.126 Architectural Design: Level I (2 Wellesley units; 300 level)

4.401 Introduction to Building Technology (200 level)

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

## Mathematics

MATH 115 Calculus I

MATH 116 Calculus II

MATH 205 Intermediate Calculus

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

## Physics

PHYS 104 Basic Concepts in Physics I with Laboratory

PHYS 107 Introductory Physics I with Laboratory

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

# Department of Art

Professor: *Armstrong, Berman (Chair), Carroll, Dorrien<sup>12</sup>, Fergusson, Friedman, Harvey<sup>12</sup>, Marvin, O'Gorman<sup>11</sup>, Rayen<sup>12</sup>, Spatz-Rabinowitz, Wallace<sup>12</sup>*

Associate Professor: *Black (Director of Studio Art), Mekuria<sup>12</sup>, McGibbon*

Assistant Professor: *Bedell, Liu<sup>1</sup>, Oles<sup>11</sup>, Ribner*

Visiting Assistant Professor: *Finley, Gallagher, Slavick, Touster*

Senior Lecturer: *DeLorme, Rhodes*

Lecturer: *Meng, Mickenberg*

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 the 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.

## History of Art

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

#### Staff

A broad multicultural survey of the art of the Ancient and Medieval worlds. The course focuses upon major monuments and masterpieces, including the Egyptian pyramids, the temples and sculptures of Greece and Rome, the Buddhist shrines of India, the painted scrolls of China and Japan, the mosques of the Islamic Near East, and the Gothic cathedrals of Europe. Two lectures and one conference per week. Conferences emphasize the interpretation of original works of art, and offer some hands-on sampling of historical materials and techniques. *Required course for all Art History, Architecture, and Studio Art majors, who should plan to elect both ARTH 100 and 101 in their first or second year at Wellesley.*

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

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

*See description above for ARTH 100.* 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

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

#### Staff

A foundation course in the history of art. From Michelangelo to media culture, this 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 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 100 before 101.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

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

#### Rhodes

*See description for ARTH 101 above.* Students in this section of ARTH 101 will attend the same twice-weekly lectures as the other ARTH 101 students, but their assignments will be different, and they will attend two special 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

### ARTH 200 Architecture and Urban Form

#### Friedman

**NOT OFFERED IN 2002-03.** An introduction to the study of architecture and the built environment.

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

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

#### Fergusson

A study of the major religious and secular buildings of the Romanesque and Gothic periods with emphasis on France and England. Attention 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: Spring Unit: 1.0

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

#### Bedell, Oles

An artificial boundary has long divided the art histories of Mexico and the United States, placing them in separate textbooks, classes, and exhibitions. This lecture course breaks this model. We will compare and contrast the arts of these two nations, beginning with the independence movements of the eighteenth century and ending with the rise of modernism in the 1950s. Topics include representations of native peoples,

responses to the machine age, and the battle of women artists like Frida Kahlo and Georgia O'Keeffe for a respected place in the art world.

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

### ARTH 211 African Art

**NOT OFFERED IN 2002-03.**

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

### ARTH 218 Painting in the Netherlands in the Fifteenth and Sixteenth Centuries

#### Carroll

**NOT OFFERED IN 2002-03.** How does art mirror the world? The course focuses on three generations of Northern Renaissance artists who offered different answers to that question. The generation of Jan van Eyck depicted the glories of the natural world and the promise of salvation. The generation of Hieronymus Bosch depicted the follies of a sinful world and the perils of damnation. The generation of Pieter Bruegel depicted ordinary life in the present-day world and the harshness of oppression. In reviewing the work of these artists, we will also study the emergence of new, independent categories of painting: landscape, portraiture, and scenes of daily life.

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

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

**NOT OFFERED IN 2002-03.**

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

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

#### Wallace

**NOT OFFERED IN 2002-03.** 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 and 101 recommended.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0

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

#### Carroll

The course focuses 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: Fall Unit: 1.0

**ARTH 223 Arts of France***DeLorme***NOT OFFERED IN 2002-03.**

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

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

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 recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

**ARTH 225 Modern Art Since 1945***Berman***NOT OFFERED IN 2002-03. OFFERED IN**

**2003-04.** A survey of art since World War II, examining painting, sculpture, photography, performance, video, film, conceptual practices, and the mass media. Critical issues to be examined include the art market, feminist art practices, the politics of identity, and artistic freedom and censorship.

Prerequisite: None. ARTH 100 and 101 recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered in 2003-04.

Unit: 1.0

**ARTH 226 History of Photography: From Invention to Advertising Age****NOT OFFERED IN 2002-03.**

Prerequisite: None. ARTH 100 and 101 recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

**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

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

A survey of building in Italy, France, and England from 1400-1700.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

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

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

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

**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."

Prerequisite: ARTH 101 or by permission of instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

**ARTH 232 Survey of American Painting***O'Gorman*

**NOT OFFERED IN 2002-03.** The class will study the key paintings in the history of American art from the English colonies until the middle of the twentieth century.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

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

**Topic for 2002-03: Impressionism.** A lecture course on the avant-garde French painting movement called Impressionism. Initiated as a group movement by six men and two women – Caillebotte, Degas, Monet, Pissarro, Sisley, Renoir, Cassatt, and Morisot – Impressionism participated with its forms, content, and practices in the advent of our modern culture. The course will therefore examine the biographies of the Impressionists and the evolution of their artistic work in the context of nineteenth-century urbanism, individualism, class conflict, and gender relations, as well as the more specific history of art institutions.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

**ARTH 235 Landscape and Garden Architecture***Fergusson*

A study 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: Spring

Unit: 1.0

**ARTH 238 Art, Architecture, and Culture in the Pre-Conquest Americas***Oles*

**NOT OFFERED IN 2002-03.** Before the arrival of the Europeans in the late fifteenth century, several brilliant civilizations emerged in North and South America, including the Maya, Aztec, Moche, and Inca. Incorporating the tools of art history, cultural studies, and archaeology, this course explores the visual culture of these pre-Conquest peoples. Lectures that introduce the broader aspects of each civilization will be accompanied by workshops that explore cutting-edge issues. We will also work extensively with objects on display in the Davis Museum. Students with no prior background in art history are encouraged to attend.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

**ARTH 240 Asian Art***Liu***NOT OFFERED IN 2002-03. OFFERED IN**

**2003-04.** This course surveys the major artistic traditions of Asia from prehistory to the twentieth century. The focus will be on India, Southeast Asia, Korea, and Tibet, although China and Japan are included. It will study monuments with emphasis on the interaction of art and society, and especially how artistic creativity and style are tied to religious beliefs, philosophical/intellectual thoughts, social and political changes, geographical locations, and other historical contexts. Through lectures, discussions, workshops, and paper assignments, students and instructor will constantly explore the definition of Asian art. *Trips to the Boston Museum of Fine Arts and the Harvard Sackler Museum.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered in 2003-04.

Unit: 1.0

**ARTH 241 Egyptian Art***Freed*

**NOT OFFERED IN 2002-03.** A survey of Egyptian and Nubian architecture, sculpture, painting, and minor arts from the Predynastic Period through Roman times (4,000 B.C. to AD 300). Emphasis will be placed on connoisseurship and objects. Several class meetings will take place in the Egyptian and Nubian galleries of the Museum of Fine Arts.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

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

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: Spring

Unit: 1.0

**ARTH 243 Roman Art***Marvin*

**NOT OFFERED IN 2002-03.** 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. We will survey the art of that empire both public and private. *Trips to the Boston Museum of Fine Arts and perhaps other museums.*

Prerequisite: Open to sophomores, juniors, and seniors or by permission of instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

**ARTH 247 Islamic Art and Culture****NOT OFFERED IN 2002-03.**

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

**ARTH 248 Chinese Painting***Liu***NOT OFFERED IN 2002-03. OFFERED IN**

**2003-04.** Chinese painting is the only tradition in world art that can rival the European painting tradition in the quantity and diversity of its output, the number of recorded artists of note, the complexity of aesthetic issues attached to it, and the sophistication of the written literature that accompanies it through the centuries. This course will examine Chinese painting from early times to the turn of the twentieth century with an introduction to traditional connoisseurship. Issues of examination include major themes, styles, and functions of Chinese painting. Special attention will be given to imperial patronage; the relationship of painting, calligraphy, and poetry; amateurism vs. professionalism; gender in painting; and the tension between tradition and creativity. *Trip to the Boston Museum of Fine Arts.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered in 2003-04.

Unit: 1.0

**ARTH 249 Arts of Japan**

This course is a survey of the visual arts of Japan from early times to the turn of the twentieth century.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

**ARTH 250 Research or Individual Study**

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

Distribution: None

Semester: Fall, Spring

Unit: 1.0

**ARTH 250H Research or Individual Study**

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

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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

Major artists of the Italian Renaissance are considered in their cultural context. Topics include the formation of the Renaissance style in Florence (Masaccio, Donatello); functions of religious art (Fra Angelico); the revival of Classical Antiquity (Mantegna, Botticelli); new forms of portraiture (Piero della Francesca, Verrocchio) and landscape (Bellini, Giorgione); and High Renaissance painting in Florence, Rome, and Venice (Leonardo da Vinci, Raphael, Michelangelo, Titian).

Prerequisite: None. ARTH 100 or 101 recommended; or a course in Renaissance history or literature.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

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

Late Medieval Europe witnessed an extraordinary artistic flourishing, largely dependent on

aristocratic patronage. Elegant French Gothic art and the new realism of Italian painters are twin elements of the period style. Religious and secular paintings by Giotto (Florence) and Duccio (Siena), and exquisite manuscripts illuminated for French royalty (such as the *Très Riches Heures* of the Duke of Berry) appear as documents of princely life and of the new attention to nature seen in Late Medieval art. Sessions on manuscripts in Clapp Special Collections and on a special exhibition in the Davis Museum and Cultural Center, "Women Who Rule" are planned.

Prerequisite: None. ARTH 100 recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

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

**NOT OFFERED IN 2002-03.** 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; styles of manuscript decoration; royal, aristocratic, and religious patrons of manuscripts; and the impact of printing on 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 recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

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

**NOT OFFERED IN 2002-03.** This course will examine Chinese art in the socially tumultuous and artistically creative twentieth century, which witnessed the end of China's 2000-year tradition of monarchical rule, the founding of the Republic, the rise of the People's Republic, the Cultural Revolution, and the ongoing Open-door Reform. Issues will include China's encounters with the West, the tensions of tradition and revolution, the burdens of cultural memory and historical trauma, the interpretations of modernism and avant-garde, and the problems of globalization and national identity. The course is designed to develop an understanding of the diverse threads of twentieth-century Chinese art.

Prerequisite: None. ARTH 248 recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

**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.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

**ARTH 261 Spanish Art***Wallace***NOT OFFERED IN 2002-03.**

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

**ARTH 262/AFR 262 Topics in African-American Art***Finley***Topic for 2002-03: The Slave Ship Icon in the**

**Black Atlantic Imagination.** Since the beginning of the transatlantic slave trade, the image of the slave ship has been a leading icon in the expressive culture of black Atlantic peoples, a marker of origin, displacement, and political resistance. This seminar examines the image of the slave ship in eighteenth and nineteenth century prints and artifacts as well as in the works of visual artists, writers, musicians, filmmakers and playwrights of the twentieth century and today. Practicum for the Davis Museum's 10th Anniversary exhibition planned for Spring 2004. Field trips to the Freedom Schooner *Amistad* in New Haven, CT and the Wadsworth Athenaeum in Hartford, CT. *Students may register for ARTH 262 or AFR 262. Credit will be given in the department in which the student is registered.*

Prerequisite: None. Recommended ARTH 100 and 101, and AFR 105.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

**ARTH 290 Propaganda and Persuasion in the Twentieth Century***Berman*

**NOT OFFERED IN 2002-03.** A comparative historical analysis of propaganda and strategies of persuasion in twentieth-century national and social movements, and in social institutions.

Prerequisite: None. Preference given to juniors and seniors. Distribution: Arts, Music, Theatre, Film, Video, or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

**ARTH 299 Museum Education***Fowler (Davis Museum and Cultural Center)*

This course examines the theory, strategies, and practices of learning in a museum environment in order to consider critically the educational mission of the Davis Museum and Cultural Center (DMCC). Particular focus is placed on developing the insight and skills needed to teach effectively with museum objects, including techniques that explore and interpret the information, concepts, and cultural values that an object or a collection communicates. Issues of cultural diversity, interpretation, learning theories, and the role of museums as catalysts for social change are explored through readings, discussions, visits to museums, and written and oral assignments.

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

Distribution: Arts, Music, Theatre, Film, Video

Semester: Wintersession

Unit: 0.5

**ARTH 304 Seminar. Leonardo da Vinci and Michelangelo Buonarroti***Armstrong*

The Italian Renaissance artists Leonardo and Michelangelo have often been cited as outstanding "Renaissance Men." Leonardo is known for his supremely beautiful paintings (*Virgin of the Rocks*, *Mona Lisa*), but is also famed for drawings of anatomy, military machines, architecture, and equestrian statues. Michelangelo was not only a sculptor (*David*, *Pieta*) and painter (*Sistine ceiling*), but also an architect (*Medici Chapel*, *St. Peter's*) and poet, writing deeply moving religious and amorous poems. The sem-

inar will investigate multiple facets of these geniuses' creations and some of the myths about their lives.

Prerequisites: Open to students who have taken one unit in Medieval, Renaissance, or Baroque art, history, or literature; or who have taken two units of art history at the 200-level. Medieval/Renaissance studies majors also encouraged to enroll. Permission of the instructor required. File application in art department before preregistration. Distribution: Arts, Music, Theatre, Film, Video Semester: Fall Unit: 1.0

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

A history of prints and visual communication from the time of Gutenberg to the present.

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

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

**Topic for 2002-03. Architecture and the Spirit: Modern Houses of Worship.** This seminar will focus on the ways in which twentieth-century architects and clients in various cultures have responded to the challenge of designing buildings for worship, study and community. We will look at the traditions of building within various religious and spiritual communities, examining how these have changed and how they have remained the same.

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

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

**Topic for 2002-03: The Image of Childhood.** This seminar asks how childhood has been and is now being visualized. Topics of study include: the origins of modern childhood images in eighteenth-century British portraits; nineteenth-century genre paintings and photography, especially the work of Lewis Carroll (author of *Alice in Wonderland*); the great women illustrators of childhood (among them Jessie Willcox Smith and Mary Cassatt); the tradition of amateur family snapshots; issues of child pornography, outsider art, and commercialization; and lastly, current trends in contemporary art.

Prerequisites: Permission of instructor required. File application in department before preregistration. Distribution: Arts, Music, Theatre, Film, Video Semester: Spring Unit: 1.0

### ARTH 320 Seminar. American Architecture *O'Gorman*

**NOT OFFERED IN 2002-03.**

Prerequisite: Priority given to advanced Art, Architecture, and American Studies majors. Permission of instructor required. File application in the department before preregistration. Distribution: Arts, Music, Theatre, Film, Video Semester: N/O Unit: 1.0

### ARTH 322 Seminar. Memory and Identity in Contemporary Visual Art of the African Diaspora *Finley*

**NOT OFFERED IN 2002-03.** Since the 1950s, projects of Black liberation and empowerment have influenced the work of artists of African descent in the Black Atlantic. Pivotal historic events, such as the Civil Rights movement, the dismantling of colonial rule in Africa and the Brixton race riots in England, have urged Black artists to reexamine issues of memory, identity, history and belonging. This course considers those artists who trace a visual genealogy of the African diaspora and work in what has been identified as a tradition of remembrance. We will focus on artists working after 1960, but also will study the roots of this tradition in the beginning of the twentieth century and in earlier periods. *Trips to the Studio Museum in Harlem and other museums.*

Prerequisites: Permission of instructor required. File application in department before preregistration. ARTH 101 recommended. Distribution: Arts, Music, Theatre, Film, Video Semester: N/O Unit: 1.0

### ARTH 323 Seminar: Topics in the Decorative Arts *DeLorme*

**Topic for 2002-03: Josephine and the Arts of the Empire.** No woman in history, perhaps, had ever been called upon to play a role as dramatic, rewarding, and (ultimately) heartbreaking as the Empress Josephine. As consort to Napoleon, she conducted her life to a counterpoint of brilliant military campaigns which changed the map and culture of Europe. Napoleon's frequent absences left Josephine to preside alone over a court where she received European leaders and Napoleon's "aristocracy of merit." This course considers Josephine as diplomat, arbiter of taste and culture, and as co-director of the arts of the Empire, France's last great historic style. Topics include history, personalities, architecture, gardens, art collections, painting, sculpture, porcelain, silver, fashion and jewelry. Field trips including day trip to New York. Although a lecture course, this class will participate in discussions. This course fulfills the requirements for French Cultural Studies.

Prerequisite: Permission of instructor required. File application in department before preregistration. ARTH 101 recommended. Distribution: Arts, Music, Theatre, Film, Video Semester: Fall Unit: 1.0

### ARTH 330 Seminar. Renaissance Venice *Armstrong*

**NOT OFFERED IN 2002-03.** 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 preregistration.

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

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

**Topic for 2002-03. Women Who Ruled.** At one time or another in the sixteenth century, France, England, and the Netherlands were governed by female rulers. The prominence of women in Renaissance courts prompted spirited debates about women's political, moral and intellectual capacities – as well as their sexual power over men. Focusing on works of art in a concurrent exhibition in the Davis Museum, "Women who Ruled: Queens, Goddesses, Amazons, 1400-1650," the seminar will study the way in which pictorial imagery helped frame those debates.

Prerequisites: Permission of instructor required. File application in department before preregistration. Distribution: Arts, Music, Theatre, Film, Video Semester: Fall Unit: 1.0

### ARTH 332 Seminar. Topics in Medieval Architecture *Fergusson*

**Topic for 2002-03. The Architecture of Norman and Angevin England.** Post Conquest England (1066-1216) witnessed unprecedented building sponsored by the Norman kings and their successors, the Angevins. The seminar will focus on specific problems connected with the new architecture manifested in the founding and renewal of cities, castle construction, the establishment of monastic institutions, and ecclesiastical building.

Prerequisite: One course in art, or areas related to the seminar. Permission of instructor required. File application in department before preregistration. Distribution: Arts, Music, Theatre, Film, Video Semester: Fall Unit: 1.0

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

**NOT OFFERED IN 2002-03.** The art and architecture of Gian Lorenzo Bernini, Francesco Borromini, and Pietro da Cortona.

Prerequisite: ARTH 220 or by permission of instructor. File application in department before preregistration. Distribution: Arts, Music, Theatre, Film, Video Semester: N/O Unit: 1.0

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

**NOT OFFERED IN 2002-03.**

Prerequisite: Permission of instructor required. File application in the department before preregistration. Distribution: Arts, Music, Theatre, Film, Video Semester: N/O Unit: 1.0

### ARTH 335 Problems in Modern Art *TBA*

**Topic for 2002-03: Contemporary Art.** This course will focus on "new" media, such as video, performance, installation art, and electronic media.

Prerequisite: ARTH 225, or permission of the instructor. File application in department before preregistration. Distribution: Arts, Music, Theatre, Film, Video Semester: Fall Unit: 1.0



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**ARTH 336 Seminar. Museum Issues***Mickenberg*

**Topic for 2002-03: Museums: Power, Politics, and Ethics.** If museums were once considered cultural oases, their recent history indicates a very different identity. Changes in the history of art; redefinitions of community; new technologies; ethical controversies; a restructuring of global wealth; and a new generation of scholars, patrons, collectors, and directors have presented museums with exceptional challenges. In turn, the changing identities of museums have helped to shape these issues. This course will examine the history of museums in the light of these concerns, focusing on museum ethics, funding, and issues of political and personal identity and memory.

Prerequisite: ARTH 100 or 101. Preference given to junior and senior art majors. Permission of instructor required. File application in the department before preregistration. Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

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**ARTH 337 Seminar. Topics in Chinese Painting***Liu***NOT OFFERED IN 2002-03.**

Prerequisite: ARTH 100 or 240 or 248 recommended. Permission of the instructor is required. File application in department before preregistration. Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0

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

**Topic for 2002-03: 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 subsequent mural movements in Latino communities in the US. Field trips to see murals by Jose Clemente Orozco and others.

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

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**ARTH 340 Seminar. Topics in American Art***O'Gorman*

**Topic for 2002-03: Boston in the History of American Architecture.** The class will focus on key buildings of Boston as representative of the evolution of American architecture and society. Classes will meet weekly at each building (transportation will be provided). Sites to be studied include the Old North Church, Massachusetts State House, Quincy Market complex, Trinity Church on Copley Square, Memorial Hall at Harvard, the Boston Public Library, and Boston City Hall. Each student will research and write a paper on one site, and serve, with the instructor, as the guide to this site.

Prerequisite: ARTH 231, or permission of instructor. File application in department before preregistration. Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

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**ARTH 341 Seminar. The Landscape Painting of China and Japan***Liu*

**NOT OFFERED IN 2002-03.** The landscape painting of China and Japan is among the great traditions of world art. What did it mean? How was it used? Why is landscape still a popular subject in modern Chinese and Japanese art? Following the development of landscape painting from the early period to the twentieth century, the course will examine issues such as landscape and national development, ideology and power; landscape as representation of nature; landscape as images of the mind; and the tension of tradition and creativity in painting landscape. Comparisons will be made with Dutch, English, and American landscape painting to provide a global perspective.

Prerequisite: Permission of instructor. File application in department before preregistration. Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0

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**ARTH 342 Seminar. Domesticity and Its Discontents***Carroll*

This seminar will study changing depictions of women in the home from the fifteenth through the twenty-first century. We will focus particularly on two clusters of imagery: seventeenth century Dutch household interiors by Rembrandt, Vermeer, De Hooch, and Jan Steen; and recent works by contemporary women artists and filmmakers, including Cindy Sherman, Chantal Akerman, Carrie Mae Weems, Pipilotti Rist, and Mona Hartoum.

Prerequisite: Permission of instructor required. File application in department before preregistration. ARTH 101 recommended. Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

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**ARTH 344 Seminar. Exhibiting Cultures: Representation and Display in the Twentieth-Century Museum***Finley*

This course explores the ways in which our contemporary understanding of art, history, and culture is constructed and informed by public display in museums, galleries, and other contexts. Using a series of case studies, we consider issues of representation and display and the wider social context in which art and culture are presented in museums today. Topics include the 'blockbuster' exhibition, cultural heritage museums, the effect of globalization on the museum industry, and recent developments in the display of African art. Field trips to the Mashantucket Pequot Museum in Connecticut, the Holocaust Museum in Washington, DC and the Museum for African Art in New York.

Prerequisite: Permission of instructor required. File application in department before preregistration. ARTH 100, 101, and 299 recommended. Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

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

**NOT OFFERED IN 2002-03.** What are the ways in which art has been defined, evaluated, theorized, and researched? What assumptions underlie the discipline of art history? This seminar provides a survey of all major approaches to the critical understanding of visual art. These include connoisseurship, iconography, Marxism,

psychoanalysis, semiotics, gender and ethnicity studies, and cultural studies. Critical reading and intensive class discussion will be emphasized.

Prerequisite: Permission of instructor required. File application in department before preregistration. Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0

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**ARTH 346 Seminar. Art and Auschwitz***Mickenberg*

The purpose of this course is to examine the role of the arts in the Holocaust as seen in the most notorious of concentration camps. That Auschwitz had an art museum, printing presses, sculpture and painting studios, jazz performances, a symphony and an active black market in art may come as a surprise to many. The course will look at "illegal" and "legal" art created in the camp and examine the reasons (catharsis, resistance, hunger, witnessing, medical experimentation, control, degradation, etc.) why creativity and even beauty survived in the most brutal of circumstances. The course will be taught in conjunction with a special exhibition entitled "The Last Expression: Art and Auschwitz" installed at the Davis Museum and Cultural Center from January to February, 2003. The class will travel for one week to Auschwitz, Poland to view the site and the collections in the archives to better understand the context of the art produced there. *Subject to Dean's Office approval.*

Prerequisite: Permission of instructor. Distribution: Arts, Music, Theatre, Film, Video  
Semester: Wintersession Unit: 0.5

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**ARTH 347 Seminar. Islamic Art****NOT OFFERED IN 2002-03.**

Prerequisite: Permission of instructor required. File application in department before preregistration. Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0

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**ARTH 350 Research or Individual Study**

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

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**ARTH 350H Research or Individual Study**

Prerequisite: ARTH 100 and ARTH 101 or permission of 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 making films and an exploration of the issues of representation using films directed by women from around the world. We will review the history and emergence of women/feminist filmmakers and examine the impact of feminism and feminist film theory on women filmmakers in particular, and the film industry in general. Required activities include weekly screenings of films, written analytical reports, and classroom presentations.

Prerequisite: One of the following courses: ARTH 224, 225, 226; or WOST 120 or 222; or by permission of instructor. File application in department before preregistration. Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

### ARTH 370 Senior Thesis

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

### 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.*

### ARTH 381 The Art and Private Lives of the Greeks and Romans

*Christine Kondoleon, George D. and Margo Behrakis Curator of Greek and Roman Art (617-369-3453 or ckondoleon@mfa.org)*  
This seminar explores art and architecture relating to the private lives of ancient Greeks and Romans, including houses, baths, mosaics, wall paintings, statuary, and jewelry from the Classical Greek through the late Roman periods. A focus will be the study of objects in the MFA collections that illuminate such subjects as the lives of women and children, sports and games, weights and measures, personal adornment and hygiene (medicine), sexual practices, magic and superstitions. Whenever possible, these objects will be considered within their particular cultural contexts. The course will also survey the major archaeological sites (e.g. Pella, Delos, Pompeii, Antioch) related to private life. *Enrollment limited to twelve.*

Prerequisite: A survey of art history or introduction to the classics recommended. Admission to Museum Seminars is by permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

### ARTH 382 Egypt Lost and Found: Boston and the Genesis of American Egyptology

*Lawrence Berman, Curator of Egyptian, Nubian, and Near Eastern Art, Art of the Ancient World (617-369-3377 or lberman@mfa.org)*  
The MFA's Egyptian collection is one of the largest and most comprehensive in the world. This course will examine how it got that way. Topics include Napoleon's Egyptian campaign of 1798, the decipherment of the Rosetta Stone and its aftermath, the great ages of exploration and collecting, the beginnings of American interest in Egyptology (with special attention to Boston), and the various stages in the formation of the MFA's collection – including its forty years of excavation in Egypt and the Sudan. Works of Egyptian art in the Museum will be studied in detail, and the rationale behind the installations of these objects will be explored. *Enrollment limited to fifteen.*

Prerequisite: Admission to Museum Seminars is by permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

### ARTH 383 Gainsborough and English Painting of the Eighteenth Century

*Frederick Ilchman, Assistant Curator of Paintings, Art of Europe (617-369-3346 or filchman@mfa.org)*

In anticipation of the major Thomas Gainsborough exhibition in the summer of 2003, this seminar will address the art of Gainsborough within the context of English painting of the eighteenth and early nineteenth centuries. The core of the seminar will be the study of examples of English painting from Hogarth to Turner in the rich collections of the MFA. In addition, the class will visit a range of Museum departments to explore exhibition strategy and installation, the scientific examination and conservation of eighteenth-century paintings on canvas, and contemporary developments in the graphic arts. The course will begin with the culture of the later Georgian era as we read a novel from the period and consider various approaches to biography. Study of current research methods in art history will prepare students for independent investigations of English paintings in the Museum's collections. *Enrollment limited to twelve.*

Prerequisite: Admission to Museum Seminars is by permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

### ARTH 394 The Preservation and Scientific Examination of Works of Art

*Staff of the Department of Conservation and Collections Management Coordinator: Richard Newman, Head of Scientific Research (617-369-3466 or rnewman@mfa.org)*

The technical examination and preservation of works of art will be explored through lectures, demonstrations, and readings that are primarily organized by material or class of artifact (such as stone, metal, ceramics and glass, textiles, works of art on paper, paintings, wood, furniture, modern materials including plastics). The course will focus on the work of art as the source of information about the materials and techniques of artists and craftsmen, how these materials interact with their environment, and what measures may be taken to preserve them. Examination techniques and analytical equipment currently used for research are discussed throughout the course. *Enrollment limited to 20 students.*

Prerequisite: Admission to Museum Seminars is by permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

## Related Courses

*For Credit Toward the Major*

A maximum of two of these courses may be counted toward the minimum major or minor.

AFR 207 Images of Africana People through the Cinema

AFR 222 Blacks and Women in American Cinema

ANTH 308 Seminar for Materials Research in Archaeology and Ethnology

CHIN 243 Chinese Cinema (in English)

CAMS 231 Film as Art

CHEM 103 Chemistry and Art

FREN 222 French Cinema

GER 298 Turn-of-the-Century Vienna: Encountering the Arts (Wintersession)

ITAL 249 The Cinema of Transgression (in English)

ITAL 261/361 Italian Cinema (in English)

PHIL 203 Philosophy of Art

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

## Studio Art

A student registered for a Studio Art course must attend the first class meeting in order to retain her spot in the course. Due to the hands-on nature of studio-based instruction, enrollments must be limited. Note that some courses require students to file an application with the Art Department before preregistration. See the Art Department Web page for more information and application forms: [www.wellesley.edu/Art](http://www.wellesley.edu/Art).

### 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: None. Open to all non-seniors. Seniors must obtain permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall, Spring Unit: 1.0

### ARTS 106 Introduction to Chinese Painting

*Meng*

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

Prerequisite: None. Open to all non-seniors. Seniors must obtain permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall, Spring Unit: 1.0

### ARTS 107 Book Arts Studio

*Rogers and McCannless-Ruffin (Wellesley College Library)*

In an interactive setting, students will survey the history of the book and gain hands-on experience in bookmaking, with an emphasis on the creative possibilities of historical craft and contemporary art. Part of each class session will focus on examples from Wellesley's Special



Collections. In the Library's Book Arts Lab, students will learn to set type by hand and print on hand presses. Through a collaborative project which will involve use of the Knapp Media Center, students will create a limited edition artist's book. *Enrollment limited to 12 students.*

Prerequisite: None. Permission of instructors required. File application on line through Art Web page before pre-registration.  
Distribution: None. Credit/non only  
Semester: Spring Unit: 0.5

### ARTS 108 Photography I

*Black, Touster*

This introductory course explores photography as a means of visual communication by producing and analyzing photographic images. Emphasis is on acquiring basic black and white technical skills with 35mm cameras and traditional darkroom practices. Class discussions and studio projects address a range of technical, design, and aesthetic issues fundamental to imagemaking. Strong emphasis is on the development of both a technical grasp of the tools and a critical awareness of the medium through assignments and critiques.

Prerequisite: None. Permission of instructor required. File application on-line through the Art Web page before pre-registration.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall, Spring Unit: 1.0

### ARTS 109 Basic Two-Dimensional Design

*Slavick, Spatz-Rabinowitz*

This studio course focuses on the issue of composition in two-dimensional imagery. It introduces the fundamental elements of design (e.g. line, shape, value, space, color) and their function in the process of composition. Studio projects emphasize formal problem solving skills as a means of achieving more effective visual communication. Weekly assignments given in a variety of media. Recommended for those interested in pursuing any type of two-dimensional or digital media.

Distribution: None. Open to all non-seniors. Seniors must obtain permission of the instructor.  
Prerequisite: Arts, Music, Theatre, Film, Video  
Semester: Fall, Spring Unit: 1.0

### ARTS 113 Basic Three Dimensional Design

*Dorrien*

This introductory course explores the basic formal and spatial considerations when working with three-dimensional structure and form. Studio projects incorporate a range of materials and methods of visualization. Outside assignments and class discussions are aimed towards helping students enhance their creativity and spatial awareness while acquiring sensitivity for placement, process, and materials. Strongly recommended for those interested in sculpture, architecture, installation art, and/or product design.

Prerequisite: None. Open to all non-seniors. Seniors must obtain permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

### ARTS 165 Introduction to Video Production

*Mckuria, TBA*

Introduction to the principles of video production with emphasis on developing basic skills of recording with a video camera, scripting, directing, and editing short videos.

Prerequisite: None. Permission of instructor required. File application on-line through Art Web page before pre-registration.

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

### ARTS 204 Painting Techniques

*Spatz-Rabinowitz*

**NOT OFFERED IN 2002-03.** A survey of significant techniques and materials related to the history of Western painting. Students work with gold leaf, egg tempera, Venetian oil technique, direct oil technique, acrylic, encaustic, and pastel. Emphasis on the technical aspects of these media and their role in stylistic change. Recommended for Studio Art majors and Art History majors. *Studio fee of \$75.*

Prerequisite: None. Preference given to Art Department majors and minors. Permission of instructor required. File application on line through the Art Web page before pre-registration.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0

### ARTS 206 Chinese Painting II

*Meng*

This course offers students advanced training in traditional and nontraditional methods of Chinese painting. Students may choose to focus on a specific area of subject matter, such as landscape, flowers and birds, or figurative studies, and students will be encouraged to develop a personal vision using the media of Chinese painting techniques. In addition to field trips to museums and galleries, there will be lectures and demonstrations by visiting artists.

Prerequisites: ARTS 106 or by permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

### ARTS 207 Sculpture I

*Dorrien*

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

Prerequisite: ARTS 105 or 113 or by permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

### ARTS 208 Photography II

*Black*

This course builds upon technical and aesthetic background acquired in Photography I. Students explore the medium format camera while expanding their use of the 35mm camera. Other topics include lighting equipment, advanced developing and printing processes, and initial digital photographic work. Continued strong emphasis is on the development of a personal photographic vision and a critical awareness of the medium and its history through assignments and critiques.

Prerequisite: ARTS 108 or by permission of instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

### ARTS 210 Color

*Rayen*

This course attempts to demystify the study of color. Working with colored papers and collage we explore the characteristics and potentials of

color through careful observation and comparison. In a series of interrelated exercises we examine and define hue, value, and intensity and the ways in which colors interact. Emphasis on cumulative studies through which students devise a visual vocabulary, balancing an intellectual experience with the intuitive experiment.

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

### ARTS 214 Electronic Imaging

*Ribner*

An introduction to the basic skills required to use the computer as an art-making tool, examining the impact of the computer on art and artists. Traditional art media (photography, drawing, collage, and printmaking) 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: Two of the following: ARTS 105, 108, 109 or 210. Permission of instructor required. File application on line through Art Web page before pre-registration. Preference will be given to Studio Art majors and minors.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

### ARTS 215/CS 215 The Art and Science of Multimedia

*Ribner, Netaxas (Computer Science)*

With the growth of multimedia, the boundaries between traditionally unrelated disciplines have blurred, facilitating 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 including: history and philosophy of hypermedia; designing user interfaces; programming; art and design for multimedia CD-ROMs and the World Wide Web; media selection; and 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 instructor. File application on-line through Art Web page 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

### ARTS 217 Life Drawing

*Harvey*

Understanding the human figure by direct observation of and drawing from the model. A highly structured approach with emphasis on finding a balance between gestural response and careful measurement. Rigorous in-class drawings as well as homework assignments. Dry and wet media as well as work on a variety of scales. Recommended for Architecture majors as well as Studio Art students who intend to do further work from the figure.

Prerequisite: ARTS 105  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

### ARTS 218 Introductory Painting

*Rayen*

An introduction to the fundamental issues of painting, emphasizing color, composition, and paint manipulation through direct observation. Outside assignments, slide presentations, and class discussions aimed towards helping students gain technical skills, visual sophistication, and critical awareness. Students paint from a variety of subjects, including the self-portrait and still life.

Prerequisite: ARTS 105 or 109 or permission of instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

### ARTS 219 Introductory Print Methods: Lithography / Monotype

*McGibbon*

An exploration of old and new graphic methods, including stone lithography, polyester plate lithography, photocopy transfers, and monotype. Emphasis put towards developing visual and creative flexibility while working with image sequences, multiples and variations. Some assignments incorporate color printing and digital imaging. Students participate in a collaborative portfolio exchange in addition to completing individual assignments. ARTS 219 and 220 are complementary courses in graphic thinking and may be elected in either order. Strongly recommended for students with an interest in collaborative design fields and/or drawing.

Prerequisite: ARTS 105 or 109, or by permission of the instructor.  
Distribution: Arts Music, Theater, Film, Video  
Semester: Fall Unit: 1.0

### ARTS 220 Introductory Print Methods: Intaglio/Relief

*McGibbon*

**NOT OFFERED IN 2002-03.** An exploration of intaglio and relief printing methods, including copper plate etching and woodcut. ARTS 219 and 220 are complementary courses and may be elected in either order.

Prerequisite: ARTS 105 or 109, or by permission of the instructor  
Distribution: Arts Music, Theater, Film, Video  
Semester: N/O Unit: 1.0

### ARTS 250 Research or Individual Study

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

### ARTS 250H Research or Individual Study

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

### ARTS 265 Intermediate Video Production

*Mekuria*

**NOT OFFERED IN 2002-03.** An exploration of the techniques and styles of producing documentary videos. We will survey current issues surrounding objectivity and representation as it concerns the documentary form. Strong emphasis on storytelling. Special focus on lighting, sound recording, and editing. We will screen and analyze various styles of documentary films. Final projects will be short documentaries.

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

### ARTS 307 Sculpture II

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

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

### ARTS 308 Photography III

*Black*

Advanced explorations of aesthetic and content issues through the use of the camera and light sensitive materials are the focus of this course. More advanced photographic techniques and equipment will be presented to solve visual problems arising from each student's work. Both traditional darkroom practices and digital printing solutions will be taught. Continued emphasis on research into the content and context of the photographic image in contemporary practice through gallery visits, guest lecturers, and library work.

Prerequisite: ARTS 108, 208, and either 105 or 109, or by permission of instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

### ARTS 314 Advanced Drawing

*Spatz-Rabinowitz*

Designed for those interested in expanding their visual and conceptual awareness through continued work in drawing. Investigation of mixed media approaches as well as traditional drawing techniques, materials, and concepts. Class exercises, sketchbook work and outside assignments stress the observation of form, structure, and space as applied to a wide range of subjects, including the figure. Emphasis on the development of personal imagery and developing an individual body of work.

Prerequisite: ARTS 105 and either 109, 217, 218 or permission of instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

### ARTS 315 Problems in Advanced Painting

*Spatz-Rabinowitz*

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. ARTS 315 and 321 are complementary courses and may be taken in any order.

Prerequisite: ARTS 218 or by permission of instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

### ARTS 317 Seminar. Topics in the Visual Arts

*Slavick*

**Topic for 2002-03: Personal Investigations.**

Relying primarily on the autobiographical subject as a starting point, students will be asked to examine their sources, how individual ideas are generated, and how we choose the media we work with. Along with independent work, students will be asked to examine the self in the larger context of art historical and contemporary art issues through readings, short papers, presentations, and gallery/studio visits. Individual

and collaborative projects may be explored. Recommended for juniors and seniors majoring in studio art, media arts, and/or architecture.

Prerequisite: ARTS 105 and at least two other studio courses required. Permission of instructor required. File application on-line through Art Web page before preregistration.  
Distribution: Arts, Music, Theater, Film, Video  
Semester: Fall Unit: 1.0

### ARTS 322 Advanced Print Concepts

*McGibbon*

Experimentation with mixed media uses of the graphic image, including handmade books, installed site works and collaborative print exchanges. Selected readings and discussions explore the use of multiplicity and sequence in contemporary art. Some projects combine digital photo processes in combination with traditional printing methods. Students in this course will attend a national printmaking conference and assist with a major print exhibition in April. Emphasis placed towards developing an individual body of work.

Prerequisite: ARTS 219, 220\*, 208 or 214 or by permission of the instructor. \*ARTS 219 and 220 explore similar graphic concepts using different technical means; students may elect either (or both) prior to ARTS 322.  
Distribution: Arts Music, Theater, Film, Video  
Semester: Spring Unit: 1.0

### ARTS 350 Research or Individual Study

Prerequisite: 200-level work in the field and permission of instructor.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

### ARTS 350H Research or Individual Study

Prerequisite: 200-level work in the field and permission of instructor.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

### ARTS 360 Senior Thesis Research

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

### ARTS 365 Advanced Video Production

*Mekuria*

**NOT OFFERED 2002-03.** 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: ARTS 165, 265, or permission of instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0

### ARTS 370 Senior Thesis

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

### Applied Arts Program

In addition to the regular Studio Art curriculum, a separately funded program allows the Art Department to offer a series of short, noncredit workshops with visiting artist instructors. These workshops vary throughout the year, but address a variety of studio topics which have included ceramics, book arts, woodworking, pinhole pho-

tography and graphic design. These workshops are noncredit and open to all students without prerequisite. Upcoming workshops are announced throughout the year through Art Department electronic distribution lists and by posting on Community, Art and other FirstClass Conferences. Sign up sheets are posted in the Art Department.

## 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. 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 or 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), or art outside the European tradition. Among the four areas elected, one must be outside the European tradition, 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 a maximum of two cross-listed courses toward 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 her advisor or the department chair as early as possible.

ARTH 345 is strongly recommended for all Art History and Architecture majors and is of particular importance for anyone 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.

Art History and Architecture majors are encouraged to apply to the department to write a 360/370 Honors Thesis. In the Art Department the only path towards Departmental Honors is the 360/370 Honors Thesis. A list of requirements for honors eligibility is available from the Chair of the Department. A proposal must be written and accepted. Contact the department in the spring semester prior to the proposed honors year for deadlines and information.

Graduate programs in the history of western art normally require degree candidates to pass exams in French and German. Graduate programs in the history of Asian art normally 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 (six units) consists of:

(A) ARTH 100 and 101; and (B) four additional units above the 100 level with at least two at the 300 level; maximum one unit of 350. Of the four units above the 100 level, three shall, in the opinion of the student's faculty advisor, represent a coherent and integrated field of interest. The fourth unit shall, in the case of students whose primary field is Western European or North 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 North 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.

Students should note the interdepartmental majors in Architecture, Classical and Near Eastern Archaeology, Medieval/Renaissance Studies, Cinema and Media Studies, and American Studies.

### Studio Art

#### A major in Studio Art must elect a minimum of nine units:

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, 113, or 165

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 must elect a minimum of six units:

ARTS 105

One unit of either 109, 113, or 210

Four additional units in Studio Art, one of which is at the 300 level (250s and 350s excluded).

Prospective studio majors and minors are strongly encouraged to elect 100-level art courses (including ARTH 100 and 101) during their first two years at Wellesley, in order to establish a solid visual foundation and a broad understanding of the field. Studio Art majors intending to study abroad should make a special effort to complete all 100-level requirements for the major prior to going abroad. Normally, no more than three units of transfer credit (two in Studio Art, one in Art History) may be applied towards the minimum requirements of the major or minor.

Students interested in pursuing graduate or professional work in the studio arts should pursue additional course work in Art History and cultural studies as well as Studio Art whenever possible, especially in courses that address twentieth-century art and culture. Since contemporary art often addresses interdisciplinary issues, students are encouraged to discuss the breadth of their overall course selections (including non-art courses) with studio faculty. *All prospective majors and minors should obtain a copy of the Art Department Course Guide from the Art office for a more comprehensive discussion of the major as well as special opportunities within the arts at Wellesley.*

In tandem with the Davis Museum and Cultural Center, the Art Department offers numerous opportunities for students to deepen their experiential knowledge of the arts through special exhibitions, visiting artist lectures and workshops, work study positions, and internships. Studio Art majors and minors are strongly encouraged to exhibit their work and gain practical experience organizing exhibitions by installing art in the Jewett Arts Center Galleries, Collins Café, and other venues on campus.

Studio art majors are encouraged to apply to the department with a proposal for an honors thesis project. A list of requirements for honors eligibility is available from the Director of Studio Art. A proposal must be written and accepted. Contact the department in the spring semester prior to the proposed honors year for deadlines and information.

### AP Policy

Beginning in the fall of 2002, students may not receive credit for AP studio courses. They may, however, present a portfolio of work to the Director of Studio Art for assessment in order to gain advanced placement into higher level courses, and that portfolio may include projects completed through an AP course.

**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 units of Art History and eight 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, French (Chair)*

Assistant Professor: *McLeod*

Laboratory Instructor: *Regester, Slivan*

The Astronomy Department offers two introductory courses geared to nonscience majors: 100 and 101wL. These courses are taught at a similar level and both fulfill the mathematical modeling distribution requirement. Students who elect to take both may do so in either order.

Students who have a strong background in science and/or are considering a major in Astronomy or Astrophysics should elect Astronomy 110.

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## ASTR 100 Life in the Universe

*Bauer*

This course will cover the origin of life on the earth and the prospects for finding life elsewhere in the cosmos. We will begin with an overview of earth's place in the solar system and the universe. Among the topics we will explore: the early history of the earth and the development of life, changes in the sun that affect the earth, characteristics of the other objects in our solar system and their potential for supporting life, the detection of planets around stars other than the sun, and the search for extraterrestrial life. Some nighttime observing will be required. This course does not count toward a major in astronomy or astrophysics.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring

Unit: 1.0

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## ASTR 101wL Introduction to Stars, Galaxies, and Cosmology with Laboratory

*French, McLeod*

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. Evening laboratory at the observatory.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken [102] or 110.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

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## ASTR 110wL Fundamentals of Astronomy with Laboratory

*French*

This course serves as an introduction to astronomy for students with a strong science background. The emphasis is on the physical

principles that shape the Universe and on the tools we exploit to learn about 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: Permission of instructor and Physics 104 or 107. Not open to students who have already taken 101, [102], [103], [104], [105] or [106].

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Spring

Unit: 1.25

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## ASTR 201 Motions in the Sky: Archaeoastronomy and the Copernican Revolution

*Bauer*

This course will cover the motions of the sun, moon, and planets in the sky and how humans have interpreted them through time.

Archaeoastronomy is the study of astronomical knowledge in a culture as revealed through the archaeological record, written records, and ethnography. We will discuss the archaeoastronomy of several cultures, including the Mayans, native North Americans, and the Chinese. We will follow the beginnings of modern astronomy from the ancient Greeks through the Copernican revolution and Newton's formulation of the laws of motion. *Normally offered in alternate years.*

Prerequisite: Any 100-level astronomy course.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

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## ASTR 203 Planetary Geology

*Bauer*

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** Spacecraft observations have shown us a breathtaking diversity of geologic features in the solar system, from ancient river valleys on Mars and violent eruptions on Io to the icy surface of Halley's comet. From a comparative point of view, we will discuss the formation and evolution of the planets and small bodies in the solar system. Topics will include: volcanism, tectonic activity, impacts, and tides. *Normally offered in alternate years.*

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement and any 100-level astronomy or geology course.

Distribution: Natural and Physical Science

Semester: N/O. Offered in 2003-04.

Unit: 1.0

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## ASTR 205 Relativity and Cosmology

*Bauer*

Einstein's theories of space and time have brought about a fundamental change in our conceptual understanding of the universe. Using trigonometry and algebra, we will explore special and general relativity, space travel, black holes, gravitational lensing, galaxy evolution, dark matter, and the expanding universe. *Normally offered in alternate years.*

Prerequisite: 101, [102] or 110

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Spring

Unit: 1.0

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## ASTR 206wL Basic Astronomical Techniques with Laboratory

*McLeod*

Students will learn to use our 24-inch research telescope. Topics include: planning observations, modern instrumentation, and the acquisition and quantitative analysis of astronomical images and spectra. This course requires substantial

nighttime telescope use and culminates with an independent observing project.

Prerequisite: 101, [102], [103], [104], [105], [106] or 110, 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: 1.25

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## ASTR 301 Seminar. Multiwavelength Astronomy

*French*

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** Much of our knowledge of the universe comes from radiation outside of the visible spectrum, from low-energy radio waves that enable us to probe stellar nurseries to high-energy gamma rays that reveal the death throes of exploding stars. In between, microwaves provide decisive evidence for the Big Bang, infrared light enables us to take the temperature of distant comets, and X-rays map out seething hot gas in clusters of galaxies. We will discuss current research in fields of astronomy that rely heavily on wavelengths outside of the visible range.

Prerequisite: Any 200-level astronomy course.

Distribution: Natural and Physical Science

Semester: N/O. Offered in 2003-04.

Unit: 1.0

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## ASTR 311 Elements of Astrophysics

*French*

Astrophysics is the application of physics to the study of the universe. We will use elements of mechanics, thermodynamics, electromagnetism, quantum mechanics, special relativity, and nuclear physics to investigate selected topics such as planets, the life stories of stars and galaxies, dark matter, and the origin of the universe. Our goals will be to develop insight into the physical underpinnings of the natural world, and to develop a 'universal toolkit' of practical astrophysical techniques that can be applied to the entire celestial menagerie. These tools include scaling analysis, numerical solutions to complex problems, and other research approaches advanced in professional literature.

Prerequisite: PHYS 202 and 203. Not open to students who have taken [310].

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Spring

Unit: 1.0

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## ASTR 315 Seminar. Topics in Astrophysics

*French*

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.**

*Normally offered in alternate years.*

Prerequisite: PHYS 202 and 203 (or permission of instructor for students who are taking this as a corequisite with PHYS 202).

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: N/O. Offered in 2003-04.

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

## ASTR 370 Senior Thesis

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring

Unit: 1.0

## Related Courses

*For Credit Toward the Major*

**EXTD 216** Mathematics for the Physical Sciences

**PHYS 202** Modern Physics with Laboratory

**PHYS 203** Vibrations, Waves, and Special Relativity with Laboratory

## Directions for Election

The **Astronomy major** consists of a minimum of nine courses: 101wL or 110wL; 206wL; 311; at least one of 301 or 315; Physics 202; Physics 203; EXTD 216; any additional two courses in Astronomy above the 100 level. Students intending to major in Astronomy are encouraged to begin physics as soon as possible, and to take 110wL rather than 101wL. 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.

A substantial background in physics and mathematics is required for graduate study in Astronomy. Students planning graduate work in Astronomy should elect the astrophysics major.

A **minor in Astronomy** (five units) consists of: 101 or 110, 301, and three additional units in Astronomy.

See description of Whittin Observatory and its equipment.

# Astrophysics

AN INTERDEPARTMENTAL MAJOR

Director: *French (Astronomy)*

The Departments of Astronomy and Physics offer an interdepartmental major in Astrophysics, which combines the Physics major with a foundation of course work in Astronomy. This major should be considered by students interested in graduate study in astronomy or astrophysics, and by those who would like a coordinated Astronomy extension to the Physics major.

In addition to the nine courses required for the Physics major, the student takes four Astronomy courses. An Astrophysics major consists of: Physics 107, 108, 202, 203, 302, 305, 306, 314; and Extradepartmental 216 as well as Astronomy 101wL or 110wL, 206wL, 311, and either 315 or a 350 in either Astronomy or Astrophysics or Astrophysics 370. Physics 219 is strongly recommended. In planning the major, students should note that some of the courses have prerequisites in mathematics.

### ASPH 350 Research or Individual Study

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

Unit: 1.0

### ASPH 360 Senior Thesis Research

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

Unit: 1.0

### ASPH 370 Senior Thesis

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring

Unit: 1.0

## Related Courses

*For Credit Toward the Major*

**ASTR 101wL** Introduction to Stars, Galaxies, and Cosmology with Laboratory

**ASTR 110wL** Fundamentals of Astronomy with Laboratory

**ASTR 206** Basic Astronomical Techniques with Laboratory

**ASTR 311** Elements of Astrophysics

**ASTR 315** Topics in Astrophysics

**ASTR 350** Research or Individual Study

**EXTD 216** Mathematics for the Physical Sciences

**PHYS 107** Introductory Physics I with Laboratory

**PHYS 108** Introductory Physics II with Laboratory

**PHYS 202** Modern Physics with Laboratory

**PHYS 203** Vibrations, Waves, and Special Relativity with Laboratory

**PHYS 302** Quantum Mechanics

**PHYS 305** Thermodynamics and Statistical Mechanics

**PHYS 306** Mechanics

**PHYS 314** Electromagnetic Theory

# Biological Chemistry

AN INTERDEPARTMENTAL MAJOR

Director: *Allen (Biological Sciences)*

Biological Chemistry Advisory Committee: *Allen (Biological Sciences)*, *Hucks (Chemistry)*, *Wolfson (Chemistry)*

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

In addition to two courses in Biochemistry (Chemistry 221 (or 222) 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; (b) 219; (c) 220; (d) one course from among the following: 310, 313, [314], 316, [317], 320; (e) one additional 300-level course excluding 350, 360, 370; Physics: 104 or 107; Mathematics: 116, 116Z, 120 or equivalent.

Students should be sure to satisfy the prerequisites for the 300-level courses in Biology and Chemistry. Note that CHEM [114/114E] satisfy the CHEM 110 requirement, and CHEM [115/115E] satisfy the CHEM 111 requirement. Exemption of BISC 110 means that a more advanced Biology course must be taken. Although CHEM 222 may be used to satisfy the requirement for the first semester of Biochemistry, CHEM 221 is the preferred course for Biological Chemistry majors.

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, 300-level Biology courses and Independent Study.

Please discuss your program with the director or any member of the Program Advisory Committee as soon as possible.

### BIOC 350 Research or Individual Study

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

Unit: 1.0

### BIOC 360 Senior Thesis Research

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

Unit: 1.0

### BIOC 370 Senior Thesis

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring

Unit: 1.0

## Department of Biological Sciences

Professor: *Allen, Beltz (Chair), Buchholtz, Cameron, Harris, Smith, Webb*

Associate Professor: *Berger-Sweeney, Moore<sup>AT</sup>, Peterman, Rodenhouse<sup>AT</sup>*

Assistant Professor: *Himmelman, Hood-DeGrenier, Königler, Levey, Nastuk, O'Brien, O'Donnell*

Visiting Assistant Professor: *Brown, Hughes, Olson*

Senior Instructor in Biological Sciences  
Laboratory: *Helluy, Leavitt, Paul, Soltzberg, Thomas*

Instructor in Biological Sciences Laboratory:  
*Crum, Hacopian, Kuldell*

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.

### BISC 107 Biotechnology

*Smith*

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: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.  
Distribution: Natural and Physical Science  
Semester: Fall

Unit: 1.0

### BISC 108 Plants, People, and the Environment with Laboratory

*Himmelman, Soltzberg, Thomas*

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, and 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: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.  
Distribution: Natural and Physical Science  
Semester: Spring

Unit: 1.25

### BISC 109 Human Biology with Laboratory

*Nastuk, Paul, Soltzberg*

The study of human physiology, including nutrition, nervous system, endocrinology, reproduction, circulation, respiration, genetics and immune responses. 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. *Not to be counted toward the minimum major in Biological Sciences.*

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.  
Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.  
Semester: Fall

Unit: 1.25

### 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. Either 110 or 111 may be taken first. Students with a strong background in biology and chemistry should consider 110X.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.  
Distribution: Natural and Physical Science  
Semester: Fall, Spring

Unit: 1.25

### BISC 110X Introductory Cell Biology with Laboratory

*Harris*

One section of 110 will be taught for first-year students with exceptional high school backgrounds in biology and chemistry, and for upper-level students who have similarly strong backgrounds in the sciences. 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: Students with lab experience and who have received a score of 4 or 5 on the Biology AP test may enroll. Students who have not taken the Biology AP or with a score lower than 4 must obtain permission from the instructor. All students must have fulfilled the basic skills component of the Quantitative Reasoning requirement. The successful completion of an AP course in chemistry, or its equivalent, is strongly recommended.  
Distribution: Natural and Physical Science  
Semester: Fall

Unit: 1.25

### BISC 111 Introductory Organismal Biology with Laboratory

*Staff*

Introduction to the 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. Either 110 or 111 may be taken first. Students with a strong background in biology should consider 111X.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.  
Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.  
Semester: Fall, Spring

Unit: 1.25

### BISC 111X Introductory Organismal Biology with Laboratory

*Rodenhouse*

This section of 111 will be taught for first-year students with exceptional high school backgrounds in biology and for upper class students who have taken another science course at Wellesley. Because students entering this course will have some science experience, coverage of the topics included in BISC 111X will be more in depth than BISC 111. See BISC 111 for a description of the topics covered.



Prerequisite: Students with lab experience and who have received a score of 4 or 5 on the Biology AP test may enroll. Students who have not taken the Biology AP or with a score lower than 4 must obtain permission from the instructor. All students must have fulfilled the basic skills component of the Quantitative Reasoning requirement. Distribution: Natural and Physical Sciences. Fulfills the Quantitative Reasoning overlay course requirement. Semester: Spring Unit: 1.25

### **BISC 201 Ecology with Laboratory**

*Olson, Thomas*

An introduction to the scientific study of interactions between organisms and their environments. Topics include historical and physiological causes of geographic ranges, population growth and regulation, species interactions, and the structure and function of biological communities. Emphasis is placed on experimental ecology and its uses in testing theory and solving environmental problems. Local biological habitats including lakes, forests, marshes, bogs, tundra, and streams are studied during laboratory field trips.

Prerequisite: 111 or permission of instructor.

Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall Unit: 1.25

### **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 roles of natural selection and chance in evolution, the reconstruction of phylogeny using molecular and morphological evidence, and patterns in the origination, diversity, and extinction of species over time.

Prerequisites: 110 and 111

Distribution: Natural and Physical Science

Semester: Spring Unit: 1.25

### **BISC 203 Comparative Physiology and Anatomy of Vertebrates with Laboratory**

*Cameron, Buchholtz*

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 permission of instructor.

Distribution: Natural and Physical Science

Semester: Fall Unit: 1.25

### **BISC 206 Histology I: Microscopic Anatomy of Mammals with Laboratory**

*Smith*

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

### **BISC 207 The Biology of Plants with Laboratory**

*Peterman, 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: 110 or 111

Distribution: Natural and Physical Science

Semester: Spring Unit: 1.25

### **BISC 209 Microbiology with Laboratory**

*Allen, Leavitt*

Introduction to the microbial world, with emphasis on bacteria and viruses and their activities in nature, 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, bioterrorism) 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

### **BISC 210 Marine Biology with Laboratory**

*Hughes, Helluy*

The ocean covers more than 70% of the earth's surface, yet only a small fraction of this vast environment and the life that it holds has been explored. This course will pursue three unifying themes in marine biology: (1) the nature of adaptation, or how marine life cope with the demanding environment of the sea; (2) how the biota of the sea and its adaptations have evolved; (3) the concept of ecosystem structure and function – the species interactions, nutrient cycling, and energy flow in the marine environment – that have assumed great importance as we seek to understand the influence of humankind on the ocean's biota. We will place our knowledge of life in the sea in context with the physical, geological, and chemical aspects unique to the oceans. In laboratories, students will explore local marine habitats.

Prerequisite: 111 or permission of instructor.

Distribution: Natural and Physical Science

Semester: Fall Unit: 1.25

### **BISC 213 The Biology of Brain and Behavior with Laboratory**

*Berger-Sweeney, Levey, Helluy, Paul*

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 neurophysiology.

Prerequisite: 110 and either 111 or 109

Distribution: Epistemology and Cognition or Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

### **BISC 216 Mechanisms of Animal Development with Laboratory**

*O'Donnell*

In this course, we will explore animal development beginning with the process of fertilization. We consider how a single cell gives rise to the many specialized cell types of the adult. The mechanisms that determine cell fate as the multicellular embryo differentiates will be discussed. Topics will include: embryonic induction, pattern formation, organogenesis (organ development), regeneration, and stem cells. Laboratories will focus on experimental approaches to development.

Prerequisite: 110 or permission of instructor.

Distribution: Natural and Physical Science

Semester: Spring Unit: 1.25

### **BISC 219 Molecular Genetics with Laboratory**

*Webb, Brown, Crum, Kuldell*

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 molecular genetics.

Prerequisite: 110 and one unit of college chemistry.

Distribution: Natural and Physical Science

Semester: Fall Unit: 1.25

### **BISC 220 Cellular Physiology with Laboratory**

*Harris, Hood-DeGrenier, Kuldell, Leavitt*

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, the cytological and biochemical characterization of the actin cytoskeleton and 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

### **BISC 222 Ecological Physiology with Laboratory**

*O'Brien*

Animals inhabit widely differing environments by means of a variety of physiological strategies. We will discuss the physiological and biochemical underpinnings of nutritional, thermal, osmoregulatory, circulatory and respiratory adaptation in vertebrate and invertebrate examples. We will then apply those principles to ecological challenges including dietary specialization, flight and migration, hibernation, torpor and aestivation, freezing tolerance, diving, adaptations to altitude. The weekly labora-

tory session will be a mix of laboratory and field exercises, with a focus on experimental design and analysis.

Prerequisite: 110 and 111

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

### **BISC 302 Mammalian Physiology with Laboratory**

*Cameron, Paul*

The human body maintains a relatively constant balance in the face of environmental challenges such as exercise, arctic and tropical temperatures, and high altitude. The course will focus on 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: 111 and one of the following – 203, 206, 213, 216, 220

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

### **BISC 303/CS 303 Bioinformatics (Taught at Brandeis)**

*Webb and Cohen (Brandeis)*

A multidisciplinary seminar exploring the origins, present and future applications and challenges of the intersection of biological and computer sciences. The field of bioinformatics generated in response to the era of genomics encompasses all aspects of biological data acquisition, storage, processing, analysis and interpretation with a view to generating *in silico* models of cellular function.

Prerequisites: 219 or 220 or CS 231

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

### **BISC 304 Histology II: Microscopic Anatomy of Mammalian Systems with Laboratory**

*Smith*

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 and participation in a group research project.

Prerequisite: 206

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

### **BISC 305 Seminar. Evolution**

*Buchholtz*

**NOT OFFERED IN 2002-03.** Major events in the history of life. Origin of life from nonlife, evolution of replicatory molecules, origin of eukaryotic cellular structure, diversification of organic domains, kingdoms and animal phyla, development of strategies for life in terrestrial environments, patterns of extinction. The course will emphasize student participation and make extensive use of the original literature.

Prerequisite: Two units in Biological Sciences at the 200 level or permission of instructor.

Distribution: Natural and Physical Science

Semester: N/O

Unit: 1.0

### **BISC 306 Principles of Neural Development with Laboratory**

*Beltz, Paul*

Aspects of nervous system development and how they relate to the development of the organism as a whole. Topics such as neurogenesis, programmed cell death, axon guidance, synaptogenesis, transmitter plasticity, and the development of behavior are discussed. Laboratory sessions focus on a variety of methods used to define developing neural systems.

Prerequisite: 213 or 216, or permission of instructor.

Distribution: Epistemology and Cognition or Natural and Physical Science

Semester: Fall

Unit: 1.25

### **BISC 307: Advanced Topics in Ecology with Laboratory**

*Moore*

**Topic for 2002-03: Ecology of Freshwaters with Laboratory.** Rivers, lakes, and wetlands are among our richest ecosystems, yet their physical integrity and biotic diversity are the most imperiled. This course examines the biological, physical, and chemical processes that occur in flowing waters, wetlands, lakes and vernal pools. Lectures and discussions address key concepts for understanding, conserving and restoring freshwater ecosystems. Lab work will include field work in a variety of freshwater habitats, mathematical modeling, and an independent project carried out by each student.

Prerequisite: 201, 210 or by permission of the instructor

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

### **BISC 308 Tropical Ecology with Wintersession Laboratory**

*Königer, Helmy*

Ecology of coral reefs and rain forests are examined. Lectures and discussions during the fall prepare students for the 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 207, or 210, and permission of instructor.

Distribution: Natural and Physical Science

Semester: Fall & Wintersession

Unit: 1.25

### **BISC 310 Advanced Topics in Cellular Regulation with Laboratory**

*Hood-DeGruener*

Eukaryotic cells possess a diverse array of molecular circuits that regulate their normal activities and respond to external signals. Common modes of regulation include modulation of protein expression or localization, covalent protein modifications, and protein-protein interactions, all of which can be combined in many different ways to generate exquisite control. This course will rely heavily on current literature to examine the molecular mechanisms that regulate such processes as cell division, DNA repair, stress responses, and cell differentiation. Laboratory experiments will investigate several regulatory pathways.

Prerequisite: 220

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.25

### **BISC 313 Microbial Physiology and Biochemistry with Laboratory**

*Allen*

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 models of general biological phenomena. 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: 209, 219 or 220, and CHEM 211, or permission of instructor.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.25

### **BISC 315 Advanced Topics in Neurobiology with Laboratory**

*Berger-Sweeney*

**Topic for 2002-03: The Neurobiology of Learning and Memory.** In this seminar, we use primary literature to study one of the most exciting cases of plasticity in the nervous system, namely learning and memory. The scientific literature will span several levels of analysis from the behavioral to the molecular level, and will examine this plastic phenomenon in both invertebrate and vertebrate species. As such, a broad background in biology is helpful for this course. In the laboratory, we will conduct experiments to examine the effects of lesions on behavioral, chemical, and anatomical parameters in mice.

Prerequisite: 213

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

### **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/function, bioinformatics).

Prerequisite: 219 and permission of instructor.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

### **BISC 320 The Proteomics of Eukaryotic Cells with Laboratory**

*Harris*

The Human Genome Project and the sequencing of the genomes of several other organisms have provided biologists with vast storehouses of information. However, it is important to remember that DNA sequences are a recipe for life, not life itself. To a great extent the living condition arises from the complex interactions of thousands of cellular proteins. Research that focuses on the large-scale study of proteins is called proteomics. This course introduces students to the techniques utilized and the scientific questions being addressed in this newly emerging discipline. Student participation and the use of original literature will be emphasized. In the laboratory students will perform two-dimensional gel electrophoresis, yeast two-hybrid



analysis and other selected techniques associated with the identification and characterization of proteins.

Prerequisite: 219 or 220 and CHEM 211, or permission of the instructor.

Distribution: Natural and Physical Science

Semester: Fall Unit: 1.25

### BISC 330 Seminar

Allen

**Topic for 2002-03: Microbial Responses to Environmental Stress.** The growth of microorganisms is greatly affected by the chemical and physical characteristics of their surroundings, and some bacteria have a remarkable ability to adapt to extreme environments. This seminar will focus on responses and adaptation of microbes to factors such as variations in temperature, pH, water activity, oxygen concentration, pressure, and radiation. Topics will include extremophiles, shift-up and shift-down growth responses, changes in macromolecular synthesis and control mechanisms. Student participation and discussion of original literature will be emphasized.

Prerequisites: 209 or 220 or permission of instructor.

Distribution: Natural and Physical Science

Semester: Spring Unit: 1.0

### BISC 331 Seminar

**NOT OFFERED IN 2002-03.**

Prerequisite: 203 or permission of instructor.

Distribution: Natural and Physical Science

Semester: N/O Unit: 1.0

### BISC 332 Advanced Topics in Neuroscience

Levey

**Topic for 2002-2003: The Neurobiology of Disease.** Our understanding of the cellular mechanisms underlying diseases of the nervous system has 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. In addition, recent advances in stem cell technology as a method to treat these disorders will be included. This course will emphasize critical reading and open discussion of the original scientific literature.

Prerequisites: 213 or permission of instructor.

Distribution: Natural and Physical Science

Semester: Fall Unit: 1.0

### BISC 350 Research or Individual Study

Prerequisite: Open by permission of instructor, ordinarily to students who have taken at least four units in biology.

Distribution: None

Semester: Fall, Spring Unit: 1.0

### BISC 360 Senior Thesis Research

Prerequisite: By permission of the department. Occasional group meetings and one oral presentation will be required. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring Unit: 1.0

### BISC 370 Senior Thesis

Prerequisite: 360. Occasional group meetings and one oral presentation will be required.

Distribution: None

Semester: Fall, Spring Unit: 1.0

## Related Courses

*Attention Called*

**CHEM 221 Biochemistry I: Structure and Function of Macromolecules with Laboratory**

**CHEM 222 Introduction to Biochemistry with Laboratory**

**CHEM 328 Biochemistry II: Chemical Aspects of Metabolism with Laboratory**

**ES 212/RAST 212 Lake Baikal: The Soul of Siberia**

**EXTD 225 Biology of Fishes**

**EXTD 226 Cetacean Biology and Conservation**

**GEOL 305 Paleontology with Laboratory**

**PE 205 Sports Medicine**

**PHYS 103 The Physics of Marine Mammals**

**PHYS 222 Medical Physics**

## Directions for Election

A major in Biological Sciences includes eight biology courses, at least six of which must be taken at Wellesley, plus two 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 and 222, 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-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 and 328, and Biological Sciences 350, 360, and 370 do not count toward the minimum major.

BISC 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; 107 as a nonlaboratory science course. Independent summer study does not count toward the minimum major. BISC 109, 111 (and 111X), and 201 fulfill the QR overlay course requirements.

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

A minor in Biological Sciences (five 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 that section of the catalog where the program is described. They should consult with Ms. Allen, the director of the Biological Chemistry program.

Students interested in the interdepartmental major in Neuroscience are referred to the section of the catalog where this program is described. They should consult with Ms. Beltz, director of the Neuroscience program.

Students interested in the interdepartmental major in Environmental Studies are referred to this listing in the catalog where the program is described. They should consult with Ms. DeSombre or Mr. Rodenhouse, co-directors of the Environmental Studies program. Students interested in concentrating in community biology may wish to supplement and enrich their work at Wellesley by taking Extradepartmental courses offered through the Marine Studies Consortium or the Semester in Environmental Science (SES) offered each fall at the Ecosystems Center of the Marine Biological Laboratory, Woods Hole, Mass. 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, or Neuroscience. Students with an AP score of 4 or 5, or those with exceptional preparation that includes a strong laboratory experience, should consider enrolling in BISC 110X and/or BISC 111X. **No exemption exams will be given for BISC 110 or 111.** All biology courses require the fulfillment of the Quantitative Reasoning basic skills requirement as a prerequisite.

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 to have 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 take CHEM 222.

# Department of Chemistry

Professor: *Hicks, Kolodny, Coleman, Hearn, Wolfson*<sup>1</sup>

Associate Professor: *Haines, Fuller-Stanley (Chair), Arumainayagam*

Assistant Professor: *Reisberg, Verschoor, Miwa*

Visiting Assistant Professor: *Sigman*

Senior Instructor in Chemistry Laboratory: *Turnbull, Doc, Hall, Shawcross*

Instructor in Chemistry Laboratory: *McCarthy*

Unless otherwise noted, all courses meet for three periods of lecture/discussion and one 3½ 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. Students with more than one year of high school chemistry normally elect Chemistry 120.

## CHEM 101 Contemporary Problems in Chemistry

*Reisberg*

**Topic for 2002-03: 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 100-level Chemistry course.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

## CHEM 102 Contemporary Problems in Chemistry with Laboratory

*Reisberg*

**Topic for 2002-03: 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 100-level Chemistry course.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

## 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. Students must have fulfilled the basic skills component of the Quantitative Reasoning requirement.

Distribution: Natural and Physical Science or Mathematical Modeling

Semester: Fall, Spring

Unit: 1.25

## 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 and fulfillment of the basic skills component of the Quantitative Reasoning requirement.

Distribution: Natural and Physical Science or Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall, Spring

Unit: 1.25

## CHEM 120 Intensive Introductory Chemistry with Laboratory

*Kolodny*

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 fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have completed 110 and/or 111.

Distribution: Natural and Physical Science or Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall

Unit: 1.25

## CHEM 211 Organic Chemistry I with Laboratory

*Fuller-Stanley, Haines, Miwa, Hearn*

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

Prerequisite: 111 or 120 or permission of the department.

Distribution: Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

## CHEM 221 Biochemistry I: Structure and Function of Macromolecules with Laboratory

*Sigman*

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 BISC 220

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.25

## CHEM 222 Introduction to Biochemistry with Laboratory

*Sigman*

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

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

## CHEM 231 Physical Chemistry I with Laboratory

*Arumainayagam*

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: 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: Fall

Unit: 1.25

## CHEM 232 Physical Chemistry for the Life Sciences with Laboratory

*Kolodny*

An examination of several topics in physical chemistry, with an emphasis on their applications to the life sciences. Topics include quantum chemistry and spectroscopy, chemical thermodynamics, kinetics, and reaction dynamics.

Prerequisite: 111 or 120, or 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

**CHEM 250 Research or Individual Study**

Prerequisite: Open by permission to students who have taken 111 or 120. This course cannot be counted toward a minimum major in Chemistry.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

**CHEM 261 Analytical Chemistry with Laboratory**

*Verschoor*

Classical and instrumental methods of quantitative analysis, analytical separations, and statistical treatment of data. Topics will include electrochemical, spectroscopic, and chromatographic chemical analysis with emphasis on instrument design and function and method development. The course work emphasizes the practical applications of chemistry to environmental and industrial problems.

Prerequisite: 211. Not open to students who have taken [361].

Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall

Unit: 1.25

**CHEM 306 Seminar**

*Staff*

**Topic for 2002-2003: TBA**

Prerequisite: Open to all students regardless of major who have completed two units of chemistry beyond the 100 level and who have the permission of the instructor.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

**CHEM 313 Organic Chemistry II with Laboratory**

*Hearn, Haines, Miwa*

A continuation of 211. Includes spectroscopy, synthesis, reactions of aromatic and carbonyl compounds, amines, and carbohydrates. In addition, students are expected to study chemical literature and write a chemistry paper.

Prerequisite: 211

Distribution: Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

**CHEM 319 Seminar. Selected Topics in Organic Chemistry****NOT OFFERED IN 2002-03.**

Prerequisite: 313

Distribution: Natural and Physical Science

Semester: N/O

Unit: 1.0

**CHEM 328 Biochemistry II: Chemical Aspects of Metabolism with Laboratory**

*Hicks*

An examination of reaction mechanisms, mechanisms of enzyme and coenzyme action; structures and metabolism of carbohydrates and lipids.

Prerequisite: 221 or 222 or [228]

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

**CHEM 329 Seminar. Selected Topics in Biochemistry****NOT OFFERED IN 2002-03.**

Prerequisite: One semester of Biochemistry and permission of instructor.

Distribution: Natural and Physical Science

Semester: N/O

Unit: 1.0

**CHEM 333 Physical Chemistry I with Laboratory**

*Arumainayagam*

Quantum chemistry and spectroscopy; structure of solids. Introduction to computational chemistry.

Prerequisite: 231, PHYS 106 or 108 and MATH 205. EXT216 is strongly recommended.

Distribution: Natural and Physical Science or Mathematical Modeling

Semester: Spring

Unit: 1.25

**CHEM 339 Seminar. Selected Topics in Physical Chemistry****NOT OFFERED IN 2002-03.**

Prerequisite: 333 or permission of instructor

Distribution: Natural and Physical Science

Semester: N/O

Unit: 1.0

**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, and 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.

Prerequisites: 313. Not open to those who have taken [241].

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

**CHEM 349 Seminar. Selected Topics in Inorganic Chemistry****NOT OFFERED IN 2002-03.**

Prerequisite: 341

Distribution: Natural and Physical Science

Semester: N/O

Unit: 1.0

**CHEM 350 Research or Individual Study**

Prerequisite: Open by permission to students who have taken at least two units in chemistry above the 100 level.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

**CHEM 350H Research or Individual Study**

Prerequisite: Open by permission to students who have taken at least two units in chemistry above the 100 level.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

**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

**CHEM 370 Senior Thesis**

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

**Directions for Election**

Any student who plans to take chemistry beyond 111 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, or 120; 211; 231; 313; 333; two from the three courses 221 or 222, 261, 341, and two additional courses in Chemistry at the 200 or 300 level, at least one of which must include laboratory. Mathematics 205 and Physics 106 or 108 are required.

The mathematics and physics courses may be counted toward a minor in those departments. Early completion of the Mathematics and Physics requirement is encouraged. (Students who begin Mathematics at 115 or 116 are encouraged to enroll in 116Z.)

Students planning graduate work in some areas of chemistry or closely allied fields should strongly consider taking additional Mathematics and Physics courses. EXT216 (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 includes: 110 and 111 or 120; 211; 231 or 232; a choice of 221 or 222 [228] or 261 or 341; one additional 200- or 300-level unit, excluding 350. The mathematics and physics prerequisites for 231 or 232 must also be satisfied. Normally no more than one 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.

**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. A student who has scored well (4 or 5) on the Advanced Placement examination usually takes 120 or goes directly into Organic Chemistry 211. Similarly, students with high scores on the International Baccalaureate Examination can elect 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 110/111, 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: *Lam, Ma (Chair)*

Assistant Professor: *Huss*

Visiting Assistant Professor: *Liu*

Language Instructor: *Chen, Zhao*

Visiting Language Instructor: *Zhang*

### CHIN 101-102 Beginning Chinese

*Chen, Zhao*

An introductory course that teaches the skills of listening comprehension, speaking, reading, and writing in Mandarin Chinese. Emphasis is on both linguistic aspects (pronunciation, vocabulary, and grammar) and sociocultural strategies in communication. Computer programs for pronunciation, listening comprehension, grammar, and writing Chinese characters will be used extensively. *Four 70-minute classes plus one 30-minute small group session. Each semester earns 1.25 units of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None. Open to students with no background or previous Chinese language training.

Distribution: None

Semester: Fall, Spring

Unit: 1.25

### CHIN 103-104 Advanced Beginning Chinese

*Huss, Ma*

An introductory course that teaches the skills of listening comprehension, speaking, reading, and writing in Mandarin Chinese. Emphasis is on both linguistic aspects (pronunciation, vocabulary, and grammar) and sociocultural strategies in communication. Computer programs for pronunciation, listening comprehension, grammar, and writing Chinese characters will be used extensively. *Three 70-minute classes. Each semester earns 1.25 units 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

### CHIN 201-202 Intermediate Chinese

*Chen, 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 units of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 101-102 or permission of instructor.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.25

### CHIN 203-204 Advanced Intermediate Chinese

*Lam, Liu*

Further training in listening comprehension and oral expression. Continued work on the Chinese writing system, emphasizing the acquisition of an acceptable expository writing skill. *Three 70-minute classes. Each semester earns 1.25 units of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 103-104 or permission of instructor.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

### CHIN 206 Unmasking Confucian Voices: From Antiquity to the Tenth Century (in English)

*Liu*

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 study and inclination towards Daoism and Buddhism. *Two 70-minute classes.*

Prerequisite: None. Not open to students previously enrolled in [106].

Distribution: Historical Studies or Language and Literature

Semester: Fall

Unit: 1.0

### CHIN 207 Chinese Vernacular Literature: Fiction and Drama, Tenth to Nineteenth Century (in English)

#### NOT OFFERED IN 2002-03. OFFERED IN

**2003-04.** This course focuses on fiction and drama. Imaginary writings of various kinds will be introduced, ranging from the *hua ben* (story-telling manuscripts) of the Song Dynasty, to the variety plays (*za ju*) of the Yuan and Ming Dynasties, and finally to the *zhanghui xiaoshuo* chapter novels (*zhanghui xiaoshuo*) 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. Not open to students previously enrolled in [107].

Distribution: Historical Studies or Language and Literature

Semester: N/O. Offered in 2003-04.

Unit: 1.0

### CHIN 208 The Tumultuous Century: Twentieth-Century Chinese Literature (in English)

*Huss*

Twentieth-century China faced 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: None. Not open to students previously enrolled in [108].

Distribution: Historical Studies or Language and Literature

Semester: Spring

Unit: 1.0

**CHIN 243 Chinese Cinema (in English)***Huss*

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: Fall Unit: 1.0

**CHIN 250 Research or Individual Study**

Prerequisite: Open by permission to qualified students.  
 Distribution: None  
 Semester: Fall, Spring Unit: 1.0

**CHIN 250H Research or Individual Study**

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

**CHIN 301 Advanced Chinese I***Lam*

This course is designed to further expand students' comprehension, speaking, reading, and writing skills. Reading materials will be selected from newspapers, short stories, essays, and films. *Three 70-minute classes conducted in Chinese.*

Prerequisite: 201-202 or permission of instructor.  
 Distribution: Language and Literature  
 Semester: Fall Unit: 1.0

**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.*

Prerequisite: 301 or permission of instructor.  
 Distribution: Language and Literature  
 Semester: Spring Unit: 1.0

**CHIN 303 Advanced Chinese Conversation***Zhang*

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. *Subject to Dean's Office approval.*

Prerequisite: At least two years of Chinese or permission of instructor.  
 Distribution: Language and Literature  
 Semester: Fall, Summer Unit: 1.0

**CHIN 306 Advanced Reading in Twentieth-Century Literature and Culture***Ma*

This course is designed to further expansion and refinement of grammatical proficiency and communicative skills through intensive reading of authentic Chinese materials, such as short stories, newspapers, and essays and viewing of films and television broadcasts. Particular emphasis also given to increasing level of literary appreciation and critical awareness of the socioculture contexts that shape readings. *Three 70-minute classes conducted in Chinese.*

Prerequisite: 203, 204, 302, 303 or permission of instructor.  
 Distribution: Language and Literature  
 Semester: Fall Unit: 1.0

**CHIN 307 Advanced Readings in Contemporary Issues**

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

**CHIN 310 Classical Chinese**

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** 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 permission of instructor.  
 Distribution: Language and Literature  
 Semester: N/O. Offered in 2003-04. Unit: 1.0

**CHIN 316 Twentieth-Century Literature***Liu*

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

**CHIN 330 Women in Chinese Literature (in English)**

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** This course surveys over 3,000 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.

Prerequisite: Open to students who have taken [106] or [107] or permission of instructor.  
 Distribution: Language and Literature  
 Semester: N/O. Offered in 2003-04. Unit: 1.0

**CHIN 340 Topics in Chinese Literature (in English)***Liu*

A course of variable content focusing on different themes. *This course may be repeated once due to its changing content.*

Prerequisite: Open to students who have taken [106], [107], or 330, or permission of instructor.  
 Distribution: Language and Literature  
 Semester: Spring Unit: 1.0

**CHIN 350 Research or Individual Study**

Prerequisite: Open by permission to qualified students.  
 Distribution: None  
 Semester: Fall, Spring Unit: 1.0

**CHIN 350H Research or Individual Study**

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

**CHIN 360 Senior Thesis Research**

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

**CHIN 370 Senior Thesis**

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

**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 ten 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 ten-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 206, 207, 208 (taught in English); (4) one additional literature/culture course from among 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 ten-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 206, 207 and 208 (taught in English); (4) three additional literature/culture courses taught in English from among 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 206, 207, 208 (taught in English); (4) five additional literature/culture courses from among 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.

Students interested in an interdepartmental major (and minor, if applicable) in Chinese Studies, are referred to the listing for this interdepartmental program.

### 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 must have an Advanced Placement score of 4 or 5 to satisfy the foreign language requirement.

### Transfer Credits

The transfer of credit (either from another American institution or from a language program abroad) is not automatic. A maximum of three units may be transferred toward the major. Students wishing to transfer credit should be advised that a minimum of six units of course work must be completed in the Chinese Department at Wellesley. Transfer students from other institutions are required to take a placement test administered by the Chinese Department. It is essential that proof of course content and performance in the form of syllabi, written work, examinations and grades be presented to the Chinese Department chair.

## Chinese Studies

### AN INTERDEPARTMENTAL MAJOR

Director: *Ma (Chinese), Giersch (History)*

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 units are required for the major.

Students must normally complete at least five units in Chinese language courses. They must also take a minimum of five nonlanguage units, two of which must be at the 300 level. At least three of the nonlanguage units must be from outside the Chinese Department and from the related courses list. Among the nonlanguage units, majors (starting with the Class of 2005) must take at least one unit in each of the following categories:

1) Art History, Music, or Religion. Note: Courses in Philosophy may also count for this distribution requirement if offered at Wellesley in the future or if taken for transfer credit at another institution and approved by the program directors.

2) History or Political Science. Note: Courses in Anthropology, Economics, or Sociology may also count for this distribution requirement if offered at Wellesley in the future or if taken for transfer credit at another institution and approved by the program directors.

One of the nonlanguage units may deal with a part of East Asia other than China (e. g. Korea, Japan, Vietnam) or with Asian American Studies.

Students with native or near-native language skills must also complete ten units for the major; but they may count more than five non-language units toward the major. Majors are encouraged to spend at least a summer or a 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

## Related Courses

*For Credit Toward the Major*

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ARTH 240 Asian Art

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ARTH 248 Chinese Painting

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ARTH 255 Twentieth-Century Chinese Art

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ARTH 337 Seminar. Topics in Chinese Painting

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ARTH 341 Seminar: The Landscape Painting of China and Japan

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CHIN 206 Unmasking Confucian Voices: From Antiquity to the Tenth Century (in English)

---

CHIN 207 Chinese Vernacular Literature: Fiction and Drama Tenth to Nineteenth Centuries (in English)

---

CHIN 208 The Tumultuous Century: Twentieth-Century Chinese Literature (in English)

---

CHIN 243 Chinese Cinema (in English)

---

CHIN 310 Classical Chinese

---

CHIN 316 Twentieth-Century Literature

---

CHIN 330 Women in Chinese Literature (in English)

---

CHIN 340 Topics in Chinese Literature (in English)

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HIST 277 Chinese Civilizations

---

HIST 278 Reform and Revolution in China, 1800-2000

---

HIST 280 The City in Modern China

---

HIST 281/381 *Dream of the Red Chamber: An Introduction to Chinese Society, ca 1650-1800*

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HIST 371 Seminar. Chinese Frontier Experience, 1600-1990

---

HIST 372 Seminar. The Idea of China: Defining the Modern Nation

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MUS 216 Musics of China, Korea, and Japan

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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 353 Seminar. Zen Buddhism



# Cinema and Media Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Viano (Italian Studies)*

Advisory Committee: *Obeng (Africana Studies), Karakasidou (Anthropology), Higonet (Art), Mekuria (Art), Huss (Chinese), Shetley (English), Gillain (French), Ward (German), Zimmermann (Japanese), Bishop (Russian), Cushman (Sociology), Gascón-Vera (Spanish), Creff (Women's Studies), Wood (The Writing Program)*

The Cinema and Media Studies (CAMS) major is multicultural in scope and interdisciplinary in method. Its chief objective is to provide students with the skills to understand and interpret the various forms of the moving image. Audio-visual media have played a dominant role in the cultural life of the century just ended, and promise to figure even more prominently in the century that has just begun. The Cinema and Media Studies program equips students to reflect critically on the prevalence and power of audio-visual media, to analyze in an informed and judicious way specific audio-visual texts, and to appreciate the power of outstanding works of cinematic art. The program aims to substitute active viewing for passive absorption, and to offer students a context and a set of tools with which to assess the media texts that shape the world we all inhabit.

**Students majoring in CAMS** must take a minimum of nine units, including CAMS 175 and CAMS 231, one unit in the Art Department and one unit in the Sociology Department chosen from among the courses listed below. Two units must be at the 300 level, and only one of them can be a 350. To ensure some concentration, at least four units at the 200 level or above should either be elected from within one department or should center around a particular field within CAMS, such as cinema and video as art, media and identity, media and the culture industry. (For some examples of suitable field concentrations and associated courses, please consult the CAMS Web page.)

Students primarily interested in the computing aspects of arts and multimedia should consult with the Committee on Curriculum and Instruction for advice about an individual major in Media Arts and Sciences. See <http://www.wellesley.edu/CS/mmmajor/>.

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## CAMS 120/WRIT 125 Women in Film

*Wood (The Writing Program)*

To a large extent, film is about watching, and much film is about watching women. This course provides basic instruction in film analysis, and then makes a foray into theories of cinema. How does the camera work, not only to display its characters, but also to direct the gaze upon them? What are the relationships between the visual spectacle and the progress of the film's story? Writing assignments ask students to observe, analyze, interpret, and explain. Films will include early films (Chaplin, Arzner), late films (*American Beauty*), films of the 40s, and something by Hitchcock. *This course satisfies the*

*Writing 125 requirement and counts as a unit towards a major in Cinema and Media Studies. Includes a third session each week.*

Prerequisite: Open to all first-year students.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

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## CAMS 175 Introduction to Cinema Studies

*Viano*

In this introductory course students will learn about cinema studies as a recently formed discipline. Starting with a reflection on the difference between film and cinema, we will question the field's theoretical lynchpins, such as spectatorship and authorship, intertextuality and cultural production. The role played by audio-visual technology in the formation of what is called modernity's structure of feeling will be investigated through the analysis of feature films, documentaries, animation, and various video-taped materials. Finally, students will get a sense of film history, with a special focus on silent films and cinema's beginnings world-wide.

Prerequisite: Preference given to Cinema and Media Studies majors, first-year students and sophomores.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

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## CAMS 210 Cinema in the 1960s

*Viano*

This course aims to investigate the "turmoil" in the cinema in the 1960's: the birth of ubiquitous New Waves, the interest in avant-garde cinema, and the rise of political filmmaking. We will watch films made in developed as well as developing countries. We will read historical accounts of the cinematic output, together with interviews and manifestoes. Finally, we will briefly analyze cinema's critical role as collective memory: films that re-visioned the 1960s a few decades later, thus constituting images of history.

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

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## CAMS 231 Film as Art

*Shetley*

Study of the aesthetic aspect of film through the critical viewing of classic films. Screenings and discussion of outstanding works of cinematic art drawn from various styles and traditions of filmmaking, including the Hollywood studio system, independent film, the French new wave, neorealism, surrealism, and the avant-garde. Readings from prominent filmmakers and critics chosen to offer a sense of the development of film aesthetics and of the range of critical opinion on the artistic potential of the medium.

Prerequisite: None. Preference given to Cinema and Media Studies majors.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

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## CAMS 232 Auteurs: Dancing around the Theme

*Viano*

In-depth exploration of two *auteurs*: directors who, in spite of economic and ideological constraints, successfully encrypted their personal vision and authorial voice in their films. Though the auteurs chosen will vary each year, one shall be non-Western so as to force our gaze into a global perspective. To focus our exploration on the charismatic potential of cinema itself rather than the director's personality, a philosophically

relevant theme will act as centering guide, while four films by different directors (to be chosen during the course) will enable our imaginary dance around the globe.

**Topic for 2002-03: Ozu** (Japanese master of circular film space), **and Godard** (influential French New Wave combatant), **with Time** (essential dimension of both filmic and human experience) **as centering guide.**

Prerequisite: CAMS 175, or instructor's written permission.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

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## CAMS 313 Seminar. Who's Afraid of Film Theory?

*Viano*

Only twenty years after Louis Lumière ironically said of his technical marvel *Le Cinématographe* (1895), that "cinematography is an invention without a future" his quip had already become a laughing matter. Not only had cinema spawned a global business and an art, but had also begun to attract thinkers from various disciplines. The American Hugo Münsterberg's 1916 psychological study of how this "invention without a future" affected people's perceptions, feelings, and cognitive patterns was just the beginning of an international debate that would evolve into an academic discipline with a strong future. Through a balanced selection of (mostly written) texts, this seminar retraces film theory's trajectory and significance, while hopefully exorcising students' fear of theory.

Prerequisite: Senior CAMS majors. All others need written permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

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## CAMS 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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## CAMS 360 Senior Thesis Research

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

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## CAMS 370 Senior Thesis

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

## Related Courses

The list below includes only those courses most obviously related to CAMS; it is not exhaustive. If a student has a question about whether a course not listed here can count toward the major, she should consult with her advisor and the director of the program.

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

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**AFR 222** Images of Blacks and Women in the American Cinema

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**AMST 317** Advanced Topics in American Studies. Westerns and Weepers

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

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

ARTH 364 Women Filmmakers: History and Theory of Subversion

ARTS 108 Photography I

ARTS 165 Introduction to Video Production

ARTS 265 Intermediate Video Production

ARTS 365 Advanced Video Production

CHIN 243 Chinese Cinema (in English)

CLCV 212/312 On the Road: Travel in Literature and Film from Homer's *Odyssey* to *Thehna and Louise*

ENG 204 The Art of Screenwriting

ENG 320 Literary Cross Currents: American Film of the 1970s

FREN 222 French Cinema

FREN 240 Images of Women in French Film

FREN 314 Cinema

GER 245 Constructing the Other in German Cinema (in English)

GER 280 Film in Germany 1919-1999 (in English)

GER 345 Constructing the Other in German Cinema

ITAS 222 Italian Women Directors: The Female Authorial Voice in Italian Cinema

ITAS 261 Italian Cinema (in English)

ITAS 262 Religion and Spirituality in Italian Cinema (in English)

JPN 130 Japanese Animation (in English)

JPN 256 Japanese Film: The Restaging of a Culture (in English)

POLI 316 Mass Media in American Democracy

RUSS 255 Seven Decades of Soviet and Russian Cinema (in English)

SOC 215 Sociology of Popular Culture

SOC 216 Sociology of Mass Media and Communications

SOC 290 Propaganda and Persuasion in the Twentieth Century

SOC 317 Interrogating the Internet: Critical Perspectives on a New Medium

SOC 332 Sociology of Film

SOC 333 Seminar. Special Topics in Popular Culture

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

## 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.

### CNEA 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

### CNEA 360 Senior Research Thesis

Prerequisite: By permission of Director. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

### CNEA 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

## Related Courses

*Required for the Major in Classical and Near Eastern Archaeology*

ANTH 206 Archaeology

## Department of Classical Studies

Professor: *Lefkowitz, Marvin, Starr, Rogers, Dougherty (Chair)*

Assistant Professor: *Reay<sup>a</sup>*

Senior Lecturer: *Colaizzi*

The Department of Classical Studies 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.

## 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 and on the Web site [www.wellesley.edu/ClassicalStudies/CLSTWWW/CLSTHome.html](http://www.wellesley.edu/ClassicalStudies/CLSTWWW/CLSTHome.html).

### 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

Semester: Spring

Unit: 1.0



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**CLCV 104 Classical Mythology**

Lefkowitz

Achilles' heel, the Trojan Horse, Pandora's Box, an Oedipal complex, a Herculean task – themes and figures from Classical mythology continue to play an important role in our everyday life. We will read the original tales of Classical heroes and heroines together with more modern treatments in film and literature. Why do these stories continue to engage, entertain, and even shock us? What is the nature and power of myth? *Readings from ancient sources in English translation.*

Prerequisite: None

Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy

Semester: Fall

Unit: 1.0

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**CLCV 116 Greek and Latin Roots in English Vocabulary**

**NOT OFFERED IN 2002-03.** 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

Semester: N/O

Unit: 0.5

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**CLCV 117 Selected Texts****NOT OFFERED IN 2002-03.**

Prerequisite: None

Distribution: Language and Literature

Semester: N/O

Unit: 0.5

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**CLCV 120/WRIT 125****Topic A: 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 offers 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*. Three meetings. *This course satisfies the Writing 125 requirement and counts as a unit towards the Classical Civilization major.*

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

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

**Topic B: Troy and the Poets**

Colaizzi

**NOT OFFERED IN 2002-03.** 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 afterlife. 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. *This course satisfies the Writing 125 requirement and counts as a unit towards the Classical Civilization major.*

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

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

**Topic C: Women in Classical Mythology**

**NOT OFFERED IN 2002-03.** From Hera and Helen in Homer to the nymphs of Ovid, goddesses and mortal women are the focus of classical mythology. Immortals dominate, manipulate, subjugate; mortal women are married, raped, sold, sacrificed. We will read classical plays and poems while examining works of art including painting and sculpture. Readings will include selections from the *Iliad* and the *Odyssey*; the Greek tragedies *Agamemnon*, *Antigone*, *Medea*, *Hippolytus*; and Roman poetry from Ovid's *Metamorphoses*. Three meetings. *This course satisfies the Writing 125 requirement and counts as a unit toward the Classical Civilization major.*

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

Distribution: Language and Literature

Semester: N/O

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 instructor

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Spring

Unit: 1.0

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**CLCV 211/311 Epic and Empire**

Reay

**NOT OFFERED IN 2002-03.** 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, focusing 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

Semester: N/O

Unit: 1.0

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**CLCV 212/312 On the Road: Travel in Literature and Film from Homer's *Odyssey* to *Thelma and Louise***

Dougherty

**NOT OFFERED IN 2002-03.** If you can't travel yourself, you can always read about it. This course will focus on the lure of travel, the companionship of the road, and the complicated issues of return. We will also consider the impact of gender on the construction of travel, the connection between travel and romance, and the association of travel and knowledge. How do these (and other) themes laid out so forcefully in the *Odyssey* continue to dominate works of literature and film? Readings will include Homer's *Odyssey*, Twain's *The Adventures of Huckleberry Finn*, and Kerouac's *On the Road*; films will include *The Return of Martin Guerre*, and *Thelma and Louise*. *This course may be taken as either 212 or, with additional assignments, 312.*

Prerequisite: 212 open to all students; 312 by permission of instructor.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O

Unit: 1.0

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**CLCV 215/315 Women's Life in Greece and Rome**

Lefkowitz

**NOT OFFERED IN 2002-03.** 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 instructor.

Distribution: Language and Literature or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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**CLCV 232 The Bay of Naples in Antiquity**

Colaizzi

The Greco-Roman life of luxury at ancient Italy's loveliest and most notorious pleasure spot; the interplay of the Roman conceptions of leisure, decadence, and culture and their manifestation in the rich villas and cities buried by the eruption of Mt. Vesuvius. Selections in translation from Greek and Roman writers; visits to sites, including Pompeii, Herculaneum, Capri, Paestum, Cumae, and the National Museum in Naples. Students will stay in Sorrento for three weeks. *Not offered every year. Subject to Dean's office approval.*

Prerequisite: None

Distribution: Language and Literature or Historical Studies

Semester: Wintersession

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  
Semester: Fall  
Unit: 1.0

### CLCV 236/336 Greek and Roman Religion

Rogers

**NOT OFFERED IN 2002-03.** 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 instructor.  
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy  
Semester: N/O  
Unit: 1.0

### CLCV 240/REL 240 Romans, Jews, and Christians in the Roman Empire

Rogers and Geller (Religion)

At the birth of the Roman Empire virtually all of its inhabitants were practicing polytheists. Three centuries later, the Roman Emperor Constantine was baptised as a Christian and his successors eventually banned public sacrifices to the gods and goddesses who had been traditionally worshipped around the Mediterranean. This course will examine Roman era Judaism, Graeco-Roman polytheism, and the growth of the Jesus movement into the dominant religion of the late antique world. *Students may register for either CLCV 240 or REL 240. Credit will be given in the department in which the student is registered.*

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

### CLCV 241 Medicine and Science

**NOT OFFERED IN 2002-03.** 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  
Semester: N/O  
Unit: 1.0

### CLCV 243 Roman Law

Starr

**NOT OFFERED IN 2002-03.** Ancient Roman civil law; its early development, codification, and continuing alteration; its historical and social

context (property, family, slavery); its influence on other legal systems. Extensive use of actual cases from antiquity.

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

### CLCV 250 Research or Individual Study

Prerequisite: Open by permission.  
Distribution: None  
Semester: Fall, Spring  
Unit: 1.0

### CLCV 250H Research or Individual Study

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

### CLCV 335 The Politics of the Past

Marvin

**NOT OFFERED IN 2002-03.** Study of ancient Greece and Rome as reinvented by later societies. Examples include: the American Constitution and the Roman Republic; Athenian Democracy and nineteenth-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  
Semester: N/O  
Unit: 1.0

### CLCV 345 Slavery and Society in the Graeco-Roman World

Rogers

Some historians have argued that the development of democracy in ancient Athens depended upon the existence of slave labor in Athens. In Republican Rome, where the children of freed slaves could become Roman citizens, scholars have claimed that the majority of Roman citizens were the descendants of slaves by the end of the first century B.C.E. How was slavery defined in the ancient Near East and the Graeco-Roman world? What were the political, social, and economic effects of slavery upon the Greek city-states and Rome? How did the Romans incorporate ex-slaves into Roman society? Was there any opposition to slavery? In this seminar we will briefly examine slavery in the ancient Near East and then trace the development of slavery in Greece and Rome from the middle of the second millennium B.C.E. until the fourth century C.E.

Prerequisite: Permission of instructor.  
Distribution: Historical Studies  
Semester: Spring  
Unit: 1.0

### CLCV 350 Research or Individual Study

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

### CLCV 350H Research or Individual Study

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

### CLCV 360 Senior Thesis Research

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

### CLCV 370 Senior Thesis

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

## 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.

### GRK 101 Beginning Greek I

Dougherty

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

### GRK 102 Beginning Greek II

Colaizzi

Further development of language skills and reading from Greek authors. *Four periods.*

Prerequisite: 101 or equivalent.  
Distribution: None  
Semester: Spring  
Unit: 1.0

### GRK 201 Plato

Lefkowitz

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 permission of instructor.  
Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy  
Semester: Fall  
Unit: 1.0

### GRK 202 Homer

Colaizzi

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  
Semester: Spring  
Unit: 1.0

### GRK 250 Research or Individual Study

Prerequisite: Open by permission.  
Distribution: None  
Semester: Fall, Spring  
Unit: 1.0

### GRK 250H Research or Individual Study

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

### GRK 301 Selected Readings I

Dougherty

**Topic for 2002-03: 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: 201, 202 or equivalent.  
Distribution: Language and Literature or Historical Studies  
Semester: Fall Unit: 1.0

### GRK 302 Selected Readings II

Lefkowitz

**Topic for 2002-03: Euripides.** In his last drama, the *Bacchae*, Euripides shows how the god Dionysus uses his power to elicit honor from mortals, and that mortals must acquiesce, or suffer, even when they have good intentions or participate in the god's rituals. We will consider the religious function of drama in Athenian society, and explore how Euripides uses dramatic form to describe the nature of divinity.

Prerequisite: 202 or permission of instructor.  
Distribution: Language and Literature  
Semester: Spring Unit: 1.0

### GRK 350 Research or Individual Study

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

### GRK 350H Research or Individual Study

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

### GRK 360 Senior Thesis Research

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

### GRK 370 Senior Thesis

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

## Related Courses

*For Credit Toward the Major in Greek*

REL 298 New Testament Greek

## 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.

### 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 permission of instructor.  
Distribution: None  
Semester: Fall Unit: 1.0

### LAT 102 Beginning Latin II

Marvin

Further development of Latin reading and language skills. *Four periods.*

Prerequisite: 101  
Distribution: None  
Semester: Spring Unit: 1.0

### LAT 200 Intermediate Latin I: Petronius: Loud Bash at the Mansion

Colaizzi

Tacitus called him Nero's "czar of cool" (*arbiter elegantiae*). His *Satyricon* was Europe's first novel, full of low life and hijinx – both a parody of epic poetry and a pattern for romance novels. Petronius offers a series of comic episodes in Southern Italy involving dubious encounters with gluttons, witches, werewolves, acrobats, singers, party-crashers, and even professors, many of whom gather to hear poetry, eat exotic foods, and drink too much with Trimalchio, the crude millionaire (and former slave). Our selected readings will serve as a review of Latin grammar and an introduction to Latin literature. *Three periods.*

Prerequisite: 102 or [103] or three admission units in Latin or permission of instructor.  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

### LAT 201 Intermediate Latin II: Vergil and Augustus

Starr

Vergil's *Aeneid*, *Georgics*, and *Eclogues* in their literary context of both Greek poetry (Homer, Apollonius of Rhodes, Euripides) and Latin poetry (Ennius, Lucretius, Catullus, Horace) and in their historical context in the reign of Augustus, the first Roman emperor. Readings in Latin from Vergil and in translation from other ancient works. Use of Internet resources on Vergil and Rome. *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  
Semester: Spring Unit: 1.0

### LAT 210 Sight Reading Latin Literature

Colaizzi

**NOT OFFERED IN 2002-03.** 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 permission of instructor.  
Distribution: Language and Literature  
Semester: N/O Unit: 0.5

### LAT 250 Research or Individual Study

Prerequisite: Open by permission.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

### LAT 250H Research or Individual Study

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

### LAT 300: Roman Satire

Starr

**NOT OFFERED IN 2002-03.** 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 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  
Semester: N/O Unit: 1.0

### LAT 301 Visions of Rome

Starr

**NOT OFFERED IN 2002-03.** 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 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  
Semester: N/O Unit: 1.0

### LAT 304 Cicero

Starr

**NOT OFFERED IN 2002-03.** 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 or 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  
Semester: N/O Unit: 1.0

### LAT 305 Plautus

Colaizzi

**NOT OFFERED IN 2002-03.** Rome's greatest playwright, Plautus added wit, song, slapstick, and plenty of sarcasm to the tradition of new comedy which he inherited from Menander and his contemporaries. We will read selections, in Latin and in translation, from Plautus' 20 plays while considering stereotypical comic roles (*senex iratus*, *servus callidus*, *miles gloriosus*, *adulescens leno*), and plot devices (missing children, swindling schemes, love intrigues).

Prerequisite: 201 or 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  
Semester: N/O Unit: 1.0

### LAT 306 Horace's Lyric Poetry

Colaizzi

We will read the Odes and Epodes of Horace, considering such topics as Greek models, Roman topics, and the politics of Augustan Rome.

Prerequisite: 201 or permission of instructor.  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

### LAT 310 Roman Historical Myths

Starr

**NOT OFFERED IN 2002-03.** Romans based their history in myth and made their history into myths; reading from major authors such as Livy, Vergil, Horace, Ovid, Propertius, and Tacitus, focusing on historical myths such as Romulus and Remus, the Rape of the Sabine Women, Tarquinius Superbus, and Hercules and Cacus,

how later Romans reworked those myths to serve current political purposes, and how Romans transformed historical events into powerful myths.

Prerequisite: LAT 201 or permission of instructor.  
Distribution: Language and Literature or Historical Studies  
Semester: N/O Unit: 1.0

#### LAT 347 Seminar

Lefkowitz

**Topic for 2002-03: Vergil's *Aeneid*.** In the first six books of the *Aeneid*, Vergil describes the painful realities of defeat and exile; in the next six books he shows that the cost of victory is even greater. In this course we will consider how in the last six books of the epic Vergil uses episodes from Homer's *Iliad* and scenes from Greek drama to compose his own original account of Aeneas' invasion of Italy. We will discuss the effect of war on his hero and consider what Vergil meant to say to his patron, Augustus, about the effect of war and conquest on the Roman character.

Prerequisite: 201 or 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  
Semester: Spring Unit: 1.0

#### LAT 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.

Distribution: None  
Semester: Fall, Spring Unit: 1.0

#### LAT 350H Research or Individual Study

Prerequisite: Open by permission.

Distribution: None  
Semester: Fall, Spring Unit: 0.5

#### LAT 360 Senior Thesis Research

Prerequisite: By permission of the department. See Academic Distinctions.

Distribution: None  
Semester: Fall, Spring Unit: 1.0

#### LAT 370 Senior Thesis

Prerequisite: 360

Distribution: None  
Semester: Fall, Spring Unit: 1.0

## Related Courses

*Attention Called*

**ARTS 107** Book Arts Studio

*For Credit Toward the Major*

**ANTH 206** Archaeology (CLCV, CNEA)

**ANTH 242** "Civilization" and "Barbarism" during the Bronze Age, 3500-2000 B.C.E. (CNEA)

**ARTH 100** Introduction to the History of Art Part I: Ancient and Medieval Art (CLCV, CNEA)

**ARTH 100/WRIT 125** Introduction to the History of Art Part I: Ancient and Medieval Art (CLCV, CNEA)

**ARTH 241** Egyptian Art (CLCV, CNEA)

**ARTH 242** Life, Love, and Art in Ancient Greece (CLCV, CNEA)

**ARTH 243** Roman Art (CLCV, CNEA)

**ARTH 334** Seminar. Issues in Ancient Art and Archaeology (CLCV, CNEA)

**ARTH 381** The Art and Private Lives of the Greeks and Romans (CLCV)

**ARTH 382** Egypt Lost and Found: Boston and the Genesis of American Egyptology (CLCV, CNEA)

**HEBR 101-102** Elementary Hebrew (CNEA)

**HEBR 201-202** Intermediate Hebrew (CNEA)

**HIST 229/329** Alexander the Great: Psychopath or Philosopher King (CLCV, CNEA)

**HIST 230** Greek History from the Bronze Age to the Death of Philip II of Macedon (CLCV, CNEA)

**HIST 231** History of Rome (CLCV, CNEA)

**ITAL 263** Dante (in English) (CLCV)

**PHIL 201** Ancient Greek Philosophy (CLCV)

**PHIL 311** Plato (CLCV)

**PHIL 312** Aristotle (CLCV)

**POLA 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 205** The Book of Genesis (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. Mark, the Earliest Gospel (CLCV)

**REL 342** Seminar. Archaeology of the Biblical World (CLCV, CNEA)

## Directions for Election

*Greek and Latin:* All students majoring in Greek must complete four units of 300-level work; all students majoring in Latin are required to complete four units of 300-level work. Study of Vergil, either in 201 or at the 300 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 must have an Advanced Placement score of 4 or 5 to satisfy the foreign language requirement. All students who wish to elect a 200-level or higher Latin course must take Wellesley's Latin Placement examination. Students who offer a

Latin AP score of 5 sometimes elect 300-level Latin; credit will not be given for AP Vergil if the student elects LAT 201. AP Latin Literature will be counted as a 200-level course for the major.

*Classical Civilization:* A student who wishes to major in Classical Civilization should plan with her major advisor an appropriate sequence of courses, which should include one unit each in at least two of the following three areas: (1) Literature (2) History, Society, Religion, Philosophy (3) Art and Archaeology. For students in the class of 2003 or later, the major program should ordinarily contain at least four units of work (or two units of 300-level work) in either Greek or Latin, and either CLCV 102 or CLCV 104 and two units at the 300 level, one of which must be CLCV or GRK or LAT, for a total of nine units. Programs proposed for the major must be approved by the major advisor and the department chair.

*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.

*Honors Program:* 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.

*Teacher Certification:* Students interested in obtaining certification to teach Latin and classical humanities in the Commonwealth of Massachusetts should consult the department chair and the chair of the Department of Education.

# Cognitive and Linguistic Sciences

AN INTERDEPARTMENTAL MAJOR

Director: *Lucas (Psychology)*

Cognitive and Linguistic Sciences Advisory Committee: *Levitt (Language Studies and French), McIntyre (Philosophy), Hildreth (Computer Science)*

A major in Cognitive and Linguistic Sciences is designed to provide students with the breadth necessary for an interdisciplinary approach to the study of language and mind, as well as with substantive training in one of the component disciplines (Linguistics, Psychology, Philosophy, or Computer Science). **This major is available for students who entered in the fall of 2000 or later.**

Students majoring in Cognitive and Linguistic Sciences must take a minimum of nine units for the major, including four core units, one from each of the categories below, and a minimum of four electives in a concentration. It is recommended but not required that the ninth course be in a different concentration. Courses eligible for the major are listed below. Students are encouraged to consult the MIT catalog for additional offerings in the major.

## Core Courses:

Students must fulfill the following four core requirements:

- 1) Linguistics\*: LANG 114 or PSYC 216
- 2) Formal Systems Requirement\*: CS 111 or LANG 244 or PHIL 216
- 3) PHIL 215
- 4) CLSC 300: Seminar. Topics in Cognitive and Linguistic Sciences

\*Where there is a choice, students should choose the course that fits most clearly with their chosen concentration. For example, students concentrating in Linguistics should choose LANG 114 rather than PSYC 216 and students concentrating in psychology should choose PSYC 216 rather than LANG 114. Where a choice is not clear, the student should consult with her major advisor.

## Concentrations:

In designing a concentration, students need to demonstrate the intellectual coherence of their choices. Therefore, concentrations must be designed in close collaboration with each student's major advisor. Students must take at least one 300-level course in their concentration.

## Linguistics

Students concentrating in Linguistics must elect at least four courses from the following list. Three of these courses must be LANG courses, including one 300-level course: LANG 240, LANG 312, LANG 322, LANG 327, LANG 329, CS 235, EDUC 308, FREN 211, FREN 308, PHIL 207, PHIL 216, PSYC 216, PSYC 316, SOC 216, AMST 317 and RUSS 301 may be taken after consultation with the student's advisor.

Students will also be expected to demonstrate proficiency in a foreign language above the College's foreign language requirement (at an intermediate level or above).

## Psychology

Students concentrating in Psychology must take PSYC 205 and PSYC 214R. In addition students must elect at least two courses from the following list: PSYC 215, PSYC 217, PSYC 218, PSYC 219 or BISC 213, PSYC 316, PSYC 318, PSYC 319, LANG 322, BJSC 315.

## Philosophy

Students concentrating in Philosophy must elect at least four of any of the following courses: PHIL 207, PHIL 209, PHIL 216, PHIL 217, PHIL 221, PHIL 313, PHIL 314, PHIL 340. PHIL 345 may be taken after consultation with the student's advisor.

## Computer Science

Students concentrating in Computer Science must take CS 230 and CS 232. In addition, students must elect at least two courses from the following list: CS 231, CS 235, CS 251, CS 303, CS 305, CS 310, CS 331, CS 332, CS 349 (when the topic for CS 349 is approved by the director).

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## CLSC 300 Seminar. Topics in Cognitive and Linguistic Sciences

*Lucas*

**Topic for 2002-03: Evolutionary Origins of Language and Thought.** An investigation of the extent to which the extraordinary cognitive abilities of humans are the product of biological evolution. Students will read and learn to critically evaluate research which suggests that the characteristic ways in which people think and communicate are due to natural selection.

Prerequisites: Open to juniors and seniors who have taken at least two courses in the major or permission of instructor.

Distribution: Social and Behavioral Analysis or Epistemology and Cognition

Semester: Spring

Unit: 1.0

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Students in any concentration may also elect independent studies and honors projects:

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## CLSC 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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## CLSC 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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## CLSC 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

# Cognitive Science

AN INTERDEPARTMENTAL MAJOR AND MINOR

Director: *Lucas (Psychology)*

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 Neuroscience major.

Students majoring in Cognitive Science must take a minimum of ten courses for the major. Courses eligible to be taken for the major are listed below although students are encouraged to consult the MIT catalog for additional offerings in the major. **This major will be replaced by the Cognitive and Linguistic Sciences major. The Cognitive Science major will be available for the class of '03, but not for the class of '04 and beyond.**

## Core Courses:

Students must fulfill the following five core requirements:

- 1) CS 111 Introduction to Computer Science
- 2) LANG 114 Introduction to Linguistics or PSYC 216 Psychology of Language
- 3) One of the following: PSYC 215-219 or BISC 213
- 4) PHIL 215 Philosophy of Mind
- 5) CLSC 300 Seminar. Topics in Cognitive and Linguistic Sciences

## Concentrations:

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. Students in any concentration may also elect independent studies and honors projects. 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; 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, 251, 303, 305, 310, 331, 332, 349 (when the topic for CS 349 is approved by the director).

## Linguistics

In addition to LANG 114, students concentrating in Linguistics should take at least four of any of the following courses: LANG 240, 244, 312, 322; 327, 329; PSYC 216, 316; PHIL 207.

## Philosophy

Students concentrating in Philosophy should take at least four of any of the following courses: PHIL 207, 209, 216, 217, 221, 313, 314, 345. PHIL 345 may be taken after consultation with the student's advisor.

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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

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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, 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 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: *Weiner (Russian)*

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 at the back of the catalog.

### Directions for Election:

1. Majors in Comparative Literature shall complete a minimum of ten units. All courses must count towards the major in the departments in which they are offered.
2. All majors shall take ICPL 330, the comparative literature seminar.
3. In addition to ICPL 330, at least two 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 will be English 282: Introduction to Literary Theory or English 382: Criticism. But other courses, too, can 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***Weiner (Russian)*

**Topic for 2002-03: The Devil and Despair in the Novel.** The Devil has commanded a unique fascination in authors and readers down through the ages. Artistic inspiration, a mysterious state producing works of apparently superhuman genius, has reminded many authors, as well as their denouncers, of demonic possession. Not surprisingly, the troubling effects of art's altered states become all the more acute in writings about the Devil and his dominion over people. Novelists have, over the centuries, given evil a variety of shapes – including their own. This course examines the way novels depict good and evil, and choose between them. Primary readings will include novels by, among others, Mary Shelley, Hawthorne, Dostoevsky, André Gide, Joseph Conrad, Thomas Mann, Mikhail Bulgakov, and Vladimir Nabokov.

Prerequisite: Enrollment is limited and preference given to Comparative Literature Majors.

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

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# Department of Computer Science

Professor: *Hildreth, Shull*

Associate Professor: *Metaxas, Turbak (Chair)*

Assistant Professor: *Downey<sup>a</sup>, Stephan*

Visiting Assistant Professor: *Anderson, Lee*

Laboratory Instructor: *Herbst, Kakavouli, Machkasova*

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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. First year students are permitted to take 100 as a fifth course.* Consult "Choosing an Introductory Computer Science course" online at <http://www.wellesley.edu/CS/whichCS1xx.html>.

Prerequisite: None. No prior background with computers is expected.

Distribution: Mathematical Modeling  
Semester: Fall

Unit: 0.5

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## CS 110 Computer Science and the Internet

*Anderson, Metaxas, Lee*

This course will explain the basics of how the Internet works and how to build a Web site. Topics include packet-switched networks, client-server architecture, the use of HTML languages to produce Web pages, the representation of colors and images on the computer, the role of file compression, the use of cookies, and the relevance of copyright and intellectual property issues on the Internet. The required project also models most phases of the standard software lifecycle. Students are introduced to programming by building an interactive Web site using JavaScript. *Students are required to attend an additional 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.* Consult "Choosing an Introductory CS Course" online at <http://www.wellesley.edu/CS/whichCS1xx.html>.

Prerequisite: None. 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

*Lee, Stephan*

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 and user interfaces. *Students are required to attend an additional two-hour laboratory section each week. Required for students who wish to major or minor in computer science or elect more advanced courses in the field.*

*Students cannot receive MM distribution credit for both 110 and 111.* Consult "Choosing an Introductory Computer Science course" online at <http://www.wellesley.edu/CS/whichCS1xx.html>.

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 Robotic Design Studio (Wintersession)

**NOT OFFERED IN 2002-03.** 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: N/O

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: 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 before preregistration. 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: 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.

Students who received C+ or lower in 111 must contact the instructor before enrolling.

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, Spring

Unit: 1.0

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## CS 232 Artificial Intelligence

*Hildreth*

An introduction to Artificial Intelligence (AI), the design of computer systems that possess and acquire knowledge and can reason with that knowledge. Topics include knowledge representation, problem solving and search, planning, vision, language comprehension and production, learning, common sense reasoning, and expert systems. To attain a realistic and concrete understanding of these problems, CommonLisp, an AI programming language, will be taught and used to implement the algorithms of the course. *Alternate year course.*

Prerequisite: 230 or by permission of the instructor.

Distribution: Mathematical Modeling  
Semester: Fall

Unit: 1.0

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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. The first half of the semester covers the Chomsky hierarchy of languages and their associated computational models. The second half of the semester focuses on decidability issues and unsolvable problems. The course closes with a brief introduction to complexity theory.

Prerequisite: 230. MATH 225 recommended.

Distribution: Mathematical Modeling  
Semester: Fall

Unit: 1.0

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## CS 240 Introduction to Machine Organization with Laboratory

*Shull, 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 required to attend one three-hour laboratory weekly.*

Prerequisite: 111

Distribution: Mathematical Modeling. This course satisfies the laboratory requirement.

Semester: Fall, Spring

Unit: 1.25



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**CS 249 Topics in Computer Science****NOT OFFERED IN 2002-03.**

Prerequisite:

Distribution:

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***Turbak*

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: Fall

Unit: 1.0

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**CS 303/BISC 303 Bioinformatics (taught at Brandeis)***Webb and Cohen (Brandeis)*

A multidisciplinary seminar exploring the origins, present and future applications, and challenges of the intersection of biological and computer sciences. The field of bioinformatics generated in response to the era of genomics, encompasses all aspects of biological data acquisition, storage, processing, analysis and interpretation with a view to generating in silico models of cellular function.

Prerequisites: 231 or BISC 219 or 220

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

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**CS 307 Introduction to Computer Graphics***Anderson*

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.

Prerequisite: 230

Distribution: Mathematical Modeling

Semester: Fall

Unit: 1.0

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**CS 310 Theory of Computation****NOT OFFERED IN 2002-03. OFFERED IN**

**2003-04.** 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: N/O. Offered in 2003-04.

Unit: 1.0

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**CS 331 Parallel Machines and Their Algorithms***Metaxas*

This course is a broad introduction to parallelism that studies problem solving using a large number of cooperating processing elements. It is divided into three parts. First, it introduces the need for parallel computation and describes some of the fundamental algorithmic techniques. The second part surveys some of the more popular interconnection networks employed in today's parallel computers. In the third part, several parallel algorithms are designed and implemented on a cluster of communicating computers. *Alternate year course.*

Prerequisite: 231 or by permission of the instructor.

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

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**CS 332 Visual Processing by Computer and Biological Vision Systems****NOT OFFERED IN 2002-03. OFFERED IN**

**2003-04.** 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 Java. 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: N/O. Offered in 2003-04.

Unit: 1.0

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**CS 340 Computer Architecture with Laboratory***Stephan*

The course explores advanced assembly language programming instructions and techniques. Concepts such as I/O, data acquisition, exceptions and direct memory access will be a focus. Also studied are advanced topics in the field of computer architecture, such as reduced instruction set computers, instruction level parallelism and superscalar processors, parallel processing, multiprocessors and multicomputers, and memory systems. *Students required to attend one three-hour digital laboratory weekly. Alternate year course.*

Prerequisite: 240

Distribution: Mathematical Modeling. This course satisfies the laboratory requirement.

Semester: Spring

Unit: 1.25

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**CS 341 Operating Systems**

**NOT OFFERED IN 2002-03.** 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: N/O

Unit: 1.0

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**CS 349 Advanced Topics in Computer Science***Anderson*

**Topic for 2002-03: Databases with Web Interfaces.** A study of the design of file systems and databases, including file organization and access methods, concepts of database management, and database querying using SQL. We will look at the entity-relationship model as a way of structuring data, and we will use relational algebra and relational calculus as a formal system for operating on data. We will investigate how databases are represented, including B+ trees and hash indexes. We will briefly discuss sorting methods for databases. Finally, we will create dynamic Web documents driven by database entries.

Prerequisite: CS 230

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*

PHYS 219 The Art of Electronics

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**Directions for Election**

**Students majoring in computer science** must complete 111, 230, 231, 235, 240, 251, two 300-level courses other than 350, 360 or 370, and at least one additional computer science course at the 200 or 300 level. Students who do not take 111 must replace this requirement with one additional computer science course at the 200 or

300 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 200 or 300 level. Students are encouraged to complete the 200-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 five-course minimum minor** is recommended for students whose primary interests lie elsewhere, but who wish to obtain a fundamental understanding of computer science. The minor consists of Computer Science 111, 230, 240, either 231 or 235, and at least one 300-level computer science course. Students who do not take 111 must replace this requirement with one additional computer science course at the 200 or 300 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 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.

Students interested in an interdepartmental major (and minor, if applicable) in Cognitive Science or Cognitive and Linguistic Sciences are referred to these listings in the catalog.

## Department of Economics

Professor: *Case, Joyce, Lindauer<sup>a</sup>, Matthaei, Witte<sup>a,c</sup>*

Associate Professor: *Blomberg<sup>a</sup>, Kauffman<sup>a</sup>, Levine<sup>a</sup>, Skeath (Chair), Velenchik*

Visiting Associate Professor: *Kim*

Assistant Professor: *Ardagna, Coile, Hilt, Johnson<sup>a</sup>, McEwan, Taylor, Weerapana<sup>a</sup>*

Visiting Assistant Professor: *Chaudhuri, Morrison*

Instructor: *Kearney*

Visiting Instructor: *Basistha*

### ECON 101 Principles of Microeconomics Staff

This first course in economics introduces students to the market system. Microeconomics considers the decisions of households and firms about what to consume and what to produce, and the efficiency and equity of market outcomes. Supply and demand analysis is developed and applied. Policy issues include price floors and ceilings, competition and monopoly, income distribution, and the role of government in a market economy.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring

Unit: 1.0

### ECON 102 Principles of Macroeconomics Staff

This course follows 101 and analyzes the aggregate dimensions of a market-based economy. Topics include the measurement of national income, economic growth, unemployment, inflation, business cycles, the balance of payments, and exchange rates. The impact of government monetary and fiscal policies is considered.

Prerequisite: 101. Fulfillment of the basic skills component of the Quantitative Reasoning requirement.  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring

Unit: 1.0

### QR 199 Introduction to Social Science Data Analysis

Please see Quantitative Reasoning Program for complete course description.

### ECON 200 Econometrics

*Basistha, Coile, Levine, 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: 101 and 102, or for students who have completed one course and are taking the other; QR 199; and MATH 115.

Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring

Unit: 1.0

### ECON 201 Intermediate Microeconomic Analysis

*Kearney, Levine, Velenchik*

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

### ECON 202 Intermediate Macroeconomic Analysis

*Ardagna, Hilt*

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

### ECON 204 U.S. Economic History

*Morrison*

This course 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, slavery, the westward movement, the Civil War, and 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

### 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

### ECON 212 Trade and Migration

*Kim*

An introduction to international trade in theory and practice. Emphasis on the application of microeconomic principles in international economics. Topics to be covered include the debate over free versus fair trade; trade and the welfare of workers in developed and developing nations; the use of tariffs, quotas, and other instruments of protection; trade deficits; and the costs and benefits of international migration.

Prerequisite: 101 and 102  
Distribution: Social and Behavioral Analysis  
Semester: Fall

Unit: 1.0

### ECON 213 International Finance and Macroeconomic Policy

*Ardagna, Kim*

This course introduces the study of macroeconomics in an open economy. Topics include basic features of foreign exchange markets, the structure of the balance of payments accounts, and the effectiveness of macroeconomic policy under fixed and flexible exchange rates and varying degrees of capital mobility. The course also examines the evolution of the international financial system, the role of the IMF, the creation

of the European Monetary Union and the recent financial crises in East Asia, Russia, and Brazil.

Prerequisite: 101 and 102

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

### ECON 215 Federal Tax Policy

*Case*

An introduction to and economic analysis of the Federal tax system, including the individual income tax, the corporation income tax, Social Security taxes, and the gift and estate tax.

Economic analysis will focus on equity and efficiency. Policy issues to be covered include the effect of taxes on savings, investment, and labor supply. Also covered will be alternatives to the current structure including "flat taxes" and value-added taxes.

Prerequisite: 101

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

### ECON 220 Development Economics

*Chaudhuri*

Survey and analysis of problems and circumstances of less developed nations. Examination of theories of economic growth for poor nations. Review of policy options and prospects for low and middle income economies. Specific topics include: population growth, poverty and income distribution, foreign aid, and human resource strategies.

Prerequisite: 101 and 102, and QR 199 or its equivalent.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

### ECON 222 Games of Strategy

*Skeath*

Should you sell your house at an auction where the highest bidder gets the house, but only pays the second-highest bid? Should the U.S. government institute a policy of never negotiating with terrorists? The effects of decisions in such situations often depend on how others react to them. This course introduces some basic concepts and insights from the theory of games that can be used to understand any situation in which strategic decisions are made. The course will emphasize applications rather than formal theory. Extensive use is made of in-class experiments, examples, and cases drawn from business, economics, politics, movies, and current events.

Prerequisite: 101. Permission of instructor required.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

### 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, homelessness, and alternative public policy responses to urban problems. The course requires several projects involving fieldwork.

Prerequisite: 101

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

### ECON 226 Economics of Education Policy

*McEwan*

Applies microeconomic analysis to important questions in education policy. Should private school vouchers be implemented? Are there

teacher shortages and how can they be solved? What are the long-term benefits of early childhood education? The course uses conceptual insights from microeconomics to understand these and other questions; particular emphasis is placed on economic interpretation of case studies and contemporary policy debates.

Prerequisite: 101 and QR 199

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

### ECON 228 Environmental and Resource Economics

**NOT OFFERED IN 2002-03.** This course considers the economic aspects of resource and environmental issues. After examining the concepts of externalities, public goods, and common property resources, we will discuss how to measure the cost and benefits of environmental policy, in order to estimate the socially optimal level of the environmental good. Applications of these tools will be made to air and water pollution, renewable and nonrenewable resources, and global climate. In addressing each of these problems we will compare various public policy responses such as regulation, marketable permits and tax incentives.

Prerequisite: 101 and 102

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

### ECON 230 Contemporary Economic Issues

#### Topic A: Seminar. Capitalism and Social Justice

**NOT OFFERED IN 2002-03.** A tour of recent writing by a wide variety of thinkers on the troubled relationship between free markets, democracy, and social justice. 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

Unit: 1.0

#### Topic B: Economics of Technology

**NOT OFFERED IN 2002-03.** How do firms decide on which technology to use and which new products to develop? What level of protection should be granted using patents and copyright laws? Should scientific research be publicly funded? How does E-business change the way firms behave? This course addresses these questions by examining how economists predict, explain, and evaluate technological change. Sector studies are used to explore key issues and will include the industrial and green revolutions, aerospace and biotechnology industries, the Internet, and E-commerce.

Prerequisite: 101 and 102

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

### ECON 232 Health Economics

**NOT OFFERED IN 2002-03.** 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

### ECON 234 Government Policy: Its Effect on the Marketplace

**NOT OFFERED IN 2002-03.** The United States government imposes regulations on selected markets, restricts competition, corrects market failure, and 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

### ECON 238 Economics and Politics

**NOT OFFERED IN 2002-03.** 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 international and domestic perspectives. 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: N/O

Unit: 1.0

### ECON 241 Economic Development of Latin America

*McEwan*

Survey and analysis of economic development in the Latin American region. Topics to be covered include theories of development, the role of the state, patterns of growth and industrialization, the debt crisis and structural reforms of recent decades, poverty and income inequality, and human resource development. Emphasis on case studies and comparative analysis of countries.

Prerequisite: 101 and 102

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

### ECON 243 Race and Gender in U.S. Economic History

**NOT OFFERED IN 2002-03.** Exploration of the interconnections between race-ethnicity, gender, and capitalist development in the U.S. Study of the economic histories of Native American, Chicana, European American, African American, Puerto Rican, and Asian American women. Topics include Native American economies before and after the European invasion, the eco-

nomics of slavery, European and Asian immigration, the colonization of Puerto Rico, the uneven entrance of women into the paid labor force, the segmentation of labor markets by gender and race-ethnicity, and the future of race and gender. Student presentations and papers on their family economic histories viewed from a racial-ethnic/gender/class perspective.

Prerequisite: 101 or 102  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

### ECON 244 Comparative Political Economy: Transition and Reform

*Morrison*  
This course begins with an analysis of the major economic philosophies. Discussion will then focus in varying degrees upon the following economies: USSR/Russia, Sweden, Germany, France, the European Union, Japan, and South Korea. The discussion of each economy will focus on its evolution and behavior, especially the importance of historical conditions and attitudinal changes in the establishment and modification of working rules for institutions.

Prerequisite: 101 and 102. Not open to students who have completed [301].  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

### ECON 250 Research or Individual Study

Prerequisite: Open by permission to students who have taken 101 and 102.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

### ECON 250H Research or Individual Study

Prerequisite: Open by permission to students who have taken 101 and 102.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

### ECON 303 Mathematics for Economics

**NOT OFFERED IN 2002-03.** This course has students apply mathematical techniques in economic analysis. Students are expected to have a good knowledge of calculus and will be introduced to topics in linear algebra, differential equations, and static and dynamic optimization. Emphasis will be placed on economic applications including maximization decisions of consumers and producers, comparative statics, phase diagram analysis of dynamic systems, and basic features of dynamic optimization.

Prerequisites: 201 and 202, MATH 205.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

### ECON 304 Seminar. New Institutional Economic History

**NOT OFFERED IN 2002-03.** 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. How are effective trading rules created (evidence from the eleventh century Maghribi traders)? How does a government become "credible" (evidence from seventeenth-century England)? 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

### ECON 305 Industrial Organization

*Skenth*  
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  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

### ECON 310 Public Economics

*Coile*  
Public economics examines how government policies affect a nation's allocation of resources and distribution of income. We examine why government may or may not want to respond to externalities such as pollution, how to conduct cost-benefit analyses of public goods, and why voting mechanisms often do not lead to the optimal level of public goods provision. Our focus is on the efficiency and equity of government expenditure and tax policies.

Prerequisite: 200 and 201  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

### ECON 313 Seminar. International Macroeconomics

*Joyce*  
Theory and policy of macroeconomic adjustment in the open economy. Topics to be covered include models of exchange rate determination, the choice between fixed and floating exchange rates, monetary union, policy effectiveness in open economies under different exchange rate regimes, and adjustment to balance of payments disequilibria.

Prerequisite: 200 and 202  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

### 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: Spring Unit: 1.0

### ECON 315 History of Economic Thought

**NOT OFFERED IN 2002-03.** 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: N/O Unit: 1.0

### ECON 317 Advanced Econometrics

*Basistha*  
This course builds upon 200 (Econometrics) by allowing students to examine more advanced topics, including techniques of model specification, estimation, and evaluation. Both cross-sectional and time series models are considered.

Prerequisite: 200, 201 and 202  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

### ECON 318 Economic Analysis of Social Policy

*Kearney*  
This course uses economic analysis to evaluate important social policy issues in the US, focusing on the role of government in shaping social policy and its impact on individuals. Theoretical models and econometric evidence are used to investigate questions related to four major topics: welfare, marriage and fertility, social insurance, and crime. Topics covered include welfare's impact on work decisions; how fertility patterns respond to changes in abortion policy; the optimal way to deliver health insurance to the poor; and an analysis of criminals' responses to the incentives of the criminal justice system.

Prerequisite: 200 and 201  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

### 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: Fall Unit: 1.0

### ECON 323 Finance Theory and Applications

*Hilt*  
This course provides a rigorous treatment of financing and capital budgeting decisions within firms. Topics include: financial statement analysis; strategies and analytical methods for the evaluation of investment projects; capital structure and dividend policy decisions; risk, return, and the valuation of financial instruments; and management incentive structures. Risk management and the use of derivatives will also be considered.

Prerequisite: 201. Not open to students who have completed [330: Topic A].  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

### ECON 325 Law and Economics

*Witte*  
Economic analysis of legal rules and institutions. Application of economic theory and empirical methods to the central institutions of the legal

system including the common law doctrines of negligence, contract, and property as well as civil, criminal, administrative procedure and family law. The course will contrast economic and noneconomic theories of law and will address the strengths and limitations of the economic approach to law.

Prerequisite: 201  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

### ECON 331 Seminar. Monetary Theory and Policy

**NOT OFFERED IN 2002-03.** 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: 200 and 202  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

### ECON 333: Economic Growth and Fiscal Policy *Ardagna*

The first part of the course analyzes cross-country income differences, addressing questions like: why are some countries so rich and others so poor?; and why has per capita income in Argentina declined significantly relative to the level in France? We explain countries' different growth performance, studying the role of physical and human capital accumulation, economic institutions, and economic policies. In the second part, we concentrate on the effects of fiscal policy on economic growth and on the macroeconomy in general. Topics include: the economic theory and political economy of public debt and budget deficits, the current debate on the US budget, and the macroeconomic effects of large fiscal stabilizations.

Prerequisite: 200 and 202  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

### ECON 335 Seminar. Economic Journalism

**NOT OFFERED IN 2002-03.** Students will combine their knowledge of economics, including macro, micro and econometrics, with their skills at exposition, in order to address current economic issues in a journalistic format. Students will conduct independent research to produce weekly articles. Assignments may include coverage of economic addresses, book reviews, recent journal articles, and interviews with academic economists. Class sessions will be organized as workshops devoted to critiquing the economic content of student work. *Enrollment limited to 10.*

Prerequisite: 200, 201 and 202  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

### ECON 343 Seminar. Feminist Economics *Matthaei*

An exploration of the diverse field of feminist economics, which critically analyzes both economic theory and economic life through the lens of gender and advocates various forms of feminist economic transformation. Areas of focus include economic analysis of gender differences and inequality in the family and in the labor market; feminist critiques of current economic institutions and policies, and suggested alterna-

tives; and feminist critiques of economic theory and methodology.

Prerequisite: 201, 202, or permission of instructor  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

### ECON 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors who have taken 201 and 202; 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

### 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

### ECON 370 Senior Thesis

Prerequisite: 360  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.0

## Related Courses

*Attention Called*

**MATH 203** Mathematical Tools for Finance

## 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. 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 units. The major must include core coursework in microeconomics (101 and 201), macroeconomics (102 and 202), and statistics (QR 199 and ECON 200), as well as at least two 300-level units (ordinarily not counting 350, 360 or 370). A minimum of two 300-level courses must be taken at Wellesley unless a student has completed 300-level work in economics at MIT; in such a case, only one 300-level course needs to be taken at Wellesley.

Choosing courses to complete the major requires careful thought. All majors should choose an advisor and consult him/her regularly. Students are also advised to consult the Department Handbook, which deals with a variety of topics including preparation in mathematics, desirable courses for those interested in graduate study in economics, and complementary courses outside economics. Calculus, along with several other mathematical tools, is central to the discipline. MATH 115 or its equivalent is

required for all 200, 201, and 202 sections. We encourage students to consult a departmental advisor about whether additional mathematics courses might be desirable.

## Honors in the Major

The department offers majors in two programs for pursuing departmental honors. Under Program I, students complete two semesters of independent research (360 and 370) culminating in an honors thesis. Under Program II, a student completes one semester of independent research (350) related to previous 300-level coursework, and then submits to an examination in economics that includes the topic covered in her research project. 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 area studies, business, international relations, law, public administration, public health, or other such professions. The minor consists of 101, 102 and QR 199, plus two additional 200-level units, ordinarily excluding 200, 201 and 202. 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 related courses from other disciplines in the liberal arts, such as history, mathematics, philosophy, political science, and sociology.

## Credit for Other Courses

Students who have completed an approved introductory statistics course in a discipline other than economics or who have AP or IB credit in statistics need not complete QR 199 but must take an additional economics course to complete the major or minor.

In order to obtain credit for any economics course taken at another institution during the summer or academic year, approval must be obtained in advance from the department's transfer credit advisor. In general, courses from two-year colleges will not be accepted at any level. Courses taken elsewhere normally will not be transferred at the 300-level. Economics 200, 201, and 202 ordinarily should be taken at Wellesley. Transfer students wishing to obtain transfer credit for economics courses taken prior to enrollment at Wellesley should contact the department's transfer credit advisor.

## Advanced Placement 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 remaining half of the introductory sequence (for those with one unit of AP credit) or to a 200-level elective (for those with two units of AP credit). AP or IB 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<sup>1</sup>

Associate Professor: Beatty (Chair)

Assistant Professor: Hawes

Instructor: Speiser

Associate in Education: Denis Cleary (History Teacher, Concord Carlisle High School); Charlene Cook (Teacher, Mather School, Boston); Ellen Cunniff (Principal, Hunnewell School, Wellesley); Jennifer Friedman (Teacher, Mather School, Boston); Julie Gamponia (Math Teacher, Quincy Middle School); Reen Gibb (Science Teacher, Brookline High School); Matthew King (Superintendent, Wellesley Public Schools); E. Kimborough Marshall (Principal, Mather School, Boston); Bethany Nichols (English Teacher, Needham High); Diane Tutin (Teacher, Schofield School, Wellesley); Heather Woods (Information Services, Wellesley College).

## EDUC 102/WRIT 125 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. 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. Open to all first-year students.  
Distribution: Epistemology and Cognition  
Semester: Spring

Unit: 1.0

## EDUC 102 Education in Philosophical Perspective

Hawes

**NOT OFFERED IN 2002-03.** 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  
Semester: N/O

Unit: 1.0

## EDUC 212 Seminar. History of American Education

Beatty

Study of the various historical conflicts and controversies leading to the development of education as a central force in American culture. Topics include the origins of support for public education, the organization of urban school systems, the role of schools in the education of

African Americans and other minorities, the growth of high schools and preschool education, and the impact of political, economic, and social forces in shaping American education generally. Emphasis will be placed on examining tensions and effects of educational policies and purposes in the late nineteenth and early twentieth centuries.

Prerequisite: None  
Distribution: Historical Studies  
Semester: Fall

Unit: 1.0

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

Brenzel

**NOT OFFERED IN 2002-03.** 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  
Semester: N/O

Unit: 1.0

## EDUC 215 Understanding and Improving Schools

Hawes

Study of what goes into the making of good schools in a variety of settings, including urban public schools. Examination of what we mean by "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  
Semester: Fall

Unit: 1.0

## 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; 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: Open to sophomores, juniors, and seniors  
Distribution: Social and Behavioral Analysis  
Semester: Spring

Unit: 1.0

## EDUC 217 Issues in Multicultural Education

Darar (Spanish)

An intensive study of theories and practices in multicultural education. We will examine the influences of ethnicity, gender, religion, language, learning styles, and socioeconomic status on teaching, learning, and school curricula. We will focus on tensions surrounding different critical perspectives on multicultural education and

on the integration of multiculturalism into curriculum and instruction. Readings include works by Lisa Delpit, Paulo Freire, John Ogbu, and others.

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

Unit: 1.0

## EDUC 250 Research or Individual Study

Prerequisite: Permission of the department.  
Distribution: None  
Semester: Fall, Spring

Unit: 1.0

## EDUC 250H Research or Individual Study

Prerequisite: Permission of the department.  
Distribution: None  
Semester: Fall, Spring

Unit: 0.5

## EDUC 300 Educational Theory, Curriculum, Instruction, and Assessment

Hawes, Speiser

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: One of 102, 212, 215, 216, 217, 318, 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  
Semester: Fall

Unit: 1.25

## EDUC 301 Theory and Practice of Early Childhood Care and Education

Speiser

An examination of rationales for different approaches to early childhood care and education and exploration of current teaching methods. Emphasis will be on understanding and providing for the diverse needs of young children in group settings. We will study critical issues in learning, with particular attention to play, cognitive development, and other curriculum topics. This course fulfills partial requirements for Office for Children Certification as an infant, toddler, or preschool lead teacher. Regular observations will be required.

Prerequisite: PSYC 207 or PSYC 248 or permission of instructor  
Distribution: Social and Behavioral Analysis  
Semester: Fall

Unit: 1.0

## 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 department. Open only to students doing student teaching. Required for teacher certification.  
Distribution: Social and Behavioral Analysis  
Semester: Spring

Unit: 1.0

## EDUC 303 Practicum. Curriculum and Supervised Teaching

Speiser, Hawes

Observation, supervised teaching, and curriculum development in students' teaching fields

throughout the semester. Attendance at 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

Semester: Spring

Unit: 1.0

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### EDUC 304 Curriculum and Instruction in Elementary Education

*Speiser, Cook, Cunniff, Friedman, Titin*

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. Seminar begins in the fall, but student should register for spring semester only, simultaneous with student teaching. Required for elementary teacher certification.

Distribution: Epistemology and Cognition

Semester: Fall, Spring

Unit: 1.0

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### EDUC 306 Seminar. Women, Education, and Work

*Brenzel*

**NOT OFFERED IN 2002-03.** 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

Semester: N/O

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: Permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### EDUC 309 Seminar. Child Care Policy in the United States

*Robeson*

**NOT OFFERED IN 2002-03.** This seminar examines the major policy issues in nonparental child care. We will examine current debates about the impact of early nonparental 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 nonparental child care.

Prerequisite: One course in psychology or education, or permission of instructors.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### EDUC 312 Seminar. History of Child Rearing and the Family

*Beatty*

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

Semester: Spring

Unit: 1.0

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### EDUC 318 Social and Emotional Learning and Education

*Seigle (Stone Center), Simons (Stone Center)*

This course will explore a range of contemporary theories and approaches to school-based social and emotional learning. We will examine current theories and practices in relation to the continuum of historical, social, and psychological perspectives concerned either overtly or covertly with the ethical and moral development of children and the school's role in its promotion. Field-based activities and observations will be required.

Prerequisite: Permission of instructors.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### EDUC 320 Observation and Fieldwork

*Hawes*

Observation and fieldwork in educational settings. This course may serve to complete the requirement of documented introductory field experiences of satisfactory quality and duration necessary for teacher certification. Arrangements may be made for observation and tutoring in various types of educational programs; at least one urban field experience is required.

*Mandatory credit/noncredit.*

Prerequisite: 300. Open only to students who plan to student teach. Permission of instructor required. Not open to students who have taken [220].

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

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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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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QR 180 Statistical Analysis of Education Issues

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## Directions for Election

The Education Department does not offer a major, but does offer two minors, one in teacher education and one in educational studies. The **Teacher Education minor** consists of: (A) 102 or 212 or 215 or 216 or 217 or 318 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 courses chosen from: 102, 212, 214, 215, 216, 306, 309, 312, and 318, 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 210 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 8-12), middle school (grades 5-8), 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.) For elementary certification students must also take courses which cover topics in English; mathematics; U.S. and world history; geography, economics, and politics; and life and physical sciences. Most of these subject-matter requirements can be met through selection from the College's regular distribution requirements or through specially designed independent coursework. 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 320, 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. Normally, students apply in the spring of the junior year, after having taken introductory education and psychology courses, and then take the sequence of 300-level teacher education courses (300, 302, 303, and, for elementary, 304) in the fall and spring of the senior year.

### Title II Information

As required by Title II of the Higher Education Act of the United States, we provide the following information. The number of students enrolled in our state-approved teacher education program during academic year 2000-2001 was 30. The number of these students who continued into student teaching was 17. The number who completed all requirements of the program was 16. The student/faculty ratio for supervised student teaching was 3.4. The average number of required hours of student teaching is 360 (12 weeks of at least 30 hours per week). The minimum required is 300.

The pass rates for our students on the Massachusetts Tests for Education Licensure are: 1.) Basic skills: a.) Reading 100% (compared to a statewide average of 95%) b.) Writing 93% (state average 94%); Basic skills aggregate (a. & b. combined) 93% (state average 93%); 2.) Academic content areas: Aggregate 100% (compared to state average of 90%). Summary (1. & 2. combined) pass rate 93% (compared to state average of 87%). Please note that these tests are not required for entry into our program.

In addition to this required information, we would like to add the following. Our program aims to prepare teachers to teach in a variety of schools with diverse students. Our students are grounded in Wellesley's liberal arts education, and they bring the strengths of their own unique backgrounds to teaching. Every student receives careful individual attention in the process of discovering how her own special gifts can be used in the challenging work of teaching. Our students take introductory courses in educational philosophy, history, or policy, and then do coursework in curriculum, instruction, and assessment, and specific methods for teaching reading and elementary school subjects or middle and high school subjects, along with doing fieldwork and student teaching. Since teacher education is complex, we would be glad to discuss in detail the nature of our program with those interested.

## Department of English

Professor: *Bidart, Sabin, Cain, Harnan*<sup>1</sup>, *Peltason, Rosenwald, Lynch, Shetley* (Chair)

Associate Professor: *Tyler*<sup>1</sup>, *Meyer, Mikalachki*<sup>1</sup>, *Brogan, Hickey*<sup>1</sup>, *Ko, Noggle*

Assistant Professor: *Lee*

Visiting Assistant Professor: *Rodensky*

Senior Lecturer: *Sides, Cezair-Thompson*

Mellon Postdoctoral Fellow: *Ford*

### ENG 112 Introduction to Shakespeare

*Peltason*

Study of a number of representative plays with emphasis on both their poetic and theatrical aspects. Literary analysis will thus be accompanied by viewing and thinking about the plays in performance.

Prerequisite: None. Especially recommended to non-majors.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Spring

Unit: 1.0

### ENG 113 Studies in Fiction

*Ford*

#### Special Topic for 2002-03: The Urban

**Imagination.** This course focuses on narratives written in and about the cities of America. Though they write in disparate traditions and different eras, all of the authors in this course explore the ways in which the urban experience shapes identity. Marked by conflict and by the proliferation of voices, urban selves and urban narratives embody the possibilities inherent in the American character. We will consider genres such as social realism, the detective story, and the postmodern allegory. We will read such authors as Theodore Dreiser, Nella Larsen, Ann Petry, Gwendolyn Brooks, Henry Roth, Chester Himes, Dashiell Hammett, Thomas Pynchon, and Colson Whitehead.

Prerequisite: None. Especially recommended to non-majors.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

### ENG 114 Race, Class, and Gender in Literature

*Fisher*

**Topic for 2002-03: The Literature of Modern American Communities.** In this course we will investigate the complex interactions of race, class, and gender in twentieth-century American communities. We will trace the role of literature in forming and defining "imagined communities" as well as historical communities rooted in small towns, reservations, and ethnic neighborhoods. We will consider the extent to which race, ethnicity, and class create communities, and the extent to which such factors divide, stratify, and dislocate communities. Readings will include works by Willa Cather, Jean Toomer, Zora Neale Hurston, Saul Bellow, Maxine Hong Kingston, Gloria Anzaldúa, Louise Erdrich, Bharati Mukherjee, Sandra Cisneros, and Toni Morrison.

Prerequisite: None. Especially recommended to non-majors.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

### ENG 120 Critical Interpretation

*Peltason, Rosenwald, Bidart, 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

### ENG 120/WRIT 125 Critical Interpretation

*Brogan, Lynch, Rodensky, Sides*

A course designed to increase power and skill in critical interpretation by the detailed reading of poems and the writing of interpretive essays.

*These special sections of Writing 125 fulfill both the college Writing Requirement and the Critical Interpretation requirement of the English major. Includes a third session each week.*

Prerequisite: None. Ordinarily taken in first year.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

### ENG 121/WRIT 125 Reading Fiction

*Cohen* (English)

**Topic for 2002-03: The Brontës.** Centering on analysis and interpretation of novels by Charlotte, Emily, and Anne Brontë (including *The Professor*, *Wuthering Heights*, *Jane Eyre*, *Agnes Grey*, and *Villette*), this course will also consider the childhood writing and imaginary worlds of the Brontë siblings. *This course satisfies the Writing 125 requirement and counts as a unit towards a major in English. Includes a third session each week.*

Prerequisite: Open to all first-year students.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

### ENG 127 Modern European and American Drama

*Rosenwald*

Study of some distinguished late nineteenth- and twentieth-century European and American plays, and of the history and ideas connected with those plays. Among the likely dramatists: Ibsen, Shaw, Brecht, Artaud, Ionesco, Weiss (Europeans); Lorraine Hansberry, Maria Irene Fornés, the Bread and Puppet Theater, the Living Theater, Holly Hughes, Adrienne Kennedy, Tony Kushner, and Anna Devereaux Smith (Americans). Among the likely kinds of theater: realistic theater, epic theater, the theater of cruelty, and the theater of the absurd. Discussion of at least one Wellesley College theater production, and perhaps of some off-campus theater.

Prerequisite: Permission of the instructor required.

Distribution: Arts, Music, Theater, Film, Video or Language and Literature

Semester: Spring

Unit: 1.0

### ENG 127/WRIT 125 Modern European and American Drama

*Rosenwald*

Late nineteenth- and twentieth-century European and American drama and connected ideas and theories. 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-1945 American drama; likely dramatists will include Maria Irene Fornés, Lorraine Hansberry,

Holly Hughes, Adrienne Kennedy, Tony Kushner, and Anna Deveare Smith. Discussion of at least one Wellesley College theater production, and perhaps of some off-campus theater. *This course satisfies the Writing 125 requirement and counts as a unit towards a major in English. Includes a third session each week.*

Prerequisite: Open to first-year students only. Especially recommended to nonmajors.  
Distribution: Arts, Music, Theater, Film, Video or Language and Literature  
Semester: Spring Unit: 1.0

### ENG 202 Poetry

*Bidart*

The writing of short lyrics and the study of the art and craft of poetry. *Enrollment limited to 18 students.*

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

### ENG 203 Short Narrative

*Cezair-Thompson, Sides*

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 students. Mandatory credit/noncredit.*

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

### 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 students. Mandatory credit/noncredit.*

Prerequisite: None  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: Spring Unit: 1.0

### ENG 213 Chaucer

*Lynch*

Feminist, misogynist, heretic, moralist, progressive, reactionary – these are some of the conflicting labels that have been applied to Geoffrey Chaucer, enigmatic father of English poetry. This course will study Chaucer in his many incarnations, as courtly love poet, religious homilist, and bawdy prankster in the *Canterbury Tales* and selected shorter poems.

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

### ENG 222 Renaissance Literature

**NOT OFFERED IN 2002-03.** 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: N/O Unit: 1.0

### ENG 223 Shakespeare Part I: The Elizabethan Period

*Ko, Peltason*

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); tragedies such as *Romeo and Juliet*, *Titus Andronicus*, and *Hamlet*. Discussion of thematic concerns (ranging from gender relations and identities to national self-consciousness) will proceed from detailed analysis of not only the poetic language but also the dramatic form of the plays and the performance practices of Shakespeare's time. The viewing and analysis of contemporary performances will be integrated into the work of the course.

Prerequisite: 120  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: Fall Unit: 1.0

### ENG 224 Shakespeare Part II: The Jacobean Period

*Ko, Cain*

The great tragedies and the redemptive romances from the end of Shakespeare's career, chosen from among *Troilus and Cressida*, *Measure for Measure*, *Othello*, *King Lear*, *Macbeth*, *Coriolanus*, *Antony and Cleopatra*, *Cymbeline*, *The Winter's Tale*, and *The Tempest*. While considering thematic concerns ranging from gender relations to the meaning of heroism, particular focus will fall on tragic form and its transformation in the romances. Extensive attention will be paid to theatrical practices, Shakespearean and contemporary, aided by the viewing of stage performances and film adaptations.

Prerequisite: 120  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: Spring Unit: 1.0

### ENG 225 Seventeenth-Century Literature

*Hickey*

Poets and prose writers from an extraordinarily rich era of English literary history, an age remarkable in particular for the greatness, inventiveness, and variety of its lyric poetry; for its sophisticated and compelling representations of the literary self; and for the ways in which its writings bear witness to the political and intellectual ferment of the times. Primary focus on poems by the "Metaphysicals" (John Donne, George Herbert, Andrew Marvell, Richard Crashaw, Henry Vaughan, Thomas Traherne), Ben Jonson, Robert Herrick, and others, including women poets who were beginning to publish in increasing numbers during the period. Some attention to prose by such writers as Francis Bacon, Donne, Jonson, Robert Burton, Izaak Walton, Sir Thomas Browne, and Aphra Behn.

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

### ENG 227 Milton

*Noggle*

*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

### ENG 234 The Dark Side of the Enlightenment: Eighteenth-Century British Literature

*Noggle*

The Enlightenment has been understood as the effort by Europeans in the eighteenth century to establish definitions of reason, progress, and human nature applicable to everybody, every culture, universally. It also corresponds with the great expansion of European imperialism, the rise of capitalism, and the fraught increased participation of women in social and intellectual life. Such actualities challenge Enlightenment ideals in ways dramatized in the most vibrant British writing of the period. This course presents major authors, including Jonathan Swift, Alexander Pope, and Samuel Johnson, as well as lesser known ones such as Aphra Behn, Mary Wortley Montagu, and Mary Leapor, to reveal the madness shadowing the Enlightenment's rationality, the contradictions in its revision of gender roles, and the violence at times attending its universalism.

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

### ENG 241 Romantic Poetry

*Hickey*

Poems, and some prose, by six fascinating and influential poets – Blake, Wordsworth, Coleridge, Shelley, Byron, and Keats – to be juxtaposed on occasion with texts by contemporaries such as Anna Barbauld, Mary Robinson, Dorothy Wordsworth, Felicia Hemans, and others. We'll consider 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, love, sexuality, gender, the meaning of art, the importance of history, and many other absorbing matters.

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

### ENG 245 Victorian Conflicts

*Hickey*

**NOT OFFERED IN 2002-03.** Study of an intriguing and eclectic group of writers working during a period of great social change and vigorous questioning. Carlyle, Mill, Tennyson, Dickens, the Brownings, Emily Brontë, Ruskin, Arnold, D.G. and Christina Rossetti, Morris, Pater, Hopkins, Hardy, Wilde. Emphasis on the texts (mostly poetry, some short prose), with attention to their place in literary history and the ways in which they engage with compelling questions of their age (and ours): questions about the power and limits of language, tradition and originality, love and sexuality, gender roles, the representation of personal crisis, religious faith and doubt, evolution, industrialism, the place of art. Slide show of Pre-Raphaelite paintings; visit to Special Collections (including love letters of the Brownings); screening of Wilde's *The Importance of Being Earnest*.

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

**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

**ENG 262 The American Renaissance***Cain*

A study of American fiction, poetry, and autobiography from the early nineteenth 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 Frederick Douglass, 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: Fall

Unit: 1.0

**ENG 266 From the Gilded Age to the Jazz Age***Brogan, Meyer, Rosenwald*

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, Chesnut, Chopin, Dreiser, Wharton, Gilman, Stein, Toomer, Yeziarska, Fitzgerald, Hemingway, Faulkner, and Hurston.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

**ENG 267 World War, Cold War, and Beyond***Meyer, Fisher*

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. 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, DeLillo, Salinger, Morrison, Schwartz, DeRosa, Smiley, Keller, McDermott, Lahiri, and Spark.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

*Tyler***Special topic section: Gay and Fey Traditions in Twentieth-Century Southern Literature.**

Tennessee Williams, Carson McCullers, Truman Capote, J.K. Toole, and Dorothy Allison. Their literature itself is foremost, but we will also use two other available bodies of work: First, the numerous TV talk-show appearances by Williams and Capote, whose deliberate extravagances onscreen seemed designed to make “America” know that its major writers were often not only Southern but Southern and “queer.” These couch-sittings amplified what Eudora Welty had called story-telling “in the days of porch-sitting in the Faulkner stories.” Second, Hollywood’s efforts to convert these “misbehaving” texts into mainstream profit, in movies from *Streetcar Named Desire* (1951) onward. We’ll try to decode and otherwise interpret Hollywood’s various strategies of straightening, masking, translating, encrypting, and “bearding” the “wayward” sexualities in the original works.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

**ENG 269 Asian American Literature***Lee*

**Topic for 2002-03: Childhood and Children in Asian American Literature.** An exploration of the ways that childhood is represented and used in Asian American works of fiction. Associated with a figure, perspective, voice, or mode of being, the notion of childhood allows this literature to negotiate charged political issues. Particular attention to myths of innocence and to the relationship between childhood and identity. Authors to include Joy Kogawa, Lois-Ann Yamanaka, Chang-Rae Lee, Gish Jen, Frank Chin, Evelina Galang.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

**ENG 271 The Rise of the Novel***Lee*

A study of how the genre of the novel begins in forgeries, poses as real documents and letters, and eventually reveals itself as a kind of literature uniquely suited to modern society. There will be a particular emphasis on the novel’s enduring fascination with women and criminals, the choices they make and the rewards and punishments they receive. Authors include Behn, Defoe, Richardson, Fielding, Edgeworth and Austen.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

**ENG 272 The Victorian Novel***Meyer, Sabin*

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 commodification of culture – these and other

themes will be traced in the works of some of the following: Charlotte Brontë, Emily Bronte, Charles Dickens, George Eliot, Elizabeth Gaskell, George Gissing, Thomas Hardy.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

**ENG 273 The Modern British Novel***Rodensky*

A consideration of the ways in which modernist writers reimagine the interests of the novel as they experiment with and reshape its traditional subjects and forms. From the frank exploration of sexuality in Lawrence, to the radical subordination of plot in Woolf, modernist writers reconceive our notion of the writer, of story, of the very content of what can be said. A selection of works by E.M. Forster, D.H. Lawrence, James Joyce, Virginia Woolf, Jean Rhys, and Joseph Conrad.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

**ENG 277 English-Language Fiction in Global Perspective***Sabin*

**Topic for 2002-03: Twentieth-Century Women’s Writing.** An exploration of the global reach of women’s writing in English in the twentieth century. We will read a range of texts by women, representing a diversity of national traditions and cultural milieus. Among the writers likely to be studied are Virginia Woolf, Doris Lessing, Nadine Gordimer, Anita Desai, Manju Kapur, Tsitsi Dangarembga, Ama Ato Adoo, and Jamaica Kincaid.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

**ENG 282 Introduction to Literary Theory***Tyler*

An introduction to literary theory through applications. Readings of several important literary texts (such as *Othello*, *Heart of Darkness*, *To the Lighthouse*, 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: Spring

Unit: 1.0

**ENG 285 Irish Literature***Sabin*

**Topic for 2002-03: Modern and Contemporary Irish Writing.** A study of two great periods of Irish literary creativity in this past century: first, a brief but intense immersion in the great early “modern” Irish masters: Yeats, Synge, and Joyce. Then a leap to some of the post-1970 works of poetry, drama, fiction, and film that show the legacy of and the breakings away from these powerful predecessors. Recent and contemporary writers to be assigned will likely include: Seamus Heaney, Paul Muldoon, Eavan Boland, Roddy Doyle, Brian Friel, Martin McDonagh, and selected women authors of short stories from the anthology, *Territories of the Voice*.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

## ENG 286 New Literatures I

Fisher

**Topic for 2002-03: Lesbian and Gay Writing from Sappho to Stonewall.** This course will explore significant lesbian and gay literature from classical times to the present, including contemporary transformations of society, politics, and consciousness. The course will introduce elements of "queer theory" and gender theory; it will address issues of sexual orientation and sexual identification in works of poetry, autobiography, and fiction. Readings will include such writers as Sappho, Plato, William Shakespeare, Thomas Mann, Virginia Woolf, James Baldwin, Audre Lorde, Adrienne Rich, David Leavitt, Leslie Feinberg, Shyam Selvadurai, and Jeanette Winterson.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

## ENG 289/POL2 289 Literature and Politics of South Asia

Sabin and Candland (Political Science)

**NOT OFFERED IN 2002-03.** The course introduces contemporary South Asia through political and literary analysis organized around three clusters: religious nationalism and violence; gender, family, and society; and politics, writing, and social change. Political and historical writing, social theory, literature, and film will be used to explore controversies in the three clusters. South Asia is a fertile region for cross-disciplinary inquiry because much of the literature of South Asia is embedded in political struggle and much of the politics of South Asia is fought over language and representation. In addition to seeing literature and politics as illuminating and complementing each other, the course will raise awareness of how different disciplines analyze and evaluate material. *Students may register for either ENG 289 or POL2 289. Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Language and Literature or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

## ENG 301 Advanced Writing/Fiction Sides

Techniques of fiction writing together with practice in critical evaluation of student work.

Prerequisite: 203 or permission of instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

## ENG 302 Advanced Writing/Poetry Bidart

Intensive practice in the writing of poetry.

Prerequisite: 202 or permission of instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

## ENG 315 Advanced Studies in Medieval Literature

Lynch

**Topic for 2002-03: Advanced Chaucer: Tenderness, Memory, and the Origins of English Poetry.** Study of Chaucer's major early poetry, from the elegiac *Book of the Duchess* to the novelistic verse romance *Troilus and Criseyde* to the half playful exploration of male treachery and female complicity in *The Legend of Good*

*Women*. Emphasis on the poet's attempts to recuperate loss and his tender portrayal of love and suffering. The course will finish by looking at Robert Henryson's revisionary *Testament of Cresseid*, which corrects Chaucer's sympathetic judgment of the heroine with a harsh portrait of her as a leprous beggar, and with one or two Shakespeare plays, possibly *A Midsummer Night's Dream* or *Romeo and Juliet*, which, like Chaucer's poems, mingle the comic and elegiac modes and celebrate the pleasures of love just (barely) lost.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, and by permission of instructor to other qualified students.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

## ENG 320 Literary Cross Currents

Shetley

**Topic for 2002-03: American Films of the 1970s.** Between the breakdown of the studio system and the blockbuster era, American filmmaking enjoyed a decade of extraordinary achievement. We'll study the great films produced in this period, such as *Taxi Driver*, *The Godfather*, *Nashville*, *Annie Hall*, *Shampoo*, and *Apocalypse Now*, connecting those films to the national and cinematic contexts of their times.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, and by permission of instructor to other qualified students.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

## ENG 324 Advanced Studies in Shakespeare Ko

**Topic for 2002-03: Shakespeare in Performance.** This course will explore Shakespeare's plays as scripts for the theatre with the fundamental goal of bringing them alive as living performances. The course will thus include tracing the history of performance from Shakespeare's own time to the present, viewing recorded twentieth-century performances and contemporary live performances, and collaborating with students in Theatre Studies in short productions to test and challenge our ideas.

Prerequisite: ENG 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 200 level, and by permission of instructor to other qualified students.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Fall

Unit: 1.0

## ENG 325 Advanced Studies in Sixteenth- and Seventeenth-Century Literature

**NOT OFFERED IN 2002-03.**

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 instructor to other qualified students.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

## ENG 335 Advanced Studies in Restoration and Eighteenth-Century Literature

Noggle

**Topic for 2002-03: The Sublime.** The idea of the sublime helps writers in the eighteenth century and afterward explain the pleasure or other values we find in the experience of being utterly overwhelmed. This course examines the ways lit-

erature appears as a source of overwhelming power in the period, as the notions of unbounded poetic genius and originality developed. It also explores how literary sublimity reflects and influences celebrations of excessive power in other contexts, including religious, natural, psychological, sexual, and political ones. Readings include literary texts definitive of sublimity, the poetry of *The Book of Job*, Milton, Thomson, Collins, Blake, and Wordsworth, and the fiction of Mary Shelley and Emily Brontë, as well as theories of the sublime of Longinus, Burke, Kant, Schiller, Weiskel, Hertz, and Lyotard, among others.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, and by permission of instructor to other qualified students.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

## ENG 345 Advanced Studies in Nineteenth-Century Literature

Sabin

**Topic for 2002-03: Henry James: Cosmopolitan.** This course will study a number of Henry James's novels and stories alongside the work of the great French writers who influenced him: Balzac, Flaubert, and de Maupassant.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, and by permission of instructor to other qualified students.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

## ENG 350 Research or Individual Study

Prerequisite: Open to qualified students by permission of instructor. Two or more 200- or 300-level units in the department are ordinarily a prerequisite. Students with a GPA of 3.33 or higher in the major shall have first consideration.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

## ENG 350H Research or Individual Study

Prerequisite: Open to qualified students by permission of instructor. Two or more 200- or 300-level units in the department are ordinarily a prerequisite. Students with a GPA of 3.33 or higher in the major shall have first consideration.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

## ENG 355 Advanced Studies in Twentieth-Century Literature

Cain

**Topic for 2002-03: Ralph Ellison.** Study of Ellison's stories, novels, and critical writings, and their social, cultural, and literary contexts, with special emphasis on his extraordinary novel *Invisible Man* (1952), on the fiftieth anniversary of its publication.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, and by permission of instructor to other qualified students.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

## ENG 360 Senior Thesis Research

Prerequisite: By permission of the chair. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

### ENG 363 Seminar. Advanced Studies in American Literature

*Bidart*

**Topic for 2002-03: Contemporary Poetry.** The emphasis will be on the significance and structure of individual volumes—Elizabeth Bishop's *Geography III*, Robert Lowell's *Life Studies*, Allen Ginsberg's *Howl*, Frank O'Hara's *Lunch Poems*, Sylvia Plath's *Ariel*, Adrienne Rich's *Diving into the Wreck*, John Ashbery's *Self-Portrait in a Convex Mirror*, Louise Glück's *Meadowlands*, Robert Pinsky's *The Figured Wheel*, Rita Dove's *Thomas and Beulah*, Jorie Graham's *The Dream of the Unified Field*, Yusef Komunyakaa's *Dien Cai Dau*, among others – as well as discussion of radical challenges to mainstream conceptions of the nature of poetry (e.g., “Language poetry”). The aim is not a survey, but an exploration of the achievement of individual authors and volumes in the context of aesthetic innovation.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, and by permission of instructor to other qualified students.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

### ENG 364 Race and Ethnicity in American Literature

*Brogan*

**Topic for 2002-03: Gender and Ethnicity.** This course will investigate the complex intersection of gender and ethnicity in recent American literature. We will consider how writers variously conceive of 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 may include Tina De Rosa, Zora Neale Hurston, Anzia Yezierska, Ralph Ellison, Toni Morrison, Nora Okja Keller, Chang-rae Lee, Oscar Hijuelos, Gish Jen, Cristina Garcia, Gustavo Pérez Firmat, Achy Obejas, Bharati Mukherjee, Tony Kushner, David Henry Hwang, and Edwidge Danticat.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, and by permission of instructor to other qualified students.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

### ENG 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

### ENG 382 Criticism

*Noggle*

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 Žižek.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, and by permission of instructor to other qualified students.

Distribution: Epistemology and Cognition or Language and Literature

Semester: Fall

Unit: 1.0

### ENG 383 Women in Literature, Culture, and Society

*Lee*

**Topic for 2002-03: Jane Austen among Others.** In our time, Austen's reputation has so eclipsed those of her contemporaries that she seems to stand alone. Yet in her own time, other women writers were much better known. Reading novels by Austen, Burney, Edgeworth, and Ferrier, this course will examine how Austen stands apart from these other women writers and how she works together with them to explore questions about femininity, modesty, public and private prejudice, social class, nation, and empire. We will also examine how Austen has become both a canonical, revered literary figure and a mass-culture phenomenon through film adaptations and Internet discussion groups. The goal of this course is to explore how Austen and her characters experience this state not of being alone, but of being among others.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, and by permission of instructor to other qualified students.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

### ENG 384 Seminar. Outside England

*Cezair-Thompson*

**Topic for 2002-03: Africa: Fact, Fiction, and Myth in Twentieth-Century Representations of the Continent.** An examination of texts that have shaped Western perceptions of Africa throughout the century. 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 do 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? Close analysis of written and visual “texts,” and of the historical background of colonialist and postcolonial 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 instructor to other qualified students.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

### ENG 385 Advanced Studies in a Genre

*Peltason*

**Topic for 2002-03: The Novel of Moral Argument.** “A large sense is of course to be given to the term moral. Whatever bears upon the question, ‘how to live,’ comes under it” (Matthew Arnold). A study of works by four British novelists – Jane Austen (*Mansfield Park* [1814] and *Emma* [1816]), George Eliot (*Middlemarch* [1872]), D.H. Lawrence (*Women in Love* [1921]), and Doris Lessing (*The Diary of a Good Neighbor* [1983]), works that offer both great pleasure and a great range of social and psychological observation, but that also seem to impose upon their readers certain urgent recommendations about “how to live.” Special attention will be given both to the complex meanings and morals of these great works, and to the distinctive ways in which literature – as opposed to other kinds of writing – makes its meanings and enforces its morals.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, and by permission of instructor to other qualified students.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

### ENG 387 Authors

*Meyer*

**Topic for 2002-03: Willa Cather and F. Scott Fitzgerald.** F. Scott Fitzgerald described himself to Willa Cather in 1925 as one of her “greatest admirers.” In this course we will read the fiction of these two great early twentieth-century American novelists, exploring important themes in both: the meaning of the East and the West in American culture, immigration and ethnicity, sexuality and marriage, masculine and feminine identity, the after-effects of the war. We will also consider the relationship between these two writers as an example of literary influence at work. What did Fitzgerald learn from Cather? What in his fiction reacts against her influence? What role does gender play in this instance of literary influence?

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, and by permission of instructor to other qualified students.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

## Related Courses

*For Credit Toward the Major*

AFR 201 The Afro-American Literary Tradition

AFR 212 Black Women Writers

AFR 234 Introduction to West Indian Literature

AFR 266 Black Drama

AFR 310 Seminar. Black Literature

AFR 335 Women Writers of the English-Speaking Caribbean

CAMS 231 Film as Art

CLCV 104 Classical Mythology

CLCV 116 Greek and Latin Roots in English

CLCV 210/310 Greek Drama in Translation

CLCV 211/311 Epic and Empire

EXTD 254 Imaginary Crimes and Courts: The Law in Literature

GER 276/376 Franz Kafka

ITAL 263 Dante (in English)

LANG 327 The English Language: An Historical Perspective

ME/R 246 Monsters, Villains, and Wives

ME/R 247 Arthurian Legends

RUSS 286 Vladimir Nabokov

WOST 248 Asian American Women Writers

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

## Directions for Election

Literature courses at the 100 level 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 120) is open to all students, but is primarily designed for prospective English majors. The course trains



students in the skills of critical reading and writing. At the 200 level, courses are open to all students. They treat major writers and historical periods, and provide training in making comparisons and connections among different works, writers, and ideas. 300-level 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 200 level, and by permission of the instructor or chair to other qualified students. For admission to seminars and for independent work (350), students with at least a 3.33 GPA 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 administrative assistant.

**Advanced Placement.** 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 units, at least eight of which must be in areas other than creative writing. At least seven units must be above 100 level, and of these at least two units must be earned in 300-level literature, film, or literary theory courses. *At least six of the units for the major must be taken in the department, including the two required units in 300-level courses.*

Writing 125 does not count toward the major. Courses designated 125/120 satisfy both the English 120 requirement and the Writing 125 requirement, and count as a unit toward the fulfillment of the major. Other combined sections, such as Writing 125/English 127, count toward the major as well. Independent work (350, 360, or 370) does not count toward the minimum requirement of two 300-level courses for the major.

All students majoring in English must take Critical Interpretation (English 120), at least one course in Shakespeare (200 level), and two courses focused on literature written before 1900, of which at least one must focus on 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.

**The English Minor** consists of five units: (A) 120 and (B) at least one unit on literature written before 1900 and (C) at least one 300-level unit, excluding 350 and (D) at least four units, including the 300-level course, taken in the department; a maximum of two creative writing units may be included.

**Honors.** The department offers a choice of two 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. Program II offers an opportunity to receive honors on the basis of work done for regular courses but carries no additional course credit. A candidate electing Program II 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 100 level) and must apply to the chair for admission to the program. A more detailed description of the department's application procedure is available from the department's administrative assistant.

**Expository and Creative Writing.** 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 126 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 (200 and 300 level) 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.

**Graduate Study in English.** Students expecting to do graduate work in English should ordinarily plan to acquire a reading knowledge of two foreign languages. They should take English 382, Criticism, or an equivalent course in literary theory. 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 Education Department and the English Department liaison to the Education Department.

## Environmental Studies

AN INTERDEPARTMENTAL MAJOR WITH CONCENTRATIONS IN ENVIRONMENTAL JUSTICE, ENVIRONMENTAL PHILOSOPHY AND ETHICS, ENVIRONMENTAL POLICY AND ECONOMICS, OR ENVIRONMENTAL SCIENCE

Co-directors: *DeSombre (Political Science); Rodenhouse<sup>ST</sup> (Biological Sciences)*

Advisory Faculty: *Karakasidou, Steady, Merry (Environmental Justice); Winkler (Environmental Philosophy and Ethics); DeSombre, Paarlberg, (Environmental Policy and Economics); Andrews, Besancon, Coleman, Moore<sup>ST</sup>, Rodenhouse<sup>ST</sup>, Thomas, Thompson, Stark (Environmental Science).*

Environmental Studies provides students with the knowledge needed to understand and address complex environmental issues, including sustainable agriculture, acid rain, global climate change, waste management, deforestation, endangered species, fisheries management, energy use, pollution, and others. Important among the environmental challenges is achieving environmental justice, which relates to social inequality and the environmental quality of the lives of people of color, indigenous groups, and the poor. Because of the interdisciplinary nature of environmental issues, the major described below draws upon courses from multiple departments; however, each student will focus her studies within an area of concentration to obtain the depth of knowledge needed for advanced study and critical analyses of environmental issues.

Students will choose an advisor from among the advisory faculty representing her area of concentration. A minor is not offered in any area of concentration.

There are three components to the 11-course major:

1. two core courses (ES 100 and ES 300)
2. five courses in an area of concentration (at least one of which must be at the 300 level)
3. four elective courses complementing the area of concentration

Students may count no more than three courses taken away from Wellesley towards the Environmental Studies major. These courses should be approved by the advisor prior to enrollment.

### 1. Core courses (two courses required)

#### ES 100 Humans and Nature

*Coleman, Karakasidou*

An introduction to social, political, economic, and scientific aspects of various environmental issues including acid deposition, stratospheric ozone depletion, global warming, energy resource management, soil depletion and population dynamics. Emphasis will be placed on the interrelatedness of these issues and on the interdisciplinary nature of the approaches that must be taken to deal with them. Laboratories will explore computer modeling as a tool for understanding environmental questions, monitoring of various environmental markers on the

Wellesley campus, and will make use of museum and other resources in the Boston area.

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit: 1.0

### ES 300 Environmental Issues

*DeSombre*

**Topic for 2002-03: Climate Change.** An interdisciplinary seminar in which students work together in small groups to understand and develop solutions for environmental problems. This year's course focuses on the issue of global climate change, including the scientific background, the political processes and the ethical and environmental justice implications of this environmental issue. Lectures and readings will inform students about the issue and its global and local manifestations. Much of the course will be devoted to an investigation of the greenhouse gas emissions of Wellesley College and an evaluation of potential options to mitigate or decrease the level of emissions.

Prerequisite: A declared major in environmental studies, ES 100 and at least four other courses in the student's area of concentration, or permission of the instructor.  
Distribution: None  
Semester: Spring

Unit: 1.0

### II. Areas of Concentration (five courses required from one of the following areas)

(Note that most 200- and 300-level courses have one or more 100-level prerequisites)

**A. Environmental Justice** – provides students with the background needed to understand and investigate the causes and consequences of environmental degradation as they are influenced by social inequality and the denigration of indigenous groups and people of color.

A student choosing to concentrate in this area would, with the approval of her advisor, choose five from among the following courses:

AFR 204 Third World Urbanization

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

AFR 306 Urban Development and the Underclass: Comparative Case Studies

ANTH 210 Racism and Ethnic Conflict

ANTH 215 The Triumph of Culture: Perceptions of Nature and Human Interaction on the Environment

INAT 302 Seminar. Global Inequalities

PEAC 259/SOC 259 Peace and Conflict Resolution

POL2 312S Seminar. Environmental Policy

POL3 348S Seminar. Problems in North-South Relations

Alternative courses in this area of concentration might include:

AFR 205 Post-Apartheid South Africa

ANTH 346 Colonialism, Development, Nationalism, and Gender

PHIL 233 Environmental Philosophy

POL1 215 Courts, Law, and Politics

POL2 302 Globalization and the Nation-State

POL3 325 International Environmental Law

SOC 209 Social Inequality

SOC 221 Globalization

SOC 235 Business and Social Responsibility

**B. Environmental Philosophy and Ethics** – provides students with the background needed to understand and address the philosophical and ethical issues raised by human activity in the natural world.

A student choosing to concentrate in this area would, with the approval of her advisor, choose five from among the following courses:

ANTH 238 The Vulnerable Body: Anthropological Understandings

EXTD 201 Current Issues in Bioethics

PHIL 206 Normative Ethics

PHIL 213 Social and Political Philosophy

PHIL 217 Philosophy of Science

PHIL 233 Environmental Philosophy

PHIL 340 Contemporary Ethical Theory

POL2 312S Seminar. Environmental Policy

Alternative courses in this area of concentration might include:

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

PHIL 326 Philosophy of Law

REL 230 Ethics

REL 257 Contemplation and Action

REL 323 Feminist Theologies

**C. Environmental Policy and Economics** – provides students with the background needed to understand how policy is developed, how specific policy decisions affect environmental quality, and how economic factors structure the opportunities and constraints of environmental policy and the use of natural resources.

A student choosing to concentrate in this area would, with the approval of her advisor, choose five from among the following courses:

ECON 228 Environmental and Resource Economics

POL2 204 Political Economy of Development and Underdevelopment

POL2 312S Seminar. Environmental Policy

POL3 325 International Environmental Law

POL3 323 International Economic Policy

POL3 332S Seminar. People, Agriculture, and the Environment

Alternative courses in this area of concentration might include:

AFR 204 Third World Urbanization

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

AFR 306 Urban Development and the Underclass: Comparative Case Studies

ANTH 215 The Triumph of Culture: Perceptions of Nature and Human Interaction on the Environment

ECON 212 Trade and Migration

ECON 220 Development Economics

ECON 222 Games of Strategy

ECON 230 Contemporary Economic Issues, Topic B: Economics of Technology

ECON 320 Seminar. Economic Development

EXTD 123 Water Resources Planning and Management

EXTD 128 Coastal Zone Management

INAT 302 Seminar. Global Inequalities

POL2 302 Globalization and the Nation-State

POL3 327 International Organization

POL3 329 International Law

SOC 221 Globalization

SOC 235 Business and Social Responsibility

**D. Environmental Science** – offers an interdisciplinary approach for viewing the Earth and its inhabitants from more than one scientific perspective. Courses that are strongly recommended to strengthen the quantitative skills of all students concentrating in environmental science include introductory calculus (e.g., MATH 116Z) or statistics (e.g., MATH 101, QR 199).

A student choosing to concentrate in this area would, with the approval of her advisor, choose five of the following courses, *not all from the same department*.

### Biological Sciences

BISC 201 Ecology with Laboratory

BISC 202 Evolution with Laboratory

BISC 203 Comparative Physiology and Anatomy of Vertebrates with Laboratory

BISC 207 The Biology of Plants with Laboratory

BISC 209 Microbiology with Laboratory

BISC 210 Marine Biology with Laboratory

BISC 307 Advanced Topics in Ecology with Laboratory

BISC 308 Tropical Ecology with Wintersession Laboratory

EXTD 225 Biology of Fishes

EXTD 226 Cetacean Biology and Conservation

### Chemistry

CHEM 211 Organic Chemistry I with Laboratory

CHEM 221 Biochemistry I: Structure and Function of Macromolecules with Laboratory

CHEM 222 Introduction to Biochemistry with Laboratory

CHEM 231 Physical Chemistry I with Laboratory

CHEM 232 Physical Chemistry for the Life Sciences with Laboratory

CHEM 261 Analytical Chemistry with Laboratory

CHEM 313 Organic Chemistry II with Laboratory

### Geology

GEOL 211 Geology and Human Affairs

GEOL 220 Volcanoes: Agents of Global and Regional Change



**GEOL 230** Earth from Above: Maps, Remote Sensing, and GIS

**GEOL 240** Climate Past and Future

**GEOL 304** Sedimentary Rocks and Sequences with Laboratory

**GEOL 311** Hydrogeology with Laboratory

### Physics

**PHYS 202** Modern Physics with Laboratory

**PHYS 203** Vibrations, Waves, and Special Relativity with Laboratory

**PHYS 302** Quantum Mechanics

**PHYS 305** Thermodynamics and Statistical Mechanics

**PHYS 306** Mechanics

**EXTD 216** Mathematics for the Physical Sciences

Students wishing to investigate the environment further via a single scientific discipline should also consider course programs in the departments of Biological Sciences, Chemistry, Geology, and Physics.

### III. Electives complementing the area of concentration (four courses required, at least two above the 100 level)

For those concentrating in Environmental Justice, Environmental Philosophy and Ethics, or Environmental Policy and Economics complementary electives should be selected, in consultation with their advisors, to enhance quantitative reasoning skills or breadth of knowledge in the sciences.

For those concentrating in Environmental Science, complementary electives should be selected in consultation with their advisors to enhance understanding of how political processes, economic considerations and ethical choices compose and constrain understanding and action on environmental issues.

#### **ES 212/RAST 212 Lake Baikal: The Soul of Siberia**

*Hodge (Russian) and Moore (Biological Sciences)*  
The ecological and cultural values of Lake Baikal – the oldest, deepest, and most biotically rich lake on the planet – are examined. Lectures and discussion in spring prepare students for the three-week field laboratory taught at Lake Baikal in eastern Siberia in August. Lectures address the fundamentals of aquatic ecology and the role of Lake Baikal in Russian literature, history, art, music, and the country's environmental movement. Laboratory work is conducted primarily out-of-doors and includes introductions to the flora and fauna, field tests of student-generated hypotheses, meetings with the lake's stakeholders, and tours of ecological and cultural sites surrounding the lake. *This course does not count toward the minimum major in Biological Sciences. Not offered every year. Subject to Dean's office approval.*

Prerequisite: BISC 111, RUSS 101, and permission of the instructors. Preference will be given to students who have also taken HIST 105.

Distribution: Natural and Physical Science  
Semester: Spring and Summer

Unit: 1.25

### Individual Study, Senior Thesis Research, and Internships

Research or Individual Study (ES 350) or Senior Thesis Research (ES 360/370) can be advised by any member of the Advisory Faculty in Environmental Studies. Such experiences are encouraged, as are internships with environmental organizations, government institutions, or individuals doing relevant research.

#### **ES 350 Research or Individual Study**

Prerequisite: Permission of instructor, ordinarily limited to students who have completed at least five units toward their major.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

#### **ES 360 Senior Thesis Research**

Prerequisite: By permission of the Advisory Faculty. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

#### **ES 370 Senior Thesis**

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

### Related Courses

#### *For Credit Toward the Major*

This list does not include courses listed above in the areas of concentration which are recommended as the primary set of courses from which, in consultation with her academic advisor, a student will choose electives. The courses listed below are representative of other courses throughout the curriculum that may be used as electives for the major if approved by the advisor. Students may petition the advisory faculty to include courses not listed below.

**AFR 235** Societies and Cultures of Africa

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

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

**ANTH 104** Introduction to Cultural and Social Anthropology

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

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

**ARTH 235** Landscape and Garden Architecture

**BISC 108** Plants, People, and the Environment with Laboratory

**BISC 110** Introductory Cell Biology

**BISC 111** Introductory Organismal Biology

**BISC 305** Evolution

**CHEM 110/111** Introductory Chemistry I and II with Laboratory

**CHEM 120** Intensive Introductory Chemistry with Laboratory

**ECON 101/102** Principles of Microeconomics/Macroeconomics

**EXTD 124** Introduction to Marine Mammals

**GEOL 100** Oceanography

**GEOL 102** The Dynamic Earth with Laboratory

**GEOL 305** Paleontology with Laboratory

**HIST 223** Science and Society since 1800

**MATH 101** Reasoning with Data: Elementary Applied Statistics

**PEAC 104** Introduction to the Study of Conflict, Justice, and Peace

**PHIL 106** Introduction to Moral Philosophy

**PHYS 103** The Physics of Marine Mammals with Laboratory

**PHYS 104/106** Basic concepts in Physics I/II with Laboratory

**PHYS 107/108** Introductory Physics I/II with Laboratory

**POL 100** Introduction to Political Science

**POL3 221** World Politics

**POL2 307S** Seminar. Women and Development

**PSYC 311** Environmental Psychology

**SOC 109** Race and Ethnicity: An Introduction to Sociology

**SOC 246** Immigration

**SOC 316** Migration: A Research Seminar

### Off Campus Programs

By special arrangement with the Ecosystems Center of the Marine Biological Laboratory and the Marine Studies Consortium (see EXTD courses listed in concentration listings), Wellesley College students in good standing may apply for courses in these off-campus programs. The number of participants in each program is limited (see Special Academic Programs). Students should also consider courses at MIT. Both MIT and EXTD courses count as Wellesley courses, rather than as courses taken off campus, for the purposes of the Environmental Studies major. For courses offered during the Semester in Environmental Studies, Ecosystems Center of the Marine Biological Laboratory, Woods Hole, Mass., see [www.mbl.edu/SES](http://www.mbl.edu/SES).

## Experimental

According to College Legislation, the student-faculty Committee on Educational Research and Development has the authority to recommend experimental courses and programs to Academic Council. Faculty members and students are invited to submit their ideas to the Committee. In 2002-03 the following experimental course will be offered:

### EXP 240 Papyrus to Print to Pixel

*Rogers (Library) and Starr (Classical Studies)*

The electronic revolution wasn't the first: written communication changed radically from the hand-written papyrus rolls of the ancient Greeks and Romans to the codex-form manuscripts of the Middle Ages, again with the invention of printing from moveable type, again with the development of industrial, mass-market, low cost printing and the paperback, and again with the development of electronic texts. Lectures, discussions, and weekly hands-on labs will examine how previous and contemporary revolutions in the technology of written communication have affected society, from religion to economics to politics. Assignments will include the use of Special Collections, the Book Arts Lab, and the Knapp Media Center. Labs will include making papyrus sheets, producing a manuscript, making paper, setting type and letterpress printing, and desktop publishing.

Prerequisite: By application

Distribution: Arts, Music, Theatre, Film, Video or Historical Studies

Semester: Fall

Unit: 1.0

## Extrdepartmental

The following section includes courses of interest to students in various disciplines.

### Reproductive Issues

Professor: *Asch*

#### 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.

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

#### EXTD 105 Fictions of Family

**NOT OFFERED IN 2002-03.** 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.

Prerequisite: None

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

#### 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

Semester: Spring

Unit: 1.0

#### EXTD 202 Multidisciplinary Approaches to Abortion

**NOT OFFERED IN 2002-03.** 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 (such as RU-486) on the need for abortion.

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

Semester: N/O

Unit: 1.0

#### EXTD 203 Ethical and Social Issues in Genetics

*Asch*  
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.

Distribution: Religion, Ethics, and Moral Philosophy

Semester: Fall

Unit: 1.0

#### EXTD 204 Women and Motherhood

*Asch*

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 the experience of pregnancy and childbirth, contemporary family policy, reproductive technologies, and what have become known as "maternal/fetal conflicts."

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

#### EXTD 300 Ethical and Policy Issues in Reproduction

**NOT OFFERED IN 2002-03.** 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; moral and social issues in human cloning; the moral obligations of pregnant women; and the moral and legal status of unimplanted embryos and aborted fetuses.

Prerequisite: One of the following: ECON 232; EXTD 103, 202, 203, 204; PHIL 106, 206, 213, 227, 249; POL 1 215; PSYC 222, 245, 302; SOC 200, 201, 209, 212, 217, [312], 314, [349]; WOST [111], 120, 211, 222, [230], 235, [254]; 311, or permission of the instructor.

Distribution: Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

## Other Extradepartmental Courses

### EXTD 101A-102A Elementary Arabic

*Aadnani*

An introduction to the Arabic language. The course takes a comprehensive approach to language learning and emphasizes the four skills of listening, speaking, reading, and writing. Students are introduced to the principles of grammar, taught how to read and write in the Arabic alphabet, and trained in the basics of everyday conversation. Through the use of a variety of written, video and audio materials, as well as other resources made available through the World Wide Web, the course emphasizes authentic materials and stresses the active participation of students in the learning process. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None

Distribution: None

Semester: Fall, Spring

Unit: 1.0

### EXTD 201A-202A Intermediate Arabic

*Aadnani*

A continuation of EXTD 101A-102A. The course takes students to a deeper and more complex level in the study of the Arabic language. While continuing to emphasize the organizing principles of the language, the course also introduces students to a variety of challenging texts, including extracts from newspaper articles, as well as literary and religious materials. Students will be trained to work with longer texts and to gain the necessary communicative skills to prepare them for advanced-level Arabic. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: EXTD 101A-102A or equivalent

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

### EXTD 216 Mathematics for the Physical Sciences

*Hu*

Mathematical preparation for advanced physical science courses. Topics include complex numbers, matrices, linear algebra, eigenvalues and eigenvectors, ordinary differential equations, partial differential equations, special functions, Fourier series and transforms, differential and integral vector calculus, and approximation techniques.

Prerequisite: MATH 205 and PHYS 104 or 107

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Spring

Unit: 1.0

### 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

Semester: Spring

Unit: 1.0

### EXTD 275 Contrasts on the Cape of Good Hope: Introduction to Contemporary South Africa

*Kauffman*

This is an interdisciplinary, team-taught, intensive course for fourteen students from Smith and Wellesley (seven from each college). It will be based at the University of Cape Town, and taught primarily by UCT faculty and other academics/experts in the Cape Town area. The course will include instruction and practical experience in a variety of fields pertaining to South Africa, ranging from the physical and social sciences to medicine, the arts, politics, and the humanities. Topics include: the Truth and Reconciliation Commission; AIDS/HIV and other public health issues; environmental concerns; and contemporary developments in the arts. The course will include a community service component as well as academic work and other activities to engage students in contemporary South Africa. *Not offered every year. Subject to Dean's office approval.*

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

Distribution: None

Semester: Summer

Unit: 1.0

### EXTD 334 Seminar. Literature and Medicine

*Respaut*

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 be explored. Particularly in the third and fourth segments, visual representations will also be introduced.

Prerequisite: One 200-level course in literature

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

### EXTD 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

## 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.

### EXTD 123 Water Resources Planning and Management

A comprehensive introduction to the economics and ecology of water supply and water pollution control. Topics include watershed management, groundwater and wetlands protection, and wastewater treatment. The inherent difficulty in applying static laws and regulations to a dynamic natural resource such as water is a recurring theme. Offered by the Marine Studies Consortium.

Prerequisite: None. Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.

Distribution: None

Semester: Fall

Unit: 1.0

### EXTD 126 Maritime History

This course is an introduction to New England's maritime history, with secondary emphasis on its relationship to the coastal ecosystem. The course will survey the sea's legacy from the earliest seventeenth-century fishing settlements to the shipbuilding and commerce of today. Course themes will include historical, political, and economic developments. Field trips will explore the rich resources of the Peabody Museum, Salem, Mass.; the USS Constitution, Boston, Mass.; and Mystic Seaport, Conn. 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

### 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: None. Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.

Distribution: None

Semester: Spring

Unit: 1.0

## EXTD 225 Biology of Fishes

This upper-level survey course covers the evolution, systematics, anatomy, physiology, and behavior of freshwater, marine, and anadromous fishes from temperate to tropical environments. The course also examines the diversity of fish interactions in aquatic communities: predator/prey relationships, host/symbiont interactions, and the various roles of fishes as herbivores. Study of inter- and intra-specific predator-prey relationships among fish populations in aquatic communities integrates principles of ecology. Offered by the Marine Studies Consortium.

Prerequisite: One year of general biology and two upper-level biology courses. Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.  
Distribution: None  
Semester: Spring  
Unit: 1.0

## 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: Spring  
Unit: 1.0

# Department of French

Professor: *Mistacco, Gillain<sup>^</sup>, Lydgate, Respaut, Levitt*

Associate Professor: *Masson<sup>^</sup>, Datta (Chair), Rogers*

Assistant Professor: *Tranvouez, Petterson, Prabhu<sup>^</sup>, Grélé*

Visiting Assistant Professor: *McQuillan*

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 202 and one of the following courses: 205, 206, 207, 208, or 210. Students who present an AP score of 3 or an SAT II score between 650 and 690 will satisfy the requirement by taking one of the following courses: 205, 206, 207, 208, or 210. Students who have studied French in high school but who do not present an SAT II 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. **After 211, the numbering of 200-level courses does not denote increasing levels of difficulty; 200-level courses above 211 may be taken in any sequence.** Please see Directions for Election at the end of this section for information about possibilities for acceleration and about the major.

Qualified students are highly encouraged to live at the *Maison Française* and to spend their junior year or semester in France in the Wellesley-in-Aix program or another approved program. They are also encouraged to participate in the French Department's Wintersession course in Paris and to inquire about summer internship possibilities in France or another Francophone country.

## FREN 101-102 Beginning French I and II

*Egron-Sparrow, Lydgate, McQuillan*  
Systematic training in all the language skills, with special emphasis on communication, self-expression, and cultural insights. A multimedia course, based on the video series *French in Action*. Classes are supplemented by regular assignments in a variety of video, audio, print and Web-based materials to give students practice using authentic French accurately and expressively. Three periods. *Each semester earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Open to students who do not present French for admission or by permission of the instructor.  
Distribution: None  
Semester: Fall, Spring  
Unit: 1.0

## FREN 103 Intensive French

*Lydgate*  
Intensive training in French. The course covers the material of French 101-102 in a single semester. Five class periods. For students with little or no previous study of French. Recommended for students interested in taking a junior year or semester abroad in France or another Francophone country.

Prerequisite: Open to students who do not present French for admission or by permission of the instructor.

Distribution: None

Semester: Fall

Unit: 1.25

## FREN 201-202 French Language, Literatures, and Cultures

*Grélé, Tranvouez, McQuillan, Petterson*  
Reading, writing, and speaking skills are developed through analysis and discussions of short stories, plays, poems, films, and newspaper articles from France and the Francophone world. Three periods. *Each semester earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course. Students beginning with 202 must take one of the following courses: 205, 206, 207, 208, or 210, in order to complete the requirement.*

Prerequisite for 201: 102 or 103, SAT II score of 500 or an equivalent departmental placement score, or permission of instructor.

Prerequisite for 202: 201, SAT II score of 600, an AP score of 1 or 2, or an equivalent departmental placement score, or by permission of instructor.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

## FREN 205 Literature and Film in Cultural Contexts

*Mistacco*

Discussion of modern literature and film in their cultural contexts. Training in techniques of literary and cultural analysis. Materials include novels, short stories, poetry, films, screenplays, and videos from France and the Francophone world. Vocabulary building and review of key points of grammar. Frequent written practice. Attention to oral skills and listening comprehension as needed.

Prerequisite: 202, an SAT II score of 650, an equivalent departmental placement score, or an AP score of 3. Not open to students who have taken [203] or [204].

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

## FREN 206 Intermediate Spoken French

*Egron-Sparrow, Respaut, Tranvouez*

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], an SAT II score of 650, an equivalent departmental placement score, or an AP score of 3.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

## FREN 207 Perspectives on French Culture and Society

*(French 207 may be elected only once)*

### Topic A: France at the Threshold of the Third Millennium

**NOT OFFERED IN 2002-03.** This course will focus on the evolution of French society from World War II to the present. Special emphasis on challenges faced by France today: tradition versus change, technological achievements, role of women, youth, unemployment, immigration and multiculturalism. Course will involve use of articles from weekly magazines, excerpts from books, World Wide Web-based projects, and movies.

Prerequisite: 202 or [204], an SAT II score of 650, an equivalent departmental placement score, or an AP score of 3.  
Distribution: Language and Literature or Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

### Topic B: French Identity in the Age of Globalization

*Datta*

In this introduction to French society and culture, we will examine France's identity crisis as it enters a new century. From its historical position of political, economic, and intellectual leadership in Europe and the world, France is searching to maintain its difference as a defender of quality over mass appeal and the proud values of its national tradition in the face of increasing globalization. Topics covered include Franco-American relations, the European Union, immigration, the family, and the role of women in French society. Readings are drawn from a variety of sources: historical, sociological, and ethnographic. Magazine and newspaper articles, along with television programs and films will provide supplementary information.

Prerequisite: 202 or [204], an SAT II 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

### 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], an SAT II score of 650, an equivalent departmental placement score, or an AP score of 3.  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

### FREN 210 French Literature and Culture through the Centuries: From the Enlightenment to the Present

**NOT OFFERED IN 2002-03.** 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], an SAT II score of 650, an equivalent departmental placement score, or an AP score of 3.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

### FREN 211 Studies in Language

*Rogers, Tramvouez*

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] (by permission of instructor), 205, 206, 207, 208, or 210, an SAT II 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

*After 211, the numbering of 200-level courses does not denote increasing levels of difficulty; 200-level courses above 211 may be taken in any sequence.*

### FREN 213 From Myth to the Absurd: French Drama in the Twentieth Century

**NOT OFFERED IN 2002-03.** An investigation of the major trends in modern French drama: the reinterpretation of myths, the influence of existentialism, and the theater of the absurd. Special attention is given to the nature of dramatic conflict and to the relationship between text and performance. Study of plays by Anouilh, Cocteau, Giraudoux, Sartre, Camus, Ionesco, and Beckett.

Prerequisite: At least one unit of 205, 206, 207, 208, or 210, an SAT II 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: N/O Unit: 1.0

### 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 205, 206, 207, 208, or 210, an SAT II 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

### FREN 215 Baudelaire, Verlaine, Rimbaud

**NOT OFFERED IN 2002-03.** Close study of a body of poetry which ranks among the most influential in literature, and 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 205, 206, 207, 208, or 210, an SAT II 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

### FREN 217 Books of the Self

*Lydgate*

This course focuses on texts that seek to reveal the reality of the self in the space of a book, including readings of confessional and autobiographical works by the twentieth-century writers Camus, Annie Ernaux, Roland Barthes, and Maryse Conde, and by their literary ancestors Augustine, Abelard, Montaigne, and Rousseau. Themes examined include: the compulsion to confess; secret sharing vs. public self-disclosure; love, desire, and language; the search for authenticity; dominant discourse and minority voices; the role of the reader as accomplice, witness, judge, confessor.

Prerequisite: At least one unit of 205, 206, 207, 208, or 210, an SAT II score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.  
Distribution: Language and Literature or Religion, Ethics and Moral Philosophy  
Semester: Fall Unit: 1.0

### FREN 218 Négritude, Independences, Women's Issues: Francophone Literature in Context

**NOT OFFERED IN 2002-03.** 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 205, 206, 207, 208, or 210, an SAT II 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

### FREN 219 Love/Death

*Respaut*

This course investigates the connection between fiction and film and our fundamental preoccupation with the issues of love and death. Texts ranging from the Middle Ages to the twentieth century are studied, with an eye toward understanding how the thematics of love and death are related to story structure, narration, and the dynamics of reading.

Prerequisite: At least one unit of 205, 206, 207, 208, or 210, an SAT II score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

### FREN 220 Myth and Memory in Modern France: From the French Revolution to May 1968

**NOT OFFERED IN 2002-03.** How do the French view their past and what myths have they created to inscribe that past into national memory? 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 205, 206, 207, 208, or 210, an SAT II 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

### FREN 221 Voices of French Poetry from Marie de France to Surrealism

**NOT OFFERED IN 2002-03.** 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, from the twelfth-century poems of Marie de France to Baudelaire's *poèmes en prose*, Rimbaud's *délires*, and surrealism's explosive *écriture automatique*.

Prerequisite: At least one unit of 205, 206, 207, 208, or 210, an SAT II 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

### FREN 222 French Cinema

*Gillain*

A survey of French cinema with a focus on three key periods: the 30s, the 60s and the 90s. Starting with classics by Jean Vigo, Jean Renoir, and Marcel Carné, the course will study the stylistic

revolution brought about by the New Wave and the mark it has left on recent French cinema.

The films will be analyzed from a variety of perspectives: political and socio-economic contexts, gender representations, narrative patterns, and visual metaphors of subjectivity.

Prerequisite: At least one unit of 205, 206, 207, 208, or 210, an SAT II score of 700, an AP score of 4 or 5, or an equivalent departmental placement score.

Distribution: Language and Literature or Arts, Music, Theatre, Film, Video

Semester: Fall Unit: 1.0

## FREN 223 Selected Topics

### Topic A: La Chanson Française

**NOT OFFERED IN 2002-03.** This course presents French song – *La Chanson Française* – as a literary and cultural object that plays a symbolic role in the life of the French nation.

Underscoring the revolutionary origins of this popular genre, we will discover how, from post-war existentialist songs to the contemporary rap of MC Solaar, French songs are accurate indicators of trends in political orientation, socioeconomic concerns, cultural, religious, and sexual identities.

Prerequisite: At least one unit of 205, 206, 207, 208, or 210, an SAT II 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

### Topic B: Saint-Germain-des-Prés

*Lydgate*

The legendary sixth *arrondissement* 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, and non-conformists. The discovery of jazz and American popular culture. Saint-Germain and the myth of the Left Bank. Study of texts by Sartre, Camus, Simone de Beauvoir, Boris Vian, Raymond Queneau, and songs by Juliette Gréco and others; newsreel, film, and audio documents of the period.

Prerequisite: At least one unit of 205, 206, 207, 208, or 210, an SAT II 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

### Topic C: Women of Ill Repute: Prostitution in Nineteenth-Century France

**NOT OFFERED IN 2002-03.** Women of loose morals in French fiction from the Revolution to the end of the nineteenth century. This course will trace the figure of the prostitute – from the innocuous fallen woman with a heart of gold to the threatening incarnation of feminine perversity – in literary texts and in the paintings of prominent artists of the period. Readings in contemporary treatises on hygiene, public policy, and the legal status of prostitutes will situate the theme in the socio-cultural context of the time. Fiction by Balzac, Dumas, Hugo, Baudelaire, Maupassant, Barbey d'Aurevilly, and Zola. Paintings by Degas, Manet, and Toulouse-Lautrec.

Prerequisite: At least one unit of 205, 206, 207, 208, or 210, an SAT II 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

### FREN 224 Versailles and the Age of Louis XIV Gréle

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 205, 206, 207, 208, or 210, an SAT II score of 700, an AP score of 4 or 5, or an equivalent departmental placement score.

Distribution: Language and Literature

Semester: Spring Unit: 1.0

### FREN 225 The French Press

**NOT OFFERED IN 2002-03.** 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 205, 206, 207, 208, or 210, an SAT II score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Language and Literature or Social and Behavioral Analysis

Semester: N/O Unit: 1.0

### FREN 226 Advanced Spoken French

**NOT OFFERED IN 2002-03.** Practice in oral expression to improve fluency and pronunciation with special attention to idiomatic vocabulary and phonetics. Contemporary French culture will be analyzed through various media. In addition to the reading and study of current newspaper and magazine articles, extensive use will be made of French films without subtitles, songs, videotaped news broadcasts, and advertisements. Ideological, sociological, and stylistic differences will be stressed.

Prerequisite: At least one unit of 205, 207, 208, or 210, an SAT II 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

### FREN 227 Literature and the Supernatural

**NOT OFFERED IN 2002-03.** The goals of this course are to study the origins and popularity of French literature about the supernatural from the end of the eighteenth 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 205, 206, 207, 208, or 210, an SAT II 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

### FREN 228 Wintersession in Paris

*Petterson*

**Topic for 2002-03: The Paris of Poets.** A study of Paris as urban inspiration for French poetry and song. This course explores the visual arts, culture, and history of the City of Light as represented and celebrated by French poetry and song. Special attention will be paid to Parisian artistic and poetic life during Haussmann's major reconfiguration of Paris in the 1860s and 70s, during the Banquet Years (1885-1914), and during the periods preceding and following World War II. Poems by Hugo, Baudelaire, Rimbaud, Apollinaire, Reverdy, Breton, Desnos, Prévert, Dupin, Réda, Roubaud, Hocquard, and popular songs and films. Excursions to the Maison de la Poésie, museums, and myriad sites represented in Parisian poetry and song. *Not offered every year. Subject to Dean's office approval.*

Prerequisite: At least one unit of 205, 206, 207, 208, or 210, an SAT II score of 700, an equivalent department placement score, or an AP score of 4 or 5.

Distribution: Language and Literature

Semester: Wintersession Unit: 1.0

### FREN 230 Paris: City of Light

**NOT OFFERED IN 2002-03.** 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 205, 206, 207, 208, or 210, an SAT II 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

### FREN 240 Images of Women in French Film

**NOT OFFERED IN 2002-03.** 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 the film stars as mythic creations of an idealized woman. The films chosen for study will illustrate the history of French cinema over 60 years.

Prerequisite: At least one unit of 205, 206, 207, 208, or 210, an SAT II 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: N/O Unit: 1.0

### FREN 301 France in the Renaissance: Forms, Reforms, and Revolutions

**NOT OFFERED IN 2002-03.** Innovative writers in sixteenth-century France and the ideas and forms of expression they explored in the early decades of printing. The persistence of oral culture and the search for a voice in print; the triumph of French over Latin as a literary language of subtlety and power; the collisions of propaganda and censorship in a century torn by religious strife; the emergence of new audiences and new strategies of narration and reading. Readings in prose works by Rabelais, Montaigne, Calvin, Marguerite de Navarre; poetry by du



Bellay, Ronsard, and Louise Labé. Periodic reference to resources of the rare book collection in the Wellesley library.

Prerequisite: Two 200-level units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

### FREN 303 Advanced Studies in the Seventeenth and Eighteenth Centuries

**NOT OFFERED IN 2002-03. Topic: The Voyage in Seventeenth- and Eighteenth-Century Fiction; The Representation of the Other.** The goal of this course is to study the image of the other and its evolution throughout fictional travel narratives of the seventeenth and eighteenth centuries. Our discussion will be structured by three main topics: the European identity crisis, the birth of a new colonialism and the rejection of the latter. Maps and documents of the time will be used to illustrate our investigation.

Prerequisite: Two 200-level units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

### 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. These novels, though much admired in their time, were subsequently erased from the pages of literary history, and have only recently been rediscovered. Works by Prévost, Claudine-Alexandrine de Tencin, Françoise de Graffigny, Marie-Jeanne Riccoboni, Rousseau, Diderot, Laclos, and Isabelle de Charrière.

Prerequisite: Two 200-level units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

### FREN 305 Advanced Studies in the Nineteenth Century

*Rogers*

**Topic for 2002-03: 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 200-level units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

### FREN 306 Literature and Inhumanity: Novel, Poetry, and Film in Interwar France

*Petterson*

This course will examine the confrontation between literature and inhumanity through the French literature, poetry, and film of the early twentieth century. Poetry by Guillaume Apollinaire, Robert Desnos, André Breton, Francis Ponge, and René Char, films by Luis

Buñuel, and novels by André Gide, Jean-Paul Sartre, and André Malraux all serve to illustrate the profound crisis in human values that defined and shaped the twentieth century.

Prerequisite: Two 200-level units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

### FREN 308 Advanced Studies in Language

*Petterson*

The art of translation and its techniques are studied through analysis of the major linguistic and cultural differences between French and English. Translations from both languages will serve to explore past and present-day practices and theories of translation.

Prerequisite: Two 200-level units, one of which must be 211. Open to juniors and seniors only, or by permission of instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

### FREN 313 George Sand and the Romantic Theater

**NOT OFFERED IN 2002-03.** George Sand, multi-faceted woman and influential writer, allows us to explore the romantic theater as well as the overall theater production of the nineteenth century. The fact that Sand's theater was overlooked in her time and subsequently forgotten raises important questions of public recognition and literary posterity that we will examine.

Prerequisite: Two 200-level units, one of which must be 211 or above. Not open to students who have taken this course as 321 Topic A.

Distribution: Language and Literature or Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

### 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 200-level units, one of which must be 211 or above.

Distribution: Language and Literature or Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

### FREN 316 Duras

**NOT OFFERED IN 2002-03.** 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 200-level units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

### FREN 319 Women, Language, and Literary Expression

#### Topic A: Difference: Fiction by Twentieth-Century Women Writers in France

**NOT OFFERED IN 2002-03.** 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 postcolonial contexts. Readings from feminist theoreticians including Cixous, Kristeva, and Irigaray.

Prerequisite: Two 200-level units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

### FREN 321 Seminar

#### Topic A: Metaphors of Artistic Creation in Proust's *A la Recherche du Temps Perdu*

**NOT OFFERED IN 2002-03.** A close reading of a representative section of Proust's works. We will examine and question the way writing, painting, and music are represented and intertwined in the narrative. We will also explore several important topics related to the social, historical, cultural, and artistic contexts of the period: influential writers, painters, and musicians; love and homosexuality; fashion; the "Belle Époque"; World War I; the Dreyfus Affair.

Prerequisite: Two 200-level units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

### 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 200-level units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

### FREN 330 French and Francophone Studies

**NOT OFFERED IN 2002-03.** The course examines various texts from the post-independent Francophone world to understand pressing concerns in different postcolonial regions. Close attention will be paid to narrative techniques while studying questions concerning the relationship with the metropolis and the functioning of language(s). Includes a brief introduction to the history of Francophone literature. Texts by Driss Chraïbi, Maryse Condé, Axel Gauvin, Assia Djébar.

Prerequisite: Two 200-level units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0



## FREN 349 Studies in Culture and Criticism

### Topic A: French Cultural Identities

**NOT OFFERED IN 2002-03.** 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 200-level units, one of which must be 211 or above.

Distribution: Language and Literature or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

### Topic B: La Belle Époque: Politics, Society, and Culture in France: 1880-1914

#### Datta

In the aftermath of World War I, French men and women viewed the preceding years as a tranquil and stable period in French history. Yet during the era, subsequently known as "la Belle Époque," the French experienced changes of enormous magnitude: the emergence of both consumer culture and a working class, the development of a national press, and the expansion of an overseas colonial empire. Such ebullience was reflected in the emergence of Paris as the capital of the European avant-garde. Drawing on literary texts and historical documents, as well as on films, posters, and songs, this interdisciplinary course examines French society, politics, and culture during the era which ushered France into the modern age.

Prerequisite: Two 200-level units, one of which must be 211 or above.

Distribution: Language and Literature or Historical Studies

Semester: Spring

Unit: 1.0

### Topic C: Occupation and Resistance: The French Experience and Memory of the Second World War, 1939-1999

**NOT OFFERED IN 2002-03.** No experience in recent French history has marked French collective memory more profoundly than the Second World War. During these years, the French dealt not only with the trauma of defeat and the German Occupation but also with the divisive legacy of the collaborationist Vichy regime. This course, which traces the history of World War II from the beginning of hostilities in 1939 to the Liberation, will examine both the French experience of the war and the memories it has generated up to the present day. We will thus study a variety of documents, historical as well as contemporary, including speeches, propaganda tracts, memoirs, newspaper articles, literary texts, films, and songs.

Prerequisite: Two 200-level units, one of which must be 211 or above.

Distribution: Language and Literature or Historical Studies

Semester: N/O

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

*One-hundred Level Courses:* Course 101-102 and 103 count 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.

*Acceleration:* Students who receive a grade of A in 201 may, on the recommendation of their instructor, accelerate to 205.

*Majors:* Majors are required to complete a minimum of eight units, including the following courses or their equivalents: 211 and 308. A student may count one AP credit in French toward the major. 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. No more than two courses taken credit/noncredit at Wellesley College may be applied to the French major. Students planning to major in French should consult with the Chair of the French Department.

Students interested in an interdepartmental major in French Cultural Studies are referred to the listing for this interdepartmental program.

*Graduate Studies:* Students planning graduate work in French or comparative literature are encouraged to write an honors thesis and study a second modern language and/or Latin.

#### *Advanced Placement Policies and Language*

*Requirement:* A student entering Wellesley must have an Advanced Placement score of 4 or 5 or an SAT II score of 690 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 offers an interdepartmental major in French Cultural Studies which combines courses from the Department of French with those in Africana Studies, Art, History, Music, Political Science, or any other department offering courses on France or Francophone countries. French Cultural Studies majors ordinarily work closely with two advisors, one from the French Department and one from the other area of concentration.

The major in French Cultural Studies consists of a minimum of eight units. At least four units in the French Department above the 100 level are required including 207 and 211. At least one unit in French at the 300 (advanced) level is required. No more than two courses taken credit/noncredit at Wellesley College may be applied to the French Cultural Studies Major.

### FRST 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

### FRST 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

### FRST 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

## Related Courses

*For Credit Toward the Major*

AFR 207 Images of Africana People through the Cinema

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

AFR 216 History of the Caribbean

AFR 223 Caribbean and African Development Issues

AFR 232/332/MUS 225 Topics in Ethnomusicology: Africa and the Caribbean

AFR 235 Societies and Cultures of Africa

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

ARTH 203 Cathedrals and Castles of the High Middle Ages

ARTH 223 The Arts of France

ARTH 228 Nineteenth- and Twentieth-Century Architecture

ARTH 234 Topics in Nineteenth-Century Art. Topic for 2002-03: Impressionism

ARTH 253 The Beautiful Book: Medieval and Renaissance Book Illumination in France and Italy

ARTH 332 Seminar. Topics in Medieval Architecture. Topic for 2002-03: The Architecture of Norman and Angevin England

HIST 201 Reinventing Europe, 1650-2000

**HIST 208** Society and Culture in Medieval Europe

**HIST 217** The Making of European Jewry, 1085 to 1815

**HIST 218** Jews in the Modern World, 1815 to the Present

**HIST 234** Europe in the Later Middle Ages

**HIST 237** Modern European Culture: The Long Nineteenth Century

**HIST 265** History of Modern Africa

**HIST 279** Heresy and Popular Religion in the Middle Ages

**HIST 295** Strategy and Diplomacy of the Great Powers Since 1789

**HIST 296** The Cold War, 1945-1991

**HIST 328** Seminar. Antisemitism in Historical Perspective

**HIST 330** Seminar. Medieval Europe. Topic for 2002-03: Revolution and Rebellion in Twelfth-Century Society

**HIST 332** Seminar. Europe under German Occupation, 1939-1945: Resistance, Collaboration, and Genocide

**HIST 349** Seminar. Structures of Authority in Early Modern Europe

**HIST 362** Seminar. The First World War: History, Culture, Memory

**MUS 225/AFR 232/332** Topics in Ethnomusicology: Africa and the Caribbean

**PHIL 224** Existentialism

**POL4 241** Modern Political Theory

**POL4 242** Contemporary Political Theory

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, Thompson (Chair)*

Associate Professor: *Besancon*

Instructor in Geology Laboratory: *Gilbert, Mattison*

All courses with laboratory meet for two periods of lecture, and one three-hour laboratory session weekly.

### **GEOL 100 Oceanography**

*Andrews*

Covering over 70% of the Earth's surface, the oceans are one of the most distinctive features of our planet. Oceans evolve through time, control our climate, are home to a myriad of marine life forms and are floored by distinctive geologic features including huge volcanoes and giant rift valleys. We will explore such topics as ocean basin sediments, submarine volcanism, shoreline processes, tsunamis, ocean currents, el niño events, coral reefs, deep-sea life and marine food and mineral resources.

Prerequisite: None

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

### **GEOL 102 The Dynamic Earth with Laboratory**

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: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.

Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall, Spring

Unit: 1.25

### **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.

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. *Normally offered in alternate years.*

Prerequisite: 102 or permission of instructor.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.25

### **GEOL 204 Catastrophes and Extinctions**

*Andrews*

The Earth 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. *Normally offered in alternate years.*

Prerequisite: 102 or permission of instructor.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

### **GEOL 211 Geology and Human Affairs**

*Thompson*

This seminar-style course will focus on interactions between people and their physical environment. Geological component to emphasize coastal, fluvial and glacial processes, evaluation of bedrock for engineering projects, and groundwater. Human impacts will be examined in terms of adverse effects on geological systems and in terms of protective environmental regulation and remediation. New England case studies including evolution of Nauset Spit (Chatham, Mass.), groundwater contamination at Cape Cod Military Reservation, and management approaches in the Charles River watershed will be highlighted during the semester. Students will present their own case studies as final poster projects. *Normally offered in alternate years.*

Prerequisite: 102 or permission of instructor.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

### **GEOL 220 Volcanoes: Agents of Global and Regional Change**

*Besancon*

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** 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. *Normally offered in alternate years.*

Prerequisite: One or more previous courses in Geology.

Distribution: Natural and Physical Science

Semester: N/O. Offered in 2003-04.

Unit: 1.0

### GEOL 230 Earth from Above: Maps, Remote Sensing, and GIS

Besancon

Paper maps and photographs are moving into digital form. Using geographic information systems (GIS) and image analysis, one can manage natural resources or city infrastructure, search for water resources, analyze land use, find relationships (which were previously impractical) between geographic variables, and prepare maps of all types. We will look at interpretation of data from across the electromagnetic spectrum and how it can be integrated with geographic and topographic information into an informative presentation. *Normally offered in alternate years.*

Prerequisite: 102  
Distribution: Natural and Physical Science  
Semester: Spring Unit: 1.0

### GEOL 240 Climate Past and Future

Thompson

The documented phenomenon of global warming raises pressing questions about future climate trends and what the world's population might expect if temperatures continue to rise. The science of this problem spans many spheres of Earth activity from present-day oceanic and atmospheric circulation to the geologic record of Pleistocene ice sheets and more extreme climatic events in the far distant past. Even plate motions have climatic impacts as increased volcanism associated with rapid sea floor spreading increases atmospheric carbon dioxide. This course will explore the dynamics of the modern climate system as well as multiple factors influencing climate history. All of these approaches are important for geoscientists and nonscientists alike who must promote intelligent action on global initiatives addressing problems such as anthropogenic carbon dioxide emissions. *Normally offered in alternate years.*

Prerequisite: 102  
Distribution: Natural and Physical Science  
Semester: Spring Unit: 1.0

### GEOL 304 Sedimentary Rocks and Sequences with Laboratory

Thompson

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** Sedimentary rocks cover most of the Earth's present surface and contain evidence for past environments throughout billions of years of geologic time. Studying sequences of such rocks is important both for understanding recurrent environmental fluctuations like sea level change and for maximizing resources from coal and petroleum to salt and aluminum ore. Sedimentary processes take on further significance because they take place in popular human habitats including coastlines and flood plains. Lectures will cover production of sediment via weathering, principles of sediment transport, characteristics of sedimentary environments, and interpretation of sedimentary sequences. Laboratory will emphasize identification of sedimentary rocks and minerals based on hand specimens, microscope and x-ray methods, and include field trips in the Boston area. *Normally offered in alternate years.*

Prerequisite: 202  
Distribution: Natural and Physical Science  
Semester: N/O. Offered in 2003-04. Unit: 1.25

### GEOL 305 Paleontology with Laboratory

Andrews

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** Over 99.9% of the animal species that have inhabited our Earth are now extinct, and these ancient life forms, such as trilobites and ammonites, are now only known through their fossil remains. We will investigate the origin, evolution, and extinction of these fossil organisms, many of which have no close living relatives. Students will have the opportunity to study Wellesley's extensive fossil collections in their laboratory work. *Normally offered in alternate years.*

Prerequisite: 200 or permission of instructor.  
Distribution: Natural and Physical Science  
Semester: N/O. Offered in 2003-04. Unit: 1.0

### GEOL 306 Structural Geology with Laboratory

Thompson

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** 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 will include field trips in the Boston area. Normally offered in alternate years.*

Prerequisite: 102 or permission of instructor. Not open to students who have taken [206].  
Distribution: Natural and Physical Science  
Semester: N/O. Offered in 2003-04. Unit: 1.25

### GEOL 309 Petrology with Laboratory

Besancon

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. *Normally offered in alternate years.*

Prerequisite: 202  
Distribution: Natural and Physical Science or Mathematical Modeling  
Semester: Spring Unit: 1.25

### GEOL 311 Hydrogeology with Laboratory

Besancon

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** 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. *Normally offered in alternate years.*

Prerequisite: 102 and permission of instructor.  
Distribution: Natural and Physical Science or Mathematical Modeling  
Semester: N/O. Offered in 2003-04. Unit: 1.25

### GEOL 349 Seminar

Staff

**Topic for 2002-03 to be determined.** *Normally offered in alternate years.*

Prerequisite: To be determined  
Distribution: Natural and Physical Science  
Semester: Spring Unit: 1.0

### GEOL 350 Research or Individual Study

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

### GEOL 360 Senior Thesis Research

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

### GEOL 370 Senior Thesis

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

## Directions for Election

In addition to eight units in Geology, normally to include 200, 202, 304, 306, and 309, the minimum major requires four units from 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 (five units) consists of:

(A) 102 and (B) two units in one of the four following areas of concentration: I. (Paleobiology) 200, 204, 305 or II. (Structural Geology) 214, 230, 306 or III. (Petrology) 202, 304, and 309 or IV. (Environmental Geology) 211, 230, 311 and (C) two additional 200- or 300-level units.

# Department of German

Professor: *Ward, Hansen, Kruse*

Associate Professor: *Nolden (Chair)*

Director of Study Abroad Program: *Nolden*

Resident Director of Wellesley-in-Vienna:  
*Hartmack*

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 Austrian culture taught in English. 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 Austria in the Wellesley-in-Vienna program or another program approved by the College.

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## GER 101-102 Beginning German

*Hansen, Kruse*

An introduction to contemporary German with emphasis on communicative fluency. Extensive practice in all four skills: listening, speaking, reading, and writing. Videos and web-based activities introduce the student to topics from contemporary culture in German-speaking countries. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course. Three meetings per 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 2002-03.** 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 eight 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. This course counts as a unit toward the German Studies major.*

Prerequisite: Open to all first-year students.  
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 twentieth 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, Schönberg, 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. This course counts as a unit toward the German Studies major.*

Prerequisite: Open to all first-year students.  
Distribution: Language and Literature  
Semester: Fall

Unit: 1.0

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## GER 201-202 Intermediate German

*Nolden, Ward*

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. Meets three times a 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 231 Advanced Studies in Language and Culture

*Ward*

Development of communicative skills necessary to negotiate complex meaning in reading, speaking, and writing. We will study facets of contemporary culture in German-speaking countries. Review of selected grammar topics. A variety of texts will be considered including poetry, a novel, films, and Web site materials. *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. Three meetings per week.*

Prerequisite: 201-202 or placement examination.  
Distribution: Language and Literature  
Semester: Fall, Spring

Unit: 1.0

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## GER 235 Advanced Conversation: Germany and Austria Today

**NOT OFFERED IN 2002-03.** Intensive practice in oral communication and presentation; introduction to rhetorical strategies of conversation and discussion. On the basis of newspaper and magazine articles, essays and stories, television news, film clips, and Web site materials, we will discuss current events and issues in Germany and Austria. *The course meets twice a week for 50 minutes during nine weeks of the semester.*

*Required organizational meeting during add/drop period.*

Prerequisite: 201-202 or permission of instructor.  
Distribution: Language and Literature  
Semester: N/O

Unit: 0.5

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## GER 241 Themes of Childhood, Youth, and Adolescence in German Literature

*Hansen*

This course will explore images of children and adolescents in adult literature. The texts encompass the medieval to contemporary periods and are unified thematically by such issues as youthful rebellion, inter-generational struggles, social initiation, and the crisis of adolescence. We shall analyze the portrayals of youth as idealized heroes, as innocent victims, and as critical witnesses of the adult world. Authors include Goethe, Stifter, Hesse, and Aichinger. We will also read Grimms' folktales, Wilhelm Busch's proto-comic book, *Max und Moritz*, and Heinrich Hoffmann's cautionary verses, *Der Struwwelpeter*. *Taught in German. Two meetings per week.*

Prerequisite: 231 or permission of instructor.  
Distribution: Language and Literature  
Semester: Spring

Unit: 1.0

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## GER 245 Constructing the Other in German Cinema (in English)

**NOT OFFERED IN 2002-03.** We will examine the way in which cinematic representation has constructed "the other" in the context of German cultural history of the twentieth century. Beginning with issues of gender, we will discuss the visualization of woman as other in classics of the silent era, including *Metropolis*, and *Pandora's Box*. The role of nationalism, colonialism, racism, and anti-Semitism in the construction of "the other" in the cinema of the 30s and 40s will also be considered. We will then consider a wide variety of postwar films and filmmakers, for example, cinematic portrayals of "guest workers," and the "other Germany" seen as other from both sides of the Cold War divide. *Film screenings will be in addition to the lectures and discussions. Taught in English.*

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

Unit: 1.0

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## GER 248 The Fantastic in German Literature

**NOT OFFERED IN 2002-03.** The course will explore short fiction of the fantastic and the uncanny that emerges after the eighteenth century. These works, which employ allegories of escapist fantasy, horror and supernatural terror, delusion, and abnormal psychic states, are chosen for their literary treatment of fears that prey on the human imagination. We will begin with tales from the Grimms' collection of fairy tales and explore themes of the Doppelgänger, shapeshifting, talking animals, and magic. We will apply Sigmund Freud's theory of "the uncanny" to literary texts from romanticism to Kafka and beyond. *Taught in German, two periods.*

Prerequisite: 231 or permission of 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 252 Drama as Text and Performance**

**NOT OFFERED IN 2002-03.** Focusing on one period of German theatre, we will examine main features of the genre of the drama as exemplified by plays and critical texts by major authors. A substantial part of the course will be devoted to performance issues, resulting in performance projects at the end of the semester. *Taught in German. One seminar period with additional rehearsal time.*

Prerequisite: 201-202 or permission of instructor.  
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video  
Semester: N/O

Unit: 1.0

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**GER 255 The Woman Question**

**NOT OFFERED IN 2002-03.** We will trace the way the "Frauenfrage" was posed by three generations of women and men 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, letters, and autobiographical works by women, and one novel by Fanny Lewald that reflect a range of attitudes toward woman's societal role, as well as men's contributions to the debate from Theodor Hippel's *On Improving the Status of Women* to August Bebel's *Women under Socialism*. *Taught in German.*

Prerequisite: 231 or permission of 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 (in English)**

**NOT OFFERED IN 2002-03.** For more than 600 years Habsburg rule preserved a semblance of unity and order to widely heterogeneous peoples and cultures. At various historical periods the empire was one over which the sun never set, but it was finally undermined by ethnic nationalism and 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 the rich culture of the Danube monarchy and examine how the Habsburgs themselves forged the myth of their own dynasty and how they are portrayed in art and literature. *Taught in English.*

Prerequisite: None  
Distribution: Historical Studies or Language and Literature  
Semester: N/O

Unit: 1.0

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**GER 274 Postwar German Culture**

**NOT OFFERED IN 2002-03.** 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 permission of instructor.  
Distribution: Historical Studies or Language and Literature  
Semester: N/O

Unit: 1.0

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**GER 276 Franz Kafka**

*Kruse*

All aspects of Kafka's works and life will be explored in the historical and social context of early twentieth-century Central Europe. We will read a wide selection from his novels, e.g. *The Trial*; short stories, *The Metamorphosis*, *In the Penal Colony*; parables and aphorisms; diaries and letters, such as his *Letters to Felice*. We will discuss the delight and difficulty of reading Kafka, his posthumous reception as a world author, and his importance as a cultural icon in the late twentieth and early twenty-first centuries. *Taught in English, two periods.*

Prerequisite: None  
Distribution: Language and Literature  
Semester: Fall

Unit: 1.0

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**GER 280 Film in Germany 1919-1999**

*Nolden*

This course provides a survey of the history of films made by German directors. It introduces the student to the aesthetics and politics of the individual periods of German film making, among them Expressionism, Film in the Third Reich, Postwar Beginnings, and New German Cinema. We will concentrate on films by Lang, Murnau, Riefenstahl, Sierck, Staudte, Herzog, Fassbinder, Wenders, and Tykwer. *Taught in English.*

Prerequisite: None  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: Spring

Unit: 1.0

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**GER 325 Goethe**

**NOT OFFERED IN 2002-03.** 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 200-level 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 329 Readings in Eighteenth-Century Literature**

*Nolden*

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 the family, women, and power relationships in the eighteenth century. Texts by Gellert, Lessing, Wagner, Goethe, F. Schlegel, Schiller, Kleist. *Taught in German, two periods.*

Prerequisite: One 200-level unit, 240 or above taught in German, or permission of instructor.  
Distribution: Language and Literature  
Semester: Spring

Unit: 1.0

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**GER 345 Constructing the Other in German Cinema**

**NOT OFFERED IN 2002-03.** Same course as 245 above, with additional readings in German and films without subtitles, plus an additional weekly class meeting taught in German with discussions

in German. *Film screenings will be in addition to the lectures and discussions.*

Prerequisite: One 200-level unit, 240 or above taught in German, or permission of 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 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)**

**NOT OFFERED IN 2002-03.** Same course as 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 200-level unit, 240 or above, or permission of instructor.  
Distribution: Historical Studies 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 376 Franz Kafka**

*Kruse*

Same course as 276 above, with additional readings in German, plus an additional weekly class meeting taught in German with discussions in German.

Prerequisite: One 200-level unit, 240 or above, or by permission of the instructor.  
Distribution: Language and Literature  
Semester: Fall

Unit: 1.0

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**GER 389 Seminar**

*Ward*

**Topic for 2002-03: Christa Wolf in Perspective.** Christa Wolf's career in German literature and politics from 1960s to the present will be considered in depth. We will trace the development of her ideas about reading and writing, war and peace, the German past, as well as the future of humanity by reading selected novels, stories, essays, letters and speeches. Special attention will be given to placing Wolf's work in the context of cultural politics of the former GDR. Issues of reception will provide a variety of perspectives on her *œuvre*. We will consider readings of her work by American feminists, among others, as well as the political controversy that arose about her after reunification.

Prerequisite: One 300-level unit or permission of instructor.  
Distribution: Language and Literature  
Semester: Fall

Unit: 1.0

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## Related Courses

*For Credit Toward the Major*

**EXTD 254** Imaginary Crimes and Courts: Justice Imagined: The Law in Literature

## Directions for Election

The department offers a major in Language and Literature 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 program during Wintersession.

Students interested in an interdepartmental major in German Studies are referred to the listing for this interdepartmental program.

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 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 eight-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 session taught in German, this is 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 German Studies.

### 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 five-unit minimum minor. 231 is required. One 300-level unit is 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 session 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: *Nolden (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. German 202 may count toward the eight-unit minimum major. German 231 and two 300-level units are required. A minimum of five units should be completed in the German Department, one of them at the 300 level. The elective units taken in the German Department may be drawn from courses taught in German or English, 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. She may also do an interdisciplinary 360-370 project that is supervised by an interdepartmental committee. With approval of the relevant department, courses taken abroad may count at the 200 level toward the major. A course in German history is highly recommended, as are two units from a single allied field. While it is helpful to have an advisor in the allied field, a student must have a major advisor in the German Department, which 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

*TBA*

**Topic for 2002-03: To Be Announced.** *Not offered every year. Subject to Dean's office approval.*

Prerequisite: Open only to students enrolled in the German 202 section taught in Wintersession-in-Vienna (January 2003). 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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**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 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 290** Propaganda and Persuasion in the Twentieth Century

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**ARTH 346** Seminar. Art and Auschwitz

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**EXTD 254** Imaginary Crimes and Courts: The Law in Literature

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**GER 120/WRIT 125** Views of Berlin

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**GER 121/WRIT 125** Turn-of-the-Century Vienna: The Birth of Modernism

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**HIST 201** Reinventing Europe, 1650-2000

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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 to the Present

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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

---

**HIST 241** Europe 1914 to 1989

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**HIST 245** German Questions: History, Memory, Identity

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**HIST 296** The Cold War, 1945-1991

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**HIST 332** Seminar. 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 341** Seminar. The Nature and Meanings of History

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**HIST 367** Seminar. Jewish Identity in the Modern World

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**MUS 223** *Das Lied*: The Music and Poetry of the German Art Song

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**MUS 235/335** Music in Historical/Critical Context

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**PHIL 203** Philosophy of Art

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**PHIL 225** Phenomenology and Hermeneutics

---

**PHIL 230** Nineteenth-Century Philosophy

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**PHIL 302** Kant's Solution to Skepticism and Solipsism

---

**PHIL 303** Kant's Metaethics

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**PHIL 323** Seminar. Continental Philosophy. Topic for 2002-03: Psychology without a Soul: Consciousness and Subjectivity in Nineteenth-Century Philosophy

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**POL2 205** The Politics of Europe and the European Union

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**POL2 303** The Political Economy of the Welfare State in Europe and America

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**POL4 242** Seminar. Contemporary Political Theory

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**POL4 248** Power and Politics

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**POL4 342** Seminar. Marxist Political Theory

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**REL 245** The Holocaust and the Nazi State

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**SOC 200** Classical Sociological Theory

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**SOC 201** Contemporary Social Theory

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**SOC 290** Propaganda and Persuasion in the Twentieth Century

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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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# Hebrew

For Elementary and Intermediate Hebrew, and Research or Independent Study in Hebrew, see Jewish Studies.



# Department of History

Professor: *Auerbach*<sup>1</sup>, *Kaptejns* (Chair), *Malino, Rogers, Shennan, Tumarkin*

Visiting Professor: *Klein*

Associate Professor: *Matsusaka, Varon*

Visiting Associate Professor: *Rollman*

Assistant Professor: *Giersch, McGlynn*<sup>1</sup>, *Osorio, Ramseyer*<sup>1</sup>, *Sheidley*<sup>1</sup>, *Treitel*

Visiting Assistant Professor: *Hitchcock, Milway*

Visiting Instructor: *Knapp*

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## HIST 103 History in Global Perspective: Cultures in Contact and Conflict

*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 will be revolution and social change in global perspective. 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 Bread and Salt: Introduction to Russian Civilization

*Tumarkin*

For centuries Russians have welcomed visitors with offerings of bread and salt. This course is an earthy immersion in Russian everyday life, from the grand age of Tolstoy, to the wrenching era of Stalin, to Putin's dissonant new Russia. Russian black bread, dense and pungent, is central to our focus on food, feasting, fasting, and famine in the Russian experience, as we explore the restricted diets of peasants, the excessive repasts of propertied classes, Soviet efforts to ritualize communal dining and living, and hunger in the wartime blockade of Leningrad. We will also weave in related themes, such as alcohol consumption, illness, and the Russian way of death. Guest lectures by Russianists in disciplines other than history.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

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. The 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. The 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 Reinventing Europe, 1650-2000

*Tumarkin*

With words as well as with weapons, Europeans have struggled to enter (and indeed to live in) the modern age. This course will follow the peoples of Europe, both West and East, from the upheavals of the Enlightenment to the French Revolution, from the industrial revolution to the tumultuous era of nation-state building. It will also explore how Europeans became embroiled in the scramble for empire, the era of "totalitarianism," and two disastrous world wars. The course concludes by examining how Europeans have coped with the divisions of the Cold War, the collapse of communism, and the new challenges of reunification. From the "splendid century" of Louis XIV to the era of European Union, our focus will be on the changing mentalities and everyday experiences of Europeans.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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## HIST 203 History of the United States, 1607 to 1877

*Knapp*

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 1976

*Auerbach*

**NOT OFFERED IN 2002-03.** 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 1970s.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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## HIST 206 From Conquest to Revolution: The History of Colonial Latin America

*Osorio*

This course examines broad themes in colonial Latin American history, including: the legitimacy of the Spanish Conquest and the place of the Americas in a universal Spanish Empire, contrasts between the Portuguese and Spanish Empires, Indian labor and African slavery, indigenous societies and their transformations and interactions with Africans and Europeans under colonial rule, the creation, consolidation, and decline of colonial political institutions, the role of the Catholic Church, the Inquisition, and the Extirpation of Idolatries in the creation of new hybrid colonial cultures and identities, the role of urban centers in the consolidation of Spanish rule, the emergence of Creole nationalism, the Independence Wars and their postcolonial legacies, liberal and revolutionary challenges to the *ancien regime*.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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## HIST 207 Contemporary Problems in Latin American History

*Osorio*

In this problem-centered survey of the contemporary history of Latin America we will critique the many stereotypes which have inhibited understanding between Anglo and Latin America. We will examine key themes in current history, including the dilemmas of uneven national development in dependent economies, the emergence of anti-imperialism and various forms of political and cultural nationalism, the richness and variety of revolutionary, ethnic, religious, feminist, literary, artistic, and social movements, the contradictions of class, gender, and race, the imposing social problems of the sprawling Latin American megalopolis, the political heterodoxies of leftism, populism, authoritarianism, and neoliberalism, the patterns of peace, violence, and the drug trade, the considerable U.S. influence in the region, and, finally, transnational migration and globalization.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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## HIST 208 Society and Culture in Medieval Europe

*Ramseyer*

**NOT OFFERED IN 2002-03.** This course examines life in medieval Europe in all its manifestations: political, religious, social, cultural, and economic. Topics to be studied include the papacy, the political structures of France, Germany, and Italy, monks and monastic culture, religion and spirituality, feudalism, chivalry, courtly love and literature, the crusading movement, intellectual life and theological debates, economic structures and their transformations, and the varied roles of women in medieval life. Students will learn to analyze and interpret primary sources from the period, as well as to evaluate critically historiographical debates related to medieval history.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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## HIST 209 From William the Bastard to Gloriana: England, 1066-1603

*McGlynn*

**NOT OFFERED IN 2002-03.** In 1066 the Normans invaded England, beginning a new chapter in the country's history and introducing new ideas in religion, politics, and law. This course will trace the development of England from the arrival of William the Conqueror to the reign of one of England's most intriguing monarchs, Elizabeth I. We will look at issues of social and religious change, such as the Black Death and the Lollard heresy, as well as the development of institutions such as parliament and the common law, which would have an impact far beyond the island of their origin.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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## HIST 213 Conquest and Crusade in the Medieval Mediterranean

*Ramseyer*

This course examines life in the Mediterranean from the disintegration of the Roman Empire in the fourth and fifth centuries through the Latin

Crusades of the Holy Land in the eleventh and twelfth centuries. Readings will focus on the various wars and conflicts in the region as well as the political, religious, and social structures of the great Christian and Muslim kingdoms, including the Byzantine empire, the Islamic caliphates of the Fertile Crescent and North Africa, the Turkish emirates of Egypt and the Near East, and the Latin Crusader States. Attention will also be paid to the cultural and religious diversity of the medieval Mediterranean and the intellectual, literary, and artistic achievements of Christian, Muslim, and Jewish communities.

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

### HIST 214 Medieval Italy

*Ramseyer*  
**NOT OFFERED IN 2002-03.** This course provides an overview of the diverse forms of political, social, and economic life in pre-Renaissance Italy from the disintegration of the Roman Empire in the fifth 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: N/O Unit: 1.0

### HIST 215 Gender and Nation in Latin America

*Osorio*  
Since their invention in the early nineteenth century, nations and states in Latin America have been conceived of in gendered terms. This has played a key role in producing and reproducing masculine and feminine identities in society. This course examines the powerful relationship between gender and nation in modern Latin America. Topics include patriarchal discourses of state and feminized representations of nation, the national project to define the family as a male-centered nuclear institution, the idealization of motherhood as a national and Christian virtue, the role of military regimes in promoting masculine ideologies, state regulation of sexuality and prostitution, changing definitions of the feminine and masculine in relation to the emergence of "public" and "private" spheres, and struggles over the definition of citizenship and nationality.

Prerequisites: None  
Distribution: Historical Studies  
Semester: Fall Unit: 1.0

### HIST 217 The Making of European Jewry, 1085 to 1815

*Malino*  
**NOT OFFERED IN 2002-03.** 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

### HIST 218 Jews in the Modern World, 1815 to the Present

*Malino*  
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: Spring Unit: 1.0

### HIST 219 The Jews of Spain and the Lands of Islam

*Malino*  
The history of the Jews in Muslim lands from the seventh to the twentieth 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 the emergence of a Sephardic diaspora. Twentieth-century focus on the Jewish communities of Morocco, Tunisia, and Egypt.

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

### HIST 223 Science and Society Since 1800

*Treitel*  
An exploration of selected topics and themes in the history of modern science from 1800 to the present. Emphasis will be on the life sciences, with some attention to the physical sciences. Topics include: evolutionary theory, eugenics, and sociobiology; ethical dilemmas raised by modern biomedical practice; atomic physics and the bomb; and ecology, environmentalism, and politics. Themes include the evolving relations of science and society and the changing ethical challenges posed by scientific developments. Lectures will place scientific developments in their historical context. Our discussions will focus on the analysis of key primary sources drawn from the period in question and on supplementary secondary works that provide context.

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

### HIST 227 The Italian Renaissance

*Milway*  
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 milieus in which it grew and flourished.

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

### HIST 228 The Renaissance and Reformation in Northern Europe

*McGlynn*  
**NOT OFFERED IN 2002-03.** This course will examine the transformation of renaissance ideas in the monarchies of Northern Europe. We will consider the artistic and intellectual 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: N/O Unit: 1.0

### HIST 229/329 Alexander the Great: Psychopath or Philosopher King?

*Rogers*  
Alexander the Great murdered his best friend, married a Bactrian princess, and dressed like Dionysus. He also conquered the known world by the age of 33, fused the eastern and western populations of his empire, and became a god. This course will examine the personality, career, and achievements of the greatest conqueror in Western history against the background of the Hellenistic World. *This course may be taken as either 229 or, with additional assignments, as 329.*

Prerequisite: None. 329: by permission of the instructor.  
Distribution: Historical Studies  
Semester: Spring Unit: 1.0

### HIST 230 Greek History from the Bronze Age to the Death of Philip II of Macedon

*Rogers*  
The origins, development, and geographical spread of Greek culture from the Bronze Age to the death of Philip II of Macedon. Greek colonization, the Persian Wars, the Athenian democracy, and the rise of Macedon will be examined in relation to the social, economic, and religious history of the Greek polis.

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

### HIST 231 History of Rome

*Rogers*  
**NOT OFFERED IN 2002-03.** Rome's cultural development from its origins as a small city state in the eighth century B.C.E. to its rule over a vast empire extending from Scotland to Iraq. Topics include the Etruscan influence on the formation of early Rome, the causes of Roman expansion throughout the Mediterranean during the Republic, the Hellenization of Roman society, the urbanization and Romanization of Western Europe, the spread of "mystery" religions, the persecution and expansion of Christianity, and the economy and society of the Empire.

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

### HIST 234 Europe in the Later Middle Ages

*Milway*  
Europe in the fourteenth and fifteenth centuries was in turmoil. The papacy was exiled from Rome and later divided, fought over by two and then three claimants. Old heresies persisted in southern Europe, while new heresies rose in the north and east and the church struggled to con-

trol new forms of lay piety. During the same period Europe was hit by the Black Death, which reduced the population by approximately a third. Finally, war affected much of Europe, from the Hundred Years War to the war against the Turks, whose steady approach from the east terrified Europeans. This class will examine the redefinition of European society as the accepted structures of church, politics, and civil society responded to the tremendous pressures of the period.

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

### HIST 237 Modern European Culture: The Long Nineteenth Century

**NOT OFFERED IN 2002-03.** 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: N/O  
Unit: 1.0

### HIST 240 The World at War: 1937 to 1945 *Matsusaka, Shennan*

**NOT OFFERED IN 2002-03.** 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, Kono, and Tojo; evolving post-war memories of the war.

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

### HIST 241 Europe 1914 to 1989 *Shennan*

**NOT OFFERED IN 2002-03.** 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. Topics in the first half of the course will include 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 of the course will examine the regeneration of capitalist economics and democratic politics in the West, the rise and decline of the Soviet empire in the East, and the contraction of Europe's power. We will conclude by examining the Revolution of 1989.

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

### HIST 243 Women and Power in Modern Europe *Treitel*

This course examines the radical transformation in the position and perspective of European women since the mid-eighteenth century. The primary geographical focus is on Britain, France, and Germany. Topics include changing relations between the sexes, women and madness, the emergence of mass feminist movements, the rise of the "new woman," and women and war. We will look at the lives of women as nurses, prostitutes, artists, mothers, hysterics, political activists, consumers, and factory hands. Sources include novels, political treatises, films, and memoirs.

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

### HIST 245 German Questions: History, Memory, Identity *Treitel*

What does it mean to be German? How should Germany fit into Europe? What problems does the German past pose for today? These three questions structure our survey of the forces that have shaped German history since 1800. After examining the multiplicity of German states that existed in 1800, we will identify the key factors that resulted in unification in 1871. We then turn to a study of modern Germany in its various forms, from the Empire through the Weimar Republic and Third Reich, to post-war division and reunification. Our major focus will be the continuities and discontinuities of German history, particularly with regard to the historical roots of Nazism and the issue of how far the two postwar Germanys broke with the past.

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

### HIST 246 Vikings, Icons, Mongols, and Tsars *Tumarkin*

**NOT OFFERED IN 2002-03.** A multicultural journey through the turbulent waters of medieval and early modern Russia, from the Viking incursions of the ninth century and the entrance of the East Slavs into the splendid and mighty Byzantine world, to the Mongol overlordship of Russia, the rise of Moscow, and the legendary reign of Ivan the Terrible. We move eastward as the Muscovite state conquers the immense reaches of Siberia by the end of the turbulent seventeenth century, when the young and restless Tsar Peter the Great travels to Western Europe to change Russia forever. We will focus on political institutions and ideology, social structure and gender roles, icons and church architecture, and official and popular religiosity, with special emphasis on the lives of Russian saints.

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

### HIST 247 Splendor and Serfdom: Russia under the Romanovs *Tumarkin*

An exploration of Imperial Russia over the course of two tumultuous centuries, from the astonishing reign of Peter the Great at the start of the eighteenth century to the implosion of the Russian monarchy under the unfortunate

Nicholas II, early in the twentieth, as Russia plunged toward revolution. St. Petersburg – the stunning and ghostly birthplace of Russia's modern history and the symbol of Russia's attempt to impose order on a vast, multiethnic empire – is a focus of this course. We will also emphasize the everyday lives of peasants and nobles, the vision and ideology of autocracy, Russia's brilliant intelligentsia, and the glory of her literary canon.

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

### HIST 248 The Soviet Union: A Tragic Colossus *Tumarkin*

**NOT OFFERED IN 2002-03.** The Soviet Union, the most immense empire in the world, hurtled through the twentieth century, shaping major world events. This course will follow the grand, extravagant, and often brutal socialist experiment from its fragile inception in 1917 through the rule of Lenin, Stalin, Khrushchev, Brezhnev, and Gorbachev, after which the vast Soviet empire broke apart with astonishing speed. We will contrast utopian constructivist visions of the glorious communist future with Soviet reality. Special emphasis on Soviet political culture, the trauma of the Stalin years and World War II, and the travails of everyday life.

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

### HIST 250 Research or Individual Study

Prerequisite: Open to first-year students and sophomores.  
Distribution: None  
Semester: Fall, Spring  
Unit: 1.0

### HIST 250H Research or Individual Study

Prerequisite: Open to first-year students and sophomores.  
Distribution: None  
Semester: Fall, Spring  
Unit: 0.5

### HIST 251 Continent in Crisis: North America During the Age of Revolution *Sheidley*

**NOT OFFERED IN 2002-03.** An examination of the forces that shattered British colonial society during the eighteenth century and gave rise to a new nation in North America. We will investigate the causes of the American Revolution from a continental perspective, paying careful attention to the experiences of Native Americans as well as colonists having European and African roots, and explore the consequences of this transformative event for all inhabitants of the new Republic.

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

### HIST 252 Race, Ethnicity, and Difference in Early America *Sheidley*

**NOT OFFERED IN 2002-03.** An examination of the multiracial, multiethnic societies which took shape in North America during the colonial period. We will explore the causes of voluntary and involuntary migration from Europe and Africa, the pattern of colonial settlement, concepts of family and community, strategies of cultural adaptation and resistance, the emergence of racial and ethnic consciousness, and the development of British and American identities.

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

Unit: 1.0

### HIST 253 First Peoples: An Introduction to Native American History

*Sheidley*

**NOT OFFERED IN 2002-03.** A survey of the social, cultural, and political history of North America's native peoples from 1200 through the present. Case studies of particular nations will be used to explore a wide range of issues, including the politics of treaty-making, the economic and environmental consequences of the fur trade, "Removal" and reservation life, pan-Indianism, and the "Red Power" movement of the 1970s. In addition to historical scholarship, sources will include autobiography, fiction, and several cinematic depictions of Native American life.

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

Unit: 1.0

### 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

### 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, and the enduring tension between individual rights and state power in American society.

Prerequisite: None  
Distribution: Historical Studies  
Semester: Spring

Unit: 1.0

### HIST 262 Slavery, the Slave Trade, and Emancipation in African History

*Klein*

The purpose of the course is to examine the role of slavery and the slave trade in the history of Africa. Starting with an examination of traditional forms of servitude and relations between Africa and the wider world, we will go on to look at the arrival of Europeans, the rise of plantation systems, the resultant slave trade. We will compare slave systems in different parts of Africa and examine the ways in which the slave trade influenced the course of African history. Finally, we will look at the process of emancipation, the transition to free labor, and the heritage of slavery in different parts of Africa.

Prerequisites: None  
Distribution: Historical Studies  
Semester: Spring

Unit: 1.0

### HIST 263 South Africa in Historical Perspective

*Kapteinjs*

**NOT OFFERED IN 2002-03.** 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

### HIST 264 The History of Precolonial Africa

*Kapteinjs*

**NOT OFFERED IN 2002-03.** Precolonial Africa encompasses ancient agrarian kingdoms (such as Egypt and Merowe), city-states on the shores of sea and desert, and "nations without kings," with their own, unique social and political institutions. Students will learn about the material bases of these societies, as well as their social relations and cultural production, all the while familiarizing themselves with the rich array of written, oral, linguistic, and archeological sources available to the historian of Africa. After 1500, in the era of the European expansion, large parts of Africa were incorporated into the Atlantic tropical plantation complex through the Slave Trade. The enormous impact on Africa of this unprecedented forced migration of Africans to the Americas from ca. 1500 to the 1880s will constitute the concluding theme.

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

Unit: 1.0

### HIST 265 History of Modern Africa

*Kapteinjs*

**NOT OFFERED IN 2002-03.** Many of Africa's current characteristics are the legacy of colonial domination. We will therefore first study different kinds of colonies, from those settled by White planters to the "Cinderellas," in which colonial economic intervention was (by comparison) minimal and the struggle for independence less bloody. For the post-independence period, we will focus on the historical roots of such major themes as neo-colonialism, economic underdevelopment, ethnic conflict and genocide, HIV-AIDS, and the problems of the African state. However, Africa's enormous natural and human resources, its resilient and youthful population, and its vibrant popular culture – a strong antidote against Afro-pessimism – will help us reflect on the future of this vast continent.

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

Unit: 1.0

### HIST 266 The Struggle over North Africa, 1800 to Present

*Rollman*

Themes in the social, economic, political, and cultural history of North Africa (the Maghreb and Mauritania, Libya, Egypt, and Sudan) from 1800 to the present: major features of precolo-

onial 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: Fall

Unit: 1.0

### HIST 267 Asian Migration to the United States, 1840 to the Present

*Matsusaka*

A thematic exploration of the history of Asian migration (from South, Southeast, and East Asia) to the United States. Topics include: conditions in Asia and the causes of migration; settlement and community formation; immigrant entrepreneurship; assimilation, adaptation, and the evolution of ethnic identities among the second and third generations; citizenship, immigration policy, and civil rights; Asian settlers and the politics of "race" in the United States; international relations and Asian ethnic communities in the United States.

Prerequisite: None  
Distribution: Historical Studies  
Semester: Spring

Unit: 1.0

### HIST 268 The Industrialization of Japan

*Matsusaka*

**NOT OFFERED IN 2002-03.** An examination of industrial development 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: N/O

Unit: 1.0

### 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. Topics include: imperialism and nationalism in East Asia, diplomacy and military strategy, international economic competition, cultural and "civilizational" conflicts, World War II in East Asia, the U.S.-Japan alliance, and the politics of war memory. Special emphasis on Japan's relations with the United States, China, Russia, and Korea.

Prerequisite: None  
Distribution: Historical Studies  
Semester: Spring

Unit: 1.0

### HIST 270 Ancient, Medieval, and Early Modern Japan, 300-1800

*Matsusaka*

**NOT OFFERED IN 2002-03.** A study of Japan's history from the beginnings of state formation to the eve of the modern revolution. Chronological approach seeks to integrate political,

economic, social, and cultural history. Topics include the rise of an indigenous mound-building culture and its transformation through the borrowing of Korean and Chinese ideas, the high court society of classic Japan, the age of samurai and warrior culture, the "Christian Century," and the early-modern world of the Tokugawa Shōguns. Regular use of visuals in class. Readings include document collections and literature, as well as secondary sources.

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

### **HIST 271 Modern Japan, 1800 to Present** *Matsusaka*

**NOT OFFERED IN 2002-03.** A study of Japan's history from the eve of the modern revolution to the dawn of the twenty-first century. Chronological approach seeks to integrate political, economic, social, and cultural history. Topics include upheavals caused by the intrusion of Western power in East Asia, the modernizing revolution of the Meiji era, the social and economic problems of rapid development, the relationship between modernization and imperialism, the culture wars of the Taishō era, the 15-Year War (1931-1945), postwar reconstruction, and Japan's ascent to the status of economic superpower. Readings include document collections and literature, as well as secondary sources.

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

### **HIST 277 Chinese Civilizations** *Giersch*

**NOT OFFERED IN 2002-03.** Select topics in Chinese history from the earliest agricultural settlements to ca. 1650. Topics include the origins of Confucianism and its impact on family life and politics; Daoism, Buddhism, and folk religion; money and the commercialization of everyday life; the influence of neighboring nomadic societies; and early encounters with Europe. Sources include plays, diaries, philosophical writings, and paintings.

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

### **HIST 278 Reform and Revolution in China 1800-2000** *Giersch*

From shattering nineteenth-century rebellions to the 1997 incorporation of Hong Kong, few places have experienced tumult and triumph in the same massive measures as China. This course surveys major cultural and political transformations, including failed Qing reforms, the 1911 revolution, social and intellectual movements, and the creation of the People's Republic under Mao and Deng.

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

### **HIST 279 Heresy and Popular Religion in the Middle Ages** *Ramseyer*

**NOT OFFERED IN 2002-03.** This course looks at popular religious beliefs and practices in medieval Europe, including miracles, martyrdom and asceticism, saints and their shrines, pil-

grimages, relics, curses, witchcraft, and images of heaven and hell. It seeks to understand popular religion both on its own terms, as well as in relationship to the Church hierarchy. It also examines the basis for religious dissent in the form of both intellectual and social heresies, which led to witch hunts and the establishment of the Inquisition in the later Middle Ages.

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

### **HIST 280 The City in Modern China** *Giersch*

China's cities have undergone particularly vibrant and disruptive changes over the last century. This course examines China's cities as focal points of economic, cultural, and political transformations. Themes include migration, the formation of ethnic (native place) identities and enclaves, industrialization and work, crime, European imperialism, the Communist and Cultural Revolutions, and post-Mao reforms.

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

### **HIST 281/381 *Dream of the Red Chamber: An Introduction to Chinese Society, ca 1650-1800*** *Giersch*

We will read one of China's great novels, *Dream of the Red Chamber*, and use it as an entrée into the social, political, and economic history of the early and high Qing periods. Cao Xueqin's engaging tale describes in rich detail the fictional Jia family, a wealthy, powerful clan whose political connections and social status closely resembled those of Cao's own family. While reading about the Jias, we will simultaneously use historical studies to deepen our understanding of family life, gender relations, religious devotion, sexuality, education, commerce, and political power during one of China's most dynamic periods. *This course may be taken as either 281 or, with additional assignments, as 381.*

Prerequisite: None. 381: by permission of the instructor.  
Distribution: Historical Studies  
Semester: Fall Unit: 1.0

### **HIST 284 The Middle East in Modern History** *Kapteijns*

Themes in the history of the Modern Middle East from 1914 to the present. After World War I, European powers dominated the area and carved it up into the modern nation states that we know today. We will study the political history of these states up to the present, but will focus especially on the historical roots and causes of crucial social developments and conflicts. Thus we will study the impact of the oil boom, labor migration, urbanization, the changing roles of women, and the emergence of politicized fundamentalist Islam, as well as aspects of the Palestinian-Israeli conflict, the Iranian Revolution, the Lebanese Civil War, and the Gulf War. Our emphasis will be on the Arab Middle East.

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

### **HIST 285 Social Protest and Political Opposition in the Islamic Middle East and North Africa in the Twentieth Century** *Rollman*

**NOT OFFERED IN 2002-03.** Using primary sources in translation and related readings, the course will critically analyze the programs, leadership, and strategies of protest and reform movements in the modern Middle East and North Africa. Through a selection of case studies (e.g., Algeria, Afghanistan, Egypt) students will develop an understanding of the historical roots, theoretical bases, and social dynamics of these movements and the salience of Islamic ideology and practice in contemporary political and cultural discourses in the region.

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

### **HIST 286 History of the Middle East, c. 600-1918** *Kapteijns*

**NOT OFFERED IN 2002-03.** 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: N/O Unit: 1.0

### **HIST 287 History of Everyday Life in the Modern Middle East and North Africa** *Kapteijns and Rollman*

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** Using sources such as legal documents, memoirs, chronicles, literature, and monographs from several disciplines, the course will explore the quality and rhythms of life in a variety of urban and rural settings in the Middle East and North Africa through an investigation of specific institutions, patterns of behavior, modes of work and residence, popular entertainment, and popular culture. Students will study specific cases to develop an appreciation of how people of all classes experienced and responded to critical issues in modern history, such as the growing power of the centralizing state, urbanization, economic scarcity and opportunity, changing patterns of religious practice, gender relations, identity, the challenge of western secular values, the impact of national and regional politics, and the uneven but inexorable integration of the region into the global economy.

Prerequisite: None  
Distribution: Historical Studies  
Semester: N/O. Offered in 2003-04. Unit: 1.0

### **HIST 291 Marching Toward 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, domestic reform, and generational protest. Exploration of how, and



why, "The Sixties" happened. Consideration of recent 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: Spring  
Unit: 1.0

### 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

### 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

### HIST 295 Strategy and Diplomacy of the Great Powers Since 1789

*Hitchcock*  
**NOT OFFERED IN 2002-03.** Development of the Great Power system from the French Revolution to the 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; and the rise and decline of the Cold War system.

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

### HIST 296 The Cold War, 1945-1991

*Hitchcock*  
An assessment of the Cold War from the perspective of its major participants, where possible using 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

### HIST 297 Europe Since 1945

*Hitchcock*  
A survey of the transformation of Europe from the Second World War to the present. The course will examine various topics, including the impact of the Second World War on European politics and society, the division of Europe into competing blocs, the rebirth of Germany, the decline of Britain, Eastern Europe under Communist rule, decolonization, Stalinism and the Soviet Union, the uprisings of 1968, the advent of democracy in southern Europe, Thatcher's Britain, Gorbachev, the revolutions of 1989, race and ethnicity in Europe, and the war in Yugoslavia. The course will also examine the history of European integration.

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

### HIST 299 The American Century: The United States in the World Since 1900

*Hitchcock*  
An examination of the way that the United States shaped the world during the twentieth century. The course will focus on U.S. foreign policy in critical periods of the past century, and place particular emphasis on the role of ideology, economics, and military strategy in explaining the rise of the United States as a superpower. Topics to be covered will include: the Spanish-American War; the U.S. in World War I; the Wilsonian order; the U.S. impact in Asia; the U.S. in World War II; the origins of the Cold War; anti-Communism and the "free world"; the nuclear arms race; the Vietnam War; intervention in Central and Latin America; the end of the Cold War; U.S. military actions in 1990s; and globalization.

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

### HIST 301 Seminar. Women of Russia: A Portrait Gallery

*Tunarkin*  
An exploration of the tragic, complex, inspiring fate of Russian women in the nineteenth and twentieth centuries, a period that spans the Russian Empire at its height, the Russian Revolution of 1917, and the Soviet experiment. We will read about Russian peasants, nuns, princesses, feminists, workers, revolutionaries, poets, 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: Spring  
Unit: 1.0

### HIST 303 The British Isles: From Norman Invasion to Tudor Domination

*McGlynn*  
**NOT OFFERED IN 2002-03.** 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: By permission of the instructor.  
Distribution: Historical Studies  
Semester: N/O  
Unit: 1.0

### HIST 305 Heirs of the Roman Empire: Byzantium, Latin Christendom, and Islam in the Middle Ages

*Ramseyer*  
**NOT OFFERED IN 2002-03.** This course provides a comparative framework for studying the three great medieval societies that arose out of the Roman empire in the era traditionally known as the "Dark Ages." The course will begin by examining the transformations of the late antique period (c. 300-600) that led to the division and eventual demise of the Roman empire. Next it will trace the developments of the three major successor states that arose in the early medieval period (c. 600-1000): the Byzantine empire, the Abbasid caliphate, and the Frankish kingdom. Students will examine literary as well as archaeological sources and will confront some of the most controversial debates related to the economic, political, and religious structures of late antique and early medieval society.

Prerequisite: By permission of the instructor.  
Distribution: Historical Studies  
Semester: N/O  
Unit: 1.0

### HIST 312 Seminar. The Occult in America

*Knapp*  
This course explores the popular appeal of alternative belief systems in America. From the late seventeenth century through the twentieth century, Americans from all walks of life have joined esoteric societies and practiced non-normative forms of spirituality. The course will place the significance of this development within the wider scope of American social, cultural, and religious history. It will examine competing explanations for the emergence of modern occult movements, including religious revival, historical crisis, irrationalism, and anxiety, and also ask how such movements have adapted to indifference, skepticism, and scientific rationalism. Major topics include magic, mesmerism, spiritualism, theosophy, astrology, and New Age.

Prerequisite: By permission of the instructor.  
Distribution: Historical Studies  
Semester: Spring  
Unit: 1.0

### HIST 316 Seminar. Authority and Authenticity in Native American History

*Sheidley*  
**NOT OFFERED IN 2002-03.** An in-depth exploration of diversity and difference as factors which shaped the history of North America's native peoples from the sixteenth century through the era of "Removal." Particular attention will be paid to gender, class, ethnicity, and belief as modes of organizing power within American Indian societies east of the Mississippi River. 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: N/O  
Unit: 1.0

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

*Sheidley*

**NOT OFFERED IN 2002-03.** From Nat Turner to Frederick Douglass, Thomas Jefferson to Teddy Roosevelt, the history of American men is well known. But does manhood itself have a history? Drawing on autobiography, fiction, personal correspondence and visual evidence, we will explore the diverse and changing meanings attached to masculinity in America from the seventeenth through the nineteenth centuries. What forces have shaped male identities in colonial America and the United States and what impact have those identities had on men's lives and actions? Topics include: fatherhood and family life, violence and war, male sexuality, religious belief, work, and the myth of the self-made man. Special attention will be paid to race, class, and region as sources of variation and conflict in the historical construction of American manhood.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

**HIST 323 Seminar. The Vanishing American Eden, 1890-1925**

*Auerbach*

**NOT OFFERED IN 2002-03.** In the late nineteenth century, cities, factories, and immigrants undermined older American conceptions of freedom and progress. An examination of turn-of-the-century responses to social change, with special focus on the discovery of the Southwest and the emergence of Pueblo Indian culture as an Edenic alternative to modernization. The allure of Pueblo Indians to photographers, anthropologists, artists, writers, entrepreneurs, tourists, and contemporary feminist scholars will guide our exploration into the appeal of "primitivism" in the modern era.

Prerequisite: 204 or equivalent

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

**HIST 326 Seminar. American Jewish History**

*Auerbach*

**NOT OFFERED IN 2002-03.** 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, the impact of Israel on the consciousness of American Jews, and the tension between traditional Judaism and modern feminism.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

**HIST 327 Zionism and Irish Nationalism: A Comparative Perspective**

*Malino*

Emergence and evolution of Zionism and Irish nationalism in the nineteenth and twentieth 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: Spring

Unit: 1.0

**HIST 328 Seminar. Antisemitism in Historical Perspective**

*Malino*

Historians often refer to antisemitism as the "Longest Hatred." What accounts for this obsession? Is the antisemitism of medieval Europe that of Nazi Germany? These questions will inform our examination of pre-Christian antisemitism, the evolving attitudes of Christianity and Islam, the ambiguous legacy of the Enlightenment and the impact of revolution, modernization and nationalism. Sources include Church documents, medieval accounts, nineteenth- and twentieth-century memoirs and contemporary films.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

**HIST 330 Seminar. Medieval Europe**

*Ramsayer*

**Topic for 2002-03: Revolution and Rebellion in Twelfth-Century Society.** This course will examine the revolutionary changes that occurred in all facets of life in twelfth-century Europe. The twelfth century represents one of the most important eras of European history, characterized by many historians as the period that gave birth to Europe as both idea and place. It was a time of economic growth, religious reformation, political and legal reorganization, cultural flowering, intellectual innovation, and outward expansion. Yet the twelfth century had a dark side, too. Crusades and colonization, heresy and religious disputes, town uprisings and mob violence also marked the century. Students will study the internal changes to European society as well as the expansion of Europe into the Mediterranean and beyond, paying close attention to the key people behind the transformations.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

**HIST 332 Seminar. Europe under German Occupation, 1939-1945: Resistance, Collaboration, and Genocide**

*Hitchcock*

**NOT OFFERED IN 2002-03.** 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 may include France, the Netherlands, Italy, Yugoslavia, Greece, Poland, and the Soviet Union.

Prerequisite: Permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

**HIST 334 Seminar. European Cultural History**

*Treitel*

**Topic for 2002-03: Culture and Politics in Europe, 1880-1918.** This seminar investigates political and cultural change in Europe in the decades around 1900. It concentrates on trends in Germany and Austria, but also attends to events in France and Britain. Topics include the discovery and uses of the unconscious, changing gender norms, debates over cultural exhaustion

and national decline, the connections between mass psychology and mass politics, and artistic innovation in its broad political context.

Throughout, we will return to our central questions: How did culture and politics inform each other in Europe between 1880 and 1918? How did this period of cultural and political innovation shape our own world?

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

**HIST 341 Seminar. The Nature and Meanings of History**

**NOT OFFERED IN 2002-03.**

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

**HIST 342 Seminar. Women, Work, and the Family in African History**

*Kapteijns*

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** In Africa too women held up half the sky. After a brief exploration of women's roles in precolonial Africa, we will study the transformations of women's lives and gender issues during (and as a result of) the period of colonial domination as well as after 1960. In what kinds of sources can we hear or read about African women's realities? When can we hear African women's own voices and who mediates these voices? The changing historiography about African women and the different theoretical approaches and methodologies historians and others have brought to their study will be an important focus of this course.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O. Offered in 2003-04.

Unit: 1.0

**HIST 344 Seminar. Japanese History**

*Matsusaka*

**Topic for 2002-03: Korea, Taiwan, and the Japanese Colonial Empire.** A dual examination of Japanese colonialism as an aspect of the Japanese experience and as a phase in the national histories of neighboring Asian countries. Emphasis on Korea and Taiwan. Comparison to British, German and French colonialism. Some consideration of the Japanese "colonial legacy" in the development of post-World War II Asia.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

**HIST 345 Seminar. The American South**

*Varon*

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04. Topic for 2003-04: 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 slave owners but also engage recently published works on the experiences of Native Americans, antebellum free blacks and poor whites, and immigrant 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: N/O. Offered in 2003–04.

Unit: 1.0

### HIST 349 Seminar. Structures of Authority in Early Modern Europe

McGlynn

**NOT OFFERED IN 2002-03.** 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 instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

### HIST 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

### HIST 350H Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

### HIST 356 Seminar. Russian History

Tumarkin

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04. Topic for 2003-04: Humanity Uprooted: The USSR in the 1920s.** What happens after the Bolshevik seizure of power, when the revolution seeks to transform every aspect of life and culture? This seminar will explore such topics as: the relationship between ideology and politics; the search for a socialist economy; the cult of Lenin; innovation in the arts and literature; militant atheism; new morals, mores, and rituals; propaganda and popular culture.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O. Offered in 2003–04.

Unit: 1.0

### HIST 357 Seminar. History of American Popular Culture

**NOT OFFERED IN 2002-03.**

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

### HIST 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

### HIST 362 Seminar. The First World War: History, Culture, Memory

Hitchcock

This seminar will explore the multiple meanings and broad significance of the First World War. The course will focus chiefly on the social and cultural impact of the war on Europe, and exam-

ine many of the new historical approaches to the subject that historians have developed recently. Topics may include: the origins of the war; war crimes; life in the trenches; morale; the 1917 mutinies; the economic mobilization for war; the impact of war on arts and literature; gender and war; commemoration of the war; and the broad consequences of the war on Europe's later political and cultural development. Students will be required to undertake a research paper based on primary sources.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

### HIST 364 Seminar. Women in Islamic Society: Historical Perspectives

Kapteijns

In the last decade, Muslim women scholars and writers have become major contributors to the study (and history) of women in Islamic societies. They have undertaken a critique of older (including Western feminist) scholarship and proposed new theoretical approaches and methods. This seminar will focus on this new historiography and the insights it provides into the history of women and gender issues from the time of the Prophet to the present. Student research papers will focus on concrete case studies of women in specific Islamic societies and time periods, from North Africa and Western Europe to South Africa, Afghanistan and China.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

### HIST 366 Seminar. The Maghreb: Cultural Crossroads in the Islamic West

Rollman

Themes in the history of the Maghreb in its Islamic, African and European contexts. Period of study: ca. 600 C.E. 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, 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 Iberia and North Africa to 1700. Sources will include Arabic legal documents, travel accounts, and recent films and literary texts.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

### HIST 367 Seminar. Jewish Identity in the Modern World

Malino

**NOT OFFERED IN 2002-03.** An exploration through contemporary memoirs and films of the construction and dynamics of Jewish identity in Europe, America, the Middle East, and South Asia. Topics include the struggle for political equality and the challenges of nationalism, feminism, colonialism, and political antisemitism. Comparisons to other ethnic and religious groups.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

### HIST 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

### HIST 371 Seminar. Chinese Frontier Experience, 1600-1990

Giersch

Much of China's vast and ethnically diverse territory was conquered after 1644. Nationalistic histories describe conquest in rosy terms in order to legitimize rule over Tibetans and other minorities. This course explores the social, military, economic, and ideological realities – and legacies – of conquest. Readings from U.S. history provide a comparative perspective.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

### HIST 372 Seminar. The Idea of China: Defining the Modern Nation

Giersch

**NOT OFFERED IN 2002-03.** Most Chinese (and foreigners, too) perceive the Chinese nation to be an ancient and homogeneous entity, ignoring the past century's struggles over China's identity. Was China to be a place united by culture, race, patriotism, or other factors? Would minorities and Chinese emigrants (to North America and elsewhere) be included? How would the state educate its citizens to believe in their common community? What alternative visions have challenged state-inspired definitions of China? This course places the emergence of modern Chinese nationalism in historical perspective by exploring the conflicting ideas about "China" and "Chinese." We begin with the late nineteenth-century efforts to overthrow the Qing court and conclude with current fears about extreme nationalism and its potential to endanger mainland-Taiwan and Sino-U.S. relations. Readings include translated fiction and essays.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

### HIST 376/INAT 301 Seminar. Historical Origins of Contemporary Conflict

Hitchcock

Why are civil war and ethnic conflict so prevalent in the contemporary world? This seminar will discuss the historical roots of on-going conflicts. Students will work in collaboration to develop a broad explanation for contemporary conflicts, and also to undertake an in-depth analysis of one specific area. Regions may include: Algeria, Bosnia, Central Africa, Kashmir, Israel/Palestine, and Northern Ireland. *Students may register for either HIST 376 or INAT 301. Credit will be given in the department in which the student is registered.*

Prerequisite: Written application to the instructor.

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

### HIST 377 The City in Latin America

Osorio

Urbanity has long been central to Latin American cultures. This seminar examines the historical development of Latin American cities from the Roman principles governing the grid pattern imposed by the Spanish in the sixteenth century, through the development of the twentieth-century, post-modern megalopolis. The

seminar's three main objectives are (1) to develop a theoretical framework within which to analyze and interpret the history, and historical study, of Latin American cities, (2) to provide a basic overview of the historical development of cities in the context of Latin American law, society, and culture, (3) to subject to critical analysis some of the theoretical "models" (i.e. Baroque, Classical, Dependency, Modernism) developed to interpret the evolution and workings of Latin American cities.

Prerequisite: By permission of the instructor

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

## Related Courses

*For Credit Toward the Major*

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

**CLCV 236/336** Greek and Roman Religion

**ECON 204** U.S. Economic History

**EDUC 212** Seminar. History of American Education

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

**EDUC 312** Seminar. History of Child Rearing and the Family

**GER 265** Literature and Empire: Myth and History in the Habsburg Dynasty

**REL 218** Religion in America

**REL 245** Seminar. The Holocaust and the Nazi State

**REL 255** Japanese Religion and Culture

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

**WOST 309** Women in South Asia: State, Society, and "Progress" in the Colonial and Postcolonial Periods

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

## Directions for Election

Most 200-level courses in the department are open to first-year students. Seminars are ordinarily limited to 15 students, nonmajors 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 breadth, depth, and historical perspective. To ensure breadth, the program must include: (1) at least one course (1.0 unit) in the history of Africa, 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. To encourage depth of historical understanding, we urge majors to focus eventually upon a special field of study, such as (1) a particular geographical area, country, or culture; (2) a specific time period; (3) a particular historical approach, e.g., intellectual and cultural history, social and economic history; (4) a specific historical theme, e.g., the history of women, revolutions, colonialism. To ensure that students have a broad historical perspective, history majors entering Wellesley in the fall of 2000 and after must take at least one course (1.0 unit) in pre-modern history (e.g.,

ancient Greece and Rome, Japan before 1800, and so forth. We recommend that majors include at least one seminar in their program of two 300-level units (2.0) in the major required for the B.A. degree. Normally, all 300-level work and at least six of a major's minimum of eight units (8.0) or seven of a major's minimum of nine units (9.0) for the class entering Wellesley in 2000 or after, must be taken at Wellesley. For history majors entering Wellesley in the fall of 2000 and after, the minimum major's requirement will be nine units (9.0). No Advanced Placement credits, and no more than one cross-listed course (1.0 unit), may be counted toward the History major. **For departmental requirements and procedures related to honors theses, please consult the departmental Web site or ask at the History office.**

**The History minor** consists of a minimum of five courses (5.0 units), or six courses (6.0 units) for the class entering Wellesley in the fall of 2000 and after, of which at least four courses (4.0 units) must be above the 100 level and at least one course (1.0 unit) at the 300 level (excluding 350). Of these five or six courses (5.0 or 6.0 units), at least three courses (3.0 units) shall represent a coherent and integrated field of interest, such as, for example, American history, Medieval and Renaissance history, or social history. Of the other courses, at least one course (1.0 unit) shall be in a different field. Normally at least four courses (4.0 units) must be taken at Wellesley, and 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: *Joseph (Political Science)*

Steering Committee: *Joseph (Political Science), Murphy (Political Science), Matsusaka (History), Nolden (German), Sheman (History), Velenchik (Economics)*

Students declaring the major should choose an advisor from the list of participating faculty on the International Relations Web page at [www.wellesley.edu/Polisci/IR/index.html](http://www.wellesley.edu/Polisci/IR/index.html).

**The International Relations major consists of ten units, which must include the following:**

**I. CORE COURSES:** The IR major requires core courses in Economics, History, and Political Science. Students must take a minimum of three of the following courses; at least one core course must be taken in each department:

a. ECON 212 (Trade and Migration); ECON 213 (International Finance and Macroeconomic Policy).

b. HIST 103 (History in Global Perspective); HIST 269 (Japan, the Great Powers and East Asia, 1853-1993); HIST 295 (Strategy and Diplomacy of the Great Powers Since 1789); HIST 296 (The Cold War, 1945-1991); HIST 299 (The American Century: The United States in the World Since 1900).

c. POL3 221 (World Politics); POL3 222 (Comparative Foreign Policies).

Because these courses lay the foundation for more advanced work in the subject, *all three should normally be completed by the end of the fifth semester. Students planning to study abroad should, if possible, complete these courses before leaving Wellesley.* Because ECON 212 and 213 have two prerequisites (ECON 101 and ECON 102), majors are strongly encouraged to begin their study of Economics in their first year at the College.

**II. LANGUAGE PROFICIENCY:** The International Relations major requires a level of proficiency in a modern 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:

1. A student may *take two 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 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. Students who elect this option may take literature or culture courses (e.g. GER 274 Postwar German Culture) that require, at a minimum, completion of the second-year level in the language for enrollment and are taught in the foreign language.

2. A student whose native language is not English and is exempt from the College foreign language, may choose, with the approval of her advisor, to use her native language to fulfill the language proficiency requirement of the major. *This student will not be counting any language courses toward the ten units required for the major.*

3. 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 ten units required for her International Relations Major.*

**III. ELECTIVES:** Students presenting language courses as units toward the major must select five units as electives, while students fulfilling the language proficiency requirement without presenting languages courses as units must select seven units as electives. The elective courses must include:

a. Two 300-level units, which must be completed at Wellesley, and only one of which may be a 350, 360, or 370

b. At least one but not more than two units that focus on a specific country or countries within a region, normally a country or region where the student's second language is used. Courses that deal with the international relations of a country or region (e. g. HIST 296: Japan, the Great Powers, and East Asia) do not count towards this area studies requirement and limitation.

c. At least three units taken at Wellesley.

There are many courses throughout the curriculum that may be counted as electives toward the International Relations major. In addition to courses in Economics, History, and Political Science, students are encouraged to explore courses offered in Africana Studies, Anthropology, Peace and Justice Studies, Sociology, and Women's Studies. A partial listing of courses that may count towards the IR major can be found on the program Web page. If a student has a question about whether a particular course in these or other departments may count for the major, she should consult with the program director.

**Note:** Among courses listed under Political Science, all those with a POL2 (Comparative Politics) or POL3 (International Relations) designation may count for the IR major, although some POL2 courses may be subject to the area studies limitation described above (III.b). International Relations majors are particularly encouraged to consider taking POL2 202 Comparative Politics as an elective because of its emphasis on the interactive effects of global forces and domestic politics. This course is not subject to the area studies limitation.

**IV. CONCENTRATION:** In order to give the major a focus, students will designate, in consultation with their advisors, a concentration on a specific theme or issue within International Relations. Examples of such concentrations include international security, international political economy, international law and organization, global development, gender in world pol-

itics, human rights, international environmental studies, foreign policy analysis, and the international politics of a particular region (e.g. the European Community). The concentration may consist of a group of courses that relate to the theme and/or papers or other substantive work completed in any courses counted for the major. Normally, students will plan a concentration in their junior and senior years when preparing to undertake advanced work in International Relations.

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**INAT 301/HIST 376 Seminar. Historical Origins of Contemporary Conflicts**  
*Hitchcock (History)*

Why is civil war and ethnic conflict so prevalent in the contemporary world? This seminar will discuss the historical roots of on-going conflicts. Students will work in collaboration to develop a broad explanation for contemporary conflicts, and to undertake an in-depth analysis of one specific area. Regions may include: Algeria, Bosnia, Central Africa, Kashmir, Israel/Palestine and Northern Ireland. *Students may register for either INAT 301 or HIST 376. Credit will be given in the department in which the student is registered.*

Prerequisite: Written application to the instructor.  
Distribution: Historical Studies  
Semester: Spring Unit: 1.0

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**INAT 302 Seminar. Global Inequalities**  
*Murphy (Political Science)*

Explores global patterns of income and health inequalities and their impact in the household, workplace, polity, and global system. Introduces current debates about global trends in income inequality, health equity, gender equity, and the relationship between health and economic and political inequality. Focuses on institutions of global governance (e.g., UNICEF, OECD, the World Bank, UNDP, and WHO) as sites of those debates and as actors within them. Investigates persistent patterns of global inequality since the Industrial Revolution as well as specific, key incidents such as the late-Victorian famines in China, India, Africa, and Brazil and the new international public health crises connected with globalization.

Prerequisite: POL3 221 or 222, ECON 212, 213, or 220, or permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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**INAT 303 International Development in South Asia**  
*Staff*

An analysis of international development and its effects in Bangladesh, India, Nepal, Pakistan, and Sri Lanka. Focuses on the multiple actors and agendas that shape development planning, the influence of local cultures and histories on development outcomes, and the relationship of specific policies to global and regional political-economic trends. Case studies include ecofeminism, environmental movements, micro-credit, education, women's empowerment, labor migration, human rights and democracy programs, and the recent efflorescence of non-governmental organizations.

Prerequisite: Written application to the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

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**INAT 350 Research or Independent Study**

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

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**INAT 350H Research or Independent Study**

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

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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

# Department of Italian Studies

Professor: *Jacoff, Viano, Ward (Chair)*

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 Department of Italian Studies offers both a major and a minor. See Directions for Election.

## ITAS 101-102 Elementary Italian

*Laviosa, Parussa, and Ward*

These courses focus on the development of basic language skills: grammar, reading and writing, speaking and listening. Viewing of language video programs, TV programs and films, listening to traditional and modern songs, and reading of passages and short stories offer an introduction to Italy and its culture. Three periods. *Each semester earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None

Distribution: None

Semester: Fall, Spring

Unit: 1.0

## ITAS 201-202 Intermediate Italian

*Laviosa, Parussa, Viano, and Ward*

The aim of these courses is to develop students' fluency in spoken and written Italian. The reading of short stories, articles from Italian newspapers, and selected texts on Italian culture as well as the writing of extensive compositions are used to promote critical and analytical skills. Listening is practiced through the viewing of Italian films, cultural videos, or TV programs. Both reading and listening activities are followed by in-class discussions. Three periods. *Each semester earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 101-102 (201 for 202) or permission of instructor.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

## ITAS 203 Italian Women Writers

*Ward*

**NOT OFFERED IN 2002-03.** Aimed at intermediate level students as well as those interested in the role of women in Italian society and culture, the course examines writings and films by and about Italian women. The course will study the role of women in the three key moments of modern Italian history: namely, the Risorgimento, fascism, and the resistance. Attention will also be paid to women's cultural and political role in Italy in the second half of the twentieth century. Authors to be studied include Sibilla Aleramo, Natalia Ginzburg, Alba De Cespedes, Luisa Passerini, Giuseppe Berti, and Anna Banti; film directors will include Lina Wertmuller and Ettore Scola.

Prerequisite: 201

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

## ITAS 211 Introduction to Italian Cultural Studies

*Laviosa*

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** 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: 201 as a prerequisite and 202 as a corequisite or permission of instructor.

Distribution: Language and Literature

Semester: N/O. Offered in 2003-04.

Unit: 1.0

## ITAS 212 Italian Women Directors: The Female Authorial Voice in Italian Cinema (in English)

*Laviosa*

This course examines the films of five major Italian women directors across three artistic generations: Elvira Notari in the silent film era; Liliana Cavani and Lina Wertmüller from the 1960s to the 1990s; Francesca Archibugi and Roberta Torre in the 1990s. Neither fascist cinema nor neorealism fostered female talents, so it was only with the emergence of feminism and the women's movement of the 1960s and 1970s that a space for female voices in Italian cinema was created. The course will explore how women directors give form to their directorial signatures in film, focusing on their films' formal features and narrative themes in the light of their socio-historical context.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

## ITAS 261 Italian Cinema (in English)

*Viano*

**NOT OFFERED IN 2002-03.** 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. We will study *La Commedia all'Italiana* (Comedy Italian style), one of the genres that made Italian cinema marketable abroad. In addition to regular class meetings, students are required to attend a three-hour weekly film showing.

Prerequisite: Permission of instructor required.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O

Unit: 1.0

## ITAS 262 Religion and Spirituality in Italian Cinema (in English)

*Viano*

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. In addition to regular class meetings, students are required to attend a three-hour weekly film showing.

Prerequisite: Permission of instructor required.

Distribution: Arts, Music, Theater, Film, Video or Language and Literature

Semester: Fall

Unit: 1.0

## ITAS 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 nineteenth and twentieth centuries, knowledge of the *Comedy* illuminates modern literature as well. This course presumes no special background and attempts to create a context in which Dante's poetry can be carefully explored.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

## ITAS 271 The Construction of Italy as a Nation

*Ward*

The course aims, first, to give students who wish to continue their study of Italian the chance to practice and refine their skills; and second, to introduce students to one of the major themes of Italian culture: namely, the role played by Italian intellectuals in the construction of Italy as a nation. We will read how Dante, Petrarch, and Machiavelli imagined Italy as a nation before it came into existence in 1860; how the nation came to be unified; and how the experience of unification has come to represent a controversial point of reference for twentieth-century Italy. Other figures to be studied will include Bembo, Castiglione, Foscolo, Gramsci, Tomasi di Lampedusa, D'Annunzio, Visconti, Levi, Blasetti, and Rossellini.

Prerequisite: 202, 203 or 211 or permission of instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

## ITAS 272 Small Books, Big Ideas. A Journey through Italian Identities

*Parussa*

Unlike other European literatures, contemporary Italian literature lacks a major work of fiction representing the nation's cultural identity. Rather, Italian literature's boast is the small book, brief unclassifiable narratives that express the variety and complexity of Italian culture. Realistic novels or philosophical short stories, memoirs or literary essays, these works are a fine balance between a number of literary genres and, as such, are a good entranceway into the

multifaceted and contradictory identity of Italy as a nation. The course will combine a survey of contemporary Italian literature with a theoretical analysis of how Italian identity has been represented in works by Moravia, Calvino, Ortese, and others.

Prerequisite: 201 or permission of instructor.  
Distribution: Language and Literature  
Semester: Spring

Unit: 1.0

### ITAS 309 Italian-Jewish Identity (in English) (at Brandeis)

*Parussa*

In the light of events like the high-profile trial of a Nazi war criminal and the Pope's encyclical letter on the responsibilities of Christians in the Holocaust, this course aims to discuss the question of Jewish identity in contemporary Italian culture. Students will read prose and poetry, essays and articles, as well as watch films that address issues such as religious and national identity in a culturally, racially, and linguistically homogeneous country like Italy. The course will also give students an overview of the formation and transformation of the Jewish community in Italian society. In addition to well-known Jewish Italian writers like Primo Levi and Giorgio Bassani, students will read pertinent works by non-Jewish writers like Rosetta Loy.

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

Unit: 1.0

### ITAS 310 Fascism and Resistance in Italy

*Ward*

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** This course examines the two fundamental political and cultural experiences of twentieth-century Italy: the 20-year fascist regime and the resistance to it. We will study the origins of fascism in Italy's participation in World War I and its colonial ambitions; we will follow the development of fascism over the two decades of its existence and ask to what extent it received the consensus of the Italian people. We will go on to examine the various ways in which Italians resisted fascism and the role that the ideals that animated antifascist thinking had in the post-war period. Authors to be studied include: Marinetti, D'Annunzio, Pascoli, Croce, Gobetti, Rosselli, Bassani, Ginzburg, Levi, and Silone.

Prerequisite: 211, 271 or permission of instructor.  
Distribution: Language and Literature  
Semester: N/O. Offered in 2003-04.

Unit: 1.0

### ITAS 311 Theatre, Politics, and the Arts in Renaissance Italy

*Parussa*

**NOT OFFERED IN 2002-03.** The flourishing Italian theatre in the fifteenth and sixteenth centuries is an extraordinary and unmatched phenomenon in the history of Italian culture. In Italian courts and city squares, theatre became the center of a dynamic relationship between power and culture. Under the aegis of princes and popes, artists of all kinds worked for the stage to celebrate and criticize the same power that both fostered and limited their intellectual freedom. The stage became a mirror in which Renaissance Italy, while attempting to admire its beauty, came face to face with its distorted image. The course will include readings of major

plays by Bibiena, Machiavelli, and Ariosto. Attention will also be given to the paintings, drawings, and sketches used in the staging of these plays.

Prerequisite: Permission of instructor.  
Distribution: Language and Literature  
Semester: N/O

Unit: 1.0

### ITAS 312 Seminar. Rinascimento e Rinascimenti: Cultural Identities in Fifteenth- and Sixteenth-Century Italy

*Parussa*

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** The Renaissance witnessed deep cultural transformations that have influenced contemporary ways of thinking. Cultural notions of class, gender, and religion find their roots in the cultural debate that animated Italian courts during the fifteenth and sixteenth centuries. Exploring how these notions have been both shaped and challenged, the course will suggest that it is more appropriate to think of the Renaissance as a plural rather than a single entity. In particular, attention will be given to themes such as the *donna angelicata* and the poet, the *cortegiano* and the peasant, the prince and the artist. The course will give students a solid introduction to the literature of the period and provide them with a theoretical framework for a thorough discussion of the material at hand.

Prerequisite: Permission of instructor.  
Distribution: Language and Literature  
Semester: N/O. Offered in 2003-04.

Unit: 1.0

### ITAS 313 The Image of Woman in Renaissance Italian Literature

*Lansing (Brandeis)*

This course will examine the image of woman in Renaissance literature, chiefly in relation to the theme of love, focusing on examples of female emancipation from traditional medieval roles of inferiority and submissiveness as well as projections of idealized woman. Readings will concentrate on Boccaccio's *Decameron*, a work explicitly dedicated to women in love, and explore, in succession, Petrarch's idealized conception of feminine beauty in the *Canzoniere*, Castiglione's image of courtly perfection in the *Libro del Cortegiano*, and Ariosto's multivalent treatment of heroic and comic figures in the *Orlando Furioso*.

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

Unit: 1.0

### ITAS 349 Seminar. The Function of Narrative

*Ward*

Beginning with Boccaccio and going on to Manzoni and Verga, the course introduces students to the major figures of the Italian narrative tradition. We then go on to study twentieth-century narrative texts, all the time seeking answers to the question of why narrative is such a fundamental human need. Why, for example, do we narrate our experience of life and the sense we have of ourselves, even in the form of diaries? Do the stories we tell faithfully reflect reality or do they create it? The course concludes with a reflection on narrative technique in cinema illustrated by films of Michelangelo Antonioni. Other authors to be studied include: Faa Gonzaga, Ginzburg, Calvino, Ceresa, Rasy, Pasolini, Celati, and Benni.

Prerequisite: 211, 271 or permission of instructor.  
Distribution: Language and Literature  
Semester: Fall

Unit: 1.0

### ITAS 350 Research or Individual Study

Prerequisite: Open by permission to students who have completed two units in literature in the department.  
Distribution: None  
Semester: Fall, Spring

Unit: 1.0

### ITAS 360 Senior Thesis Research

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

Unit: 1.0

### ITAS 370 Senior Thesis

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring

Unit: 1.0

## Directions for Election:

The department of Italian Studies offers both a major and a minor.

**The major in Italian Studies** offers students the opportunity to acquire fluency in the language and knowledge of the culture of Italy in a historical perspective. Students are strongly urged to begin Italian in their first year. 101-102 count toward the degree, but not the major. Students majoring in Italian are required to take nine units above the 100 level. One of such courses must be taken at Wellesley College but outside the department, on a related topic to be decided by the student and her major advisor. In addition, two of the nine courses must be at the 300 level and must be taken in the department. The requirement to take two courses at the 300 level may not be met by taking 350 (Research or Individual Study), 360 (Senior Thesis Research) or 370 (Senior Thesis). Students are encouraged to consult with the chair about the sequence of courses they will take. Courses given in translation count toward the major. Qualified students are encouraged to spend their junior year abroad in Italy on the Eastern Consortium program in Bologna (of which the Italian department is a participant) or on another approved program.

**The Italian Studies minor** requires five units above the 100 level. Courses offered in translation count towards the minor.

### Advanced Placement Policies and Language Requirement

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.

# Department of Japanese

Professor: *Morley (Chair)*

Assistant Professor: *Zimmerman*

Lecturer: *Maeno, Torii*

Language Instructor: *Ozawa*

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## JPN 101-102 Beginning Japanese

*Torii, Ozawa*

Introduction to the modern standard Japanese language. Emphasis on developing proficiency in listening, speaking, reading and writing, using basic expressions and sentence patterns. *Five periods. Students will receive a total of 2.5 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 111 Gender and Popular Culture of Japan

*Zimmerman*

Our study of Japanese popular culture focuses on gender issues, particularly on how girls are represented in Japanese comic books, magazines, fiction, television, animation, and film. We ask why the girl sparks such intense interest in Japan and explore how she both challenges and reaffirms existing gender norms. A lightning rod for social change in Japan, even for modernity itself, representations of the girl illuminate the status of women, the changing role of the family, issues of ethnic and national identity, sexual orientation, and even Japan's relation to the outside world. *Taught in English. Original materials translated into English. No previous knowledge of Japan or Japanese required.*

Prerequisite: Open

Distribution: Language and Literature or Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

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## JPN 130 Japanese Animation

*Morley*

**NOT OFFERED IN 2002-03.** What makes Japan tick? New visitors to Japan are always struck by the persistence of traditional esthetics, arts, and values in a highly industrialized society entranced by novelty. Through animation films (English subtitles) and readings on animation we will explore this phenomenon from the inside. Focus is on the works of Tezuka Osamu, Hayao Miyazaki, and others. No Japanese language ability required.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O

Unit: 1.0

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## JPN 155 Exploring Solitude: Japanese Writers Across the Ages

*Morley*

**NOT OFFERED IN 2002-03.** 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* (wilted) arose from this preoccupation with solitude. 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 Tale of Genji* and the *haiku* poetry of Basho, as well as contemporary authors such as Banana Yoshimoto.

Prerequisite: None

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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## JPN 201-202 Intermediate Japanese

*Maeno, Ozawa*

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 2.5 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 Selected Readings in Advanced Japanese I

*Maeno*

Emphasis on development and refinement of language skills with the aim of achieving fluency in verbal expression and mastery of reading and writing skills. Students will be given the opportunity to select individual readings appropriate to their area of interest, as well as the opportunity to develop their reading comprehension and oral skills as a group. Popular TV dramas and E-mail exchanges with students in Japan will complement the reading/writing component for the course. *Meets three days a week.*

Prerequisite: 201-202 or the equivalent with permission of the instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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## JPN 232 Selected Readings in Advanced Japanese II

*Maeno*

This course is a continuation of 231 with an emphasis on independent reading and writing skills. Students will give oral presentations on their readings throughout the semester as well as participating in debates and directing class discussions. *Meets three days a week.*

Prerequisite: 231 or the equivalent with permission of the instructor.

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 251 Japanese Writers and Their Worlds (in translation)

*Morley*

A study of the emerging voice of the writer in Japan from the tenth through the eighteenth

centuries. Texts will include the early poetic diaries of the Heian Court ladies, *The Tale of Genji*, the *Noh* plays, puppet plays and the haiku poetry of Matsuo Basho. Emphasis is on the changing world of the Japanese writer, the influence of Buddhism and Confucianism, and the role of the texts in shaping Japanese aesthetic principles. Selected films shown throughout course.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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## JPN 256 Japanese Film: The Restaging of a Culture

*Zimmerman*

From stalwart warriors to runaway lovers, we trace the complex strands of Japan's modern identity through its national cinema. Japanese directors have used film to examine and rearrange narrative and aesthetic conventions. At the same time, they have fashioned a unique language of film that counters the conventions of Hollywood. We will explore these concepts and their broader cultural context through an analysis of film clips and the use of literary and historical texts. *Taught in English.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video, or Language and Literature

Semester: Spring

Unit: 1.0

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## JPN 309 Readings on Contemporary Japanese Social Science

*Zimmerman*

**NOT OFFERED IN 2002-03.** Readings in Japanese with selections from current newspapers and journals. Areas of student interest will help to determine the texts for the course. Two periods with discussion section.

Prerequisite: 232 or permission of instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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## JPN 310 Directed Readings in Modern Japanese Prose

*Morley*

Students will select independent projects to pursue throughout the semester. In addition to independent work, students will be reading together as a class twice a week from a variety of postwar literary texts. Independent readings will be presented to the class to form part of the class assignments. Focus is on reading comprehension and translation skills. Writing skills will be addressed through short weekly writing assignments. Two periods with one independent tutorial weekly.

Prerequisite: 232 or permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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## JPN 312 Readings in Classical Japanese Prose

*Morley*

**NOT OFFERED IN 2002-03.** Reading and discussion in Japanese of selections from classical Japanese literature: focus on translation skills. Students will have the opportunity to sample *The Tale of Genji*, and *The Pillow Book*, among others in the original and to familiarize themselves with the classical language. Two periods with discussion section.

Prerequisite: Permission of instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0



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**JPN 314 Contemporary Japanese Narrative***Zimmerman*

The many forms of contemporary Japanese writing—fiction, commentary, autobiography, humor, the immigrant narrative, and children's literature. We read carefully, translate, and discuss the 'knotty' problems of the Japanese language, including the disappearing subject, sentences that never seem to end and cases of the untranslatable. Additional readings in English on issues of translation specific to Asian languages. *Taught in Japanese.*

Prerequisite: 232 or permission of instructor.

Distribution: Language and Literature

Semester: Fall

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. Theaters of Japan***Morley*

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. *Taught in English.*

Prerequisite: One unit in Japanese Studies or by permission of instructor.

Distribution: Language and Literature or Arts, Music, Theater, Film, Video

Semester: Fall

Unit: 1.0

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**JPN 352 Seminar. Modern Japanese Writers***Zimmerman*

**Topic For 2002-03: Love and Liberation in Postwar Japanese Fiction.** With the lifting of state censorship, postwar Japanese writers began to explore themes of romantic love, sexual liberation, familial dysfunction, and deep alienation in the aftermath of a draining war. In their celebration of the personal, however, Japanese writers also wrestle with questions of Japan's responsibility for the war, with Japanese identity, and with the social changes occurring around them. We embed literary texts in their historical and social contexts as we listen for the "hum of the times." At the same time, through close reading and analysis, we let literature speak for itself, assessing the aesthetic accomplishments of six writers from the late 1940s to the present. *In English. No knowledge of Japanese is necessary.*

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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**Directions for Election**

**Japanese majors** 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. The major consists of a minimum of eight units and normally includes 202, 231, 232, and five additional units: at least two must be non-language units, and a total of at least two must come from the 300 level (to be taken within the Department). Students entering with advanced language preparation may substitute alternate language units as necessary with departmental permission. 101-102 and 201 may be counted toward the degree but not toward the major. Students who have completed 310, 314 or the equivalent may choose to do an independent study using the Japanese language (350). Those who wish to do an independent study that does not require the Japanese language should register for 250. Courses listed for credit towards a major in Japanese Studies are strongly recommended to supplement work in the major. An advisor should be chosen from within the department.

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**Japanese Studies**

AN INTERDEPARTMENTAL MAJOR

Directors: *Matsusaka (History), Morley (Japanese)*

The Japanese Studies major is an interdisciplinary major requiring a minimum of eight units, and is offered as an alternative to the Japanese major. The major normally consists of JPN 201-202, 231 and five other units: at least four must be non-language units, and a total of at least two units must come from the 300 level. Students entering with advanced language preparation may substitute alternate language units as necessary with departmental permission. JPN 101-102 may be counted toward the degree but not toward the major. 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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**Related Courses***For Credit Toward the Major*

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**ARTH 240** Asian Art

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**ARTH 249** Arts of Japan

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**ARTH 341** Seminar. The Landscape Painting of China and Japan

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**HIST 106** Japanese Civilization

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**HIST 240** The World at War: 1937-1945

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**HIST 267** Asian Migration to the United States, 1840 to the Present

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**HIST 268** The Industrialization of Japan

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**HIST 269** Japan, the Great Powers and East Asia; 1853-1993

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**HIST 270** Ancient, Medieval, and Early Modern Japan, 300-1800

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**HIST 271** Modern Japan, 1800 to the Present



HIST 344 Seminar. Japanese History
JPN 101-102 Beginning Japanese
JPN 111 Gender and Popular Culture of Japan
JPN 130 Japanese Animation
JPN 201-202 Intermediate Japanese
JPN 231 Selected Readings in Advanced Japanese I
JPN 232 Selected Readings in Advanced Japanese II
JPN 251 Japanese Writers and Their Worlds
JPN 256 Japanese Film: The Restaging of a Culture
JPN 309 Readings on Contemporary Japanese Social Science
JPN 310 Directed Readings in Modern Japanese Prose
JPN 312 Readings in Classical Japanese Prose
JPN 314 Contemporary Japanese Narrative
JPN 351 Seminar. Theaters of Japan
JPN 352 Seminar. Modern Japanese Writers
MUS 216 Musics of China, Korea, and Japan
POL2 304 State and Society in East Asia
POL2 383 Politics of Migration
REL 108 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)*

Visiting Instructor: *Gaffin*

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 the eight-unit major in Jewish Studies, students must take courses pertaining both to the ancient and modern worlds and show proficiency in Hebrew (equivalent to at least two semesters at the second-year level). In certain cases, where students whose area of concentration necessitates another language (such as Arabic, French, Spanish, Yiddish, or Ladino), that language may be substituted for Hebrew in consultation with the student's major advisor. In addition, students are expected to concentrate in some area or aspect of Jewish studies (such as religion, history, or Hebrew language and literature) by taking four courses above the 100 level, including at least two at the 300 level.

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 five 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, 332, 334, 367; Italian 309; Religion 104, 105, 140, 160, 202, 205, 241, 242, 243, 244, 245, 302, 303, 342; Spanish 252, 267, and 279. Units must be taken in at least two 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.

### HEBR 101-102 Elementary Hebrew

*Geller*

Introduction to Hebrew with emphasis on its contemporary spoken and written form. Practice in the skills of listening and speaking as well as reading and writing, together with systematic study of Hebrew grammar. Students will master a basic vocabulary of approximately 1,000 words, and become comfortable in the use of the

present, past and future tenses, as well as basic verb patterns. *Each semester earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None  
Distribution: None  
Semester: Fall, Spring

Unit: 1.0

### HEBR 201-202 Intermediate Hebrew

*Gaffin*

Building on the foundations of 101-102, the third semester will continue to develop skills in modern Hebrew. Students will broaden their knowledge of verb patterns, compound sentence structures and mixed tenses. Special emphasis will be placed on composition and oral reports. The fourth semester will focus on literature through reading and discussion of selected short pieces of prose and poetry. Some examples of classical, rabbinic, and liturgical Hebrew will also be analyzed. Students will be required to write short compositions inspired by their readings. *Each semester earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 101-102  
Distribution: Language and Literature  
Semester: Fall, Spring

Unit: 1.0

### HEBR 250 Research or Individual Study

Prerequisite: Two years of Hebrew or permission of instructor.

Distribution: None  
Semester: Fall, Spring

Unit: 1.0

### HEBR 350 Research or Individual Study

Prerequisite: Three years of Hebrew or permission of instructor.

Distribution: None  
Semester: Fall, Spring

Unit: 1.0

### JWST 250 Research or Individual Study

Prerequisite: Open to first-year students and sophomores.

Distribution: None  
Semester: Fall, Spring

Unit: 1.0

### JWST 250H Research or Individual Study

Prerequisite: Open to first-year students and sophomores.

Distribution: None  
Semester: Fall, Spring

Unit: 0.5

### JWST 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None  
Semester: Fall, Spring

Unit: 1.0

### JWST 350H Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None  
Semester: Fall, Spring

Unit: 0.5

### JWST 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.

Distribution: None  
Semester: Fall, Spring

Unit: 1.0

### JWST 370 Senior Thesis

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring

Unit: 1.0

## Related Courses

*For Credit Toward the Major*

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

**ANTH 247\*** Societies and Cultures of Eurasia

**ARTH 346** Seminar. Art and Auschwitz

**EXTD 101A-102A** Elementary Arabic

**EXTD 201A-202A** Intermediate Arabic

**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** German Questions: History, Memory, Identity

**HIST 326** Seminar. American Jewish History

**HIST 327** Zionism and Irish Nationalism: A Comparative Perspective

**HIST 328** Anti-Semitism in Historical Perspective

**HIST 332** Europe under German Occupation, 1939-1945: Resistance, Collaboration, and Genocide

**HIST 334\*** Seminar. European Cultural History

**HIST 367** Seminar. Jewish Identity in the Modern World

**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 202** Biblical Poetry

**REL 205** The Book of Genesis

**REL 207** Goddesses, Queens, and Witches: Survey of the Ancient Near East

**REL 241** Emerging Religions: Judaism and Christianity, 150 B.C.E.-500 C.E.

**REL 242** Introduction to Rabbinic Literature

**REL 243** Women in the Biblical World

**REL 244** Jerusalem: The Holy City

**REL 245** The Holocaust and the Nazi State

**REL 302** Ritual in the Hebrew Bible/Old Testament

**REL 303** Seminar. The Sacrifice of the Beloved Child in the Bible and Its Interpretations

**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

**SPAN 279** Jewish Women Writers of Latin America

## Language Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Levitt (French)*

Visiting Assistant Professor: *Isaak*

**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 300-level Language Studies course. Majors must also elect a concentration of at least four courses above 100-level in a single area, including at least two units at 300-level 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. **This major will be replaced by the Cognitive and Linguistic Sciences major. The Language Studies major will be available for the class of '03, but not for the class of '04 and beyond.**

Students are urged to consult the MIT catalog for additional offerings in the major.

### LANG 114 Introduction to Linguistics

*Isaak*

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, Spring

Unit: 1.0

### LANG 240 The Sounds of Language

**NOT OFFERED IN 2002-03.** This course examines the ways in which speech sounds are used in the languages of the world. The course will discuss the articulatory basis of speech sounds and will investigate differences in the ways that various languages organize sounds into linguistic systems. We will consider why differences exist between languages, both in terms of the number of sounds employed and how those sounds are used. We will also consider the types of difficulties that phonological differences between languages might pose for the second language learner and the importance of phonology in the development of writing systems.

Prerequisite: 114

Distribution: Epistemology and Cognition

Semester: N/O

Unit: 1.0

### LANG 244 Language: Form and Meaning

*Isaak*

This course will consider some basic questions about language: What do we actually know when we know a language? How is the structure of language best described? Are there properties which all languages share, and what do those properties tell us about language itself? We will look at a number of specific problems in morphology, syntax, and semantics, and the strengths and weaknesses of a number of different linguistic theories will be considered. While many of the problems considered in this class will involve English, we will also be looking at a number of other languages, both European and non-European.

Prerequisite: 114

Distribution: Epistemology and Cognition

Semester: Fall

Unit: 1.0

### LANG 250 Research or Individual Study

Prerequisite: Permission of instructor.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

### LANG 312 Bilingualism: An Exploration of Language, Mind, and Culture

**NOT OFFERED IN 2002-03.** 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: N/O

Unit: 1.0

### LANG 322 Child Language Acquisition

**NOT OFFERED IN 2002-03.** 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 PSYC 216, or permission of instructor.

Distribution: Epistemology and Cognition

Semester: N/O

Unit: 1.0

### LANG 327 The English Language: An Historical Perspective

**NOT OFFERED IN 2002-03.** This course will provide an overview of the history of the English language from the pre-Germanic period to the twentieth century and will investigate the major sound changes that the English language has undergone during this time. A major goal of the course will be to provide students with a better

understanding of the current state of the English language in terms of its historical development, as well as its relationship to other Indo-European languages. This course will also discuss general principles of language change and the kinds of evidence that linguists employ in reconstructing earlier stages in a language's history.

Prerequisite: 114, PSYC 216, or permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

### LANG 329 Native American Languages: History, Structure, and Prospects

Isaak

This course provides an overview of the indigenous languages of the Americas. The history of the description and classification of Native American languages will be discussed, along with some of the more salient structural properties of these languages and how they differ from European languages. We will also consider how linguistics can be used as a tool to study the pre-history of a people. Finally, we will be considering the problem of endangered languages and some of the efforts which have been made to preserve Native American languages.

Prerequisite: 114, PSYC 216, or permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

### LANG 350 Research or Individual Study

Prerequisite: Two 200-level units.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

### LANG 360 Senior Thesis Research

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

### LANG 370 Senior Thesis

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

## Related Courses

*For Credit Toward the Major*

CLSC 330 Seminar. Topics in Cognitive and Linguistic Sciences

CS 235 Languages and Automata

EDUC 308 Seminar. World Languages Methodology

FREN 211 Studies in Language

FREN 308 Advanced Studies in Language

PHIL 207 Philosophy of Language

PHIL 215 Philosophy of Mind

PHIL 216 Logic

PSYC 216 Psychology of Language

PSYC 316 Seminar. Psycholinguistics

SOC 216 Sociology of Mass Media and Communications

# Latin American Studies

## AN INTERDEPARTMENTAL MAJOR

Director: *Roses (Spanish), Wasserspring (Political Science)*

Core Faculty: *Oles (Art), Levitt (Sociology), Wasserspring (Political Science), Roses (Spanish), Agosin (Spanish), Webster (Spanish), Elkins (Religion), Osorio (History), Rodenhouse (Biological Sciences)*

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 Spanish proficiency at the level of 242 or above. A minimum of nine units (excluding Spanish 241 and 242), with a concentration of four courses in one of the following departments: **Art History, Political Science, Sociology, History, or Spanish** constitute the major. Of these nine units constituting a minimum for the major, at least two must be taken at the 300 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 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 Spanish language courses *beyond the College's foreign language requirement* (above the intermediate level). In some cases 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) that language may be substituted in consultation with the directors.

Qualified juniors are encouraged to spend a semester or a year in Latin America. To be eligible for study in Latin America a student should normally be enrolled in SPAN 241 or higher level language or literature course the previous semester.

Majors may also apply to the 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.

### LAST 250\* Research or Individual Study

Prerequisite: Two units of course work in Latin American Studies.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

### LAST 250H\* Research or Individual Study

Prerequisite: Two units of course work in Latin American Studies.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

### LAST 350\* Research or Individual Study

Prerequisite: Open to Latin American Studies and Spanish majors.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

### LAST 350H\* Research or Individual Study

Prerequisite: Open to Latin American Studies and Spanish majors.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

### LAST 360\* Senior Thesis Research

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

### LAST 370\* Senior Thesis

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

## Related Courses

*For Credit Toward the Major*

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

ARTH 238 Art, Architecture, and Culture in the Preconquest Americas

ARTH 338 Seminar. Topics in Latin American Art. Topic for 2002-03: Public Art in the Americas

ECON 220\* Development Economics

ECON 241 Economic Development of Latin America

HIST 206 Introduction to the History of Latin America

HIST 207 Contemporary Problems in Latin American History

HIST 215 Gender and Nation in Latin America

HIST 377 The City in Latin America

POL2 204\* Political Economy of Development and Underdevelopment

POL2 207 Politics of Latin America

POL2 302\* Globalization and the Nation-State

POL2 307S\* Seminar. Women and Development

POL2 310S\* Seminar. Politics of Community Development

POL2 311S Seminar. The Politics of Contemporary Cuba

POL2 383\* Politics of Migration

POL3 323\* International Economic Policy

POL3 332S\* Seminar. People, Agriculture, and the Environment

POL3 348S\* Seminar. Problems in North-South Relations

PSYC 347\* Seminar. Culture and Social Identity

REL 218 Religion in America

REL 221 Catholic Studies

SOC 109\* Race and Ethnicity: An Introduction to Sociology

SOC 211 Society and Culture in Latin America

SOC 221\* Globalization

SOC 246\* Immigration

SOC 316\* Migration: A Research Seminar

SPAN 247 The Multiple Meanings of Family in Hispanic Cultures

SPAN 251 Freedom and Repression in Latin American Literature

SPAN 253 The Latin American Short Story

SPAN 263 Latin American Literature: Fantasy and Revolution

SPAN 265 Introduction to Latin American Cinema

SPAN 269 Caribbean Literature and Culture

SPAN 271 Intersecting Currents: Afro Hispanic and Indigenous Writers in Contemporary Latin American Literature

SPAN 273 Latin American Civilization

SPAN 275 The Making of Modern Latin American Culture

SPAN 277 Realism and Magic in Latin American Literature and Cinema

SPAN 309\* Seminar. Latin American Utopias in the Writing of Gabriel García Márquez and Alejo Carpentier

SPAN 313\* Seminar. The Culture of Human Rights in the Americas

SPAN 315\* Seminar. Luis Buñuel and the Search for Freedom and Morality

SPAN 317\* Seminar. Colonial Latin America and Its Literature: Assimilation and Rejection

SPAN 319 Latin American Feminist Theory and Practice

SPAN/PRESHCO History of Spain: The Colonization of (Spanish) America

ALSO: Courses may be taken in approved programs in Mexico, Costa Rica, Ecuador, Argentina, Chile, other Latin American sites, or elsewhere, by permission of the directors.

## Department of Mathematics

Professor: *Hirschhorn, Magid<sup>h</sup>, Shuchat, Shultz, Sontag, Wang, Wilcox*

Associate Professor: *Bu<sup>a</sup>, Trenk (Chair)*

Assistant Professor: *Bernstein, Chang, Kerr*

Most courses meet for two periods weekly with a third period approximately every other week.

### MATH 101 Reasoning with Data: Elementary Applied Statistics

*Polito (Quantitative Reasoning), Shuchat, Staff*  
An introduction to the fundamental ideas and methods of statistics for analyzing data. Topics include descriptive statistics, basic probability, inference and hypothesis testing. Emphasis on understanding the use and misuse of statistics in a variety of fields, including medicine and both the physical and social sciences. This course is intended to be accessible to those students who have not yet had calculus.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have completed 116, 116Z, 120, or 205, except by permission of the instructor; such students should consider taking 220 instead. Not open to students who have taken or are taking QR 180, QR 199 or PSYC 205.  
Distribution: Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.  
Semester: Fall, Spring Unit: 1.0

### MATH 102 Applications of Mathematics without Calculus

*Sontag*  
This course explores several areas of mathematics which have application in the physical and social sciences, yet which require only high-school mathematics as a prerequisite. The areas covered will be chosen from systems of linear equations, linear programming, probability, game theory, and stochastic processes. Students will solve problems on topics ranging from medical testing to economics with the results demonstrating the value of mathematical reasoning. May not be counted toward the major.

Prerequisite: None  
Distribution: Mathematical Modeling  
Semester: Spring Unit: 1.0

### MATH 103 Precalculus

**NOT OFFERED IN 2002-03.** 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: N/O Unit: 1.0

### 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

### MATH 116 Calculus II

*Staff*

Integration techniques, L'Hopital'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

### 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 Unit: 1.0

### 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'Hopital's rule, and 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

### MATH 203 Mathematical Tools for Finance

**NOT OFFERED IN 2002-03.** This course is designed for students interested in mathematics and finance. Mathematical tools include 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, Itô'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: 116/116Z and ECON 101 or the equivalent  
Distribution: Mathematical Modeling  
Semester: N/O Unit: 1.0

### MATH 205 Multivariable Calculus

*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**

Shuchat, Wang

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 208/310 Functions of a Complex Variable**

Sontag

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 prerequisite or corequisite for 310

Distribution: Mathematical Modeling

Semester: Fall

Unit: 1.0

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**MATH 210 Differential Equations**

Sontag

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 Differential Geometry**

Kerr

An introduction to the differential geometry of curves and surfaces. Topics include curvature of curves and surfaces, first and second fundamental forms, equations of Gauss and Codazzi, the fundamental theorem of surfaces, geodesics, and surfaces of constant curvature. *Offered in alternate years. Majors can fulfill the major presentation requirement in this course in 2002-03.*

Prerequisite: 205 or permission of instructor

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

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**MATH 214 Euclidean and Non-Euclidean Geometry**

**NOT OFFERED IN 2002-03.** A rigorous treatment of the fundamentals of two-dimensional geometry: Euclidean, spherical, elliptic and hyperbolic. The course will present the basic classical results of plane geometry: congruence theorems, concurrence theorems, classification of isometries, etc. and their analogues in the non-Euclidean settings. The course will provide a link between classical geometry and modern geometry, preparing for study in group theory, differential geometry, topology, and mathemat-

cal physics. The approach will be analytical, providing practice in proof techniques. *Offered in alternate years.*

Prerequisite: 205 or permission of instructor

Distribution: Mathematical Modeling

Semester: N/O

Unit: 1.0

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**MATH 220 Probability and Elementary Statistics**

Shultz

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 223 Number Theory**

Chang

Topics include: prime numbers and divisibility, congruences, Fermat's Little Theorem, Euler's phi-function, cryptography, and additional topics as time permits. Students will be expected to experiment and formulate conjectures. There will also be an emphasis on learning to write clear and coherent mathematical proofs. *Majors can fulfill the major presentation requirement in this course in 2002-03.*

Prerequisite: 116, 116Z, or the equivalent

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

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**MATH 225 Combinatorics and Graph Theory**

Shultz, Trenk

Enumeration of selections and arrangements, basic graph theory (isomorphism, coloring, trees), generating functions, recurrence relations. Methods of proof such as mathematical induction, proof by contradiction. Other possible topics: pigeonhole principle, Ramsey theory, Hamiltonian and Eulerian circuits, and 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 2002-03.**

Prerequisite: 116, 116Z, or the equivalent

Distribution: Mathematical Modeling

Semester: N/O

Unit: 1.0

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**MATH 251 Topics in Applied Mathematics**

Shuchat

**Topic for 2002-03: Operations Research.** The algebraic and geometric foundations of optimization and its applications to decision making in private and public sector management. We will study linear and integer programming, i.e., maximizing and minimizing linear functions whose variables must satisfy linear equations or inequalities, and where we may also require that the variables be integers. Applications will be selected from mathematical models in such areas as production, inventory, scheduling, investment, harvesting, transportation, and distribution. Small-scale problems will be solved by hand, and larger-scale problems by computer. The theoretical level will be similar to 206, but students will do fewer proofs and more model-

ing. *Majors can fulfill the major presentation requirement in this course in 2002-03. Does not fulfill the QR overlay requirement.*

Prerequisite: 206 or permission of instructor.

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

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**MATH 302 Elements of Analysis I**

Shuchat

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 or 214

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

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**MATH 303 Elements of Analysis II**

**NOT OFFERED IN 2002-03.** A continuation of Math 302. Topics chosen from the theory of Riemann integration, measure theory, Lebesgue integration, Fourier series, and calculus on manifolds. *Majors can fulfill the major presentation requirement in this course in 2002-03. Offered in alternate years.*

Prerequisite: 302

Distribution: Mathematical Modeling

Semester: N/O

Unit: 1.0

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**MATH 305 Modern Abstract Algebra I**

Chang

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; or 206Z and 214.

Distribution: Mathematical Modeling

Semester: Fall

Unit: 1.0

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**MATH 306 Modern Abstract Algebra II**

Bernstein

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 in 2002-03.*

Prerequisite: 305

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

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**MATH 307 Topology**

Kerr

The topological properties of an object are those which are unchanged by bending, twisting, stretching, or shrinking. A mathematical knot is a circle embedded in three-dimensional space. Classical knot theory is the branch of topology that deals with knots and links in three-dimensional space. The central problem is determining whether two knots can be deformed to be exactly alike, via bending, twisting, stretching, or shrinking. This course provides an introduction to the theory of knots. Methods of knot tabulation, surfaces applied to knots, and knot polynomials will be covered, as well as applications to natural and physical sciences. Open problems in the field will also be discussed. *Majors can fulfill the major presentation requirement in this course in 2002-03. Offered in alternate years.*

Prerequisite: 302

Distribution: Mathematical Modeling

Semester: Fall

Unit: 1.0

## MATH 309 Foundations of Mathematics

**NOT OFFERED IN 2002-03.** An introduction to the logical foundations of modern mathematics, including set theory, cardinal and ordinal arithmetic, and the axiom of choice. *Offered in alternate years.*

Prerequisite: 302 or 305  
Distribution: Mathematical Modeling  
Semester: N/O Unit: 1.0

## MATH 310/208 Functions of a Complex Variable

*Sontag*  
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 prerequisite or corequisite for 310.  
Distribution: Mathematical Modeling  
Semester: Fall Unit: 1.0

## MATH 349 Selected Topics

### Topic A: Chaotic Dynamical Systems

*Shultz*  
Study of time evolution of systems for discrete time intervals. Topics include: dynamical systems on the line and circle, one-parameter families of quadratic maps, period doubling, chaos, fractals, and a brief introduction to complex dynamics (Julia sets, the Mandelbrot set). Applies some techniques of analysis from 302, but is mostly self-contained.

Prerequisite: 302  
Distribution: Mathematical Modeling  
Semester: Fall Unit: 1.0

### Topic B: Graph Theory

*Trenk*  
Graph Theory has origins both in recreational mathematics problems (i.e., puzzles and games) and as a tool to solve practical problems in many areas of society. Topics include: connectivity, trees, independent sets and cliques, coloring problems, matching theory, and directed graphs. Students will be expected to experiment and formulate conjectures. *Majors can fulfill the major presentation requirement in this course in 2002-03.*

Prerequisite: 225 and either 305 or 302  
Distribution: Mathematical Modeling  
Semester: Spring Unit: 1.0

## MATH 350 Research or Individual Study

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

## MATH 360 Senior Thesis Research

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

## MATH 370 Senior Thesis

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

## Directions for Election

### Placement in Courses and Exemption Examinations

The Mathematics Department reviews elections of calculus students and places them in 103, 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.

**Students majoring in Mathematics** must complete 115 and 116 or 116Z (or the equivalent) and at least seven units of 200-level and 300-level courses, including 205, 206 (or 206Z), 302, 305, and one other 300-level course. Students entering with AP credits must complete eight units after entering college.

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 214. For 305 the prerequisite is either 206; or 206Z and 225; or 206Z and 214. Independent study units (MATH 350, 360, 370) may not count as the third 300-level course 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.

Students expecting to do graduate work in mathematics should elect 302, 305, and at least four other 300-level courses, possibly including a graduate course at MIT. 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 (five 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 (five 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 300-level courses, and two written comprehensive examinations or (2) two semesters of thesis work (360 and 370). An oral examination is required for both programs.



# Medieval/Renaissance Studies

## AN INTERDEPARTMENTAL MAJOR

Directors: *Elkins (Religion), Fergusson (Art)*

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 coursework from the list that follows. Of these, at least four must be above the 100-level in an area of concentration – a single department, a geographical location, a topic or theme. Two units of coursework must be at the 300-level. Each year at least two 200 level- courses and one seminar are offered which are especially designed to accommodate the needs and interests of majors. The Majors' Seminars for 2002-03 are (1) HIST 330 Seminar. Medieval Europe and (2) ARTH 331 Seminar. Women Who Ruled. (For details, see the department entries for History and Art.)

Majors who are contemplating postgraduate academic or professional careers in this or related fields should consult faculty advisors to plan a sequence of courses that will provide them with a sound background in the language and critical techniques essential to further work in their chosen fields. We make every effort to accommodate individual interests and needs through independent study projects (350s and senior theses) carried out under the supervision of one or more faculty members and designed to supplement, or substitute for, advanced seminar-level work.

There are numerous opportunities for study abroad for those who wish to broaden their experience and supplement their research skills through direct contact with European and Mediterranean culture. Up to three courses in accredited programs abroad may be counted toward the major. By participating in the Collegium Musicum, students can learn to perform Medieval and Renaissance music; see the departmental entry for Music.

### ME/R 245 Introduction to Medieval Literature

**NOT OFFERED IN 2002-03.** An opportunity to explore a variety of narratives that remain influential and powerful. The course will look at the ways medieval writers think about the self and about the tensions (between soul and body, human and divine love, this world and the next) that are central in medieval culture. Texts to be read include Augustine's *Confessions*, Boethius' *The Consolation of Philosophy*, Beroul's *Tristan*, Heloise and Abelard's *Letters*, and Boccaccio's *Decameron*.

Prerequisite: Open to sophomores, juniors, and seniors, also first year students by permission of instructor.

Distribution: Language and Literature  
Semester: N/O

Unit: 1.0

### ME/R 246 Monsters, Villains, and Wives

*Lynch (English)*

This course will select its 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*. We will finish by considering the survival of the magical villain in a modern-day fantasy classic like the medievalist J.R.R. Tolkien's *Hobbit*, a volume of his *Lord of the Rings* trilogy, or one of the more recent Harry Potter books. All medieval texts will be read in modern English, in facing-page translations from the original languages when available.

Prerequisite: Open to sophomores, juniors, and seniors; also first-year students by permission of instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

### ME/R 247 Arthurian Legends

**NOT OFFERED IN 2002-03.** 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; also first-year students by permission of instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

### ME/R 248 Medieval Women Writers

**NOT OFFERED IN 2002-03.** 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, Heloise (and Abelard), selected medieval mystics, Margery Kempe, Julian of Norwich, and Christine de Pizan.

Prerequisite: None

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

### ME/R 249 Imagining the Afterlife

*Jacoff (Italian)*

An exploration of medieval visions and versions of the afterlife in the classical, biblical, Jewish, Islamic, and Christian traditions. We will study material from various Scriptures, popular visions, literary texts, and the visual arts. The focus will be 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: Fall

Unit: 1.0

### ME/R 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

### ME/R 360 Senior Thesis Research

Prerequisite: By permission of the directors of the Medieval/Renaissance Studies program. See Directions for Election and Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

### ME/R 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

## Related Courses

*Attention Called*

ARTS 107 Book Arts Studio

*For Credit Toward the Major*

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

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

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

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

ARTH 203 Cathedrals and Castles of the High Middle Ages

ARTH 218 Painting in the Netherlands in the Fifteenth and Sixteenth Centuries

ARTH 229 Renaissance and Baroque Architecture

ARTH 243 Roman Art

ARTH 247 Islamic Art and Culture

ARTH 251 Italian Renaissance Art, 1400-1520

ARTH 252 Painting for Princes(ses): Late Medieval Painting and Manuscript Illumination in Italy and France

ARTH 253 The Beautiful Book: Medieval and Renaissance Book Illumination in France and Italy

ARTH 304 Seminar. Leonardo da Vinci and Michelangelo Buonarroti

ARTH 330 Seminar. Renaissance Venice

ARTH 331 Seminar. The Art of Northern Europe

ARTH 332 Seminar. Topics in Medieval Architecture

CLCV 211/311 Epic and Empire

ENG 112 Introduction to Shakespeare

ENG 213 Chaucer

ENG 222 Renaissance Literature

ENG 223 Shakespeare Part I: The Elizabethan Period

ENG 224 Shakespeare Part II: The Jacobean Period

ENG 225 Seventeenth-Century Literature

ENG 227 Milton

ENG 315 Advanced Studies in Medieval Literature

ENG 324 Advanced Studies in Shakespeare

ENG 325 Advanced Studies in Sixteenth- and Seventeenth-Century Literature

FREN 301 France in the Renaissance: Forms, Reforms, and Revolutions

HIST 208 Society and Culture in Medieval Europe

HIST 209 From William the Bastard to Gloriana: England, 1066-1603



**HIST 213** Conquest and Crusade in the Medieval Mediterranean

**HIST 214** Medieval Italy

**HIST 217** The Making of European Jewry, 1085-1815

**HIST 219** The Jews of Spain and Lands of Islam

**HIST 227** The Italian Renaissance

**HIST 228** The Renaissance and Reformation in Northern Europe

**HIST 229/329** Alexander the Great: Psychopath or Philosopher King

**HIST 230** Greek History from the Bronze Age to the Death of Philip II of Macedon

**HIST 231** History of Rome

**HIST 234** Europe in the Later Middle Ages

**HIST 246** Vikings, Icons, Mongols, and Tsars

**HIST 279** Heresy and Popular Religion in the Middle Ages

**HIST 303** The British Isles: From Norman Invasion to Tudor Domination

**HIST 305** Heirs of the Roman Empire: Byzantium, Latin Christendom, and Islam in the Middle Ages

**HIST 330** Seminar. Medieval Europe

**HIST 349** Seminar. Structures of Authority in Early Modern Europe

**ITAS 263** Dante (in English)

**ITAS 312** Seminar. Rinascimento e Rinascimenti: Cultural Identities in Fifteenth- and Sixteenth-Century Italy

**ITAS 313** The Image of Women in Renaissance Italian Literature

**MUS 200** History of Western Music I

**PHIL 226** Human Nature in Three Medieval Philosophers

**POLA 240** Classical and Medieval Political Theory

**REL 160** Introduction to Islamic Civilization

**REL 215** Christian Spirituality

**REL 216** Christian Thought, 100-1600

**REL 225** Women in Christianity

**REL 242** Introduction to Rabbinic Literature

**REL 262** The Formation of the Islamic Religious Tradition

**REL 265** The Qur'an

**REL 316** Seminar. The Virgin Mary

**REL 362** Seminar. Religion and State in Islam

**REL 364** Seminar. Sufism: Islamic Mysticism

**SPAN 252** Christians, Jews, and Moors: The Spirit of Spain in Its Literature

**SPAN 300** Honor, Monarchy, and Religion in the Golden Age Drama

**SPAN 302** Cervantes

**SPAN 318** Seminar. Love and Desire in Spain's Early Literature

## Department of Music

Professor: *Brody, Fisk<sup>A</sup>, Zallman<sup>A</sup>*

Associate Professor: *Fleurant, Fontijn-Harris (Chair-Fall), Panetta<sup>A</sup> (Chair-Spring)*

Visiting Assistant Professor: *Yim*

Lecturer: *Hulse*

Body and Soul: *Adams*

Chamber Music Society: *Cirillo (Director), Plaster (Assistant Director), Rider, Stumpf*

Collegium Musicum: *Sanford*

Fiddleheads: *Cortese*

Prism Jazz: *Hunter*

Wellesley College Choirs: *Graham*

Wellesley College Orchestra: *Hampton*

Yanvalou: *Washington*

Instructors in Performing Music:

Piano: *Fisk, Shapiro, Tagaki, Yim*

Jazz Piano: *Johnson*

Voice: *Dry, Hewitt-Didham, Matthews, Sanford*

Jazz Voice: *Adams*

Violin: *Cirillo*

Jazz Violin: *Zeitlin*

Baroque Violin: *Stepner*

Fiddle: *Cortese*

Viola: *Bossert-King*

Violoncello: *Rider*

Double Bass: *Henry*

Jazz Flute: *Marvuglio*

Flute: *Preble*

Oboe: *Gore*

Clarinet: *Matasy*

Bassoon: *Plaster*

Jazz Saxophone: *Miller*

French Horn: *Gainsforth*

Percussion: *Jorgensen*

Trumpet: *Hall*

Trombone: *Couture*

Organ: *Christie*

Harp: *Rupert*

Guitar and Lute: *Collver-Jacobson*

Harpichord and Continuo: *Cleverdon*

Viola da Gamba: *Jeppesen*

Recorder: *Sansom*

Performance Workshop: *Rider*

### MUS 99 Performing Music (without academic credit)

*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 Placement Test is mandatory for all students wishing to enroll in Music 99 or 199. For those who do not pass this test, a required corequisite to Music 99 is Music 111, taken in the fall semester. For voice and piano lessons at the 99 level, auditions are also required.*

Distribution: None

Semester: Fall, Spring

Unit: None

### MUS 100 Music Appreciation

*Fontijn-Harris*

An introduction to music as a cultural expression within its historical contexts. While the course concentrates on the development of

European music from Classical Antiquity through the present day, it includes complementary discussions of world musics, and devotes particular attention to American musical life. No previous musical training or background is assumed. *Two lectures and one listening laboratory. May not be counted toward the major.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

### MUS 105 Introduction to World Music

*Fleurant*

A survey of non-western musical 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: Fall

Unit: 1.0

### MUS 111 Tuning the Ear and Mind

*Graham, Hulse*

Preparation in the primary elements of music theory and musicianship. Rhythm and pitch perception, reading skills, keyboard familiarity, and correct music notation. Scale and chord construction, transposition, and procedures for harmonizing simple melodies. Phrase structures and simple formal designs. May not be counted toward the major. *Three class meetings.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall, Spring

Unit: 1.0

### MUS 122 Pitch Structure in Tonal Music

*Brody, Hulse*

A thorough grounding in species counterpoint and tonal cadence structures. Also includes a comprehensive review of musical materials and terminology, accompanied by regular ear training practice. Normally followed by 244. MUS 122 is normally the initial corequisite for MUS 199 (lessons for academic credit); MUS 220 is an alternate corequisite, but cannot substitute for 122 in the major/minor sequence.

Prerequisite: Open to all students who have completed or exempted Music 111. Students who meet this requirement are advised to take Music 122 in the fall semester.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall, Spring

Unit: 1.0

### MUS 199 Performing Music (for academic credit)

*Staff*

One 45-minute lesson per week. A minimum of six hours of practice per week is expected. 199 may be repeated, ordinarily for a maximum of four semesters. One credit is given for a full year of study, which must begin in the first semester. Not to be counted toward the major in music. For further information, including fees, see Performing Music: Private Instruction and Academic Credit. See also Music 99, 299, and 344. *Except by special permission, no credit will be given unless both semesters are completed satisfactorily.*

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.

Prerequisite/Corequisite: *A Basic Skills Placement Test is mandatory for all students wishing to enroll in 199.* Open by audition to students who are taking or have taken 122 or 220; 122 or 220 must normally be completed during the first semester of 199. Students pursuing jazz performance in 199 may elect 122, 220, 209/AFR 224 or 233/AFR 233 as a corequisite. Completion of an additional music course is required before credit is given for a second year of 199.

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

Unit: 1.0

### MUS 200 History of Western Music I

Fontijn-Harris

The first half of a year-long comprehensive survey of Western music history, this course considers significant forms and styles of earlier eras, from the liturgical and vernacular repertoires of the Middle Ages to the music of the mid-eighteenth century. The course offers a strong historical component, and also encourages the development of analytical skills. As we examine compositions in many genres, we will pursue numerous avenues of inquiry, including close readings of verbal texts, evaluation of formal structures, harmonic analysis, assessment of melodic and rhythmic features, and investigation of the broader circumstances that surround and inform musical creation.

Prerequisite: 244 or permission of the instructor.

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

Unit: 1.0

### MUS 201 History of Western Music II

Yun

A continuation of the survey of Western music history begun in 200, 201 examines the pre-Classical, Classical, and Romantic periods, as well as the music of the past one hundred years. The course places special emphasis on the acquisition of analytical skills, and students are encouraged to devise and support interpretive hypotheses in written essays. Students may enroll in 201 without having taken 200.

Prerequisite: 244

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

Unit: 1.0

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

Panetta

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** 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), and subsequent stylistic phases have corresponded closely to significant developments in social history; knowledge of jazz is thus highly relevant to an understanding of American culture since 1900. Through a selection of recordings and readings, we will follow the progression of jazz styles from African roots to recent developments. A fundamental goal of the course is that students learn to listen to music critically: to discern and interpret form, texture, style, and expressive content in jazz of all periods. *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. Not open to students who have taken 233/AFR 233.

Distribution: Arts, Music, Theatre, Film, Video or Historical Studies

Semester: N/O. Offered in 2003-04.

Unit: 1.0

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

Fleurant

**NOT OFFERED IN 2002-03.** An appreciative evaluation, discussion, and analysis of the folk and ritual music of the Caribbean. The course will survey the musical components of a variety of Afro-Caribbean religions, including Kumina, Rastafari, Shango, Candomble, Macumba, Umbanda, Winti, Vodun, Santeria, Lucumi, and Quimboiseur. Through recordings and documentary films, students will explore a variety of musical and cultural aesthetics. Issues surrounding the phenomenon of African retentions in the Americas will also be examined. *Students may register for either MUS 210 or AFR 210. 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: N/O

Unit: 1.0

### MUS 213 Twentieth-Century Techniques

Brody

Studies in the language and style of twentieth-century concert music, through analysis of shorter representative compositions by major composers. Brief exercises in composition are designed to familiarize students with a variety of structural approaches. 213 and 313 will meet together.

Prerequisite: 122 or permission of the instructor.

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

Unit: 1.0

### MUS 216 Musics of China, Korea, and Japan

Yun

An introduction to the musical cultures of East Asia, examining the development of each musical tradition as it has evolved through cultural diffusion. The writings of early Chinese thinkers assert that the essence of music lies in its inherent power to harmonize humanity with Nature. The course will explore Chinese repertoires and the influence of Chinese aesthetic on the related musical developments of Korea and Japan.

Prerequisite: None

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

Unit: 1.0

### MUS 220 Form, Gesture, and Performance

Yun

A study of the elements of musical construction – rhythmic and melodic motive, melodic shape and tension, articulation of phrase, the highlighting of pitch structure through texture – and the ways in which these elements conjoin to create musical character and articulate larger forms. Through comparisons of recorded performances and the preparation of live performances of specific passages, the class will explore the potential value of this sort of study in the shaping of musical performance. *Two class meetings. 220 can serve as a corequisite for 199 (an alternate to 122), but cannot substitute for 122 in the major/minor sequence.*

Prerequisite: Open to all students who have completed or exempted 111.

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

Unit: 1.0

### MUS 222/322 Women in Music

Fontijn-Harris

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 notions of gender, race, and sexuality are addressed. While both levels stress socio-cultural critique and feminist theory, 322 also emphasizes analysis and listening skills.

Prerequisite: 222: open to all students; 322: 200 or 201 required. Not open to students who have taken 235/335.

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

Unit: 1.0

### MUS 223 *Das Lied*: The Music and Poetry of the German Art Song

Fontijn-Harris

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** The *Lied* dates back to the Middle Ages as one of the German language's major cultural expressions. This course will examine the development of the genre through analysis of German poetry and associated musical settings by a variety of composers, both well-known German artists and non-Germans working within Germanic traditions. No previous musical training or background is assumed.

Prerequisite: None

Distribution: Language and Literature or Arts, Music, Theater, Film, Video

Semester: N/O. Offered in 2003-04.

Unit: 1.0

### MUS 225/325/AFR 232/332 Topics in Ethnomusicology: Africa and the Caribbean

Fleurant

This course will focus on the traditional, folk, and popular musics of Africa and the Caribbean. Emphasis will be placed on issues of Africanism and marginal retention in the musics of Brazil, Cuba, and Haiti. The musical repertoires of Candomble, Santeria, and Vodun, as well as the samba, rumba, and meringue, will be discussed in terms of their respective influences on the modern musics of Africa. The musical "round trip" between Africa and the Caribbean, whereby genres like the rumba spawned new forms including the juju of Nigeria, the soukous of Zaire, and the highlife of Ghana, will be closely examined. *This course may be taken as either MUS 225/AFR 232, or with additional assignments, MUS 325/AFR 332. 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 or 111 or 122, or permission of the instructor. In addition, for MUS 325 or AFR 332, MUS 200 or MUS 201 is required.

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

Unit: 1.0

### MUS 233/AFR 233 Three Jazz Masters

Panetta

Edward Kennedy "Duke" Ellington (1899-1974), Miles Davis (1926-1991), and John Coltrane (1926-1967) were among the most significant figures in twentieth-century American music. Each of these three distinguished himself as an improviser, a leader, and a composer, and their highly influential accomplishments greatly expanded the range and scope of African-American creativity. Through film, readings, and intensive listening, we will survey the careers of these artists and assess their recorded works, which combine musical innovation, social relevance, profound feeling, and substantial intellec-

tual content. This course assumes no musical background. *Students may register for either MUS 233 or AFR 233. Credit will be given in the department in which the student is registered.*

Prerequisite: None. Not open to students who have taken 209/AFR 224.

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

### MUS 235/335 Music in Historical/Critical Context Zallman

**Topic for 2002-03: Mahler and the Crying Song.** The music of Gustav Mahler is peculiarly resistant to traditional analysis which, as philosopher-musicologist Theodor Adorno suggests, “misses the substance of the music in its preoccupation with process.” Mahler’s music is nevertheless entirely approachable, and in this course we will examine the symphonic works to determine how certain aspects of musical and extra-musical significance provide structural support for the unfolding of this idiosyncratic composer’s powerfully affective language. These aspects include the music’s extraordinary length, the use of self-quotation and repetition from opus to opus, the incorporation of vernacular forms (march, hymn, hunting song, carol, etc.), and the tension – and reconciliation – between motion and stasis. *This course may be taken as either 235 or, with additional assignments, 335.*

Prerequisite: 235: Ability to follow a musical score; 335: 201, 244.

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

### MUS 244 Harmony Hulse

A continuation of 122. Written exercises in four-part and keyboard-style harmony, accompanied by a keyboard lab that offers practice in playing figured bass and basic harmonic progressions. Topics of study will include harmonic functionality, melodic ornamentation, techniques of expansion, and fundamental methods of analysis.

Prerequisite: 122  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring  
Unit: 1.0

### MUS 250 Research or Individual Study

Prerequisite: Open to qualified students by permission.  
Distribution: None  
Semester: Fall, Spring  
Unit: 1.0

### MUS 250H Research or Individual Study

Performing Ensembles for Credit  
250H is open to qualified students by permission of the individual ensemble director. One-half unit of credit is granted for a *full year* (two consecutive semesters) of participation in any one of the following department-sponsored ensembles – Group A: Orchestra, Choir, Collegium Musicum, Chamber Music Society; Group B: Yanvalou, Prism Jazz, Body and Soul. A maximum of 2 units of credit toward the degree can be accumulated through 250H. Of the 32 units required for graduation, no more than 4 units in performing music may be counted toward the degree; thus students taking music lessons for credit during all four years at Wellesley cannot also receive degree credit via 250H. *No credit will be given for this course unless both semesters are completed satisfactorily.*

Prerequisite/Corequisite: The mandatory corequisite for 250H is one academic course (one unit) taken either before 250H or during either semester of the first year of 250H. Corequisites for Group A: 111, or any other music course if 111 has been exempted. Corequisites for Group B: Any course chosen from 100, 105, 111, 122, 209, 210, 220, 225/235, 233.

Distribution: None  
Semester: Fall, Spring  
Unit: 0.5

### 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, waveshaping, etc.), and the history of electronic music. Students will undertake brief compositional exercises, and learn basic programming and related technical skills.

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

### MUS 299 Performing Music (advanced, with academic credit)

**Staff**  
A one-hour private lesson per week. Students who have completed at least one year of 199 are eligible for promotion to 299. A student wishing to enroll in 299 is expected to demonstrate accomplishment distinctly beyond that of the 199 student. Students are recommended for promotion by their instructors, and must have received a grade not lower than B+ in the most recent unit of 199. A minimum of ten hours of practice per week is expected.

299 may be repeated without limit. One 200- or 300-level music course must be completed for each unit of credit granted for 299. A music course already used to fulfill the requirement for 199 may not be counted again for 299. One unit of credit is given for a full year of study. Not to be counted toward the major in music. For further information, including fees, see Performing Music: Private Instruction and Academic Credit. See also 99, 199, and 344. *Except by special permission, no credit will be given for this course unless both semesters are completed satisfactorily.*

Prerequisite: 199 and recommendation of instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall, Spring  
Unit: 1.0

### MUS 300 Major Seminar. Studies in History, Theory, Analysis, Special Topics

Offered in both semesters with two topics each semester. Open to music majors, minors, and other students with appropriate prerequisites.

#### Topic A: Music of Elliott Carter Brody

Since the 1940s, Elliott Carter has been a leading figure in American music; now in his 93rd year, he continues to write extraordinarily innovative, subtle, and expressively powerful works. The module will consider the evolution of Carter’s compositional thought in relation to the history of American concert music during the past century. We will analyze some of his exemplary works for orchestra, chamber ensemble, and voice, and in that context will explore some of

the dominant questions of twentieth-century musical “language” and aesthetics.

Prerequisite: 200-201 and 244, or permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall  
Unit: 0.5

#### Topic B: The Folk and Ritual Music of Haiti Fleurant

Students will encounter the rich culture of the Haitian people through a study of their traditional music and dance forms. The module will focus on the folk songs and drum rhythms of Haitian Vodun, the artistic source of the popular and contemporary “root” music of the nation. Emphasis will be placed on African retentions, particularly from the Yoruba of Dahomey, the Kongo of central Africa, and the Angola/Luango region of West Africa. Students will learn to dance, play, and sing the songs of yanvalou, mayi, zepol, and kongo, and will develop the ability to recognize other folk, popular, and ritual forms.

Prerequisite: 200-201 and 244, or permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall  
Unit: 0.5

#### Topic C: The Structure and Evolution of the Classical Symphony Hulse

This module will begin by tracing the roots of the Classical symphony back to antecedent forms of the later seventeenth and early eighteenth centuries: the concerto, sonata, and Italian opera overture. Expressive and structural development will then be examined in the works of early- and middle-period Classical symphonists, including Boccherini, C. P. E. Bach, Dittersdorf, and Stamitz. The module will conclude with a consideration of symphonic compositions by Haydn and Mozart, as well as the early symphonies of Beethoven.

Prerequisite: 200-201 and 244, or permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring  
Unit: 0.5

#### Topic D: Music by “F. Mendelssohn” – Fanny and Felix’s Intertwined Careers Fontijn-Harris

As their compositions and correspondence reveal, Fanny Mendelssohn (1805-47) and Felix Mendelssohn (1809-47) sustained a profound musical relationship throughout their lives. Although the siblings received identical musical training, their ensuing careers diverged widely. Through a study of genres in which both sister and brother composed – instrumental (piano, chamber, and orchestral music) and vocal (lieder, cantatas, oratorios) – as well as accompanying critical material, this seminar will explore the roles played by gender, race, and class in bringing about the obscurity of one composer and the renown of the other.

Prerequisite: 200-201 and 244, or permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring  
Unit: 0.5

### MUS 308 Conducting

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** Techniques of score preparation, score reading, baton technique, and rehearsal methods. The course will stress the development of aural and interpretive skills through rehearsals,

demonstrations of instruments, individual tutorials, and projects designed according to each student's level and interests.

Prerequisite: Any one of 200, 201, 220, or 315 (which may be taken concurrently), or permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O. Offered in 2003-04. Unit: 1.0

### MUS 313 Twentieth-Century Analysis and Composition

*Brody*

A study of compositional devices of twentieth-century music through the analysis of selected short examples from the literature. Music 213 and 313 will meet together; 313 will focus on the composition of complete pieces in addition to other regular class assignments.

Prerequisite: 122 or permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

### MUS 314 Tonal Composition

**NOT OFFERED IN 2002-03. OFFERED IN**

**2003-04.** A study of tonal forms (the minuet, extended song forms, and the sonata) through the composition of such pieces within the stylistic conventions of traditional models. Offered in alternation with 313.

Prerequisite: 244  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O. Offered in 2003-04. Unit: 1.0

### MUS 315 Advanced Harmony

*Zallman*

Follows 244. Study of common phrase structures and simple formal patterns, as well as chromaticism derived from diatonic tonal procedures and chromatic chords, via written exercises and analysis of relevant late piano compositions by Beethoven. Also includes 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: Fall Unit: 1.0

### MUS 344 Performing Music: A Special Program

*Rider*

Intensive study of advanced interpretation and performance, as an adjunct to lessons at the 299 level with a member of the Wellesley College performance faculty. The program offers students an opportunity to perform frequently in an informal setting before fellow students and faculty, to discuss repertoire and interpretation, and to receive constructive comments. *This is the only credit course in performance that can be counted toward the music major.*

Corequisite: If a student has not taken 200 and 201, these courses must be completed during the first year of 344. Once this requirement has been fulfilled (either before or during the initial year of 344), students must enroll in one further unit of 200- or 300-level work for each additional year (two semester units) of 344. Permission to enroll for the first unit of 344 is granted only after the student has successfully auditioned for the department faculty upon the written recommendation of her 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

### MUS 350 Research or Individual Study

Directed study in analysis, composition, orchestration, theory, ethnomusicology, or the history of music.

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

### MUS 350H Research or Individual Study

Prerequisite: Open to qualified students by permission  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

### MUS 360 Senior Thesis Research

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

### MUS 370 Senior Thesis

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

## Directions for Election of Major and Minor

**The music major** is a program of at least 10 units. The normal sequence of courses for the major is: 122 and 244 (theory and harmony); 200-201 (history and analysis); one of the following: 313, 314, 315 (composition and advanced harmony); and a total of two semesters of 300 (a Major Seminar offered in four modular units per year, with changing topics). Also required are three additional elected units of 200- or 300-level work.

**The music minor**, a five-unit program, consists of 122, 244, 200-201 or one of these plus another history or literature course, and one additional 300-level course.

Students interested in majoring or minoring in music are strongly encouraged to begin the theory sequence with Music 122 in the fall semester of the first year. This allows one to enroll in the spring term offering of Music 244, which is the prerequisite for Music 200 and the courses that follow sequentially. Starting on this sequence immediately affords the option of taking a wider variety of elective music courses in the junior and senior years, and also makes it easier for those spending the junior year abroad to complete the major comfortably. Students who plan to undertake graduate study in western music history or theory are advised that knowledge of both German and French (beyond the introductory level) is essential, and proficiency in Italian highly desirable. Also of value are studies in European history, literature, and art.

Music majors are especially encouraged to develop 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 free 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 private instructor. Ensemble sight reading instruction on a more advanced level is also available for pianists.

The department offers a choice of three programs for Honors, all under the catalog numbers 360/370; honors students normally elect the two units in succession during the senior year. Under Program I, the honors candidate carries out independent research leading to a written thesis and an oral examination. Under Program II, honors in composition, the 360 and 370 units culminate in a composition of substance and an oral examination on the honors work.

Prerequisites for this program are Music 315 and distinguished work in 313 and/or 314. Program III, honors in performance, culminates in a recital, a lecture-demonstration, and an essay on some aspect of performance. The prerequisite for Program III is Music 344 in the junior year and evidence during that year, through public performance, of exceptional talent and accomplishment; 344 must then be continued in the senior year.

## Performing Music

### Instrument Collection

The Music Department owns 40 pianos (which include 28 Steinway grands, two Mason and Hamlin grands, and five Steinway uprights), a Fisk practice organ, a harp, a marimba, a jazz drum kit, and a wide assortment of modern orchestral instruments. In addition, an unusually fine collection of instruments appropriate to early music performance is available for use by students. These include a Dolmetsch clavichord, a virginal, two harpsichords, a positive organ, a fortepiano, an 1826 Clementi piano, eight violas da gamba, a Baroque violin, and an assortment of Renaissance and Baroque wind instruments.

Of particular interest is the Charles Fisk meantone organ (completed 1981) in Houghton Memorial Chapel, which is America's first major instrument constructed after seventeenth-century German prototypes. The chapel also houses a three-manual Aeolian-Skinner pipe organ. Galen Stone Tower contains a 32-bell carillon.

### Performance Workshop

The performance workshop is directed by a member of the performing music faculty. It offers students an opportunity to perform frequently in an informal setting before fellow students and faculty, to discuss repertoire and interpretation, and to receive constructive comment. The workshop is open to any student who studies musical performance, either at Wellesley or elsewhere, on recommendation of the performing instructor.

### Private Instruction

The Music Department offers private instruction in voice, piano, fortepiano, organ, harpsichord, harp, violin, Baroque violin, viola, cello, double bass, viola da gamba, flute (Baroque and modern), oboe, clarinet, bassoon, trumpet, French horn, trombone, recorder, lute, classical guitar, saxophone, and marimba. Jazz instruction is offered in piano, violin, saxophone, flute, percussion, and voice.

All students planning to enroll for music lessons must take the Basic Skills Placement Test. 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 199, 299, or 344 who: 1) have demonstrated financial need as determined by the Wellesley College Financial Aid Office; 2) are receiving financial aid from Wellesley College; and 3) are taking the normal length of lesson. All other Music 199 and 299 students are charged \$884, 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 \$884 for one half-hour lesson per week through both semesters, and may register for 45-minute or hour lessons for an additional charge. A fee of \$35 per year is charged to performing music students for the use of a practice studio. The fee for the use of a practice studio for fortepiano, harpsichord, and organ is \$45.

Music lessons at Wellesley involve a *full-year commitment*: lesson contracts are binding for the entire school year. Performing music fees are payable early in the fall semester, and *no refunds* will be made once lessons have begun in the first week of each semester.

For purposes of placement, a Basic Skills Placement Test is given *before* classes start in the fall semester. *All students registered for 111, 122, 220, or private instruction in Music 99 or 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 at the 199 and 299 levels is granted only for study with our own performance faculty, not with outside instructors; the final decision for acceptance is based on the student's audition. One unit of credit is granted for a full year (two semesters) of study in either Music 199 or 299; *except by special permission, 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; Music 220 is an alternate, but does not substitute for 122 in the major/minor sequence. Students pursuing jazz performance in 199 may elect 122, 220, Music 209/Africana 224 or Music 233/Africana 233 as a corequisite. An additional music course must be elected as a corequisite 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, and recorder is available for a fee of \$250 per year.

#### **Performing Organizations**

The following organizations, all directed by faculty members, are vital extensions of the Wellesley Music Department's academic program.

##### **The Wellesley College Choir**

The College Choir, consisting of approximately 50 singers, is devoted to the performance of choral music from the Medieval era through the present day. Endowed funds provide for collaborative concerts with men's choirs from the U.S. Naval Academy, Harvard, Cornell, and similar institutions; the choir has also commissioned compositions in recent years. In addition to staging local performances of such works as Haydn's *Creation*, the choir tours both nationally and internationally. Auditions are held during Orientation Week.

##### **The Wellesley College Glee Club**

The Glee Club is directed by a member of the faculty, and performs a range of choral literature from many periods. In addition to presenting concerts, the Glee Club provides music at various chapel services and collaborates with the College Choir in concerts and at the annual Vespers service. Auditions are held at the beginning of each semester.

##### **The Wellesley College Chamber Singers**

The Chamber Singers is an ensemble of 12 to 16 vocalists selected from the College Choir's finest singers. The group specializes in music for women's voices with and without instruments, and presents concerts in conjunction with other College music organizations during the academic year.

##### **The Collegium Musicum**

The Collegium Musicum, directed by a faculty member and a student assistant, combines singers and instrumentalists interested in the performance of early music. Members of the *Collegium* enjoy the use of an extensive collection of historical instruments. Separate consort instruction for both beginning and advanced players is available in viola da gamba and recorder, at a fee of \$250 per year. Participants in consort groups are encouraged to pursue private instruction as well.

##### **The Wellesley College Orchestra**

The College Orchestra consists of approximately 40-50 musicians. Selection for membership is based on auditions at the start of each semester. The group is directed by a faculty conductor, but is run by students; a student assistant conductor is chosen by audition. The orchestra performs compositions from the standard symphonic repertory once or twice each semester, and periodically engages in collaborations with other institutions to perform such large-scale works as Mahler's *Second Symphony*.

##### **The Chamber Music Society**

The Chamber Music Society offers an opportunity for small ensembles to explore the chamber music repertory of the last three centuries. A number of groups, which include singers and players of strings, winds, and keyboards, rehearse independently and also meet weekly with a faculty coach at no cost. Throughout the year, players present formal and informal recitals. Entrance is by audition.

#### **Prism Jazz**

Prism Jazz is a faculty-directed jazz ensemble of 7-11 students. Rehearsals encourage the development of fluency in jazz improvisation; previous jazz experience is not required. The ensemble performs several times each year, and presents joint concerts with ensembles from Wellesley and other area colleges. Workshops on jazz improvisation with visiting guest artists are also offered. Auditions are held at the beginning of each year.

#### **Body and Soul**

Body and Soul is a faculty-directed vocal jazz ensemble of 6-8 singers, which performs several times each 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.

#### **Fiddleheads**

This group studies and performs the fiddle tunes and styles of Scotland, Ireland, Cape Breton, Québec, and New England. The class is taught entirely by ear, and all instruments are welcome. No prior experience playing in a traditional style is necessary.

#### **Yanvalou Drumming and Dance Ensemble**

Yanvalou, a faculty-directed ensemble that explores the traditional musics of Africa and the Caribbean, offers participants the opportunity to perform with authentic instruments, and to experience a variety of cultures through their musics. In collaboration with their dance troupe, Yanvalou presents several concerts during each academic year.

# Neuroscience

## AN INTERDEPARTMENTAL MAJOR

Director: *Beltz (Biological Sciences)*

Neuroscience Advisory Committee: *Berger-Sweeney (Biological Sciences), Ducas (Physics), Hicks (Chemistry), Hildreth (Computer Science), Keane (Psychology)*.

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.

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 200-level courses: one of the following Biological Sciences 219, 220, Chemistry 221, 222, and one of the following Psychology 215, 216, 217. 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 300-level courses, at least one of which must be a laboratory course. Acceptable 300-level courses are Biological Sciences 302, 306, 315, 332; Psychology 316, 318, 319. Any other 300-level courses must be specifically approved by the Director. A minimum of 6 courses (a minimum of 6.75 units) towards the major requirements must be taken at Wellesley.

Honors projects may be supervised by members of the various departments associated with the major, in accordance with the requirements of the host department. Students are advised to check with the chair of the host department early in their junior year to clarify details of the honors program.

Students wishing to attend graduate school in Neuroscience also 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

## A STRUCTURED INDIVIDUAL MAJOR

Director: *Kazanjian (Dean of Religious and Spiritual Life), Rosenwald (English)*

Peace and Justice Studies Advisory Board: *Agosin (Spanish), Cushman (Sociology), De Warren (Philosophy), Genero (Psychology), Kapteijns (History), Merry (Anthropology), Murphy (Political Science), Velenchik (Economics), Wasserspring (Political Science)*

The Peace and Justice Studies program provides a program of study which integrates the many areas of intellectual inquiry relating to the historical and contemporary search for a peaceful and just society and world.

A major (eight units) in Peace and Justice Studies should be designed in consultation with the program directors. Majors must elect a concentration of at least four units above 100 level. Concentrations will normally be in one department, but may be constructed across departments. In either case, the major must demonstrate the intellectual coherence of the concentration. The major must include two 300-level courses. The major consists of:

### 1. Two required courses:

PEAC 104 Introduction to the Study of Conflict, Justice, and Peace

PEAC 259 Peace and Conflict Resolution

### 2. Six courses through which students are expected to develop proficiency in two areas:

a) the social, political, historical, and cultural factors that lead to conflict, violence, and injustice.

b) the various strategies and techniques of peacemaking and justice-seeking at the level of nation states, social groups and communities within nation states, and interpersonal and individual relationships.

Students are expected to develop expertise in a particular international, national, regional, or local conflict situation.

### 3. Students majoring in Peace and Justice Studies are usually expected to include an experiential education component in their course of study. This component should be discussed with the program directors and may include: Wintersession, summer or year-long internships, course-related experiential education programs or community service projects.

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### PEAC 104 Introduction to the Study of Conflict, Justice, and Peace

*Kazanjian and Murphy (Political Science)*  
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.

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

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### PEAC 250 Research or Individual Study

Prerequisite: 104 and one 200-level course in the general field of Peace and Justice Studies or permission of instructor.  
Distribution: None  
Semester: Fall, Wintersession, Spring Unit: 1.0

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### PEAC 250H Research or Individual Study

Prerequisite: 104 and one 200-level course in the general field of Peace and Justice Studies or permission of instructor.  
Distribution: None  
Semester: Fall, Wintersession, Spring Unit: 0.5

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### PEAC 259/SOC 259 Peace and Conflict Resolution

*Cushman (Sociology)*  
**Topic for 2002-03: The Sociology of International Justice.** Examination of the formal and informal strategies used by societies to achieve justice in the face of human rights violations, political crimes, and war. Focus on just war theory, war crimes tribunals, truth and reconciliation commissions, amnesties, apologies, and forgiveness as modes of justice in a variety of settings in the modern world. Analysis of the globalization of human rights and international justice through case study of the International Criminal Court. Students will participate in moot court exercises which simulate legal reasoning and formal legal procedures in international settings. *Students may register for either PEAC 259 or SOC 259. Credit will be given in the department in which the student is registered.*

Prerequisite: None. Preference will be given to Peace and Justice Studies majors and Sociology majors.  
Distribution: Social and Behavioral Analysis  
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 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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### PEAC 360 Senior Thesis Research

Prerequisite: By permission of program directors. 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

## Related Courses

*For Credit Toward the Major*

*The courses listed below are representative of courses throughout the curriculum which emphasize topics related to the study of peace and justice. Students may include courses not listed below in their major with permission of the program directors.*

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### AFR 204 Third World Urbanization

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### AFR 205 Post-Apartheid South Africa

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



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

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

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

**AMST 151** The Asian American Experience

**AMST 318** Interning the "Enemy Race": Japanese Americans in World War II

**ANTH 210** Racism and Ethnic Conflict

**ANTH 234** Urban Poverty

**ANTH 251** Cultures of Cancer

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

**ANTH 340** Gendered Violations

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

**ECON 220** Development Economics

**ECON 243** Race and Gender in U.S. Economic History

**ECON 315** History of Economic Thought

**ECON 343** Seminar. 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

**HIST 103** History in Global Perspective: Cultures in Contact and Conflict

**HIST 240** The World at War: 1937-1945

**HIST 263** South Africa in Historical Perspective

**HIST 265** History of Modern Africa

**HIST 278** Reform and Revolution in China 1800-2000

**HIST 284** The Middle East in Modern History

**HIST 295** Strategy and Diplomacy of the Great Powers Since 1789

**HIST 296** The Cold War, 1945-1991

**INAT 301** Historical Origins of Contemporary Conflicts

**INAT 302** Global Inequalities

**PHIL 206** Normative Ethics

**PHIL 213** Social and Political Philosophy

**POLI 215** Courts, Law, and Politics

**POLI 320S** Seminar. Inequality and the Law

**POL2 204** Political Economy of Development and Underdevelopment

**POL2 207** Politics in Latin America

**POL2 211** Politics of South Asia

**POL2 305S** Seminar. The Military in Politics

**POL2 306S** Seminar. Revolution and War in Vietnam

**POL2 307S** Seminar. Women and Development

**POL2 309S** Seminar. Ethnicity, Nationalism, Religion, and Violence

**POL2 311S** Seminar. The Politics of Contemporary Cuba

**POL3 221** World Politics

**POL3 224** International Security

**POL3 323** International Economic Policy

**POL3 327** International Organization

**POL3 329** International Law

**POL3 332S** Seminar. People, Agriculture, and the Environment

**POL3 348S** Seminar. Problems in North-South Relations

**PSYC 245** Cultural Psychology

**PSYC 347** Seminar. Culture and Social Identity

**REL 230** Ethics

**REL 257** Contemplation and Action

**REL 351** Seminar. Religion and Identity in Modern South Asia

**REL 357** Seminar. Issues in Comparative Religion

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

**SOC 209** Social Inequality

**SOC 217** Power: Personal, Social, and Institutional Dimensions

**SOC 221** Globalization

**SOC 235** Business and Social Responsibility

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

**SOC 325** Social Suffering and the Problem of Evil

**SPAN 251** Freedom and Repression in Latin American Literature

**SPAN 267** The Writer and Human Rights in Latin America

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

## Department of Philosophy

Professor: *Chaplin (Chair), Congleton', Menkiti, Piper, Winkler*

Associate Professor: *McIntyre*

Assistant Professor: *McGowan, de Warren*

### **PHIL 103 Self and World: Introduction to Metaphysics and Epistemology**

*McGowan (Fall), McIntyre (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 student's own critical perspective on the problems discussed.

Prerequisite: None

Distribution: Epistemology and Cognition

Semester: Fall, Spring

Unit: 1.0

### **PHIL 106 Introduction to Moral Philosophy**

*McIntyre, Piper (Fall), Menkiti (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, and competing tests of right and wrong.

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy

Semester: Fall, Spring

Unit: 1.0

### **PHIL 201 Ancient Greek Philosophy**

*Chaplin*

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: None

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

Semester: Fall

Unit: 1.0

### **PHIL 202/AFR 202 African Philosophy**

*Menkiti*

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

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

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

Semester: Spring

Unit: 1.0

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**PHIL 203 Philosophy of Art***de Warren*

What makes an object an art object? How does art reflect on the human condition? Why is there art rather than not, expression rather than silence, a gesture rather than stillness? A philosophical approach to art is primarily interested in clarifying the problem of aesthetic value, the special activities that produce art, and the claim to truth which finds expression through artistic creation. The aim of this course is to explore these questions, among others, by examining the positions of major philosophers and twentieth-century artists.

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

Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy  
Semester: Spring Unit: 1.0

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**PHIL 204 Philosophy and Literature***Menkii*

**NOT OFFERED IN 2002-03.** This course examines two questions. What sort of object is the literary text? What are the ontological issues raised by acts of literary interpretation? It also examines the complex relationship between fiction and fact, and between fiction and morality. The treatment of commitment to self and others, of self-knowledge and self-identity, and of individual and social ideals will also be explored. We end the course by looking at poetry – how it has meaning despite an inbuilt element of ambiguity and how it succeeds not only in shaping, but also healing the world.

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

Distribution: Religion, Ethics, and Moral Philosophy  
Semester: N/O Unit: 1.0

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**PHIL 206 Normative Ethics**

**NOT OFFERED IN 2002-03.** 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 to evaluating an action: placing major weight on its consequences, or on whether it conforms to a moral rule, or whether it is the sort of thing a virtuous person would do.

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

Distribution: Religion, Ethics, and Moral Philosophy  
Semester: N/O Unit: 1.0

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**PHIL 207 Philosophy of Language***McGowan*

This course will explore a variety of philosophical issues concerning language: the different ways in which spoken language functions and conveys information, the alleged difference between speech and action and how it relates to freedom of speech issues (e.g., pornography and hate speech), the general problem of how words get attached to their referents, and criticisms of traditional conceptions of meaning and reference.

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

Distribution: Epistemology and Cognition  
Semester: Spring Unit: 1.0

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**PHIL 209 Scientific Reasoning***Staff*

This is a reasoning course that emphasizes the practical importance of critical thinking. Topics covered will include the basic forms of scientific inference, the basics of probability, issues of data collection, the difference between correlation and causation, and the theoretical and practical difficulties associated with establishing causal claims. Students will also gain an appreciation of the political and ethical importance of critical thinking by evaluating cases of sexist and racist science.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.

Distribution: Epistemology and Cognition. Fulfills the Quantitative Reasoning overlay course requirement.  
Semester: Fall Unit: 1.0

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**PHIL 210 Philosophy of Business***Congleton*

**NOT OFFERED IN 2002-03.** This course will consider whether business today can be said to involve characteristic notions, practices, theories and/or debates as do other professional fields such as engineering, art, science, or law. Focus will be on the United States, and possibilities will be considered both in terms of their historical emergence and of their possible meanings today. Examples of views to be examined include the claim of Alan Durning and others that U.S. business has generated a “consumerist” society and the claim of Bhikhu Parekh that the relationship of U.S. business to “globalization” involves “individualism” in a way that can be regarded as “culturally particular.”

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy  
Semester: N/O Unit: 1.0

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**PHIL 211 Philosophy of Religion***Winkler*

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, and 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*

Human rights are supposed to be rights claimed by virtue of simply being human, and, as such, they are said to exist universally. However, despite the unanimous adoption of the Universal Declaration of Human Rights by the United Nations, there is now a global conversation about the importance of civil and economic rights, the right of Western society to impose its conception of human rights on other societies, and the rights of minorities. Beginning with the eighteenth century and extending into the contemporary debate, this course will discuss the nature, justification, and extent of human rights.

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

Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

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**PHIL 214 Metaethics***Piper*

How do we decide which moral theory to accept? Moral philosophers try to convince us through rational argument that their theories are objectively the right ones. We will examine four such attempts – Brandt’s, Nagel’s, Gewirth’s, and Rawls’s – and evaluate their justificatory successes and failures.

Prerequisite: 106 or another course in ethical theory.

Distribution: Religion, Ethics, and Moral Philosophy  
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 universe? 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 permission of instructor.

Distribution: Epistemology and Cognition  
Semester: Fall Unit: 1.0

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**PHIL 216 Logic***Winkler (Fall), Staff (Spring)*

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***McGowan*

This course will survey different versions of realism in the philosophy of science. Various epistemological issues will be discussed: what sort of evidence counts in favor of a scientific theory, how we decide when we have enough evidence to accept it, and whether, in accepting a theory, we must believe that it is true, approximately true, or merely converging on the truth. Several metaphysical questions will also be addressed: Is there a single way that the world is? Does it depend on us? What is truth and is there such a thing as approximate truth?

Prerequisite: Open to sophomores, juniors, and seniors.

Distribution: Epistemology and Cognition  
Semester: Spring Unit: 1.0

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**PHIL 218 Feminist Philosophy of Science***McGowan*

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** 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 permission of instructor.

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

Semester: N/O. Offered in 2003-04.

Unit: 1.0

### PHIL 221 History of Modern Philosophy

*Winkler*

A study of central themes in seventeenth- and eighteenth-century philosophy, concentrating on Descartes, Hume, and Kant. More limited readings of such figures as Spinoza, Locke, Ann Conway, Leibniz, and Berkeley. Among the topics: the relationship between mind and body; the limits of reason; determinism and freedom; the bearing of science on religion.

Prerequisite: Open to first-year students in their second semester and to sophomores, juniors, and seniors without prerequisite.

Distribution: Epistemology and Cognition or Historical Studies

Semester: Spring

Unit: 1.0

### PHIL 224 Existentialism

*de Warren*

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** This course will study basic themes in existentialism by focusing on the theoretical and theatrical works of key existentialist writers such as Jean-Paul Sartre, Simone de Beauvoir, Antonin Artaud, Samuel Beckett, Albert Camus, and Eugene Ionesco. In taking the human condition as its primary question, existentialism redefines the meaning of theory as a philosophical reflection or "seeing" of the human condition, as well as the significance of theatre as a "seeing" or "manifestation" of features of the human condition that otherwise remain hidden from view. Special emphasis will be placed on the themes of boredom, death, bad faith, anxiety, suffering, freedom, and inter-subjective relationships.

Prerequisite: One philosophy course or permission of instructor.

Distribution: Epistemology and Cognition or Historical Studies

Semester: N/O. Offered in 2003-04.

Unit: 1.0

### PHIL 225 Phenomenology and Hermeneutics

*de Warren*

Phenomenology attempts to reclaim the richness of human experience for philosophical analysis. An important movement of twentieth-century philosophy, phenomenology represents an original approach to traditional philosophical questions based on the investigation of how "lived experience" animates the various ways in which the world is meaningful for human beings. As an introduction to the phenomenological movement, including the hermeneutic turn of phenomenological philosophy, this course will focus on the work of Husserl, Heidegger, Lévinas, and Merleau-Ponty.

Prerequisite: One philosophy course or permission of instructor.

Distribution: Epistemology and Cognition

Semester: Fall

Unit: 1.0

### PHIL 226 Human Nature in Three Medieval Philosophers

*Congleton*

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** What does it mean to be a human being? This course will examine the responses of two twelfth-century writers, the Jewish thinker Moses ben Maimon (Maimonides) and the Islamic thinker Ibn Rushd (Averroes), and of a thirteenth-century Christian thinker who built on their work, Thomas Aquinas. Focus will be on their accounts of will and reason, particularly in relation to the question of human individuality. The course will include preliminary study of central concepts in the writings of Plato and Aristotle needed to understand the work of these three major medieval thinkers.

Prerequisite: Open to first-year students who have taken one course in philosophy or medieval studies and to all sophomores, juniors and seniors. Not open to students who have taken [319].

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

Semester: N/O. Offered in 2003-04.

Unit: 1.0

### PHIL 227 Philosophy and Feminism

*Congleton*

**NOT OFFERED IN 2002-03.** This course begins by examining the philosophical foundations of the so-called "first wave" of feminism, the "liberal social contract" feminism that arose in England and the U.S. in the nineteenth century in the context of the abolitionist movement. Particular attention is given to the doctrine of "separate spheres" and the consequent "double shift" problem for women trying to combine work and family. Next is consideration of critiques of liberal feminism's narrowness of focus with regard to race, class, sexuality, and ethnicity, critiques developed in "second wave" feminism beginning in the 1960s. The final topic will be current alternatives to liberal feminism responding to these critiques.

Prerequisite: Open to first-year students in their second semester and to sophomores, juniors, and seniors without prerequisite.

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

Semester: N/O

Unit: 1.0

### PHIL 230 Nineteenth-Century Philosophy

*de Warren*

This course will study selected themes in nineteenth-century philosophy. Readings from Kant, Hegel, Marx, Kierkegaard, Schopenhauer, and Nietzsche will address central issues such as the status of reason, the irrational and the unconscious, modernization and the meaning of history, and the significance of religion and art for human existence. Other important figures of nineteenth-century thought such as Darwin, Comte, Mill, and Schleiermacher may also be addressed.

Prerequisite: One course in philosophy or permission of instructor.

Distribution: Epistemology and Cognition or Historical Studies

Semester: Fall

Unit: 1.0

### 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, 206, or 213

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

Semester: Spring

Unit: 1.0

### PHIL 233 Environmental Philosophy

*Winkler*

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** 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: N/O. Offered in 2003-04.

Unit: 1.0

### PHIL 249 Medical Ethics

*Menkiti*

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, and euthanasia.

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

Distribution: Religion, Ethics, and Moral Philosophy

Semester: Fall

Unit: 1.0

### PHIL 302 Kant's Solution to Skepticism and Solipsism

*Piper*

Kant thinks that we can't know what anything is really like, including us. We can only know appearances we construct. So it seems we're permanently trapped in subjective illusions and biases. But Kant also thinks we have objective knowledge and that he can prove it. How can he reconcile these seemingly contradictory claims? Kant's *Critique of Pure Reason* has set the agenda for nineteenth- and twentieth-century philosophy, and influenced psychology, physics, history, geography, political science, and law.

Prerequisite: 221

Distribution: Epistemology and Cognition

Semester: Fall

Unit: 1.0

### PHIL 303 Kant's Metaethics

*Piper*

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** Kant thinks human beings are free, rational, and autonomous; and therefore have moral responsibilities that are universally and cross-culturally valid. This is a controversial view that has influenced international conceptions of human rights, justice, legal liability, and personal convictions about freedom and self-determination. Its metaethical justification

begins in Kant's conceptions of freedom, reason, and the self in the *Critique of Pure Reason*, and extends all the way through to his normative moral theory in the late *Metaphysics of Morals*.

Prerequisite: 221

Distribution: Religion, Ethics, and Moral Philosophy  
Semester: N/O. Offered in 2003-04. Unit: 1.0

### PHIL 311 Plato

*Chaplin*

Intensive reading of some of the middle and late Platonic dialogues with particular attention to two issues: the so-called "Socratic Paradox," which holds that no one knowingly does evil, and the theory of forms. (Alternates with 312.)

Prerequisite: 201 or equivalent previous study of Plato and Aristotle.

Distribution: Epistemology and Cognition

Semester: Spring Unit: 1.0

### PHIL 312 Aristotle

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** 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 theory of the mind. Aristotle's influence on subsequent science and philosophy will be discussed briefly. (Alternates with 311.)

Prerequisite: 201 or permission of instructor.

Distribution: Epistemology and Cognition

Semester: N/O. Offered in 2003-04. Unit: 1.0

### PHIL 313 Seminar in Metaphysics

*McGowan*

**Topic for 2002-03: Constructionism.** This course will survey various ways in which we make facts about our world. That certain facts are constructed (e.g. speed limits and check-mates) is uncontroversial. Substantive philosophical issues arise, however, when delineating the precise manner in which such facts are constructed and drawing a defensible line between that which is constructed and that which is not. Constructionist speech, the social construction of gender and certain global constructionist theses will be considered. The diverse work of such contemporary analytic philosophers as Elgin, Goodman, Haslanger, Hacking, Lewis, Putnam, and Searle will be discussed.

Prerequisite: Open to students who have taken two courses in philosophy.

Distribution: Epistemology and Cognition

Semester: Fall Unit: 1.0

### PHIL 314 Seminar in Theory of Knowledge

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** 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? Readings include one sustained (and influential) attempt to formulate a roughly traditional account of justification and a collection of papers from more radical perspectives.

Prerequisite: 207 or 217 or 221, or permission of instructor.

Distribution: Epistemology and Cognition

Semester: N/O. Offered in 2003-04. Unit: 1.0

### PHIL 323 Seminar. Continental Philosophy

*de Warren*

**Topic for 2002-03: Psychology Without a Soul: Consciousness and Subjectivity in Nineteenth-Century Philosophy.** What are human consciousness and subjectivity? Can they be studied scientifically? This seminar will study consciousness and subjectivity in nineteenth-century philosophy, science, and pseudo-science. It will consider how historical approaches to subjectivity (Aristotelian and Cartesian) are transformed in nineteenth century debates about consciousness and the emerging distinction between philosophy and psychology. It will consider the relationship between different notions of consciousness and their respective methods of study and also the changing conceptual difference between philosophy, science, and pseudo-science. Beginning with selections from Aristotle and Descartes, the seminar will consider four seminal frameworks: introspective and descriptive psychology (Mill, Brentano, Dilthey); physiological and experimental psychology (Wundt, Fechner); psychology of the unconscious (Bain, Schopenhauer); and parapsychology (Mesmer).

Prerequisite: Open to juniors and seniors who have taken one course in philosophy or who have equivalent preparation accepted by instructor.

Distribution: Epistemology and Cognition

Semester: Spring Unit: 1.0

### PHIL 326 Philosophy of Law

*Menkiti*

A systematic consideration of fundamental issues in the conception and practice of law. Such 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. We will also look at some philosophical problems that arise in connection with crime, civil rights, and "the legislation of morality."

Prerequisite: Open to juniors and seniors without prerequisite and to sophomores who have taken one course in philosophy.

Distribution: Religion, Ethics, and Moral Philosophy

Semester: Fall Unit: 1.0

### PHIL 327 Theories of Women and the Civic Sphere

*Congleton*

**NOT OFFERED IN 2002-03.** 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: N/O Unit: 0.5

### PHIL 332 Philosophy of Yoga

*Piper*

**NOT OFFERED IN 2002-03.** Yoga, one of the six orthodox systems of Indian philosophy, includes philosophies of ethics and action, mind and spirit, knowledge, love, and the body. The word

yoga means union – of individual ego and ultimate reality. We will study some classical texts and commentaries and evaluate yoga's applications to a global Westernized culture that fragments relationships, identity, bodies, minds, and spirit in zero-sum relations of competition, distrust, and mutual antagonism.

Prerequisite: 232 or equivalent

Distribution: Epistemology and Cognition or Religion,

Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

### PHIL 340 Seminar. Contemporary Ethical Theory

*McIntyre*

**Topic for 2002-03: Theories of Moral Motivation.** What is it about us that makes us susceptible to the influence of moral considerations? We will examine theories which characterize moral motivation either as a disguised form of enlightened, long-term self-interest, as an expression of the emotional, nonrational side of our natures, or as grounded in practical reason. Readings from historical and contemporary sources.

Prerequisite: 103, 106, 201, 206, 213, 214, 215, 303, 311, 312 or permission of the instructor.

Distribution: Religion, Ethics, and Moral Philosophy

Semester: Spring Unit: 1.0

### PHIL 345 Seminar. Advanced Topics in Philosophy of Psychology and Social Science

**NOT OFFERED IN 2002-03.**

Prerequisite: 103, 106, 206, 207, 215, 216, 217, 221 or permission of instructor.

Distribution: Epistemology and Cognition

Semester: N/O

Unit: 1.0

### PHIL 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

### PHIL 350H Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

### PHIL 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

### PHIL 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

## Related Courses

*Attention Called*

**EXTD 103** Introduction to Reproductive Issues

**EXTD 201** Current Issues in Bioethics

**EXTD 203** Ethical and Social Issues in Genetics

**EXTD 204** Women and Motherhood

*For Credit Toward the Major*

**EDUC 102/WRIT 125** Education in Philosophical Perspective

## Directions for Election

The Philosophy Department divides its courses and seminars into three subfields: (A) the history of philosophy: 201, 220, 221, 222, 223, 224, 225, 226, 230, 302, 303, 311, 312, 319, 349 (when the topic is appropriate); (B) Value Theory: 106, 202, 203, 204, 206, 210, 211, 213, 214, 227, 232, 233, 249, 303, 326, 332, 340, 349 (when the topic is appropriate); (C) Metaphysics and Theory of Knowledge: 103, 202, 207, 209, 211, 215, 216, 217, 218, 232, 233, 302, 304, 313, 314, 323, 327, 332, 345, 349 (when the topic is appropriate).

The major in Philosophy consists of at least nine units. Philosophy 201 and 221 are required of all majors. In order to assure that all majors are familiar with the breadth of the field, every major must take two units in each of subfields B and C. Majors are strongly encouraged to take a third unit in subfield A. Students planning graduate work in philosophy should take 216 and acquire a reading knowledge of Latin, Greek, French, or German. In order to assure that students have acquired some depth in philosophy, the department requires that each major complete at least two 300-level units; these units must be in different subfields of philosophy.

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 at the 300 level.

The department offers the following options for *earning honors* in the major field: (1) writing a thesis or a set of related essays; (2) a two-semester project combining a long paper with some of the activities of a teaching assistant; (3) a program designed particularly for students who have a general competence and who wish to improve their grasp of their major field by independent study in various sectors of the field. A student electing option (2) will decide, in consultation with the department, in which course she will eventually assist and, in the term preceding her teaching, will meet with the instructor to discuss materials pertinent to the course. Option (3) involves selecting at least two related areas and one special topic for independent study. When the student is ready, she will take written examinations in her two areas and, at the end of the second term, an oral examination focusing on her special topic.

The department participates in exchange programs with Brandeis and MIT. Both schools have excellent philosophy departments, and students are encouraged to consult the respective catalogs for offerings. Since 1991, 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), Bachelder*

Associate Professor: *Bauman, Dix*

Assistant Professor: *Driscoll, Hagerstrom<sup>o</sup>, Kerr, Landau, Lapointe, O'Hara, Power, Webb*

Instructor: *Adams, Babington, Battle, Charlton, Chin, Colby, Donnelly, Galiouby, Gluck, Griswold, Hayden-Ruckert, Hershkowitz, Kaliouby, Klein, Lister, Liung, McAndless, Normandeau, Pujol, Simon, Swirka, Teevens, Underhill, Uy, Weaver, Westenfeld, Widett, Wilson*

### 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 eight credit points. Students are strongly urged to earn the eight 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 eight credits; or
2. sufficient length of participation in Wellesley's 12 varsity athletic teams to earn eight credits; or
3. a combination of sufficient completion of instructional classes and participation on varsity athletic teams to earn eight credits, including credits earned at other colleges.

Students can receive *partial credit* towards the eight credit points through:

1. Independent pursuit either on or off campus (max. four points). Students must satisfactorily complete this preapproved independent study as specified in the *Physical Education and Athletics Curriculum Handbook*.
2. Sufficient length of participation in Wellesley's physical activity clubs (max. two points). Students must satisfactorily complete this preapproved 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 four 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 once 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.

### A. Physical Education Instructional Classes

The instructional program in physical education is divided into four terms, two each semester. Some physical education activity classes are scheduled for a term (six weeks) and give two credit points toward completing the requirement. Other physical education activity classes are offered for a semester (12 weeks) and count four 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 scheduled for a semester (12 weeks):**

**Both Semesters:** African Dance, Ballet I, Classical Indian Dance, Badminton, SCUBA, Self-defense, Yoga, Strength and Circuit Training, Tai-chi, Elem. Tennis, Squash, Stretch and Relax, Karate, Kung Fu, Racquetball, Pilates

**First Semester only:** Ballet II, Broadway Jazz, Modern Dance I, World Dance, Fencing, Archery, Raquetball

**Second Semester only:** Int. Ballet, Golf, Dance Theatre Workshop, Jazz I, Lifeguard Training, Continuing Yoga

**Activity classes scheduled for a term (six weeks):**

Activity	Term
Aerobics	1, 2, 3, 4
Aquarobics	3
Archery	4
CPR/First Aid	3, Wintersession
Dance – World	3, Wintersession
Golf	1, 4
Horseback Riding	1, 2, 3, 4
Sailing	1, 4
Skiing Downhill/ Snowboarding	3
Strength Training	1, 2, 3, 4
Table Tennis	1, 2, 3, 4
Yoga	Wintersession

### B. Athletics Teams

The intercollegiate program offers 12 sports through which a student may earn credit points towards the completion of the degree requirement. The athletics program is divided into three seasons: fall, winter, and spring with several sports offered each season. The maximum number of credit points that can be earned during a season are: fall (four), winter (seven), and spring (six).

Athletic Team	Season
Basketball	Winter
Crew (varsity and novice)	Fall, Spring
Cross-country Running	Fall
Fencing	Winter
Field Hockey	Fall
Golf	Fall/Spring
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 12 teams are distributed each year by the Head Coach.*

### 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 outside the body and their relationship to injuries of the musculoskeletal system. In addition to the lectures, laboratory sessions provide a clinical setting for hands-on learning and introduce students to the practical skills involved in evaluating injuries, determining methods of treatment and establishing protocol for rehabilitation. *Academic credit only.*

Prerequisite: None  
Distribution: None  
Semester: Spring

Unit: 1.0

## Department of Physics

Professor: *Brown, Ducas, Berg, Stark (Chair)*

Associate Professor: *Quivers<sup>a</sup>, Hu*

Assistant Professor: *Lannert*

Senior Instructor in Physics Laboratory: *Bauer*

Instructor in Physics Laboratory: *Wardell, Caplan*

Most courses meet three times weekly and all 100-level and 200-level courses have one three-hour laboratory unless otherwise noted.

### PHYS 100 Musical Acoustics

**NOT OFFERED IN 2002-03.** 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. 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. *No laboratory.*

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.  
Distribution: Natural and Physical Science  
Semester: N/O

Unit: 1.0

### PHYS 101 Frontiers of Physics

*Stark*

**NOT OFFERED IN 2002-03.** 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: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.  
Distribution: Mathematical Modeling or Natural and Physical Science  
Semester: N/O

Unit: 1.0

### PHYS 103 The Physics of Marine Mammals with Laboratory

**NOT OFFERED IN 2002-03.** 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. Weekly laboratory. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.  
Distribution: Mathematical Modeling or Natural and Physical Science  
Semester: N/O

Unit: 1.0

### PHYS 104 Basic Concepts in Physics I with Laboratory

*Brown (Fall), Hu (Spring)*

Mechanics, including statics, dynamics, and conservation laws. Introduction to waves. *May not be taken in addition to 107.*

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Corequisite: Mathematics at the level of MATH 115 or higher.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

### PHYS 106 Basic Concepts in Physics II with Laboratory

*Stark (Fall), Staff (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: Spring

Unit: 1.25

### PHYS 107 Introductory Physics I with Laboratory

*Hu, Lannert (Fall), Berg (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: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Mathematics at the level of MATH 115 or higher.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

### PHYS 108 Introductory Physics II with Laboratory

*Ducas (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 instructor), and MATH 116, 116Z or 120.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

### PHYS 115/CS 115 Robotic Design Studio (Wintersession)

**NOT OFFERED IN 2002-03.** 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, 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: N/O

Unit: 0.5

### PHYS 124 Introduction to Computer Simulation and Modeling in the Sciences

**NOT OFFERED IN 2002-03.** In this course we will explore the construction of computer models to simulate real-world events using the MATLAB programming language. The modeling process involves developing hypotheses, writing computer programs to simulate real events based on these hypotheses, and analyzing the



results. Examples will be drawn from many scientific fields and from everyday life. We will also explore the power of computers in analyzing and synthesizing audio information of sounds, such as speech and music. No prior knowledge of computer programming is required. The course will meet weekly for two lectures and a two-hour lab.

Prerequisite: One unit in science, computer science, or mathematics. Fulfillment of the basic skills component of the Quantitative Reasoning requirement.  
Distribution: Natural and Physical Sciences or Mathematical Modeling  
Semester: N/O Unit: 1.0

### PHYS 202 Modern Physics with Laboratory *Berg*

Introduction to quantum mechanics and atomic physics. Introduction to thermodynamics and statistical mechanics.

Prerequisite: 108, MATH 116, 116Z or 120.  
Distribution: Mathematical Modeling or Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.  
Semester: Fall Unit: 1.25

### PHYS 203 Vibrations, Waves, and Special Relativity with Laboratory *Ducas*

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, MATH 205 and corequisite EXTD 216.  
Distribution: Mathematical Modeling or Natural and Physical Science  
Semester: Spring Unit: 1.25

### PHYS 219 The Art of Electronics *Berg*

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 DC and circuits, 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

### PHYS 222 Medical Physics

**NOT OFFERED IN 2002-03.** 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 permission of instructor.  
Distribution: Mathematical Modeling or Natural and Physical Science  
Semester: N/O Unit: 1.0

### PHYS 250 Individual Study

Prerequisite: Open by permission to students who have taken 107.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

### PHYS 250H Individual Study

Prerequisite: Open by permission to students who have taken 107.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

### PHYS 265 Thinking Physics: Developing A Physicist's Habits of Mind

**NOT OFFERED IN 2002-03.** 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.

Corequisite: 202  
Distribution: Mathematical Modeling or Natural and Physical Science  
Semester: N/O Unit: 1.0

### PHYS 302 Quantum Mechanics *Lannert*

Postulates of quantum mechanics, solutions to the Schrödinger equation, operator theory, angular momentum, and matrices.

Prerequisite: 202, 203, and EXTD 216  
Distribution: Mathematical Modeling or Natural and Physical Science  
Semester: Fall Unit: 1.0

### PHYS 305 Thermodynamics and Statistical Mechanics

*Ducas*  
The laws of thermodynamics, ideal gases, thermal radiation, Fermi and Bose gases, phase transformations, and kinetic theory.

Prerequisite: 202 and EXTD 216  
Distribution: Mathematical Modeling or Natural and Physical Science  
Semester: Spring Unit: 1.0

### PHYS 306 Mechanics *Hu*

Analytic mechanics, oscillators, central forces, Lagrange's and Hamilton's equations, rigid body mechanics, non-linear dynamics.

Prerequisite: 203 and EXTD 216  
Distribution: Mathematical Modeling or Natural and Physical Science  
Semester: Fall Unit: 1.0

### PHYS 314 Electromagnetic Theory *Berg*

Maxwell's equations, boundary value problems, special relativity, electromagnetic waves, and radiation.

Prerequisite: 108, 306, and EXTD 216  
Distribution: Mathematical Modeling or Natural and Physical Science  
Semester: Spring Unit: 1.0

### PHYS 349 Applications 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 condensed matter physics will be studied both theoretically and experimentally. One lecture and one laboratory per week.

Prerequisite: 302 or CHEM 333  
Distribution: Mathematical Modeling or Natural and Physical Science  
Semester: Spring Unit: 1.25

### PHYS 350 Research or Individual Study

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

### PHYS 350H Research or Individual Study

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

### PHYS 360 Senior Thesis Research

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

### PHYS 370 Senior Thesis

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

## Related Courses

*For Credit Toward the Major*

### EXTD 216 Mathematics for the Physical Sciences

*Attention Called*

### ASTR 311 Elements of Astrophysics

### ASTR 315 Topics in Astrophysics

## 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** (six units) should ordinarily include: 104 or 107, 108, 202, 203, 302 and one other unit at the 300 level (350 cannot be counted as the other 300-level unit). Extradepartmental 216 is also required.

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 108 are offered. Sample examinations are available from the department. The department does not accept AP credit for exemption from Physics 107 and 108. Students may not receive more than two units of credit for the introductory physics sequence. For example, a student who enrolls in both Physics 107 and 108 will not also receive AP credit.

# Department of Political Science

Professor: *Joseph, Just, Krieger, Miller, Murphy, Paarlberg, Rich, Schechter, Stettner (Chair)*

Associate Professor: *DeSombre, Euben, Moon<sup>4</sup>*

Assistant Professor: *Burke<sup>4</sup>, Candland<sup>4</sup>, Gulati*

Visiting Assistant Professor: *Wilkinson*

Instructor: *Johnson*

Senior Lecturer: *Wasserspring*

## Introductory Courses

### **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  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring  
Unit: 1.0

### **QR 199 Introduction to Social Science Data Analysis**

Please see Quantitative Reasoning Program for complete course description.

## American Politics and Law

### **POL1 200 American Politics** *Gulati, Johnson*

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 permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring  
Unit: 1.0

### **POL1 210 Political Participation and Influence** *Just*

**NOT OFFERED IN 2002-03.** 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 roles played by public opinion polls, interest groups, political parties, PACs, elections, the mass media, protests, riots, and demonstrations in articulat-

ing 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

### **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 population shifts, racial and ethnic conflicts, and the impact of federal policy on urban planning.

Prerequisite: One unit in political science, economics, or American studies.  
Distribution: Social and Behavioral Analysis  
Semester: Fall  
Unit: 1.0

### **POL1 215 Courts, Law, and Politics**

*Johnson*

Fundamentals of the American legal system, including the sources of law, the nature of legal process, the role of courts and judges, and legal reasoning and advocacy. Examination of the interaction of law and politics, and the role and limits of law as an agent for social change.

Prerequisite: 200 or permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring  
Unit: 1.0

### **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 permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Spring  
Unit: 1.0

### **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 permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Spring  
Unit: 1.0

### **POL1 314 Congress and the Legislative Process** *Gulati*

Analysis of the representative and lawmaking capabilities of the contemporary United States Congress. Examination of how candidates for Congress run for office with an emphasis on the use of the mass media and campaign finance. Exploration of how the “electoral connection” structures Congress members’ roles as representatives and lawmakers; the influence of the public, political parties and interest groups in the

policymaking process; the institutional arrangements of Congress; and Congress' relations with other branches of government. Discussion about how Congress is capable of making "good public policy," when it works within the constraints imposed by its internal and external environments.

Prerequisite: 200 or 210 or permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

### **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 levels. Both moral and political standards for making policy will be examined. Factors that promote or impede the development and realization of rational, effective, and responsive public policy will be reviewed. The second part of the course will be devoted to student research and presentations on selected policy topics, including public schools, public transportation, homelessness, the environment, and drug enforcement.

Prerequisite: 200 or 210 or permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

### **POL1 316 Mass Media in American Democracy**

*Just*

Focus on the mass media in the American democratic process, including the effect of the news media on the information, opinions, and beliefs of the public, the electoral strategy of candidates, and the decisions of public officials. Discussion of news values, journalists' norms and behaviors, and the production of print and broadcast news. Evaluation of news sources, priorities, bias, and accessibility. Attention to coverage of national and international affairs, as well as issues of race and gender. Questions of press freedom and journalistic ethics are explored.

Prerequisite: 200, 210 or permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

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

*Schechter*

Examination of the writings of modern conservatives, neoconservatives, 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, and 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 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

### **POL1 319S Seminar. Campaigns and Elections**

*Just*

Exploration of the issues in campaigns and elections: Who runs and why? Do elections matter? The impact of party decline and the rise of cam-

paign consultants, polls, advertising, and the press. Candidate strategies and what they tell us about the political process. How voters decide. The "meaning" of elections. Attention to the rules of the game (the primaries, debates, the Electoral College), recent campaign innovations (talk shows, town meetings, infomercials), third party candidacies, and prospects for political reform. Course work includes campaign participation.

Prerequisite: 200, 210 or by permission of 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

### **POL1 320S Seminar. Inequality and the Law**

*Johnson*

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 permission of 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

### **POL1 333S Seminar. Ethics and Politics**

*Just*

**NOT OFFERED IN 2002-03.** 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 200-level 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: N/O Unit: 1.0

### **POL1 335S Seminar. The First Amendment**

**NOT OFFERED IN 2002-03.** A study of some of the classic legal cases and continuing controversies that have arisen out of the First Amendment to the U.S. Constitution. Examination of contemporary First Amendment issues such as flag-burning, hate speech, pornography, libel, invasion of privacy, school prayer, creationism, and government aid to religious institutions. Comparisons with the legal doctrines of other nations regarding freedom of speech and religion.

Prerequisite: 215, 311, or another unit in American legal studies and permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

### **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 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

### **POL1 338S Seminar. Representation**

*Gulati*

**NOT OFFERED IN 2002-03.** Analysis of the theory and practice of political representation. Examination of what constitutes "good" representation, how much control the people should have over their elected leaders and the public policymaking process, and what factors (i.e., public opinion, political parties, interest groups, the media, the common good, etc.) influence legislators' policy and legislative decisions. Exploration of how the possibilities for making our representative institutions more participatory are related to our notions of human nature, citizenship, and community.

Prerequisite: Open to juniors and seniors by permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

## **Comparative Politics**

### **POL2 202 Comparative Politics**

*Krieger*

A comparative study of contemporary politics and political systems and the exploration of various approaches to comparative political analysis. Emphasis on the interactive effects of global forces and domestic politics. Issues to be discussed include authoritarianism, revolutions, nationalism, social movements, and political culture. Country studies will be used to illuminate themes such as the role of the state in governing the economy, the challenges of democracy, and the politics of collective identities (attachments such as religion, ethnicity, race, gender, and nationality). Guest lectures and active participation by the entire comparative politics faculty. *Beginning in fall 2001, this course is strongly recommended for political science majors for all further work in comparative politics.*

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

### **POL2 204 Political Economy of Development and Underdevelopment**

*Wilkinson*

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 under-development.

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

Unit: 1.0

### **POL2 205 The Politics of Europe and the European Union**

*Krieger*

**NOT OFFERED IN 2002-03.** A comparative study of contemporary West European states and societies. Primary emphasis on politics in Germany, Britain, and France, and the political challenges posed by the European Union and pressure for regional integration. The course will focus on topics such as the rise and decline of the welfare state and class-based politics; the implications of the end of the Cold War and German reunification; tension between national sovereignty and supranational policy goals; immigration and the resurgence of xenophobic movements and the extreme right.

Prerequisite: One unit in political science or European history; open to juniors and seniors without prerequisite.

Distribution: Social and Behavioral Analysis  
Semester: N/O

Unit: 1.0

### **POL2 206 Politics and Foreign Policy of Russia**

*Staff*

An introduction to the political history, political system, and international politics of Russia. The course will explore the creation, development, and dissolution of the Soviet Union, but will focus most closely on post-Soviet Russia. Particular attention will be paid to the legacies of the communist regime in shaping the process of political and economic reform.

Prerequisite: Open to sophomores, juniors, and seniors without prerequisite and to second-semester first-years with the permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

### **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; permission of instructor to other qualified students.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

### **POL2 208 Politics of China**

*Joseph*

An introduction to the modern political history and contemporary political system of China. Topics include the origins and victory of the Chinese Communist revolution, the rule and legacy of Chairman Mao Zedong, economic reform and political repression in the era of Deng Xiaoping and 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

### **POL2 211 Politics of South Asia**

*Candland*

**NOT OFFERED IN 2002-03.** 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: N/O

Unit: 1.0

### **POL2 289/ENG 289 Literature and Politics of South Asia**

*Candland and Sabin (English)*

**NOT OFFERED IN 2002-03.** The course introduces contemporary South Asia through political and literary analysis organized around three clusters: religious nationalism and violence; gender, family, and society; and politics, writing, and social change. Political and historical writing, social theory, literature, and film will be used to explore controversies in the three clusters. South Asia is a fertile region for cross-disciplinary inquiry because much of the literature of South Asia is embedded in political struggle and much of the politics of South Asia is fought over language and representation. In addition to seeing literature and politics as illuminating and complementing each other, the course will raise awareness of how different disciplines analyze and evaluate material. *Students may register for either POL2 289 or ENG 289. Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Language and Literature or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

### **POL2 302 Globalization and the Nation-State**

*Krieger*

An assessment of globalization and the challenges it poses to the governments of nation-states before and after September 11, 2001. 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 200-level unit in comparative politics or international relations or permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

### **POL2 303 The Political Economy of the Welfare State in Europe and America**

*Krieger*

**NOT OFFERED IN 2002-03.** 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 either a Comparative Politics or an American Politics unit, depending on the choice of a student's research paper topic.*

Prerequisite: One 200-level unit in American or comparative European politics or macroeconomics or European history; open to juniors and seniors without prerequisite by permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

### **POL2 304 State and Society in East Asia**

*Moon*

**NOT OFFERED IN 2002-03.** An examination of the relationships 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 roles 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 200-level unit in comparative politics or permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

### **POL2 305S Seminar. The Military in Politics**

*Wasserspring*

**NOT OFFERED IN 2002-03.** Focus on relations between the military and politics. Emphasis on the varieties of military involvement in politics, the causes of direct military intervention in political systems, and the consequences of military influence over political decisions. Themes include the evolution of the professional soldier, military influence in contemporary industrial society, and the prevalence of military regimes in Third World nations. Case studies include the United States, Brazil, Peru, Nigeria, Ghana, and Egypt.

Prerequisite: Open to juniors and seniors by permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

### **POL2 306 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 antiwar movement in the United States; lessons and legacies of the Vietnam War; and political and economic development in Vietnam since the end of the war in 1975. *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 200-level unit in comparative politics or international relations or permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

### **POL2 307S Seminar. Women and Development** *Wasserspring*

A comparative analysis of the impact of change on gender in the Third World. The status of women in traditional societies, the impact of "development" upon peasant women, female urban migration experiences, and the impact of the urban environment on women's lives in the Third World are themes to be considered. Special emphasis will be placed on the role of the state in altering or reinforcing gender stereotypes. Comparing cultural conceptions of gender and the factors which enhance or hinder the transformation of these views will also be emphasized. Examples will be drawn from all regions of the Third World.

Prerequisite: Open to juniors or seniors who have taken 204, 206, 207, 208, or 209; or permission of 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

### **POL2 309S Seminar. Ethnicity, Nationalism, Religion, and Violence** *Candland*

**NOT OFFERED IN 2002-03.** Investigates the causes of modern conflicts over religious, national, and ethnic identity. Introduces methods for studying nationalism, ethnic groups in conflict, and religious violence. Considers the construction of ethnicity and nation under European imperialism and their reconstruction under postcolonial administrations; the political uses of ethnicity, nationalism, and religion; the relationship between gender, class, ethnicity, and nationalism; the economic sources of inter-ethnic, international, and interreligious conflict; and the psychology of group violence. Examines the major theoretical approaches and applies them to cases drawn from Africa and Asia.

Prerequisite: Permission of 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

### **POL2 310S Seminar. Politics of Community Development** *Candland*

**NOT OFFERED IN 2002-03.** Focuses on strategies for poverty alleviation, employment generation, promotion of social opportunity, and empowerment throughout the world. Examines the activities of non-governmental organizations and their often contentious relations with funders, government agencies, and each other. Considers women's leadership in

social change, local control of resources, faith-based activism, and collaboration between activists and researchers. Specific programs are closely examined.

Prerequisite: Open to juniors or seniors who have taken 204, 206, 207, 208, or 209; or permission of 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

### **POL2 311S Seminar. The Politics of Contemporary Cuba** *Wasserspring*

An analysis and assessment of the politics of the Cuban Revolution. Examination of the pre-Revolutionary Cuban society, significant transformational phases of Cuban policy, the impact of United States and Soviet foreign policy objectives on Cuba, and the contemporary dilemma of maintaining socialist institutions in the post-Cold War era. Special emphasis on political culture and its transformation, the role of political leadership, and the international constraints upon domestic policy formulation. Topics include the government's impact on education, health care and women's lives, the effects of the reintroduction of tourism as a developmental strategy, and the influence of Cuban-American politics in Miami. In addition to social science sources, we will use Cuban film, art, and literature as vehicles of understanding this complex political experience.

Prerequisite: Any 200-level unit in comparative politics or permission of instructor. 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

### **POL2 312S Seminar. Environmental Policy** *DeSombre*

Focuses both on how to make and how to study environmental policy. Examines issues essential in understanding how environmental policy works and explores these topics in depth through case studies of current environmental policy issues. Students will also undertake an original research project and work in groups on influencing or creating local environmental policy.

Prerequisite: One 200-level unit in political science and permission of 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

### **POL2 383 Politics of Migration**

**NOT OFFERED IN 2002-03.** A comparative study of the politics of mass population movements across state borders, including forced relocation under colonialism, refugees of war, food migration, labor migration, and different forms of legal and illegal immigration, including the international trafficking of persons. Analyzes migration and immigration policies in sending and receiving countries, UN conventions on the movement of persons, and social movements against and on behalf of migrant peoples. Country cases to be examined include Algeria and France, Brazil and Japan, Canada and Hong Kong, China and North Korea, Germany and Turkey, and the Philippines and the United States.

Prerequisite: One 200-level course in comparative politics or international relations or permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

## **International Relations**

### **POL3 221 World Politics**

*DeSombre, Murphy, Wilkinson*

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 also 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

### **POL3 222 Comparative Foreign Policies**

*Miller*

An introduction to international relations from the perspective of national actors and their challenges in an era of rapidly changing technology. Focus on the theory and practice of foreign policy, with individual and group research projects that stress active learning. *Both Political Science 221 and Political Science 222 serve as introductions to the International Relations subfield in the Political Science department, and also 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

### **POL3 224 International Security**

*Paarlberg*

An examination of warfare as a central problem of international politics. The shifting causes and escalating consequences of warfare since the Industrial Revolution. The post-cold war danger of a clash of civilizations versus prospects for a "democratic peace." The multiple causes and consequences of modern internal warfare, and prospects for international peacekeeping. The spread of nuclear weapons, the negotiation of arms control agreements, the revolution in military affairs (RMA), and the threat of terrorism and asymmetric war.

Prerequisite: One unit in international relations or permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

### **POL3 321S Seminar. The United States in World Politics**

*Miller*

An analysis of American foreign policy with emphasis on traditions of policy formation and implementation after the cold war. Emphasis on the context of domestic and international imperatives shaping executive and legislative tensions in selected case studies.

Prerequisite: 221, 222, or permission of 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

**POL3 322S Seminar. Gender in World Politics Staff**

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 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

**POL3 323 International Economic Policy**

*Paarlberg*

A review of the politics of international economic relations, including trade, money, and multinational investment within the industrial world and also among rich and poor countries. Political explanations for the differing economic performance of states in Asia, Africa, and Latin America. Consideration of the respective roles of intergovernmental organizations, nongovernmental organizations, and multinational corporations. Discussion of global governance issues including food, population, migration, energy, and environment.

Prerequisite: One unit in international relations or comparative politics. Distribution: Social and Behavioral Analysis Semester: Fall Unit: 1.0

**POL3 325 International Environmental Law**

*DeSombre*

Examines the basic legal instruments and their historical development in addressing international environmental issues. Under what conditions have states been able to cooperate to improve the global environment? Negotiation of, compliance with, and effectiveness of international environmental law, and specific environmental issue areas in which international environmental law operates will be addressed.

Prerequisite: One unit in international relations or legal studies, or permission of instructor. Distribution: Social and Behavioral Analysis Semester: Fall Unit: 1.0

**POL3 327 International Organization**

*Murphy*

**NOT OFFERED IN 2002-03.** The politics of global governance. 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

**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. Second, the role and responsibility of individuals in international law, especially in the area of human rights. Third, the developing international law of the earth's common areas, specifically the oceans, space, and the environment.

Prerequisite: One unit in international relations or legal studies, or permission of instructor. Distribution: Social and Behavioral Analysis Semester: Fall Unit: 1.0

**POL3 332S Seminar. People, Agriculture, and the Environment**

*Paarlberg*

An examination of linkages between agricultural production, population growth, and environmental degradation, especially in the countries of the developing world. Political explanations will be sought for deforestation, desertification, habitat destruction, species loss, water pollution, flooding, salinization, chemical poisoning, and soil erosion – all of which are products of agriculture. These political explanations will include past and present interactions with rich countries, as well as factors currently internal to poor countries. Attention will be paid to the local, national, and international options currently available to remedy the destruction of rural environments in the developing world. *This course may qualify as either a Comparative Politics or an International Relations unit, 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: Spring Unit: 1.0

**POL3 348S Seminar. Problems in North-South Relations**

*Murphy*

**NOT OFFERED IN 2002-03.** 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 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

**POL3 351S Seminar. Global Governance**

*Wilkinson*

Explores the challenge of global institutions in the new century within a larger historical context. Considers the function and role of the League of Nations, the International Labor Organization, the United Nations, the Bretton Woods institutions, the GATT and the World Trade Organization. Special emphasis on comparing and contrasting international organizations in the three main periods of institution building: post-World War I, post-World War II, and post-cold war. Discusses radical, liberal internationalist and realist approaches.

Prerequisite: One unit in international relations. 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

**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 the social contract, 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 permission of instructor. Distribution: Religion, Ethics, and Moral Philosophy Semester: Fall Unit: 1.0

**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

**POL4 241 Modern Political Theory**

*Stettner*

Study of the development of Western political theory from the seventeenth to nineteenth 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

**POL4 242 Contemporary Political Theory**

*Krieger*

Study of several twentieth-century traditions that raise fundamental questions about the human condition, processes of historical and personal transformation, and our capacity



to understand them. Exploration of contemporary political and social theories, including existentialism, contemporary variants of Marxism, postmodern theory, feminism, and liberal theory.

Prerequisite: One unit in political theory, social theory, or political philosophy, or permission of the instructor.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Fall Unit: 1.0

#### **POL4 248 Power and Politics**

*Euben*

An examination of the nature and functioning of power in politics, with an emphasis on the following questions: What is the nature of power and how has it been exercised in political life both past and present? Who has power and who should have it? Is power primarily wielded by political leaders and bureaucrats, or has the development of new technologies decentralized power, making each of us its instrument? Do the powerless – for example, miners in Appalachia, Polish solidarity activists, Indian anti-colonialists – understand and exercise power differently from those who traditionally hold it? Are power and violence inextricably intertwined or are they opposites? Readings will be drawn from several disciplines, and authors include Thucydides, bell hooks, Hannah Arendt, Marx, Nietzsche, Foucault, Kafka, Gandhi, and Vaclav Havel.

Prerequisite: One unit in political science, philosophy, or history, or permission of instructor.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Spring Unit: 1.0

#### **POL4 340 American Political Thought**

*Stettner*

Examination of American political writing, with emphasis given to the Constitutional period, progressive era, and contemporary sources. Questions raised include: origins of American institutions, including the rationale for federalism and separation of powers, the roles 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 200-level unit in political theory, American politics, or American history, or permission of instructor.  
Distribution: Historical Studies  
Semester: Spring Unit: 1.0

#### **POL4 342S Seminar. Marxist Political Theory**

*Krieger*

**NOT OFFERED IN 2002-03.** 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: N/O Unit: 1.0

#### **POL4 343S Seminar. Democracy and Difference**

*Krieger*

An examination of liberal democracy and contemporary theoretical challenges introduced by diversity and difference. Does liberal democracy, with its emphasis on individual rights, separation of powers, representative assemblies, and the principle of a limited state, remain a durable model? How does the consideration of cultural diversity and difference, understood by reference to gender, race, ethnicity, language, religion, nationality, and sexual orientation, affect our understanding of citizenship, equality, representation, recognition, and community? Study of communitarian thought, multiculturalism, and feminist critiques of democracy.

Prerequisite: One 200-level unit in political theory, or permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Spring Unit: 1.0

#### **POL4 344S Seminar. Feminist Political Theory**

*Euben*

An examination of feminist theory, beginning with early liberal and socialist feminisms and continuing on to radical, post-structuralist and postcolonialist feminist theories, 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 200-level unit in political theory, philosophy, or women's studies; interested students must fill out a seminar application available in the Political Science office.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Fall Unit: 1.0

#### **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, Ibn Khaldun, Taha Hussein, and Foucault.

Prerequisite: One 200-level unit in political theory or philosophy or permission of instructor.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Spring Unit: 1.0

#### **Research or Individual Study**

Individual or group research of an exploratory or specialized nature. Students interested in independent research should request the assistance of a faculty sponsor and plan the project, readings, conferences, and method of examina-

tion with the faculty sponsor. These courses are offered at the intermediate (250) and advanced (350) levels and for one or 0.5 unit of credit.

#### **POLS 250 Research or Individual Study**

Prerequisite: Open to all students by permission.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

#### **POLS 250H Research or Individual Study**

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

#### **POLS 350 Research or Individual Study**

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

#### **POLS 350H Research or Individual Study**

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

#### **Senior Thesis**

##### **POLS 360 Senior Thesis Research**

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

##### **POLS 370 Senior Thesis**

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

### **Related Courses**

*For Credit Toward the Major*

#### **AFR 204 Third World Urbanization**

#### **AFR 215 Introduction to Afro-American Politics**

#### **AFR 228 Women of Color in Politics**

#### **AFR 311 Seminar. Dilemmas of Race and Representation in Politics**

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

#### **INAT 302 Seminar. Global Inequalities**

### **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 nine units. Courses at the 100-level may be counted toward the major, but not toward a sub-field 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 (POL1), Comparative Politics (POL2), International Relations (POL3), and Political Theory (POL4). In order to ensure that Political Science majors familiarize themselves with the substantive con-

cerns and methodologies employed throughout the discipline, all majors must take one 200-level or 300-level unit in each of the four subfields offered by the department. Recommended first courses in the four subfields are: in American Politics and Law: 200; in Comparative Politics: 202; 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 (300 level) in at least two of the four subfields; a minimum of one of these units must be a seminar, which normally requires a major research paper. (Courses fulfilling the seminar requirement are denoted by an "S" after the course number.)

*Admission to department seminars is by permission of the instructor only. Interested students must fill out a seminar application, which is available in the Political Science office prior to preregistration for each term. Majors should begin applying for seminars during their junior year in order to be certain of fulfilling this requirement. Majors are encouraged to take more than the minimum number of required 300-level courses.*

*Ordinarily, a minimum of five units for the major must be taken at Wellesley, as must the courses that are used to fulfill at least two of the four subfield distributions and the seminar requirement. The department does not grant transfer credit at the 300 level for either the major or for College distribution or degree requirements.*

Although Wellesley College does not grant academic credit for participation in internship programs, students who take part in the Washington Summer Internship Program may arrange with a faculty member to undertake a unit of 350, Research or Individual Study, related to the internship experience.

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 toward the minimum number of units required for the political science major nor for the American or comparative subfield distribution requirements for the major. If a student does receive a unit of College credit for the American politics exam, she may not take 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.

## Department of Psychology

Professor: *Zimmerman, Schiavo, Koff, Pillemer, Check, Akert, Hennessey, Lucas (Chair), Norem*<sup>4</sup>

Associate Professor: *Wink*<sup>5</sup>, *Genero, Keane*

Visiting Associate Professor: *Carli, Berman*

Assistant Professor: *Gleason*

Visiting Assistant Professor: *Wagner*

Visiting Instructor: *Fluagen-Smith*

Senior Lecturer: *Brachfeld-Child, Deguchi*

Lecturer: *Kulik-Johnson*

### PSYC 101 Introduction to Psychology

*Staff*

An introduction to some of the major subfields of psychology, such as developmental, personality, abnormal, clinical, physiological, cognitive, cultural, and social psychology. Students will explore various theoretical perspectives and research methods used by psychologists to study the origins and variations in human behavior.

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

### PSYC 205 Statistics

*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 students who have completed a college course in psychology or have AP credit, and have fulfilled the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken or are taking QR 199 or MATH 101, except for Psychology majors, with permission of the instructor. Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement. Does not satisfy the laboratory requirement.  
Semester: Fall, Spring Unit: 1.0

### PSYC 206R Research Methods in Developmental Psychology and the School Experience

*Hennessey*

An introduction to research methods appropriate to the study of human development in teaching and learning settings: preschool through college. Individual and group projects. Laboratory. *Each section typically limited to 12 students. Observations at the Child Study Center and other classroom locations required.*

Prerequisite: 205 and 207 or 248  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.25

### PSYC 207 Developmental Psychology

*Pillemer, Gleason*

Behavior and psychological development in infancy, childhood, and adolescence. An examination of theory and research pertaining to personality, social, and cognitive development. Lecture, discussion, demonstration, and observation of children. *Observations at the Child Study Center required.*

Prerequisite: Open to sophomores, juniors, and seniors without prerequisite and to first-year students with AP credit or 101.  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.0

### 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 12 students. Observations at the Child Study Center required.*

Prerequisite: 205 and 207  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.25

### PSYC 208 Adolescence

*Brachfeld-Child*

Survey of contemporary theories and research in the psychology of adolescents. Topics will include the physical, cognitive, social, and personality development of adolescents.

Prerequisite: Open to sophomores, juniors, and seniors without prerequisite and to first-year students with AP credit or 101.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

### PSYC 210 Social Psychology

*Akert*

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: Open to sophomores, juniors, and seniors without prerequisite and to first-year students with AP credit or 101.  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.0

### PSYC 210R Research Methods in Social Psychology

*Schiavo*

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 12 students.*

Prerequisite: 205 and 210, 211, or 245  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.25

### PSYC 211 Group Psychology

**NOT OFFERED IN 2002-03.** 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, AP credit or a 200-level psychology course, excluding 205.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

### PSYC 212 Personality

*Check, Kulik-Johnson*

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 101.  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.0

### PSYC 212R Research Methods in Personality Psychology

*Check*  
An introduction to research methods appropriate to the study of personality psychology. Student projects investigate individual and group differences in personality traits, values, goals, and dimensions of self-concept. Laboratory. *Each section typically limited to 12 students.*

Prerequisite: 205 and 212  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.25

### PSYC 213R Research Methods in the Study of Individual Personality

*Check*  
An introduction to research methods appropriate to the study of the individual personality. Topics include interviewing, case studies, and psychobiography. Individual and group projects. Laboratory. *Each section typically limited to 12 students.*

Prerequisite: 205 and 212  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.25

### 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 12 students.*

Prerequisite: 205 and one of the following, 215, 216, 217, 218, 219, BISC 213  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.25

### 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 101.  
Distribution: Epistemology and Cognition or Social and Behavioral Analysis  
Semester: Spring Unit: 2.0

### PSYC 216 Psychology of Language

*Lucas*  
Introduction to the study of the psychological processes underlying language. An evaluation of theory, methods, and current research in language abilities, including speech perception, word and sentence understanding, and language acquisition in children. Examination of the relationship between language and thought and the evolutionary and biological bases of language behavior.

Prerequisite: Open to sophomores, juniors, and seniors without prerequisite and to first-year students with AP credit or 101.  
Distribution: Epistemology and Cognition or Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

### PSYC 217 Cognition

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 101.  
Distribution: Epistemology and Cognition or Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

### PSYC 218 Sensation and Perception

**NOT OFFERED IN 2002-03.** 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 101.  
Distribution: Epistemology and Cognition or Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

### PSYC 219 Biological Psychology

*Koff*  
Introduction to the biological bases of behavior. Topics include structure and function of the nervous system, sensory processing, sleep, reproductive behavior, language, and mental disorders.

Prerequisite: Open to sophomores, juniors, and seniors without prerequisite and to first-year students with AP credit or 101. Not open to students who have taken BISC 213.  
Distribution: Epistemology and Cognition or Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

### PSYC 220R Research Methods in Applied Psychology

*Carli*  
An introduction to research methods appropriate to studying applied topics in psychology. Possible topics include the psychology of organizations, the law, or health. Group projects with some individual exercises. Laboratory. *Each section typically limited to 12 students.*

Prerequisite: 205 and one other 200-level psychology course.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.25

### PSYC 224 Abnormal Psychology

*Wink, Berman*  
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: One 200-level unit, excluding 205, or by permission of the instructor. Not open to students who have taken [309].  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.0

### PSYC 230 Psychology of Law

*Carli*  
Do biases affect the decisions of juries? Do guilty defendants escape punishment by faking insanity? Does the death penalty reduce crime? This course focuses on the application of psychology to legal questions such as these. Other possible topics include: jury selection, the reliability of eyewitness testimony, factors affecting the perceived innocence or guilt of defendants, the use of hypnosis and lie detector tests, blaming victims of crime, methods of interrogation, and issues surrounding testimony from children in abuse cases. This course will explore both theory and research on the psychology of law and will include case analyses.

Prerequisite: One 200-level unit, excluding 205, or by permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

### PSYC 240 Social Influence

*Akert*  
This course focuses on a major topic in social psychology: attitude formation and change. Techniques of social influence that we encounter in everyday life will be explored, with a particular emphasis on advertising. The findings of empirical research and theory will be used to understand persuasive messages. Topics include how emotion, gender and culture are used to maximize the effectiveness of advertisements, and how stereotypes are both perpetuated and refuted in advertising.

Prerequisite: 210  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

### PSYC 245 Cultural Psychology

*Deguchi*  
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: One 200-level unit, excluding 205.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

### PSYC 248 Psychology of Teaching, Learning, and Motivation

**NOT OFFERED IN 2002-03.** 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: One 200-level unit, excluding 205.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

### PSYC 299 Practicum in Psychology

Staff

Participation in a structured learning experience in an approved field setting under faculty supervision. Does not count toward the minimum major in Psychology. *Mandatory credit/noncredit, except by permission of instructor.*

Prerequisite: Open by permission to junior and senior majors. Two units above the 100-level that are most appropriate to the field setting as determined by the faculty supervisor (excluding 205).

Distribution: None

Semester: Fall, Spring

Unit: 1.0

### PSYC 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 200-level units, excluding 205, or permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

### PSYC 303 Psychology of Gender

An examination of different theoretical approaches to the study of sex and gender, the social construction and maintenance of gender, and current research on gender differences. Topics will include review of arguments about appropriate methods for studying sex and gender and its "legitimacy" as a research focus, gender roles and gender socialization, potential biological bases of gender differences, and the potential for change in different sex-typical behaviors.

Prerequisite: Open to juniors and seniors who have taken two 200-level units excluding 205, or permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

### PSYC 308 Systems of Psychotherapy

**NOT OFFERED IN 2002-03.** 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 two 200-level units including 224 and excluding 205, or permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

### PSYC 311 Seminar. Environmental Psychology

Schiavo

Exploration of the interaction between the physical environment and an individual's behavior and feelings. Emphasis on relevant topics such as territoriality, personal space, and crowding. Some attention to children and to environmental issues, such as conservation and psychological consequences of natural disasters. Specific settings, such as urban environments, playgrounds, and homes, are studied. Small groups of students will use observation, interview or questionnaire techniques to pursue small-scale research topics. Individual oral reports.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding 205, or permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

### PSYC 312 Seminar. Applied Psychology

**NOT OFFERED IN 2002-03.** 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 200-level units, excluding 205, or permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

### PSYC 316 Seminar. Psycholinguistics

Wagner

**Topic for 2002-03: 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 200-level units, including one of the following: 215, 216, 217, 218, 219, or BISC 213, and excluding 205. LANG 114 may be substituted for either 200-level unit.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

### PSYC 317 Psychological Development in Adults

**NOT OFFERED IN 2002-03.** 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 individual lives. Topics include: identity formation; social roles; midlife changes; personality and cognitive changes; death and dying; 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 juniors and seniors who have taken two 200-level units excluding 205, or permission of instructor. Not open to students who have taken [209].

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

### PSYC 318 Seminar. Brain and Behavior

Koff

Selected topics in brain-behavior relationships. Emphasis on psychopharmacology. Topics include principals and mechanisms underlying action of drugs, major neurotransmitter systems, major classes of psychoactive drugs, and psychological disorders and medications.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, including one of the following: 219 or BISC 213, and excluding 205.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

### PSYC 319 Neuropsychology

Keane

An exploration of the neural underpinnings of higher cognitive function based on evidence from individuals with brain damage. Major neuroanatomical systems will be reviewed. Topics include motor and sensory function, attention, memory, language, and hemispheric specialization.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, including either 219 or BISC 213, and excluding 205.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

### PSYC 329 Seminar. Psychology of Adulthood and Aging

**NOT OFFERED IN 2002-03.** 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 200-level units, excluding 205, or permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

### PSYC 333 Clinical and Educational Assessment

Wink

Current approaches to the psychological appraisal of individual differences in personality, intelligence, and special abilities will be investigated through the use of cases. Tests included in the survey are: MMPI, CPI, WAIS, Rorschach, and the TAT. Special emphasis will be placed on test interpretation, report writing, and an understanding of basic psychometric concepts such as validity, reliability, and norms. Useful for students intending to pursue graduate study in clinical, personality, occupational, or school psychology.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding 205, or permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

### PSYC 335 Developmental Psychology

**NOT OFFERED IN 2002-03.**

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding 205.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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**PSYC 337 Seminar. The Psychology of Creativity**

**NOT OFFERED IN 2002-03.** 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 to juniors and seniors who have taken two 200-level units, excluding 205, or permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

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**PSYC 339 Seminar. Narrative Identity**  
*Check*

Narrative psychology explores the human propensity to create and use stories about significant figures and events in the process of identity formation. Topics will include an exploration of mermaids and related figures as cultural images, metaphors for personal transformation, and archetypal symbols of the collective unconscious. *The Little Mermaid* and La Sirene of Haitian Vodou will be examined as representations of men's fear of, and attempts to control, women's spirituality and sexuality. The personality theories of Jung and Reich provide the framework for the seminar.

Prerequisite: Open to juniors and seniors who have taken 212 and one other 200-level unit, excluding 205, or permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Fall 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 200-level units excluding 205, or permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

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**PSYC 341 Seminar. Psychology of Shyness**

**NOT OFFERED IN 2002-03.** 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 permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

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**PSYC 342 Seminar. Psychology of Optimism and Pessimism**

**NOT OFFERED IN 2002-03.** An examination of the ways in which expectations influence and are influenced by thoughts, feelings, motivation, and behavior. There are a variety of psychological constructs that fall under the general rubric of optimism and pessimism, and research has shown that they relate to physical and mental health, achievement, personal relationships, and even longevity. This seminar will explore those relationships, with an emphasis on understanding both the costs and the benefits of personal and cultural optimism and pessimism.

Prerequisite: Open to juniors and seniors with 212 or 210 and one other 200-level course, excluding 205.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

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**PSYC 345 Seminar. Selected Topics in Developmental Psychology**  
*Gleason*

An examination of children's relationships from infancy through early childhood and their implications for social and cognitive development.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding 205, and including 207.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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**PSYC 346 Advanced Topics in Personality**

**NOT OFFERED IN 2002-03.** This course will consider a series of issues regarding what evolutionary theory can tell us about the human personality. Topics will include the influence of genetic factors on personality traits and social behavior, the question of whether chimpanzees have personalities, and the relative contributions of culture and biology to the process of personality development. The relationship between sociobiology and personality psychology will be discussed.

Prerequisite: Open to juniors and seniors who have taken two 200-level units including 212 and excluding 205, or permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 0.5

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**PSYC 347 Seminar. Culture 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 200-level units excluding 205, and including 245, or permission of 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 2002-03.** An exploration of the interface between personality and social psychology. Areas of research that are best understood by considering both personal dispositions and social situations will be examined. Topics include: conformity, romantic relationships, and social anxiety.

Prerequisite: Open to juniors and seniors who have taken 210 and 212, or permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

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**PSYC 349 Seminar. Nonverbal Communication**  
*Akert*

An examination of the use of nonverbal communication in social interactions. Systematic observation of nonverbal behavior, especially facial expression, tone of voice, gestures, personal space, and body movement. Readings include scientific studies and descriptive accounts. Issues include: the communication of emotion; cultural and gender differences; the detection of deception; the impact of nonverbal cues on impression formation; nonverbal communication in specific settings (e.g., counseling, education, interpersonal relationships).

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding 205, and including 210.  
Distribution: Social and Behavioral Analysis  
Semester: Fall 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**  
*Staff*

Participation in a structured learning experience in an approved field setting under faculty supervision. Analytical readings and paper(s) required.

Prerequisite: Open by permission to junior and senior majors. Two units above the 100-level that are most appropriate to the field setting as determined by the faculty supervisor (excluding 205).  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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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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**CLSC 300 Topics in Cognitive and Linguistic Sciences****Directions for Election**

Majors in Psychology must take at least 9.25 units, including 205, one research methods course, three additional 200-level courses (at least one course numbered 207-212 and at least one course numbered 215-219), and two 300-level courses (at least one of which must be numbered 302-349). PSYC 299 does not count as one of the nine courses for the major. At least five of the courses for the major must be taken in the department.

The department offers seven research methods courses: 206R, 207R, 210R, 212R, 213R, 214R and 220R. In order to be eligible for Senior

Thesis Research (PSYC 360), students must complete the research methods course by the end of the junior year.

A **minor in Psychology** consists of five units, including one course at the 300 level. Psychology 299, 350, and 351 do not count as one of the five courses for the minor. At least three of the courses for the minor must be taken in the department.

Students interested in an interdepartmental major in neuroscience or cognitive and linguistic sciences are referred to the section of the catalog where these programs are described. They should consult with the directors of the neuroscience or cognitive and linguistic sciences programs.

**Advanced placement credit:** 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 PSYC 205.

## Quantitative Reasoning Program

Director: *Taylor*

Visiting Assistant Professor: *Polito*

Laboratory Instructor: *Swingle*

The ability to think clearly and critically about quantitative issues is imperative in contemporary society. Today, quantitative reasoning is required in virtually all academic fields, is used in most every profession, and is necessary for decision-making in everyday life. The Quantitative Reasoning Program is designed to ensure that Wellesley College students are proficient in the use of mathematical, logical, and statistical problem-solving tools needed in today's increasingly quantitative world.

The Quantitative Reasoning Program provides a number of services to the academic community. It oversees the administration of the Quantitative Reasoning Assessment (described below) and staffs QR 140, the basic skills QR course. 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

All students must satisfy both components of the quantitative reasoning requirement: (1) the basic skills component and (2) the overlay course component. The basic skills component is satisfied either by passing the Quantitative Reasoning Assessment given during Orientation or by passing QR 140, the basic skills course that builds mathematical skills in the context of real-world applications. Students are required to satisfy the basic skills component in their first year so that they may enroll in the many courses for which basic quantitative skills (including algebra, geometry, basic probability and statistics, graph theory, estimation, and combinatorics) are a prerequisite.

The overlay component is satisfied by passing a QR overlay course. Such courses emphasize statistical analysis and interpretation of data in a specific discipline. The Committee on Curriculum and Instruction has designated specific courses in fields from across the curriculum as ones that satisfy the QR overlay requirement. These courses (listed below) may also be used to satisfy a distribution requirement.

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### QR 140 Introduction to Quantitative Reasoning

*Polito, Taylor*

In this course, students develop and apply mathematical, logical, and statistical skills to solve problems in authentic contexts. The quantitative skills emphasized include algebra, geometry, probability, statistics, estimation, and mathematical modeling. Throughout the course, these skills are used to solve real world problems, from personal finance to medical decision-making. A student passing this course satisfies the basic skills component of the quantitative reasoning requirement. This course is required for students who do not pass the Quantitative Reasoning Assessment. Those who pass the Assessment but still want to enroll in this course must receive permission of the instructor.

Prerequisite: Permission of the instructor required for students with a score of 9.5 or above on QR Assessment.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### QR 180 Statistical Analysis of Education Issues

*Taylor*

What factors explain individual and group differences in student achievement test scores and educational attainment? Do inequities in financing public elementary and secondary schools matter in terms of student achievement and future employment? This course explores the theories and statistical methods used by social scientists and education researchers in examining these and other education issues. Analyzing data from the National Center for Education Statistics and other data sources, students evaluate issues including the importance of family and school resources, the effects of school tracking, and the returns to private versus public schools. In doing so, students learn to use a variety of statistical tools including regression analysis, and learn to use statistical software.

Prerequisites: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken or are taking MATH 101, PSYC 205 or QR 199.

Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Spring

Unit: 1.0

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### QR 199 Introduction to Social Science Data Analysis

*Kauffman (Economics), Gulati (Political Science)*

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.*

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken [ECON 199/POL 199/SOC 199]. Not open to students who have taken or are taking MATH 101, PSYC 205 or QR 180.

Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement. Does not satisfy the laboratory requirement.

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.** Check individual department listings for information about when each course is offered.

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**ASTR 206** Basic Astronomical Techniques with Laboratory

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**BISC 109** Human Biology with Laboratory

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**BISC 111** Introductory Organismal Biology with Laboratory

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**BISC 111X** Introductory Organismal Biology with Laboratory

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**BISC 201** Ecology with Laboratory

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**CHEM 111** Introductory Chemistry II with Laboratory

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**CHEM 120** Intensive Introductory Chemistry with Laboratory

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**CHEM 231** Physical Chemistry I with Laboratory

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**CHEM 232** Physical Chemistry for the Life Sciences with Laboratory

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**CHEM 261** Analytical Chemistry with Laboratory

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**GEOL 102** The Dynamic Earth with Laboratory

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**MATH 101** Reasoning with Data: Elementary Applied Statistics

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**MATH 220** Probability and Elementary Statistics

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**PHIL 209** Scientific Reasoning

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**PHYS 202** Modern Physics with Laboratory

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**PSYC 205** Statistics

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**QR 180** Statistical Analysis of Education Issues

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**QR 199** Introduction to Social Science Data Analysis

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**SOC 212** Sociology and Demography of the Family

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## Department of Religion

Professor: *Hobbs, Koderá<sup>†</sup>, Marini (Chair), Geller, Elkins, Marlow*

Assistant Professor: *Bernat*

Visiting Assistant Professor: *Obeng, Oh*

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### REL 104 Study of the Hebrew Bible/Old Testament

*Bernat*

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: Spring

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. The beginnings of the break between the Jesus movement and Judaism will be specially considered.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: Fall, Spring

Unit: 1.0

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### REL 108 Introduction to Asian Religions

*Marlow*

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 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 postenlightenment 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*

**NOT OFFERED IN 2002-03.** 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: N/O

Unit: 1.0

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### REL 200 Theories of Religion

*Marini*

An exploration of theoretical models and methods employed in the study of religions. Particular attention to approaches drawn from anthropology, sociology, and psychology. Readings taken from writers of continuing influence in the field: William James and Sigmund Freud, Max Weber and Emile Durkheim, Clifford Geertz and Victor Turner, Rudolf Otto and Mircea Eliade, and Rosemary Ruether and Michel Foucault.

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### REL 202 Biblical Poetry

*Bernat*

**NOT OFFERED IN 2002-03.** A time to mourn, a time to dance: a survey of the diverse types of poetry in the Hebrew Bible/Old Testament. Psalms of divine praise, thanksgiving, and appeal; lamentation, wisdom, prophetic oracle, and love songs. The poetry will be studied for its artistic beauty and as a lens on to the history and beliefs of biblical Israel.

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

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### REL 205 The Book of Genesis

*Bernat*

The Book of Genesis contains the foundational biblical narratives: creation of the world, flood, growth of humanity and Israel's ancestral accounts. The work will be approached from a literary and historical-critical point of view, with reference to relevant Ancient Near Eastern mythology.

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy

Semester: Fall

Unit: 1.0

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### REL 207 Goddesses, Queens, and Witches: Survey of the Ancient Near East

*Bernat*

**NOT OFFERED IN 2002-03.** An introduction to ancient Mesopotamia, Canaan and Anatolia, through a look at literature and material culture pertaining to women of the period and region. Topics include myths about, and prayers to, great goddesses such as Ishtar; laws of marriage and property; witches and witchcraft; the political institution of the Queen Mother; and the phenomenon of the *Qadishtu*, the women dedicated to the cult and temple of various deities.

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

### REL 210 The Gospels

Hobbs

**NOT OFFERED IN 2002-03.** Historical and literary study of each of the four Gospels in the New Testament, and of one of those not in the New Testament (the Gospel of Thomas) as distinctive and diverse expressions in narrative form of the proclamation concerning Jesus of Nazareth.

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

### REL 211 Jesus of Nazareth

Hobbs

Historical study of Jesus, first as he is presented in the Gospels, followed by interpretations of him at several subsequent stages of Christian history. In addition to the basic literary materials, examples from the visual arts and music will be considered, such as works by Michelangelo, Grünewald, J. S. Bach, Beethoven, and Rouault, as well as a film by Pasolini. The study will conclude with the modern "quest for the historical Jesus."

Prerequisite: None  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Fall Unit: 1.0

### REL 212 Paul: The Controversies of an Apostle

Hobbs

**NOT OFFERED IN 2002-03.** Careful analysis of the thought of the Apostle to the Gentiles, and the significance of his work in making the transition of Christianity from a Jewish to a Gentile culture. Reconstruction of several versions of Christianity competing with Paul's version.

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

### REL 213 New Testament Theologies

Hobbs

**NOT OFFERED IN 2002-03.** An examination of several of the major New Testament theologies published in the last half century, with an eye to discerning both the shared and the divergent theologies within the New Testament itself, and to uncovering the various methodologies for representing them in our time.

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

### REL 215 Christian Spirituality

Elkins

**NOT OFFERED IN 2002-03.** A study of historical and contemporary texts that exemplify varieties of Christian spirituality. Historical works read include Augustine's *Confessions*, Thomas a Kempis' *The Imitation of Christ*, Teresa of Avila's *Autobiography*, Bunyan's *The Pilgrim's Progress*, and *The Way of the Pilgrim*. Contemporary authors include Martin Luther King, Jr., Thomas Merton, and Kathleen Norris.

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

### 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

### REL 218 Religion in America

Marini

**NOT OFFERED IN 2002-03.** 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 Unit: 1.0

### REL 220 Religious Themes in American Fiction

Marini

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: Historical Studies or Religion, Ethics, and Moral Philosophy  
Semester: Spring Unit: 1.0

### REL 221 Catholic Studies

Elkins

**NOT OFFERED IN 2002-03.** 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.

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

### REL 225 Women in Christianity

Elkins

Martyrs, mystics, witches, wives, virgins, reformers, and ministers: a survey of women in Christianity from its origins until today. Focus on women's writings, both historical and contemporary. Special attention to modern interpreters – feminists, Third-World women, and women of color.

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

### REL 229 Christianity and the Third World

Marini

**NOT OFFERED IN 2002-03.** 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 sub-Saharan Africa, and the Evangelical Churches of Korea.

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

### REL 230 Ethics

Marini

**NOT OFFERED IN 2002-03.** 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 Unit: 1.0

### REL 240/CLCV 240 Romans, Jews and Christians in the Roman Empire

Geller and Rogers (Classical Studies)

At the birth of the Roman Empire virtually all of its inhabitants were practicing polytheists. Three centuries later, the Roman Emperor Constantine was baptised as a Christian and his successors eventually banned public sacrifices to the gods and goddesses who had been traditionally worshipped around the Mediterranean. This course will examine Roman era Judaism, Graeco-Roman polytheism, and the growth of the Jesus movement into the dominant religion of the late antique world. *Students may register for either REL 240 or CLCV 240. Credit will be given in the department in which the student is registered.*

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

### REL 241 Emerging Religions: Judaism and Christianity 150 B.C.E.-500 C.E.

Geller

**NOT OFFERED IN 2002-03.** Both Christianity and Rabbinic Judaism emerged in Roman Palestine as responses to political, social, and theological problems churning at the beginning of the first millennium. This course explores the origins and development of these two religions in their historical and theological contexts by examining archaeological data and selections 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

**REL 242 Introduction to Rabbinic Literature***Bernat*

An introduction to the main Rabbinic writings of the first half of the first millennium: the Mishnah, the Talmud, the Midrashic writings on Scripture, and early mystical texts.

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

**REL 243 Women in the Biblical World***Geller*

The roles and images of women in the Bible, and in early Jewish and Christian literature, examined in the context of the ancient societies in which these documents emerged. Special attention to the relationships among archaeological, legal, and literary sources in reconstructing the status of women in these societies.

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

**REL 244 Jerusalem: The Holy City***Geller*

**NOT OFFERED IN 2002-03.** 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 or Religion, Ethics, and Moral Philosophy  
 Semester: N/O Unit: 1.0

**REL 245 The Holocaust and the Nazi State***Geller*

**NOT OFFERED 2002-03.** 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 of the impact of Nazism on the German medical and teaching professions.

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

**REL 250 Research or Individual Study**

Prerequisite: Open to first-year students and sophomores only.  
 Distribution: None  
 Semester: Fall, Spring Unit: 1.0

**REL 250H Research or Individual Study**

Prerequisite: Open to first-year students and sophomores only.  
 Distribution: None  
 Semester: Fall, Spring Unit: 0.5

**REL 251 Religions in India***Marlow*

**NOT OFFERED IN 2002-03.** 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

**REL 253 Buddhist Thought and Practice**

*Kodera*  
**NOT OFFERED IN 2002-03.** 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: N/O Unit: 1.0

**REL 254 Chinese Thought and Religion**

*Kodera*  
 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: Spring Unit: 1.0

**REL 255 Japanese Religion and Culture**

*Kodera*  
**NOT OFFERED IN 2002-03.** 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: N/O Unit: 1.0

**REL 256 Korean Religions**

*Oh*  
 An inquiry into the various religious traditions in Korean history as they relate to Korean culture and society. Topics include Shamanism, Buddhism, Confucianism, and Christianity in the Korean context.

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

**REL 257 Contemplation and Action**

**NOT OFFERED 2002-03.** An exploration of the relationship between the two polar aspects of being religious. Materials drawn from across the globe, both culturally and historically. Topics

include: self-cultivation and social responsibility, solitude and compassion, human frailty as a basis for courage, anger as an expression of love, non-violence, western adaptations of eastern spirituality, meditation, and the environmental crisis. Readings selected from Confucius, Gautama Buddha, Ryokan, Mahatma Gandhi, Abraham Heschel, Dag Hammarskjöld, Simone Weil, Thomas Merton, Thich Nhat Hanh, Henri Nouwen, Beverly Harrison, Benjamin Hoff, Reuben Habito, and others.

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

**REL 262 The Formation of the Islamic Religious Tradition***Marlow*

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: Fall Unit: 1.0

**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 nineteenth and twentieth centuries. Explores the rise of nationalism, secularism, modernism, "fundamentalism," and revolution in response to the political, socio-economic, and ideological crises of the period. Issues include legal and educational reform, the status of women, dress, and economics. Readings from contemporary Muslim religious scholars, intellectuals, and literary figures.

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

**REL 265 The Qur'an***Marlow*

**NOT OFFERED IN 2002-03.** An exploration of the Qur'an, the Muslim scripture, and the history of its interpretation from the early Islamic period to the present. Attention to the history of the text, major themes, methods of scholarship, the significance of the Qur'an in Islamic law and theology, traditions of interpretation (including Shi'i and Sufi understandings), modern and contemporary readings, the role of the Qur'an in worship and meditation, and the development of the arts of recitation and calligraphy.

Prerequisites: None  
 Distribution: Religion, Ethics, or Moral Philosophy  
 Semester: N/O Unit: 1.0

**REL 271/AFR 251 Religion in Africa***Obeng*

An examination of African experience and expression of religion. The course surveys African religions among the Akan of Ghana, Yoruba of Nigeria, Nuer of the Sudan, the Zulu of South Africa, and the Bemazava-Sakalava of Madagascar. The course will focus on how gen-

der, age, status, and cultural competence influence Africans' use of architecture, ritual, myth, dance, and music to communicate, elaborate on the cosmos, and organize their lives. Special attention will be paid to the resiliency of African deities and indigenous cultural media during the encounter between African religions, Christianity, and Islam. *Students may register for either REL 271 or AFR 251. Credit will be given in the department in which the student is registered.*

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

### REL 272/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. The course surveys African diasporic religions such as Candomble, Santeria, Voodoo, Shango, and African American religions. Attention will be paid to how diasporic Africans practice religion for self-definition, community-building, socio-cultural critique, and for reshaping the religious and cultural landscapes of the Americas. *Students may register for either REL 272 or AFR 242. Credit will be given in the department in which the student is registered.*

Prerequisite: None  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Fall Unit: 1.0

### REL 298 New Testament Greek *Hobbs*

Reading and discussion of many characteristic New Testament texts, with attention to aspects of Koine Greek which differ from the classical Attic dialect.

Prerequisite: One year of Greek; or exemption examination; or permission of instructor.  
Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy  
Semester: Spring Unit: 1.0

### REL 300 Seminar. Issues in the Contemporary Study of Religion

**NOT OFFERED IN 2002-03.** 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 traditions. 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 permission of instructor.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: N/O Unit: 1.0

### REL 302 Seminar. Ritual in the Hebrew Bible/Old Testament

*Bernat*  
The course focuses on the religious practice of biblical Israel. Topics include sacrifice, vows, festival observance, dietary rules, purity, mourning rites, magic and divination and women in the cult. Reference will be made to anthropological and other approaches to the study of ritual.

Prerequisite: One course in Hebrew Bible/Old Testament, New Testament, or Judaism, or permission of instructor.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Fall Unit: 1.0

### REL 303 Seminar. The Sacrifice of the Beloved Child in the Bible and Its Interpretations

*Bernat*  
**NOT OFFERED IN 2002-03.** The biblical tale of the near sacrifice of Isaac (Genesis 22) and its ongoing historical and cultural significance. Focus on this core narrative, and human sacrifice more broadly, in its biblical, ancient Near Eastern, and Mediterranean contexts. Examination of the Genesis narrative in Jewish, Christian, and Islamic traditions. Exploration of the relevant motifs in the literature and art of the West from the Middle Ages to the present.

Prerequisite: Any course in Hebrew Bible or New Testament or one of the following: 140, 160, 241, 242, 262, 265, or permission of instructor.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: N/O Unit: 1.0

### REL 308 Seminar. Paul's Letter to the Romans *Hobbs*

**NOT OFFERED IN 2002-03.** 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 Bible.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: N/O Unit: 1.0

### REL 310 Seminar. Mark, the Earliest Gospel *Hobbs*

An exegetical examination of the Gospel of Mark, with special emphasis on its character as a literary, historical, and theological construct, presenting the proclamation of the Gospel in narrative form. The Gospel's relationships to the Jesus tradition, to the Old Testament/Septuagint, and to the christological struggles in the early church will be focal points of the study.

Prerequisite: At least one course in Bible.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Spring Unit: 1.0

### REL 316 Seminar. The Virgin Mary *Elkins*

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 permission of instructor.  
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy  
Semester: Fall Unit: 1.0

### REL 323 Seminar. Feminist Theologies *Elkins*

**NOT OFFERED IN 2002-03.** Feminist reassessments of traditional images of God in Christianity. Consideration also of alternative concepts of divinity coming from ecofeminists, lesbians, and the goddess movement. Special attention to womanist and *mujerista* theologies,

and to the contributions of African American, Asian American, and Latina authors.

Prerequisite: One of the following: 216, 221, 225, 243, 316, or permission of instructor.  
Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

### REL 326 Seminar. Liberation Theology *Elkins*

**NOT OFFERED IN 2002-03.** A close reading of recent works by major Latin American and Hispanic liberation theologians. Some attention also to Asian, African, and African American authors.

Prerequisite: One course in Hebrew Bible, New Testament, Christianity, or permission of instructor. Not open to students who have taken [226].  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: N/O Unit: 1.0

### REL 342 Seminar. Archaeology of the Biblical World *Geller*

**NOT OFFERED IN 2002-03.** 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 permission of instructor.  
Distribution: Historical Studies  
Semester: N/O Unit: 1.0

### REL 350 Research or Individual Study

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

### REL 350H Research or Individual Study

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

### REL 351 Seminar. Religion and Identity in Modern South Asia *Marlow*

**NOT OFFERED IN 2002-03.** An examination of the role of religion in South Asian history, politics, and culture from the eighteenth century to the present. Particular attention to the increasing prominence of religion in the self-identification of individuals and groups under British rule and subsequently, and to the historical roots of communal strife, especially among Hindus, Muslims, and Sikhs. Topics include the structures of British imperialism and the nature of Indian society under colonial rule; the emergence of Indian nationalism; the rise of Gandhi; the growth of Hindu-Muslim tensions; the creation of Pakistan; the rise of Hindu "fundamentalism;" the significance of religion in contemporary Indian, Pakistani, and Bangladeshi politics.

Prerequisite: Open to juniors and seniors, and by permission of instructor.  
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy  
Semester: N/O Unit: 1.0

### REL 353 Seminar. Zen Buddhism *Kodera*

**NOT OFFERED IN 2002-03.** 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 15 students.*

Prerequisite: One course in Asian Religions and by permission of instructor.  
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy  
Semester: N/O Unit: 1.0

### REL 355 Seminar. Modern Japanese Thought *Kodera*

**NOT OFFERED IN 2002-03.** 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 instructor.  
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy  
Semester: N/O Unit: 1.0

### REL 357 Seminar. Issues in Comparative Religion *Kodera*

**NOT OFFERED IN 2002-03.** Promises and challenges in the evolving debate over how different truth claims and faith communities might seek tolerance, respect, coexistence, and beyond. How to reconcile tradition with innovation, doctrine with practice, contemplation with action, globalism with tribalism. Impediments of monotheism and "revealed scripture." The role of religion in prejudice and discrimination. The rise of Buddhism in the West and of Christianity in the East. Readings include: Wilfred Cantwell Smith, John Hick, Uchimura Kanzo, Endo Shusaku, Raimundo Panikkar, Thich Nhat Hanh, the Dalai Lama, and Diana Eck.

Prerequisite: At least one course in Religion and permission of instructor.  
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy  
Semester: N/O Unit: 1.0

### REL 360 Senior Thesis Research

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

### REL 362 Seminar. Religion and State in Islam *Marlow*

**NOT OFFERED IN 2002-03.** 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: Open to juniors and seniors, and by permission of instructor.  
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy  
Semester: N/O Unit: 1.0

### REL 364 Seminar. Sufism: Islamic Mysticism *Marlow*

**NOT OFFERED IN 2002-03.** An interdisciplinary exploration of the diverse manifestations of mysticism in Islamic contexts. Topics include the emergence of Islamic mysticism in the ninth-century Middle East; the experiences of individual Sufis; the emergence of Sufi orders and the development of the Sufi paths; Sufism and the Islamic legal and philosophical traditions; Sufism in local contexts; and the impact of Sufism on the arts, especially poetry and music.

Prerequisite: Open to juniors and seniors, and by permission of instructor.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: N/O Unit: 1.0

### REL 367 Seminar: Muslim Travelers *Marlow*

An exploration, in historical context, of the writings of Muslim travelers from the Middle Ages to the present. Readings reflect their experiences among Muslim and non-Muslim communities in the Middle East, South and South East Asia, Central Asia, China, Europe and America. Focus on the purposes of travel, including pilgrimage, study, diplomacy, exploration, tourism and migration, and the types of literature that such forms of travel have generated.

Prerequisite: Open to juniors and seniors and to sophomores with the permission of the instructor.  
Distribution: Religion, Ethics, and Moral Philosophy or Historical Studies  
Semester: Spring Unit: 1.0

### REL 370 Senior Thesis

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

### REL 399 Religion Department Colloquium *Marini*

Monthly meeting of Religion Department faculty, majors, and minors throughout the academic year for presentation and discussion of student research. *Students must complete both semesters to receive 0.5 units of credit.*

Prerequisite: Open to senior Religion majors and minors.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Fall and Spring Unit: 0.5

## Related Courses

### *Attention Called*

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

**ARTH 309** Problems in Architectural History. Topic for 2002-03: Architecture and the Spirit: Modern Houses of Worship

**ARTH 346** Art and Auschwitz

**CLCV 104** Classical Mythology

**CLCV 236/336** Greek and Roman Religion

**EXTD 101A-102A** Elementary Arabic (see Extradepartmental)

**EXTD 201A-202A** Intermediate Arabic (see Extradepartmental)

**HEBR 101-102** Elementary Hebrew (see Jewish Studies)

**HEBR 201-202** Intermediate Hebrew (see Jewish Studies)

**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 328** Seminar. Anti-Semitism in Historical Perspective

**ME/R 249** Imagining the Afterlife

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

**SPAN 252** Christians, Jews, and Moors: The Spirit of Spain in Its Literature

## 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 one-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 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.

In addition, it is strongly recommended that all majors and minors attend REL 399, Religion Department Colloquium, and that senior majors and minors elect it for credit. For some students, studies in the original language of religious traditions will be especially valuable. Hebrew, Arabic, and New Testament Greek are available. Religion 298 (New Testament Greek) and more advanced courses in Hebrew and Arabic 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 or Arabic can be credited towards the departmental major or minor.

# Department of Russian

Associate Professors: *Hodge (Chair), Weiner*

Visiting Instructor: *Bishop*

Language Instructor: *Epsteyn*

## RUSS 101 Elementary Russian I

*Hodge*

Introduction to Russian grammar through oral, written, and reading exercises; special emphasis on oral expression. *Four periods.*

Prerequisite: None

Distribution: None

Semester: Fall, Wintersession

Unit: 1.0

## 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. *Four periods.*

Prerequisite: 101 or equivalent

Distribution: None

Semester: Spring

Unit: 1.0

## RUSS 125/WRIT 125 Great Short Stories from Russia (in English)

*Weiner*

Russian literature has given the world some of the best stories ever told, and this course surveys two centuries' worth of them. Someone once quipped that all of twentieth-century Russian literature came out of Nikolai Gogol's "Nose." And so we begin with "The Nose" and other ridiculous stories by Gogol. We will go on to read some of the finest short stories of Dostoevsky, Chekhov, and two Nobel Prize winners: Ivan Bunin and Alexander Solzhenitsyn. The grotesque realism of Isaac Babel's stories and the magical realism of Vladimir Nabokov's also lie within the scope of this course. *No prior knowledge of Russian language or literature is required. This course satisfies the requirements for both Writing 125 and Russian 125. Three periods.*

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

## RUSS 201 Intermediate Russian I

*Bishop*

Conversation, composition, reading, music, comprehensive review of grammar; special emphasis on speaking and writing idiomatic Russian. Students learn and perform a play in Russian in the course of the semester. *Four periods.*

Prerequisite: 102 or equivalent

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

## RUSS 202 Intermediate Russian II

*Bishop*

Conversation, composition, reading, music, continuation of grammar review; special emphasis on speaking and writing idiomatic Russian. Students perform in Russian a play of their own composition in the course of the semester. *Four periods.*

Prerequisite: 201 or equivalent

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

## RUSS 250 Research or Individual Study

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

## RUSS 250H Research or Individual Study

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

## RUSS 251 The Nineteenth-Century Russian Classics: Passion, Pain, Perfection (in English)

*Hodge*

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

## RUSS 255 Seven Decades of Russian Cinema (in English)

*Bishop*

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, Vertov, the Vasiliev brothers, Chukhrai, Askoldov, Tarkovsky, Mikhalkov-Konchalovsky, Abuladze, and Mikhalkov. We will consider the role of this popular art form in its social and political contexts. Guest lecturers will comment on specific issues. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

## RUSS 272 Politically Correct: Ideology and the Nineteenth-Century Russian Novel (in English)

*Hodge*

Is there a "politically correct" set of responses for artists active under a repressive regime? We examine various Russian answers to this question through an intensive analysis of the great ideological novels at the center of Russia's historic social debates from the 1840s 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 nonliterary arts will supplement reading and class discussion. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

## RUSS 276 Fedor Dostoevsky: The Seer of Spirit (in English)

*Weiner*

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** 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: N/O. Offered in 2003-04.

Unit: 1.0

## RUSS 277 Lev Tolstoy: Russia's Ecclesiast (in English)

*Hodge*

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** An odyssey through the fiction of the great Russian novelist and thinker, beginning with his early works (*Sevastopol Stories*) and focusing on *War and Peace* and *Anna Karenina*, though the major achievements of Tolstoy's later period will also be included (*A Confession*, *The Death of Ivan Ilich*). Lectures and discussion will examine the masterful techniques Tolstoy employs in his epic explorations of human existence, from mundane detail to life-shattering cataclysm. Important film adaptations of Tolstoy's works, including Bondarchuk's monumental *War and Peace* (1967), will be screened. Students are encouraged to have read the Maude translation of *War and Peace* (Norton Critical edition) before the semester begins. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Language and Literature

Semester: N/O. Offered in 2003-04.

Unit: 1.0

## RUSS 278 The Stories and Plays of Anton Chekhov (in English)

*Weiner*

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** In the stories and plays of Anton Chekhov, the man's loathing for falsehood meets with the artist's uncompromising search for perfection. A century later Chekhov's beautiful prose and haunting drama live on. We will read a representative sampling of Chekhov's stories from the early farces to the mature masterpieces and examine the four great plays: *The Seagull*, *The Three Sisters*, *Uncle Vanya*, and *The Cherry Orchard*. We will also view performances of his plays on video and, if possible, live. Course counts toward the major in Theatre Studies. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O. Offered in 2003-04.

Unit: 1.0



**RUSS 286 Vladimir Nabokov (in English)***Weiner*

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*). *Taught in English. Two periods.*

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

**RUSS 301 Advanced Russian: Moscow***Epsteyn*

Students will become experts in one of the great overarching themes of Russian culture: Moscow. Students will read and discuss texts, view films, listen to music, and compose essays on the theme of Russia's historic capital. The course includes study of grammar, vocabulary expansion, strong emphasis on oral proficiency and comprehension. At the end of the semester each student will write a final paper and present to the class her own special research interest within the framework of the general investigation of Moscow's history, traditions, culture, and art. *Taught in Russian. Three periods.*

Prerequisite: 201-202 or the equivalent

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

**RUSS 302 Advanced Russian: St. Petersburg***Weiner*

An inquiry into the unique history, traditions, and myth of St. Petersburg. Students will explore Russia's second capital through readings, films, and song. Special emphasis will be placed on oral proficiency. Each student will pursue her special research interest throughout the course and give an oral presentation on it at the end of the semester. *Taught in Russian. Three periods.*

Prerequisite: 301 or the equivalent

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

**RUSS 310 Russia in Song from the Romance to Rock (in Russian)***Weiner*

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** A celebration of the Russian song in its social and literary contexts. We will hear and discuss such genres as the Gypsy romance, city and village romances, prison and gangster songs, guitar poetry, folk rock, and rock. Songsters will include Vertinsky, Utesov, Okudzhava, Galich, Vysotsky, Kim, Rozenbaum, Makarevich, Grebenshchikov, Bashlachev, Diagileva, Tsoi. Authorless tunes will also be discussed. We will pay special attention to the relationship between lyrics and music. *Taught in Russian. Two periods.*

Prerequisite: 301 or the equivalent

Distribution: Language and Literature

Semester: N/O. Offered in 2003-04.

Unit: 1.0

**RUSS 320 Children and Laughter in Russia***Epsteyn*

Students will enter the world of Russian children's literature, songs, film, and animation. We will read Russian folk tales, enjoy the stylized skazki of Pushkin, Aksakov, and Tolstoy, tour

the animal kingdom of Korney Chukovsky, meet the charming "chudaki" of Kharms and Marshak, and befriend the characters of E. Uspensky. The course emphasizes aural comprehension and oral proficiency, extensive reading and vocabulary expansion. Each student will write a final paper and at semester's end present to the class her own special research interest within the course's general framework. *Taught in Russian. Two periods.*

Prerequisite: 301 or the equivalent

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

**RUSS 350 Research or Individual Study**

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

**RUSS 350H Research or Individual Study**

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

**RUSS 355 Contemporary Russian Film (in Russian)**

A Russian-language course designed to supplement 255, though 355 may be taken independently. Students will view contemporary Russian films, and read and discuss, in Russian, writings on film by Russian authors, directors, and critics. *One period.*

Prerequisite: Prerequisite or corequisite: 301 or 302

Distribution: Language and Literature

Semester: Fall

Unit: 0.5

**RUSS 360 Senior Thesis Research**

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

**RUSS 370 Senior Thesis**

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

**RUSS 372 Nineteenth-Century Russian Poetry (in Russian)***Hodge*

**NOT OFFERED IN 2002-03.** 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

Unit: 0.5

**RUSS 376 Fedor Dostoevsky's Short Stories (in Russian)***Weiner*

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** 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: N/O. Offered in 2003-04.

Unit: 0.5

**RUSS 377 Tolstoy's Short Fiction (in Russian)***Hodge*

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** A Russian-language course designed to supplement 277, though 377 may be taken independently. Students will read and discuss, in Russian, Tolstoy's short stories and fables as well as excerpts from his religious and philosophical works. *One period.*

Prerequisite: Prerequisite or corequisite: 301 or 302

Distribution: Language and Literature

Semester: N/O. Offered in 2003-04.

Unit: 0.5

**RUSS 378 Anton Chekhov's Short Fiction (in Russian)***Weiner*

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** A Russian-language course designed to supplement 278, though 378 may be taken independently. Students will read and discuss, in Russian, Chekhov's miniature short stories, one-act plays, and excerpts from his notebooks and travelogues. *One period.*

Prerequisite: Prerequisite or corequisite: 301 or 302

Distribution: Language and Literature

Semester: N/O. Offered in 2003-04.

Unit: 0.5

**RUSS 386 Vladimir Nabokov's Short Stories (in Russian)***Weiner*

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: Fall

Unit: 0.5

**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).

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; corresponding 300-level courses offer supplemental reading and discussion in Russian. Please refer to the descriptions for 355, 372, 376, 377, 378 and 386 above.

**The major in Russian Language and Literature**

A student majoring in Russian must take at least eight units in the department above RUSS 102, including:

1. language courses through 302;
2. RUSS 251;
3. two 200-level courses above 251; and
4. two units of 300-level coursework above 302 other than 350, 360, and 370.

RUSS 101 and 102 are counted toward the degree but not toward the Russian major.

Thus, a student who begins with no knowledge of Russian would typically complete the following courses to major in Russian: 101 and 102,

201 and 202, 301 and 302; 251; two 200-level literature courses above 252; and two units from 300-level literature courses, or 310 and 320, or both.

### The Minor in Russian Language

A student minoring in Russian must take at least five units in the department above RUSS 102, at least one of which must be at the 300 level.

### Honors, Study Abroad

Students may graduate with honors in Russian either by writing a thesis or by 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.

### Russian Area Studies

Students interested in an interdepartmental major in Russian Area Studies are referred to the following and should visit the Russian Area Studies Web pages at [www.wellesley.edu/Russian/RAS/rashome.html](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: *Tumarkin (History), 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 units. Majors are normally required to take four units of the Russian language above the 100 level, including Russian 301-302. In addition to those four units of the Russian language above the 100 level, a major's program should consist of at least four units drawn from Russian literature, history, political science, anthropology, economics, and sociology. Majors are required to take at least two units of 300-level coursework, 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 Bread and Salt: Introduction to 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 semester or year on exchange at a university in Russia or one of the other former Soviet republics. Majors who are contemplating post-graduate 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:

### RAST 212/ES 212 Lake Baikal: The Soul of Siberia

*Moore (Biological Sciences) and Hodge (Russian)*  
The ecological and cultural values of Lake Baikal – the oldest, deepest, and most biotically rich lake on the planet – are examined. Lectures and discussion in spring prepare students for the three-week field laboratory taught at Lake Baikal in eastern Siberia in August. Lectures address the fundamentals of aquatic ecology and the role of Lake Baikal in Russian literature, history, art, music, and the country's environmental movement. Laboratory work is conducted primarily out-of-doors and includes introductions to the flora and fauna, field tests of student-generated hypotheses, meetings with the lake's stakeholders, and tours of ecological and cultural sites surrounding the lake. *This course does not count toward the minimum major in Biological Sciences. Not offered every year. Subject to Dean's office approval.*

Prerequisite: BISC 111, RUSS 101, and permission of the instructors. Preference will be given to students who have also taken HIST 105.

Distribution: Natural and Physical Science  
Semester: Spring and Summer

Unit: 1.25

### RAST 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

### RAST 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

### RAST 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

## Related Courses

*For Credit Toward the Major*

ANTH 247 Societies and Cultures of Eurasia

ARTH 290 Propaganda and Persuasion in the Twentieth Century

HIST 105 Bread and Salt: Introduction to Russian Civilization

HIST 246 Vikings, Icons, Mongols, and Tsars

HIST 247 Splendor and Serfdom: Russia under the Romanovs

HIST 248 The Soviet Union: A Tragic Colossus

HIST 301 Seminar. Women of Russia: A Portrait Gallery

HIST 356 Seminar. Russian History

POL2 206 Politics of Russia and the Former Soviet Union

RUSS 125/WRIT 125 Great Short Stories from Russia (in English)

RUSS 251 The Nineteenth-Century Russian Classics: Passion, Pain, Perfection (in English)

RUSS 255 Seven Decades of Russian Cinema (in English)

RUSS 272 Politically Correct: Ideology and the Nineteenth-Century Russian Novel (in English)

RUSS 276 Fedor Dostoevsky: The Seer of Spirit (in English)

RUSS 277 Lev Tolstoy: Russia's Ecclesiast (in English)

RUSS 278 The Stories and Plays of Anton Chekhov (in English)

RUSS 286 Vladimir Nabokov (in English)

RUSS 372 Nineteenth-Century Russian Poetry (in Russian)

RUSS 376 Fedor Dostoevsky's Short Stories (in Russian)

RUSS 377 Tolstoy's Short Fiction (in Russian)

RUSS 378 Anton Chekhov's Short Fiction (in Russian)

RUSS 386 Vladimir Nabokov's Short Stories (in Russian)

SOC 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, Cushman<sup>41</sup>, Hertz<sup>42</sup>, Imber (Chair), Rollins, Silbey<sup>4</sup>, Walsh*

Associate Professor: *Levitt*

Visiting Assistant Professor: *McCormack, Srinivas, Swingle*

Visiting Instructor: *Rizova*

Teaching Fellow: *Ong*

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## SOC 102 The Sociological Perspective: An Introduction to Sociology

*McCormack*

Thinking sociologically enables us to make observations and offer insights about the social world. In this course, we will become familiar with some of the major substantive topics that sociologists study, as a way of developing a critical capacity to understand how the social world works. We will analyze a variety of sociological themes as they emerge in some of the most exciting contemporary research focusing especially on the study of social problems, social inequality, and popular culture.

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

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## SOC 103 Social Problems of Youth: An Introduction to Sociology

**NOT OFFERED IN 2002-03.** Perspectives on the creation of and response to the problems of young people. The problem of generations and relations between young and old. Perceptions of personal freedom and social responsibility with respect to public issues that directly affect youth including alcohol, tobacco, drugs, gambling, guns, and sexuality.

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

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## SOC 109 Race and Ethnicity: An Introduction to Sociology

*Srinivas*  
Introduction to sociology with special attention to issues of race and ethnicity. Overview of the key concepts, theoretical frameworks, and methods in the field and exploration of major questions in the sociological study of race and ethnicity. One major course goal is to heighten awareness of the social patterns, institutions, and structures that are an integral, unquestioned part of everyday life and to provide tools to analyze and criticize them. Examination of the ways in which groups in multiethnic societies around the globe come together and interact over time.

Prerequisite: None. Not open to students who have taken [210].  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

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## SOC 138 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 kinds of answers to these questions. Focus on the creation of deviant

categories and persons as an interactive process: how behaviors are labeled, how people enter deviant roles and worlds, how others respond to deviance, and how deviants cope with these responses. Descriptions of conformity and deviance as inescapably linked.

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

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## QR 199 Introduction to Social Science Data Analysis

Please see Quantitative Reasoning Program for complete course description.

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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 100-level unit. Required of all majors.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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## SOC 201 Contemporary Social Theory

*Cushman*

An overview of important twentieth-century social and cultural theories. Special emphasis on critical theories of modernity and postmodernity and on application of theories to empirical case studies.

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 traditions within the discipline of sociology. Beginning with an examination of the contributions of the founders of these traditions (DuBois, Johnson, Frazier, Cox et al.), the course then focuses on some of the main contemporary discussions: the Black family, Afrocentric sociology, the class versus race debate, and feminist sociology. Throughout the semester, African American sociology will be discussed within the contexts of traditional Eurocentric sociology and the particular political-economic structure in which it exists.

*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 permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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## SOC 205/WOST 211 American Families and Social Equality

*Hertz*

American families are undergoing dramatic changes in social, political, and economic arenas: the rise of the dual-worker family, the increasing number of single mothers, the demands of family rights by gay and lesbian families, and growing numbers of couples having children at older ages. The new economy poses real challenges for

American parents as the social and economic gaps between families continues. As women dedicate a greater proportion of their time to the workplace, more children are cared for outside the home. How do children view parents' employment? How do families function when they have only limited hours together? What does fatherhood mean in these families? Using a provocative blend of social science, novels, and memoirs, we will examine how gender, race, ethnicity, and social class shape the experience of family life in the contemporary United States. *Students may register for either SOC 205 or WOST 211. Credit will be given in the department in which the student is registered.*

Prerequisite: None. Not open to students who have taken WOST 1111.  
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. Particular attention will be paid to the interplay between the social factors of the women (e.g., their class, religiosity, race, regional background, age) and their perspectives/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: None  
Distribution: Historical Studies or Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

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## SOC 209 Social Inequality

**NOT OFFERED IN 2002-03.** Inequalities that pertain to class, race, and gender in American society. Critical examination of the "achievement ideology" – the deeply rooted and widely held belief that any person can achieve upward social mobility by putting forth sufficient effort and hard work. Social-structural factors that either aid or inhibit an individual's capacity to occupy a given social status. Policy initiatives aimed to mitigate social inequalities. Students will have the opportunity to learn about these issues through volunteering for a social-service organization in the metropolitan Boston area.

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

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## SOC 211 Society and Culture in Latin America

*Levitt*

Broad overview of Latin American cultures and societies and of the Latino experience in the U.S. Focus on the history of Latin America and the Caribbean; its political, religious, social, and cultural institutions; and on how social life in the region varies by race, class, and gender. Social and economic incorporation of Latinos in the U.S. Regional integration and the ways in which economic and political life in North and South America mutually influence one another.

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

### SOC 212 Sociology and Demography of the Family

**NOT OFFERED IN 2002-03.** Examination of the forces that shape the American family; the variety of current family arrangements in the U.S.; the familial roles and the patterns of relationships among family members; the links between the family and other institutions such as school and work; and the social and psychological impact of actual family life and the idea of family on women, men, and children. Review of the vast research on the effects of divorce and family disruption on children's psychosocial adjustment and their future well-being. Review of social policies affecting the family.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.  
Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement.  
Semester: N/O Unit: 1.0

### SOC 213 Sociology of Sexuality

*McCormack*

Approaches to the sociological study of sexuality, historically, and across cultures. Examination of various theoretical perspectives on sexuality; the relationship between race, class, gender, and sexuality; issues of power and sexuality, including rape, pornography, and prostitution. Development of a critical and analytic perspective on sex and sexuality.

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

### SOC 215 Sociology of Popular Culture

*Srinivas*

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

### SOC 216 Sociology of Mass Media and Communications

*Srinivas*

Analysis of the interplay between social forces, media, and communication processes in contemporary society. Significance of historical changes from oral to written communication, development and structure of modern forms of mass media such as radio, television, and film; political economy of the mass media, rise of advertising and development of consumer culture; mass media in the formation of cultural representations of other societies and cultures, role of the media in the process of identity formation, and in the democratic process. Discussions of the rise and social implications of the Internet. Students will use computer technologies to analyze mass media.

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

### SOC 217 Power: Personal, Social, and Institutional Dimensions

**NOT OFFERED IN 2002-03.** 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 100-level unit or permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

### SOC 221 Globalization

*Levitt*

McDonald's, Starbucks, and the Gap are now common features on the street corners of Europe, South America, and Asia. Arnold Schwarzenegger enjoys unprecedented popularity in the Far East while Americans are fascinated by karaoke and Indian films. Does this globalization of production and consumption mean that people all over the globe are becoming the same? In this course, we will explore the globalization of social organization. We will examine the different ways in which economic, political, and cultural institutions are organized in the increasingly interdependent world in which we live, compare them to those in the past, and explore their consequences.

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

### SOC 230 Sociology of Education

*Ong*

An examination of the paradoxical nature of education in the U.S., focusing on the relationship between individuals and schools, as well as the relationship among individuals, institutions, and the larger society within which they operate. Evaluation of the multiple and contradictory purposes and functions of schools, including ways in which they claim to be meritocratic while reproducing the class, racial, gender, and sexual orders of society. Consideration of the promises of schools in bringing about social change and the differences that are made possible by the ways that teaching and learning take place in schools.

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

### SOC 235 Business and Social Responsibility

*Rizova*

Examination of large business organizations in terms of their social accountability to various stakeholders. Rise of a "new social contract" with its expectations about the financial profitability as well as the social responsibilities of modern business, including protection of the natural environment, maintenance of a diverse workforce, and specific responsibility to the commu-

nities in which companies do business. Explanations of why businesses sometimes deviate from these expectations and how they create and manage impressions of social responsibility among their stakeholders.

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

### SOC 246 Immigration

*Levitt*

Comparative, historical look at the immigrant experience. We explore theories of migration and differences between voluntary and involuntary population movements. We 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. Course is designed around a series of fieldwork exercises to be carried out in Framingham, Mass. Students will be asked to complete at least three small projects, involving data collection and analysis, on the history of immigration to the city and immigrants' social and economic incorporation.

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

### SOC 250 Research or Individual Study

Prerequisite: Permission of instructor.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

### SOC 250H Research or Individual Study

Prerequisite: Permission of instructor.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

### SOC 259/PEAC 259 Peace and Conflict Resolution

*Cushman*

**Topic for 2002-03: The Sociology of International Justice.** Examination of the formal and informal strategies used by societies to achieve justice in the face of human rights violations, political crimes, and war. Focus on just war theory, war crimes tribunals, truth and reconciliation commissions, amnesties, apologies, and forgiveness as modes of justice in a variety of settings in the modern world. Analysis of the globalization of human rights and international justice through case study of the International Criminal Court. Students will participate in moot court exercises which simulate legal reasoning and formal legal procedures in international settings. *Students may register for either SOC 259 or PEAC 259. Credit will be given in the department in which the student is registered.*

Prerequisite: None. Preference will be given to Sociology majors and Peace and Justice Studies majors.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

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

**NOT OFFERED IN 2002-03.** 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.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

### SOC 301 Methods of Social Research

*Swingle*

Focus on quantitative methods of data collection and analysis. Beginning with modes of data presentation, students will practice with existing data sets to describe and explain social variation in different populations. Building on this extension of basic statistics (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, or permission of instructor. Required of all Sociology majors.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

### SOC 309 Seminar. Topics in Inequality

*McCormack*

**Topic for 2002-03: Gender, Race, and Poverty.**

This seminar will explore the material and symbolic relationships between gender, race, and poverty in the contemporary United States. We will examine the following: the feminization of poverty; the everyday lives of the poor; contemporary discourses on poverty, morality, and welfare; racism, gender discrimination, and public policy; the stigma of welfare; the effects of welfare reform; and the often contradictory ways in which we imagine and value motherhood, families, and children.

Prerequisite: At least one sociology course or permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** Analysis of problems facing the contemporary U.S. family and potential policy directions for the new millennium. Discussion of the transformation of the American family including changing economic and social roles for women and expanding varieties of family types (such as single mothers by choice and lesbian/gay families). Sexuality, teen pregnancy, reproductive issues, day care, the elderly, divorce, welfare, the impact of work on the family, equality between spouses, choices women make about children and employment, and the new American dreams will be explored. Comparisons to other contemporary societies will serve as a foil for particular analyses. Students are expected to work in groups to analyze the media's portrayal of family/gender stories and selected legal cases. *Students may register for either SOC 311 or WOST 311. Credit will be given in the department in which the student is registered.*

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.

Distribution: Social and Behavioral Analysis  
Semester: N/O. Offered in 2003-04. Unit: 1.0

### SOC 314 Medical Sociology and Social Epidemiology

**NOT OFFERED IN 2002-03.** 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 200-level unit or permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

### 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 200-level unit or permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

### SOC 317 Interrogating the Internet: Critical Perspectives on a New Medium

**NOT OFFERED IN 2002-03.** The principal aim of the course is to provide students with the tools necessary to evaluate and assess the quality and veracity of information on the Internet. What is the relation of the Internet to other forms of mass communication? What is the impact of the Internet on cognition and ways of seeing? What is the nature of social relationships on the Internet? How is the Internet used and misused in the social production of knowledge? How does the rapid expansion of information on the Internet affect the possibility of making universal truth claims? How is the Internet used as a medium of propaganda and persuasion? Students will work in the social science media lab to develop multimedia projects which critically examine Internet content.

Prerequisite: Open to all majors who have taken 215 or 216. Open to juniors and seniors only, by application. Enrollment limited to 15 students.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

### SOC 325 Seminar. Social Suffering and the Problem of Evil

**NOT OFFERED IN 2002-03.** 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; post-modern 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. 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

### SOC 329 Internship Seminar on Work and Organizations

**NOT OFFERED IN 2002-03.** This course will enable students to understand the culture of an organization and to situate that understanding within a broader context. Students work at their internships approximately 10-12 hours a week, while taking detailed fieldnotes about anything and everything that they observe on the job, including the people, the setting, and the organizational environment and hierarchy. In class, students will help each other to bring out common themes from their varied field experiences. We identify and discuss these themes by reading and interpreting sociological research about different kinds of work settings and about the process of doing fieldwork. As the culmination of their hands-on internship experience, students produce an ethnographic paper about their work site.

Prerequisite: Limited to juniors and seniors. One 200-level unit or permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.25

### SOC 330 Gender, Science, and Technology

*Ong*  
The social constructions of gender and their roles in U.S. science and technology; the effect of technology on women; the epistemic, moral, and political responsibilities of a "feminist science"; the questioning of realism, naturalism, and rationality; other gendered mechanisms of exclusion and practical strategies used to overcome them.

Prerequisite: Open to juniors and seniors only. Preference will be given to Sociology majors and students majoring in the natural sciences. Permission of instructor required.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

### SOC 332 Sociology of Film

*Srinivas*  
How does our experience of movie going in the contemporary United States compare with the experience across space and time and what can such comparison tell us about cinema as a mass medium? In this course we will address these and other related questions with a view to understanding cinema through its experience rather than through textual analysis of the films themselves. This course will adopt an evolutionary and comparative approach to the study of popular cinema and its consumption. Field assignments will involve going to the movies.

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

### SOC 333 Seminar. Special Topics in Popular Culture

*Srinivas*

Comparative and interdisciplinary approach to the study of "popular culture" which is cross-cultural and historical. Review of the major theoretical debates and significant empirical works that have informed the field. Particular focus on the social creation of cultural products and the production-consumption dialectic. Examination of agency and institutions involved in the construction of popular culture, the culture wars, and symbolic struggles that have shaped it, as well as attention to the consumption of such products and the expressive culture attendant to such consumption.

Prerequisite: Permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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

*Rollins*

**Topic for 2002-03: 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 such as race, class, 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

### SOC 343 Freedom

**NOT OFFERED IN 2002-03.** What can sociology say about the pursuit of freedom in the modern (or postmodern) age? An examination of contributions and limits of a philosophical approach to freedom. Freedom as a social phenomenon. Theories and ideas of Max Weber, the Frankfurt School, and Zygmunt Bauman, among others, that illuminate the paradoxes of freedom. What is a free society and what does it mean to be free in our present society?

Prerequisite: One 100-level unit or permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

### SOC 348 The Sociology of Conservatism

*Imber*

An examination of conservative movements and ideas in terms of class, gender, and race. Historical survey and social analysis of such major conservative movements and ideas as paleo-conservatism, neo-conservatism, and compassionate conservatism. The emergence of conservative stances among women, minorities, and media figures. The conservative critique of American life and its shaping of contemporary national discourse on morality, politics, and culture.

Prerequisite: A 100-level Sociology course or permission of the instructor. Open to juniors and seniors only.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

### SOC 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

### SOC 350H Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

### SOC 360 Senior Thesis Research

*Students must complete all major requirements prior to enrolling. Students are encouraged to take SOC 350 Research or Individual Study and SOC 301 with an instructor of their choice in preparation for thesis work.*

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

### SOC 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

## Related Courses

*Attention Called*

**EXTD 103** Introduction to Reproductive Issues

**EXTD 203** Ethical and Social Issues in Genetics

*For Credit*

**AFR 305** African American Feminism

## Directions for Election

Sociology is the systematic and scientific study of social life, including informal and formal organization and the multiple ways that people collectively give meaning to their behavior and lives. The scope of sociology ranges from the analysis of passing encounters between individuals in the street to the investigation of broad-scale social change. Sociology brings a unique perspective to the study of institutional and collective forms of social life, including the family, mass media and popular culture, social movements, migration, the professions, and global systems and processes. Research is conducted across many cultures and historical periods in order to illuminate how social forces such as social class, gender, race, and ethnicity, age, group membership, and culture shape human experience.

**A major in Sociology** consists of at least nine units. The core of the major consists of four required courses (SOC 200, 201, 301 and QR 199) which emphasize basic concepts, theory, and research methods that are the foundation of the discipline, but are also useful in a range of social sciences and professions. Permission to take a required unit elsewhere for the major must be obtained from the department chair in advance. Students must take at least five additional units exploring the range of substantive topics in sociology (for example social problems, deviance, immigration, social change and development, race and ethnicity, medicine and epidemiology, mass media, and popular culture).

Choosing courses to complete the degree and the major requires careful thought and planning. Sociology majors are encouraged to explore the

full range of disciplines and subjects in the liberal arts, and they should consult a faculty member to select courses each term and to plan a course of study over several years. It is recommended that students complete the sequence of theory and methods courses by the end of their junior year if they want to conduct independent research or honors projects during their senior year. If a major anticipates being away during all or part of the junior year, the theory (SOC 200 and 201) and research methods course (SOC 301) should be taken during the sophomore year, or an alternative plan should be arranged with her advisor.

**A minor in Sociology** (six units) consists of: any 100-level unit, Sociology 200 and four additional units, one of which must be a 300-level 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, Roses<sup>o</sup>, Vega<sup>o</sup>*

Associate Professor: *Renjilian-Burgy*

Assistant Professor: *Halleck, Ramos, Webster*

Senior Lecturer: *Hall, Syverson-Stork*

Lecturer: *Darer*

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 and 201-202 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 consortium program in Córdoba, Spain, or another approved program. To be eligible for study in Córdoba for one or two semesters in Wellesley's "Programa de Estudios Hispánicos en Córdoba" (PRESHCO), a student must be enrolled in 241 or higher-level language or literature course the previous semester.

## 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 one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Open to all students who do not present Spanish for admission.

Distribution: Language and Literature  
Semester: Fall, Spring

Unit: 1.0

## 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 one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Two admission units in Spanish or 101-102.

Distribution: Language and Literature  
Semester: Fall, Spring

Unit: 1.0

## SPAN 241 Oral and Written Communication

*Renjilian-Burgy, Roses*

Practice in oral and written expression at the advanced level. Through frequent presentations, film viewing, and creative essays, students will develop the ability to use idiomatic Spanish comfortably in various situations. Students will thoroughly review grammar and self-test through a series of linguistic exercises. The course also features the reading and interpreting of literature in Spanish. *Two periods per week.*

Prerequisite: 201-202 or four admission units or permission of instructor.

Distribution: Language and Literature  
Semester: Fall, Spring

Unit: 1.0

## SPAN 242 Literary Genres of Spain and Latin America

*Gascón-Vera, Webster*

A course to serve as a transition between language study and literary analysis; speaking and writing organized around interpretations of different genres by Hispanic authors; creative writing; oral presentations on current events relating to Spain and Latin America; a review, at the advanced level, of selected problems in Spanish structure. *Two periods.*

Prerequisite: Open to students presenting three admission units or permission of instructor.

Distribution: Language and Literature  
Semester: Fall, Spring

Unit: 1.0

## SPAN 243 Intensive Spanish Review

*Webster*

**NOT OFFERED IN 2002-03.** 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 U.S. Emphasis will be placed on revision of written work, and syntactical and grammatical analysis.

Prerequisite: Permission of instructor.

Distribution: Language and Literature  
Semester: N/O

Unit: 1.0

## SPAN 247 The Multiple Meanings of Family in Hispanic Cultures

*Roses*

**NOT OFFERED IN 2002-03.** The institution of the family is the most enduring and cohesive of social associations in the Hispanic world. This course will explore its continuities and modifications across time and on both literal and figurative levels. Readings, films, and figures: *La familia de Pascual Duarte, La plaza del diamante, La casa de Bernarda Alba, Belle Epoque, El llano en llamas, La vida es silbar, Bossa Nova, Doña Herlinda, La Familia, Como agua para chocolate*, the iconic Virgen de Guadalupe, the art of Frida Kahlo and Fernando Botero.

Prerequisite: 241 or 242 or permission of instructor.

Distribution: Language and Literature  
Semester: N/O

Unit: 1.0

## SPAN 248 Exiles, Builders, and Visionaries: Wellesley College and Spain, 125 Years of Synergy

*Ramos*

**NOT OFFERED IN 2002-03.** An exploration of the intellectual, creative, and artistic connections between Spain and the United States through 125 years. Wellesley College has been distinctive both as a safe haven for Spanish exiles and as an institution that has historically brought to the U.S. some of the most distinguished intellectuals that Spain has produced. At the same time, several members of the Wellesley community have been pioneers of cross-cultural understanding between Spain and the U.S. Together with readings from various literary and artistic genres, students will examine the College's documents on the Spanish Civil War as well as its holdings in the arts.

Prerequisite: None

Distribution: Language and Literature  
Semester: N/O

Unit: 1.0

## SPAN 250 Research or Individual Study

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

## SPAN 250H Research or Individual Study

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

## SPAN 251 Freedom and Repression in Latin American Literature

*Webster*

**NOT OFFERED IN 2002-03.** Introduction to the literature of 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. El Inca Garcilaso, Sor Juana Inés de la Cruz, Rubén Darío, Gabriela Mistral, Pablo Neruda, Octavio Paz.

Prerequisite: 241 or 242 or permission of instructor.

Distribution: Language and Literature  
Semester: N/O

Unit: 1.0

## 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 permission of instructor.

Distribution: Language and Literature  
Semester: Fall

Unit: 1.0

## SPAN 253 The Latin American Short Story

*Hall, 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 permission of instructor.

Distribution: Language and Literature  
Semester: Spring

Unit: 1.0

## SPAN 254 Alienation and Desire in the City: Spanish Literature Since 1936

*Ramos*

**NOT OFFERED IN 2002-03.** 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: N/O

Unit: 1.0

**SPAN 255 Chicano Literature: From the Chronicles to the Present**

*Renjilian-Burgy, Vega*

**NOT OFFERED IN 2002-03.** 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 Junipero 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, Cherrie Moraga, Sandra Cisneros, and others.

Prerequisite: 241 or 242 or permission of instructor.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

**SPAN 256 The Novel and Society in Nineteenth-Century Spain**

*Ramos*

**NOT OFFERED IN 2002-03.** 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 permission of instructor.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

**SPAN 257 The Word and the Song: Contemporary Latin American Poetry**

*Agosin*

**NOT OFFERED IN 2002-03.** 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 permission of instructor.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

**SPAN 260 Women Writers of Spain, 1980 to the Present**

*Gascón-Vera*

A selection of readings – novels, poetry, essays, theater – by Spanish women writers from the 1980s to the present day. Rosa Montero, Esther Tusquets, Adelaida García-Morales, Cristina Fernández-Cubas, Lucía Etxebarria. A close study of the development of their feminist consciousness and their response to the changing world around them.

Prerequisite: 241 or 242 or permission of instructor.  
Distribution: Language and Literature  
Semester: Spring Unit: 1.0

**SPAN 263 Latin American Literature: Fantasy and Revolution**

*Roses*

**NOT OFFERED IN 2002-03.** 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: N/O Unit: 1.0

**SPAN 265 Introduction to Latin American Cinema**

*Agosin, Renjilian-Burgy*

This course will explore the history of Latin American cinema, spanning three 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 Maria Luisa Bemberg, Fernando Solanas, Jorge Silva, and Raúl Ruiz.

Prerequisite: 241 or 242 or permission of instructor.  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: Spring Unit: 1.0

**SPAN 267 The Writer and Human Rights in Latin America**

*Agosin*

The role of the Latin American writer as witness and voice for the persecuted. Through key works of poetry and prose from the 70s to the present, we will explore the ways in which literature depicts issues such as: censorship and self-censorship; the writer as journalist; disappearances; exile; testimonial writing; gender and human rights; and testimonial narratives. The works of Benedetti, Timmerman, Alegria, and others will be studied.

Prerequisite: 241 or 242 or permission of instructor.  
Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy  
Semester: Spring Unit: 1.0

**SPAN 268 Contemporary Spanish Cinema**

*Gascon-Vera*

**NOT OFFERED IN 2002-03.** A survey of Spanish Cinema. Themes of history and society as depicted by major directors since the Spanish Civil War of 1936. We will analyze films of important directors such as Pedro Almodóvar, Luis García Berlanga, Victor Erice, Bigas Luna, Pilar Miró and Itziar Bollain.

Prerequisite: 241 or 242 or permission of instructor.  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: N/O Unit: 1.0

**SPAN 269 Caribbean Literature and Culture**

*Renjilian-Burgy, Roses*

An introduction to the major literary, historical, and artistic traditions of the Caribbean. Attention will focus on the Spanish-speaking island countries: Cuba, Dominican Republic, Puerto Rico. Authors will include Juan Bosch, Lydia Cabrera, Guillermo Cabrera Infante, Julia de Burgos, Alejo Carpentier, Nicolás Guillén, René Márquez, Luis Palés Matos, and Pedro Juan Soto.

Prerequisite: 241 or 242 or permission of instructor.  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

**SPAN 271 Intersecting Currents: Afro Hispanic and Indigenous Writers in Contemporary 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 Albuja, 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 permission of instructor.  
Distribution: Language and Literature  
Semester: Spring Unit: 1.0

**SPAN 272 Civilizations and Cultures of Spain**

*Ramos*

An examination of Spain's multicultural civilization and history, from the prehistoric cave paintings of Altamira to the artistic "movida" of post-Franco Spain. Literary, historical, artistic, and anthropological readings will inform our understanding of recurrent themes in Spanish national ideology and culture: Spain as a nexus between Christian, Jewish, and Islamic thought; regionalism, nationalism, and internationalism; religion and class; long-term economic consequences of global empire; dictatorship and democracy; and the creation and questioning of national identity.

Prerequisite: 241 or 242 or permission of instructor.  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

**SPAN 273 Latin American Civilization**

*Halleck*

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, filmmakers, and historians.

Prerequisite: 241 or 242 or permission of instructor.  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

**SPAN 275 The Making of Modern Latin American Culture**

*Halleck*

An examination of the principal characteristics of the search for identity and independence of the emerging Latin American nations as expressed in literary, historical, and anthropological writing. We will examine the experience of each of four distinct regions: Mexico and Central America, the Caribbean, the Andean countries, and the Southern Cone. Readings will include the works of contemporary Latin American writers, film-makers, and historians. Special attention will be given to the relationship between social issues and the evolution of literary form.

Prerequisite: 241 or 242 or permission of instructor.  
Distribution: Language and Literature  
Semester: Spring Unit: 1.0

**SPAN 277 Realism and Magic in Latin American Literature and Cinema**

*Roses*  
**NOT OFFERED IN 2002-03.** Realism and Magic Realism in Latin American Literature and Film, 1960-2000. An exploration of two modes of narrative expression: one rooted in nineteenth-century literary practices and the other formed as an aesthetic response to the distinctive social, political, and cultural experiences of Latin America. Authors and films to be examined include García Márquez, Allende, Fuentes, Restrepo, Borges; *Doña Flor, Like Water for Chocolate, Alsino and the Condor*, and *House of the Spirits*.

Prerequisite: 241 or 242 or permission of instructor.  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: N/O Unit: 1.0

**SPAN 279 Jewish Women Writers of Latin America**

*Agosin*  
**NOT OFFERED IN 2002-03.** This course will explore the vibrant literary culture of Jewish women writers of Latin America from the 1920s to the present. We will examine selected works of these authors, daughters of emigrants whose various literary genres reveal the struggle with issues of identity, acculturation, and diasporic imagination. Writers include Alicia Steimberg of Argentina, Elisa Lispector of Brazil, Margo Glantz of Mexico, as well as a new generation of writers who explore issues of multiculturalism and ethnicity.

Prerequisite: 241 or 242 or permission of instructor.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

**SPAN 300 Honor, Monarchy, and Religion in the Golden Age Drama**

*Gascón-Vera, Syverson-Stork*  
**NOT OFFERED IN 2002-03.** The characteristics of the Spanish drama of the Golden Age. Analysis of ideals of love, honor, and religion as revealed in drama. Representative masterpieces of Lope de Vega, Cervantes and Ruiz de Alarcón, Tirso de Molina, and Calderón. *Offered in alternation with 302.*

Prerequisite: Open to students who have taken two 200-level units including one unit in literature.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

**SPAN 302 Cervantes**

*Gascon-Vera, Syverson-Stork*  
A close reading of the *Quixote* with particular emphasis on Cervantes' invention of the novel form: creation of character, comic genius, hero versus anti-hero, levels of reality and fantasy, and history versus fiction.

Prerequisite: Open to senior and junior majors.  
Distribution: Language and Literature  
Semester: Spring Unit: 1.0

**SPAN 303 Creative Writing in Spanish**

*Agosin*  
**NOT OFFERED IN 2002-03.** 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 200-level units including one unit in literature.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

**SPAN 304 Seminar. All about Almodóvar: Spanish Cinema in the Transición**

*Gascón-Vera*  
**NOT OFFERED IN 2002-03.** An examination of the culture of Spain of the last two decades seen through the eyes of filmmaker Pedro Almodóvar. We will study those films and literary texts which depict the development of Spain as a country which experienced a transition from a repressive dictatorship to democracy and post-modernism. Themes of freedom, homosexuality and cross dressing, family, violence, and the transcendence of love and death in our contemporary society will be analyzed. Films will range from Almodóvar's first, *Pepi, Lucy y Bom* to his last, *Todo sobre mi madre*, with special attention given to *Mujeres al borde de un ataque de nervios* and *Tacones lejanos*.

Prerequisite: Open to senior majors or permission of instructor.  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: N/O Unit: 1.0

**SPAN 305 Seminar. Hispanic Literature of the United States**

*Agosin, Renjilian-Burgy*  
**NOT OFFERED IN 2002-03.** 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, Jose Villarreal, Lorna Dee Cervantes, José Martí, Uva Clavijo, Ana Velilla, Pedro Juan Soto, Miguel Algarin, and Edward Rivera.

Prerequisite: Open to senior majors or permission of instructor.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

**SPAN 306 Seminar. Centuries at Their End: Spain in 1898 and 2001**

*Gascón-Vera*  
**NOT OFFERED IN 2002-03.** An examination of late nineteenth- and twentieth-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 nineteenth century, topics include Antoni Gaudí, Pablo Picasso, Concepción Arenal, Emilia Pardo Bazan, Miguel de Unamuno, Ramon Maria del Valle Inclán, Juan Ramon Jiménez, Manuel Machado and early Spanish cinema; and for the twentieth century, Pedro Almodóvar, Javier Marías, Rosa Montero, Montserrat Roig, Javier Mariscal, and Rafael Moneo.

Prerequisite: Open to senior and junior majors. Not open to students who have taken 266.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

**SPAN 309 Seminar. Latin American Utopias in the Writing of Gabriel García Márquez and Alejo Carpentier**

*Roses*  
**NOT OFFERED IN 2002-03.** An examination of the utopian impulse in Latin American intellectual thought, literature, and film. Readings and films will include *One Hundred Years of Solitude*, *El amor en tiempos del cólera*, *Los pasos perdidos*, *Rama*, *La ciudad letrada*, *Paz*, *La doble llama y Edmundo O'German*, *La invención de América*, and *Thomas Moore in New Spain*.

Prerequisite: Open to senior majors.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

**SPAN 311 Seminar. The Literary World of Gabriel García Márquez and the Postboom**

*Roses*  
**NOT OFFERED IN 2002-03.** An in-depth study of the literary career of Gabriel Garcia 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 200-level units including one unit in literature. Open to senior majors or with permission of the instructor.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

**SPAN 313 Seminar. The Culture of Human Rights in the Americas**

*Agosin*  
**NOT OFFERED IN 2002-03.** This course will examine the ways in which writers, artists, and cultural critics have integrated into their aesthetic production the culture of human rights in Latin America. Through texts, films, and art works, we will explore how the concept of human rights has shaped national identity, reconciliation, and cultural memory. Analyses will include works by Mario Benedetti, Diamela Eltit, Alma Guillermo Prieto, Moico Yaker, and Tomás Moulian.

Prerequisite: Open to senior majors.  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: N/O Unit: 1.0

**SPAN 315 Seminar. Luis Buñuel and the Search for Freedom and Morality**

*Gascón-Vera*  
**NOT OFFERED IN 2002-03.** 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: N/O Unit: 1.0

**SPAN 317 Seminar. Colonial Latin America and Its Literature: Assimilation and Rejection**  
*Webster*

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 instructor.  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

**SPAN 318 Seminar. Love and Desire in Spain's Early Literature**  
*Vega*

**NOT OFFERED IN 2002-03.** 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 instructor.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

**SPAN 319 Latin American Feminist Theory and Practice**  
*Halleck*

An examination of the compelling political, economic, ethnic, and sexual debates that have shaped Latin American feminist theory and practice since the 1940s. Using interdisciplinary and comparative perspectives and methods, this course evaluates the centers, limits, and contributions of Latin American feminism, as well as its relationship to other recent critical movements including Postcolonial, French, American and Queer theory. We will examine the works of leading Latin Americanists such as Jean Franco's *Plotting Women*, Debra Castillo's *Talking Back*, Mary Pratt, Amy Kaminsky, Nelly Richard, Elizabeth Dore, Anny Brooksbank, Sonia Alvarez, Sara Castro Klaren, Lucia Guerra, y Josefina Ludmer's critical essays.

Prerequisite: Open to senior majors.  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

**SPAN 320 Seminar. Topics in Cross-Cultural Hispanic Studies**  
*Vega*

**NOT OFFERED IN 2002-03.** An analysis of the study abroad experience in a Spanish-speaking country, framed within the student's academic trajectory. Based upon personal observations, shared readings, and selected films, students will weigh the validity of concepts that promote a unified identity for Spanish-speaking peoples ("Hispanicity," "Hispanidad," "Latino," and "La Raza"), and will examine the cultural, historical,

and intellectual evolution of these notions. Participants will carry out individual research projects focusing on a cultural issue or creative current experienced first-hand abroad.

Prerequisite: Study abroad experience in a Spanish-speaking country, open to seniors only.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

**SPAN 324 Seminar. Avant-Garde and Modernity in Spain**  
*Ramos*

Using a wide variety of literary texts, paintings, movies, and references to architecture, this course will explore various forms of modernity in Spain. Emphasis will be placed on the connections between Spanish and mainstream European Avant-Garde, as well as the marginalization of women's contribution. Main figures will include Federico Garcia Lorca, Gómez de la Serna, Vicente Huidobro, Rafael Alberti, Luis Buñuel, Concha Méndez, Ortega y Gasset, Salvador Dalí, and Pablo Picasso. The connections between modernity and post-modernity will also be explored.

Prerequisite: Open to senior majors or with permission of instructor.  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: Spring Unit: 1.0

**SPAN 327 Seminar. Latin American Women Writers: Identity, Marginality, and the Literary Canon**  
*Agosin*

An examination of twentieth-century women writers from Latin America. Perspectives for analyses will include questions of identity (national, ethnic/racial, religious, sexual, gender), the extent to which Afro-Hispanic, Indigenous and non-Christian writers constitute distinct, marginalized groups in Latin American literature, and a comparison of issues regarding identity in selected canonical and noncanonical works by Gabriela Mistral, Remedios Varos, Elena Poniatowska, Nancy Morejón, Rosario Aguilar, Gioconda Belli and Victoria Ocampo.

Prerequisite: Open to senior majors or with permission of instructor.  
Distribution: Language and Literature  
Semester: Spring Unit: 1.0

**SPAN 350 Research or Individual Study**

Prerequisite: Open by permission of the instructor to seniors who have taken two 300-level units in the department.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**SPAN 350H Research or Individual Study**

Prerequisite: Open by permission of the instructor to seniors who have taken two 200-level units in the department.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

**SPAN 360 Senior Thesis Research**

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

**SPAN 370 Senior Thesis**

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

## Related Courses

*For Credit Toward the Major*

**ARTH 238** Art, Architecture, and Culture in the Pre-Conquest Americas

**EDUC 308** Seminar. World Languages Methodology

**HIST 206** Introduction to the History of Latin America

## 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 eight units must be presented for the Spanish major and must include: 241 or 242; and at least two 300-level units, including a seminar during the senior year. The major must ordinarily include an overview of early Spanish literature 252 and early Spanish American literature 251; SPAN 300 Honor, Monarchy, and Religion in the Golden Age Drama or SPAN 302 Cervantes.

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 cultures.

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 Latin American Studies Interdepartmental Program listing for further information.

*AP:* A student may receive one unit of credit and satisfy the foreign language requirement with 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 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.

# Theatre Studies

## AN INTERDEPARTMENTAL MAJOR

Program Director: *Hussey*

Instructor: *Arciniegas, Hussey, Loewit*

Visiting Instructor: *Lopez, Roach*

Director of Theatre: *Hussey*

Production Manager: *Loewit*

Advisory Committee: *Ko (English), Masson (French), Ward (German), Gencro (Psychology), Renjilian-Burgy (Spanish), Rosenwald (English)*

The Theatre Studies major is both an academic field of study and a practical application of that study. The purpose of the major is to provide students with a theoretical knowledge and appreciation of the history and literature of the theatre. Additionally, students are instructed and given "hands on" experience in production and promotion of theatrical events. The theatre is one of the oldest art forms in existence, and students learn valuable information about the way various disparate societies have evolved throughout the ages. Students are expected to work on productions, as performers and technicians. The Theatre Department actively tries to cultivate well-rounded Theatre students who are knowledgeable in all areas of theatre.

Early consultation with the director is essential, because some of the relevant courses are not offered every year and careful planning is necessary. In addition to working with the director of the theatre program, students will be encouraged to consult with other members of the faculty familiar with the interdepartmental Theatre major.

**Students majoring in THST must take a minimum of nine units**, including ENG 127 and THST 203. Two of the nine must be at the 300 level. At least four of the nine must come from within the THST department. The remaining five may be drawn from any related department (see list below). Developments in the theatre arts are a result of stage experiments, and because the theatre performance is an expression of theatre scholarship, it is expected that students planning a major in theatre will elect to complement formal study of theatre with practical experience in the extracurricular production program of the Wellesley College Theatre and related on-campus producing organizations. Students may also remain on campus over the summer to gain experience with Wellesley Summer Theatre for credit. All students are encouraged to participate in the 250 and 350 individual study offerings in order to pursue their particular area of theatrical interest.

Students majoring in Theatre Studies may elect to take at least one resident semester of concentrated work in the discipline to supplement and enrich their work at Wellesley. They may attend the National Theatre Institute at the Eugene O'Neill Theatre Center, another institution in the Twelve College Exchange Program, or one of the many London programs offering intensive study in their discipline. Additionally, extensive courses are offered in the Drama program at MIT.

### THST 203 Plays, Production, and Performance *Hussey*

This course studies the principles and practice of the related arts that make up the production of a play in the theatre. Students will analyze the dramatic script in terms of the actor, the director, the scenic, costume, and lighting designers, and the technicians. Practical applications of acquired skills integrate the content of the course. Each student participates in the creation of a fully realized "mini production" which is presented for an audience.

Prerequisite: None  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.25

### THST 204 Techniques of Acting *Arciniegas*

This course is an introduction to the vocal, interpretive, and physical aspects of performance. Geared toward the novice actor, the course highlights improvisation, movement, and character development. Emphasis is placed on applying textual understanding to the craft of acting.

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

### THST 205 Acting and Scene Study *Arciniegas*

This course studies the performed scene as the basic building block of playwright, director, and actor. Attention will be placed on voice production and technique, focusing on the Linklater method. Drawing from dramatic world literature, material will allow the actor to coalesce both voice and movement. Scenes 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 developing a credible performance style.

Prerequisite: 203 or permission of instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

### THST 206 Directing and Dramaturgy *Hussey*

**Topic for 2002-03: The New Alliance for the Next Century.** This course studies the creative skills of the director in conjunction with the analytical skills of the dramaturge. Particular emphasis will be placed on the creation of a production, the effect on those that follow it, and the effect history has on interpretation of works in this century. Students will be encouraged to develop their own unique "directorial vision." Students will be expected to provide probing intellectual questions to each other while collaborating. Dramatic material will be drawn from a variety of world literature with emphasis placed on women playwrights. Students will be given opportunities to work with professional actors in a guest artist "lab" format.

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

### THST 207 Stagecraft for Performance *Loewit*

This course studies the craft and theory of the production arts in the theatre. The course will cover the process and will analyze the designers' function in the production; creating working drawings, problem-solving, use of theatrical equipment and alternative media for the realiza-

tion of sound, set, and lighting designs. There will be additional time outside of class scheduled for production apprenticeships.

Prerequisite: 203 or permission of instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

### THST 210 Echoes of the Homeland *Hussey, Lopez, Roach*

**Topic for 2002-03: Oral Interpretation of Writers from Ethnic Traditions.** Have you ever wondered what is lost in the process of assimilation into American culture? In this interpretation class, students are introduced to the literature of Hispanic, Celtic, and African American cultures. Through prose, poetry, and drama – stories and characters are brought to vivid life. Students will hone their interpretive skills while exploring issues of identity, immigration, and the female experience. Material will be taken from folklore, mainstream literature, and emerging writers of today.

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

### THST 212 Representations of Women on Stage *Lopez*

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** This course looks at specific examples of the representation of women on the dramatic stage during various eras in a variety of cultures, focusing primarily on what a public and popular art says and implies about women: their "nature," their roles, their place in the society reflected. Consideration is given to the male dominance in both playwrighting and performance in historic cultures. Texts will be chosen from a broad spectrum of dramatic world literature.

Prerequisite: None  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O. Offered 2003-04. Unit: 1.0

### THST 220 Classic Plays and Players *Lopez*

**OFFERED IN 2002-03. NOT OFFERED IN 2003-04.** This course, taught by playwright Melinda Lopez, surveys dramatic texts as realized in performance (with an emphasis on the plays of Shakespeare). Films and video recordings of live performances approximating the original production style will be utilized along with modern interpretations. 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 into class projects such as adaptations, research papers, or original plays.

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

### 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*

**NOT OFFERED IN 2002-03. OFFERED IN**

**2003-04** This course focuses on the study and practice of skills and techniques for the performance of scenes and monologues and the realization of theatrical characters from Shakespeare's texts. Speeches and scenes will be performed for class criticism. The class will be sub-divided by instructor according to skill levels. Students are expected to rehearse and prepare scenes outside of class time.

Prerequisite: 203, 204, and 205 or permission of instructor after audition.

Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O. Offered 2003-04.

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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**THST 360 Senior Thesis Research**

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None  
Semester: Fall, Spring

Unit: 1.0

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**THST 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 207 Images of Africana People through the Cinema**

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**AFR 222 Blacks and Women in American Cinema**

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**AFR 266 Black Drama**

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

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**ARTS 165 Introduction to Video Production**

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**ARTS 265 Intermediate Video Production**

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**CAMS 175 Introduction to Cinema Studies**

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**CAMS 231 Film as Art**

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**ENG 112 Introduction to Shakespeare**

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**ENG 127 Modern European and American Drama**

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**ENG 223 Shakespeare Part I: The Elizabethan Period**

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**ENG 224 Shakespeare Part II: The Jacobean Period**

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**ENG 320 Literary Cross Currents**

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**ENG 324 Advanced Studies in Shakespeare**

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**ENG 325 Advanced Studies in Sixteenth- and Seventeenth-Century Literature**

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**FREN 222 French Cinema**

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**FREN 313 George Sand and the Romantic Theatre**

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**GER 252 Drama as Text and Performance**

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**GER 280 Film in Germany 1919-1999**

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**ITAS 212 Italian Women Directors: The Female Authorial Voice in Italian Cinema (in English)**

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**ITAS 261 Italian Cinema**

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**ITAS 311 Theatre, Politics, and the Arts in Renaissance Italy**

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**JPN 251 Japanese Writers and Their Worlds**

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**JPN 256 Japanese Film: The Restaging of a Culture**

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**PHIL 203 Philosophy of Art**

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**RUSS 278 The Stories and Plays of Anton Chekhov**

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**SPAN 300 Honor, Monarchy, and Religion in the Golden Age Drama**

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**WOST 249 Asian American Women in Film and Video**

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## Department of Women's Studies

Professor: *Bailey, Hertz<sup>2</sup> (Chair), Reverby<sup>4</sup>*

Associate Professor: *Creef, Patel<sup>1</sup>*

Visiting Associate Professor: *Davis, Marshall, Phillips*

Visiting Assistant Professor: *Citron*

Mellon Postdoctoral Fellow: *Ghosh*

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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: None

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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**WOST 120 Introduction to Women's Studies**

*Creef, Patel, Davis*

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. This course also exposes some of the critiques made by Women's Studies' scholars of the traditional academic disciplines and the new intellectual terrain now being mapped. Consideration will be given to 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

Semester: Fall, Spring

Unit: 1.0

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**WOST 207 Body/Politics: The Body in Feminist Theory and Practice**

*Davis*

The course addresses the question why women's bodies have been of interest within feminist scholarship. We will look at some of the ways the female body has been theorized as well as some of the tensions and ambivalences which it evokes within feminist thought. Feminist body politics will be explored in terms of women's bodily experiences, body practices, and representations of the female body. In particular, we will be concentrating on three ways that power is exercised in and through the female body: the disciplined body (beauty, eating disorders, cosmetic surgery) medicalization and the female body (menstruation, pregnancy, menopause) and the 'racialized' body (sexuality, cultural body ideals).

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Prerequisite: One course in Women's Studies.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

### WOST 211/SOC 205 American Families and Social Equality

Hertz

American families are undergoing dramatic changes in social, political, and economic arenas: the rise of the dual-worker family, the increasing number of single mothers, the demands of family rights by gay and lesbian families, and growing numbers of couples having children at older ages. The new economy poses real challenges for American parents as the social and economic gaps between families continues. As women dedicate a greater proportion of their time to the workplace, more children are cared for outside the home. How do children view parents' employment? How do families function when they have only limited hours together? What does fatherhood mean in these families? Using a provocative blend of social science, novels, and memoirs, we will examine how gender, race, ethnicity, and social class shape the experience of family life in the contemporary United States. *Students may register for either WOST 211 or SOC 205. Credit will be given in the department in which the student is registered.*

Prerequisite: None. Not open to students who have taken WOST [111].  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

### WOST 215 Gender and Empire: Masculinities, Feminisms, and the Making of Imperial Authority

Ghosh

This class considers how gender was a central frame for regulating relations between men and women, colonizer and colonized, in the British and French empires in Asia and Africa from the eighteenth century to the middle of the twentieth century. We will examine three interrelated historical themes. One strand examines the ways in which masculinity and its attendant privileges became an organizing feature of how European men negotiated with non-European men about the legitimacy of rulership and authority. Another strand addresses how European and indigenous women became a focus of social, cultural, and sexual regulation, particularly as figures in upholding male privilege. A final strand examines how the colonial state validated forms of unequal treatment through judicial and administrative decisions about citizenship, status, and rights.

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

### WOST 216 Women and Popular Culture

Phillips

This course examines women's representation, production, and participation in U.S. popular culture from the late nineteenth century to the present. Through the use of historical studies, film, television, music, and literature, we will discuss how race, gender, ethnicity, class, and region have impacted women's encounter with popular and mass culture. We will ask why the cultural industry has viewed women as critical to the consumption and dissemination of popular culture. We will discuss popular culture's impact on challenging and/or reinforcing gender

differences. Topics include women and modernity, cities and leisure, the rise of a consumer culture, women and technology, sexuality, and feminism and performance practices.

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

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

**NOT OFFERED IN 2002-03.** 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: 108 or 120 or 222  
Distribution: Historical Studies  
Semester: N/O Unit: 1.0

### WOST 222 Women in Contemporary American Society

Marshall

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  
Semester: Spring Unit: 1.0

### WOST 235 Cross Cultural Sexuality

**NOT OFFERED IN 2002-03.** This course will examine and explore sexuality from cross-cultural perspectives, focusing on the production of sexuality in the context of different disciplines – literature, anthropology, history, and sociology. The course will address the intersections between sexual and 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 United States?

Prerequisite: 108 or 120 or 222  
Distribution: Historical Studies or Language and Literature  
Semester: N/O Unit: 1.0

### WOST 248 Asian American Women Writers

Creef

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 twentieth 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: None  
Distribution: Language and Literature  
Semester: Spring Unit: 1.0

### WOST 249 Asian American Women in Film and Video

Creef

This course will serve as an introduction to Asian American film and video and begin with the premise that there is a distinct American style of Asian "Orientalist" representation by tracing its development in classic Hollywood film over the last 75 years. We examine the politics of interracial romance, the phenomenon of "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 15 years. Our focus is on contemporary works, drawing upon critical materials from film theory, feminist studies, Asian American studies, history, and cultural studies.

Prerequisite: One course in Women's Studies or film/visual arts or Asian American topics; or permission of instructor. Not open to students who have taken [348].  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

### WOST 250 Research or Individual Study

Prerequisite: Open to juniors and seniors who are majors or minors by permission.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

### WOST 250H Research or Individual Study

Prerequisite: Open to juniors and seniors who are majors or minors by permission.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

### WOST 275 Passing: Transforming Identities in History and Representation

**NOT OFFERED IN 2002-03.** Passing from one identity to another is a social phenomenon that has existed for centuries. Forms of passing include minority, ethnic, religious, or racial community members passing into majority communities; women passing as men; gays passing as straight; people with disabilities passing as able-bodied, etc. This course explores the social and political economies that demand or facilitate different forms of passing and the conditions under which identities shift. Questions include: under what circumstances do individuals and groups 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, permission of instructors required.  
Distribution: Historical Studies or Language and Literature  
Semester: N/O Unit: 1.0

### WOST 280 Gender and Writing in South Asia

**NOT OFFERED IN 2002-03.** Beginning with proto-nationalism (1780s) and closing with the late nation-state (1998), this course explores the ways in which gender and writing come together in South Asia. Questions 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, 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 works might be read in this class include Sakawat Hussain, Premchand, Saadat Hasan Manto, Ismat Chughtai, Q. Hyder, Kiran Nagarkar, and Mahasweta Devi. Movies might include *Bandini*, *Pyasa*, *Umrao Jan Ada*, *Mother India*, and *Fire*.

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

### WOST 305 Seminar. Representations of Women, Natives, and Others: Race, Class, and Gender

*Creel*  
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: Any WOST course or permission of instructor.  
Distribution: Art, Music, Theatre, Film, Video, or Language and Literature  
Semester: Spring Unit: 1.0

### WOST 306 Women and Work

*Marshall*  
Aside from new technology and increasing global interdependence, the biggest force for change in the U.S. economy has been the growing diversity of the American labor force. The goal of this course is to understand the impact of gender and racial diversity on the nature of work in America. We will give special attention to four key aspects of change: (1) the dynamics of gender and race in the workplace; (2) the tensions between work/family and gender equity; (3) the struggle to integrate women into male-dominated occupations and professions; and (4) the challenges for women in leadership roles. Each student will select an occupation, which they will study in-depth.

Prerequisite: One course in ANTH, SOC, FCON, or WOST at the 100- or 200- level or permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

### WOST 308 The Changing Law, The New Family and the State

*Citron*  
This course examines the legal standing of family membership. As families have become more diverse, the law becomes an arena of political challenge. These new realities – domestic partnerships, reproductive technologies, and the rise of single mothers – have created a contested terrain. For example, what legal formalities do same-sex partners use to mimic the legal protections automatically afforded to their married counterparts? How do committed partners dissolve a marriage-like relationship outside of divorce proceedings? Using legal cases, media portrayals, and public policy statements we will examine how U.S. states are differentially responding to new family forms.

Prerequisite: Juniors and Seniors only. 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.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

### WOST 309 Women in South Asia: State, Society, and “Progress” in the Colonial and Postcolonial Periods

*Ghosh*  
This course considers the histories of women in South Asia. The readings examine the status of South Asian women: discourses about backwardness, domesticity, nationalism, family and property rights, violence, labor, and social activism. The course will begin by discussing the ways in which the condition of native women appealed to the rescuing efforts of British progressive women's activists in the colonial period. We will examine how this gave rise, in specific ways, to women's movements. We will then turn to Indian nationalism and the place of Indian women within it during the late nineteenth and early twentieth centuries. And finally, we will address the relationship between global feminism and feminist programs in the Indian subcontinent in the shift from the colonial to the postcolonial periods.

Prerequisite: Permission of instructor.  
Distribution: Social and Behavioral Analysis or Historical Studies  
Semester: Spring Unit: 1.0

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

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** Analysis of problems facing the contemporary U.S. family and potential policy directions for the new millennium. Discussion of the transformation of the American family including changing economic and social roles for women and expanding varieties of family types (such as single mothers by choice and lesbian/gay families). Sexuality, teen pregnancy, reproductive issues, day care, the elderly, divorce, welfare, the impact of work on the family, equality between spouses, choices women make about children and employment, and the new American dreams will be explored. Comparisons to other contemporary societies will serve as a foil for particular analyses. Students are expected to work in groups to analyze the media's portrayal of family/gender stories and selected legal

cases. Students may register for either WOST 311 or SOC 311. Credit will be given in the department in which the student is registered.

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.  
Distribution: Social and Behavioral Analysis  
Semester: N/O. Offered in 2003-04. Unit: 1.0

### WOST 312 Seminar. Feminist Inquiry

**NOT OFFERED IN 2002-03. OFFERED IN 2003-04.** 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 disciplines. 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. 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, postmodernism and experimental ethnographies. *It is recommended that students have taken courses in methods and theory before enrolling in this seminar.*

Prerequisite: Juniors and seniors only  
Distribution: Epistemology and Cognition or Social and Behavioral Analysis  
Semester: N/O. Offered in 2003-04. Unit: 1.0

### 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.

Prerequisite: Open to majors and minors only.  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.0

### WOST 314 Seminar. Global Feminism

*Ghosh*  
The course will be structured as a seminar on global feminism and its impact on women around the world and their lives. Relying on feminist scholarship about women and the state, the course will begin with a consideration of the ways in which citizenship is always gendered and constructed by race, class, and sexuality. Then the course will turn to particular issues such as: the role of women and Islam; labor “opportunities” enabled by globalization; the emergence of socially and politically conservative right-wing women's movements that empower women within rigidly patriarchal norms; the marketing of women's bodies for an international audience; and the possibility of an international feminist

coalition, in particular, following up with the issues raised by the Beijing Conference for Women in 1996.

Prerequisite: Open to juniors and seniors only.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

### 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-U.S.) and historical periods have on theories of queerness?

Prerequisite: Open to juniors and seniors with any course on gender, race or sexuality.  
Distribution: Epistemology and Cognition or Language and Literature  
Semester: Spring Unit: 1.0

### WOST 319 Seminar. Women and U.S. Militarism

Phillips

This course examines women's experiences in and representations of war and militarism since 1945. The core of the course will focus on the relationship between the state's mobilization for war, social policy, and women's cultural production within these processes. We will consider how race, gender, ethnicity, and class have shaped women's representations in the military, imperialism, decolonization, citizenship, and anti-violence. Course materials will include film, literature, art, music, and autobiographies. Topics include: the relationship between the postwar ideology of domesticity and war representations of women, war and violence against women, women's strategies for peace, women's voices in foreign policy, gender and imperialism, and feminists' critique of violence.

Prerequisite: One 100- or 200-level course in Women's Studies.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

### WOST 324 Seminar. History, Memory, and Women's Lives

**NOT OFFERED IN 2002-03.** If a woman speaks of her experiences, do we get closer to the "truth" of that experience? How can oral history provide a window into the lives of women in the past and what does it close off? Analysis of methodological and theoretical implications of studying women's lives through oral histories as a way to end the silences in other historical forms. Special attention to be paid to other genres – history, fiction, ethnographies – as a foil to explore the strengths, and limitations, of the oral history approach.

Prerequisite: 108 or 120 or 222 or HIST 257  
Distribution: Epistemology and Cognition or Historical Studies  
Semester: N/O Unit: 1.0

### WOST 350 Research or Individual Study

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

### WOST 350H Research or Individual Study

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

### WOST 360 Senior Thesis Research

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

### WOST 370 Senior Thesis

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

## Related Courses

*For Credit Toward the Major*

AFR 203/SOC 203 Introduction to African American Sociology

AFR 208/SOC 206 Women in the Civil Rights Movement

AFR 212 Black Women Writers

AFR 222 Blacks and Women in American Cinema

AFR 228 Women of Color in Politics

AFR 305/SOC 305 African American Feminism

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

AFR 335 Women Writers of the English-Speaking Caribbean

ANTH 238 The Vulnerable Body: Anthropological Understandings

ANTH 269 Anthropology of Gender, Marriage, and the Family

ANTH 340 Gendered Violations

ANTH 346 Colonialism, Development, Nationalism, and Gender

ARTH 230 Frank Lloyd Wright and the American Home

ARTH 309 Seminar. Problems in Architectural History

ARTH 331 Seminar. The Art of Northern Europe. Topic for 2002-03: Women Who Ruled

ARTH 342 Seminar. Domesticity and its Discontents

ARTH 364 Women Filmmakers: History and Theory of Subversion

ARTS 265 Intermediate Video Production

CHIN 330 Women in Chinese Literature

CLCV 104 Classical Mythology

CLCV 215/315 Women's Life in Greece and Rome

ECON 243 Race and Gender in U.S. Economic History

ECON 343 Seminar. Feminist Economics

EDUC 306 Seminar. Women, Education, and Work

EDUC 309 Seminar. Child Care Policy in the United States

EDUC 312 Seminar. History of Child Rearing and the Family

ENG 114 Race, Class, and Gender in Literature

ENG 269 Asian American Literature

ENG 272 The Victorian Novel

ENG 286 New Literatures I. Topic for 2002-03: Lesbian and Gay Writing from Sappho to Stonewall

ENG 363 Seminar. Advanced Studies in American Literature. Topic for 2002-03: Contemporary Poetry

ENG 383 Women in Literature, Culture, and Society

EXTD 103 Introduction to Reproductive Issues

EXTD 202 Multidisciplinary 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

FREN 208 Women and the Literary Tradition

FREN 240 Images of Women in French Film

FREN 304 Male and Female Perspectives in the Eighteenth-Century Novel

FREN 316 Duras

FREN 319 Women, Language, and Literary Expression

FREN 329 Colette/Duras: *A Pleasure Unto Death*

GER 255 The Woman Question

GER 329 Readings in Eighteenth-Century Literature

GER 389 Seminar. Topic for 2002-03: Christa Wolf in Perspective

HIST 243 Women and Power in Modern Europe

HIST 257 History of Women and Gender in America

HIST 301 Seminar. Women of Russia: A Portrait Gallery

HIST 342 Seminar. Women, Work, and the Family in African History

HIST 345 Seminar. The American South

HIST 364 Seminar. Women in Islamic Society: Historical Perspectives

ITAL 212 Italian Women Directors. The Female Authorial Voice in Italian Cinema (in English)

ITAS 313 The Image of Women in Renaissance Italian Literature

ME/R 248 Medieval Women Writers

PHIL 218 Feminist Philosophy of Science

PHIL 227 Philosophy and Feminism

PHIL 249 Medical Ethics

POLI 320 Seminar. Inequality and the Law

POL2 307 Seminar. Women and Development

POL3 322 Seminar. Gender in World Politics

POL4 344 Seminar. Feminist Political Theory

PSYC 245 Cultural Psychology

PSYC 303 Psychology of Gender

PSYC 317 Psychological Development in Adults

PSYC 329 Seminar. Psychology of Adulthood and Aging
PSYC 340 Organizational Psychology
PSYC 347 Seminar. Culture and Social Identity
REL 207 Goddesses, Queens, and Witches: A Survey of the Ancient Near East
REL 225 Women in Christianity
REL 243 Women in the Biblical World
REL 316 Seminar. The Virgin Mary
REL 323 Seminar. Feminist Theologies
SOC 206/AFR 208 Women in the Civil Rights Movement
SOC 209 Social Inequality
SOC 305/AFR 305 African American Feminism
SPAN 253 The Latin American Short Story
SPAN 255 Chicano Literature: From the Chronicles to the Present
SPAN 260 Women Writers of Spain, 1970 to the Present
SPAN 265 Introduction to Latin American Cinema
SPAN 267 The Writer and Human Rights in Latin America
SPAN 269 Caribbean Literature and Culture
SPAN 271 Intersecting Currents: Afro Hispanic and Indigenous Writers in Twentieth-Century Latin American Literature
SPAN 305 Hispanic Literature of the U.S.
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.

A major in Women's Studies requires nine 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 108 (The Social Construction of Gender), WOST 120 (Introduction to Women's Studies), 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 (108, 120 or 222), majors must elect at least three other units offered within the Women's Studies department, of which one should be a seminar. 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 com-

mon. 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 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 offered in 2002-03. 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 (Not offered 2002-03)

Option 2: WOST 314 (Seminar) Global Feminism

Option 3: WOST 313 Fieldwork in Women's Studies

Option 4: WOST 360/370 Senior Thesis

Option four is the traditional senior honors thesis which requires two units over the senior year. See Academic Distinctions in the *Wellesley College Bulletin* for requirements. Students may combine options three and four 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 108, 120, or 222, and of which one must be a 300-level course (not 350 or 350H) offered within the department. A total of at least three courses must be taken within the Women's 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 five 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: Cohen, Schwartz

Visiting Instructor: Goldoftas

Senior Lecturer: Viti, Wood

Lecturer: Iwanaga, Jolinson

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 (9, 10, 13, 14, 17 in semester I). 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 nonfiction writing genre, for example, travel writing, literary reviewing, memoir, or journal writing.

Students who wish to pursue the study of writing beyond Writing 125 may 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 2002-03. 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.

# Semester I

## WRIT 125 01, 02/ENG 120 Critical Interpretation

*Brogan, 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

Unit: 1.0

## WRIT 125 03/ENG 121 The Brontës

*Cohen (English)*

Centering on analysis and interpretation of novels by Charlotte, Emily, and Anne Brontë (including *The Professor*, *Wuthering Heights*, *Jane Eyre*, *Agnes Grey*, and *Villette*), this course will also consider the childhood writing and imaginary worlds of the Brontë siblings. *This course satisfies the Writing 125 requirement and counts as a unit towards a major in English. Includes a third session each week.*

Prerequisite: Open to all first-year students.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

## WRIT 125 04/ARTH 100 Introduction to the History of Art Part I: Ancient and Medieval Art

*Rhodes (Art)*

A foundation course in the history of art, part I. 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 two-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

## WRIT 125 05/CLCV 120 Comedy: Old, New, and Ever Since

*Colaizzi (Classical Studies)*

The comic plays of Greece and Rome are the ancestors of sitcom and soap opera, stage show and screenplay. Aristophanes offers 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*. *This course satisfies the Writing 125 requirement and counts as a unit toward the major in Classical Studies. Includes a third session each week.*

Prerequisite: Open to all first-year students.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

## WRIT 125 06/GER 121 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 twentieth 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: Fall

Unit: 1.0

## WRIT 125 07/CAMS 120 Women in Film

*Wood (The Writing Program)*

To a large extent, film is about watching, and much film is about watching women. This course provides basic instruction in film analysis, and then makes a foray into theories of cinema. How does the camera work, not only to display its characters, but also to direct the gaze upon them? What are the relationships between the visual spectacle and the progress of the film's story? Writing assignments ask students to observe, analyze, interpret, and explain. Films will include early films (Chaplin, Arzner), later films (*American Beauty*), films of the 40s, and something by Hitchcock. *This course satisfies the Writing 125 requirement and counts as a unit towards a major in Cinema and Media Studies. Includes a third session each week.*

Prerequisite: Open to all first-year students.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

## WRIT 125 08/RUSS 125 Great Short Stories from Russia

*Weiner (Russian)*

Russian literature has given the world some of the best stories ever told, and this course surveys two centuries' worth of them. Someone once quipped that all of twentieth-century Russian literature came out of Nikolai Gogol's "Nose." And so we begin with "The Nose" and other ridiculous stories by Gogol. We will go on to read some of the finest short stories of Dostoevsky, Chekhov, and two Nobel Prize winners: Ivan Bunin and Alexander Solzhenitsyn. The grotesque realism of Isaac Babel's stories and the magical realism of Vladimir Nabokov's also lie within the scope of this course. No prior knowledge of Russian language or literature is required. *This course satisfies the Writing 125 requirement and counts as a unit towards a major in Russian.*

Prerequisite: Open to all first-year students.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

## WRIT 125 09, 10 The Role of Stories

*Schwartz (The Writing Program)*

This course looks at the rich and varied 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

## WRIT 125 11 Crime and Punishment in America: Its Roots and Its Future

*Viti (The Writing Program)*

In this course students will read and write about some well-known criminal law cases, including *Regina v. Dudley*, *Furman v. Georgia* (the United States Supreme Court's decision striking down the death penalty as unconstitutional), and the Bobby Joe Leaster case. We will read essays about the criminal justice system (in particular, about the death penalty as it currently exists and is applied in the United States); excerpts from the work of Helen Prêjean and Norman Mailer (*The Executioner's Song*); and writings of advocates for and opponents of the death penalty. Finally, we will screen and critique the films *Dead Man Walking* and *Hurricane*.

Prerequisite: None

Distribution: None

Semester: Fall

Unit: 1.0

## WRIT 125 12 Watching the Supreme Court

*Viti (The Writing Program)*

In this course, students will read and write about landmark United States Supreme Court opinions, and in doing so, locate important themes and trends in the Court's decisions, beginning with the power of judicial review in *Marbury v. Madison*, and jumping ahead to more recent decisions about the Fourteenth Amendment and equal educational opportunity (*Brown v. Board of Education*), privacy rights (*Griswold v. Connecticut* and *Roe v. Wade*), executive privilege (*U.S. v. Nixon*), and federalism (*Bush v. Gore*). We will also read and analyze essays and reports by journalists and legal scholars who comment on the Supreme Court, including Laurence Tribe, Bob Woodward, Nina Totenberg, Jeffrey Rosen, and Jeffrey Toobin.

Prerequisite: None

Distribution: None

Semester: Fall

Unit: 1.0

## WRIT 125 13 Women and Memoir: Shaping a Life

*Johnson (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

Unit: 1.0



**WRIT 125 14 Leaving a Trace: Women's Lives at Crossroads**

*Johnson (The Writing Program)*

The instinct to leave a trace of a life, as Virginia Woolf notes, is the first stage in the journey from private to public voice. Yet how do writers develop the courage to write for an audience? This course focuses on young women at crucial life junctures, who often resist social pressures in order to define voice and identity on their own terms. Drawing on memoir, as well from journals such as Anne Frank's and Etty Hillesum's, the course examines how social and psychological adversity shape and often strengthen self-expression.

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit: 1.0

**WRIT 125 15 Women Writers and Human Rights: An International Perspective**

*Agosin (Spanish)*

This course will explore the multifaceted expressions of twentieth-century women writers as they address issues pertaining to the global concept of human rights. Themes such as exile, censorship, and self-imposed censorship as well as resistance and refusal will be studied in conjunction with the role of women writers as social activists.

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit: 1.0

**WRIT 125 17 The Idea of Home**

*Iwanaga (The Writing Program)*

As they make their new homes in America, immigrants are likely to feel the tug of their country of origin – whether they are of the first, second, or even later generations. The issues that arise may be encompassed in a single question: Where do I belong? In this course we will read and write about the difficult adjustments that accompany a change of country, culture, and values. Readings will likely be chosen from among the following: *Bread Givers* by Anzia Yezierska, *Clay Walls* by Kim Ronyoung, *The House on Mango Street* by Sandra Cisneros, *Catfish and Mandala* by Andrew Pham, short stories by Lan Samantha Chang and Peter Ho Davies.

Prerequisite: None. Enrollment in this course is limited to students who speak English as a second or additional language.  
Distribution: None  
Semester: Fall

Unit: 1.0

**WRIT 125 18 Politics of the Environment**

*Goldoftas (The Writing Program)*

If using our natural resources sustainably is crucial to our economic future – and our health – why are environmental debates so fierce? This course looks at the political, ethical, religious, and scientific underpinnings of western environmental controversies. We also will explore ongoing debates over genetically modified food, conservation, the environmental roots of cancer, and the tensions between economic development and the environment.

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit: 1.0

**WRIT 125 19 Public Health: Epidemics and Other Battles**

*Goldoftas (The Writing Program)*

Public health is a constantly shifting target, as medical mysteries ranging from antibiotic resistance to anthrax continue to emerge. This course looks at early successes in public health in the United States, the strengths and weaknesses of our public-health infrastructure, and current challenges. Case studies include Mad Cow disease, toxic exposures, innovative approaches to treating tuberculosis, childhood vaccinations, and such infectious diseases as Hepatitis C and malaria.

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit: 1.0

**WRIT 125 20/ENG 120 Critical Interpretation**

*Lynch (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

Unit: 1.0

**WRIT 125 21 The Story and the Writer**

*Cezair-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

**WRIT 225 Nonfiction Writing**

Writing 225 is a changing topics course that will each year take up a particular nonfiction 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.

**Topic for 2002-03: Travel Literature: A Critical/Creative Nonfiction Advanced Writing Class**

*Sides (English)*

As background for writing our own travel narratives, we will study the genre of literary travel writing. Readings will include: contemporary examples of travel literature; classic travel accounts of the twentieth century; Lawrence's *Sea and Sardinia*; Naipaul's *An Area of Darkness* (India); Wright's *Black Power: A Record of Reactions in a Land of Pathos* (Ghana); two poetry collections centered on travel: Dove's *Mother Love* (Sicily) and Bishop's *Questions of Travel* (Brazil); and selected critical accounts of the travel genre in the West. Writing assignments include critical essays on travel literature, a critical book review of a contemporary literary book, and our own travel accounts.

Prerequisite: None  
Distribution: Language and Literature  
Semester: Fall

Unit: 1.0

**WRIT 250 Research or Individual Study**

Prerequisite: Open to qualified students who have completed 125. Permission of the instructor and the Director of the Writing Program required.

Distribution: None  
Semester: Fall

Unit: 1.0

**WRIT 250H Research or Individual Study**

Prerequisite: Open to qualified students who have completed 125. Permission of the instructor and the Director of the Writing Program required.

Distribution: None  
Semester: Fall

Unit: 0.5

**Semester II**

**WRIT 125 02, 03/ENG 120 Critical Interpretation**

*Sides, Rodensky (English)*

Please refer to description for WRIT 125 01, 02/ENG 120, Semester I.

Prerequisite: Open to all first-year students but primarily recommended for prospective English majors.  
Distribution: Language and Literature  
Semester: Spring

Unit: 1.0

**WRIT 125 04/ENG 127 Modern European and American Drama**

*Rosenwald (English)*

Late nineteenth- and twentieth-century European and American drama and connected ideas and theories. 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-1945 American drama; likely dramatists will include Maria Irene Fornés, Lorraine Hansberry, Holly Hughes, Adrienne Kennedy, Tony Kushner, and Anna Devere Smith. Discussion of at least one Wellesley College theater production, and perhaps of some off-campus theater. *This course satisfies the Writing 125 requirement and counts as a unit towards a major in English. Includes a third session each week.*

Prerequisite: Open only to first-year students.  
Distribution: Arts, Music, Theater, Film, Video or Language and Literature  
Semester: Spring

Unit: 1.0

**WRIT 125 05/ARTH 101 Introduction to the History of Art Part II: Renaissance to the Present**

*Rhodes (Art)*

A foundation course in the history of art, part II. From Michelangelo to media culture, this course introduces the visual cultures of Europe, Africa, and the Americas, beginning with the Renaissance, using key issues and monuments as the focus of discussion. Students in this section of ARTH 101 will attend the same twice-weekly lectures as the other ARTH 101 students, but their assignments will be different, and they will attend two special Writing 125 conferences each week. Through writing about art, students in 101/125 will develop skills in visual and critical analysis. *This course satisfies the 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 06/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 07 The Art of Fiction***Schwartz (The Writing Program)*

This course examines the basic elements of short fiction, but it might also be titled "How Writers Write." In conjunction with reading and writing about short stories, we'll study commentaries about the art of fiction by writers such as Flannery O'Connor, Henry James, and Raymond Carver. We'll approach these texts as a source of inspiration and instruction for our own efforts to master the writing process. In order to better appreciate a short story writer's technical and artistic strategies, we'll occasionally try our hand at some fictional exercises. *Note:* This is not a fiction writing course; the fiction writing exercises are assigned in conjunction with analytical papers.

Prerequisite: None

Distribution: None

Semester: Spring

Unit: 1.0

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**WRIT 125 08 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 been written by 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 consider how writers such as Leslie Marmon Silko, Louise Erdrich, 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 09 Mothers and Daughters in Asian-American Literature***Lee (English)*

The site of rebellion, resistance, identification, and desire, the mother-daughter relationship has been a crucial one in works of Asian-American literature from the 40s and 50s to the present. Through their silences and their stories, their labors and their lunacies, mothers seem to hold the key to their daughters' selves. What can account for this overwhelmingly consistent pattern? Why are mothers so often seen as the bearers of culture and history? Why are the protagonists of so many Asian-American novels and poems daughters rather than sons? This course will explore these and other questions in

reading the works of writers such as Maxine Hong Kingston, Joy Kogawa, Cathy Song, and Nora Okja Keller.

Prerequisite: None

Distribution: None

Semester: Spring

Unit: 1.0

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**WRIT 125 10 Leaving a Trace:****Women's Lives at Crossroads***Johnson (The Writing Program)*

Please refer to description for WRIT 125 14, Semester I.

Prerequisite: None

Distribution: None

Semester: Spring

Unit: 1.0

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**WRIT 125 11 Women and Memoir:****Shaping a Life***Johnson (The Writing Program)*

Please refer to description for WRIT 125 13, Semester I.

Prerequisite: None

Distribution: None

Semester: Spring

Unit: 1.0

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**WRIT 125 12 Privacy and the Law***Viti (The Writing Program)*

In this course we will read cases and essays focussing 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: Spring

Unit: 1.0

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**WRIT 125 13 Current Issues in Law and Society***Viti (The Writing Program)*

This course looks critically at current issues in American society through essays and articles by legal commentators and journalists, current news reports, and United States Supreme Court opinions on such vital topics as civil liberties, new reproductive technologies, assisted suicide, same sex marriage, privacy and the Internet, and abortion. Students will learn to conduct original academic research, using both traditional methods and academic search engines on the World Wide Web, and to write analytical and persuasive essays based on their findings.

Prerequisite: None

Distribution: None

Semester: Spring

Unit: 1.0

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**WRIT 125 14 Literature into Film***Ko (English)*

This course will explore the translation of literary works into film. We will think not only about how film adaptations reflect the original literary works, but also about the ways in which films stand on their own as independent works of art. The films to be studied in relation to the literary work will likely include: Martin Scorsese's adaptation of Edith Wharton's *Age of Innocence*, Baz Luhrmann's *Romeo and Juliet*, both *Chueless* and *Emma* (with Gwyneth Paltrow), and versions of Richard Wright's *Native Son*.

Prerequisite: None

Distribution: None

Semester: Spring

Unit: 1.0

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**WRIT 125 15 The Image of Islam in Western Literature, Media, and the Arts***Rollman (History)*

Through critical evaluation of selected texts and images produced by European and American travelers, academics, journalists, and artists during the nineteenth and twentieth centuries, the course will explore how cultural stereotypes have had, and continue to have, a formative impact on the way Islam, Muslims, and the Middle East are understood in the West. Students will analyze the processes by which these representations and assumptions are created and perpetuated, their impact in specific historical contexts, and their relevance to broader issues of intercultural communication and understanding.

Prerequisite: None

Distribution: None

Semester: Spring

Unit: 1.0

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**WRIT 125 16 Caught between Cultures: Identity, Choice, and the Hyphenated American***Iwanaga (The Writing Program)*

What happens when people identify with (or are identified as having) a particular ethnicity? In this course we examine how non-Anglo writers have contended with the issues they face living in this predominantly Anglo society: stereotyping, culture clashes, racism, and Old World parental expectations. Texts we will read and write about may include works by Julia Alvarez, Danzy Senna, le thi diem thuy, and Velina Hasu Houston.

Prerequisite: None

Distribution: None

Semester: Spring

Unit: 1.0

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**WRIT 125 17 Jane Austen, Novel and Film***Fisher (English)*

Recently Patricia Rozema's *Mansfield Park* stirred controversy, while Ang Lee's *Sense and Sensibility*, with its screenplay by Emma Thompson, won critical awards. The contemporary interpretation of Jane Austen's fiction is rarely so lively as in film adaptation. This translation highlights important differences between novels and films as aesthetic media, between Jane Austen and her critics, and between provincial England in the early nineteenth century and international filmmaking in contemporary times. Through reading and writing about several original works (*Persuasion*, *Sense and Sensibility*, *Mansfield Park*) and their corresponding film versions, we will explore both the affinities and disjunctions between Austen's novels and their cinematic reinterpretations.

Prerequisite: None

Distribution: None

Semester: Spring

Unit: 1.0

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**WRIT 125 18 Public Health: Epidemics and Other Battles***Goldoftas (The Writing Program)*

Please refer to description for WRIT 125 19, Semester I.

Prerequisite: None

Distribution: None

Semester: Spring

Unit: 1.0

**WRIT 125 19 Politics of the Environment**  
*Goldoftas (The Writing Program)*  
Please refer to description for WRIT 125 18,  
Semester I.

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit: 1.0

**WRIT 125 20 The Rich**

*Imber (Sociology)*

Who are the rich? Are the rich different? What does it mean to be rich? Multimedia examination of ideas about wealth, with specific reference to the United States, from a variety of perspectives. Origin and development of social-scientific perspectives on (and criticisms of) wealth, from Marx and Veblen to Hayek and Novak. Inherited wealth and the responsibilities attending to it. Role of wealth in the American imagination of upward mobility and general prosperity.

Prerequisite: None  
Distribution: None  
Semester: Spring

Unit: 1.0

**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/noucredit.*

Prerequisite: Open to students from all classes by permission of the instructor.  
Distribution: None  
Semester: Spring

Unit: 1.0

**WRIT 250 Research or Individual Study**

Please refer to description for WRIT 250,  
Semester I.

**WRIT 250H Research or Individual Study**

Please refer to description for WRIT 250H,  
Semester I.

## Courses in Health and Society

The anthropologist Mary Douglas observed that "the human body is always treated as an image of society and...there can be no natural way of considering the body that does not involve at the same time a social dimension." Similarly, how we perceive our bodies, how they are treated by the health care system, how medicine and health care shape how we see ourselves are critical questions we must all face. Courses in Health and Society include ones that examine the workings of the human body and mind and ones that take a broad look at the relationship between health and larger cultural and societal issues. These courses encourage students to confront the ethical, social, and political issues in the creation of health and science, and they allow students to consider the broad issues that link the body to the body politic. They offer valuable perspectives to students planning careers in the health field and benefit anyone confronting health care in today's complex world.

Although there is no departmental or interdepartmental major in Health Studies, these courses enrich and enlarge concentrations in a variety of disciplines. They also demonstrate how different disciplines contribute to understanding a topic (health) and an institution (the health care system) that affect all our lives. Students who plan to apply for admission to medical school should consult the section on Preparation for Medical School in this catalogue.

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

**ANTH 238 The Vulnerable Body: Anthropological Understandings**

**ANTH 251 Cultures of Cancer**

**BISC 107 Biotechnology**

**BISC 109 Human Biology with Laboratory**

**BISC 209 Microbiology with Laboratory**

**BISC 213 The Biology of Brain and Behavior with Laboratory**

**CLCV 241 Medicine and Science**

**ECON 232 Health Economics**

**EXTD 103 Introduction to Reproductive Issues**

**EXTD 201 Current Issues in Bioethics**

**EXTD 202 Multidisciplinary 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 223 Science and Society Since 1800**

**PE 205 Sports Medicine**

**PHIL 249 Medical Ethics**

**PHYS 222 Medical Physics**

**PSYC 219 Biological Psychology**

**PSYC 302 Health Psychology**

**PSYC 308 Systems of Psychotherapy**

**PSYC 318 Seminar. Brain and Behavior**

**SOC 314 Medical Sociology and Social Epidemiology**

**WOST 207 Body/Politics: The Body in Feminist Theory and Practice**

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

**WOST 235 Cross-Cultural Sexuality**

**WRIT 125 Public Health: Epidemics and Other Battles**

## Courses in Legal Studies

Law plays a central role in social organization, and legal and political institutions use law, doctrines, and procedures to establish collective values, mediate conflicts between individuals and groups, and resolve questions of state power. Legal materials provide a rich ground for developing reading and interpretive skills, and for promoting serious inquiry into visions of the good and the just, the dimensions and limits of private and public decision-making, and conflicts between consent and coercion. Finally, cross-cultural and historical analyses offer students opportunities to explore the ways in which legal institutions and practices help create diverse social identities and communities. Students wishing to explore a range of legal materials, analytical frameworks, and institutions are encouraged to select courses from several perspectives and disciplines.

There is no departmental or interdepartmental major in Legal Studies; however, coursework in this area can enrich and enlarge concentrations in a variety of disciplines. Students who plan to apply for admission to law school should consult the section on Preparation for Law School in this catalog.

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**CLCV 243** Roman Law

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**ECON 325** Law and Economics

---

**EXTD 202** Multidisciplinary Approaches to Abortion

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**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

---

**HIST 258** Freedom and Dissent in American History

---

**PEAC 259/SOC 259** Peace and Conflict Resolution. Topic for 2002-03: The Sociology of International Justice

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**PHIL 326** Philosophy of Law

---

**POL1 215** Courts, Law, and Politics

---

**POL1 311** The Supreme Court in American Politics

---

**POL1 320S** Seminar. Inequality and the Law

---

**POL1 335S** Seminar. The First Amendment

---

**POL3 325** International Environmental Law

---

**POL3 329** International Law (taught at Babson)

---

**PSYC 230** Psychology of Law

---

**WOST 308** The Changing Law, The New Family, and The State

---

**WRIT 125** Watching the Supreme Court

---

**WRIT 125** Crime and Punishment in America: Its Roots and Its Future

---

**WRIT 125** Privacy and the Law

---

**WRIT 125** Current Issues in Law and Society

## 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.

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**CHIN 206** Unmasking Confucian Voices: From Antiquity to the Tenth Century

---

**CHIN 207** Chinese Vernacular Literature: Fiction and Drama Tenth to Nineteenth Century

---

**CHIN 208** The Tumultuous Century: Twentieth-Century Chinese Literature

---

**CHIN 330** Women in Chinese Literature

---

**CHIN 340** Topics in Chinese Literature

---

**CLCV 102** Uncovering the Ancient World: An Introduction to the Worlds of Greece and Rome

---

**CLCV 104** Classical Mythology

---

**CLCV 117** Selected Texts

---

**CLCV 120/WRIT 125** Topic A. Comedy: Old, New and Ever Since

---

**CLCV 120/WRIT 125** Topic B. Troy and the Poets

---

**CLCV 120/WRIT 125** Topic C. Women in Classical Mythology

---

**CLCV 210/310** Greek Tragedy: Plays, Politics, Performance

---

**CLCV 211/311** Epic and Empire

---

**CLCV 212/312** On the Road: Travel in Literature and Film from Homer's *Odyssey* to *Thelma and Louise*

---

**CLCV 215/315** Women's Life in Greece and Rome

---

**EXTD 254** Imaginary Crimes and Courts: The Law in Literature

---

**GER 120/WRIT 125** Turn-of-the-Century Vienna: The Birth of Modernism

---

**GER 265** Literature and Empire: Myth and History in the Habsburg Dynasty

---

**GER 276/376** Franz Kafka

---

**ICPL 330** Seminar. Comparative Literature. Topic for 2002-03: The Devil and Despair in the Novel

---

**ITAS 261** Italian Cinema

---

**ITAS 262** Religion and Spirituality in Italian Cinema

---

**ITAS 263** Dante

---

**ITAS 309** Italian-Jewish Identity (at Brandeis)

---

**JPN 111** Gender and Popular Culture of Japan

---

**JPN 155** Exploring Solitude: Japanese Writers Across the Ages

---

**JPN 251** Japanese Writers and Their Worlds

---

**JPN 256** Japanese Film: The Restaging of a Culture

---

**JPN 351** Seminar. Theaters of Japan

---

**JPN 352** Seminar. Modern Japanese Writers

---

**ME/R 245** Introduction to Medieval Literature

---

**ME/R 246** Monsters, Villains, and Wives

---

**ME/R 247** Arthurian Legends

---

**ME/R 248** Medieval Women Writers

---

**ME/R 249** Imagining the Afterlife

---

**RUSS 125/WRIT 125** Great Short Stories from Russia

---

**RUSS 251** The Nineteenth-Century Russian Classics: Passion, Pain, Perfection

---

**RUSS 255** Seven Decades of Russian Cinema

---

**RUSS 272** Politically Correct: Ideology and the Nineteenth-Century Russian Novel

---

**RUSS 276** Fedor Dostoevsky: The Seer of Spirit

---

**RUSS 277** Lev Tolstoy: Russia's Ecclesiast

---

**RUSS 278** The Stories and Plays of Anton Chekhov

---

**RUSS 286** Vladimir Nabokov

---

**SPAN 263** Latin American Literature: Fantasy and Revolution

# Courses in South Asian Studies

The following are courses focusing exclusively on South Asia. There are many additional classes with strong South Asian components but a broader scope, such as Politics of Community Development or Islam in the Modern World.

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

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**ANTH 343** Women and Development in South Asia

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**ENG 289/POL2 289** Literature and Politics of South Asia

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**PHIL 232** Vedanta Ethics and Epistemology

---

**PHIL 332** Philosophy of Yoga

---

**POL2 211** Politics of South Asia

---

**REL 108** Introduction to Asian Religions

---

**REL 251** Religions in India

---

**REL 253** Buddhist Thought and Practice

---

**REL 351** Seminar. Religion and Identity in Modern South Asia

---

**WOST 215** Gender and Empire: Masculinities, Feminisms, and the Making of Imperial Authority

---

**WOST 280** Gender and Writing in South Asia

---

**WOST 309** Women in South Asia: State, Society, and "Progress" in the Colonial and Postcolonial Periods

# Faculty

## Legend

- A Absent on leave  
A1 Absent on leave during the first semester  
A2 Absent on leave during the second semester

Accurate as of June 1, 2002

### Rachid Aadnani

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# Travel Directions

## 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 (five-way intersection) in the town of Wellesley; go straight on Route 135 (West). At the third traffic light, take a left into the main entrance of the College. 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 \$55.
- 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 \$1.00.
- 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 \$3.00 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.*

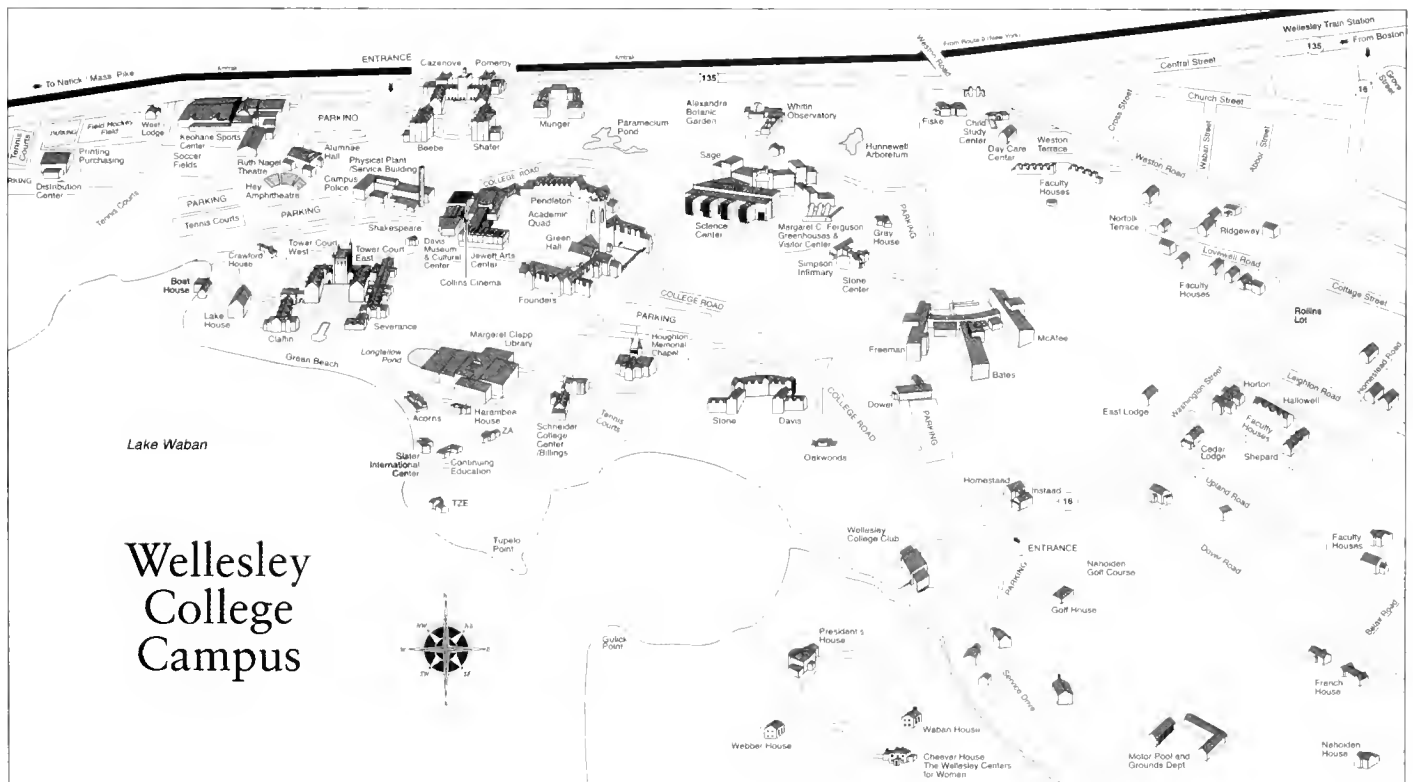
## Area Taxis

**Veteran's Taxi**  
(781) 235-1600  
Hours: 24 hours

**Wellesley Transportation**  
(781) 235-2200  
Hours: 5 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.



The information contained in this Bulletin is accurate as of July 2002. 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 1995 on a full-time basis was 90%. (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.



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