

2004–2005 Catalog Issue  
Volume 94, Number 1  
September 2004

Wellesley Bulletin

# Courses



# Wellesley Bulletin

2004–2005 Catalog Issue  
Volume 94, Number 1  
September 2004

# Contents

|   |    |  |     |
|---|----|--|-----|
| Academic Calendar 2004–05                 | 3  | Geosciences                                  | 97  |
| Inquiries, Visits, and Correspondence     | 4  | German                                       | 99  |
| The College                               | 4  | German Studies                               | 102 |
| The Campus                                | 6  | Greek  | 64  |
| Student Life                              | 8  | Health and Society, Courses in               | 175 |
| Residential Life                          | 9  | Hebrew                                       | 103 |
| Student Government                        | 11 | History                                      | 103 |
| Center for Work and Service               | 12 | History of Art                               | 42  |
| Admission                                 | 12 | International Relations                      | 111 |
| International and Transfer Students       | 14 | Italian Studies                              | 112 |
| Continuing Education                      | 15 | Japanese                                     | 73  |
| Costs                                     | 16 | Japanese Studies                             | 114 |
| Fees and Expenses                         | 16 | Jewish Studies                               | 114 |
| Billing and Payment                       | 17 | Language Studies/Linguistics                 | 115 |
| Financing Options                         | 18 | Latin  | 64  |
| Financial Aid                             | 19 | Latin American Studies                       | 115 |
| Graduate Fellowships                      | 21 | Legal Studies, Courses in                    | 175 |
| The Academic Program                      | 22 | Literature in Translation,<br>Courses in     | 176 |
| The Curriculum                            | 22 | Mathematics                                  | 116 |
| Additional Academic Programs              | 25 | Media Arts and Sciences                      | 119 |
| Academic Policies and Procedures          | 26 | Medieval/Renaissance Studies                 | 120 |
| Special Academic Programs                 | 28 | Middle Eastern Studies                       | 121 |
| Academic Distinctions                     | 30 | Music  | 122 |
| Courses of Instruction                    | 31 | Neuroscience                                 | 127 |
| Africana Studies                          | 32 | Peace and Justice Studies                    | 128 |
| American Studies                          | 36 | Philosophy                                   | 129 |
| Anthropology                              | 38 | Physical Education and Athletics             | 133 |
| Arabic                                    | 41 | Physics                                      | 134 |
| Architecture                              | 41 | Political Science                            | 136 |
| Art                                       | 42 | Psychology                                   | 143 |
| Astronomy                                 | 51 | Quantitative Reasoning Program               | 148 |
| Astrophysics                              | 52 | Religion                                     | 149 |
| Biological Chemistry                      | 52 | Russian                                      | 153 |
| Biological Sciences                       | 53 | Russian Area Studies                         | 155 |
| Chemistry                                 | 57 | South Asian Studies, Courses in              | 176 |
| Chinese                                   | 71 | Sociology                                    | 156 |
| Chinese Studies                           | 60 | Spanish                                      | 160 |
| Cinema and Media Studies                  | 60 | Studio Art                                   | 47  |
| Classical Studies                         | 61 | Theatre Studies                              | 165 |
| Classical Civilization                    | 61 | Women's Studies                              | 167 |
| Classical and Near<br>Eastern Archaeology | 64 | The Writing Program                          | 171 |
| Cognitive and Linguistic Sciences         | 66 | Faculty                                      | 177 |
| Comparative Literature                    | 67 | Board of Trustees                            | 184 |
| Computer Science                          | 68 | Presidents                                   | 185 |
| East Asian Languages<br>and Literatures   | 71 | Administration                               | 185 |
| East Asian Studies                        | 75 | Alumnae Association                          | 187 |
| Economics                                 | 76 | National Development and<br>Outreach Council | 188 |
| Education                                 | 80 | Index  | 188 |
| English                                   | 82 | Travel Directions                            | 191 |
| Environmental Studies                     | 87 |  |     |
| Experimental                              | 90 |  |     |
| Extrdepartmental                          | 91 |  |     |
| French                                    | 93 |  |     |
| French Cultural Studies                   | 97 |  |     |



# Academic Calendar 2004–05

## Fall Semester

### AUGUST

---

New students arrive 30, Mon.

### SEPTEMBER

---

First day of classes 7, Tues.

### OCTOBER

---

Holiday (no classes) 11, Mon.

Parent and Family Weekend 22, Fri. to 24, Sun.

### NOVEMBER

---

Thanksgiving recess begins (after classes) 24, Wed.

Classes resume 29, Mon.

### DECEMBER

---

Last day of classes 10, Fri.

Reading period begins 11, Sat.

Examinations begin 15, Wed.

Examinations end 21, Tues.

Holiday vacation begins (after examinations) 21, Tues.

### JANUARY

---

Wintersession begins 5, Wed.

Wintersession ends 26, Wed.

## Spring Semester

### JANUARY

---

First day of classes 31, Mon.

### FEBRUARY

---

Presidents' Day (no classes) 21, Mon.

### MARCH

---

Spring vacation begins (after classes) 18, Fri.

Classes resume 28, Mon.

### APRIL

---

Patriots' Day (no classes) 18, Mon.

### MAY

---

Classes end 11, Wed.

Reading period begins 12, Thurs.

Examinations begin 17, Tues.

Examinations end 23, Mon.

### JUNE

---

Commencement 3, 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.html](http://www.wellesley.edu/admission/admission/visiting.html).

## President

General interests of the College

## Dean of the College

Academic policies and programs, study abroad

## Dean of Students

Student life advising, counseling, residence, MIT cross-registration, exchange programs, international students, special students

## Class Deans

Individual students

## Director of Continuing Education

Davis Scholars, Postbaccalaureate students

## Dean of Admission

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

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

Henry Fowle Durant, Wellesley's founder, was an impassioned believer in educational opportunity for women. His strong philosophy carries over to the present day. Throughout its 128-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 both 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 women and men 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 and Olin College of Engineering; Spelman College, a Black liberal arts college in Atlanta, Georgia; and Mills College in Oakland, California. In addition, Wellesley students are encouraged to spend a semester or a year abroad in programs at many institutions throughout the world. Financial aid for study abroad, although limited, is available through Wellesley.

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

There is one faculty member for every 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 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 1.5 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 being MIT). The Science Center brings together all the science departments, including mathematics and computer science, in a contemporary setting that fosters interdisciplinary discussion and study. Laboratories are completely equipped for a wide variety of fields. The Center also includes an observatory and an extensive complex of greenhouses.

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 residence halls staffed by professional resident directors 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 157 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 almost 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 110,000 volumes, maintains subscriptions to more than 725 paper journals and periodicals with additional journals in electronic format, and provides access to online 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 (one with a micro-MRI accessory), microcalorimeters, a high-power pulsed tunable laser, and a MALDI-TOF mass spectrometer. For more information, visit our Web site: [www.wellesley.edu/ScienceCenter/mainpage1.html](http://www.wellesley.edu/ScienceCenter/mainpage1.html).

### Botanic Gardens

The Botanic Gardens represent a historically significant component of the College's campus. Dating from 1922, the Margaret C. Ferguson Greenhouses contain a diverse array of exotic plants representing various climatic regions from around the world. The 22 acres of the Hunnewell Arboretum and the Alexandra Botanic Garden showcase an extensive collection of hardy trees and shrubs for New England, many having been planted in the early twentieth century. All of the collections support courses and research in the biological sciences. The Gardens are an outstanding teaching facility and community resource visited by thousands each year. For more information visit our Web site: [www.wellesley.edu/FOH/home.html](http://www.wellesley.edu/FOH/home.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 residence hall computing rooms, and to advanced computing and multimedia equipment and software in the Knapp Media and Technology Center, located in the Margaret Clapp Library. Wellesley's ResNet provides support to students who use the high-speed, campus-wide network from their own rooms to access electronic resources both on campus and around the world. These resources include: the College Web site; the library online catalog and full-text electronic resources; centralized E-mail and conferencing provided via FirstClass; self-taught and instructor-led online 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 the student's 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/DVD set-up, wireless computing capability 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 Davis Museum and Cultural Center is the art museum of Wellesley College. As a vital force in the intellectual and pedagogical life of the College, the museum collects, preserves, exhibits, and interprets art in the belief that contact with original works of art is an essential component of a liberal arts education and a key factor for understanding the world in which we live.

Located in the center of the campus, the museum offers innovative exhibitions, technology-based installations, lectures, symposia, films, concerts, performances, publications as well as interdisciplinary projects that are developed in collaboration with faculty.

The four-story facility includes spacious galleries for the museum's permanent collection that spans the 3,000 years of art history, temporary exhibition galleries, cinema, and café.

For additional information, visit the DMCC Web site: [www.davismuseum.wellesley.edu](http://www.davismuseum.wellesley.edu).

## **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 1.5 million. The library's physical holdings are supplemented by a wealth of online 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, as well as for nonresident students of traditional age, the CE House is a place where students gather for programs, meetings, group study, or simply conversation. The Office of Continuing Education 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 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; soccer fields; an artificial-turf field hockey/lacrosse field; a recreation field; a 10-lane track and a softball field. 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 a 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*, the college yearbook; and WZLY. Several multicultural organizations have offices on the third and fourth floors. 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 Offices of the Asian Advisor and the Latina Advisor, the Office of Residential Life; the Office of Student Activities, and the office of the Schneider Coordinator. 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 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. International 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 faculty, staff, and students throughout the year.

### **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 include 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 (CRW) conducts policy-oriented studies focused on the education, employment, and family life of women from all walks of life. CRW also publishes *The Women's Review of Books*.

The Stone Center for Developmental Services and Studies, founded in 1981 with a gift from Grace W. and Robert S. Stone, is dedicated to the prevention of psychological problems, the enhancement of psychological well-being, and the search for a better understanding of human development. The Stone Center fulfills this mission through education, research, community outreach, and counseling with a particular focus on culturally diverse populations.

## **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 160 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 that represents women of African descent; *GenerAsians*, a magazine by and about the Asian/Asian American community; and *Legenda*, the College yearbook. 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, softball, 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, Graceful Harmony, the Guild of Carilloners, and the MIT Orchestra. Those with theatrical interests can choose from the Wellesley College Theatre and the Shakespeare Society. At the Jewett Arts Center's Student Gallery, students can exhibit their work or organize and curate shows. To take advantage of the extensive opportunities offered by the Boston Museum of Fine Arts whose collections accord it a world ranking, free entry has been purchased for all students thanks to the generosity of Marion Burr Sober '30.

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.

## Residential Life

Wellesley's residential life 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 any of 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, meals 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 Assistant on each floor of the building and a House President. The Resident Assistants and House Presidents are trained in community programming and act as resources and referral agents for all students. The smaller halls each house fewer than 20 upperclass students and are staffed by student Resident Assistants and offer more independent government.

Many opportunities exist for students to assume leadership positions. Students in the larger residence halls elect a House Council that administers the hall govern-

ment. 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 hall also elects representatives to the College Government Senate. These students consult with members of the residence hall on campuswide issues and convey opinions of their constituencies to the student government.

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 agreement. 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, and Cazenove is a peanut-free dining area. 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, 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 Pforzheimer 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 at the Stone Center, and 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. The Center also provides preventive programs that address 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 and 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 spring, the conference has been made possible by the Barbara Peterson Ruhlman Fund for Inter-disciplinary Study.



## The Tanner Conference

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

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

## 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. Information concerning all aspects of Wellesley community life is contained in the Guide to Student Life which is online at [www.wellesley.edu/DeanStudent/StudHandbook/stulifeguidehome.html](http://www.wellesley.edu/DeanStudent/StudHandbook/stulifeguidehome.html).*

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

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

## College Government

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 of 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 the 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 General Judiciary.

## 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 stu-

dent 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 information: name; class year; home address and telephone number; college address and telephone number; college E-mail address; schedule of classes; major and minor field(s); date and place of birth; dates of attendance at Wellesley College; degrees, honors, and awards received; weight and height of student athletes; participation in officially recognized sports and activities; and previous educational institution most recently attended. In addition, student photographs are part of a College 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 for-



eign 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 online from either site. Please note the \$50 application fee is waived if you apply electronically for the year 2005-06. If you mail your application, please include a \$50 nonrefundable application fee. 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 2005 admission is December 4, 2004.

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

### Deferred Entrance

Some students who apply successfully to Wellesley may then desire to defer their entrance to the first-year class for one year. If so, they should accept the offer of admission by May 1, and submit their deposit. At that point, the request for deferral should be made to the Dean of Admission in writing. Students who attend another American college full-time during the year between

high school and their entrance to Wellesley are not considered deferred students but must reapply for entrance as transfers. Ordinarily, transfer students may not defer entrance to the following semester or year. This also applies to international students.

## International and Transfer Students

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

### International Students

All 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), 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 online 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. These students, known as Davis Scholars, meet all degree requirements of the College, but the flexibility of the Davis Degree Program allows a woman to combine school with work and family responsibilities. A small number of Davis Scholars live on campus, some in small residence halls especially reserved for Davis Scholars and others in larger residence halls integrated with students of traditional college age. Davis Scholars in residence must carry a full academic course load of at least three courses a semester and should consult with their Class Deans to determine how many semesters they will have to complete their degrees. Nonresident Davis Scholars, other than international students, have no time limitation for completing their degrees and may choose whether to be full- or part-time students. International Davis Scholars must be full-time students whether or not they are in residence.

Many applicants to the Davis Degree Program have not experienced a traditional college-preparatory secondary school program, or their transcripts from the past are not an accurate reflection of current abilities. Such applicants are urged to complete at least four college-level courses for credit to strengthen their academic skills and credentials before applying to the program.

An applicant needs to show training in the principles of mathematics, including algebra and trigonometry, and she must demonstrate strong writing skills and the ability to think coherently. Students who have never pursued a foreign language should complete course work in a foreign language prior to applying.

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

## Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) of 1974, commonly known as the "Buckley Amendment," helps protect the privacy of student education records. Among other provisions, FERPA protects the privacy of educational records, including the student account at Wellesley College. Students interested in placing limitations on the release of information should contact Student Financial Services.

## Comprehensive Fees

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

## Fees and Expenses

The Comprehensive Fee for 2004–05 resident students is \$38,998. All fees are subject to change without prior notice. The breakdown is as follows:

|  | Resident Students | Off-Campus Students |
|--|-------------------|---------------------|
| Traditional Students & Resident Davis Scholars |                   |                     |
| Tuition  | \$29,176          | \$29,176            |
| Room   | 4,662             | N/A                 |
| Board  | 4,540             | N/A                 |
| Facilities Fee                                 | 428               | 428                 |
| Student Activity Fee                           | 192               | 192                 |
| Comprehensive Fee                              | \$38,998          | \$29,796            |

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

|  |         |
|--|---------|
| Tuition – Per Credit/Course              | \$3,647 |
| Facilities Fee – Per Credit/Course       | 54      |
| Student Activity Fee – Per Credit/Course | 24      |
| Tuition – Per Half Credit/Course         | 1,824   |

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 \$726 instead of the board charge.

Students may be exempt from purchasing the food portion of the board charge only upon approval by the Dean of Students. Approved exemptions are required to pay the indirect costs of food service. This cost is determined by the Dean of Students.

### Wintersession (January)

|   |          |
|---|----------|
| Tuition (Nonresident Davis Scholars only) | \$3,647  |
| Course Fee*                               | Variable |
| Wintersession Fee                         | \$100    |

\*Course fee varies depending on study away program.

Tuition for Wintersession is included in regular year tuition for all students except for nonresident Davis Scholars who pay by the course. All students who activate their OneCards during Wintersession are expected to pay the \$100 charge.

### Summer School 2004 (per four-week session)

|  |         |
|--|---------|
| Tuition – Standard Course                              | \$1,900 |
| Tuition – Lab Course                                   | 2,375   |
| Tuition – 1/2 Credit Course                            | 950     |
| Audit Fee  | 800     |
| Program Fee (per four-week session)                    | 75      |
| Nonrefundable Registration Fee (per four-week session) | 50      |
| Room & Board (per four-week session)                   | 610     |

### 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 supports the infrastructure of the College's facilities.

### General Deposit

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

### Refund Policy

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



on leave or withdrawn will be the effective date of leave or 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 Post-baccalaureate student who drops 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<br>1st week of classes | 93       |
| Before the end of the<br>2nd week of classes | 87       |
| Before the end of the<br>3rd week of classes | 80       |
| Before the end of the<br>4th week of classes | 73       |
| Before the end of the<br>5th week of classes | 67       |
| Before the end of the<br>6th week of classes | 60       |
| Before the end of the<br>7th week of classes | 53       |
| Before the end of the<br>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 | \$273 |
| Off-Campus Option       | \$209 |

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 be enrolled in an 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 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 2004–05 is \$1,165. 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 online. 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 visit the 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. Charges incurred after the payment deadline, including those as a result of add/drop, music charges, parking and library fines, etc., are due immediately and subject to late payment fees.

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 Tuition Management Systems (TMS) 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 may be prevented from participating in the housing process, registering, 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 administratively withdraw a student 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 2:00 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 your semester bill on VISA, MasterCard, or Discover by visiting the Tuition Management Systems Web site at [www.afford.com](http://www.afford.com) or by phone at 800-722-4867. *Please note that a teleprocessing fee is assessed.*

### **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.

### **Monthly Payment Plan**

If you plan to use your savings and/or current income to cover all or part of your educational expenses, the Interest-Free Monthly Payment option offered through Tuition Management Systems (TMS) helps by providing more manageable cash flow and greater budgeting flexibility. Instead of lump-sum payments, the TMS plan allows you to pay all or part of your educational expenses in manageable monthly installments. You may use the TMS plan to pay your balance after financial aid or in combination with other loans. By enrolling in the TMS Monthly Payment Plan, your student account will receive a credit each semester representing  $\frac{1}{2}$  of the full amount of your contract. We will credit your student account in advance of your making all

of your payments to TMS. Although Student Financial Services can provide assistance, you are responsible for determining the contract amount. TMS is not responsible for this decision and will make changes only upon your request.

The toll free number is 800-722-4867 (if calling from outside of the United States, please use 401-849-1550) or you may visit their Web site at [www.afford.com](http://www.afford.com).

### **Tuition Stabilization Plan**

This program provides a written contract guaranteeing that the cost of tuition will remain the same for each of four consecutive years at Wellesley College, provided the student pays by June 30 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 \$3,647 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 your Wellesley education, several options are available whether or not a student has been awarded financial aid, other scholarships, or loans. Detailed information can be obtained from the Office of Student Financial Services or by visiting [www.wellesley.edu/SFS/EducationalFinancing.html](http://www.wellesley.edu/SFS/EducationalFinancing.html).*

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

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



Monthly repayment begins 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. Over 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 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. For 2004–2005 the summer/vacation amounts are: \$1,250 for first year students, \$1,900 for sophomores, \$1,950 for juniors and seniors. 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 standard amount for books and personal expenses, and a standard amount for travel based on the student's home state. The remainder equals the financial need of the student and is offered in aid. The financial aid is packaged in a combination of three types of aid: work, loan, and grant. 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 2004–2005, first-year students are expected to earn \$2,000; 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 nonprofit and community service agencies. Some off-campus jobs are restricted to students with federal Work-Study.

#### **Loans**

The next portion of a student's financial aid is met through low-interest educational loans. The 2004–2005 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 is obligated 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 educational loans. The College will not offer any federal, state, or institutional aid to students in default on prior educational loans.

### **Grants**

The remaining portion of the student need is awarded in grants by the College from its own resources, from the federal government through the Federal Supplemental Educational Opportunity Grant 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 nongovernmental outside scholarships usually benefit from loan and work reductions.

### **Applying for Financial Aid**

Applicants for admission who intend to apply for financial aid must file five forms: the Wellesley College Application for Financial Aid, the Financial Aid Profile of the College Scholarship Service (CSS) 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 semester basis. Students must make satisfactory progress toward the degree and maintain a C average. No credit is associated with course incompleteness, course withdrawal, noncredit remedial courses or course repetition; therefore, these courses 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. Recipients 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. In order to be eligible for aid during a semester, students must take at least two units. Financial aid is not available to meet the full costs of living off campus, but staff will work with students to see if financing plans are applicable.

### **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 Office of Student Financial Services is available 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. Jobs on campus may be available to non-aided students. Student Financial Services 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 visit 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

*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. Decisions are based on merit and need, with the exception of the Knafel and Trustee awards, 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 \$3,000

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 of up to \$3,000 may be given.

## For Wellesley College Graduates

Anne Louise Barrett Fellowship for graduate study or research, preferably in music, with emphasis on study or research in musical theory, composition, or the history of music abroad or in the United States. Award: Up to \$15,000

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 \$9,000

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 the time of her appointment and unmarried throughout the whole of her tenure. Award: Up to \$25,000

Vida Dutton Scudder Fellowship for study or research in the field of social science, political science, or literature. Award: Up to \$11,000

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 \$11,000

Mary Elvira Stevens Traveling Fellowship for a full year of travel or study outside the United States. Any scholarly, artistic, or cultural purpose may be considered. Candidates must be at least 25 years of age on December 31 of the year of application. Applications for the Mary Elvira Stevens may be obtained from the Center for Work and Service, Wellesley College, 106 Central Street, Wellesley, MA 02481-8203. The application and supporting material should be returned to the same address by December 1, 2004.

Award: Up to \$20,000

Sarah Perry Wood Medical Fellowship for the study of medicine. Nonrenewable. Award: Up to \$65,000

Fanny Bullock Workman Fellowship for graduate study in any field.

Award: Up to \$16,000

### **For Women Graduates of Any American Institution**

Mary McEwen Schimke Scholarship, a supplemental award to provide relief from household and child care expenses while pursuing graduate study. The award is made on the basis of scholarly expectation and identified need. The candidate must be over 30 years of age, currently engaged in graduate study in literature and/or history. Preference given to American Studies.

Award: Up to \$1,500

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 by contacting the Economics Department, Wellesley College, or online at [www.wellesley.edu/Economics/after/peggyhoward.html](http://www.wellesley.edu/Economics/after/peggyhoward.html). Applications and supporting materials are 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 Center for Work and Service, Wellesley College. The applications and supporting materials should be returned to the same address and received no later than December 1, 2004.

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 4, 2005. Applications and supporting material for all other fellowships must be postmarked no later than January 4, 2005. If hand-delivered, the application must be received in the Center for Work and Service no later than January 4, 2005.

### **For Wellesley College Graduates: Opportunities in Asia**

Elisabeth Luce Moore '24 Wellesley-Yenching Program. The Wellesley-Yenching Program is a lasting example of Wellesley College's long tradition of interest and involvement in China, dating from 1906. In 1999, Wellesley received a generous grant from the Henry Luce Foundation to honor Elisabeth Luce Moore '24 who was born in China and 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 Graduate Fellowship at Chung Chi College in Hong Kong. The fellow's time may be divided between helping to organize and promote English language activities at Chung Chi College as a whole, and serving as a teaching or research assistant for an academic department.

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

Wellesley-Yenching Graduate Fellowship at the National Palace Museum 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, 2005.

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

### **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 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. A minimum of three units is required of all students in residence.

Courses are classified as Grade I, II, or 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 or program. Please see departmental or program 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. 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 Middle Eastern Studies)<br>Arabic 201–202 |
| Chinese:  | 201 (1–2) or 203–204 (1–2)                     |
| French:   | 201–202 (1–2)<br>or 203–204 (1–2)              |
| German:   | 201–202 (1–2)                                  |
| Greek:    | 201 (1), 202 (2)<br>or Religion 298 (2)        |
| Hebrew:   | (see Jewish Studies),<br>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 25 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 and programs require more than eight units, 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 would like to elect 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 and programs 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 and program 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. Law schools require applicants to submit transcripts from all institutions at which they have completed courses, including summer school and study abroad programs.

### 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 of 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 is provided by the Class Deans and the faculty. The Class Dean is a central source of information about degree requirements, academic legislation, and resources available at the College to help students achieve their academic goals. She advises students about course selections and sequences, and she is available throughout a student's years at Wellesley for consultation about matters of more general intellectual and personal concern.

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

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 Pforzheimer 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. A stu-

dent 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. AP units may not be used to satisfy distribution requirements. Some departments or interdepartmental programs restrict the use of AP credits toward the major; consult the department or program or see Directions for Election under the departmental or program 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. By the end of the third week of a semester, students notify the Registrar whether they plan to take a course for a letter grade or on the credit/noncredit basis. Credit (CR) is given to students who have earned a grade of C or better in the work of the course, thereby indicating satisfactory familiarity with the content of the course. If credit is not earned, the course will appear on the permanent record with the notation, (NCR), meaning no credit is earned.

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 credit/noncredit courses is prorated in proportion to the number of Wellesley courses taken after the equivalent of the first year of college. Students can consult their Class Deans for further clarification.

### **Incomplete Work**

If work for a course is not completed by the end of a semester, 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 prevents 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.

### **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.

## Voluntary Departures from the College (Leave of Absence and Withdrawal)

Recognizing that students may benefit from interrupting the ordinary sequence of four continuous years at Wellesley, the College allows students to take leaves of absence for a variety of reasons that may include study at another institution, work, travel, health or family problems, or other personal needs. Application for a leave of absence may be made to the Class Dean after a student has completed at least one semester at Wellesley. The leave may be for as short a period as one semester or as long as four semesters. A student who goes on a leave of absence cannot remain in residence on campus more than 48 hours after the effective date of the leave. If a student's leave exceeds four semesters, she will be withdrawn from the College but will be welcome to apply for readmission if she so chooses.

Application for a voluntary leave of absence is due by December 1 for spring semester and by April 15 for fall semester. To obtain permission to attend another institution with the intention of transferring credit back to her Wellesley degree, a student must also submit a detailed plan to her major advisor and her Class Dean. A student on leave may transfer to her Wellesley degree up to eight units of credit taken during an academic year at another institution.

A student who plans to return to the College should take a leave of absence; a student who wishes to leave the College permanently should notify her Class Dean that she is withdrawing. A student who withdraws cannot remain in residence on campus more than 48 hours after the effective date of the withdrawal. If, after with-

drawing, a student decides she does after all wish to retransfer at Wellesley, she must apply for readmission.

## Required Departures from the College (Conditional Leaves of Absence, Withdrawal, Suspension, and Expulsion)

The College reserves the right to require a student to leave. She may be suspended if she violates College rules and regulations or the rights of others, or she may be required to take a leave of absence for various reasons: if her continuing presence constitutes a risk to her health, safety or general well-being or to those of the College community; if she is not making adequate progress toward the degree; or if she fails to meet financial obligations to the College. If a student is suspended or required to go on leave, she will not be allowed to return to the College until she has met conditions set by the appropriate College official or board. These conditions will be related to the cause of the suspension or leave. A student on a medical conditional leave, for example, would be required to provide documentation of appropriate medical treatment; a student on an academic conditional leave would be required to meet conditions set by the Academic Review Board; a student on a financial conditional leave would be required to clear her balance.

Depending on the kind of leave, there may be a deadline by which the student must be cleared in order to return for the following semester. If the student does not meet the conditions of her leave within four semesters, she will be withdrawn from the College. If she later decides to apply for readmission, she must fulfill the conditions of the original leave.

The College also reserves the right to withdraw or expel a student who has egregiously or repeatedly failed to maintain academic or behavioral standards. A student who has been withdrawn may apply for readmission at some later date, whereas a student who has been expelled will not be considered for readmission.

## Readmission

A student who has withdrawn from the College and wishes to return should contact the Office of the Dean of Students for the appropriate forms. Readmission will be considered in light of the reasons for withdrawal. A nonrefundable fee of \$30 must accompany the application for readmission.

## Special Academic Programs

*The traditional four-year curriculum offered at Wellesley is enriched 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; they 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.

**Wellesley/Brandeis BA/MAief 5-year Program**

(or BA/MAief 5-year Program)  
 Brandeis University's Master of Arts in International Economics and Finance (MAief) is a two-year graduate program in its International Business School. This program prepares students for careers in international finance, business, policymaking and other fields that require strong analytical skills in international economics and finance. Qualified Wellesley undergraduate economics majors who wish to earn the MAief may apply in their junior year to pursue a special track, the BA/MAief, beginning in the senior undergraduate year. The BA/MAief program allows a student to complete a Wellesley BA and then the MAief with only one year of post-BA study. Additional information on the BA/MAief program can be obtained from the Department of Economics.

**Cooperative Programs with Babson College, Brandeis University, and Olin College of Engineering**

Wellesley has established cooperative programs with Babson College, Brandeis University, and Olin College of Engineering. All courses must be approved individually for transfer credit and for the major by the relevant Wellesley department.

**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 for a semester or full academic year in residence at any of the member institutions with the following exception. Williams has announced that it 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 Black liberal arts college for women. The program is open to students in their junior or senior year.

**The Wellesley-Mills Exchange Program**

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

**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 outside the United States. 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. However, beginning with the class of 2008, financial aid will be available to students studying on any approved program, and students will pay Wellesley College tuition and fees for all international study programs. The selection of recipients for awards is made 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 plan 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 France and Austria. The College is a member of consortia that offer programs in Italy, Japan, Mexico, 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 Study to ensure completion of Wellesley eligibility requirements, and declare their majors, in the fall of their sophomore year. 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 international summer study should consult the International Study 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 or interdepartmental programs. Normally students apply to their departments or programs in the spring of their junior year. Under this program, an eligible student may undertake independent research or special study that will be supervised by a member of the faculty. In several departments, options for general examinations, special honors seminars, and opportunities to assist faculty in teaching introductory and intermediate level courses are available to honors candidates. The successful completion of the work and of an oral honors examination leads to the award of honors in the major field.

### **Other Academic Distinctions**

The College names to First-Year Distinction those students who maintain high academic standing during the first year. Wellesley College Scholars and Durant Scholars are named at Commencement, based on academic records after the first year. 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 1.

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

## Courses of Instruction

*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.*

---

### Legend

- N/O Not offered in 2004-05  
[ ] Numbers in brackets designate courses listed only in earlier catalogs  
A Absent on leave for the 2004-05 academic year  
A1 Absent on leave during the first semester  
A2 Absent on leave during the second semester  
TBA To be announced  
TBD To be determined



# Department of Africana Studies

Professor: Martin, Cudjoe<sup>a2</sup>, Rollins, Steady<sup>a</sup>

Visiting Professor: Whitlow

Visiting Associate Professor: Hodge

Assistant Professor: Obeng (Chair)

Visiting Assistant Professor: Abusharaf

---

## 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

---

## AFR 201 The African American Literary Tradition

Cudjoe

**NOT OFFERED IN 2004-05.** 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: N/O

Unit: 1.0

---

## AFR 202/PHIL 202 Introduction to African Philosophy

Menkiti (Philosophy)

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

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

Distribution: Religion, Ethics, and Moral Philosophy

Semester: Spring

Unit: 1.0

---

## 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: None

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

---

## AFR 207 Images of Africana People through the Cinema

Obeng

An investigation of the social, political, and cultural aspects of development of Africana people through the viewing and analysis of films from Africa, Afro-America, 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: Fall

Unit: 1.0

---

## 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: Fall

Unit: 1.0

---

## AFR 209/ARTH 209 West African Architecture

Hyacinthe (Art)

West Africa has given birth to many key architectural forms, from the round house to the mosque to the slave castle. This examines the history, meaning and use of these and other classic examples of West African architecture.

*Students may register for either AFR 209 or ARTH 209. Credit will be given in the department in which the student is registered.*

Prerequisite: None. ARTH 100 and 101 and AFR 105 recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

---

## AFR 211 Introduction to African Literature

**NOT OFFERED IN 2004-05.** The development of African literature in English and in translation. Special attention will be paid to the novels of Chinua Achebe. Writers such as Ngugi Wa Thiongo, Camara Laye, Wole Soyinka, Mariama Ba, Nawal El Saadawi, and Buchi Emecheta will also be considered. The influence of oral tradition on these writers' styles as well as the thematic links between them and writers of the Black awakening in America and the West Indies will be discussed as time allows.

Prerequisite: None

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

---

## 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: Fall

Unit: 1.0

---

## AFR 213 Race Relations and Racial Inequality

**NOT OFFERED IN 2004-05.** 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 race relations law.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

---

## AFR 216 History of the Caribbean

Martin

A 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: Spring

Unit: 1.0

---

## AFR 217 The Black Family

Whitlow

An overview of the African American family in economic, sociological, psychological, economic, anthropological, and historical perspectives. Examination of the complex interplay of self-definitions, societal, and community definitions among African American women, men, and children within the context of their families. Exploration of changing gender roles among African American women and men will also be discussed.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

---

## AFR 222 Images of Women and Blacks 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: Spring

Unit: 1.0

---

## AFR 224/MUS 209 A History of Jazz

Panetta (Music)

**NOT OFFERED IN 2004-05.** 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 indige-

nous musical art (including ragtime and Blues idioms). 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 AFR 233/MUS 233.

Distribution: Arts, Music, Theatre, Film, Video or Historical Studies

Semester: N/O

Unit: 1.0

### AFR 225 Introduction to Black Psychology *Whitlow*

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: Fall

Unit: 1.0

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

**NOT OFFERED IN 2004-05.** An investigation of the extent to which the causes and consequences of environmental degradation are influenced by social inequality and the devaluation of indigenous peoples. The course will examine how the poor, indigenous peoples and people of color are subjected to environmental hazards. Topics include the link between negative environmental trends and social inequality; the social ecology of slums, ghettos and shanty towns; the disproportionate exposure of some groups to pollutants, toxic chemicals, and carcinogens; dumping of hazardous waste in Africa and other Third World countries; and industrial threats to the ecology of small island states in the Caribbean. The course will evaluate Agenda 21, the international program of action from the Earth Summit designed to halt environmental degradation and promote sustainable development.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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

**NOT OFFERED IN 2004-05.** This course examines the African American poetical tradition from its roots in African oral literature to its contemporaneous manifestation in rapping, a showcase for African American braggadocio, and the art of verbal dexterity and storytelling. The connection of this literary tradition with American cultural values will also be explored. The course will examine the works of Phyllis

Wheatley, Langston Hughes, James Weldon Johnson, Melvin Tolson, Gwendolyn Brooks, Robert Hayden, Derek Walcott, Gill Scott-Heron, the Last Poets, Nikki Giovanni, Public Enemy, Run-D.M.C., Tupac, and other artists.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

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

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 retention in the music 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. *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 instructor. In addition, for MUS 325 or AFR 332, MUS 200 or 201 is required.

Distribution: Arts, Music, Theatre, Film, Video or Religion, Ethics, and Moral Philosophy

Semester: Fall

Unit 1.0

### AFR 233/MUS 233 Three Jazz Masters *Panetta (Music)*

**NOT OFFERED IN 2004-05.** 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. All three were masterful composers, improvisers, and ensemble leaders, and their highly influential accomplishments greatly expanded the range and scope of African American creativity. Through readings, historical film excerpts, 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 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 244/MUS 209.

Distribution: Arts, Music, Theatre, Film, Video or Historical Studies

Semester: N/O

Unit: 1.0

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

A 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: Spring

Unit: 1.0

### AFR 235 Societies and Cultures of Africa *Abusharaf*

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

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

### AFR 242 New World Afro-Atlantic Religions

**NOT OFFERED IN 2004-05.** 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.

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

### 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 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.

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy

Semester: Spring

Unit: 1.0

### AFR 266 Black Drama *Cudjoe*

**NOT OFFERED IN 2004-05.** This course will examine twentieth-century Black drama, with a special emphasis on the period of its efflorescence during the Black Arts Movement of the 1960s and 1970s. We will also explore the Black theatre as a medium of aesthetic expression and communal ritual as well as an instrument of political consciousness and social change. Playwrights will include Douglass Turner Ward, Alice Childress, Ossie Davis, Lorraine Hansberry, James Baldwin, Ed Bullins, Adrienne Kennedy, LeRoi Jones (Amiri Baraka), Ntozake Shange, and others.



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

### AFR 280 Wintersession in Ghana

*Rollins, Obeng*

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

Prerequisite: By permission of the department. Application required.  
Distribution: Epistemology and Cognition  
Semester: Wintersession Unit: 0.5

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

**NOT OFFERED IN 2004-05.** This course examines alternative healing systems that attempt to treat the whole person as a physical, social, and spiritual being and to promote community participation and healing. It offers new perspectives on the biomedical model as it examines the 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: N/O Unit: 1.0

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

*Steady*

**NOT OFFERED IN 2004-05.** 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. The program will 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. Application required.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: TBD

### AFR 301 Seminar: South Africa

*Steady*

**NOT OFFERED IN 2004-05.** An examination of the degree of success or failure in social transformation from a racist, centralized, and oppressive apartheid system to a nonracial, democratic and participatory system which seeks to promote social and economic justice for all its citizens.

Topics include the structural challenges to social transformation, socioeconomic development and resource distribution, the persistence of *de facto* apartheid, the Truth and Reconciliation Commission, increasing poverty among the African population, the HIV/AIDS epidemic, the impact of globalization, and South Africa's place in Africa and the world at large.

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

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

*Steady*

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** 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 instructor.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

### AFR 310 Seminar. Black Literature

#### Topic A: Three Writers of the Harlem Renaissance

*Cudjoe*

The Harlem Renaissance is a period associated with the rebirth of African American literature and culture. Langston Hughes, Claude McKay, and Zora Neale Hurston are three important novelists and poets of this period. This course examines selected works from their prose and poetry. Selected works will be examined against the background of the Harlem Renaissance.

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

#### Topic B: Rhetoric and Revolution

*Cudjoe*

**NOT OFFERED IN 2004-05.** This course examines the rhetoric and writing of Africana freedom fighters and the role prison plays as a weapon in the freedom struggle. Texts include Nelson Mandela, *Long Walk to Freedom*; Martin Luther King, *Why We Can't Wait*; Frantz Fanon, *Wretched of the Earth*; *The Autobiography of Malcolm X*; and selections from Jack Mapanje's *Gathering Seaweeds: African Prison Writings*.

Prerequisite: Permission of instructor.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

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

*Abusharaf*

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 instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

### AFR 319 Pan-Africanism

*Martin*

**NOT OFFERED IN 2004-05.** 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

**NOT OFFERED IN 2004-05.** 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-Harrell, 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. Not open to students who have taken 235.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

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

*Martin*

**NOT OFFERED IN 2004-05.**

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: N/O Unit: 1.0

### AFR 341 Topics in Africana Social Science

*Obeng*

**Topic for 2004-05: Neglected Africans of the Diaspora.** The seminar explores the nature and composition of the African Diaspora and its changing meanings. Focusing on Africans in India and Pakistan, Oman, Britain, Belize, Martinique, Ecuador, and Costa Rica, we will examine the socio-cultural connections among diasporic Africans such as the forced migrations of enslaved Africans and voluntary emigration of free skilled Africans out of continental Africa. The seminar also explores the geopolitical, religious, and cultural factors that foster distinctive diasporic African identities and how these people constitute and contribute to global citizenry. Attention will be paid to the permeable boundaries of global politics, religion, economics, culture, and citizenry.

Prerequisite: Permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0



---

**AFR 350 Research or Individual Study**

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

---

**AFR 350H Research or Individual Study**

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

---

**AFR 360 Senior Thesis Research**

Prerequisite: By permission of 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 six courses is elected from the Africana Studies departmental offerings.

---

**ARTH 241 Egyptian Art**

---

**FREN 218 Négritude, Independences, Women's Issues: Francophone Literature in Context**

---

**MUS 300 Seminar: Studies in History, Theory, Analysis, Special Topics (Topic must be approved by Africana Studies Department advisor)**

---

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

---

**SOC 109 Race and Ethnicity: An Introduction to Sociology**

---

**SOC 209 Social Inequality**

---

## 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 a general Africana studies track. 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 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 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 African world, two courses that focus on a geographic area other than Africa are required. Six courses that focus on Africa are the foundation of this track: one course must be in history; one must be in a social science (economics, political science, sociology, anthropology, or psychology); one must be chosen from the humanities (literature, 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], 235, [245], 280, 297, 301, 306, 318, 341

Humanities: AFR 202, 207, 211, 222, [231], 232, 251, ARTH 241, FREN 218, [330], HIST [319]

**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 with the other 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 the 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, POL 337S

Humanities: AFR [150], 201, 212, 222, 233, [262], 310, ENG 320, 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 gain first-hand experiential insights in the Africana world. Students in the Africa and Caribbean tracks are encouraged to consider the Wintersession courses in Ghana and Jamaica. 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 consist of five units, including one 300 level course. AFR 105 is strongly recommended. (Students may be exempted from specific requirements by the department.) 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 (required of majors) that focus on methodology.

# American Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Fisher (English)*

American Studies Advisory Committee: *Bedell (Art), Imber (Sociology), Koderia (Religion), Rosenwald (English), Stettner (Political Science)*

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 AMST 101, which should be completed before the end of the junior year; at least two courses in historical studies; one course in literature; one course in the arts; and one course from any one of the following three areas: social and behavioral analysis; or epistemology and cognition; or religion, ethics, and moral philosophy. Students are also expected to take at least two Grade III-level courses, one of which should be AMST 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 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 269, 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 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 *Fisher (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 important moments in that history, investigating each of

them in relation to selected cultural, historical, artistic, and political events, figures, institutions, and texts.

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

Distribution: None  
Semester: Fall

Unit: 1.0

## AMST 125/WRIT 125 Defining Asian American Literature

*Iwanaga (The Writing Program)*

The question we will pose at the outset, and which we will revisit frequently, is "What defines Asian American literature?" The writer's ethnicity? The topic? The intended audience? Authors studied may include Maxine Hong Kingston, Patti Kim, Jhumpa Lahiri, R.O. Butler, Peter Ho Davies, Sandra Tsing Loh, Monique T.D. Truong. Students will also read essays on the power of creativity and the imagination. As students refine their definitions of Asian American literature, spurred on by texts that challenge their initial ideas, they will work toward defining American identity itself. *This course satisfies the Writing 125 requirement and counts as a unit towards the Asian American studies concentration within the American studies major. Includes a third session each week.*

Prerequisite: None  
Distribution: Language and Literature  
Semester: Spring

Unit: 1.0

## AMST 151 The Asian American Experience *Lee (English)*

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: Spring

Unit: 1.0

## AMST 317 Seminar. Advanced Topics in American Studies

*Rosenwald (English)*

**Topic for 2004-05: Nonviolence in America.**

A study of an important, diverse, and living American tradition. Some central questions: What is nonviolence? What has its relation been to law and to money? In what sorts of life, action, institution, legislation, and text has it been manifested? How has it been depicted? Discussion of nonviolent activists and thinkers, among them John Woolman, William Lloyd Garrison, Henry David Thoreau, William James, Jane Addams, Dorothy Day, Martin Luther King, Daniel Berrigan; of depictions of nonviolence by such artists as Harriet Beecher Stowe, Norman Mailer, and Robbie Leppzer; of analyses and critiques of nonviolence by Staughton and Alice Lynd, Peter Brock, Marjorie Kornhauser. Also, conversation with guest speakers from inside and outside the nonviolent community.

One short essay, one long essay, one experiential project.

Prerequisite: Permission of instructor. Enrollment is limited and preference is given to American studies majors.

Distribution: Language and Literature or Religion, Ethics and Moral Philosophy  
Semester: Fall

Unit: 1.0

*Bedell (Art History)*

**Topic for 2005-06: 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: Permission of instructor. Enrollment is limited and preference is given to American studies majors.  
Distribution: Arts, Music, Theatre, Film, and Video or Historical Studies

Unit: 1.0

## AMST 318 Seminar. Advanced Topics in American Studies

*Brogan (English)*

**Topic for 2004-05: Gotham: New York City in Literature and Art.** This course examines that icon of modernity, New York City, as it appears in literature, photography, and film. We'll cross neighborhoods and centuries to consider how Americans have variously envisioned this cultural and financial capital. Moving from the grim nineteenth-century streets of Five Points to the canyons of Wall Street, from Roth's Lower East Side tenements to Wharton's grand Fifth Avenue residences, from the photographs of Berenice Abbott and Lewis Hine to the films of Spike Lee and Martin Scorsese, we'll think in interdisciplinary ways about how the richly varied interpretations of New York contribute to a national discussion about urban ideals, modernism, immigration, and money.

Prerequisite: Permission of instructor. Enrollment is limited and preference is given to American studies majors.  
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video  
Semester: Spring

Unit: 1.0

*Shetley (English)*

**Topic for 2005-06: American Cinema 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: Permission of instructor. Enrollment is limited and preference is given to American studies majors.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O

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 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 217** The Black Family

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

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

**AFR 225** Introduction to Black Psychology

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

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

**AFR 266** Black Drama

**AFR 310** Seminar. Black Literature. Topic for 2004-05: Three Writers of the Harlem Renaissance

**AFR 340** Seminar. Topics in African American History

**ANTH 220** Race/Ethnicity in the United States: Asian American Identities and Communities in Comparative Perspective

**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** American Painting

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

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

**ARTH 320** Seminar. American Architecture

**ARTH 336** Seminar. Museum Issues

**ARTH 338** Seminar. Topics in Latin American Art. Topic for 2004-05: Imagining Mexico and the Border in the Twentieth Century

**ARTH 340** Seminar. Topics in American Art

**ARTH 381A** Egypt Lost and Found: Boston and the Genesis of American Egyptology

**ARTH 381B** Seminar. Depression Modern: American Art in the 1930s

**ARTH 381C** Seminar. Issues in Contemporary Art

**CAMS 202** Hitchcock in Context (Summer School 2004)

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

**ECON 215** Federal Tax Policy

**ECON 225** Urban Economics

**ECON 226** Economics of Education Policy

**ECON 238** Economics and Politics

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

**ECON 318** Economic Analysis of Social Policy

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

**EDUC 215** Understanding and Improving Schools

**EDUC 216** Education and Social Policy

**EDUC 217** Issues in Multicultural Education

**EDUC 301** Theory and Practice of Early Childhood Care and Education

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

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

**ENG 113** Studies in Fiction. Topic A: The Urban Imagination

**ENG 114** Race, Class, and Gender in Literature

**ENG 251** Modern Poetry

**ENG 253** Contemporary American Poetry

**ENG 262** American Literature to 1865

**ENG 263** American Literature and Social Justice

**ENG 264/SPAN 264** Hispanic Literature in the U.S.

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

**ENG 267** American Literature from the 1940s to the Present

**ENG 269** Asian American Literature. Topic for 2004-05: Asian American Poetry

**ENG 281** American Drama and Musical Theater

**ENG 283** Southern Literature

**ENG 286** New Literatures. Topic for 2004-05: Lesbian and Gay Writing from Sappho to Stonewall

**ENG 320** Literary Cross Currents. Topic for 2004-05: Black Writers, City Spaces

**ENG 363** Advanced Studies in American Literature. Topic for 2004-05: Edith Wharton and Willa Cather

**ENG 364** Race and Ethnicity in American Literature

**ES 204/BISC 204** Ecology of New England Seascapes, with Laboratory (Summer School 2004)

**EXTD 200/WOST 200** Introduction to Reproductive Issues

**EXTD 126** Maritime History

**FREN 229** America through French Eyes: Perceptions and Realities

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

**HIST 204** History of the United States in the Twentieth Century

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

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

**HIST 326** Seminar. American Jewish History

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

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

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

**POL1 200** American Politics

**POL1 210** Political Participation and Influence

**POL1 212** Urban Politics

**POL1 213** Washington Decision-Making (Wintersession)

**POL1 215** Courts, Law, and Politics

**POL1 311** The Supreme Court in American Politics

**POL1 313** American Presidential Politics

**POL1 314** Congress and the Legislative Process

**POL1 315** Public Policy and Analysis

**POL1 316** Mass Media in American Democracy

**POL1 317** Health Politics and Policy

**POL1 318** Religion and Politics in Contemporary America

**POL1 319S** Seminar. Campaigns and Elections

**POL1 320S** Seminar. Inequality and the Law

**POL1 333S** Seminar. Ethics and Politics

**POL1 334S** Seminar. Disability in American Society: Politics, Policy, and Law

**POL1 335S** Seminar. The First Amendment

**POL1 336S** Seminar. Judicial Politics

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

POL1 338S Seminar. Representation

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

POL3 321 The United States in World Politics

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

POL4 340 American Political Thought

PSYC 230 Psychology of Law

REL 218 Religion in America

REL 220 Religious Themes in American Fiction

REL 221 Catholic Studies

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

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 Comparative Sociology and Demography of the Family

SOC 215 Sociology of Popular Culture

SOC 216 Sociology of Mass Media and Communications

SOC 218 Religion in Contemporary Society

SOC 246 Immigration

SOC 290 Propaganda and Persuasion in the Twentieth Century

SOC 306/WOST 306 Women and Work

SOC 309 Topics in Inequality. Topic for 2004-05: Language, Power and Society

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

SOC 314 Medical Sociology and Social Epidemiology

SOC 332 Sociology of Film

SOC 333 Seminar. Special Topics in Popular Culture

SOC 348 The Sociology of Conservatism

WOST 207 Nature, Culture, and Bodies

WOST 211/SOC 205 American Families and Social Equality

WOST 216 Women and Popular Culture

WOST 218 Gender Transformations in Asian American Communities

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 306/SOC 306 Women and Work

WOST 308 The Changing Law, the New Family and the State

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

WOST 312 Seminar. Feminist Inquiry

WOST 317 Seminar. History of Sexuality: Queer Theory

WOST 319 Seminar. Women and Militarism

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

## Department of Anthropology

Professor: Kohl<sup>1</sup>, Merry (Chair)

Visiting Professor: Gibbons

Associate Professor: Karakasidou<sup>2</sup>

Visiting Associate Professor: Meigs, Ruf

### ANTH 104 Introduction to Cultural and Social Anthropology

Merry, Staff, Ruf

A comparative approach to the concept of culture and an analysis of how culture structures the worlds we live in. The course examines human societies from their tribal beginnings to the postindustrial age. We will consider the development of various types of social 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 202/SOC 202 Introduction to Human Rights

Merry, Cushman (Sociology)

Human rights is one of the most powerful approaches to social justice in the contemporary world, yet it is a rapidly developing and changing system. This course offers a critical analysis of human rights as a social, cultural, and legal system. It explores the historical and philosophical origins of the contemporary human rights system and its growth and development as a global social movement over the last few decades. This includes the diversification of rights to include social, economic, and cultural rights and the collective rights of indigenous peoples. The course examines the ongoing controversy between human rights' claims to universalism in contrast to assertions of cultural difference. Special topics include the rise of non-governmental human rights organizations, humanitarianism as an ideology, debates on military humanitarian interventions, the emergence of violence against women as a human rights issue, and the forms and types of justice in societies that have experienced large-scale violence. *Students may register for either ANTH 202 or SOC 202. Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall

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: None

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0



**ANTH 206 Archaeology***Kohl*

**NOT OFFERED IN 2004-05.** A survey of the development of archaeology. The methods and techniques of archaeology are presented through an analysis of excavations and prehistoric remains. Materials studied range from early hominid sites in Africa to the Bronze Age civilizations of the Old World and the Aztec and Inca empires of the New World. Students are introduced to techniques for reconstructing the past from material remains. The course includes a field trip to a neighboring archaeological site.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

**ANTH 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 209 Forensic Anthropology***Gibbons*

The identification of human remains for criminological and political purposes is widespread. This course explores issues in the identification and interpretation of human bones including methods for determining sex, age, stature, and ancestry as well as for identifying pathologies and anomalies. The course will pay particular attention to those anatomical elements, both soft tissue and bones, that aid in the reconstruction of individuals and their lifestyles. In addition, the course explores search and recovery techniques, crime scene analysis, the use of DNA in solving crimes, and the role of forensic anthropology in the investigation of mass fatalities from both accidents and human rights violations. It also addresses ballistics and the use of photography in forensic investigation.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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

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

Prerequisite: One course in ANTH or RAST.

Application required.

Distribution: Social and Behavioral Analysis or Historical Studies

Semester: Wintersession

Unit: 0.5

**ANTH 213 Racial and Ethnic Conflict**

**NOT OFFERED IN 2004-05.** This course has three goals. The first is to address the history of the concept of race and its alleged biological underpinnings. We will explore the perspectives of evolutionary and population biology and trace the development of modern notions of racial difference. Secondly, we will apply a critical anthropological lens to various conceptions of otherness associated with race— notions of ethnicity, caste, nation, culture, and identity— and address their contemporary scholarly and political implications. Finally, we will compare systems of ethnoracial classification and social stratification in diverse societies of the Americas (US, Canada, Latin America, and the Caribbean) and examine patterns of conflict and social inequality.

Prerequisite: None

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***Karakasidou*

**NOT OFFERED IN 2004-05.** 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 United States: Asian American Identities and Communities in Comparative Perspective***Ruf*

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.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

**ANTH 221 Societies and Cultures of Asia***Ruf*

This course explores East Asian societies in historical perspectives. It introduces students to a variety of important issues: the imaginative geographies of the landscape; the impact of the world economic system and colonialism; the social and political formations of cultural groups and their transformation into ethnic and national communities; the role of gender and religion; the impact of development policies; the importance of religion; and the overwhelming influence of media. The course will also consider diverse influences from the west and the locally specific responses to these changes.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

**ANTH 238 The Vulnerable Body: Anthropological Understandings***Karakasidou*

**NOT OFFERED IN 2004-05.** This course begins with the assumption that the human body is a unit upon which collective categories are engraved. These categories can vary from social values, to religious beliefs, to feelings of national belonging, to standards of sexuality and beauty. Readings in this course will concentrate around the classic and recent attempts in the social and historical sciences to develop ways of understanding this phenomenon of "embodiment." We will begin with an overview of what is considered to be the "construction" of the human body in various societies and investigate how the body has been observed, experienced, classified, modified, and sacralized in different social formations.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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

**NOT OFFERED IN 2004-05.** A review of the earliest emergence of state-stratified societies in the Old World (Pharaonic Egypt, Mesopotamia, the Indus Valley, and Shang China) and their integration through trade, conflict, migrations, and diffusions of technologies, particularly metalworking, with neighboring illiterate societies on their peripheries. The course concludes with a comparison with core-periphery relations in pre-Columbian Mesoamerica and Peru.

Prerequisite: None

Distribution: Historical Studies or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

**ANTH 244 Societies and Cultures of the Middle East***Kohl*

**NOT OFFERED IN 2004-05.** An anthropological overview of the contemporary Middle East with a focus on Islam and neotraditionalist 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 affected 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 POL, ECON, SOC, or HIST.

Distribution: Historical Studies or Social and Behavioral Analysis

Semester: Spring

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 interdisciplinary and focuses on how specialists in different societies have described the disease, how its victims in different cultures have narrated their experiences, how causality has been perceived, and what interventions (sacred or secular) have been undertaken as therapy and prevention.

Prerequisites: None

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

---

**ANTH 260 Gender, Culture, and Human Rights***Merry*

Women's rights are an increasingly important part of human rights. They now include issues such as protection from discrimination, violence against women, trafficking, women's political participation, and women's marriage and family status. This course covers the emergence of women's human rights, discusses major issues such as female genital cutting and honor killing, and explores the conflicts that have developed between culture and rights. The course explores the political uses of this opposition and the diverse meanings of culture and rights.

Prerequisite: ANTH 202/SOC 202 or one course in the social sciences.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

---

**ANTH 269 Anthropology of Gender, Marriage, and the Family***Ruf*

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: Spring

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: 301 or two 200-level units in any of the following: ANTH, SOC, POL, ECON, or permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

---

**ANTH 301 History and Theory in Anthropology***Karakasidou*

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

Prerequisite: Two 200-level units in any of the following:

ANTH, SOC, POL, ECON, or permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

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***Kohl*

**NOT OFFERED IN 2004-05.** 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:

ANTH, SOC, POL, ECON, 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)*

**NOT OFFERED IN 2004-05.** 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:

ANTH, SOC, POL, ECON, 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 2004-05.** 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:

ANTH, SOC, POL, ECON, 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**

---

**LING 114 Introduction to Linguistics**

---

**PEAC 259 Peace and Conflict Resolution**

*Attention Called*

---

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

---

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

---

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

---

**SOC 259 The Sociology of International Justice**

---

**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, 300 and 301 are required. Students may also elect other relevant statistics or calculus courses, depending on the particular need and interest of the student. Majors are encouraged to take other courses that have a cultural or multicultural focus, 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.

---

**Human Rights Concentration in Anthropology and Sociology**

The Departments of Anthropology and Sociology offer a concentration in human rights in conjunction with a major in either department. Students electing this concentration will major in either anthropology or sociology and choose a major advisor within the respective departments. Students will take three specific courses in the concentration that will be counted toward the major in either department.

---

**ANTH 202/SOC 202 Introduction to Human Rights**

---

**ANTH 260 Gender, Culture, and Human Rights**

---

**SOC 259 The Sociology of International Justice**

Students interested in the human rights concentration should contact Sally Merry, Department of Anthropology or Thomas Cushman, Department of Sociology. A student electing this concentration is encouraged, in consultation with her advisor, to take other courses in the college curriculum dealing with human rights, to engage in independent research (ANTH or SOC 350, 360 and 370) and to participate in internship experiences in human rights organizations in the United States and abroad.

---

**Arabic**

For Elementary and Intermediate Arabic see Middle Eastern Studies.

---

**Architecture**

AN INTERDEPARTMENTAL MAJOR

Director: *McGibbon (Art), Friedman (Art)<sup>vi</sup>*

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 course work 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 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 Piety, Palaces and Paradise: Islamic Art and Architecture 650-1750

ARTH 304 Seminar. Leonardo da Vinci, Michelangelo Buonarroti, and Raphael Sanzio

ARTH 309 Seminar. Problems in Architectural History

ARTH 320 Seminar. American Architecture

ARTH 323 Seminar. Topics in the Decorative Arts

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 221 Digital Imaging

ARTS 264 Virtual Form

ARTS 307 Sculpture II

ARTS 314 Advanced Drawing

ARTS 320 Architectonics & Installation

## 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 (Two Wellesley units; 300 level)

4.126 Architectural Design: Level I (Two 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 Multivariable Calculus

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

## Physics

PHYS 104 Fundamentals of Mechanics with Laboratory

PHYS 107 Principles and Applications of Mechanics with Laboratory

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

# Department of Art

Professor: *Armstrong<sup>A2</sup>, Berman, Carroll, Dorrien, Fergusson<sup>A2</sup> (Chair, Fall), Friedman<sup>A1</sup> (Chair, Spring), Harvey (Director of Studio Art), Marvin, Spatz-Rabinowitz*

Visiting Professor: *Fenske*

Associate Professor: *Black<sup>A1</sup>, Liu, McGibbon, Mekuria*

Assistant Professor: *Bedell, Irish, Oles<sup>A1</sup>*

Visiting Assistant Professor: *Janowitz, Palu-ay*

Visiting Instructor: *Bokhari, Hyacinthe*

Senior Lecturer: *DeLorme, Rhodes*

Lecturer: *Meng, Mickenberg, Slavick*

Administrative Teaching Staff: *Rogers, Ruffin*

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 *Bedell, Rhodes*

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. 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 instead of the regular ARTH 100 conferences. Through writing about art, students in

100/125 will develop skills in visual and critical analysis. Enrolling in this course automatically enrolls one in ARTH 100. There is no need to register separately for either ARTH 100 or an ARTH 100 conference. *This course satisfies the 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 and 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 2004-05.** 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 205 Breaking Boundaries: The Arts of Mexico and the United States *Bedell, Oles*

**NOT OFFERED IN 2004-05.** 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: N/O Unit: 1.0

**ARTH 209/AFR 209 West African Architecture**  
*Hyacinthe*

West Africa has given birth to many key architectural forms, from the round house to the mosque to the slave castle. This seminar examines the history, meaning, and use of these and other classic examples of West African architecture. *Students may register for either ARTH 209 or AFR 209. Credit will be given in the department in which the student is registered.*

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

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

*Carroll*  
Focusing on the works of Jan van Eyck, Hieronymus Bosch, and Peter Bruegel the Elder, this course surveys the development of devotional panel painting and the emergence of the independent genres of portraiture, landscape, and scenes from daily life. Of special interest will be the changing role of art in an era of momentous political and religious change, and the ways in which that change is registered in the works of these particularly "engaged" artists.

Prerequisite: None. ARTH 100 and 101 recommended.  
Distribution: Arts, Music, Theater, Film, Video  
Semester: Spring 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*

**Topic for 2004-05: 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. Although a lecture course, this class will participate in discussions. Fulfills the requirements for French Cultural Studies.

Prerequisite: None. ARTH 101 is recommended.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring 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 2004-05.** 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 Unit: 1.0

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

*Berman*  
**NOT OFFERED IN 2004-05.** Photography is so much a part of our private and public lives, and it plays such an influential role in our environment, that we often forget to examine its aesthetics, meanings, and histories. This course provides an introduction to these analyses by examining the history of photography from the 1830s to the present. Considering fine arts and mass media practices, the class will examine the works of individual practitioners as well as the emergence of technologies, aesthetic directions, markets, and meanings.

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

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

*Friedman*  
**NOT OFFERED IN 2004-05.** 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: N/O Unit: 1.0

**ARTH 229 Renaissance and Baroque Architecture**

*Friedman*  
**NOT OFFERED IN 2004-05.** A survey of building in Italy, France, and England from 1400–1700.

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

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

*Friedman*  
**NOT OFFERED IN 2004-05.** An investigation of Wright's domestic architecture in its cultural and historical context.

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

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

*Fenske*  
A survey of American architecture and urbanism from the colonial period to the 1960s.

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

**ARTH 232 American Painting**

*Bedell*  
**NOT OFFERED IN 2004-05.** 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 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: Fall Unit: 1.0

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

*Oles*  
**NOT OFFERED IN 2004-05.** 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.

Prerequisite: None. Not open to students who have taken this course as ARTH [238].  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0

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

*Oles*  
A survey of visual culture in Mexico from the Spanish conquest in the 1520s to current developments in contemporary art. Against a rich spectrum of historical events, we will examine key works of art and architecture, from colonial manuscripts to Frida Kahlo's self-portraits to recent videos, focusing on how art has served to build a sense of cultural or national identity. Specific topics to be addressed include the construction of race and gender, official patronage

of public art, and the myths that have shaped, and continue to shape, what it means to be "Mexican."

Prerequisite: None. Not open to students who have taken this course as ARTH [238].  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

### ARTH 239 The Sensual and Sacred: the Arts of South Asia

Bokhari

A chronological survey of South Asian art (2300 BCE – 1750 CE) including India, Pakistan, Bangladesh, and Nepal. Examination of art and architecture from their first and still mysterious beginnings in the Indus Valley, through the great masterpieces of Buddhist and Hindu art to the coming of Islam, including the eclectic culture of the Mughal courts and the golden age of miniature paintings. Consideration given to the multiple aspects of patronage in Indian culture – religious, political, economic – through case studies of individual works of art and architecture.

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

### ARTH 240 Asian Art

Liu

**NOT OFFERED IN 2004-05.** This course surveys the major artistic traditions of Asia from prehistory to the turn of the twentieth century, including India, Southeast Asia, Tibet, China, Korea and Japan. 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 Unit: 1.0

### ARTH 241 Egyptian Art

Freed

**NOT OFFERED IN 2004-05.** The greater Nile Valley has yielded some of the world's most ancient and most compelling monuments. In this course we will survey the art and architecture of ancient Egypt and Nubia from Neolithic times (c. 6000 B.C.) through the Roman period (c. second century A.D.). Emphasis will be placed on objects in the Egyptian collection of the Museum of Fine Arts, Boston, and one class session per month will meet in the Museum.

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

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

Marvin

**NOT OFFERED IN 2004-05.** Greek art did more than just initiate the Western artistic tradition. It reflects a paradoxical society that prized freedom, inspired western democracy, invented philosophy, held slaves, degraded women, and practiced homosexual pederasty. We will look at the historical development of Greek sculpture

and painting - what they meant to the people who made them, and to the later centuries that prized them. *Repeated trips to the Boston Museum of Fine Arts.*

Prerequisite: One unit of ARTH or CLCV  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0

### ARTH 243 Roman Art

Marvin

From twisting alleys, bars, and brothels of the buried city of Pompeii to standing monuments like the Colosseum, the remains of Rome's cities disclose a world of extremes. Stretching from Britain to Egypt to southern Russia, the Roman Empire meant luxury and slavery, elegance and cruelty, portraits of individuals and monuments of mass propaganda. 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: Fall Unit: 1.0

### ARTH 247 Piety, Palaces and Paradise: Islamic Art and Architecture 650-1750

Bokhari

This course introduces the history of Islamic cultures through their art and architecture that spans fourteen centuries and three continents: Asia, Africa, and Europe. The course work includes: mosques, palaces, manuscript paintings, decorative arts, calligraphy, and gardens. The emphasis of the course is on function, meaning, and style rather than chronology.

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

### ARTH 248 Chinese Painting

Liu

**NOT OFFERED IN 2004-05.** 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 Unit: 1.0

### ARTH 249 Arts of Japan

Liu

This course is a survey of the visual arts of Japan from early times to the end of the nineteenth century. It examines Japan's early cultural ties to India, China and Korea, the development of native Japanese style in narrative scrolls and screen paintings, and the popularity of genre painting, especially in the art of woodblock prints. Special attention is given to the socio-

political forces, religious thought, and intellectual discourses that shaped these arts. *Visits to Boston Museum of Fine Arts and Wellesley's Japanese print collection at Davis Museum.*

Prerequisite: None. ARTH 100 recommended.  
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

**NOT OFFERED IN 2004-05.** 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, Leonardo da Vinci) and landscape (Bellini, Giorgione); and High Renaissance painting in Florence, Rome, and Venice (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: N/O 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 illuminated manuscripts in Clapp Special Collections are planned. *Meets ARTH major distribution requirements in Medieval art and is a course before '1800.'*

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 2004-05.** A survey of European illuminated manuscripts including sessions on selected Hiberno-Saxon and Carolingian manuscripts, but emphasizing the magnificent decoration of French and Italian books in the Gothic and Renaissance periods. Topics will include the construction of manuscripts; relation of text to images and decoration; aristocratic and religious patronage of illuminators, and the illustration of the earliest printed



book woodcuts. Original illuminated manuscripts and early printed books in the Wellesley College Special Collections will be studied in several sessions. All students will also participate in preparing a small exhibition of Wellesley's illuminated manuscripts to be held in the Davis Museum.

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

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

This course examines Chinese art in the socially tumultuous twentieth century that witnessed the end of imperial China in 1911, the founding of the Republic, the rise of the People's Republic, the 1966–76 Cultural Revolution, the 1989 pro-democracy movement, and the open door and economic reform since 1980s. Issues of examination 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 modern Chinese art.

Prerequisite: None. ARTH 240 or 248 recommended.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

### ARTH 256 Nineteenth-Century Art *Bedell*

A lecture course on the arts of Europe and the United States from the upheavals of the French and American revolutions, through Impressionism's challenge to canonical art practices, concluding with the radical *fin-de-siècle* movements and their implications for the development of modern art. This course will consider painting, sculpture, prints, and photography in relation to notions of nationalism and history, the avant-garde and revolutionary politics, popular and elite culture, woman painters and the gendering of representation, as well as the rise of rebellions against artistic institutions. Artists studied will include J.L. David, Francisco Goya, John Constable, Mary Cassatt, Claude Monet, and Vincent van Gogh.

Prerequisite: Not open to students who have taken ARTH [219] or ARTH [234].  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

### ARTH 291 Persuasive Images *Berman*

Visual images have always been enlisted to influence individual and collective decision making, action, and identity. However, the rise of the mass media in the nineteenth century, and the multiplication of visual technologies in the twentieth century, have created unprecedented opportunities for the diffusion of persuasive images. This course examines the uses and functions of visual images in advertising and propaganda and considers, in particular, graphic arts, photography, film, and other reproductive media. It also considers the interplay between elite and popular arts. The goal of the course is to refine our critical understanding and reception of the visual world.

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

### ARTH 304 Seminar. Leonardo da Vinci, Michelangelo Buonarroti, and Raphael Sanzio *Armstrong*

Leonardo da Vinci, Michelangelo, and Raphael were critical in defining the style known as the "High Renaissance" in Italy, 1490 to 1520. Leonardo created supremely beautiful paintings (*Virgin of the Rocks*; *Mona Lisa*), and fascinating drawings of anatomy, architecture, and horses. Michelangelo was a sculptor (*David*; *Pieta*) and painter (*Sistine Ceiling*), and also an architect (*Medici Chapel*; *St. Peter's*) and poet, writing deeply moving poems. Raphael executed ambitious murals for the Popes (*School of Athens*) and many portraits and devotional panels (*Madonna of the Goldfinch*; *Sistine Madonna*). The seminar will investigate multiple facets of these geniuses' creations and some of the myths about their lives. Meets ARTH major distribution requirements in Renaissance art and is a course before '1800.'

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 and architecture majors are encouraged to enroll. Permission of the instructor required. File application in art department before pre-registration.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

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

**Topic for 2004-05: "Le Corbusier and the Evolution of Modern Architecture"** This seminar will examine the career and influence of Le Corbusier through in-depth examination of his writing, projects, and buildings. We will focus on five broad topics: 1) Paris in the 1920s: villas and clients; 2) texts and publications; 3) furniture and interiors; 4) spiritual space; 5) craft traditions and vernacular architecture. The seminar will also examine the architect's complex relationship to modernism in the United States and South America.

Prerequisite: ARTH 228. Permission of the instructor required. File application in art department before pre-registration.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

### ARTH 320 Seminar. American Architecture *Fenske*

**Topic for 2004-05: The American Skyscraper.** Consideration of the American skyscraper as an architectural type and as an urban phenomenon with emphasis on Chicago and New York City and also as an American export.

Prerequisite: ARTH 101, 231 or permission of instructor required. File application in the department before pre-registration.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

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

**NOT OFFERED IN 2004-05.**

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

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

**NOT OFFERED IN 2004-05.** Renaissance artists and architects glorified the Republic of Venice as the center of a cultural and political empire. The seminar will explore how they represented contemporary religious beliefs, portrayed political rulers and their wives, established new norms for representing landscape, exploited the erotic appeal of the female form, participated in the revival of Classical themes in art, and refashioned the city's churches, palaces, and urban spaces. The artists considered will include Giorgione, Titian, Tintoretto, and Palladio.

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

### ARTH 331 Seminar. Early Modern European Art *Carroll*

**Topic for 2004-05: Virtue, Vice and Violence: Erotic Themes in Early Modern European Art.** Love, marriage, adultery, prostitution, rape, pedophilia and more: these themes were addressed by some of the most ambitious painters in the sixteenth and seventeenth centuries. The class will examine how a burgeoning sense of erotic possibility – and anxiety – was registered by artists working in Italy and the North (Titian, Caravaggio, and Amemisia Gontileschi in Italy; Dürer and Cranach in Germany; Bosch, Rubens, and Rembrandt in the Netherlands).

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

### ARTH 335 Seminar. Special Topics in Modern Art *Berman*

**Topic for 2004-05: *Fin de Siècle*.** This seminar examines the arts and visual culture of Europe between 1890 and 1905, the years in which the early radical movements of modern art were generated—Symbolism, Decadence, Art Nouveau, Fauvism, and Expressionism. We will consider the artists associated with these movements, the social cultural issues that intersected with them (contagion and hygiene, colonial politics, urbanism, the women's movement), and the emerging technologies that shaped them (electric lights, cinema, etc.). Field trips (including the reopening of the MoMA in NY and film screenings will supplement discussions and reports.

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

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

**Topic for 2004-05: 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, changing modes of interpreting the object, funding, and issues of political and personal identity and memory all seen through an examination of case studies and a final project involving the acquisition of a work for the Davis Museum collection.

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

### ARTH 337 Seminar. Northern Song Imperial Patronage and Painting Academy.

*Liu*  
Northern Song Painting Academy as an imperial institution was the first of the kind in the history of world art. This seminar investigates the nature of imperial patronage of painting and the achievements of the Painting Academy. It explores the relationship between emperors and academy painters through close reading of the painters' biographies written by Song contemporaries (in translation), examines the mobility of academy painters, and attempts to identify how exactly imperial commissions were initiated and carried out. Special attention is given to various interpretative modes of primary sources.

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

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

*Oles*  
Topic for 2004-05: **Imagining Mexico and the Border in the Twentieth Century.** This seminar explores how Mexico and the U.S.-Mexican border have been represented in North America, primarily in the film history, although we will also compare films to photography, literature, and popular culture. From early silent movies to Hollywood musicals to recent Chicano productions, certain themes are repeated and transferred: idealized images of traditional culture; social complexity of the border region. We will also consider how positions on race, gender, and identity are negotiated through film. Students with no prior background in film or art history are encouraged to apply.

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

### ARTH 340 Seminar. Topics in American Art

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

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

*Liu*  
NOT OFFERED IN 2004-05. The landscape painting of China, Korea, and Japan is among the great traditions of world art. What did it mean? How was it used? Why is landscape still a popular subject in modern Chinese, Korean, and Japanese art? Following the development of landscape painting from the early period to the twentieth century, the course will examine issues such as landscape and national development, ideology and power; landscape as representation of nature; landscape as images of the mind; and the tension of tradition and creativity in painting landscape. Comparisons will be made with Dutch, English, and American landscape painting to provide a global perspective.

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

### ARTH 342 Seminar. Domesticity and Its Discontents

*Carroll*  
NOT OFFERED IN 2004-05.

Prerequisite: 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 345 Seminar. Methods of Art History

*Rhodes*  
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: Fall Unit: 1.0

### ARTH 350 Research or Individual Study

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

### ARTH 350H Research or Individual Study

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

### ARTH 360 Senior Thesis Research

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

### ARTH 364 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 emer-

gence 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

### ARTH 381 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. Normally, students may enroll for a maximum of two BMFA seminars.*

#### Topic A: 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 (617-369-3328 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. After the Civil War, when the first public art museums were founded in the United States, Boston took the lead in collecting ancient Egyptian art. The seminar will focus on the beginnings of American interest in Egyptology (with special attention to Boston) and its cultural and intellectual milieu. Works of Egyptian art in the MFA's collection will be studied in detail, both in the classroom and in the galleries, and the rationale behind the installations of these objects in the galleries will be explored and analyzed. Enrollment limited to Wellesley students.

Prerequisite: Admission to Museum Seminars is by permission of the instructor.

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

#### Topic B: Depression Modern: American Art in the 1930s

*Carol Troyen, John Moors Cabot Curator of Paintings, Art of the Americas (617-369-3405 or ctroyen@mfa.org)*

Although the United States was under extreme political, economic, and social stress in the 1930s, it was a surprisingly vital era for the visual arts. Many painters turned from abstraction to a realistic depiction of their surroundings, sometimes with a social or political subtext, sometimes not. In photography, a documentary aesthetic was replacing the elegant abstractions of Alfred Stieglitz and his circle. Art patronage, previously mostly the purview of individuals, was taken over by museums and by government agencies, notably the WPA. This seminar will examine paintings and photography of the Depression era, seeking to understand the ways



art portrayed the stories of the truly disenfranchised as well as of the middle class. The key figures – Edward Hopper, Charles Sheeler, Walker Evans, Berenice Abbott – are well represented in the MFA's collections. Their works, studied in the original, will be the focus for examining the visual culture of the 1930s. Enrollment limited to Wellesley students.

Prerequisite: General survey of American art and/or photography recommended. Admission to Museum Seminars is by permission of the instructor.

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

### Topic C: Issues in Contemporary Art

*Cheryl Brutvan, Beal Curator of Contemporary Art*  
*William Stover, Assistant Curator of Contemporary Art (617-3693313 or wstover@mfa.org)*

This seminar will examine a variety of critical issues, both practical and theoretical, surrounding the art of our time. In addition, we will explore the various approaches to exhibition-making at a museum as well as at other venues such as commercial galleries and not-for-profit spaces. The class will include in-depth examination of contemporary works of art in the MFA's collection, many of which are rarely on view. Students will consider these works with an eye toward the organization of an exhibition. There will be structured visits to local galleries and not-for-profit spaces, reading and writing assignments, and presentations; participation in discussions is essential. Enrollment limited to Wellesley students.

Prerequisite: Some familiarity with contemporary art and artists and knowledge of modern art history recommended. Admission to museum seminars is by permission of the instructors.

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

### Topic D: The Materials and Techniques 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)*

This course provides an introduction to the materials used in a wide variety of works of art (stone, ceramic, metal, glass, paint, wood, paper, textiles, manmade materials including plastics), where the materials come from, and how they are utilized to make works of art. Most course meetings will focus on a specific material and will include an introductory lecture and visits to the Museum's conservation laboratories and/or galleries to examine closely and discuss individual works of art made from that material. Overview lectures will discuss the nature of materials from a scientific point of view, defining basic concepts that are necessary to understand the materials used in works of art. Students will be required to examine artifacts on display at the Museum of Fine Arts. Enrollment limited to Wellesley 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** Images of Women and Blacks in American Cinema

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

**CAMS 231** Film as Art

**CHIN 243** Chinese Cinema (in English)

**FREN 222** French Cinema

**GER 280** Film in Germany 1919-1999

**ITAS 261** Italian Cinema (in English)

**JPN 256** Japanese Film: The Restaging of a Culture (in English)

**PHIL 203** Philosophy of Art

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

**SPAN 258** Barcelona and the Spirit of Modernity: Art, History, and Culture (1859-2003)

**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 nonseniors. 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 nonseniors. 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 Ruffin (Clapp 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. Students will create limited edition broadsides and artists' books that may involve use of the Knapp Media and Technology Center.

Prerequisite: None. Permission of instructors required. File application online through art department Web page before preregistration.

Distribution: None. Credit/non only.  
Semester: Spring Unit: 0.5

### ARTS 108 Photography I

*Palu-ay, Black*

This introductory course explores photography as a means of visual communication by producing and analyzing photographic images.

Emphasis is on acquiring basic black-and-white technical skills with 35mm cameras and traditional darkroom practices. Class discussions and studio projects address a range of technical, compositional, and aesthetic issues fundamental to 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 online through the art department Web page before preregistration.

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

### ARTS 109 Basic Two-Dimensional Design

*Slavick*

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.

Prerequisite: None. Open to all nonseniors. Seniors must obtain permission of the instructor.

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

---

**ARTS 113 Basic Three-Dimensional Design***Irish, 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 nonseniors. Seniors must obtain permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall, Spring Unit: 1.0

---

**ARTS 165 Introduction to Video Production***Mekuria*

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

Prerequisite: None. Permission of instructor required. File application online through art department Web page before preregistration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall, Spring Unit: 1.0

---

**ARTS 204 Painting Techniques***Spatz-Rabinowitz*

A survey of significant techniques and materials related to the history of Western painting. Students will do projects in gold leaf, egg tempera, Venetian oil technique (the indirect method), and the direct oil technique. They will also experiment with acrylic, encaustic, and pastel. This course gives a broad overview of the technical aspects of these media and their role in stylistic changes throughout the course of Western painting. Studio art majors are encouraged to enroll; art history and architecture majors are also welcome. Most materials provided. *Studio fee \$50.*

Prerequisite: None. Permission of instructor required. File application online through art department Web page before preregistration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring 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: Spring Unit: 1.0

---

**ARTS 217 Life Drawing***Harvey*

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

Prerequisite: ARTS 105

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit: 1.0

---

**ARTS 218 Introductory Painting***TBA, Harvey*

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, Spring Unit: 1.0

---

**ARTS 219 Introductory Print Methods:****Lithography/Monotype***McGibbon*

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.**

Prerequisite: ARTS 105 or 109 or by permission of the instructor.

Distribution: Arts Music, Theater, Film, Video

Semester: N/O. Unit: 1.0

---

**ARTS 220 Introductory Print Methods:****Intaglio/Relief***McGibbon*

This course examines the major concepts of printmaking using intaglio methods such as copper plate etching and relief methods including linocut. Students develop visual and creative flexibility while exploring image sequences, text, and multiples. Several projects involve extensive

work in color and some incorporate digital applications. Students participate in a collaborative print portfolio exchange in addition to completing individual projects.

ARTS 219 and 220 are complementary courses and may be elected in either order. *Studio fee of \$35.*

Prerequisite: ARTS 105 or 109 or by permission of the instructor.

Distribution: Arts Music, Theater, Film, Video

Semester: Spring Unit: 1.0

---

**ARTS 221 Digital Imaging***Irish*

**NOT OFFERED IN 2004-05.** Artistic production through electronic imaging, manipulation, and design. Emphasis is on expression, continuity and sequential structuring of visuals through the integration of image, type, and graphics. Hands-on production techniques of image capturing, lighting and processing are explored in conjunction with print and screen output methods. Lectures and screenings of historic and contemporary uses of technology provide a background and context for the coursework.

Prerequisite: ARTS 108 or by permission of instructor. File application online through art department Web page before preregistration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

---

**ARTS 250 Research or Individual Study**

Prerequisite: Open to qualified students by permission of 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 255 Dynamic Interface Design***Irish*

Creative exploration of the expanding field of interface design for online interactive media. Emphasis will be on effective visual communication and creative content. Hands-on production will focus on design methods, multimedia web, vector-based media, and dynamic audio. Screenings and discussions on contemporary practices, and theoretical, artistic, and cultural issues.

Prerequisite: ARTS 109 and CS 110; or by permission of instructor. File application online through art department Web page before preregistration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit: 1.0

---

**ARTS 260 Moving Image Studio***Irish*

**NOT OFFERED IN 2004-05.** Creative exploration of the moving image as it relates to digital methods of animation, video, and motion graphics. Hands-on production of audio, image, text, and time-based media synthesis, with a conceptual emphasis on nonlinear narrative, communication design and visual expression. Screenings and lectures on historical and contemporary practices, coupled with readings and discussions of the theoretical, artistic, and cultural issues in the moving image.

Prerequisite: ARTS 108 or 165 or 221

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

---



---

**ARTS 264 Virtual Form***Irish*

Introduction to the design and production of three-dimensional objects and spaces using industry-standard modeling software. Overview of basic modeling, surface design and camera techniques. Emphasis on creative application of the media, in relation to architectural, experimental and time-based forms. Screenings and lectures on traditional and contemporary practices, coupled with readings and discussions of the theoretical, artistic, and cultural issues in the virtual world.

Prerequisite: ARTS 113 or MIT 4.101 or 4.125. Permission of instructor required. File application online through the art department Web page before preregistration. Distribution: Arts, Music, Theatre, Film, Video Semester: Fall Unit: 1.0

---

**ARTS 265 Intermediate Video Production***Mekuria*

**NOT OFFERED IN 2004-05.** 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***Dorrien*

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

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

---

**ARTS 308 Photography III***Black*

**NOT OFFERED IN 2004-05.** 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 109 or another 200-level studio course, or by permission of instructor. Distribution: Arts, Music, Theatre, Film, Video Semester: N/O Unit: 1.0

---

**ARTS 314 Advanced Drawing***Spatz-Rabinowitz*

Designed for those who wish to continue studying the observational and conceptual issues introduced in basic drawing courses. Students will work from life (not necessarily the figure) using traditional methods, and will also explore contemporary conceptual and abstract ways of approaching the visual world. Experimental

techniques and materials, class exercises, a regular sketchbook, intense outside assignments, and field trips are all part of the course. Emphasis during the second half of the term will be on the development of personal imagery and an individual body of work. *All studio and architecture majors are encouraged to take this course. Best when taken after ARTS 105 and ARTS 217.*

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

---

**ARTS 315 Advanced Painting***Harvey*

Each student will spend time exploring further the issues of color, composition, paint handling, and subject matter. In addition, students will be required to establish and develop personal imagery and an individual vocabulary. *ARTS 315 may be repeated, ordinarily for a maximum of two semesters.*

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

---

**ARTS 317 Seminar. Topics in the Visual Arts***McGibbon*

**Topic for 2004-05: Art and Travel.** This seminar brings together juniors and seniors from a variety of studio disciplines to consider strategies of process art, including site-based projects, performance, viewer interaction and documentation. Guided projects and field trips explore notions of travel, migration, time, space, and place. Each participant must enter the course with a solid background in at least one studio discipline and be interested in expanding her work through shared readings, independent research, critique, and reflection. Following a period of intense experimentation, each student completes a self-directed body of work and participates in a collaborative exhibition.

Prerequisite: ARTH 101, ARTS 105 and 3 other studio courses (one at the 200-level) required. Permission of instructor required. File application online through the art department Web page before preregistration. Distribution: Arts, Music, Theater, Film, Video Semester: Fall Unit: 1.0

---

**ARTS 320 Architectonics and Installation***Irish*

Creative inter-media collaboration within the practice in architecture, art, and design. Studio projects will emphasize the synthesis and interrelation of imaging and time-based media to spatial art forms and structures. Materials, techniques, and issues in the creation of hybrid forms, architectonics and the solution of problems. Lectures on the historic and contemporary practices of intermedia artists, designers, thinkers and scientists, coupled with readings and discussions.

Prerequisite: Two 200-level courses in ARTS. By permission of instructor. File application online through the art department Web page before preregistration. Distribution: Arts, Music, Theatre, Film, Video Semester: Spring Unit: 1.0

---

**ARTS 322 Advanced Print Concepts***McGibbon*

Designed for advanced students wishing to expand their visual and conceptual breadth using graphic concepts and procedures. Class work includes technical demonstrations and col-

laborative print projects, but each student is expected to develop a cohesive body of self-directed work, which may include handmade books, installed site works and/or interactive media. Some projects combine digital photo processes with traditional hand printing methods. Readings and discussions consider the use of multiplicity, mechanical reproduction and sequence in contemporary art. *Studio fee of \$35.*

Prerequisite: One or more of the following: ARTS 208, 219, 220, 221 Distribution: Art, Music, Theater, Film, Video Semester: Fall 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*

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, and permission of instructor. Distribution: Arts, Music, Theatre, Film, Video Semester: Spring 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 photography 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

**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, 106, 108, 109, 113, 165, 204, 206, [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 300-level courses.

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), non-Western art. ARTH 223, 229, and 331 may count as Renaissance or Baroque. Among the four areas elected, one must be either before 1400 AD/CE or outside the tradition of Western art. Normally, ARTH 223, 233, 235, 305 and 345 may not be used to meet this distribution requirement.

Beginning with the class of 2006, students may count only one cross-listed course toward the minimum major. If approved by the department chair, courses elected at other institutions may be used to meet the distribution requirement. No more than one unit of 350 credit may be counted towards the minimum major. Ordinarily, no more than three units of transfer credit (one studio, two art history) may be counted toward the minimum major. Once a student has enrolled at Wellesley, courses from two-year colleges will not be credited to the major.

Although the department does not encourage over-specialization in any one area, by careful choice of related courses a student may plan a field of concentration emphasizing one period or area. Students interested in such a plan should consult the department as early as possible.

ARTH 345 is strongly recommended for those considering graduate study in history of art. Art majors are also encouraged to take courses in the language, culture, and history of the areas associated with their specific fields of interest.

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 require degree candidates to pass exams in French and German. Graduate programs in the history of Asian art require Chinese and/or Japanese.

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

**A history of art minor must elect a minimum of six units:**

(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 American art, be a course in non-Western or ancient art. In the case of students whose primary field of interest is ancient or non-Western art, the fourth unit shall be Western European or American art.

For the minor, at least four units for credit in art history must be taken in the art department, and only one cross-listed course may be counted towards the minor.

The attention of students is called to the interdepartmental majors in architecture, in classical and near Eastern archaeology, and in Medieval/Renaissance studies and American studies.

### Studio Art

**A studio art major 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 106, 108, 109, 113, or 165.

C. A minimum of two units of studio art courses at the 200 level.

D. A minimum of two units of studio art courses at the 300 level.

A studio art minor must elect a minimum of six units consisting of ARTS 105, one unit of either 106, 108, 109, 113, 165 or [210], plus four additional units in studio art, one of which is at the 300 level (250s and 350s excluded).

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

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

In tandem with the Davis Museum and Cultural Center, the art department offers numerous opportunities for students to deepen their experiential knowledge of the arts through special exhibitions, visiting artist lectures and projects, work-study positions and internships. Studio art majors and minors are strongly encouraged to exhibit their work, and gain practical experience organizing exhibitions and installing art in the Jewett Arts Center student galleries and Collins Café, and other venues on campus. Each year many professional artists visit the campus and studio art students are encouraged to take advantage of these interactions.

Seniors who qualify for honors and have completed all 100-level requirements in the major may propose a senior thesis project for honors. If approved by the studio faculty as a whole, this year-long, self-directed project culminates in a spring exhibition. A student interested in thesis work should discuss her ideas with a potential thesis advisor and take at least some advanced work in her proposed media concentration before the senior year.

A list of requirements for honors eligibility is available from the director of studio art. A proposal must be written and accepted. Contact the department in the spring semester prior to the proposed honors year for deadlines and information.

### AP Policy

Students may not receive credit for AP courses in studio art, nor will they be able to waive prerequisites such as ARTS 105, 108, or 109 based on a high grade from the AP exam. However, they may present a portfolio of work to the director of studio art for assessment and placement, and that portfolio may include work 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 (8) units of art history and eight (8) units of studio art.

**Teacher Certification.** Students interested in obtaining certification to teach art in the Commonwealth of Massachusetts should consult the director of studio art and the chair of the Department of Education.



# Department of Astronomy

Professor: *Bauer (Chair), French*

Associate Professor: *McLeod*

Visiting Assistant Professor: *Slivan*

Instructor in Astronomy Laboratory: *Regester*

The astronomy department offers two introductory survey 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 ASTR 110. ASTR 109 and 206 fulfill the Quantitative Reasoning overlay course requirement.

---

## ASTR 100 Life in the Universe

*Staff*

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

---

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

*Staff*

A survey of stars, galaxies, and cosmology. This course examines the life stories of stars, from birth in clouds of gas and dust, through placid middle age, to violent explosive demise, leaving white dwarfs, neutron stars, or black holes. It also explores the makeup and structure of galaxies, which contain billions of stars and are racing away from each other as part of the overall expansion of the universe. Finally, it presents theories for the origin and ultimate fate of the universe. The course will stress the interaction of observations and the mathematical models developed from these data. Evening laboratory at the observatory.

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

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring Unit: 1.25

---

## ASTR 109 Our Place in Space and Time

*Staff*

This course traces the story of the quest to determine our place in space and time. Using hands-on experiments and key astronomical observations, we will measure the size and age of the Earth, its distance from the Sun and other stars, the location of our solar system within our

galaxy, the distance to far-away galaxies, and the age and eventual fate of the expanding Universe. The emphasis will be on applying quantitative reasoning skills to measure both what we know and how well we know it. 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: Natural and Physical Science or Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Spring Unit: 1.0

---

## ASTR 110wL Fundamentals of Astronomy with Laboratory

*McLeod*

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: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have already taken 101.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall Unit: 1.25

---

## 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. Not offered in 2005-06. Unit: 1.0

---

## ASTR 203 Planetary Geology

*Bauer*

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** 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 ASTR or GEOL course.

Distribution: Natural and Physical Science

Semester: N/O. Unit: 1.0

---

## ASTR 205 Relativity and Cosmology

*Bauer*

Einstein's theories of space and time have brought about a fundamental change in our conceptual understanding of the universe. Using trigonometry and algebra, 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 or 110

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Spring. Not offered in 2005-06. Unit: 1.0

---

## ASTR 206wL Basic Astronomical Techniques with Laboratory

*Slivan*

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. This course requires substantial nighttime telescope use and culminates with an independent observing project.

Prerequisite: 101 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

---

## ASTR 301 Seminar. Multiwavelength Astronomy

*Staff*

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** 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. Unit: 1.0

---

## ASTR 311 Elements of Astrophysics

*French*

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** 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

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: N/O. Unit: 1.0

## ASTR 315 Seminar. Topics in Astrophysics

French

NOT OFFERED IN 2004-05. OFFERED IN 2005-06. Topic for 2005-2006: Planetary

**Astrophysics.** Study of the properties of planetary systems, with an emphasis on the underlying physical principles. Topics covered include celestial mechanics of planets, satellites, and rings, atmospheric structure and dynamics, seismology and planetary interiors, the physical properties of comets, asteroids, and moons, and the search for extrasolar planets. A required term project will involve quantitative analysis of modern ground-based or spacecraft observations of our solar system, or of planets around other stars. *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.

Unit: 1.0

## ASTR 350 Research or Individual Study

Prerequisite: By permission of department.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

## ASTR 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

## ASTR 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

## Related Courses

*For Credit Toward the Major*

**MATH 216/PHYS 216** Mathematics for the Sciences II

**PHYS 202** Introduction to Quantum Mechanics and Thermodynamics with Laboratory

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

## Directions for Election

The astronomy major consists of a minimum of nine courses: ASTR 101wL or 110wL; 206wL; 311; at least one of 301 or 315; PHYS 202; PHYS 203; MATH 216/PHYS 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 ASTR 110wL rather than 101wL. PHYS 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 Whitin Observatory and its equipment.

## Astrophysics

AN INTERDEPARTMENTAL MAJOR

Director: *Stark (Physics)*

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

In addition to the nine courses required for the physics major, the student takes four astronomy courses. An astrophysics major consists of: PHYS 107, 108, 202, 203, 302, 305, 306, 314; and MATH 216/PHYS 216 as well as ASTR 101wL or 110wL, 206wL, 311, and either 315 or a 350 in either astronomy or astrophysics, or ASPH 370. PHYS 219 is strongly recommended. In planning the major, students should note that some of the courses have prerequisites in mathematics.

## 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** Seminar. Topics in Astrophysics

**ASTR 350** Research or Individual Study

**MATH 216/PHYS 216** Mathematics for the Physical Sciences

**PHYS 107** Principles and Applications of Mechanics with Laboratory

**PHYS 108** Principles and Applications of Electricity Magnetism and Optics with Laboratory

**PHYS 202** Introduction to Quantum Mechanics and Thermodynamics with Laboratory

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

**PHYS 216/MATH 216** Mathematics for the Physical Sciences

**PHYS 302** Quantum Mechanics

**PHYS 305** Statistical Mechanics and Thermodynamics

**PHYS 306** Advanced Classical Mechanics

**PHYS 314** Electromagnetic Theory

## Biological Chemistry

AN INTERDEPARTMENTAL MAJOR

Director: *Allen (Biological Sciences)*

Biological Chemistry Advisory Committee: *Allen (Biological Sciences), Hicks (Chemistry), Peterman (Biological Sciences), 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 (CHEM 221 (or 222) and 328), the area of concentration must include the following courses: CHEM (a) both 105 [110] and 205 [111], or 120; (b) 211; (c) either 232 or 231; BISC (a): 110 or 110X; (b) 219; (c) 220; (d) two 300-level courses from among the following: 303, 310, 313, 316, 320 or a seminar course if relevant to the major and approved by the director, excluding 350, 360, 370. At least one of these two courses must be a laboratory course; PHYS 104 or 107; MATH 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 105 requirement, and CHEM [115/115E] satisfy the CHEM 205 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 and/or 360/370) is highly recommended, especially for those considering graduate study.

A recommended sequence of required courses would be:

Year I, CHEM 105 and math or physics; either CHEM 205 or 211 and BISC 110

Year II, either CHEM 211 or 205 and BISC 219; BISC 220 and math or physics

Year III, CHEM 221 and math; CHEM 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.



# Department of Biological Sciences

## BIOC 250 Research or Individual Study

Prerequisite: By permission of instructor.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

## BIOC 250H Research or Individual Study

Prerequisite: By permission of instructor.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

## BIOC 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

## BIOC 360 Senior Thesis Research

Prerequisite: By permission of the 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

Professor: *Allen, Beltz<sup>42</sup>, Berger-Sweeney, Buchholtz (Chair), Cameron, Harris<sup>42</sup>, Smith, Webb*

Associate Professor: *Moore, Peterman, Rodenhouse*

Assistant Professor: *Himmelman, Hood-DeGrenier, Königer, O'Donnell, Sequeira*

Visiting Assistant Professor: *Borla, Hughes*

Senior Instructor in Biological Sciences

Laboratory: *Helluy, Leavitt, Paul, Thomas*

Instructor in Biological Sciences Laboratory:

*Crum, Hacopian, McDonough, Schur*

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 Horticulture with Laboratory

*Himmelman, Thomas, McDonough*

This course will emphasize plant structure, growth and function. Topics will include plant adaptations, reproduction, environmentally sound landscape practices, urban horticulture, and the use of medicinal plants. The laboratory involves extensive use of the greenhouses, experimental design, data collection and analysis, and field trips. *Not to be counted towards the minimum major in 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

*Borla, McDonough*

In this class, we will explore human physiology through case studies, lectures, and laboratories. The lectures and case studies will focus on nutrition, genetics, the nervous system, and endocrinology. There will be an emphasis on how different organ systems work together in integrated functions such as exercise and in reproduction. Laboratories involve data collection using computers, physiological test equipment, limited animal dissection, a personal nutrition study and field trips. *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

*Hood-DeGrenier, Hacopian*

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 BISC 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, ecology, 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, Summer

Unit: 1.25

## BISC 111X Introductory Organismal Biology with Laboratory

*Rodenhouse, Paul*

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: Mathematical Modeling or Natural and Physical Sciences. Fulfills the Quantitative Reasoning overlay course requirement.  
Semester: Spring Unit: 1.25

### **BISC 201 Ecology with Laboratory** *Rodenhouse*

An introduction to the scientific study of interactions between organisms and their environments. Topics include evolutionary adaptations to environmental constraints, foraging behavior, sexual reproduction and mate selection, population growth and regulation, species interactions, and the structure and function of biological communities and ecosystems. Emphasis is placed on experimental ecology and its uses in addressing environmental issues such as biological control of pests, conservation of endangered species and global climate change. Laboratories occur primarily in the field where exercises introduce students to local habitats including meadows, forests, alpine tundra, bogs, dunes, marshes, lakes, and streams.

Prerequisite: 111 or by permission of the instructor.  
Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.  
Semester: Fall Unit: 1.25

### **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, Helluy*

The physiology and functional anatomy of vertebrate animals, with an emphasis on comparisons among representative groups. The course covers topics in thermoregulatory, osmoregulatory, reproductive, cardiovascular, respiratory, digestive, neural and ecological physiology. The laboratories incorporate the study of preserved materials and physiological experiments.

Prerequisite: 109 or 111, or permission of instructor.  
Distribution: Natural and Physical Science  
Semester: Fall Unit: 1.25

### **BISC 206 Histology I: Human Microscopic Anatomy with Laboratory** *Smith*

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

Prerequisite: 110  
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 serve as well an introduction to some of the techniques currently employed in answering research questions ranging from the organismal to the cellular level.

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 nonmedical 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** *Moore, Hughes*

Oceans cover more than 70% of the earth's surface and are our planet's primary life support system. This course examines adaptations and interactions of plants, animals and their environments in marine habitats. Focal habitats include the photic zone of the open ocean, the deep-sea, subtidal and intertidal zones, estuaries, and coral reefs. Emphasis is placed on the dominant organisms, food webs, and experimental studies conducted within each habitat.

Prerequisite: 111 or by permission of the instructor.  
Distribution: Natural and Physical Science  
Semester: Fall Unit: 1.25

### **BISC 213/NEUR 213 The Biology of Brain and Behavior with Laboratory** *Beltz, Goldman (Physics), 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 sensation, language, addiction, memory, and cognition are emphasized. The laboratory is designed to expose the student to basic neuroanatomy, neurochemistry, physiology and behavior.

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 and 111 or permission of instructor  
Distribution: Natural and Physical Science  
Semester: Spring Unit: 1.25

### **BISC 219 Molecular Genetics with Laboratory** *Webb, Sequeira, Crum, Leavitt*

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. The course will also establish a link between the generation of genetic variants through mutation, their patterns of inheritance and their maintenance in natural populations. 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, inheritance of gene differences and aspects of population and evolutionary genetics. Laboratory experiments will expose students to the fundamentals of molecular genetics.

Prerequisite: 110 and one unit of college chemistry. Not open to first-year students.  
Distribution: Natural and Physical Science  
Semester: Fall Unit: 1.25

### **BISC 220 Cellular Physiology with Laboratory** *Hood-DeGrenier, O'Donnell, Crum*

This course will focus on structure/function relationships in eukaryotic cells. Topics will include: dynamic imaging of living cells, an introduction to protein structure and enzyme kinetics, 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, investigation of cellular transport pathways in yeast, and an analysis of the cytoskeleton in cultured mammalian cells using fluorescence microscopy.

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 250 Research or Individual Study**

Prerequisite: By permission of instructor.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

### **BISC 250H Research or Individual Study**

Prerequisite: By permission of instructor.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

### **BISC 302 Animal Physiology with Laboratory** *Cameron, Paul*

This course takes an integrated approach to the study of organ system function in animals, with an emphasis on human physiology. We will examine control mechanisms that allow the human body to maintain a constant balance in the face of environmental challenges such as exercise, temperature change and high altitude.



Our particular focus will be recent findings in the areas of neural, cardiovascular, respiratory, renal and muscle physiology. In the laboratory, students gain experience with tools of modern physiological research at both the cellular and organismal levels.

Prerequisite: 111 and one of the following - 203, 206, 213, 220, 222  
Distribution: Natural and Physical Science  
Semester: Spring Unit: 1.25

### **BISC 303/CS 303 Bioinformatics** *Webb, Tjaden (Computer Science)*

A multidisciplinary seminar exploring the origins, present and future applications and challenges of the intersection of biological and computer sciences. The field of bioinformatics generated in response to the era of genomics encompasses all aspects of biological data acquisition, storage, processing, analysis and interpretation with a view to generating in silico models of cellular function. *Students may register for either BISC 303 or CS 303. Credit will be given in the department in which the student is registered.*

Prerequisites: 219 or 220 or CS 231  
Distribution: Natural and Physical Science  
Semester: Spring Unit: 1.0

### **BISC 304 Histology II: Microscopic Anatomy of Human Systems with Laboratory** *Smith*

**NOT OFFERED IN 2004-05.** Analysis of structure-function relationships of human systems, based principally on microscopic techniques. Examination of selected pathologic 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: N/O Unit: 1.25

### **BISC 305 Seminar. Evolution** *Buchholtz*

**NOT OFFERED IN 2004-05.** 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** *O'Donnell, Paul*

Aspects of nervous system development and how they relate to the development of the organism as a whole. Topics such as neural induction, neurogenesis, programmed cell death, axon guidance, synaptogenesis, and the development of behavior 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/ES 307: Advanced Topics in Ecology with Laboratory** *Hughes*

**Topic for Spring 2005: Conservation Biology with Laboratory.** We live on an increasingly human-dominated planet. We must now take responsibility for and stewardship of Earth's resources, both living and non-living, which we are changing at unprecedented rates. Our course covers terrestrial, fresh and saltwater habitats - their diversity and ecology, current status and sustainability, and the role of humanity in both their endangerment and salvation. We will examine the sources and importance of species diversity, and explore the often contentious issues of species and ecosystem preservation and conservation, the design of natural sanctuaries, and whether altered ecosystems can be managed and restored. Laboratory activities will include measurement of species diversity in soil and aquatic samples, successional dynamics, ephemeral habitat biology and ecology, geographic informational analysis, and an independent project. *Students may register for either BISC 307 or ES 307. Credit will be given in the department in which the student is registered.*

Prerequisite: 201, 210, or permission of instructor  
Distribution: Natural and Physical Science  
Semester: Spring Unit: 1.25

### **BISC 308 Tropical Ecology with Wintersession Laboratory** *Königer, Helluy*

The ecology of coral reefs and rain forests is the focus of the course. Lectures and discussions during the fall prepare students for the field portion in Belize and Costa Rica. The first half of the laboratory takes place on an island bordering the world's second longest barrier reef; the second half is taught in an intact lowland rain forest. Laboratory work is carried out primarily out-of-doors and includes introductions to the flora and fauna, as well as testing of student-generated hypotheses. *Usually offered every other year. Subject to Dean's Office approval.*

Prerequisite: 201, 207, or 210, and permission of instructor.  
Application required.  
Distribution: Natural and Physical Science  
Semester: Fall, Wintersession Unit: 1.25

### **BISC 310 Advanced Topics in Cellular Regulation with Laboratory** *Hood-DeGrenier*

Eukaryotic cells possess a diverse array of molecular circuits that regulate their normal activities and respond to external signals. Common modes of regulation include modulation of protein expression or localization, covalent protein modifications, and protein-protein interactions. This course will examine the molecular mechanisms that regulate processes such as cell division, cell differentiation, stress responses, and others, in a format that combines lectures and student presentations of current literature articles. A semester-long laboratory project will investigate a particular regulatory pathway using the budding yeast *Saccharomyces cerevisiae* as a model organism.

Prerequisite: 220 or 219 (both recommended)  
Distribution: Natural and Physical Science  
Semester: Fall Unit: 1.25

### **BISC 313 Seminar. Microbial Physiology and Biochemistry**

*Allen*  
**Topic for 2004-05: Microbial Communication and Development.** Many bacteria are social creatures, interacting and communicating with each other. Quorum sensing, where population density alters gene expression, controls a diverse range of behaviors such as virulence factor production, genetic competence, sporulation, biofilm production, and programmed cell death. Signaling pathways and the molecules that regulate them will be studied, as well as the molecular mechanisms that regulate and produce developmental change in prokaryotes. Student participation and discussion of original literature will be emphasized.

Prerequisite: 209 or 219 or 220, and CHEM 211, or permission of instructor  
Distribution: Natural and Physical Science  
Semester: Spring Unit: 1.0

### **BISC 315 Advanced Topics in Neurobiology with Laboratory**

**NOT OFFERED IN 2004-05.**

Prerequisite: 213  
Distribution: Natural and Physical Science  
Semester: N/O Unit: 1.25

### **BISC 316 Molecular Biology with Laboratory** *Peterman*

Molecular techniques, which allow us to isolate, analyze and manipulate genes, have revolutionized our understanding of living things as well as our ability to alter them genetically. This course focuses on the use of molecular methods to dissect and manipulate complex biological systems. A case study approach will be used to analyze the application of molecular biology to genetic diseases (e.g. cystic fibrosis and muscular dystrophy), genetically modified organisms, cancer, stem cells, human cloning, aging and environmental protection. Student participation and critical analysis of the primary literature will be emphasized. In the laboratory students will pursue an original research project using current molecular techniques (e.g. molecular cloning, PCR, DNA sequencing, mutagenesis, protein expression, bioinformatics). Emphasis will be on experimental design and data analysis and interpretation.

Prerequisite: 219 or permission of the instructor  
Distribution: Natural and Physical Science  
Semester: Spring Unit: 1.25

### **BISC 319 Population Genetics and Systematics with Laboratory** *Sequeira*

In this course we will focus on patterns of population differentiation and speciation in oceanic islands. Little is known about the ecological and historical forces responsible for speciation although these are key for the generation of biological diversity. By looking at relationships between organisms, populations and species, we can interpret how historical processes can leave evolutionary footprints on the geographic distribution of traits. After a series of introductory lectures, the course will involve student presentations and discussion of primary literature examining cases in archipelagos (Hawaii, Canaries and Galapagos). In the laboratory we will explore computational biology tools for analysis of DNA sequences, and apply methods

of phylogeny, phylogeography reconstruction and population demographics. We will also explore the growing field of molecular dating of evolutionary events.

Prerequisite: 202 or 219 or by permission of the 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 only a blueprint for life. To a great extent the living condition arises from the complex interactions of thousands of cellular proteins. Research that focuses on the large-scale study of proteins is called proteomics. This course introduces students to the techniques utilized and the scientific questions being addressed in this newly emerging discipline. Student participation and the use of original literature will be emphasized. In the laboratory students will perform two-dimensional gel electrophoresis, peptide mass fingerprinting using MALDI-TOF mass spectrometry, and DNA microarrays.

Prerequisite: 220 and CHEM 211, or permission of the instructor. BISC 219 is strongly recommended.  
Distribution: Natural and Physical Science  
Semester: Fall Unit: 1.25

### **BISC 330 Seminar**

*Allen*

**NOT OFFERED IN 2004-05.**

Prerequisite: 209 or 220 or permission of instructor.  
Distribution: Natural and Physical Science  
Semester: N/O Unit: 1.0

### **BISC 331 Seminar**

**NOT OFFERED IN 2004-05.**

Prerequisite: Two of the following: 201, 203, 207, 209, 210 or 222, or permission of instructor.  
Distribution: Natural and Physical Science  
Semester: N/O Unit: 1.0

### **BISC 332 Advanced Topics in Neuroscience**

Prerequisite: 213  
Distribution: Natural and Physical Science  
Semester: Spring Unit: 1.0

### **BISC 335/NEUR 335/PHYS 335 Computational Neuroscience with Laboratory**

*Goldman*

Computations by networks of neurons in the brain underlie all of our thoughts, perceptions, and memories. However, direct experimental observation of neural computations is extremely difficult. Mathematical models are increasingly used to bridge the gap between experimental measurements and hypothesized network functions. This course will focus on the use of mathematical models to describe computations performed in the nervous systems of a variety of animals. Topics will range from single neuron biophysics to the analysis of circuits thought to underlie sensory perception and memory. Each topic will be introduced by background lectures, followed by student-led presentations of primary literature and construction of a computer model of the system studied. Lab will introduce students to computer programming of mathe-

tical models in MATLAB and the neuron-simulator NEURON. *Students may register for either BISC 335, NEUR 335 or PHYS 335. Credit will be given in the department in which the student is registered.*

Prerequisite: PHYS 104/107 and either PHYS 106/108 or NEUR/BISC 213; or permission of instructor. No programming experience is required. Not open to first-year students.  
Distribution: Natural and Physical Science or Mathematical Modeling  
Semester: Fall Unit: 1.25

### **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 Biology of Whales**

**GEOS 305 Paleontology with Laboratory**

**PE 205 Sports Medicine**

**PHYS 103 Vibrations, Waves, and Special Relativity with Laboratory**

## **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. Four 200-level courses are required, with at least one course from each of the following three groups: cell biology – 206, 216, 219, 220; systems biology – 203, 207, 213, 222; and community biology – 201, 202, 204, 209, 210. A minimum of two 300-level courses are also required for the major. One of these courses, exclusive of 350, 360, or 370 work, must include laboratory and must be taken at Wellesley. Additional chemistry beyond the two required units is strongly recommended or required for certain 300-level courses. CHEM 221 and 328, and BISC 350, 360, and 370 do not count toward the minimum major.

BISC 107, 108, and 109, which do not count toward the minimum major in biological sci-

ences, do fulfill the College distribution requirements; 108 and 109 as laboratory sciences; 107 as a nonlaboratory science course. 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, which must be taken at Wellesley. Four of the five courses for a minor must be taken at Wellesley. Chemistry is recommended. Students planning a minor should consult the chair.

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 Professor 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 Professor Berger-Sweeney, 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 Professor DeSombre or Professor 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. The successful completion of an AP course in chemistry, or its equivalent, is strongly recommended. 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, preliminary 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.

## Department of Chemistry

Professor: *Hicks, Kolodny<sup>A</sup>, Coleman (Chair), Hearn, Wolfson, Fuller-Stanley<sup>A</sup>, Arumainayagam*

Associate Professor: *Haines, Miwa*

Assistant Professor: *Reisberg, Verschoor, Flynn, Elmore*

Visiting Assistant Professor: *Wicht*

Senior Instructor in Chemistry Laboratory: *Turnbull, Doe, Hall, Shawcross, McCarthy<sup>A†</sup>*

Unless otherwise noted, all courses meet for three periods of lecture/discussion and one 3.5 hour laboratory appointment weekly. CHEM 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 105, 205, or 120 according to their previous preparation and Advanced Placement (AP) scores and department placement exams. Students wishing to enter CHEM 211 based on an AP 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 CHEM 105 followed by either CHEM 205 or 211. Students with more than one year of high school chemistry normally elect CHEM 120.

---

### CHEM 101 Contemporary Problems in Chemistry

*Reisberg*

#### Topic for 2004-05: Understanding Drugs.

A study of a wide variety of drugs, both legal and illegal. The focus will be on how these molecules affect our minds and bodies based on an understanding of their biochemistry. Topics will include antibiotics, steroids, stimulants, intoxicants, narcotics, and hallucinogens. The history, discovery, development, testing, regulation and prohibition of these substances will also be considered.

Prerequisite: Open to all students except those who have taken any other chemistry course.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

---

### CHEM 102 Contemporary Problems in Chemistry with Laboratory

*Reisberg*

#### Topic for 2004-05: Understanding Drugs.

A study of a wide variety of drugs, both legal and illegal. The focus will be on how these molecules affect our minds and bodies based on an understanding of their biochemistry. Topics will include antibiotics, steroids, stimulants, intoxicants, narcotics, and hallucinogens. The history, discovery, development, testing, regulation and prohibition of these substances will also be considered. The laboratory will include synthesis and analysis of an analgesic and an intoxicant, plus the detection of drugs in our bodies and on currency.

Prerequisite: Open to all students except those who have taken any other chemistry course.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

---

### CHEM 105 Fundamentals of Chemistry with Laboratory

*Staff*

This course is designed for students majoring in the physical and biological sciences as well as those wishing an introduction to modern molecular science. Core principles and interesting applications of chemistry will be combined to provide students with a conceptual understanding of chemistry that will help them in both their professional and everyday lives. Topics will include principles of atomic and molecular structure including nuclear chemistry, molecular energetics, an introduction to chemical equilibrium, chemical kinetics and classes of chemical reactions. The laboratory work introduces students to synthesis and structural determination by IR and other spectroscopic techniques, molecular modeling, periodic properties, statistical analysis and various quantitative methods of analysis.

Prerequisite: 105 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 105 should contact the department chair. Students must have fulfilled the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken [110].

Distribution: Natural and Physical Science or Mathematical Modeling

Semester: Fall, Spring

Unit: 1.25

---

### CHEM 120 Intensive Introductory Chemistry with Laboratory

*Arumainayagam*

A one-semester course for students who have completed more than one year of high school chemistry, replacing CHEM [110] 105 and [111] 205 as a prerequisite for more advanced chemistry courses. It presents the topics of nuclear chemistry, atomic structure and bonding, periodicity, kinetics, thermodynamics, electrochemistry, equilibrium, acid/base chemistry, solubility and transition metal chemistry. All of these topics are presented in the context of both historical and contemporary applications. The laboratory includes experiments directly related to topics covered in lecture, an introduction of statistical analysis of data, molecular modeling and computational chemistry, instrumental and classical methods of analysis, thermochemistry and solution equilibria.

Prerequisite: Open only to students who have taken more than one year of high school chemistry and have fulfilled the basic skills component of the Quantitative Reasoning requirement. Not open to students who have completed [110] 105 and/or [111] 205.

Distribution: Natural and Physical Science or Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall

Unit: 1.25

---

### CHEM 205 Chemical Analysis and Equilibrium with Laboratory

*Staff*

This course builds on the principles introduced in CHEM 105, with an emphasis on chemical equilibrium and analysis, and their role in the chemistry of the environment. Topics will include chemical reactions in aqueous solution with particular emphasis on acids and bases, solubility and complexation, electrochemistry, atmospheric chemistry, photochemistry and smog, global warming and acid deposition, sampling and separations, modeling of complex equilibrium and kinetic systems, statistical

analysis of data, and solid state chemistry of ceramics, zeolites and new novel materials. The laboratory work includes additional experience with instrumental and noninstrumental methods of analysis, sampling, computational chemistry and solution equilibria.

Prerequisites: 105 and fulfillment of the basic skills component of the Quantitative Reasoning requirement or permission of the department. Not open to students who have taken [111] or 120.

Distribution: Mathematical Modeling or Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.  
Semester: Fall, Spring Unit: 1.25

### CHEM 211 Organic Chemistry I with Laboratory

*Haines, Hearn, Miwa, Wicht*

Topics covered include: stereochemistry, synthesis and reactions of alkanes, alkenes, alkynes, alkyl halides, alcohols and ethers, nomenclature of organic functional groups, IR, and GC/MS.

Prerequisite: 105 or 111, or 120 or permission of the department.

Distribution: Natural and Physical Science  
Semester: Fall, Spring Unit: 1.25

### CHEM 212 Organic Chemistry II with Laboratory

*Haines, Hearn, Miwa*

A continuation of CHEM 211. Includes NMR spectroscopy, synthesis, reactions of aromatic and carbonyl compounds, amines, and carbohydrates. In addition, students are expected to study the chemical literature and write a short chemistry review-paper.

Prerequisite: 211. Not open to students who have taken [313].

Distribution: Natural and Physical Science  
Semester: Fall, Spring Unit: 1.25

### CHEM 221 Biochemistry I: Structure and Function of Macromolecules with Laboratory

*Elmore*

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: 205, 211 and BISC 220; or 120, 211 and BISC 220

Distribution: Natural and Physical Science  
Semester: Fall Unit: 1.25

### CHEM 222 Introduction to Biochemistry with Laboratory

*Elmore*

A study of the chemistry of macromolecules with emphasis on structure-function relationships; an introduction to bioenergetics, enzyme kinetics, and metabolism.

Prerequisite: 205, 211 and 212 [313] or 120, 211 and 212 [313]

Distribution: Natural and Physical Science  
Semester: Fall, Spring Unit: 1.25

### CHEM 231 Physical Chemistry I with Laboratory

*Coleman*

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 chem-

istry will be discussed. The laboratory segment of the course incorporates statistical analysis of measured data.

Prerequisite: [111], 205 or 120, or by permission of the department, and MATH 116, 116Z, or 120 and PHYS 104 or 107.

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

*Arumainayagam*

An examination of several topics in physical chemistry, with an emphasis on their applications to the life sciences. Topics include quantum chemistry and spectroscopy, electrochemistry, chemical thermodynamics and kinetics.

Prerequisite: [111], 205 or 120, or permission of the department, and MATH 116, 116Z, or 120 and PHYS 104 or 107.

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] 205 or 120. This course cannot be counted toward a minimum major in Chemistry.

Distribution: None  
Semester: Fall, Spring Unit: 1.0

### CHEM 251 Research or Individual Study

This course may count toward the research requirement for the chemistry major if the following criteria are met: the student registers for 251, writes an 8-10 page (minimum) paper on the research and gives a presentation to the chemistry department during one of the two research seminar presentation periods. The paper must contain substantial literature references, demonstrating a familiarity with searching the chemical literature.

Prerequisite: Open by permission to students who have taken [111] 205 or 120. This course cannot be counted toward a minimum major in Chemistry.

Distribution: None  
Semester: Fall, Spring Unit: 1.0

### CHEM 306 Seminar

*Hearn*

**Topic for 2004-05: Drug Discovery and Design.**

This course will comprise an examination of the ways in which modern therapeutic agents are first identified and then developed for effective treatment of disease. Both identification and development are chemistry-driven processes that rely heavily on efficient methods of chemical synthesis of new drug candidates, concurrent biological evaluation and on-going coordination of synthetic and biological results. Once discovered, the molecular structures of candidate drugs must often pass through many stages of refinement before they have been successfully optimized for the cure or management of disease. The course will focus on the methods used for discovery and the criteria applied for refinement, taking examples from the scientific literature. In this participatory seminar, students will write a number of papers and will make presentations.

Prerequisite: Two units of chemistry above the introductory level and permission of the instructor.

Distribution: Natural and Physical Science  
Semester: Fall Unit: 1.0

### CHEM 319 Seminar. Selected Topics in Organic Chemistry

NOT OFFERED IN 2004-05.

Prerequisite: [313] or 212

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

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

### CHEM 329 Seminar. Selected Topics in Biochemistry

**Topic for 2004-05: Biochemistry of Fats and Carbohydrates: Beyond Diets.** The functions of lipids and carbohydrates go beyond their role as food. Both types of molecules are important structurally and in cellular communication. When linked to proteins, they modify protein activities and direct intracellular traffic. Inborn errors in their metabolism can have disastrous physiological effects. We will explore some aspects of the metabolism of these macromolecules, and examine current research on their functions.

Prerequisite: 221 or 222 and permission of instructor.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

### CHEM 333 Physical Chemistry II with Laboratory

*Coleman*

Quantum chemistry and spectroscopy; structure of solids. Introduction to computational chemistry.

Prerequisite: 231, PHYS 106 or 108 and MATH 216/PHYS 216.

Distribution: Natural and Physical Science or Mathematical Modeling

Semester: Spring

Unit: 1.25

### CHEM 341 Inorganic Chemistry with Laboratory

*Verschoor*

Review of atomic structure, multi-electron atoms, the periodic table and periodicity, chemical applications of group theory, molecular orbital theory, the chemistry of ionic compounds, generalized acid/base theories, transition metal complexes, 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: 205 and 212 [313], or 120 and 212 [313]

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

### CHEM 350 Research or Individual Study

Prerequisite: Open by permission to students who have taken at least three units in chemistry above the introductory 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 introductory level.

Distribution: None  
Semester: Fall, Spring

Unit: 0.5

### CHEM 351 Research or Individual Study

This course may count toward the research requirement for the chemistry major if the following criteria are met: the student registers for 351, writes an 8-10 page (minimum) paper on the research and gives a presentation to the chemistry department during one of the two research seminar presentation periods. The paper must contain substantial literature references, demonstrating a familiarity with searching the chemical literature.

Prerequisite: Open by permission to students who have taken at least three units in chemistry above the introductory level.

Distribution: None  
Semester: Fall, Spring

Unit: 1.0

### 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. Counts toward the research requirement for the chemistry major.

Semester: Fall, Spring

Unit: 1.0

### CHEM 361 Analytical Chemistry with Laboratory

*Flynn*

Classical and instrumental methods of chemical analysis. Topics will include statistical analysis, electronics and circuitry, electrochemistry, spectroscopy, and separations science with special attention to instrument design and function. The course work emphasizes the practical applications of chemical instrumentation and methods to address questions in areas ranging from art history to biochemistry to materials science. The laboratory work focuses on the design, construction, and utilization of chemical instrumentation along with the interfacing of instruments with computers.

Prerequisites: 205 and 211 or 120 and 211. Not open to students who have taken 261 or 361 previously.

Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall

Unit: 1.25

### 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], 205, 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.

The chemistry core curriculum was revised in academic year 2002-03. For students in the class of 2007 and beyond and those currently who wish to major in chemistry but have taken fewer than three chemistry courses the major will consist of: 105 [110] and 205 [111], or 120; 211 and 212 [313]; 231 or 232; three from among: 221 or 222, 333, 341, 361; and two additional courses in chemistry at the 200 or 300 level, at least one of which must include laboratory. A lab-based 350 or 351 can count as one of the additional courses. Students who plan to major in chemistry should complete the equivalent of one year of college-level physics. Students must also complete MATH 116 or MATH 120. All students who plan to major in chemistry must complete a minimum of one unit of research/independent study. The research requirement may be earned during the academic year by completing a 251, 351 or 360. To obtain research credit toward the major all of these must culminate in the writing of a chemistry paper on the project and a presentation in the department. The research requirement may also be fulfilled by participating in a summer research program and meeting the stipulations regarding the paper and presentation. Students must arrange to have the research project approved by a faculty member in the chemistry department before starting the project. The research may be conducted on or off campus and must be for a minimum of 8 weeks.

The mathematics and physics courses may be counted toward a major or a minor in those departments. Early completion of the mathematics and physics requirements is encouraged.

Students planning graduate work in some areas of chemistry or closely allied fields should strongly consider taking CHEM 333 and additional mathematics and physics courses. MATH 216/PHYS 216 (Mathematics for the Sciences II) is particularly appropriate for students with interest in physical or inorganic chemistry.

Normally no more than three units of chemistry taken from another institution may be counted towards the major.

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.

**A minor in chemistry includes:** 105 [110] and 205 [111] or 120; 211; 231 or 232; a choice of 221 or 222 or 341 or 361; one additional 200- or 300-level unit, excluding 350/351. 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 chemistry department.

### 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 CHEM 211. Similarly, students with high scores on the International Baccalaureate Examination can elect CHEM 211. If a student 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 CHEM 120 or CHEM 105/205, 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. 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

See Department of East Asian Languages and Literatures

## Chinese Studies

See East Asian Studies

# Cinema and Media Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Viano (Italian Studies)*

Advisory Committee: *Obeng (Africana Studies), Karakasidou<sup>^2</sup> (Anthropology), Mekuria (Art), Huss (East Asian Languages and Literatures), Ford (English), Shetley (English), Gillain<sup>^</sup> (French), Ward (German), Zimmerman (East Asian Languages and Literatures), Bishop (Russian), Cushman<sup>^2</sup> (Sociology), Gascón-Vera<sup>^</sup> (Spanish), Creef<sup>^2</sup> (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 recently ended, and promise to figure even more prominently in the current century. 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 cinema and media studies** 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 the major, 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 cinema and media studies Web page at [www.wellesley.edu/film/homePage/home.html](http://www.wellesley.edu/film/homePage/home.html).)

Students primarily interested in the computing aspects of arts and multimedia should consider the interdepartmental media arts and sciences program.

---

### 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: Spring

Unit: 1.0

---

### 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 videotaped materials. Finally, students will get a sense of film history, with a special focus on silent films and cinema's beginnings worldwide.

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

---

### CAMS 210 Cinema in the 1960s

*Viano*

**NOT OFFERED IN 2004-05.** This course aims to investigate the "turmoil" in the cinema in the 1960s: 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: N/O

Unit: 1.0

---

### CAMS 231 Film as Art

*Ford*

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

---

### CAMS 232 Auteurs: Dancing around the Theme

*Viano*

**Topic for 2004-05: Jarmusch (American independent before it became a fad), and Makhmalbaf (Iran's greatest film chameleon), with Resistance as centering guide.** In-depth exploration of two auteurs: directors who, in spite of economic and ideological constraints,



have 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.

Prerequisite: CAMS 175, or instructor's written permission.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

#### CAMS 250H Research or Individual Study

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

#### CAMS 313 Seminar. Who's Afraid of Film Theory?

*Viano*  
**NOT OFFERED IN 2004-05.** 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 cinema and media studies majors. All others need written permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0

#### CAMS 350 Research or Individual Study

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

#### CAMS 360 Senior Thesis Research

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

#### CAMS 370 Senior Thesis

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

### Related Courses

The list below includes only those courses most obviously related to cinema and media studies; 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.

AFR 207 Images of Africana People through the Cinema

AFR 222 Images of Women and Blacks in American Cinema

AMST 318 American Cinema of the 1970s

ARTH 226 History of Photography: From Invention to Advertising Age

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 *Thelma and Louise*

EAS 300 Contemporary East Asian Cinemas

ENG 204 The Art of Screenwriting

FREN 222 French Cinema

FREN 314 Cinema

GER 280 Film in Germany 1919-1999 (in English)

ITAS 261 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 Soviet and Russian Film (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 332 Sociology of Film

SOC 333 Seminar. Special Topics in Popular Culture

SPAN 265 Introduction to Latin American Cinema

SPAN 268 Contemporary Spanish Cinema

SPAN 315 Seminar. Luis Buñuel and the Search for Freedom and Morality

WOST 249 Asian American Women in Film and Video

WOST 281 Gender and South Asian Cinema

## Department of Classical Studies

Professor: *Lefkowitz, Marvin, Starr (Chair), Rogers<sup>^</sup>, Dougherty<sup>^</sup>*

Assistant Professor: *Reay, Gilhuly*

Senior Lecturer: *Colaizzi*

Mellon Postdoctoral Fellow: *Greene*

The Department of Classical Studies offers three closely-related major programs: Greek, Latin, classical civilization. Majors in Greek and Latin are based entirely on courses in the original languages while the classical civilization major combines work in the original languages with courses taught in English on the history, literature, society, and material culture of the ancient world. A related, interdepartmental major, classical civilization and classical and Near Eastern archaeology, brings together courses in classical studies with course work in other departments. Classes in Greek and Latin are conducted in English and encourage close analysis of the ancient texts, with emphasis on their literary and historical values.

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. The department requires its own placement test for students interested in enrolling in Latin courses other than Latin 101/102.

Qualified students are encouraged to spend a semester, usually in the junior year, at the Intercollegiate Center for Classical Studies in Rome, Italy. 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 of suggested courses for these and other options is available in the Department of Classical Studies and on the Web site [www.wellesley.edu/ClassicalStudies/CLSTWW/CLSTHome.html](http://www.wellesley.edu/ClassicalStudies/CLSTWW/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, reli-

gious 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

---

### 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

---

### CLCV 116 Greek and Latin Roots in English Vocabulary

Colaizzi

**NOT OFFERED IN 2004-05.** 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

---

### CLCV 120/WRIT 125

**Topic A: Comedy: Old, New, and Ever Since**

Colaizzi

**NOT OFFERED IN 2004-05.** 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*, 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: N/O Unit: 1.0

**Topic B: Troy and the Poets**

Colaizzi

The myths of the Trojan War begin the Classical tradition in literature. In considering how gods and mortals interact, the Greek and Roman poets continually return to these stories as they change their ideas about heroism, divine power, religious obligation, private and public responsibility, sexual passions, glory, death, and the after-life. We will read selections from Homer's *Iliad* and *Odyssey*, the Greek dramatists, and Vergil's *Aeneid*, as well as modern critics and poets who

reinterpret these works. Three meetings. *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: Spring Unit: 1.0

---

### CLCV 210/310 Greek Tragedy: Plays, Politics, Performance

Gilhuly

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

---

### CLCV 211/311 Epic and Empire

Reay

**NOT OFFERED IN 2004-05.** 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 postclassical 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

---

### CLCV 212/312 On the Road: Travel in Literature and Film from Homer's *Odyssey* to *Thelma and Louise*

Dougherty

**NOT OFFERED IN 2004-05.** 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

---

### CLCV 215/315 Women's Life in Greece and Rome

Lefkowitz

**NOT OFFERED IN 2004-05.** 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

---

### CLCV 220 Excavating the "Wine Dark Seas": An Introduction to Nautical Archaeology

Greene

Why do we care about shipwrecks? What can sunken treasures and even mundane objects tell us about the past? In this course we will examine how and why ancient Greek mariners crossed the "wine-dark seas" for travel, warfare, and especially commerce. Beginning with the practical techniques of nautical archaeology, we will move to a survey of recent discoveries, including wrecks and harbors from the Bronze Age to the Hellenistic Period. Through archaeological evidence, literary sources, and contemporary economic theory, the course will take an interdisciplinary approach to the development of commercial enterprises in the ancient Mediterranean.

Prerequisite: None

Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

---

### CLCV 230/330 War: From Troy to Baghdad

Rogers

War is undoubtedly bad. But human beings have always practiced war. Indeed war preceded history itself by tens of thousands of years – if by history we mean the written inquiry into the past. But what causes wars? How have wars been justified historically? How are wars won and lost? What are their effects? In this class we examine a series of case studies in warfare, including the Trojan War, the Peloponnesian War, and the Roman Punic Wars. We will read classic accounts of warfare, theoretical literature about tactics, strategy and logistics, and also will analyze how war is represented in other media, such as art and film. *This course may be taken as either 230 or, with additional assignments, 330.*

Prerequisite: 230, open to all students; 330, by permission of instructor.

Distribution: Historical Studies or Language and Literature  
Semester: Spring Unit: 1.0



**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: Application required  
Distribution: Language and Literature or Historical Studies  
Semester: Wintersession Unit: 0.5

**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 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/REL 236 Greek and Roman Religion**  
*Colaizzi (Religion)*

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 to 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? *Students may register for either CLCV 236 or REL 236. 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 240/REL 240 Romans, Jews, and Christians in the Roman Empire**

*Rogers and Geller (Religion)*

**NOT OFFERED IN 2004-05.** 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: N/O Unit: 1.0

**CLCV 243 Roman Law**

*Starr*

Ancient Roman civil law; its early development, codification, and continuing alteration; its historical and social context (property, family, slavery); its influence on other legal systems. Extensive use of actual cases from antiquity. *Not offered every year. Subject to Dean's Office approval.*

Prerequisite: None  
Distribution: Historical Studies or Social and Behavioral Analysis  
Semester: Fall, Wintersession 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 318 Representing Tragedy in Greek Art**  
*Greene*

Is a picture worth 1000 words? Can a single image capture a dramatic moment or an entire tragic plot? How can we "read" ancient Greek art? In this class we will explore Athenian vase-painters' representations of the stories, characters, ideals, and issues of Athenian drama, asking how images serve as more than simple illustration. Through the lens of selected plays by Aeschylus, Sophocles, and Euripides we seek points of intersection and divergence between the performed and painted depictions of mythological themes. Students will utilize the collections of Boston area museums, choosing a particular tragedy and its multivalent images for their final project.

Prerequisite: Open to students who have taken one course in classical civilization or art history or who have equivalent preparation accepted by instructor; preference given to juniors and seniors.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: Fall Unit: 1.0

**CLCV 323/PHIL 323 Seminar. The Therapy of Antiquity: Nietzsche, Freud, and the Greeks**  
*Reay*

The conflict between the 'Dionysian' and the 'Apollonian,' the psychological destinies of the 'Oedipus and Electra Complexes': these terms are perhaps the most conspicuous markers of Nietzsche's and Freud's impact on modern thought. That the most recognizable terms of their influence refer to classical figures, both human and divine, throws into sharp relief the centrality of classical Greek myth and culture for their attempts to diagnose and remedy a nineteenth-century human condition: modernity. This interplay of antiquity and modernity will be at the center of our investigation of the proj-

ects of two of the most challenging and complex intellectuals of the modern era. *Students may register for either PHIL 323 or CLCV 323. Credit will be given in the department in which the student is registered.*

Prerequisite: Open to sophomores, juniors, and seniors.  
Distribution: Historical Studies or Language and Literature  
Semester: Spring Unit: 1.0

**CLCV 336 Greek and Roman Religion**

*Rogers*

**NOT OFFERED IN 2004-05.** 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 to 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?

Prerequisite: Permission of instructor.  
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy  
Semester: N/O Unit: 1.0

**CLCV 345 Slavery and Society in the Graeco-Roman World**

*Rogers*

**NOT OFFERED IN 2004-05.** 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: N/O Unit: 1.0

**CLCV 350 Research or Individual Study**

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

**CLCV 350H Research or Individual Study**

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

**CLCV 360 Senior Thesis Research**

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

**CLCV 370 Senior Thesis**

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

# 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 (ANTH 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 at least 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

---

## 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

*Reay*  
An introduction to ancient Greek language.  
Prerequisite: Open to students who do not present Greek for admission; development of Greek reading skills.  
Distribution: None  
Semester: Fall Unit: 1.0

---

## GRK 102 Beginning Greek II

*Gilhuly*  
Further development of language skills and reading from Greek authors.  
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.  
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

*Marvin*  
Study of selected books in Greek from Homer's *Iliad* or *Odyssey* with emphasis on the oral style of early epic; further reading in Homer in translation; the archaeological background of the period.  
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

*Gilhuly*  
Topic for 2004-05: 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 2004-05: Euripides. Is it right to avenge the death of a child by killing his murderer's children? Or is murder always wrong, even when vengeance seems justified? And why do the gods fail to intervene when such crimes are committed? In his drama *Hecuba*, Euripides raises all these questions. What was he trying to tell his ancient audience? What can we ourselves learn from his drama? We'll read the *Hecuba* in Greek and Euripides' *Medea* and *Electra* in translation.  
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

*Gilhuly*  
Introduction to the Latin language; development of Latin reading skills.  
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

*Reay*  
Further development of Latin reading and language skills.  
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.  
Prerequisite: 102 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**  
*Lefkowitz*  
 Vergil's *Aeneid*, *Georgics*, and *Eclogues* in their literary context of both Greek poetry (Homer, Apollonius of Rhodes, Euripides) and Latin poetry (Ennius, Lucretius, Catullus, Horace) and in their historical context in the reign of Augustus, the first Roman emperor. Readings in Latin from Vergil and in translation from other ancient works. Use of Internet resources on Vergil and Rome.  
 Prerequisite: 200 or four admission units in Latin; by permission of instructor with three admission units in Latin.  
 Distribution: Language and Literature  
 Semester: Spring Unit: 1.0

**LAT 210 Sight Reading Latin Literature**  
**NOT OFFERED IN 2004-05.** 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 304 Cicero**  
*Reay*  
 Rome's ruling elite defined itself relationally: male, not female; Roman, not Greek; free, not slave; present embodiments of a peculiarly Roman past. This course will look to the diverse works of Cicero to investigate elite identity and its uses during the late Republic. We'll explore various categories by which identity was constructed and contested, their various textual expressions, their cultural, political, and social value for both the elite in general, and Cicero individually.  
 Prerequisite: 201 or permission of instructor.  
 Distribution: Language and Literature or Historical Studies  
 Semester: Fall Unit: 1.0

**LAT 306 Horace's Lyric Poetry**  
**NOT OFFERED IN 2004-05.** 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: N/O Unit: 1.0

**LAT 308 Imperial Latin Literature**  
*Starr*  
**NOT OFFERED IN 2004-05.** Latin literature flourished in the Imperial period, even though it is referred to as "Silver" instead of "Golden" Latin literature. We'll explore various authors and genres, including such authors as Seneca (philosophy and drama), Lucan (epic), Tacitus (history), Pliny (letters), Juvenal (satire), and Martial (epigrams). We'll also examine the impact of rhetoric on the writing of Latin prose and poetry.

Prerequisite: 201 or permission of instructor.  
 Distribution: Language and Literature  
 Semester: N/O Unit: 1.0

**LAT 310 Roman Historical Myths**  
*Starr*  
**NOT OFFERED IN 2004-05.** 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: 201 or permission of instructor.  
 Distribution: Language and Literature or Historical Studies  
 Semester: N/O Unit: 1.0

**LAT 319 Selected Topics**  
*Starr*  
**Topic for 2004-05: Satire.** 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.  
 Prerequisite: 201 or a 300-level Latin course or by permission of instructor.  
 Distribution: Language and Literature  
 Semester: Spring Unit: 1.0

**LAT 350 Research or Individual Study**  
 Prerequisite: Open to juniors and seniors by permission.  
 Distribution: None  
 Semester: Fall, Spring Unit: 1.0

**LAT 350H Research or Individual Study**  
 Prerequisite: Open by permission.  
 Distribution: None  
 Semester: Fall, Spring Unit: 0.5

**LAT 360 Senior Thesis Research**  
 Prerequisite: By permission of the department. See Academic Distinctions.  
 Distribution: None  
 Semester: Fall, Spring Unit: 1.0

**LAT 370 Senior Thesis**  
 Prerequisite: 360  
 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 381 Boston Museum of Fine Arts Seminars (CLCV, 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)
- POL4 240 Classical and Medieval Political Theory (CLCV)
- REL 104 Study of the Hebrew Bible/Old Testament (CLCV, CNEA)
- REL 105 Study of the New Testament (CLCV, CNEA)
- REL 140 Introduction to Jewish Civilization (CLCV)
- REL 211 Jesus of Nazareth (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 305 The Book of Genesis (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:** Students majoring in Greek must complete four units of 300-level work in the Greek language. Students majoring in Latin are required to complete four units of 300-level work in the Latin language, and study of Vergil, either in 201 or at the 300 level, is strongly recommended. Eight units are required for each major.

Students majoring in Greek or Latin are advised to elect some work in the other language. 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. Although AP Latin Literature will be counted as a 200-level course for the major, credit will not be given for AP Vergil if the student elects LAT 201.

**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 and philosophy (3) art and archaeology. The major program requires nine units ordinarily including 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 classical civilization or Greek or Latin. Programs proposed for the major must be approved by the major advisor and the department chair. 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:** The department of classical studies offers honors programs in Greek, Latin, classical civilization, and classical and Near Eastern archaeology.

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 are urged to plan their programs so as to include a semester in Greece or Rome in the junior year. Summer programs are also encouraged.

**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: *Isaak (Linguistics) Levitt\* (Linguistics and French), McIntyre (Philosophy), Hildreth (Computer Science)*

Lecturer: *Isaak*

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).

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\*: LING 114, MIT 24.9, or PSYC 216
- 2) Formal Systems Requirement\*: CS 111 or LING 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 LING 114 or MIT 24.9 rather than PSYC 216 and students concentrating in psychology should choose PSYC 216 rather than LING 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 the director. 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 linguistics courses, including one 300-level course: LING 240, 322, 327, or 329; CS 235, EDUC 308 or 310; FREN 211 or 308; PHIL 207, 216, or 349, PSYC 216, 316. SOC 216 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 214R. In addition students must elect at least two courses from the following list: PSYC 215, 217, 218, 219 or BISC 213, PSYC 316, 318, 319, 345, LING 322, or BISC 315.

#### Philosophy

Students concentrating in philosophy must elect at least four of any of the following courses: PHIL 207, 209, 216, 217, 221, 313, 340, or 349. PHIL 345 may be taken after consultation with the student's advisor.

#### Computer Science

Students concentrating in computer science must take CS 230 and 232. In addition, students must elect at least two courses from the following list: CS 231, 235, 251, 303, 310, 331, 332, or 349 (when the topic for CS 349 is approved by the director).

---

#### CLSC 300 Seminar. Topics in Cognitive and Linguistic Sciences

*Lucas*

**Topic for 2004-05: Cooperation and Competition.** According to traditional models of rationality, rational agents should act in ways that will maximize their self-interest. And the study of evolution teaches us that individuals are in competition for survival. Nonetheless, we have all experienced acts of apparent selflessness and societies could not function without cooperation among their members. How, then, can cooperative and selfless behaviors be explained? In this course, an interdisciplinary approach to the problem will be taken. Evidence and theories from the psychological, economic, and neurobiological literatures will be examined. Cross-cultural, developmental, and cross-species differences will be explored as will the evolutionary origins of cooperation and competition and the role of cooperation in language.

Prerequisite: Open to juniors and seniors who have taken one of PSYC 215-219, LING 114, PHIL 215, CS 111 or permission of the instructor.

Distribution: Social and Behavioral Analysis or Epistemology and Cognition

Semester: Spring Unit: 1.0

Students in any concentration may also elect independent studies and honors projects:

---

#### CLSC 350 Research or Independent Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None Semester: Fall, Spring Unit: 1.0

---

#### CLSC 360 Senior Thesis Research

Prerequisite: By permission of the director. See Academic Distinctions.

Distribution: None Semester: Fall, Spring Unit: 1.0

---

#### CLSC 370 Senior Thesis

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



### LING 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. Not open to students who have taken [LANG 114].

Distribution: Epistemology and Cognition

Semester: Fall, Spring

Unit: 1.0

### LING 240 The Sounds of Language

Isaak

**NOT OFFERED IN 2004-05.** 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: LING 114. Not open to students who have taken [LANG 240].

Distribution: Epistemology and Cognition

Semester: N/O

Unit: 1.0

### LING 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: LING 114. Not open to students who have taken [LANG 244].

Distribution: Epistemology and Cognition

Semester: Spring

Unit: 1.0

### LING 322 Child Language Acquisition

**NOT OFFERED IN 2004-05.** 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 LING 114 or PSYC 216, or permission of instructor. Not open to students who have taken [LANG 322].

Distribution: Epistemology and Cognition

Semester: N/O

Unit: 1.0

### LING 327 The English Language: An Historical Perspective

Isaak

**NOT OFFERED IN 2004-05.** 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: LING 114, PSYC 216, or permission of instructor. Not open to students who have taken [LANG 327].

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

### LING 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: LING 114, PSYC 216, or permission of instructor. Not open to students who have taken [LANG 329].

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

### LING 350 Research or Individual Study

Prerequisite: Two 200-level units.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

## Comparative Literature

A STRUCTURED INDIVIDUAL MAJOR

Director: *Weiner (Russian)*

Visiting Professor: *Ahearn*

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. Ten units. 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. Comparative literature seminar. All majors shall take CPLT 330, the comparative literature seminar.
3. Advanced literature courses. In addition to CPLT 330, majors shall take at least two more literature courses at the 300 level. These two advanced literature courses shall be in at least two languages, of which English may be one, and in at least two departments, and majors shall meet departmental prerequisites for these courses.
4. Premodern literature. Majors shall take at least one course outside of the modern period in at least one of the literatures they are studying; what "the modern period" means for a particular literature will depend on the literature, and will be determined by the major's advisors.
5. Theory of literature. Majors shall take at least one course offering a theoretical perspective helpful to their particular course of study. Sometimes this will be ENG 382 (Criticism), but other courses, too, can meet this requirement. A student focusing on the process of intercultural adaptation and translation might meet it with FREN 308 (Advanced Studies in Language).
6. Independent research. Majors shall take some course in which they do a substantial piece of independent work in comparative literature. This course may be CPLT 330, or a 350 in a pertinent department, or CPLT 360 and/or CPLT 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.

---

### CPLT 254 Imaginary Crimes and Courts: The Law in Literature

*Kruse (German)*

**NOT OFFERED IN 2004-05.** 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. Not open to students who have taken [EXTD 254].

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

---

### CPLT 284 Magical Realism: Russia and Beyond (in English)

*Weiner (Russian)*

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** This course examines fictions whose basic reality would be familiar if not for the introduction of a magical element that undermines commonplace notions about what constitutes reality in the first place. The magical element can be a demon, talisman, physical transformation, miraculous transition in space or time, appearance of a second plane of existence, revelation of the unreality of the primary plane of existence, etc. Students will read Sologub's *The Petty Demon*, Bely's *Petersburg*, Bulgakov's *The Master and Margarita*, Kafka's *Metamorphosis*, Queneau's *The Blue Flowers*, Marquez's *One Hundred Years of Solitude*, Pynchon's *The Crying of Lot 49*, Sokolov's *School for Fools*, Murakami's *Wild Sheep Chase*, and short stories by Borges, Cortazar, and Nabokov. *Taught in English. Two periods.*

Prerequisite: None. Not open to students who have taken [RUSS 284].

Distribution: Language and Literature

Semester: N/O.

Unit: 1.0

---

### CPLT 285 Tales of Desire (in English)

*Partan (Russian)*

This course treats the representation of desire in great works of the Western literary tradition. We will examine the interrelation of desire and destiny and the transformation of this great literary theme over the ages and across various literary genres. The readings will include Euripides' "Hyppolytus," Dante's "La Vita Nuova," Pushkin's "Stone Guest," Flaubert's *Madame Bovary*, Tolstoy's *Anna Karenina*, Ibsen's *A Doll's House*, Mann's *Death in Venice*, O'Neill's *Desire Under the Elms* and Nabokov's *Lolita*. The reading will be accompanied by film screenings.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

---

### CPLT 330 Seminar. Comparative Literature Nolden (German)

**Topic for 2004-05: Literature and Sexuality.**

This course will discuss historical and contemporary notions of the representation of sexuality in literature. Governed by religious, societal, and cultural norms, the literary representation of desire codifies such conventions but at times also undermines them. We will be reading texts from different cultural contexts, paying attention to theoretical discourses on the complex relationship between sexuality and writing. One seminar meeting per week.

Prerequisite: Enrollment is limited and preference given to comparative literature majors.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

---

### CPLT 334 Literature and Medicine

*Respaut (French)*

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. Selected visual representations, in film and photography, will also be introduced.

Prerequisite: One 200-level course in literature or by permission of the instructor. Not open to students who have taken [ICPL 334].

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

---

### CPLT 360 Senior Thesis Research

Prerequisite: By permission of the Director. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

---

### CPLT 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

---

## Related Courses

*For Credit Toward the Major*

---

AFR 211 Introduction to African Literature

---

CLCV 211/311 Epic and Empire

---

ENG 127 Modern European and American Drama

---

ME/R 246 Monsters, Villains, and Wives

---

ME/R 248 Medieval Women Writers

## Department of Computer Science

Professor: *Hildreth, Shull*

Associate Professor: *Metaxas<sup>A</sup>, Turbak (Chair)*

Assistant Professor: *Stephan, Tjaden*

Lecturer: *Anderson*

Laboratory Instructor: *Herbst, Kakavouli, Lee, Sheldon*

Administrative Teaching Staff: *Orr*

---

### CS 100 Introduction to Internet Research and Resources

*Orr (Office for Information Services)*

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** CS 100 is a half-credit course designed for students with little computing experience. Students learn to search, access, and critically evaluate information available on the Internet. Topics include copyright, privacy, and security issues of digital data and electronic communications, together with the basic computer science underpinning of these issues. Students learn to use many different search engines and full-text databases to do complex searches. Students will also use HTML and other authoring tools, such as Dreamweaver and Fireworks, to maintain a Web-published portfolio of their Internet research. Students who have already designed a basic Web site might find it more useful to take CS 110 or CS 111. Students must take CS 100 as credit/noncredit.

Prerequisite: None. No prior background with computers is expected.

Distribution: None

Semester: N/O.

Unit: 0.5

---

### CS 110 Computer Science and the Internet

*Anderson, Kakavouli, Lee, Sheldon*

This course explains the basics of how the Internet works and how to build a Web site. Topics include client-server architecture, structuring Web pages with HTML, the representation of colors, images, and sound on the computer, file compression, encryption, cookies, and copyright, intellectual property issues, and critical thinking in the context of 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 can receive Mathematical Modeling distribution credit for only one of 110, 111, and 199.* Consult "Choosing an Introductory CS Course" online at <http://cs.wellesley.edu/~cs/whichCS1xx.html>.

Prerequisite: None. No prior background with computers is expected.

Distribution: Mathematical Modeling

Semester: Fall, Spring

Unit: 1.0

---

### CS 111 Computer Programming and Problem Solving

*Shull, Stephan, Tjaden*

An introduction to problem solving through computer programming. Using the Java programming language, students learn how to read, modify, design, debug, and test algorithms that solve problems. Programming concepts include



control structures, data structures, abstraction, recursion, modularity, and object-oriented design. Students explore these concepts in the context of interactive programs involving graphics and user interfaces. *Students are required to attend an additional two-hour laboratory section each week. Required for students who wish to major or minor in computer science or elect more advanced courses in the field. Students can receive Mathematical Modeling distribution credit for only one of 110, 111, and 199. Consult "Choosing an Introductory CS Course" online at <http://cs.wellesley.edu/~cs/whichCS1xx.html>.*

Prerequisite: None. No prior background with computers is expected.

Distribution: Mathematical Modeling. Does not satisfy the laboratory requirement.

Semester: Fall, Spring Unit: 1.0

### CS 115/PHYS 115 Robotic Design Studio (Wintersession)

*Berg (Physics), Turbak*

In this intensive course, students are introduced to engineering principles while designing and assembling robots out of LEGO parts, sensors, motors, and tiny computers. Fundamental robotics skills are learned in the context of studying and modifying a simple robot known as SciBorg. Then, working in small teams, students design and build their own robots for display at a robot exhibition. These projects tie together aspects of a surprisingly wide range of disciplines, including computer science, physics, math, biology, psychology, engineering, and art. *Students may register for either CS 115 or PHYS 115. Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Natural and Physical Science

Semester: Wintersession Unit: 0.5

### CS 199 Simulation, Probability, and Statistics

*Anderson*

Computer simulations play an increasingly important role in decision-making and public policy. In this course, we learn some programming techniques that allow us to understand and modify existing simulation programs and to design and build simple simulations. We also learn how to use important tools of probability and statistics in the implementation and evaluation of simulations. *Students are required to attend an additional laboratory section each week. This course is open to all students, including those who have taken upper-level CS courses. Students who take CS 199 as their first CS class must still take CS 111 before taking upper-level CS classes. Students can receive mathematical modeling distribution credit for only one of 110, 111, and 199. Consult "Choosing an Introductory CS Course" online at <http://cs.wellesley.edu/~cs/whichCS1xx.html>.*

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

Distribution: Mathematical Modeling. Fulfills the Quantitative Reasoning overlay requirement. Does not satisfy the laboratory requirement.

Semester: Fall Unit: 1.0

### CS 215 Multimedia Design and Programming

*Metaxas*

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** The purpose of this course is to give students a broad foundation in issues related to creating multimedia and hypermedia applica-

tions. Topics to be covered include history and philosophy of hypermedia; principles of human-computer interaction; multimedia programming; optimizing for CD-ROMs and the World Wide Web; digital representation and editing of media (audio, graphics, video); media compression and transmission; and delivery of multimedia applications.

Prerequisite: Permission of the instructor. File application on line before preregistration. At least 111 (preferred) or 110 is required. At least one of ARTS 105, ARTS 108 or ARTS 109 is recommended.

Distribution: Mathematical Modeling  
Semester: N/O. Unit: 1.0

### 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 permission of the instructor. Students who received a grade of C+ or lower in 111 must contact the instructor before enrolling.

Distribution: Mathematical Modeling  
Semester: Fall, Spring Unit: 1.0

### CS 231 Fundamental Algorithms

*Tjaden*

An introduction to the design and analysis of fundamental algorithms. General techniques covered: divide-and-conquer algorithms, dynamic programming, greediness, probabilistic algorithms. Topics include: sorting, searching, graph algorithms, compression, cryptography, computational geometry, and NP-completeness.

Prerequisite: 230 and either MATH 225 or permission of the instructor.

Distribution: Mathematical Modeling  
Semester: Fall, Spring Unit: 1.0

### 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

### 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 and either MATH 225 or permission of the instructor.

Distribution: Mathematical Modeling  
Semester: Fall Unit: 1.0

### CS 240 Introduction to Machine Organization with Laboratory

*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

### CS 242 Computer Networks

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** A systems-oriented approach to data networks, including a theoretical discussion of common networking problems and an examination of modern networks and protocols. Topics include point-to-point links, packet switching, internetworking, end-to-end protocols, congestion control, and security. Projects may include client-server applications and network measurement tools. *Alternate year course.*

Prerequisite: 230 or permission of the instructor. Not open to students who have taken this course as 249 in Fall 2003.

Distribution: Mathematical Modeling.  
Semester: N/O. Unit: 1.0

### CS 249 Topics in Computer Science

*Sheldon*

**Topic for 2004-05: Systems Programming.**

An introduction to systems programming. Topics include linking, loading, memory management, file systems, concurrency, and device drivers. Students will explore these topics in the context of programming assignments involving the C programming language and the Linux operating system.

Prerequisite: 230 and 240

Distribution: Mathematical Modeling  
Semester: Spring Unit: 1.0

### CS 250 Research or Individual Study

Prerequisite: 230 or permission of the instructor.

Distribution: None  
Semester: Fall, Spring Unit: 1.0

### CS 250H Research or Individual Study

Prerequisite: 230 or permission of the instructor.

Distribution: None  
Semester: Fall, Spring Unit: 0.5

### CS 251 Theory of Programming Languages

*Turbak*

An introduction to the dimensions of modern programming languages. Covers major programming paradigms: function-oriented, imperative, object-oriented, and logic-oriented. Dimensions include syntax, naming, state, data, control, concurrency, non-determinism, and types. These dimensions are explored via mini-language interpreters written in OCaml, Scheme, and Haskell that students experiment with and extend.

Prerequisite: 230  
Distribution: Mathematical Modeling  
Semester: Spring Unit: 1.0

### CS 301 Compiler Design and Implementation

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** 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. These topics are explored in the context of implementing a working compiler. *Alternate year course.*

Prerequisite: 240, 251  
Distribution: Mathematical Modeling  
Semester: N/O. Unit: 1.0

### CS 303/BISC 303 Bioinformatics

*Webb (Biology) and Tjaden*

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: 111 and BISC 110 or permission of the instructors.  
Distribution: Natural and Physical Science  
Semester: Spring Unit: 1.0

### CS 304 Databases with Web Interfaces

*Anderson*

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. *Alternate year course.*

Prerequisite: 230. Not open to students who have taken this course as 349 in Spring 2003.  
Distribution: Mathematical Modeling  
Semester: Spring Unit: 1.0

### CS 307 Computer Graphics

*Anderson*

A survey of topics in computer graphics with an emphasis on fundamental techniques. Topics include: graphics hardware, fundamentals of three-dimensional graphics including projection, coordinate transformation, synthetic camera specification, color, shading, hidden surface removal, animation, and texture-mapping. We also cover the mathematical representation and programming specification of lines, planes, curves, and surfaces.

Prerequisite: 230  
Distribution: Mathematical Modeling  
Semester: Fall Unit: 1.0

### CS 310 Theoretical Foundations of Cryptology

*Shull*

When is a cryptographic system secure and how will we ever know? This course introduces the computational models and theory computer scientists use to address these issues. Topics include

one-way functions, trapdoor functions, probabilistic complexity classes, pseudorandom generators, interactive proof systems, zero-knowledge proofs, and the application of these theories to modern cryptology. *Alternate year course.*

Prerequisite: 231 or 235 or permission of the instructor.  
Distribution: Mathematical Modeling  
Semester: Spring Unit: 1.0

### CS 331 Parallel Machines and Their Algorithms

*Metaxas*

**NOT OFFERED IN 2004-05.** 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 permission of the instructor.  
Distribution: Mathematical Modeling  
Semester: N/O Unit: 1.0

### CS 332 Visual Processing by Computer and Biological Vision Systems

*Hildreth*

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** 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 permission of the instructor.  
Distribution: Mathematical Modeling  
Semester: N/O. Unit: 1.0

### CS 340 Computer Architecture with Laboratory

*Stephen*

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: Fall Unit: 1.25

### CS 341 Operating Systems

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** 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 permission of the instructor.  
Distribution: Mathematical Modeling  
Semester: N/O. Unit: 1.0

### CS 349 Advanced Topics in Computer Science

*Turbak*

**Topic for 2004-05: Computer Security.** Upper-level seminar on aspects of computer security. Topics include ethics, privacy, authentication, access control, operating system security (with a focus on Linux), cryptography, security protocols, intrusion prevention and detection, firewalls, viruses, network security, Web security, and programming language security. Assignments include hands-on exercises with Linux security tools. Participants will independently research, present, and lead seminar discussions on security-related topics.

Prerequisite: 242 or permission of the instructor.  
Distribution: Mathematical Modeling  
Semester: Fall Unit: 1.0

### CS 350 Research or Individual Study

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

### CS 350H Research or Individual Study

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

### CS 360 Senior Thesis Research

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

### CS 370 Senior Thesis

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

## Directions for Election

Students majoring in computer science must complete CS 111, 230, 231, 235, 240, 251, two 300-level courses other than 350, 360 or 370, and at least one additional computer science course at the 200 or 300 level. Students who do not take CS 111 must replace this requirement with one additional one-unit computer science course except 110. 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 are expected to complete (1) MATH 225 (Combinatorics and Graph Theory) and (2) at least one additional course in mathematics at the 200 or 300 level. Particularly relevant mathematics courses are MATH 206 (Linear Algebra), MATH 220 (Probability and Elementary Statistics), MATH 223 (Number Theory), MATH 305 (Modern Abstract Algebra I), MATH 309 (Foundations of Mathematics), and sometimes MATH 349 (Graph Theory). Students should consult a CS faculty member for advice in choosing mathematics courses best suited to their interests. Students are strongly encouraged to complete the 200-level CS and mathematics requirements, especially CS 230, 240, and MATH



225, 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 CS 111, 230, 240, either 231 or 235, and at least one 300-level computer science course other than 350. Note that since MATH 225 is a prerequisite for 231 and 235, students considering minoring in computer science are encouraged to complete MATH 225 as soon as possible. Students who do not take CS 111 must replace this requirement with one additional one-unit computer science course except 110.

Students may receive a maximum of one 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 or 240.

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 advanced technical research or development work are strongly encouraged to (1) obtain laboratory experience by electing one or more of 301, 340, or appropriate courses at MIT and (2) pursue at least one independent study or research project before graduating, in the form of a Wellesley course (250/350/360), an MIT UROP, or a summer internship (consult <http://cs.wellesley.edu/~cs/Research> for more details). Majors who are interested in undertaking a senior honors thesis project 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 (or minor, if applicable) in cognitive and linguistic sciences, media arts and sciences, or neuroscience are referred to these listings in the catalog.

## Department of East Asian Languages and Literatures

Professor: *Lam, Ma (Chair), Morley*

Assistant Professor: *J. Chen, Huss, Zimmerman*

Visiting Assistant Professor: *Li*

Lecturer: *Maeno, Torii*

Lecturer in Chinese Language: *D. Chen, Zhao*

Lecturer in Japanese Language: *Ozawa*

The Department of East Asian Languages and Literatures offers two distinct programs: Chinese language and literature and Japanese language and literature. The goal of each major is to provide students with a solid foundation in the disciplines of language and literature through intensive language training and broad exposure to the literary and cultural traditions of the culture under study.

The department reserves the right to place a new student in the language course for which she seems best prepared regardless of the number of units she has offered for admission.

## Major in Chinese Language and Literature

### CHIN 101-102 Beginning Chinese

*D. 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

*Ma, Huss*

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 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Open to students who can speak some Chinese (Mandarin or other Chinese dialect), or who have some knowledge about reading and writing Chinese characters. Department placement test is required.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

### CHIN 110 Introduction to Cultural Traditions of China (in English)

*J. Chen*

China is one of the world's most enduring civilizations, with a history that spans over three thousand years. This course will provide a broad introduction to much of this tradition from its archaic beginnings to the twentieth century. Through careful readings of primary texts (translated into English), we will explore the development and interactions of diverse aspects of Chinese culture, including language and script, literature and the arts, philosophy and religion, politics, history and technology. No prior background in Chinese language or Chinese culture is assumed.

Prerequisite: None

Distribution: Historical Studies or Language and Literature

Semester: Fall

Unit: 1.0

### CHIN 201-202 Intermediate Chinese

*J. Chen, Lam, TBA*

Further training in listening comprehension and oral expression. Continued work on the Chinese writing system, emphasizing the acquisition of an acceptable expository style. Four 70-minute classes plus one 30-minute small group session. *Each semester earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 101-102 or permission of instructor

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.25

### CHIN 203-204 Advanced Intermediate Chinese

*D. Chen, Zhao*

Further training in listening comprehension and oral expression. Continued work on the Chinese writing system, emphasizing the acquisition of an acceptable expository writing skill. Three 70-minute classes. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 103-104 or permission of instructor

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

### CHIN 206 The Chinese Literary Imagination I: Beginnings to the Northern Song Dynasty (in English)

**NOT OFFERED IN 2004-05.** This is a thematic introduction to Chinese literature in translation, tracing the development of poetry, narrative, and criticism up through the Northern Song dynasty (960-1127). We will focus on the representation of the self in literary texts – its authenticity and/or theatricality – with particular attention to historical contexts, issues of genre and gender, and the pressures exerted by political and religious ideologies. Where it is relevant, we will also take up some concerns of recent theoretical approaches to literary and cultural studies.

Prerequisite: None

Distribution: Historical Studies or Language and Literature

Semester: N/O

Unit: 1.0

### CHIN 207 The Chinese Literary Imagination II: The Song Dynasty to the Fall of Imperial China (in English)

**NOT OFFERED IN 2004-05.** This is the second half of a thematic introduction to Chinese literature in translation, focusing on the vernacular genres of the Song, Yuan, Ming, and Qing dynas-

ties. We will explore the ways in which the self is constructed in the late imperial period, across genres such as diaries and informal prose, drama, short fiction and novels, and poetry. Questions of gender and sexuality, urban culture, and historical context will also be addressed.

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

### CHIN 208 The Chinese Literary Imagination III: Late Qing to the Present Day (in English) Huss

This is a thematic introduction to modern Chinese literature which travels from the Late Qing period through the twentieth century to the present day. We will explore how the individual and the nation are constructed in short fiction, poetry, essays and novels. Topics such as revolution and censorship, exile and the foreign, urban and rural identity, and gender and sexuality will guide discussions. We will view the cinematic versions of several contemporary novels as well.

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

### CHIN 230/330 Writing Women in Traditional China (in English)

*J. Chen*  
Who were the major women writers in traditional China? How did they represent themselves and how were they represented in literary, historical, religious, and philosophical texts? This course will serve as an introduction to women's writings over the last two thousand years in China. We will examine the construction of gender, voice, and identity through close readings of poetry, fiction, essays, letters and biographical texts. We will also discuss the historical and social contexts so that we may better understand the conditions under which female authors lived and wrote. *This course may be taken as 230 or with additional assignments, as 330.*

Prerequisites: 206, 207, 208 or permission of the instructor  
Distribution: Historical Studies or Language and Literature  
Semester: Spring Unit: 1.0

### CHIN 243 Chinese Cinema (in English)

**NOT OFFERED IN 2004-05.** Contemporary film from Hong Kong, Taiwan, and the People's Republic of China. This course investigates the history of the Chinese film industry; the issue of cultural hegemony (the power Hollywood is thought to exert over film industries of the "Third World"); cinematic constructions of Chinese gender, family, nationhood, and individuality; and applications of contemporary Western film theory.

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

### CHIN 250 Research or Individual Study

Prerequisite: Open by permission of instructor.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

### CHIN 250H Research or Individual Study

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

### CHIN 301 Advanced Chinese I Li

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 conducted in Chinese.*

Prerequisite: 301 or permission of instructor  
Distribution: Language and Literature  
Semester: Spring Unit: 1.0

### CHIN 303 Advanced Chinese Conversation Staff

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, speaking skills, and cultural understanding. *Not offered every year. Subject to Dean's Office approval.*

Prerequisite: At least two years of Chinese or permission of instructor  
Distribution: Language and Literature  
Semester: Summer Unit: 1.0

### CHIN 306 Advanced Reading in Twentieth-Century Literature and Culture

*Li*  
This course is designed to further expand and refine 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 sociocultural contexts that shape readings. *Three 70-minute classes conducted in Chinese.*

Prerequisite: 203-204  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

### CHIN 307 Advanced Readings in Contemporary Issues

*TBA*  
A selection of texts ranging from the May Fourth Period to the current day. *Three 70-minute classes.*

Prerequisite: 306 or permission of instructor  
Distribution: Language and Literature  
Semester: Spring Unit: 1.0

### CHIN 310 Introduction to Classical Chinese

*J. Chen*  
Basic grammar and vocabulary of Classical Chinese, explored through readings selected from canonical sources in literature, philosophy, history and law. Special attention will be paid to grammatical differences between classical and modern Chinese. Students with an interest in Art History, History and/or Literature are highly encouraged to take this course to improve their reading skills. *Three 70-minute classes.*

Prerequisite: 301, 302, 306, or permission of instructor  
Distribution: Language and Literature  
Semester: Spring Unit: 1.0

### CHIN 316 Twentieth-Century Literature Lam

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: Fall Unit: 1.0

### CHIN 340 Literature of the Chinese Diaspora (in English)

**NOT OFFERED IN 2004-05.** The idea of "Zuguo/Woguo", the motherland, has been central to Chinese literary writing throughout the past century. Novelists and poets in China are politicians by default and bear witness, in their lives and deaths, to the tremendous economic, political and cultural transformation that has occurred in twentieth-century mainland China. But what does China mean to writers of the Chinese diaspora? Writers in Taiwan, Hong Kong, Japan, North America, Europe? We will probe representations of the self, the martial hero, exile, gender, sexuality, colonialism, nation and how all of these are (or are not) tied to the concept of a motherland. All of the novels read for this course were written in Chinese outside of mainland China and are available in English translation.

Prerequisite: 207, 208 or permission of the instructor  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

### CHIN 349 Mind, Place, and Landscape in Traditional China (in English)

**NOT OFFERED IN 2004-05.** What is a place? How do writers and painters depict places? What does it mean to describe places one has never visited, or to create places that do not actually exist? In this course, we will examine the representation of places and landscapes across a variety of traditional Chinese media, including historical texts, poetry, fiction, drama, tomb art, paintings, literary and art criticism, travel diaries, and pilgrimage accounts. Topics will include spiritual and mental journeys, the imagination of the afterworld, landscape as portraiture, the mapping of empire, and dream narratives.

Prerequisite: 206, 207 or permission of instructor  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

### CHIN 350 Research or Individual Study

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



---

**CHIN 350H Research or Individual Study**

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

---

**CHIN 360 Senior Thesis Research**

Prerequisite: By permission of department. 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

---

**Related Courses**

*Attention Called*

---

**EAS 300 Contemporary East Asian Cinemas (in English)**

---

## Major in Japanese Language and Literature

---

**JPN 101-102 Beginning Japanese**

*Torii, Zimmerman*

Introduction to the modern standard Japanese language. Emphasis on developing proficiency in listening, speaking, reading and writing, using basic expressions and sentence patterns. *Five periods. Each semester earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None  
Distribution: None  
Semester: Fall, Spring Unit: 1.25

---

**JPN 111 Gender and Popular Culture of Japan (in English)**

*Zimmerman*

**NOT OFFERED IN 2004-05.** 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 lightening rod for social change in Japan, even for modernity itself, representations of the girl illuminate the status of women, the changing role of the family, issues of ethnic and national identity, sexual orientation, and even Japan's relation to the outside world. No previous knowledge of Japan or Japanese language required.

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

---

**JPN 130 Japanese Animation (in English)**

*Morley*

What makes Japan tick? New visitors to Japan are always struck by the persistence of traditional esthetics, arts, and values in a highly industrialized society entranced by novelty. Through animation films (English subtitles) and readings on animation we will explore this phenomenon from the inside. Focus is on the works of Tezuka Osamu, Hayao Miyazaki, and others. *No Japanese language required.*

---

Prerequisite: None  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: Spring Unit: 1.0

---

**JPN 155 Exploring Solitude: Japanese Writers Across the Ages (in English)**

*Morley*

**NOT OFFERED IN 2004-05.** In Japanese literature solitude has been shaped into an intensely emotional response to nature and human experience. The esthetic values which many feel lie at the heart of the Japanese literary and artistic tradition: *sabi* (solitude), *wabi* (the aged or weathered), *yugen* (subtle mystery), *shiori* (wilting) arose from this preoccupation with solitude. 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

---

**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. 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

---

**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 of the course. *Meets three days a week.*

Prerequisite: 201-202 or permission of the instructor.  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

---

**JPN 232 Selected Readings in Advanced Japanese II**

*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 permission of the instructor.  
Distribution: Language and Literature  
Semester: Spring Unit: 1.0

---

**JPN 250 Research or Individual Study**

Prerequisite: Open by permission of department. Signature of instructor required.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

---

**JPN 250H Research or Individual Study**

Prerequisite: Open by permission of department. Signature of instructor required.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

---

**JPN 251 Japanese Writers and Their Worlds (in English)**

*Morley*

A study of the emerging voice of the writer in Japan from the tenth through the eighteenth centuries. Texts will include the early poetic diaries of the Heian Court ladies, *The Tale of Genji*, the *Noh* plays, puppet plays and the haiku poetry of Matsuo Basho. Emphasis is on the changing world of the Japanese writer, the influence of Buddhism and Confucianism, and the role of the texts in shaping Japanese aesthetic principles. Selected films shown throughout course.

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

---

**JPN 256 Japanese Film: The Restaging of a Culture (in English)**

*Zimmerman*

**NOT OFFERED IN 2004-05.** 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.

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

---

**JPN 309 Readings in Contemporary Japanese Social Science**

*Maeno*

**NOT OFFERED IN 2004-05.** 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

---

**JPN 310 Directed Readings in Modern Japanese Prose**

*Morley*

**NOT OFFERED IN 2004-05.** Students will select independent projects to pursue throughout the semester. In addition to independent work, students will read 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: N/O Unit: 1.0

### JPN 312 Readings in Classical Japanese Prose

Morley

Reading and discussion in Japanese of selections from classical Japanese literature: focus on translation skills. Students will have the opportunity to sample *The Tale of Genji* and *The Pillow Book*, among others in the original and to familiarize themselves with the classical language. Two periods with discussion section.

Prerequisite: 232 or permission of instructor.  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

### 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: Spring Unit: 1.0

### JPN 350 Research or Individual Study

Prerequisite: Open by permission of department to juniors and seniors. Signature of instructor required.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

### JPN 350H Research or Individual Study

Prerequisite: Open by permission of department to juniors and seniors. Signature of instructor required.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

### JPN 351 Seminar. Theaters of Japan (in English)

Morley

**NOT OFFERED IN 2004-05.** 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 on Japan or by permission of instructor.  
Distribution: Language and Literature or Arts, Music, Theater, Film, Video  
Semester: N/O Unit: 1.0

### JPN 352 Seminar. Modern Japanese Writers (in English)

Zimmerman

**Topic for 2004-05: 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 writ-

ers 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. No Japanese language required.

Prerequisite: One unit on Japan or by permission of instructor.  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

### JPN 353 Lady Murasaki and *The Tale of Genji* (in English)

Morley

Shortly after 1000 AD in the imperial court of Japan, Murasaki Shikibu, a court lady of middle rank, completed what is arguably the first novel in the history of world literature, *The Tale of Genji*. Who was she? How did she come to write a novel of such surprising psychological subtlety? Who is the hero? Why is he still appealing a millennium later? Focusing on *The Genji* and Murasaki's diary, we examine the culture of the Heian court, Buddhist beliefs, the esthetic of *mono no aware* (a beauty evocative of longing), and the literature (poetry, prose, and ladies' diaries) of the court salons. Films, plays, animation, and modern novels modeled on *The Genji* will also be discussed in class. No Japanese language required.

Prerequisite: One course on Japan or by permission of the instructor.  
Distribution: Language and Literature  
Semester: Spring Unit: 1.0

### JPN 360 Senior Thesis Research

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

### JPN 370 Senior Thesis

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

## Related Courses

*For Credit Towards the Major*

EAS 300 Contemporary East Asian Cinemas (in English)

## Directions for Election

**Chinese language and literature:** The goal of this 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 EALL 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 language and literature major** consists of a minimum of ten courses. The following three sets of guidelines for the Chinese language and literature major have been devised 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 CHIN 101-102, 103-104 or 201-202 shall complete the ten-course Chinese major as follows: (1) Five language courses from among CHIN 101-102\* or 103-104\*; 201-202\* or 203-204\*; 301, 302, or 306, 307; (2) 310 or 316; (3) two literary courses from 206, 207, 208; (4) two additional literature/culture courses taught in English from among 110, 243, 330, 340, 349.

B. Students beginning their Chinese language study at Wellesley in CHIN 203-204 shall complete the ten-course Chinese major as follows: (1) Three language courses consisting of CHIN 203-204\*, 306 or 307; (2) 310 or 316; (3) two literary courses from 206, 207, 208; (4) four additional literature/culture courses taught in English from among 110, 243, 330, 340, 349.

C. Majors beginning their Chinese language study at Wellesley in third-year Chinese shall complete the ten-course Chinese major as follows: (1) Two language courses from among CHIN 301, 302, 306, 307; (2) 310 or 316; (3) two literary courses from 206, 207, 208; (4) five additional literature/culture courses taught in English from among 110, 243, 330, 340, 349.

**Japanese language and literature:** Japanese language and literature majors 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 JPN 202, 231, 232, and five additional units. At least two must be nonlanguage units, and at least two must come from the 300 level (to be taken within the department). Students entering with advanced language preparation may substitute alternate language units as necessary with departmental permission. JPN 101-102 and 201 may be counted toward the degree but not toward the major. Students who have completed 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. An advisor should be chosen from within the department.

### Teacher Certification

Students interested in seeking certification in teaching Chinese or Japanese should speak with the chair of the EALL department and education department early in their college career.

### Study Abroad

A maximum of three courses taken abroad may be counted toward the Chinese language and literature major; and a maximum of four courses toward the Japanese language and literature major. Students should note that more credit may be counted toward the Wellesley degree. In order to obtain credit for study abroad, students must obtain prior consent from the Registrar's Office and the EALL department chair and must pass a placement test administered by the EALL department upon return to Wellesley. In addi-



tion, it is essential that proof of course content and performance in the form of syllabi, written work, examinations, and grades be presented to the EALL department chair.

### Advanced Placement Policies and Language Requirement

A student entering Wellesley must pass the Chinese exemption examination or the Japanese exemption examination 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 in Chinese language and literature and a maximum of four toward the major in Japanese language and literature. Work at the 300-level must be taken within the department for credit towards the majors in Chinese and Japanese. Students wishing to transfer credit should be advised that a minimum of six units of course work must be completed in the EALL department at Wellesley. Transfer students from other institutions are required to take a placement test administered by the EALL department. It is essential that proof of course content and performance in the form of syllabi, written work, examinations, and grades be presented to the EALL department chair.

## East Asian Studies

### AN INTERDEPARTMENTAL MAJOR

Directors: *Joseph, Kodera*

Affiliated Faculty: *Bong (Political Science), D. Chen (EALL-Chinese), J. Chen (EALL-Chinese), Cheng (Women's Studies), Chu (Anthropology), Giersch (History), Huss (EALL-Chinese), Joseph (Political Science), Kodera (Religion), Lam (EALL-Chinese), Liu (Art History), Ma (EALL-Chinese), Maeno (EALL-Japanese), Matsusaka (History), Meng (Studio Art), Moon (Political Science), Morley (EALL-Japanese), Ozawa (EALL-Japanese), Torii-Williams (EALL-Japanese), Yun (Music), Zhao (EALL-Chinese), Zimmerman (EALL-Japanese).*

East Asian studies is an interdisciplinary major offered jointly by the East Asian languages and literatures department (EALL) and faculty from other departments at the College whose research and teaching interests include East Asia. The major is designed for students with a broad interest in East Asia. Students interested primarily in the language and literature of a single East Asian culture should consider the Chinese language and literature or Japanese language and literature major. While the department encourages students to familiarize themselves with several East Asian cultures, all students must have an area of concentration. This area of concentration may be geographic or disciplinary.

Prospective majors should consult with a member of East Asian studies faculty as early as possible to discuss their academic plans. Majors devise their own programs of study in consultation with an advisor from the student's area of concentration. Both the major advisor and the EALL chair must approve proposals for the major. Transfer credits to be counted towards the major must be approved by one of the program directors.

### Ten units are required for the major, consisting of the following:

**Language courses: four units.** Students must complete at least four language courses above the 100-level in the language most appropriate to their area of concentration. No credit towards the major is given for the first year of language study. Those who begin their language study at Wellesley in a 300-level language class must still complete four language courses. Students with native or near-native fluency in an East Asian language must also complete at least ten units for the major.

Language study beyond that required for the major is strongly recommended. All majors are also encouraged to spend at least a summer or a semester studying abroad in China, Taiwan, Japan, or Korea. The EALL chair must approve plans for language study taken away from Wellesley and to be applied towards the major.

**Nonlanguage courses: six units.** Of the six nonlanguage units required for the major, a minimum of three must constitute the concentration (see below) and two must be at the 300 level. A minimum of three of the nonlanguage courses must be taken at Wellesley, including both of the 300-level courses. Only one of the two required 300-level courses may be fulfilled by a 350, 360, or 370.

In order to gain a comparative perspective, majors must take at least one non-language course that deals primarily with an East Asian

society other than the one where the language she is using to fulfill the major is spoken.

All majors must also take at least one nonlanguage course on East Asia in each of the following two categories: (1) humanities, including art history, literature, cinema, music, philosophy, religion; and (2) social sciences, including anthropology, history, economics, political science, sociology, women's studies.

One course in Asian American studies may be counted towards the major, provided that the course addresses a significant aspect of East Asian traditions, culture, or society in its global, diasporic contexts. MIT has strong offerings in East Asian studies, and Wellesley students should consider taking at least one course there.

**Concentrations.** At least three of the nonlanguage courses to be counted towards the major must constitute either a geographic or a disciplinary concentration in East Asian studies. Majors will normally declare their concentration no later than the spring semester of the junior year when preparing to undertake advanced work in East Asian studies.

**Geographic concentrations** may focus on China, Japan, or Korea. Disciplinary concentrations include: arts and visual studies; culture and society; gender studies; historical studies; international relations; literary studies; political economy; and religion. Under unusual circumstances, and with the approval of her advisor and a program director, a student may design her own disciplinary concentration.

**Honors in the major.** Majors who have demonstrated exceptional ability and an unusual degree of independence in their coursework may be eligible to participate in the honors program. Honors candidates ordinarily enroll in EAS 360 during the fall and EAS 370 during the spring semester of the senior year and are expected to write a thesis based substantially on original research in primary sources. Students interested in the honors program are strongly encouraged to work with their faculty advisor(s) to identify a thesis topic no later than the spring semester of the junior year and to begin their research during the following semester.

---

### EAS 300 Contemporary East Asian Cinemas *Huss (EALL-Chinese), Zimmerman (EALL-Japanese)*

East Asian societies underwent massive transformation during the second half of the twentieth century. The film industries in these nations changed dramatically in response. This course analyzes contemporary film from China, Japan, Korea, Taiwan, and Hong Kong. Themes explored in contemporary East Asian films of the last decade (the urban-rural divide, nationalism, military service, class, domestic abuse, gender and sexuality, ethnic identity) transcend geographic boundaries and illustrate how transnational East Asian cinemas are. As Hollywood once dictated how film was to be made, East Asian cinemas are now making their mark on Hollywood. Discussed together, Chinese, Japanese, and Korean cinema provide a fascinating, cohesive illustration of contemporary East Asian societies in flux.

Prerequisite: CHIN 243, JPN 256, or permission of instructor  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: Spring

Unit: 1.0

---

**EAS 350 Research or Individual Study**

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

---

**EAS 360 Senior Thesis Research**

Prerequisite: By permission of the directors  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

---

**EAS 370 Senior Thesis**

Prerequisite: EAS 360  
Distribution: None  
Semester: Fall, Spring Unit: t.0

---

**Related Courses***For Credit Toward the Major*

The following list does not include courses offered by the Department of East Asian Languages and Literatures.

---

**ANTH 221 Societies and Cultures of Asia**

---

**ARTH 240 Asian Art**

---

**ARTH 248 Chinese Painting**

---

**ARTH 249 Arts of Japan**

---

**ARTH 255 Twentieth-Century Chinese Art**

---

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

---

**ARTS 106 Introduction to Chinese Painting**

---

**ARTS 206 Chinese Painting II**

---

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

---

**HIST 269 Japan, the Great Powers and East Asia, 1853–1993**

---

**HIST 270 Ancient, Medieval, and Early Modern Japan, 300–1800**

---

**HIST 274 China, Japan, and Korea in Comparative and Global Perspectives**

---

**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***

---

**HIST 344 Seminar. Japanese History: Korea, Taiwan and the Japanese Colonial Empire**

---

**HIST 371 Seminar. Chinese Frontier Experience, 1600–1900**

---

**HIST 372 Seminar. The Idea of China: Defining the Nation**

---

**MUS 216 Musics of East Asia: China, Korea, and Japan**

---

**POL2 208 Politics of China**

---

**POL2 209 Politics of Japan and Korea**

---

**POL2 304 State and Society in East Asia**

---

**POL2 308S Seminar. Advance Topics in Chinese Politics**

---

**POL3 226 International Relations in East Asia**

---

**POL3 227 The Vietnam War**

---

**REL 108 Introduction to Asian Religions**

---

**REL 253 Buddhist Thought and Practice**

---

**REL 254 Chinese Thought and Religion**

---

**REL 255 Japanese Religion and Culture**

---

**REL 353 Seminar. Zen Buddhism**

---

# Department of Economics

Professor: *Case, Joyce, Levine<sup>A1</sup>, Lindauer, Matthaei, Skeath<sup>A2</sup>, Witte<sup>A2</sup>*

Associate Professor: *Kauffman, Velenchik (Chair)*

Assistant Professor: *Coile<sup>A1</sup>, Hilt, Kearney<sup>A</sup>, McEwan, Taylor, Weerapana*

Visiting Assistant Professor: *Bouvier*

Visiting Instructor: *Bouvier, Morton, Mosher, Oner, Petrova, Terris*

---

**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

---

**ECON 103/SOC 190 Introduction to Probability and Statistical Methods Kauffman, Swingle (Sociology)**

An introduction to the collection, analysis, interpretation, and presentation of quantitative data as used to understand problems in economics and sociology. Using examples drawn from these fields, this course focuses on basic concepts in probability and statistics, such as measures of central tendency and dispersion, hypothesis testing, and parameter estimation. Data analysis exercises are drawn from both academic and everyday applications. *Students must register for a laboratory section which meets an additional 70 minutes each week. Students may register for either ECON 103 or SOC 190. Credit will be given in the department in which the student is registered.*

Prerequisite: 101 or 102 or one course in Sociology and fulfillment of the basic skills component of the Quantitative Reasoning Requirement. Not open to students who have taken [QR 199]. Not open to students who have taken or are taking MATH 220 or PSYC 205.  
Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement. Does not satisfy the laboratory requirement.  
Semester: Fall Unit: 1.0

---

**ECON 201 Intermediate Microeconomic Analysis**

*Petrova, Terris, 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**

*Hilt, Weerapana*

Intermediate macroeconomic theory: analysis of fluctuations in aggregate income and growth and the balance of payments. Analysis of policies to control inflation and unemployment.

Prerequisite: 101, 102 and MATH 115.  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.0

---

**ECON 203 Econometrics**

*Coile, Levine, Terris, 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, 102, MATH 115, and 103 (or [QR 199]) or MATH 220 or PSYC 205. Not open to students who have taken [200].  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.0

---

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

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 103 (or [QR 199])  
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, 102, and 103 (or [QR 199])  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

---

**ECON 213 International Finance and Macroeconomic Policy**

*Oner*

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 IME, 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 214 Trade and Immigration

*Lindauer*

An introduction to international trade in theory and practice. Emphasis on the application of microeconomic principles in international economics. Topics to be covered include the debate over free versus fair trade; trade and the welfare of workers in developed and developing nations; the use of tariffs, quotas, and other instruments of protection; trade deficits; and the costs and benefits of international migration.

Prerequisite: 101 and 102. Not open to students who have taken [212].

Distribution: Social and Behavioral Analysis

Semester: 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

*Lindauer*

Survey and analysis of problems and circumstances of less developed nations. Examination of theories of economic growth for poor nations. Review of policy options and prospects for low and middle income economies. Specific topics include: population growth, poverty and income distribution, foreign aid, and human resource strategies.

Prerequisite: 101 and 102. 103 (or [QR199]) recommended.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

---

### ECON 222 Games of Strategy

*Skeath*

Should you sell your house at an auction where the highest bidder gets the house, but only pays the second-highest bid? Should the U.S. government institute a policy of never negotiating with terrorists? The effects of decisions in such situations often depend on how others react to them. This course introduces some basic concepts and insights from the theory of games that can be used to understand any situation in which strategic decisions are made. The course will emphasize applications rather than formal theory. Extensive use is made of in-class experiments, examples, and cases drawn from business, economics, politics, movies, and current events.

Prerequisite: 101. Permission of instructor required.

Distribution: Social and Behavioral Analysis

Semester: Fall

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 103 (or [QR199])

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

---

### ECON 228 Environmental and Resource Economics

*Bouvier*

This course considers the economic aspects of resource and environmental issues. After examining the concepts of externalities, public goods, and common property resources, we will discuss how to measure the cost and benefits of environmental policy, in order to estimate the socially optimal level of the environmental good.

Applications of these tools will be made to air and water pollution, renewable and nonrenewable resources, and global climate. In addressing each of these problems we will compare various public policy responses such as regulation, marketable permits and tax incentives.

Prerequisite: 101

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

---

### ECON 238 Economics and Politics

*Bouvier*

This course provides an introduction to the study of the interaction between economics and the political process from both international and domestic perspectives. Topics include voting theories, public good provision, taxes and subsidies, and the effects of market power and rent-seeking behavior on the political system. Emphasis throughout will be on the application of economic theories to current events.

Prerequisite: 101 and 102

Distribution: Social and Behavioral Analysis

Semester: Fall

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 The Political Economy of Gender, Race, and Class

*Matthaei*

An introduction to radical economic analysis of contemporary, globalizing capitalism. Analysis of race, class, and gender, and of their interconnections. Radical economic critiques of current neo-liberal economic policies. Study and critique of contemporary radical economic movements, including the environmental movement; the movements for socially responsible consumption, investment, business, and work; and the antiglobalization or globalization from below movement.

Prerequisite: 101 or 102 or permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

---

### ECON 244 Comparative Political Economy: Transition and Reform

**NOT OFFERED IN 2004-05.** 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 taken [301].

Distribution: Social and Behavioral Analysis

Semester: N/O

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 266 Long Run Economic Change in Africa

*Kauffman*

**NOT OFFERED IN 2004-05.** This course traces the development of African economies from before colonialization to the present day. The course considers why economic development in Africa has been so slow compared to other regions of the world, how European intervention on the continent affected economic dynamics in the twentieth century, and how HIV/AIDS is affecting labor markets and economic performance in the twenty-first century. Throughout the course we will try to understand the economic and social factors behind Africa's perennial economic malaise and why there are seemingly constant impediments to successful economic growth on the continent.

Prerequisite: 101 and 103 (or [QR199])

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

---

**ECON 300 Mathematics for Economics**

**NOT OFFERED IN 2004-05.** In this course, students will apply mathematical techniques in economic analysis. Students are expected to have a good knowledge of calculus and will be introduced to topics in linear algebra, differential equations, and static and dynamic optimization. Emphasis will be placed on economic applications including maximization decisions of consumers and producers, comparative statics, phase diagram analysis of dynamic systems, and basic features of dynamic optimization.

Prerequisite: 201 and 202, MATH 205. MATH 206 recommended. Not open to students who have taken ECON 303: Mathematics for Economics.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

---

**ECON 303 Advanced Econometrics**

**NOT OFFERED IN 2004-05.** This course builds upon 203 (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: 201, 202, and 203 (or [200]). Open to students who have taken ECON 303: Mathematics for Economics.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

---

**ECON 304 Seminar. New Institutional Economic History**

*Kauffman*  
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: 201 and 203 (or [200])  
Distribution: Historical Studies or Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

---

**ECON 305 Industrial Organization**

**NOT OFFERED IN 2004-05.** 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: N/O Unit: 1.0

---

**ECON 310 Public Economics**

*Coile*  
This course explores the reasons for government intervention in the economy and the responses of households and firms to the government's actions. Economic models and empirical research are used to analyze tax policies and

spending programs. Topics include the effect of taxes on savings and labor supply, externalities and public goods, and social insurance programs such as social security and unemployment insurance.

Prerequisite: 201 and 203 (or [200])  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

---

**ECON 313 Seminar. International Macroeconomics**

*Joyce*  
Theory and policy of macroeconomic adjustment in the open economy. Topics to be covered include models of exchange rate determination, the choice between fixed and floating exchange rates, monetary union, policy effectiveness in open economies under different exchange rate regimes, and adjustment to balance of payments disequilibria.

Prerequisite: 202 and 203 (or [200])  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

---

**ECON 314 International Trade Theory**

*Staff*  
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 318 Economic Analysis of Social Policy**

*Levine*  
This course uses economic analysis to evaluate important social policy issues in the U.S., focusing on the role of government in shaping social policy and its impact on individuals. Does welfare make people work less or have more children? Why is the teenage birthrate so high and how might it be lowered? How do fertility patterns respond to changes in abortion policy? Theoretical models and econometric evidence will be used to investigate these and other issues.

Prerequisite: 201 and 203 (or [200])  
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: 201, 202, and 203 (or [200])  
Distribution: Social and Behavioral Analysis  
Semester: Spring 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 analy-

sis; strategies and analytical methods for the evaluation of investment projects; capital structure and dividend policy decisions; risk, return, and the valuation of financial instruments; and management incentive structures. Risk management and the use of derivatives will also be considered.

Prerequisite: 201 and 203 (or [200]). Not open to students who have taken [330: Topic A].  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

---

**ECON 325 Law and Economics**

*Witte*  
Economic analysis of legal rules and institutions. Application of economic theory and empirical methods to the central institutions of the legal system including the common law doctrines of negligence, contract, and property as well as civil, criminal, administrative procedure and family law. The course will contrast economic and noneconomic theories of law and will address the strengths and limitations of the economic approach to law.

Prerequisite: 201 and 203 (or [200])  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

---

**ECON 326 Seminar. Methods of Education Policy Analysis**

*McEwan*  
This course applies modern econometric methods and evaluation design to the analysis of contemporary issues in education policy. Methods include randomized experiments, regression-discontinuity analysis, and the use of panel data. Issues include school accountability, private school vouchers, and policies toward teacher labor markets. Students will conduct extensive empirical analysis of education data.

Prerequisite: 201 and 203 [200]  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

---

**ECON 331 Seminar. Monetary Theory and Policy**

*Weerapana*  
The formulation of monetary policy and its theoretical foundations. This includes discussion of the latest developments in monetary theory, the money supply process, monetary autonomy in an open economy, and current procedures in the U.S. and other nations.

Prerequisite: 202 and 203 (or [200])  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

---

**ECON 333: Economic Growth and Fiscal Policy**

**NOT OFFERED IN 2004-05.** 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: 202 and 203 (or [200])

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

---

### ECON 335 Seminar. Economic Journalism

**NOT OFFERED IN 2004-05.** Students will combine their knowledge of economics, including macro, micro and econometrics, with their skills at exposition, in order to address current economic issues in a journalistic format. Students will conduct independent research to produce weekly articles. Assignments may include coverage of economic addresses, book reviews, recent journal articles, and interviews with academic economists. Class sessions will be organized as workshops devoted to critiquing the economic content of student work. *Enrollment limited to 10.*

Prerequisite: 201, 202, and 203 (or [200])

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 alternatives; and feminist critiques of economic theory and methodology.

Prerequisite: 201, 202, or permission of instructor

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

---

### ECON 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors who have taken 201 and 202; 203 strongly recommended; one 300-level elective recommended. 350 students will be expected to 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 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: One 300-level course strongly recommended.

By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

---

### ECON 370 Senior Thesis

Prerequisite: 360

Distribution: None

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 (ECON 101 and 201), macroeconomics (102 and 202), and statistics (103 and 203), as well as at least two 300-level units (ordinarily not counting 350, 360 or 370). A minimum of two 300-level courses must be taken at Wellesley unless a student has completed 300-level work in economics at MIT; in such a case, only one 300-level course needs to be taken at Wellesley.

Students who have completed MATH 220 or PSYC 205 need not complete ECON 103 but must take an additional economics elective to complete the major.

Choosing courses to complete the major requires careful thought. All majors should choose an advisor and consult him/her regularly. Students are also advised to consult the department handbook, which deals with a variety of topics including preparation in mathematics, desirable courses for those interested in graduate study in economics, and complementary courses outside economics. Calculus, along with several other mathematical tools, is central to the discipline. MATH 115 or its equivalent is required for all ECON 201, 202 and 203 sections. We encourage students to consult a departmental advisor about whether additional mathematics courses might be desirable.

Students interested in economics and its applications in international relations might want to consider the interdepartmental major in international relations-economics listed under international relations in this Bulletin.

### Honors in the Major

The department offers majors two programs for pursuing departmental honors. Under program I, students complete two semesters of independent research (360 and 370) culminating in an honors thesis. Under program II, a student completes one semester of independent research (350) related to previous 300-level coursework, and then submits to an examination in economics that includes the topic covered in her research project. Ordinarily, a student is expected to complete one 300-level course before enrolling in the honors program. 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 103, plus two additional 200-level units, ordinarily excluding 201, 202 and 203. A student wishing to add the economics minor to the major in another field should consult a faculty advisor in economics. Students who have completed MATH 220 or PSYC 205 need not complete ECON 103 but must take an additional economics elective to complete the minor.

Students are urged to supplement their major or minor program in economics with related courses from other disciplines in the liberal arts, such as history, mathematics, philosophy, political science, and sociology.

### Credit for Other Courses

In order to obtain credit for any economics course taken at another institution during the summer or academic year, approval must be obtained in advance from the department's transfer credit advisor. In general, courses from two-year colleges will not be accepted at any level. Courses taken elsewhere normally will not be transferred at the 300-level. ECON 201, 202, and 203 ordinarily should be taken at Wellesley. Transfer students wishing to obtain transfer credit for economics courses taken prior to enrollment at Wellesley should contact the department's transfer credit advisor.

### Advanced Placement 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). Students who have AP or IB credit in statistics should consult the department chair regarding enrollment in 103. We recommend seeking advice from the department on how to proceed, particularly for students contemplating a 200-level course in their first semester. AP credits do not count toward the minimum major or minor in economics.

# Department of Education

Associate Professor: *Beatty (Chair)*

Assistant Professor: *Hawes*

Instructor: *Speiser*

Mellon Postdoctoral Fellow: *Harris*

Associate in Education: *Denis Cleary (History Teacher, Concord Carlisle High School); Charlene Cook (Assistant Program Director – Unified Student Services, Boston); Ellen Cunniff (Principal, Sprague School, Wellesley); Jennifer Friedman (Literacy Coach, Lee School, Dorchester & Bates School, Roslindale); Julie Gamponia (Math Teacher, Quincy Middle School, Boston); Reen Gibb (Science Teacher, Brookline High School); David Gotthelf (Director Special Services, Lincoln-Sudbury Schools); Bethany Nichols (English Teacher, Needham High School); Maurice Page (Cambridge Public Schools); Diane Tutin (Teacher, Schofield School, Wellesley); Heather Woods (Information Services, Wellesley College).*

## EDUC 102/WRIT 125 Education in Philosophical Perspective

*Hawes*

This course is guided by questions such as: What is education? How do an individual's own efforts to make sense of the world and to guide her life, relate to schools and academic work? To the diversity of experiences and cultures? What should the aims of education be? The focus will be on perspectives and processes of learning and teaching. We will use the works of earlier writers (for example, Confucius, Plato, and Dewey) and contemporary writers as starting points in our investigations. *This course satisfies the Writing 125 requirement and counts as a unit toward 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 212 Seminar. History of American Education

*Beatty*

An intensive study of the role that education has played in American society and of the evolution of support and expectations for public schools. We will examine how schools have served the needs of girls, African Americans and other minorities, immigrants, and students from different social class and religious backgrounds. We will focus on the education of teachers, the organization of urban school systems, the growth of high schools and preschools, and attempts to reform schools and the curriculum.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

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. Fieldwork will be an integral part of the course.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

## EDUC 216 Education and Social Policy

*Beatty*

An examination of education policy and of how it is formulated, implemented, and evaluated. We will study the interaction of policies at the federal, state, and local level and focus on major topics of debate in American education, including equal educational opportunity, school desegregation, school choice, school finance reform, bilingual education, preschool education, and education standards and testing. 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, Paolo 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, 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. Regular observations and fieldwork will be required.

Prerequisite: PSYC 207 or PSYC 248 or permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

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. Mandatory credit/noncredit.

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

## EDUC 304 Curriculum and Instruction in Elementary Education

*Speiser, Cook, Cunniff, Friedman, Tutin*

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

## EDUC 308 Seminar. World Languages Methodology

*Renjilian-Burgy (Spanish)*

**NOT OFFERED IN 2004-05.** A course in the pedagogical methods of foreign languages intended to apply to any foreign language and to teaching English as a second language; emphasizes the interdependence of the four language skills – listening, speaking, reading, writing; introduces students to a theoretical study of linguistic and psychological issues necessary to evaluate new ways of presenting language material. This seminar will focus on selected texts and readings on the methodology of world-language teaching.

Prerequisite: Open to sophomores, juniors and seniors.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0



### EDUC 310 Seminar. Child Literacy and the Teaching of Reading

Tutin, Speiser

How do children learn to read? How do we acquire reading, writing, and oral language skills, and how does this relate to cognition? We will examine current research and practice in literacy development for elementary-aged children. Oral language, development of reading processes, assessment using a variety of techniques, phonemic awareness, phonics, and comprehension strategies will all be addressed through lectures, readings, study of literacy materials, and a field placement experience. We will focus on reading instruction across content areas and the transition from learning to read to reading to learn. Emphasis will be placed on understanding the application of this information to developing teaching strategies that address the needs of a diverse population of learners, including students at-risk, second-language learners, and students with special needs.

Prerequisite: Open to sophomores, juniors, and seniors.  
Distribution: Epistemology and Cognition  
Semester: Fall Unit: 1.0

### EDUC 312 Seminar. History of Child Rearing, the Family, and Child Welfare

Beatty

Examination of the evolution of childhood in America, of the family, and of the emerging role of the state in assuming responsibilities for child rearing, education, and child welfare. We will study the history of how institutions and social policy have attempted to shape the lives of children and families of differing social, economic, racial, and ethnic backgrounds.

Prerequisite: Open to sophomores, juniors, and seniors.  
Distribution: Historical Studies  
Semester: Fall Unit: 1.0

### EDUC 320 Observation and Fieldwork

Hawes, Speiser

Observation and fieldwork in educational settings. This course may serve to complete the requirement of documented introductory field experiences of satisfactory quality and duration necessary for teacher certification. Arrangements may be made for observation and tutoring in various types of educational programs; at least one urban field experience is required. Mandatory credit/noncredit.

Prerequisite: 300. 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

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

Rich (Political Science)

This seminar examines recurrent issues in public school management and governance. Critical questions include the changing demographics of inner city schools, the evolving role of school boards, big city mayors, urban superintendents, teachers unions, and school finance. We will also discuss alternatives to public schools (parochial, private, and charter schools), high-stakes testing, and district-state relations. The seminar will also analyze the increasing intervention of state and federal governments in local school administration and the role of the courts in curriculum controversies, stu-

dent life, and security. *Students may register for either EDUC 339 or POL1 339S. Credit will be given in the department in which the student is registered.*

Prerequisite: Permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

### EDUC 350 Research or Individual Study

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

### EDUC 350H Research or Individual Study

Prerequisite: By permission of the department.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

## Related Courses

*For credit towards the teacher education and education studies minor*

ECON 226 Economics of Education Policy

PSYC 207 Developmental Psychology

PSYC 208 Adolescence

PSYC 248 Psychology of Teaching, Learning, and Motivation

QR 180 Statistical Analysis of Education Issues

## Directions for Election

The education department offers two minors (but no major), one in teacher education and one in education studies. Both minors offer opportunities to explore teaching and education, from the perspective of a classroom teacher or as a field of study.

### Teacher Education

We prepare teachers to teach in a variety of schools with diverse students. Grounded in the liberal arts, each Wellesley or MIT student in our program receives careful individual attention in the process of discovering how her/his own special gifts can be used in the challenging work of teaching. Our students take introductory courses in educational philosophy, history, or policy, and then do course work in curriculum, instruction, 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.

### The teacher education minor consists of:

(A) 102 or 212 or 215 or 216 or 217 or 301 or PSYC 248, or SOC 230 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 310 or Brandeis Education 107A (spring only), are also required.

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 description of the requirements. Generally, the program requires students to take specific subject-matter courses within their teaching fields along with four to seven education and psychology courses, two of which are the student teaching practicum and accompanying seminar, 303 and 302. AP credits approved by the College may be counted towards teacher certification. If students are not

able to register for required introductory courses, they should consult with the department about alternatives.

In addition, teacher certification requires fieldwork prior to student teaching. Students enrolled in EDUC 303 (Practicum) may register for EDUC 320, but are not required to do so.

To receive permission to register for EDUC 300 prior to pre-registration, students should apply by April 1. Applications are available in the education department. Students should plan their program of studies to fulfill the requirements and are encouraged to consult with a member of the department as early as possible, but are welcome to do so at any point. Students may register for a minor beginning in the spring of the sophomore year, but a minor is not required for teacher certification. With the exception of 300, 302, 303, 304, and 320 the department's courses are designed for all students, not simply those planning a career in public or private school teaching.

### Education Studies

We also offer courses that extend students' general knowledge of education as a field of study. Students may focus on the origins of education and child rearing practices, on the role of women in education, on urban education and the role of schools in society, and on the various ways that ideas and policies in education have been applied to social problems.

The Education Studies minor consists of five courses chosen from: EDUC 102, 212, 215, 216, 217, 301, 306, 309, 312, and EDUC 339/POL1 339S. However, PSYC 248, ECON 226, or QR 180 may be substituted for two of these courses. At least one 300-level education course must be included.

### Title II Information

As required by Title II of the Higher Education Act of the United States, we provide the following information. The number of students enrolled in our state-approved teacher education program during academic year 2001-2002 was 27. The number of these students who continued into student teaching was 20. The number who completed all requirements of the program was 20. The student/faculty ratio for supervised student teaching was 5.0. 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 99%) b.) Writing 100% (state average 99%); Basic skills aggregate (a & b. combined) 100% (state average 98%); 2.) Academic content areas: Aggregate 94% (compared to state average of 97%). Summary (1. & 2. Combined) pass rate 95% (compared to state average of 97%). Please note that these tests are not required for completion of our program, because many candidates seek licensure only in other states.

# Department of English

Professor: *Bidart, Sabin, Cain (Chair), Harman, Peltason, Rosenwald, Lynch, Shetley<sup>A</sup>, Meyer*

Associate Professor: *Tyler, Mikalachki, Brogan, Hickey, Ko, Lee, Noggle*

Assistant Professor: *Rodensky, Ford, Fisher*

Visiting Assistant Professor: *Erian*

Senior Lecturer: *Sides, Cezair-Thompson*

---

## ENG 112 Introduction to Shakespeare

*Ko*

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: Fall

Unit: 1.0

---

## ENG 113 Studies in Fiction

*Ford*

### Topic A: 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: Anzia Yezierska, Edith Wharton, Dashiell Hammett, Nella Larsen, F. Scott Fitzgerald, Ann Petry, Gwendolyn Brooks, J.D. Salinger, Thomas Pynchon, and Colson Whitehead.

Prerequisite: None. Especially recommended to nonmajors.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

*Peltason*

### Topic B: Masterworks of Nineteenth-Century Fiction

A reading of some of the greatest novels and stories in English, American, and European literature. Taught primarily in lecture, this course will not be writing-intensive. Possible authors to be studied include Austen, Kleist, Stendhal, Flaubert, Dickens, Eliot, Twain, Chekhov, Tolstoy.

Prerequisite: None. Especially recommended to nonmajors.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

---

## ENG 114 Race, Class, and Gender in Literature

**NOT OFFERED IN 2004-05.**

Prerequisite: None. Especially recommended to nonmajors.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

---

## ENG 120 Critical Interpretation

*Bidart, Lee*

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, Hickey, Noggle, Rodensky, Sabin, Tyler*

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 The Novels of Jane Austen

*Meyer*

**NOT OFFERED IN 2004-05.** Students will read a selection of the great novels of Jane Austen and use her work to learn skills for the close reading of fiction in general. We will study the details of Austen's fictional technique. From what perspective are the novels told? How does the author reveal her attitudes toward her characters? At the same time we will consider the broader questions raised by the novels. What values motivate Austen's fiction? How does she comment on the larger social and historical scene? What are her views on such issues as slavery or the proper role of women? *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: N/O

Unit: 1.0

---

## ENG 127 Modern European and American Drama

**NOT OFFERED IN 2004-05.** 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, María Irene Fornés, the Bread and Puppet Theater, the Living Theater, Holly Hughes, Adrienne Kennedy, Tony Kushner, and Anna Devere 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, Theatre, Film, Video or Language and Literature

Semester: N/O

Unit: 1.0

---

## ENG 127/Writ 125 Modern European and American Drama

**NOT OFFERED IN 2004-05.** 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, María Irene Fornés, the Bread and Puppet Theater, the Living Theater, Holly Hughes, Adrienne Kennedy, Tony Kushner, and Anna Devere 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. *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, Theatre, Film, Video or Language and Literature

Semester: N/O

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, Erian, 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. Students who have taken this course once may register for it one additional time.*

Prerequisite: None

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

---

## ENG 204 The Art of Screenwriting

*Cezair-Thompson, Erian*

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 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. Students who have taken this course once may register for it one additional time.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Fall, 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

*Mikalachki*

A survey of sixteenth-century literature with an emphasis on poetry. In addition to lyric poems spanning the century, epic poetry by Spenser (Book 3 of *The Faerie Queene*) and Marlowe, and a play, the course will include early prose fiction about continental travel and London's criminal underworld.



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

### ENG 223 Shakespeare Part I: The Elizabethan Period

*Mikalachki, 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, Peltason*

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

**NOT OFFERED IN 2004-05.** 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: N/O Unit: 1.0

### ENG 227 Milton

*Mikalachki*

*Paradise Lost* is arguably the greatest poem in the English language, and Milton has dominated literatures written in that language since its publication in 1667. A sustained and concentrated study of this dazzling, poignant, ferocious epic, of the artistic, social, and religious questions that inform it, and of the poems and prose that precede and follow it in Milton's astonishing career.

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

### ENG 241 Romantic Poetry

*Hickey*

Emphasis on the great poems (with occasional forays into the prose) of six fascinating and influential poets: Blake, Wordsworth, Coleridge, Shelley, Byron, and Keats. We'll also read poetry and poetic prose by women writers of the period: Anna Barbauld, Mary Robinson, Dorothy Wordsworth, and Felicia Hemans. We'll consider such "Romantic" ideas and themes as imagination, feeling, originality, the process of creativity, the correspondence between self and nature, the dark passages of the psyche, encounters with otherness, altered states of being, mortality and immortality, poetry and revolution, Romanticism as revolt, the exiled hero, love, sexuality, gender, the meaning of art, and the importance of history. Open to students at all levels of familiarity with poetry.

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

### ENG 245 Victorian Conflicts

*Hickey*

Study of an intriguing and eclectic group of writers working during a period of great social change and vigorous questioning. Writers will include Tennyson, the Brownings, Emily Brontë, Arnold, D.G. and Christina Rossetti, Hopkins, Hardy, Wilde, and some of the following: Carlyle, John Stuart Mill, Dickens, Ruskin, Pater. Emphasis on the texts (mostly poetry, some short prose), with attention to their place in lit-

erary history and the ways in which they engage with compelling questions of their age: 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. Unit on pre-Raphaelite painting, visit to manuscripts in Special Collections, viewing of Wilde's *Importance of Being Earnest*.

Prerequisite: None  
Distribution: Language and Literature  
Semester: Spring 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, 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 253 Contemporary American Poetry

*Bidar*

We will explore recent American poetry through close study of a number of outstanding 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: None  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

### ENG 262 American Literature to 1865

**NOT OFFERED IN 2004-05.** 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: N/O Unit: 1.0

## ENG 263 American Literature and Social Justice

**NOT OFFERED IN 2004-05.** A study of some American literature dealing with questions of justice and injustice in the relations between races, ethnic groups, genders, and classes. Among the possible authors and works: Harriet Beecher Stowe, *Uncle Tom's Cabin*; Edward Bellamy, *Looking Backward*; Charlotte Perkins Gilman, *Herland*; Upton Sinclair, *The Jungle*; Jane Addams's autobiography; Marc Blitzstein, *The Cradle Will Rock*; poems about the Sacco and Vanzetti case; poems by Stirling Brown, Langston Hughes and Gwendolyn Brooks; John Steinbeck, *The Grapes of Wrath*; works from the Japanese internment camps; plays by the Teatro Campesino; essays by James Baldwin; Arthur Miller, *The Crucible*; poems and essays by Adrienne Rich; Lorraine Hansberry, *Raisin in the Sun*; Anna Devere Smith, *Twilight*; Spike Lee, *Do the Right Thing*; current science fiction and utopian writing.

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

## ENG 264 Hispanic Literature in the U.S.

**NOT OFFERED IN 2004-05.** This course will highlight the intricacy, diversity, and growing prominence of Latina/o literature in the United States, concentrating especially on the twentieth century. Organizing our readings by genre, we will study Latina/o texts written in English, using Latina/o cultural identity as the context for the literary works. Theoretical readings will help to locate the writings within the historical, philosophical, artistic, and performative traditions of this literature. All readings and discussion in English.

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

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

*Cain, Meyer*  
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 American Literature from the 1940s to the Present

*Brogan, Ford*  
American literature from World War II to the present. Consideration of fiction, poetry, memoirs, essays, and films that reflect and inspire the

cultural upheavals of the period. Possible writers to be studied include: Mailer, Morrison, Pynchon, Lowell, Bishop, Ginsberg, Burroughs, Nabokov, Ellison, Carver, Kingston, Roth, O'Connor, DeLillo, Salinger, Morrison, Schwartz, DeRosa, Smiley, Keller, McDermott, Lahiri, and Spark.

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

## ENG 269 Asian American Literature

*Lee*  
**Topic for 2004-05: Asian American Poetry.** This course focuses on Asian American poetry. We will study how Asian American poets explore identity, desire, experience, and alienation. Sometimes these poets emphasize ethnic identity, and celebrate particular cultural belonging, while at other times they assert a universal shared humanity. We will see how Asian American poetry lays claim to the past, and how it renounces it. Throughout the course we will give particular attention to the relations between poetry and politics, art and social justice. Poets will include Li-Young Lee, Cathy Song, Lawson Inada, Mitsuye Yamada, Agha Shahid Ali, and others.

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

## ENG 271 The Rise of the Novel

*Noggle*  
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, Rodensky*  
An exploration of the changing relationships of persons to social worlds in some of the great novels of the Victorian period. The impact on the novel of industrialization, the debate about women's roles, the enfranchisement of the middle and the working classes, the effect on ordinary persons of life in the great cities, the commodification of culture – these and other themes will be traced in the works of some of the following: Charlotte Brontë, Emily Brontë, Charles Dickens, George Eliot, Elizabeth Gaskell, George Gissing, Thomas Hardy.

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

## ENG 273 The Modern British Novel

*Rodensky, Cain*  
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, Spring Unit: 1.0

## ENG 277 English-Language Fiction in Global Perspective

*Sabin*  
**Topic for 2004-05: Modern Indian Literature in English.** Focus on novels, memoirs, and nonfiction writing – mostly contemporary, with some earlier examples of what now begins to make up a tradition of modern Indian literature in English. Controversial questions to be addressed include: what is "authentically" Indian? What is the writer's responsibility to solve social and political problems? What roles do women play in this literature? Introduction to important religious and political contexts will be provided, but primary attention will go to the literature itself, with some attention to films. Authors will likely include Gandhi, R.K. Narayan, Raja Rao, Anita Desai, Salman Rushdie, Bapsi Sidhwa, Rohinton Mistry, Jhumpa Lahiri, plus films directed by Satyajit Ray and Deepa Mehta.

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

## ENG 281 American Drama and Musical Theater

*Rosenwald*  
Study of some distinguished twentieth-century American plays, theater pieces, and musicals. Possible musicals: *The Cradle Will Rock*, *Showboat*, *West Side Story*, *Chorus Line*, *Into the Woods*, *Chicago*. Possible playwrights and ensembles: Eugene O'Neill, Arthur Miller, Tennessee Williams, Lorraine Hansberry, the Bread and Puppet Theater, the Teatro Campesino, María Irene Fornés, August Wilson, David Henry Hwang, Tony Kushner, Anna Devere Smith. Focus on close reading, on historical and social context, on realism and the alternatives to realism, on the relations between text and performance. Opportunities both for performance and for critical writing. Students who have taken ENG 127 are eligible to take this course also.

Prerequisite: None  
Distribution: Arts, Music, Theater, Film, Video or Language and Literature  
Semester: Spring Unit: 1.0

## ENG 283 Southern Literature

*Tyler*  
A study of the literature of the American South, with special focus on the region's unique cultural traditions, the development of a distinctive body of stylistic and thematic characteristics, and the complex intersections of region, gender, ethnicity, and sexuality in Southern literary expression.

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



**ENG 285 Irish Literature**  
**NOT OFFERED IN 2004-05.**

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

**ENG 286 New Literatures I**

*Fisher*  
**Topic for 2004-05: 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: Spring Unit: 1.0

**ENG 301 Advanced Writing/Fiction**

*Erian, Sides*  
Techniques of fiction writing together with practice in critical evaluation of student work. *Students who have taken this course once may register for it one additional time.*

Prerequisite: 203 or permission of instructor.  
Distribution: Language and Literature  
Semester: Fall, Spring 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 2004-05: Advanced Chaucer: The Dream Visions and Other Poems.** This course will put Chaucer's early poetry, especially his dream visions, into multiple contexts: of genre, biography, literary history, language, and philosophy. We will balance attention to the exquisite pathos of the dream poems with consideration of their deepening irony and humor, looking at how Chaucer mixes styles and plays fast and loose with his sources. In addition to Chaucer's vision poems, we will look at other medieval and early modern examples of the genre, including the fourteenth-century anonymous *Pearl*, *The Kingis Quair* by James I of Scotland, John Skelton's *The Bowge of Court*, and Shakespeare's *A Midsummer Night's Dream*.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of instructor to other qualified students. Some familiarity with Middle English either in ENG 213 or elsewhere, or permission of the instructor.  
Distribution: Language and Literature  
Semester: Spring Unit: 1.0

**ENG 320 Literary Cross Currents**

*Ford*  
**Topic for 2004-05: Black Writers, City Spaces.** While American literature has long mythologized frontiers and open space, African American literature from the Harlem Renaissance on has largely been defined by the cities it inhabits. This course will examine the portrayal of urban space in African American writing and visual art; from narratives of northward migration to contemporary films about inner city stagnation, we will trace the ways in which urban spaces have been gendered and classed, demonized or idealized by these texts and their readers. Substantial critical readings will provide additional context for our exploration of writers such as Paul Laurence Dunbar, Langston Hughes, Claude McKay, Nella Larsen, Richard Wright, Ann Petry, James Baldwin, Gwendolyn Brooks, Ralph Ellison, Chester Himes, Lorraine Hansberry, Nikki Giovanni, Toni Morrison, and Colson Whitehead.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of instructor to other qualified students.  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

**ENG 324 Advanced Studies in Shakespeare**

*Ko*  
**Topic for 2004-05: 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 include tracing the history of performance from Shakespeare's own time to the present, viewing recorded and live performances, and collaborating with actors to test and challenge our ideas. Because the reading list will depend partly on available local productions, the syllabus will be made final later; however, the course will probably include *Richard III*, *Much Ado About Nothing*, *The Merchant of Venice*, and *Romeo and Juliet*. Requirements: two essays, along with shorter, creative assignments, as well as a presentation or (voluntary) participation in a performance project.

Prerequisite: Along with qualified majors (same as for 320), nonmajors, particularly those with interest or experience in performance, are encouraged to enroll.  
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 2004-05.**

Prerequisite: Open to students who have taken two literature courses in the department, or permission of the instructor.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

**ENG 335 Advanced Studies in Restoration and Eighteenth-Century Literature**

*Lee*  
**Topic for 2004-05: Revolution, Romanticism, and the Novel.** The works written in this decade pushed back the boundaries of what was considered expressible, plausible, or viable for the novel. The British novel emerged as a forum for passionate political debate, intellectual explo-

ration, and formal experimentation. We will study how the novels of Radcliffe, Godwin, More, Burney, Austen, and others carry on cultural and political warfare against, or in favor of established ideas and traditions. We will examine how and why the novels of this decade seemed bent on exploring moral, political, and emotional extremes.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of instructor to other qualified students.  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

**ENG 345 Advanced Studies in Nineteenth-Century Literature**

*Tyler*  
**Topic for 2004-05: Poe and Coleridge.** This course will study in detail Coleridge's "mystery poems" ("Rime of the Ancient Mariner," "Kubla Khan," and "Christabel") and Poe's great stories, culminating with Poe's "Rime"-work, "The Narrative of Arthur Gordon Pym." Comparative study will elucidate both the way that Coleridge's poems serve as sources for the Gothic magic and uncanniness of Poe's stories, and the way that Coleridge's literary theory provides a source for Poe's counter-Gothic American formalism. We'll explore the critical reception of both writers, particularly those notable essays by twentieth-century formalists like Eliot, Tate, and Warren, who claimed both Coleridge and Poe as precursors.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of 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**

*Rodensky*  
**Topic A for 2004-05: Virginia Woolf.** A close study of the novels, essays, and diaries of the most important English woman writer of the twentieth century. We will consider the development of Woolf's voice in her novels and in her nonfictional writing as well as the relations between her fictional and nonfictional work. We will also take up the critical response to Woolf. How was her work received by her contemporaries? What happened in the 50s and 60s? Finally, we will take account of Woolf as an iconic figure, recreated most recently in Michael Cunningham's *The Hours*. Readings will proba-

bly include *The Voyage Out*, *Jacob's Room*, *Mrs. Dalloway*, *To the Lighthouse*, *A Room of One's Own*, and selections from *The Common Reader* and *A Writer's Diary*.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of instructor to other qualified students.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

### Sabin

**Topic B for 2004-05: Joyce's Ulysses.** Close reading of *Ulysses*, after preliminary engagement with *Dubliners* and *A Portrait of the Artist as a Young Man*. Aided by supplementary biographical and critical readings, attention will be paid to the complex effects of Joyce's Irishness on his relation to modern English literature and language.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or 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 Advanced Studies in American Literature

#### Meyer

**Topic for 2004-05: Edith Wharton and Willa Cather.** A study of the fiction of these two very different American women novelists of the early twentieth century. One is best known as the chronicler of life in aristocratic "old New York," the other as the novelist of life on the Nebraska prairie. Yet a number of similar issues arise in both novelists' work: the nature of female sexuality, the problems of marriage, relationships between generations, the nature of the immigrant and the ethnic "other," tensions between the American West and the East and between rural and urban life, the place of art in American culture. Above all, both novelists are preoccupied with the vexed question of the destiny of America.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of instructor to other qualified students.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

### ENG 364 Race and Ethnicity in American Literature

#### NOT OFFERED IN 2004-05.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of instructor to other qualified students.

Distribution: Language and Literature

Semester: N/O

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 Zizek.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of 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

#### Harman

**Topic for 2004-05: Sex and the City in the Victorian Novel.** Victorians explored this relationship in social and novelistic discourse long before it became an American obsession. We will consider it in novels that focus primarily on women – female landowners, working class women, actresses, women accused of adultery, "new women," and political women. Novelists may include Charlotte Brontë, Elizabeth Gaskell, Wilkie Collins, George Eliot, George Gissing, Mary Ward, Henry James.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of instructor to other qualified students.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

### ENG 384 Outside England

#### NOT OFFERED IN 2004-05.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of instructor to other qualified students.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

### ENG 385 Advanced Studies in a Genre

#### Cezair-Thompson

**Topic for 2004-05: The Short Story: History and Technique.** A close examination of this popular literary form with an emphasis on technique and a comprehensive knowledge of its history. The course is structured for creative writing students and also for those students with a scholarly interest in the genre. Among the writers whose work we will read are: Edith Wharton, Guy de Maupassant, Ernest Hemingway, and Junot Diaz.

Prerequisite: One English course or permission of instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

### ENG 387 Authors

#### Hickey

**Topic for 2004-05: Seamus Heaney.** Study of Heaney, winner of the Nobel Prize for literature and one of the best and most important poets now writing in English. Emphasis on Heaney's poetry throughout his career, with attention to the ways in which he inherits, responds to, resists, and transforms the work of his predecessors in the English/Irish/American tradition; the conflicts that mark his writing as an Irish poet

rooted in English language and literature; and his continual struggle to "credit poetry" as a form whose truth resides in its "aliveness to world history and world sorrow" (often viewed through the lens of Irish history and Irish sorrow) and in the "energy released by linguistic fission and fusion...the buoyancy generated by cadence and tone and rhyme and stanza."

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of instructor to other qualified students.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

## Related Courses

### For Credit Towards the Major

AFR 201 The African American Literary Tradition

AFR 212 Black Women Writers

AFR 234 Introduction to West Indian Literature

AFR 266 Black Drama

AFR 310 Seminar. Black Literature

AMST 318 Gotham: New York City in Literature and Art

CAMS 213 Film as Art

CLCV 104 Classical Mythology

CLCV 210/310 Greek Tragedy: Plays, Politics, Performance

CLCV 211/311 Epic and Empire

CPLT 254 Imaginary Crimes and Courts: The Law in Literature

CPLT 330 Seminar. Comparative Literature

GER 276/376 Franz Kafka (in English)

ITAS 263 Dante (in English)

LING 327 The English Language: An Historical Perspective

ME/R 246 Monsters, Villains, and Wives

RUSS 286 Vladimir Nabokov (in English)

WOST 248 Asian American Women Writers

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

## Directions for Election

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. ENG 120 (Critical Interpretation) is open to all students, but is primarily designed for prospective English majors. The course trains students in the skills of critical reading and writing. Grade II literature courses, with the exception of Shakespeare (223 and 224), are open to all students without prerequisite. They treat major writers and historical periods, and provide training in making comparisons and connections among different works, writers, and ideas. Grade III literature courses encourage both students and instructors to pursue their special interests. They presume a greater overall competence, together with some previous experience in the study of major writers, periods, and ideas in



English or American literature. They are 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.

WRIT 125 does not count toward the major. Courses designated 125/120 satisfy both the ENG 120 requirement and the WRIT 125 requirement, and count as a unit toward the fulfillment of the major. Other combined sections, such as WRIT 125/ENG 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 ENG 120 (Critical Interpretation), at least one course in Shakespeare (200 level), and two courses focused on literature written before 1900, of which at least one must focus on writing before 1800.

Courses taken in other departments may not be used to satisfy any of the above distribution requirements, with the exception of ME/R 246, which satisfies the pre-1800 distribution requirement. English 112, ENG 223, and 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 WRIT 125, required of all students, WRIT 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 WRIT 125, and 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 ENG 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 AND PHILOSOPHY, ENVIRONMENTAL POLICY AND ECONOMICS, OR ENVIRONMENTAL SCIENCE

Co-directors: *DeSombre (Political Science); Rodenhouse (Biological Sciences)*

Advisory Faculty: *Karakasidou, Steady, Merry, Winkler (Environmental Justice and Philosophy); DeSombre, Paarlberg, Goldoftas (Environmental Policy and Economics); Andrews, Besancon, Brabander, Coleman, Moore, Rodenhouse, Thomas, Thompson, Stark (Environmental Science).*

Environmental issues are complex and involve disciplines across the sciences, social sciences, and humanities. The environmental studies major is designed to provide students with the knowledge and skills needed to study, understand, and address these pressing issues, which range from biological diversity and natural resource use; to energy use, industrial waste, and other concerns of industrial societies; to the relationship between the environment and economic development. Because of the interdisciplinary nature of environmental issues, the major draws upon courses from multiple departments; however, each student will focus her studies within one area of concentration in order to obtain the depth of knowledge needed for advanced study and critical analyses.

Students will choose an advisor from among the advisory faculty in 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 complementary elective courses from outside 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 a co-director prior to enrollment.

**I. Core courses (two courses required)**

### ES 100 Humans and Nature

*Goldoftas (Writing Program), Rodenhouse and Thomas (Biological Sciences)*

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 other resources in the Boston area.

Prerequisite: None

Distribution: None. Does not satisfy the laboratory requirement.

Semester: Fall

Unit: 1.25



### ES 300 Environmental Issues

*DeSombre (Political Science)*

An interdisciplinary seminar in which students work together in small groups to understand and develop solutions for current environmental problems. Each year, we focus on a given environmental issue of concern to our community, e.g. climate change, water pollution. In particular, we work to understand its scientific background, the political processes that lead to potential solutions, and the ethical and environmental justice implications. Student-led research provides the bulk of the information about the issue and its role in our local environment; lectures and readings provide supplementary information about the local situation and the global context.

Prerequisite: A declared major 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

Additional environmental studies courses that may count (as indicated) towards areas of concentration or towards electives:

### ES 201/GEOS 201 Methods and Problems in Environmental Science with Laboratory

*Brabander (Geosciences)*

Problems in environmental science are inherently multidisciplinary and often require a diverse skill set to analyze and solve. This course will focus on developing a toolbox of skills including field methods, geochemical analysis (natural waters, soils and other environmental materials), and modeling with a goal of being able to frame and solve environmental problems. Students will conduct semester-long research projects and will present their results in a final poster session. Laboratory. *Students may register for either ES 201 or GEOS 201. Credit will be given in the department in which the student is registered.*

Prerequisite: One of the following – ES 100, GEOS 100, [GEOL 100], 101, 102 [GEOL 102] or permission of the instructor

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

### ES 212/RAST 212 Lake Baikal: The Soul of Siberia

*Bishop (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 can count towards a concentration in environmental science or as an elective for the other concentrations. This course does not count toward the minimum major in biological sciences. Students may register for either ES 212 or RAST 212. Credit will be given in the department in which the student is registered. 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 with summer lab

Unit: 1.25

### ES 222 Dynamic Modeling of Environmental Issues

*Coleman (Chemistry)*

A hands-on introduction to the application of systems dynamics to developing computer-based models for complex problems, with an emphasis on the environment. Starting with simple closed systems, students will develop models of increasing sophistication and complexity for issues such as population dynamics, air and water pollution, energy production and usage, waste management and sustainable development. Emphasis will be placed on the principles of problem solving and systems dynamics and on developing models that reflect, as closely as possible, real-world situations and the interrelatedness of various environmental concerns. This course can count towards a concentration in environmental science or as an elective for the other concentrations.

Prerequisite: ES 100 and successful completion of the Quantitative Reasoning requirement, or permission of the instructor.

Distribution: Natural and Physical Science or

Mathematical Modeling

Semester: Wintersession

Unit: 0.5

### BISC 307/ES 307: Advanced Topics in Ecology with Laboratory

*Hughes (Biological Sciences)*

**Topic for Spring 2004-05: Conservation Biology with Laboratory.**

We live on an increasingly human-dominated planet. We must now take responsibility for and stewardship of Earth's resources, both living and nonliving, which we are changing at unprecedented rates. Our course covers terrestrial, fresh and saltwater habitats - their diversity and ecology, current status and sustainability, and the role of humanity in both their endangerment and preservation. We will examine the sources and importance of species diversity, and explore the often contentious issues of species and ecosystem preservation and conservation, the design of natural sanctuaries, and whether altered ecosystems can be managed and restored. Laboratory activities will include measurement of species diversity in soil and aquatic samples, successional dynamics, ephemeral habitat biology and ecology, geographic informational analysis, and an independent project. *Students may register for either ES 307 or BISC 307. Credit will be given in the department in which the student is registered.*

Prerequisite: 201, 210, or permission of instructor

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

### ES 315/GEOS 315 Environmental Geochemistry with Laboratory

*Brabander (Geosciences)*

Accurately predicting the fate and transport of naturally occurring toxic elements and anthropogenic compounds in the environment requires a broad set of multidisciplinary skills. This course introduces geochemical approaches including mass balance, residence time, isotope fractionation, and thermodynamic and kinetic modeling necessary to fingerprint sources of pollutants and track them in water, soil, and plants. These fundamentals will be explored in

several classic case studies and in semester-long geochemical research projects conducted by small groups. Laboratory. *Normally offered in alternate years. Students may register for either GEOS 315 or ES 315. Credit will be given in the department in which the student is registered.*

Prerequisite: One course above the 100-level in two of the following disciplines: geosciences, chemistry, biological sciences or environmental studies, or permission of the instructor.

Distribution: Natural and Physical Science or

Mathematical Modeling

Semester: Fall

Unit: 1.25

**Individual Study and Senior Thesis Research** Research or Individual Study (ES 250 or 350) or Senior Thesis Research (ES 360/370) can be advised by any member of the Advisory Faculty in Environmental Studies. They may count towards the area of concentration. A half-unit course may only count as credit towards the major when combined with another half-unit course. Only three units of independent study may be counted towards the major.

### ES 250 Research or Individual Study

Prerequisite: Permission of instructor, ordinarily limited to students who have completed at least three units toward their major.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

### ES 250H Research or Individual Study

Prerequisite: Permission of instructor, ordinarily limited to students who have completed at least three units toward their major.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

### ES 350 Research or Individual Study

Prerequisite: Permission of instructor, ordinarily limited to students who have completed at least five units toward their major.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

### ES 350H Research or Individual Study

Prerequisite: Permission of instructor, ordinarily limited to students who have completed at least five units toward their major.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

### ES 360 Senior Thesis Research

Prerequisite: By permission of the Advisory Faculty. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

### ES 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, 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 and philosophy** – provides students with the background needed to understand and address the philosophical and ethical issues raised by human activity in the natural world, including the causes and consequences of environmental degradation as they are influenced by social inequality.



A student choosing to concentrate in this area would, with the approval of her advisor, choose five from among the following courses:

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

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

**PEAC 259** Peace and Conflict Resolution

**PHIL 206** Normative Ethics

**PHIL 217** Philosophy of Science: Traditional and Feminist Perspectives

**PHIL 233** Environmental Philosophy

**POL2 312S Seminar.** Environmental Policy

**POL3 348S Seminar.** Problems in North-South Relations

**SOC 235** Business and Social Responsibility

Alternative courses in this area of concentration might include:

**ANTH 238** The Vulnerable Body: Anthropological Understandings

**ANTH 251** Cultures of Cancer

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

**EXTD 201** Current Issues in Bioethics

**PHIL 213** Social and Political Philosophy

**PHIL 340 Seminar.** Contemporary Ethical Theory

**POL2 302** Globalization and the Nation-State

**POL3 325** International Environmental Law

**REL 230** Ethics

**REL 257** Contemplation and Action

**REL 323 Seminar.** Feminist Theologies

**SOC 209** Social Inequality

**SOC 221** Globalization

**B. 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 202** Comparative Politics

**POL2 204** Political Economy of Development and Underdevelopment

**POL2 312S Seminar.** Environmental Policy

**POL3 323** International Economic Policy

**POL3 325** International Environmental Law

**POL3 332S Seminar.** People, Agriculture, and the Environment

**POL3 351S Seminar.** Global Governance

Alternative courses in this area of concentration might include:

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

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

**ECON 214** Trade and Immigration

**ECON 220** Development Economics

**ECON 222** Games of Strategy

**ECON 320 Seminar.** Economic Development

**EXTD 123** Water Resources Planning and Management

**EXTD 128** Coastal Zone Management

**POL2 302** Globalization and the Nation-State

**POL3 327** International Organization

**POL3 329** International Law

**SOC 221** Globalization

**SOC 235** Business and Social Responsibility

**C. 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 116 or 116Z) or statistics (e.g., MATH 101, ECON 103/SOC 190).

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 204** Ecology of New England Seascapes with Laboratory (Summer 2004)

**BISC 207** The Biology of Plants with Laboratory

**BISC 209** Microbiology with Laboratory

**BISC 210** Marine Biology with Laboratory

**BISC 307/ES 307** Advanced Topics in Ecology with Laboratory

**BISC 308** Tropical Ecology with Wintersession Laboratory

**EXTD 225** Biology of Fishes

**EXTD 226** Biology of Whales

### Chemistry

**CHEM 205** Chemical Analysis and Equilibrium with Laboratory

**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

### Geosciences

**GEOS 201/ES 201** Methods and Problems in Environmental Science with Laboratory

**GEOS 203** Earth Materials with Laboratory

**GEOS 211** Geology and Human Affairs

**GEOS 220** Volcanoes: Agents of Global and Regional Change

**GEOS 230** Earth from Above: Maps, Remote Sensing, and GIS

**GEOS 240** Climate Past and Future

**GEOS 304** Sedimentary Rocks and Sequences with Laboratory

**GEOS 311** Hydrogeology with Laboratory

**GEOS 315/ES 315** Environmental Geochemistry with Laboratory

### Physics

**PHYS 202** Introduction to Quantum Mechanics and Thermodynamics with Laboratory

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

**PHYS 216/MATH 216** Mathematics for the Sciences II

**PHYS 302** Quantum Mechanics

**PHYS 305** Statistical Mechanics and Thermodynamics

**PHYS 306** Advanced Classical Mechanics

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 and philosophy 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. These should primarily be chosen from courses listed for the environmental science concentration.

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. These should primarily be chosen from courses listed for the concentrations in environmental justice and philosophy and environmental policy and economics.

### Off-Campus Programs

By special arrangement with the Ecosystems Center of the Marine Biological Laboratory and the Marine Studies Consortium (see EXTD courses 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).

## Related Courses

*For Credit Toward the Major*

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 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 Horticulture with Laboratory   |
| BISC 110 Introductory Cell Biology with Laboratory                              |
| BISC 111 Introductory Organismal Biology with Laboratory                        |
| BISC 305 Seminar. Evolution   |
| CHEM 105 Fundamentals of Chemistry with Laboratory                              |
| [CHEM 110] Introductory Chemistry I with Laboratory                             |
| CHEM 120 Intensive Introductory Chemistry with Laboratory                       |
| CHEM 205 Chemical Analysis and Equilibrium with Laboratory                      |
| ECON 101/102 Principles of Microeconomics/Macroeconomics                        |
| [EXTD 124] Introduction to Marine Mammals                                       |
| GEOS 100 Oceanography   |

---



---

GEOS 101 Earth Processes and the Environment with Laboratory

GEOS 102 The Dynamic Earth with Laboratory

GEOS 305 Paleontology with Laboratory

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 Fundamentals of Mechanics with Laboratory

PHYS 106 Fundamentals of Electricity, Magnetism, and Optics with Laboratory

PHYS 107 Principles and Applications of Mechanics with Laboratory

PHYS 108 Principles and Applications of Electricity, Magnetism, and Optics with Laboratory

POL 100 Introduction to Political Science

POL1 215 Courts, Law, and Politics

POL2 202 Comparative Politics

POL2 307S Seminar. Women and Development

POL3 221 World Politics

PSYC 311 Seminar. Environmental Psychology

SOC 109 Race and Ethnicity: An Introduction to Sociology

SOC 246 Immigration

---

## 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 2004-05 the following experimental courses will be offered:

**CLCV 323/PHIL 323 Seminar. The Therapy of Antiquity: Nietzsche, Freud, and the Greeks** *de Warren (Philosophy) and Reay (Classical Studies)*

The conflict between the 'Dionysian' and the 'Apollonian', the psychological destinies of the 'Oedipus and Electra Complexes': these are perhaps the most conspicuous markers of Nietzsche's and Freud's impact on modern thought. That the most recognizable terms of their influence refer to classical figures, both human and divine, throws into sharp relief the centrality of classical Greek myth and culture for their attempts to diagnose and remedy a nineteenth-century human condition: modernity. This interplay of antiquity and modernity will be at the center of our investigation of the projects of two of the most challenging and complex intellectuals of the modern era. *Students may register for either CLCV 323 or PHIL 323. Credit will be given in the department in which the student is registered.*

Prerequisite: Open to sophomores, juniors and seniors.  
Distribution: Historical Studies or Language and Literature  
Semester: Spring Unit: 1.0

---

**EXP 240 Papyrus to Print to Pixel** *Rogers (Library) and Ruffin (Library)*

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 making papyrus sheets, producing a manuscript, making paper, setting type and printing letterpress, designing Web sites, and creating a hyper-text version of a rare book.

Prerequisite: By application.  
Distribution: Arts, Music, Theatre, Film, Video or Historical Studies  
Semester: Fall Unit: 1.0

---

**POL1 334S Seminar. Disability in American Society: Politics, Policy, and Law**

*Asch (Woman's Studies), Burke (Political Science)*  
The preamble of the Americans with Disabilities Act declares that 43 million Americans are disabled, but some believe the number is a ridiculous overestimate while others consider it a vast understatement. What exactly is "disability"? How is this concept used in American public policy and law? What is life like for Americans



with disabilities? This seminar examines the politics of disability in the United States, paying particular attention to the perspectives of people with disabilities and to the history of the disability rights movement.

Prerequisite: Open to juniors and seniors by permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site. Distribution: Social and Behavioral Analysis  
Semester: Spring Unit 1.0

## Extrdepartmental

The following section includes courses of interest to students in various disciplines.

### Health and Society

#### EXTD 200/WOST 200 Introduction to Reproductive Issues

*Asch (Women's Studies)*

**NOT OFFERED IN 2004-05.** 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 in light of policies concerning children, families and the status of women. This course draws from the biological sciences, the social sciences, and the humanities, and students will gain practice in conducting interviews, analyzing data, and writing about controversial issues in bioethics and social policies. *Students may register for either EXTD 200 or WOST 200. Credit will be given in the department in which the student is registered.*

Prerequisite: None. Not open to students who have taken [EXTD 103].

Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

#### EXTD 201 Current Issues in Bioethics

*Asch (Women's Studies)*

**NOT OFFERED IN 2004-05.** 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 oneself 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, and to first-years with permission of instructor.

Distribution: Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

#### EXTD 202/WOST 202 Multidisciplinary Approaches to Abortion

*Asch (Women's Studies)*

**NOT OFFERED IN 2004-05.** 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, the moral and legal significance of fathers' claims, and the possible impact of medical and technological advances (such as RU-486) on the issue of abortion. *Students may register for either EXTD 202 or WOST 202. Credit will be given in the department in which the student is registered.*

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/WOST 203 Ethical and Social Issues in Genetics

*Asch (Women's Studies)*

**NOT OFFERED IN 2004-05.** 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? *Students may register for either EXTD 203 or WOST 203. Credit will be given in the department in which the student is registered.*

Prerequisite: One course in any of the following: biological sciences, philosophy, psychology, sociology, women's studies.

Distribution: Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

#### EXTD 204/WOST 204 Women and Motherhood

*Asch (Women's Studies)*

**NOT OFFERED IN 2004-05.** 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." *Students may register for either EXTD 204 or WOST 204. Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

#### EXTD 300/WOST 300 Ethical and Policy Issues in Reproduction

*Asch (Women's Studies)*

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. *Students may register for either EXTD 300 or WOST 300. Credit will be given in the department in which the student is registered.*

Prerequisite: One of the following: ECON 232; EXTD 200/WOST 200, EXTD 201, EXTD 202/WOST 202, EXTD 203/WOST 203, EXTD 204/WOST 204; PHIL 106, 206, 213, 227, 249; POLI 215, 317; PSYC 245, 302; SOC 200, 201, 205, 209, 213, 311, 314, 349; any course in WOST; or permission of the instructor.

Distribution: Religion, Ethics, and Moral Philosophy

Semester: Spring

Unit: 1.0

## Other Extradepartmental Courses

---

### EXTD 275 Contrasts on the Cape of Good Hope: Introduction to Contemporary South Africa

**NOT OFFERED IN 2004-05.** 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: N/O 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, geosciences 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, geosciences 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, geosciences 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, geosciences 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, geosciences department.  
Distribution: None  
Semester: Spring Unit: 1.0

---

### EXTD 226 Biology of Whales

This upper-level course examines the biology and conservation of cetaceans: whales, dolphins, and porpoises. Topics include physiology, population biology, life history analysis, molecular genetics, morphology, distributional ecology, and social behavior. Lectures first focus on the biology of cetaceans and how they are adapted to the marine environment. Subsequent lectures use case studies to review how biological principles can be applied to the conservation of a wide range of cetacean species. Offered by the Marine Studies Consortium.

Prerequisite: One year of general biology and two upper-level biology courses. Open to students by permission of the consortium representative, Harold Andrews, geosciences department.  
Distribution: None  
Semester: Spring Unit: 1.0

---

### EXTD 227 Wetlands: Ecology, Hydrology, Restoration

This course examines the vital role of wetlands in the hydrology and ecology of global landscapes. The function of inland and coastal marshes, swamps and bogs and their role in water and nutrient cycles will be examined. We will also survey the biodiversity of wetlands habitats, from microbes to vertebrates. The biological links between wetlands and human activities, such as agriculture, coastal development, and fisheries will be considered, as well as the legal framework for the protection and restoration of endangered wetlands. Offered by the Marine Studies Consortium.

Prerequisite: One year of introductory geology or chemistry or biology or physics or engineering or economics; and two semesters of upper level (elective) science courses. Open to students by permission of the consortium representative, Harold Andrews, geosciences department.  
Distribution: None  
Semester: Fall Unit: 1.0



# Department of French

Professor: *Mistacco*<sup>A1</sup>, *Gillain*<sup>A</sup>, *Lydgate*, *Respaut*<sup>A2</sup>  
(*Chair-Fall*), *Levitt*<sup>A</sup>, *Masson*

Associate Professor: *Datta* (*Chair-Spring*),  
*Rogers*<sup>A</sup>, *Petterson*

Assistant Professor: *Tranvouez*, *Prabhu*, *Gr  l  *,  
*Gunther*

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 FREN 201-202 or FREN 202 and one of the following courses: 205, 206, 207, or 208. 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: FREN 205, 206, 207, or 208. 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 Fran  aise 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*

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. This is a demanding course designed for students interested in taking a junior year or semester abroad. Not recommended for students seeking to fulfill the foreign language requirement in French.

Prerequisite: Open to 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

*Datta*, *Gunther*, *Prabhu*, *Tranvouez*  
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, or 208, in order to complete the requirement. The 201-202 sequence should be completed within three semesters.*

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, Wintersession (202 only) Unit: 1.0

## FREN 205 Literature and Film in Cultural Contexts

*Mistacco*, *Tranvouez*  
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]. Students who receive a grade of "A" in 201, may, on the recommendation of their instructor, accelerate to 205.  
Distribution: Language and Literature  
Semester: Fall, Spring Unit: 1.0

## FREN 206 Intermediate Spoken French

*Egron-Sparrow*, *Gr  l  *

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

(*FREN 207 may be elected only once*)

**Topic A: France at the Threshold of the Third Millennium**  
*Datta*  
NOT OFFERED IN 2004-05.

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

*Gunther*  
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 leader-

ship 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 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: Spring Unit: 1.0

## FREN 210 French Literature and Culture through the Centuries: From Classicism to the Present

*Prabhu*, *Tranvouez*

A study of major authors in their cultural contexts from the seventeenth century to the twentieth with emphasis on textual analysis and essay writing in French. Readings will be drawn from the following authors: Corneille, Moli  re, Montesquieu, Voltaire, Diderot, Beaumarchais, Balzac, Flaubert, Gide, Sartre, Camus, Duras and B  .

Prerequisite: At least one unit of [204] (by permission of instructor), 205, 206, 207, or 208, or an SAT II score of 700, an AP score of 4, or an equivalent departmental placement score.  
Distribution: Language and Literature  
Semester: Fall, Spring Unit: 1.0

## FREN 211 Studies in Language

*Masson*, *Prabhu*

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, or 208, an SAT II score of 700, an equivalent departmental placement score, or an AP score of 4.  
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

*Masson*

An investigation of the major trends in modern French drama: the reinterpretation of myths, the influence of existentialism, and the theater of the absurd. Special attention is given to the nature of dramatic conflict and to the relationship

between text and performance. Study of plays by Anouilh, Cocteau, Giraudoux, Sartre, Camus, Ionesco, and Beckett.

Prerequisite: At least one unit of 205, 206, 207, or 208, 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

### FREN 214 *Desire, Power, and Language in the Nineteenth-Century Novel*

Rogers

**NOT OFFERED IN 2004-05.** 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, or 208, 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 215 *Baudelaire, Verlaine, Rimbaud*

Respaut

**NOT OFFERED IN 2004-05.** 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, or 208, 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 Condé, and by their literary ancestors Augustine, Abélard, 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, or 208, 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*

Prabhu

**NOT OFFERED IN 2004-05.** 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, or 208, 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

**NOT OFFERED IN 2004-05.** 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, or 208, 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 221 *Voices of French Poetry from Marie de France to Surrealism*

Petterson

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, or 208, an SAT II score of 700, an AP score of 4 or 5, or an equivalent departmental placement score.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

### FREN 222 *French Cinema*

Gillain

**NOT OFFERED IN 2004-05.** A survey of French cinema with a focus on three key periods: the 30s, the 60s and the 90s. Starting with classics by Jean Renoir, Marcel Carné, and Julien Duvivier, 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, or 208, 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: N/O

Unit: 1.0

### FREN 223 *Selected Topics*

#### Topic A: *La Chanson Française*

Petterson

**NOT OFFERED IN 2004-05.**

Prerequisite: At least one unit of 205, 206, 207, or 208, 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 224 *Versailles and the Age of Louis XIV*

Grélé

Versailles will be used as a focal point for the study of the aesthetic and literary trends prevalent in seventeenth-century France, as well as the

social and historical trends that accompanied them. Works from a wide range of genres (including films, plays, and memoirs) will be chosen to examine the state of the arts in France under the Sun King.

Prerequisite: At least one unit of 205, 206, 207, or 208, an SAT II score of 700, an AP score of 4 or 5, or an equivalent departmental placement score.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

### FREN 225 *The French Press*

Gunther

**NOT OFFERED IN 2004-05.** This course is designed for students who want to become more familiar with the French media, to keep up with current events and to know more about the differences between the perspectives of French and American news sources with regard to current issues. The course is also intended to improve students' reading, writing, and speaking skills in French.

Prerequisite: At least one unit of 205, 206, 207, or 208, an SAT II score of 700, an AP score of 4 or 5, or an equivalent departmental placement score.

Distribution: Language and Literature or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

### FREN 227 *Literature and the Supernatural*

Masson

**NOT OFFERED IN 2004-05.** 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, or 208, 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*

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.**

Prerequisite: At least one unit of 205, 206, 207, or 208, an SAT II score of 700, an equivalent departmental placement score, or an AP score of 4 or 5. Application required.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

### FREN 229 *America through French Eyes: Perceptions and Realities*

Datta

The French have long been fascinated by the United States, especially since the end of the Second World War. At times, the U.S. has been seen as a model to be emulated in France; more often, it has stood out as the antithesis of French culture and values. This course examines French representations of the United States and of Americans through an examination of key historical and literary texts – essays, autobiographies, and fiction – as well as films. Topics to be explored include: representations of African-Americans in French films (Josephine Baker), French views of Taylorization, the Coca Cola wars of the 1950s, French-American tensions during the Cold War, especially under de Gaulle, as well as more recent debates about Eurodisney, McDonald's, Hollywood, globalization, and multiculturalism.



Prerequisite: At least one unit of 205, 206, 207, or 208, 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: Spring Unit: 1.0

### FREN 237 Saint-Germain-des-Prés

*Lydgate*

The legendary sixth *arrondissement* neighborhood as a cultural crucible in post-Liberation Paris. Saint-Germain-des-Prés as the locus of an unprecedented concentration of literary and artistic talent after 1945: existentialists, writers, artists, café intellectuals, and nonconformists. The discovery of jazz and American popular culture. Saint-Germain and the myth of the Left Bank. Study of texts by Sartre, Camus, Simone de Beauvoir, Boris Vian, Raymond Queneau; songs by Juliette Gréco and others; newsreel, film and audio documents of the period.

Prerequisite: At least one unit of 205, 206, 207, or 208, an SAT II score of 700, an equivalent departmental placement score, or an AP score of 4 or 5. Not open to students who have taken FREN 223, Topic B in Spring 2003.  
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

### FREN 301 Books and Voices in Renaissance France

*Lydgate*

**NOT OFFERED IN 2004-05.** 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 210 (if taken Fall 2004 or later), or 211 or above.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

### FREN 303 Advanced Studies in the Seventeenth and Eighteenth Centuries

*Grélé*

**Topic for 2004-05: Honor, Passion, and the Social Order in Seventeenth-Century Theater: Corneille, Molière, Racine.** Love and duty, appearance and reality, freedom and destiny: seventeenth-century theater expresses major oppositional themes that both shaped and undermined the political order of the time. Corneille, Molière and Racine, the leading playwrights from the Golden Age of French literature, articulate the causes of economic crisis, social unrest and religious conflict that plagued the reign of Louis XIV and too often led to bloody consequences. The course will concentrate on the tragedies and comedies of these writers as keys to understanding the forces at work in a changing society, as outstanding achievements in theatrical art, and as illustrations of critical developments in theatrical style.

Prerequisite: Two 200-level units, one of which must be 210 (if taken Fall 2004 or later), or 211 or above.  
Distribution: Language and Literature  
Semester: Spring Unit: 1.0

### FREN 304 Male and Female Perspectives in the Eighteenth-Century Novel

*Mistacco*

**NOT OFFERED IN 2004-05.** 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 210 (if taken Fall 2004 or later), or 211 or above.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

### FREN 305 Advanced Studies in the Nineteenth Century

*Rogers*

**NOT OFFERED IN 2004-05.**

Prerequisite: Two 200-level units, one of which must be 210 (if taken Fall 2004 or later), or 211 or above.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

### FREN 306 Literature and Inhumanity: Novel, Poetry, and Film in Interwar France

*Petterson*

**NOT OFFERED IN 2004-05.** 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 210 (if taken Fall 2004 or later), or 211 or above.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

### FREN 307 The Contemporary French Novel and the Pleasure of the Text

*Petterson*

In mental landscapes ranging from the excruciatingly personal to the desperately impersonal, and in geographical settings that vary from high-paced urbanism to plodding ruralism, the contemporary French novel invites us to reassess the formal, political, cultural and historical stakes of writing and reading fiction in the twenty-first century. This course explores in depth the subtle pleasure of the text in works by some of France's more brilliant and intriguing contemporary authors: Jean-Philippe Toussaint, Danièle Sallenave, Jean Echenoz, Lydie Salvayre, Marie Redonnet, François Bon, Patrick Modiano, Iégor Gran.

Prerequisite: Two 200-level units, one of which must be 210 (if taken Fall 2004 or later), or 211 or above.  
Distribution: Language and Literature  
Semester: Spring 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 210 (if taken Fall 2004 or later), or 211 or above. 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

*Masson*

George Sand, multifaceted woman and influential writer, allows us to explore the romantic theater as well as the overall theater production of the nineteenth century. The fact that Sand's theater was overlooked in her time and subsequently forgotten raises important questions of public recognition and literary posterity that we will examine.

Prerequisite: Two 200-level units, one of which must be 210 (if taken Fall 2004 or later), or 211 or above. Not open to students who have taken this course as 321 Topic B in Spring 2001.  
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

### FREN 314 Cinema

*Gillain*

**NOT OFFERED IN 2004-05. 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) 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 210 (if taken Fall 2004 or later), or 211 or above.  
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0

### FREN 316 Duras

*Mistacco*

**NOT OFFERED IN 2004-05.** 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 210 (if taken Fall 2004 or later), or 211 or above.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

### FREN 319 Women, Language, and Literary Expression

*Mistacco*

**NOT OFFERED IN 2004-05.** Fiction by twentieth-century women writers in France. Challenges to literary conventions, patriarchal thinking and dominant discourse by Beauvoir, Colette, Chawaf, Wittig, Duras, and Djébar. Attention to gender as a site of dissidence and to the creative possibilities as well as the risks involved in equating the feminine with differ-

ence. Perspectives on women, writing, and difference in colonial and postcolonial contexts. Readings from foundational and recent works by feminist theoreticians including Cixous, Kristeva, and Irigaray.

Prerequisite: Two 200-level units, one of which must be 210 (if taken Fall 2004 or later), or 211 or above.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

### FREN 321 Selected Topics

#### Topic A: Women of Ill Repute: Prostitution in Nineteenth-Century France

Rogers

**NOT OFFERED IN 2004-05.** 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, Zola. Paintings by Degas, Manet, Toulouse-Lautrec.

Prerequisite: Two 200-level units, one of which must be 210 (if taken Fall 2004 or later), or 211 or above. Not open to students who have taken this course as 223 Topic C in Spring 2002.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

#### FREN 327 A Fascination with Bodies: The Doctor's Malady

Respaut

**NOT OFFERED IN 2004-05.** The addictive interplay between doctors and patients as reflected in a variety of nineteenth- and twentieth-century writings, and in photography and film. The course will investigate the effect of sickness on family structure and the struggle with illness as a desperate “dancing with the beast”, touching on mental and physical suffering of various kinds – hysteria and alcoholism, childbirth and abortion, tuberculosis, cancer, AIDS – represented in novels and short stories from Flaubert to Gide, in the reflections of historians and psychologists (Michelet, Charcot), and in biographies, personal accounts and autofictions by Duras, Guibert and Ernaux.

Prerequisite: Two 200-level units, one of which must be 210 (if taken Fall 2004 or later), or 211 or above.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

#### FREN 329 Colette/Duras: A Pleasure unto Death

Respaut

**NOT OFFERED IN 2004-05.** 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 210 (if taken Fall 2004 or later), or 211 or above.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

### FREN 330 French and Francophone Studies

Prabhu

**NOT OFFERED IN 2004-05.** 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 Djebar.

Prerequisite: Two 200-level units, one of which must be 210 (if taken Fall 2004 or later), or 211 or above.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

#### FREN 331 Desire, Sexuality, and Love in African Francophone Cinema

Prabhu

An exploration of interpersonal relationships within traditional or transgressive couples in African Francophone Cinema. Consideration of various cultural and social backgrounds will frame our discussion of such controversial issues as cliterodectomy, polygamy, homosexuality, and incest.

Prerequisite: Two 200-level units, one of which must be 210 (if taken Fall 2004), or 211 or above.  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

#### FREN 349 Studies in Culture and Criticism Topic A: *La Belle Époque*: Politics, Society, and Culture in France: 1880–1914

Datta

In the aftermath of World War I, French men and women viewed the preceding years as a tranquil and stable period in French history. Yet during the era, subsequently known as “*la Belle Époque*,” the French experienced changes of enormous magnitude: the emergence of both consumer culture and a working class, the development of a national press, and the expansion of an overseas colonial empire. Such ebullience was reflected in the emergence of Paris as the capital of the European avant-garde. Drawing on literary texts and historical documents, as well as on films, posters, and songs, this interdisciplinary course examines French society, politics, and culture during the era which ushered France into the modern age.

Prerequisite: Two 200-level units, one of which must be 210 (if taken Fall 2004 or later), or 211 or above.  
Distribution: Language and Literature or Historical Studies  
Semester: Fall Unit: 1.0

#### Topic B: Occupation and Resistance: The French Experience and Memory of the Second World War, 1939–1999

Datta

**NOT OFFERED IN 2004-05.**

Prerequisite: Two 200-level units, one of which must be 210 (if taken Fall 2004 or later), or 211 or above.  
Distribution: Language and Literature or Historical Studies  
Semester: N/O Unit: 1.0

#### Topic C: France and Europe: Ambiguities, Obstacles, and Triumphs

Gunther

After an introduction to various social, cultural and political aspects of contemporary France and the French, we will turn our attention to issues surrounding France's role in the project to unify Europe. We will examine how France's anxieties and hopes for the Union are shared by

other European nations, and how France is experiencing membership in the European Union differently from its neighbors, in ways that reflect its unique history and culture. Readings will be drawn from a variety of disciplines, including texts by historians, political scientists, sociologists and economists.

Prerequisite: Two 200-level units, one of which must be 210 (if taken Fall 2004 or later), or 211 or above.  
Distribution: Language and Literature or Historical Studies  
Semester: Spring Unit: 1.0

### FREN 350 Research or Individual Study

Prerequisite: Two 200-level 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: FREN 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: FREN 210 (if taken Fall 2004 or later), or 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

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.

# Related Courses

---

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

---

**AFR 232/332 / MUS 225/335** Topics in Ethnomusicology: Africa and the Caribbean

---

**AFR 235** Societies and Cultures of Africa

---

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

---

**ARTH 223** Arts of France

---

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

---

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

---

**ARTH 323** Seminar. Topics in the Decorative Arts

---

**HIST 241** Dark Continent: Europe 1914–1991

---

**HIST 244** The Cold War and the Remaking of Europe, 1945–1991

---

**HIST 279/379** Heresy and Popular Religion in the Middle Ages

---

**HIST 284** The Middle East in Modern History

---

**HIST 287** History of Everyday Life in the Modern Middle East and North Africa

---

**HIST 289** Culture Wars: Imagining Identity in Modern Europe (1789–1914)

---

**HIST 294** The Rise of the European Nation States, 1814–1918

---

**HIST 342** Seminar. Women, Work and the Family in African History

---

**MUS 225/335 / AFR 232/332** Topics in Ethnomusicology: Africa and the Caribbean

---

**POLA 241** Modern Political Theory

# Department of Geosciences

Professor: *Andrews, Thompson (Chair)*

Associate Professor: *Besancon*

Assistant Professor: *Brabander*

Instructor in Geosciences Laboratory: *Gilbert<sup>41</sup>, Mattison*

The geosciences department offers courses that can lead to either a more traditional geology major that emphasizes earth materials and history or an environmental geoscience major that emphasizes an understanding of and solution to environmental problems. A student will consult with her department advisor to design a major that best meets her interests and goals.

All courses with laboratory meet for two periods of lecture and one three-hour laboratory session weekly.

---

## GEOS 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. Not open to students who have taken [GEOL 100].  
Distribution: Natural and Physical Science  
Semester: Fall Unit: 1.0

---

## GEOS 101 Earth Processes and the Environment with Laboratory

*Brabander*

The Earth is home to more than six billion people and millions of kinds of animals and plants. Geologic processes both rapid (earthquakes and landslides) and slow (mountain building and sea level rise) are intimately linked with sustaining this diversity of life. This course will examine many of the physical processes that are responsible for shaping our environment and will introduce skills essential for detailed observation of these processes. Laboratory and field trips.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken [GEOL 102] or GEOS 102.  
Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.  
Semester: Fall Unit: 1.25

---

## GEOS 102 The Dynamic Earth with Laboratory

*Andrews*

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. A particular focus of the course will be to better understand the interactions between human activities and the geologic environment. Laboratory and field trips.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken GEOS 101 or [GEOL 102].  
Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.  
Semester: Spring Unit: 1.25

### GEOS 200 The Earth and Life through Time with Laboratory

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. Laboratory will provide the students with the opportunity to examine Wellesley's extensive fossil collection. A field trip to fossil sites in New York State will be offered.

Prerequisite: GEOS 100 [GEOL 100], GEOS 101, GEOS 102 [GEOL 102] or ES 100. Not open to students who have taken [GEOL 200].

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

### GEOS 201/ES 201 Methods and Problems in Environmental Science with Laboratory

Brabander

Problems in environmental science are inherently multidisciplinary and often require a diverse skill set to analyze and solve. This course will focus on developing a toolbox of skills including field methods, geochemical analysis (natural waters, soils, and other environmental materials), and modeling with a goal of being able to frame and solve environmental problems. Students will conduct semester-long research projects and will present their results in a final poster session. Laboratory. *Students may register for either GEOS 201 or ES 201. Credit will be given in the department in which the student is registered.*

Prerequisite: One of the following: GEOS 100 [GEOL 100], GEOS 101, GEOS 102 [GEOL 102], ES 100 or permission of the instructor.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

### GEOS 203 Earth Materials with Laboratory

Besancon

The solid Earth is composed of a wide range of materials including minerals, rocks and soils. Some of these are as familiar as building stone or bathroom cleanser in everyday life, while others must be sought in natural settings like mountain ranges or flood plains. This course will examine both the physical and chemical properties of earth materials and the processes that lead to their formation. Identification and interpretation of earth materials in the field and in the laboratory (via X-ray and microscopic analysis) will also be emphasized. Laboratory and field trips.

Prerequisite: GEOS 100 [GEOL 100], GEOS 101, GEOS 102 [GEOL 102] or ES 100

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.25

### GEOS 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: GEOS 100 [GEOL 100], GEOS 101, GEOS 102 [GEOL 102] or ES 100. Not open to students who have taken [GEOL 204]

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

### GEOS 211 Geology and Human Affairs

Thompson

This 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: GEOS 100 [GEOL 100], GEOS 101, GEOS 102 [GEOL 102] or ES 100. Not open to students who have taken [GEOL 211].

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

### GEOS 220 Volcanoes: Agents of Global and Regional Change with Wintersession Laboratory

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** 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. Required laboratory will be two weeks in and near Hawaii Volcanoes National Park during Wintersession, with a final project due after return. *Normally offered in alternate years. Subject to Dean's Office Approval.*

Prerequisite: GEOS 100 [GEOL 100], GEOS 101, GEOS 102 [GEOL 102] or ES 100 and permission of the instructor. Not open to students who have taken [GEOL 220].

Distribution: Natural and Physical Science

Semester: N/O.

Unit: 1.25

### GEOS 230 Earth from Above: Maps, Remote Sensing, and GIS

Besancon

Paper maps and photographs are moving into digital form. Governments, consulting firms, and scientists use geographic information systems (GIS) and image analysis to manage natural resources, administer city infrastructure, search for water supplies, analyze land use, investigate relationships between environmental factors, and prepare maps of all types. Assignments

examine a variety of problems in natural science and geography using ArcGIS software. *Normally offered in alternate years.*

Prerequisite: GEOS 100 [GEOL 100], GEOS 101, GEOS 102 [GEOL 102] or ES 100. Not open to students who have taken [GEOL 230].

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

### GEOS 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: GEOS 100 [GEOL 100], GEOS 101, GEOS 102 [GEOL 102] or ES 100. Not open to students who have taken [GEOL 240].

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

### GEOS 304 Sedimentary Rocks and Sequences with Laboratory

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** 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: GEOS 203 or permission of the instructor. Not open to students who have taken [GEOL 304].

Distribution: Natural and Physical Science

Semester: N/O.

Unit: 1.25

### GEOS 305 Paleontology with Laboratory

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** 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 rela-



tives. Students will have the opportunity to study Wellesley's extensive fossil collections in their laboratory work. *Normally offered in alternate years.*

Prerequisite: A 200-level course in Geosciences or permission of the instructor. Not open to students who have taken [GEOL 305].

Distribution: Natural and Physical Science  
Semester: N/O.

Unit: 1.25

### GEOS 306 Structural Geology with Laboratory

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.**

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: GEOS 203 or permission of instructor. Not open to students who have taken [GEOL 306].

Distribution: Natural and Physical Science  
Semester: N/O.

Unit: 1.25

### GEOS 309 Petrology with Laboratory

*Besancon*

Study of the origin and occurrence of igneous and metamorphic rocks which make up most of the earth's crust. The earth generates magmas, primarily along plate boundaries, and they carry heat upward as they rise into the crust or onto the surface, forming igneous rocks. Heat, pressure, and deformation generate new minerals and textures in rocks. Students will decipher the sources and history of rocks using chemical and physical models and tools. Laboratory includes study of rocks in thin section and a project study of rocks collected on Boston area field trips.

*Normally offered in alternate years.*

Prerequisite: GEOS 203 or permission of the instructor. Not open to students who have taken [GEOL 309].

Distribution: Natural and Physical Science or Mathematical Modeling

Semester: Spring

Unit: 1.25

### GEOS 311 Hydrogeology with Laboratory

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.**

Investigation of water supply and use. Principles of surface and groundwater movement and water chemistry are applied to the hydrologic cycle in order to understand sources of water for human use. Quantity and quality of water and the limitations they impose are considered. Laboratory. *Normally offered in alternate years.*

Prerequisite: A 200-level course in Geosciences or permission of instructor. Not open to students who have taken [GEOL 311].

Distribution: Natural and Physical Science or Mathematical Modeling

Semester: N/O.

Unit: 1.25

### GEOS 315/ES 315 Environmental Geochemistry with Laboratory

*Brabander*

Accurately predicting the fate and transport of naturally-occurring toxic elements and anthropogenic compounds in the environment requires a broad set of multidisciplinary skills. This course introduces geochemical approaches including mass balance, residence time, isotope fractionation, and thermodynamic and kinetic modeling necessary to fingerprint sources of

pollutants and track them in water, soil, and plants. These fundamentals will be explored in several classic case studies and in semester-long geochemical research projects conducted by small groups. Laboratory. *Normally offered in alternate years. Students may register for either GEOS 315 or ES 315. Credit will be given in the department in which the student is registered.*

Prerequisite: One course above the 100-level in two of the following disciplines: geosciences, chemistry, biological sciences or environmental studies, or permission of the instructor.

Distribution: Natural and Physical Science or Mathematical Modeling

Semester: Fall

Unit: 1.25

### GEOS 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

### GEOS 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

### GEOS 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

## Directions for Election

A **major in geosciences** includes eight Geosciences courses (a minimum of 8 units of course work), at least six of which must be taken at Wellesley, and four units of allied science including two from the same discipline. Entry into the major may be through GEOS 100, GEOS 101, GEOS 102 or ES 100. Four 200-level courses are required, two of which must come the group GEOS 200, GEOS 201 and GEOS 203. Three 300-level courses are also required, one of which may be GEOS 350, GEOS 360 or GEOS 370.

The department recommends that students majoring in geosciences 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 geosciences** consists of five courses, including one course at the 100-level and at least one course at the 300-level.

## Department of German

Professor: *Hansen (Chair), Kruse<sup>A</sup>, Ward<sup>A</sup>*

Associate Professor: *Nolden*

Visiting Instructor: *Geiger*

Director of Study Abroad Program: *Hansen*

Resident Director of Wellesley-in-Vienna: *Hartnack*

The language of instruction above the 100 level is almost exclusively German unless otherwise noted. Students thus have constant practice in hearing, reading, speaking, and writing the language.

The department reserves the right to place a new student in the course for which she seems best prepared, regardless of background and number of units she offers for admission.

Students in GER 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 GER 202W and receive credit as they would for a course taken on campus (Not offered every year. Subject to Dean's office approval.). Upon returning for the second semester at Wellesley, students are encouraged to continue with GER 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.

### GER 101-102 Beginning German

*Geiger, Hansen*

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

### GER 120/WRIT 125 Berlin and Cinema

**NOT OFFERED IN 2004-05.** As the brilliant metropolis of 1920s cultural modernity, the epicenter of Cold War conflict, and the locus of divisive German unity after the fall of the Berlin Wall, Berlin has proven a rich site of inquiry for some of the world's greatest filmmakers. We will view this fascinating city from the multiple and complex standpoints offered in a range of documentary and fiction films, from the experimental silent film, *Symphony of a Great City*, to Rossellini's *Germany Year Zero* to Wilder's raucous 1947 comedy, *A Foreign Affair*. Wim Wenders' *Wings of Desire* and films from the post-wall period will also be featured. The course emphasizes development of the requisite vocabulary to analyze film art and provides an overview of nine decades of German history. *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 202, are encouraged to fulfill the Writing 125 requirement with this class. Knowledge of German is not required for this course.

Prerequisite: Open to all first-year students.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O

Unit: 1.0

### GER 121/WRIT 125 Turn-of-the-Century Vienna: The Birth of Modernism

**NOT OFFERED IN 2004-05.** 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: N/O

Unit: 1.0

### GER 201-202 Intermediate German Geiger, Nolden

Strengthening and expanding of all language skills with special emphasis on idiomatic usage. Thorough grammar review, oral and aural practice in classroom and language laboratory, readings on contemporary cultural topics, extensive practice in composition. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course. 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

### GER 202W Intermediate German in Vienna

**NOT OFFERED IN 2004-05.** Like 202 on campus, this course strengthens and expands all language skills with special emphasis on idiomatic usage by means of grammar review, oral and listening practice, readings on contemporary and historical topics, and practice in composition. But this course is offered as a total immersion experience. The program includes classroom instruction and trips to the cultural sites of Vienna. In addition to the Intermediate German immersion program, this course has an important cultural component. We shall study the urban history of Vienna by examining various areas of art and architecture from the medieval through the baroque periods. We shall then focus on the monumental urban redevelopment of the city in the nineteenth century as the backdrop for the modernist revolution in the arts around the turn of the century. *Not offered every year. Subject to Dean's Office approval.*

Prerequisite: 201 or permission of instructor.  
Distribution: Language and Literature  
Semester: N/O

Unit: 1.0

### GER 231 Advanced Studies in Language and Culture

**Nolden**  
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

Unit: 1.0

### GER 239: Germany and Austria Today: Advanced Conversation and Composition Kruse

Intensive practice in oral and written communication and presentation; introduction to rhetorical strategies of conversation and discussion; introduction to elements of German prose style; practice of various forms of writing. On the basis of newspaper and magazine articles, essays and stories, television news, film clips, and Web site materials, we will discuss and write about current events and issues in Germany and Austria.

Prerequisite: 201-202 or permission of instructor. Not open to students who have taken [GER 235].  
Distribution: Language and Literature  
Semester: Spring

Unit: 1.0

### GER 241 Themes of Childhood, Youth, and Adolescence in German Literature

**NOT OFFERED IN 2004-05.** 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: N/O

Unit: 1.0

### GER 248 The Fantastic in German Literature Hansen

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: Fall

Unit: 1.0

### GER 250 Research or Individual Study

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

Unit: 1.0

### GER 250H Research or Individual Study

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

Unit: 0.5

### GER 252 Drama as Text and Performance

**NOT OFFERED IN 2004-05.** 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

### GER 265 Literature and Empire: Myth and History in the Habsburg Dynasty (in English)

**NOT OFFERED IN 2004-05.** 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

### GER 268 Richard Wagner, Nietzsche, Mann: The Composer and his Critics (in English)

**NOT OFFERED IN 2004-05.** Richard Wagner – composer, poet, critic – is a controversial figure in German culture. This course will examine in depth the four operas that make up the great mythical tale of lust and power, *The Ring of the Nibelung*. Beginning with Norse sagas, we shall read Wagner's sources, the major responses to Wagner, (concentrating on his contemporary, the philosopher Friedrich Nietzsche), and short works by Thomas Mann. We shall also read Wagner's own essays to understand his subsequent use by National Socialism. Two periods with additional listening sessions.

Prerequisite: None  
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video  
Semester: N/O

Unit: 1.0



### GER 274 Postwar German Culture

**NOT OFFERED IN 2004-05.** 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

### GER 276 Franz Kafka (in English)

*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: Spring Unit: 1.0

### GER 280 Film in Germany 1919-1999 (in English)

**NOT OFFERED IN 2004-05.** 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: N/O Unit: 1.0

### GER 325 Goethe

**NOT OFFERED IN 2004-05.** 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 300-level unit, or by permission of the instructor.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

### 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, 231 or above taught in German, or permission of instructor.  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

### GER 350 Research or Individual Study

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

### GER 350H Research or Individual Study

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

### GER 360 Senior Thesis Research

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

### GER 365 Literature and Empire: Myth and History in the Habsburg Dynasty (in German)

**NOT OFFERED IN 2004-05.** 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, 231 or above, or permission of instructor.  
Distribution: Historical Studies or Language and Literature  
Semester: N/O Unit: 1.0

### GER 368 Richard Wagner, Nietzsche, Mann: The Composer and his Critics

**NOT OFFERED IN 2004-05.** Same course as GER 268 above, with additional readings in German and an additional weekly class meeting taught in German with discussions and oral reports in German.

Prerequisite: One 200-level unit, 231 or above, or permission of instructor.  
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0

### GER 370 Senior Thesis

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

### 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: Spring Unit: 1.0

### GER 389 Seminar

*Hansen*

**Topic for 2004-05: German Comedy.** This seminar provides an overview of the comic dramatic genre in the German theater. The works, which are chosen for their humor and readability, will also provide an historical survey of German literature from the seventeenth to the twentieth centuries. We shall also examine theories of comedy. Authors include Gryphius, Lessing, Büchner, Lenz, Schnitzler, Sternheim, Hofmannsthal, Hauptmann, Dürrenmatt.

Prerequisite: One 300-level unit or permission of instructor.  
Distribution: Language and Literature  
Semester: Spring Unit: 1.0

## Related Courses

*For Credit Toward the Major*

CPLT 254 Imaginary Crimes and Courts: The Law in Literature

## Directions for Election

The department offers a major in language and literature as well as a minor in German. GER 101-102 is counted toward the degree but not toward the major or minor. Students who begin German at Wellesley and wish to major will be encouraged to advance as quickly as possible to upper-level work by doing intermediate language training during the summer or accelerating in our January-in-Vienna program during Wintersession.

Students interested in an interdepartmental major in German studies are referred to the listing for this interdepartmental program.

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 German 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. GER 202 may count to the five-unit minimum minor. GER 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: *Hansen (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. GER 202 may count toward the eight-unit minimum major. GER 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 WRIT 125/GER 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.

---

#### GER 250 Research or Individual Study

Prerequisite: Open by permission.  
Distribution: None  
Semester: Fall, Spring  
Unit: 1.0

---

#### GER 250H Research or Individual Study

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

---

#### GER 350 Research or Individual Study

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

---

#### GER 350H Research or Individual Study

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

---

#### GER 360 Senior Thesis Research

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

---

#### GER 370 Senior Thesis

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

## Related Courses

*For Credit Toward the Major*

---

ARTH 224 Modern Art to 1945

---

ARTH 225 Modern Art Since 1945

---

CLCV 323/PHIL 323 Seminar. Topic: The Therapy of Antiquity: Nietzsche, Freud and the Greeks

---

CPLT 254 Imaginary Crimes and Courts: The Law in Literature

---

GER 120/WRIT 125 Berlin and Cinema

---

GER 121/WRIT 125 Turn-of-the-Century Vienna: The Birth of Modernism

---

HIST 201 Reinventing Europe, 1650-Present

---

HIST 217 The Making of European Jewry, 1085 to 1815

---

HIST 218 Jews in the Modern World, 1815 to the Present

---

HIST 241 Dark Continent: Europe 1914-1991

---

HIST 367 Seminar. Jewish Identity in the Modern World

---

PHIL 203 Philosophy of Art

---

PHIL 225 Phenomenology and Hermeneutics

---

PHIL 230 Nineteenth-Century Philosophy

---

PHIL 302 Kant's Solution to Skepticism and Solipsism

---

PHIL 303 Kant's Metaethics

---

PHIL 323/CLCV 323 Seminar. Topic: The Therapy of Antiquity: Nietzsche, Freud, and the Greeks

---

POL2 205 The Politics of Europe and the European Union

---

POL4 242 Contemporary Political Theory

---

POL4 248 Power and Politics

---

POL4 342S Seminar. Marxist Political Theory

---

REL 245 The Holocaust and the Nazi State

---

SOC 200 Classical Sociological Theory

---

SOC 201 Contemporary Social Theory

---

SOC 290 Propaganda and Persuasion in the Twentieth Century

---

WRIT 125/GER 120 Berlin and Cinema

---

WRIT 125/GER 121 Turn-of-the-Century Vienna: The Birth of Modernism



For Elementary and Intermediate Hebrew, and Research or Independent Study in Hebrew see Jewish Studies.

## Department of History

Professor: *Auerbach, Kapteijns, Malino, Rogers<sup>A1</sup>, Shennan<sup>A</sup>, Tumarkin*

Associate Professor: *Matsusaka (Chair)*

Visiting Associate Professor: *Rollman*

Assistant Professor: *Giersch<sup>A1</sup>, Osorio, Ramseyer, Sheidley<sup>A1</sup>*

Visiting Assistant Professor: *McCarthy, Meloy, Milway*

---

### HIST 105 Bread and Salt: Introduction to Russian Civilization

*Tumarkin*

**NOT OFFERED IN 2004-05.** 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: N/O

Unit: 1.0

---

### HIST 200 Roots of the Western Tradition

*Rogers*

**NOT OFFERED IN 2004-05.** In this introductory survey we will examine how the religious, political, and scientific traditions of western civilization originated in Mesopotamia and Egypt from c. 3500 B.C.E. and were developed by Greeks and Romans until the Islamic invasions of the seventh century C.E. The course will help students to understand the emergence of polytheism and the great monotheistic religions, the development of democracy and Republicanism, and the birth of western science and the scientific method.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: N/O

Unit: 1.0

---

### HIST 201 Reinventing Europe, 1650-Present

*Tumarkin*

**NOT OFFERED IN 2004-05.** This course will follow the peoples of Europe, both West and East, from the "splendid century" of Louis XIV to the present era of European Union. Our focus will be on the changing mentalities and everyday experiences of Europeans. We will journey from the political and cultural wars of the seventeenth and eighteenth centuries to the age of industrialization and new nineteenth-century ideologies of nationalism, liberalism and socialism. We will also explore European imperialism, totalitarianism under Hitler and Stalin, and two disastrous world wars. The course will conclude by examining how Europeans have coped since 1945 with Cold War divisions, the loss of international hegemony, the collapse of communism, and the new challenges of reunification.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

---

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

*McCarthy*

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

---

### HIST 204 History of the United States in the Twentieth Century

*Auerbach*

The emergence of an urban industrial society; social change amid tension between traditional and modern cultures; development of the welfare state; issues of war and peace; the shifting boundaries of conservative reaction, liberal reform, and radical protest, from the 1890s to 2001.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

---

### HIST 205 The Making of the Modern World Order

*Kapteijns, Matsusaka*

A foundational course in international history. Explores the evolution of trade, competition, and cultural interaction among the world's diverse communities, from the Mongol conquests of the late thirteenth century through the end of the twentieth century. Themes include the growing divergence in trajectories of the Western and non-Western worlds evident by the fifteenth century, the rise of European wealth and power in the seventeenth and eighteenth centuries, imperialism and its impact, the evolution of the nation-state, scientific and industrial revolutions, and "modernization" and the non-Western world in the twentieth century. Attention to agents of global integration, including trade, technology, migration, dissemination of ideas, conquest, war, and disease.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

---

### HIST 206 From Conquest to Independence: 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.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

**HIST 207 Contemporary Problems in Latin American History**

*Osorio*

In this problem-centered survey of the contemporary history of Latin America we will critique 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

**HIST 208 Society and Culture in Medieval Europe**

*Ramseyer*

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: Fall

Unit: 1.0

**HIST 210 From Queen Elizabeth I to Queen Victoria: England 1558-1901**

*Milway*

A study of change and continuity in society and culture during the rise of the British Empire. At its peak the empire covered roughly one quarter of the world's inhabitable lands and controlled the oceans between them. In this course we study how such a world power emerged, first as a small struggling nation on rainy islands in the North Sea, then through a period of civil war, eventually to become a global modernizing force through the spread of capitalism, Puritanism, and parliamentary democracy. The period is bracketed between Queen Elizabeth I and Queen Victoria, two of the longest reigning monarchs in British history, and two of the most powerful women ever.

Prerequisite: None

Distribution: Historical Studies  
Semester: Spring

Unit: 1.0

**HIST 213 Conquest and Crusade in the Medieval Mediterranean**

*Ramseyer*

This course examines life in the Mediterranean from the disintegration of the Roman empire in the fourth and fifth centuries through the Latin

Crusades of the Holy Land in the eleventh and twelfth centuries. Readings will focus on the various wars and conflicts in the region as well as the political, religious, and social structures of the great Christian and Muslim kingdoms, including the Byzantine empire, the Islamic caliphates of the Fertile Crescent and North Africa, the Turkish emirates of Egypt and the Near East, and the Latin Crusader States. Attention will also be paid to the cultural and religious diversity of the medieval

Mediterranean and the intellectual, literary, and artistic achievements of Christian, Muslim, and Jewish communities.

Prerequisite: None

Distribution: Historical Studies  
Semester: Spring

Unit: 1.0

**HIST 214 Medieval Italy**

*Ramseyer*

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: Fall

Unit: 1.0

**HIST 215 Gender and Nation in Latin America**

*Osorio*

**NOT OFFERED IN 2004-05.** 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 regulations of sexuality and prostitution; changing definitions of the feminine and masculine in relation to the emergence of "public" and "private" spheres; and struggles over the definition of citizenship and nationality.

Prerequisite: None

Distribution: Historical Studies  
Semester: N/O

Unit: 1.0

**HIST 216 Revolution in Latin America**

*Osorio*

**NOT OFFERED IN 2004-05.** In Latin America, the twentieth century was indelibly marked by revolution and counter-revolution. Any analysis of the recent history of the peoples and states of Latin America must focus on the conditions, desires, and perils that have shaped the revolutionary experience. We will examine the main historical currents of armed revolution in Latin America, including instances of successful armed revolution, post-revolutionary state-making and nation-building, and the many guerrilla move-

ments. Revolution in the Americas was not only about seizing state power, but about making "the new man" and reinventing society. We will consider the past, present, and possible future of revolution in the Americas.

Prerequisite: None

Distribution: Historical Studies  
Semester: N/O

Unit: 1.0

**HIST 217 The Making of European Jewry, 1085 to 1815**

*Malino*

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: Spring

Unit: 1.0

**HIST 218 Jews in the Modern World, 1815 to the Present**

*Malino*

**NOT OFFERED IN 2004-05.** A study of the demographic, cultural and socio-economic transformation of the Jewish Communities of Western and Eastern Europe. Topics include the struggle for emancipation, East European Jewish enlightenment, immigration, acculturation and economic diversification; also the emergence of anti-Semitism in the West and East, Zionism, the Holocaust and the creation of the state of Israel.

Prerequisite: None

Distribution: Historical Studies  
Semester: N/O

Unit: 1.0

**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 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 221/321 A Global Empire: The Rise and Fall of Spanish World Power**

*Osorio*

Whether the term "globalization" is defined as the global imposition of a hegemonic culture or as the dynamic of global interaction, it is nothing new – it can be traced as far back as the Spanish Empire of the sixteenth and seventeenth centuries. This course examines the two and a half centuries (late fifteenth to mid-eighteenth) in which Spain established the most extensive empire the world had ever known, ranging from Naples and the Netherlands to the Philippines; a global enterprise in which non-Spaniards played essential roles in its daily functioning. Beyond examining the vast diversity of resources, peoples, and ideas behind Spain's overwhelming powers, we will explore the role played by the



rise of the British Empire and France in the decline of Spanish world power. *This course may be taken as 221 or, with additional assignments, as 321.*

Prerequisite: None  
Distribution: Historical Studies  
Semester: Spring

Unit: 1.0

### HIST 228 The Renaissance and Reformation in Northern Europe

Milway

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: Fall

Unit: 1.0

### HIST 229/329 Alexander the Great: Psychopath or Philosopher King

Rogers

**NOT OFFERED IN 2004-05.** Alexander the Great murdered his best friend, married a Bactrian princess, and dressed like Dionysus. He also conquered the known world by the age of 33, fused the eastern and western populations of his empire, and became a god. This course will examine the personality, career, and achievements of the greatest conqueror in Western history against the background of the Hellenistic World. *This course may be taken as either 229 or, with additional assignments, as 329.*

Prerequisite: 229: None; 329: By permission of the instructor  
Distribution: Historical Studies  
Semester: N/O

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: Spring

Unit: 1.0

### HIST 231 History of Rome

Rogers

**NOT OFFERED IN 2004-05.** 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 241 Dark Continent: Europe 1914-1991

Tumarkin

An exploration of the dramatic and turbulent years 1914-1991 – Europe's "short" twentieth century – in which the European continent experienced one extraordinary crisis after another: World War I; the tragic and violent implementations of communist and fascist ideologies in Russia, Germany, and Italy; the Great Depression; World War II; the Holocaust; the loss of western European empires and the creation of the Soviet empire in eastern Europe; the Cold War; dissonant and dissident developments in high culture and popular culture; and finally, the regeneration of democratic politics and capitalist economies in the west, followed by the astonishing collapse of communism in the east.

Prerequisite: None  
Distribution: Historical Studies  
Semester: Fall

Unit: 1.0

### HIST 244 The Cold War and the Remaking of Europe, 1945-1991

Meloy

In May 1945 European power stood at its lowest point for centuries. The previous Great Powers – Great Britain, France and Germany – were quickly eclipsed by the Soviet Union and the United States. In this course we will examine the histories of western and eastern Europe in light of the ideological and political struggles of the Cold War. Topics include the struggle for democracy in West Germany, the process of decolonization, the economic "miracle" of the 1950s, the growing fear of Americanization and the efforts to integrate Europe economically and politically as a response to the overwhelming influence of the two superpowers. We will also explore the nature of communist rule – and its collapse – in Eastern Europe and consider the resurgence of nationalism in the 1990s.

Prerequisite: None  
Distribution: Historical Studies  
Semester: Fall

Unit: 1.0

### HIST 246 Vikings, Icons, Mongols, and Tsars

Tumarkin

**NOT OFFERED IN 2004-05.** 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: Spring

Unit: 1.0

### HIST 248 The Soviet Union: A Tragic Colossus

Tumarkin

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: Fall

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 2004-05.** 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 2004-05.** 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*

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: Spring

Unit: 1.0

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

*McCarthy*

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: Spring

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 Constitutional boundaries of permissible dissent and the enduring tension between individual rights and state power in American society. Among the issues considered are radical protest; wartime censorship; forms of symbolic expression; obscenity and pornography; campus hate speech; political and sexual correctness.

Prerequisite: None  
Distribution: Historical Studies  
Semester: Fall

Unit: 1.0

**HIST 263 South Africa in Historical Perspective**

*Kapteijs*

**NOT OFFERED IN 2004-05.** 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**  
*Kapteijs*

**NOT OFFERED IN 2004-05.** 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 c. 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**

*Kapteijs*

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: Fall

Unit: 1.0

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

*Rollman*

**NOT OFFERED IN 2004-05.** Themes in the social, economic, political and cultural history of North Africa (the Maghreb and Mauretania, Libya, Egypt and Sudan) from 1800 to the present: major features of precolonial society and history in three regions, the transformations brought about by French, British and Italian colonial rule, North African resistance and wars for independence, and the contradictions of the era of formal political independence, including the emergence of Islamist movements and the literary and political debate about postcolonial identities in the area. Students will draw on analyses by historians and social scientists, on novels, short stories, autobiographies, poetry by North Africans, and on music and film from and about North Africa.

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

Unit: 1.0

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

*Matsusaka*

**NOT OFFERED IN 2004-05.** 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: 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 US-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 2004-05.** 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 273 History of South Asia, 1526-1947**  
*TBA*

This course provides a broad examination of South Asian history from sixteenth through twentieth centuries with a particular focus on colonial, regional, and global contexts. The study of South Asia's history demands both local and global approaches. Topics include: Mughal Empire and rivals; early modern economic, political, and cultural exchanges in Asia and wider world; East India Company and origins of British Empire in India; role of knowledge and science in colonial rule; social and cultural policies of the "Raj", including gender, caste and political economy; local and global contexts of nationalism; effects of the World Wars on India; and origins and ramifications of partition and independence. Close attention to problems in



South Asian historiography and its role in shaping visions of South Asia's past, present, and future.

Prerequisite: None  
Distribution: Historical Studies  
Semester: Spring

Unit: 1.0

### HIST 274 China, Japan, and Korea in Comparative and Global Perspectives

*Giersch, Matsusaka*

**NOT OFFERED IN 2004-2005. OFFERED IN 2005-06.** Overview of East Asia from ancient times to 1912. First half begins with early mytho-histories and archeological records, then covers rise of China's Han and Tang empires, selective adaptation of Chinese patterns in Korea and Japan, commercial and technological revolution in China and its international impact, era of Mongol ascendancy, and the medieval world of Japanese samurai. Second half begins with growth of international trade in East Asia before exploring early modern developments in Ming-Qing China, Tokugawa Japan, and Late Choson Korea. Coverage extends through first decade of twentieth century to examine Europe's expansion and the divergent trajectories of modern transformation in each nation.

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

Unit: 1.0

### HIST 277 Chinese Civilizations

*Giersch*

**NOT OFFERED IN 2004-05.** 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 279/379 Heresy and Popular Religion in the Middle Ages

*Ramseyer*

This course looks at popular religious beliefs and practices in medieval Europe, including miracles, martyrdom and asceticism, saints and their shrines, pilgrimages, relics, curses, 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 religious repression and the estab-

lishment of the Inquisition in the later Middle Ages. *This course may be taken as 279 or, with additional assignments, as 379.*

Prerequisite: 279 None; 379 By permission of the instructor  
Distribution: Historical Studies  
Semester: Spring

Unit: 1.0

### HIST 280 The City in Modern China

*Giersch*

**NOT OFFERED IN 2004-05.** 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: N/O

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: 281: None; 381: By permission of the instructor  
Distribution: Historical Studies  
Semester: Spring

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 286 History of the Middle East, c. 600-1918

*Rollman*

Introduction to the political, religious, cultural and social history of the Middle East from the emergence of Islam to the disintegration of the Ottoman Empire in World War I. Themes

include: Pre-Islamic Arabia; the life of the Prophet; the expansion of Islam; the Umayyad Empire; Shi'ism and other movements of political and religious dissent; the Abbasid Empire and its successor states, and the expansion of Europe into the Middle East.

Prerequisite: None  
Distribution: Historical Studies  
Semester: Fall

Unit: 1.0

### HIST 287 History of Everyday Life in the Modern Middle East and North Africa

*Kapteijns*

**NOT OFFERED IN 2004-05.** Using sources such as legal documents, memoirs, chronicles, literature and monographs from several disciplines, the course will explore in depth the quality and rhythms of life in a variety of urban and rural settings 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

Unit: 1.0

### HIST 289 Culture Wars: Imagining Identity in Modern Europe (1789-1914)

*Meloy*

The emergence of increasingly democratic nation-states and strong industrial economies across nineteenth-century Europe was accompanied by intense public debate. These "culture wars" touched upon almost every sphere of social life, including education, the press, marriage and gender relations, consumerism, the design of urban public space and the symbols of nationhood. As Karl Marx famously put it in 1848, Europeans lived in a world of incessant change in which "all that is solid melts into air". This course examines the experience of living between the eras of the French Revolution and World War I through the eyes of Europe's most prescient observers and critics, including Rousseau, Edmund Burke, J.S. Mill, Marx, Goethe, Mary Shelley, Baudelaire, Dostoevsky, Nietzsche, Ibsen and Freud.

Prerequisite: None  
Distribution: Historical Studies  
Semester: Spring

Unit: 1.0

### HIST 290 Morocco: History and Culture (Wintersession in Morocco)

*Kapteijns, Malino, Rollman*

**NOT OFFERED IN 2004-05.** An introduction to Moroccan culture, history, and society through experiential and classroom learning. Students will participate in seminars and attend lectures given by Moroccan faculty at the Center for Crosscultural Learning in Rabat. Program themes include: women in private and public life, Berber culture, Islam, Arabic, Morocco's Jewish heritage and history, and the legacy of European cultural rule. Students will travel as a group to the central and southern regions of the



country to study historic sites and contemporary life and culture in a variety of rural and urban settings. *Not offered every year. Subject to Dean's Office approval.*

Prerequisite: None  
Distribution: None  
Semester: N/O

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 that reflect the continuing impact of the 1960s on American public life.

Prerequisite: 204 or an AP score of 4 or 5.  
Distribution: Historical Studies  
Semester: Fall

Unit: 1.0

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

*McCarthy*

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 294 The Rise of the European Nation States, 1814–1918**

*Meloy*

This course examines the development of Europe's modern international system from the end of the Napoleonic Wars through World War I. We will explore the rise of Europe's nation-states, investigating the sources of their power, the ideological and cultural values that motivated them and the origins of the conflicts that nearly destroyed them. In addition to the treatment of diplomacy, the readings highlight some of the different approaches to international history, ranging from the impact of industrialization on relative national power to the effects of internal, domestic politics on the making of foreign policy.

Prerequisite: None  
Distribution: Historical Studies  
Semester: Spring

Unit: 1.0

### **HIST 301 Seminar. Women of Russia: A Portrait Gallery**

*Tumarkin*

**NOT OFFERED IN 2004-05.** 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: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject matter.  
Distribution: Historical Studies  
Semester: N/O Unit: 1.0

### **HIST 304 Seminar. Catastrophe and Collective Memory in the Twentieth Century**

*Meloy*

Since the 1980s many of the anniversary celebrations associated with the two world wars launched unprecedented public debate about the atrocities that were inextricably bound up with the phenomenon of total war in the twentieth century: the Holocaust, the bombing of Hiroshima and Nagasaki, the Nanking Massacre, and the Armenian Genocide. This seminar examines some of these debates along with the historical, ethical and methodological questions that have arisen from them: What are the ways in which cultures remember and forget the events and effects of a tragic past? How does – or should – a society give traumatic change, loss and death its due?

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject matter.  
Distribution: Historical Studies  
Semester: Fall

Unit: 1.0

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

*Sheidley*

**NOT OFFERED IN 2004-05.** 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: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject matter.  
Distribution: Historical Studies  
Semester: N/O

Unit: 1.0

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

*Sheidley*

From Nat Turner to Frederick Douglass, Thomas Jefferson to Teddy Roosevelt, the history of American men is well known. But does manhood itself have a history? Drawing on autobiography, fiction, personal correspondence and visual evidence, we will explore the diverse and changing meanings attached to masculinity in America from the seventeenth through the nineteenth centuries. What forces have shaped male identities in colonial America and the United States and what impact have those identities had on men's lives and actions? Topics include: fatherhood and family life, violence and war, male sexuality, religious belief, work, and the myth of the self-made man. Special attention will be paid to race, class, and region as sources of variation and conflict in the historical construction of American manhood.

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject matter.

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

### **HIST 326 Seminar. American Jewish History**

*Auerbach*

**NOT OFFERED IN 2004-05.** 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: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject matter.

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: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject matter.

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

### **HIST 328 Seminar. Antisemitism in Historical Perspective**

*Malino*

**NOT OFFERED IN 2004-05.** 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: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject matter.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

### **HIST 330 Seminar. Medieval Europe**

*Ramsayer*

**NOT OFFERED IN 2004-05.** This course will examine the revolutionary changes that occurred in all facets of life in twelfth-century Europe. The twelfth century represents one of the most important eras of European history, characterized by many historians as the period that gave birth to Europe as both idea and place. It was a time of economic growth, religious reformation, political and legal reorganization, cultural flowering, intellectual innovation, and outward expansion. Yet the twelfth century had a dark side, too. Crusades and colonization, heresy and religious disputes, town uprisings and mob



violence also marked the century. Students will study the internal changes to European society as well as the expansion of Europe into the Mediterranean and beyond, paying close attention to the key people behind the transformations.

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject matter.  
Distribution: Historical Studies  
Semester: N/O Unit: 1.0

### HIST 333 Seminar. Dangerous Relations: USSR and the World, From Stalin to Gorbachev *Tumarkin*

The USSR was America's superpower rival in a prolonged and deadly nuclear arms race. Beginning with the Nazi-Soviet Pact of 1939, and ending with the spectacular demise of east European communism and the collapse of the USSR in 1991, this seminar on the Soviet Union in world politics spans the entire Cold War. What accounts for the USSR's extraordinary success in sovietizing eastern Europe just when the US had a monopoly on the atomic bomb? Was ideology or national interest the driving force of Soviet foreign policy? What role did the character of Soviet leaders play in determining the USSR's international affairs? The seminar will conclude by exploring the ways in which the imperatives of a global communist empire both empowered and ultimately destroyed the USSR.

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II International Relations course.  
Distribution: Historical Studies  
Semester: Spring Unit: 1.0

### HIST 342 Seminar. Women, Work, and the Family in African History *Kapteijs*

**NOT OFFERED IN 2004-05.** 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: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject matter.  
Distribution: Historical Studies  
Semester: N/O Unit: 1.0

### HIST 343 Seminar. History of Israel *Auerbach*

This course explores the historical development of Jewish national identity, from biblical promise through Zionist advocacy to contemporary political reality in the State of Israel. We will consider the continuing debate within Israel, ever since its founding, over national identity: traditional or modern; Jewish or democratic; religious or secular. Close attention will be paid to such formative national experiences as the Holocaust; the struggle for independence; the social and political consequences of mass immi-

gration; the 1967, 1973, and Lebanon wars; the Palestinian intifadas; Israel's relations with its Arab citizens and neighbors; Jewish settlements; and the "post-Zionist" revision of Israeli national history.

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject matter.  
Distribution: Historical Studies  
Semester: Spring Unit: 1.0

### HIST 344 Seminar. Japanese History: Korea, Taiwan and the Japanese Colonial Empire *Matsusaka*

**NOT OFFERED IN 2004-05.** 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 development of post-World War II Asia.

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject matter.  
Distribution: Historical Studies  
Semester: N/O Unit: 1.0

### HIST 348 Seminar. Renaissance Humanism in Northern Europe *Milway*

A study of Renaissance Humanism in the works of Erasmus of Rotterdam, Marguerite de Navarre, and Thomas More, three of the most profound if satirical writers in sixteenth-century Northern Europe. Renaissance Humanists vehemently rejected the Liberal Arts model of education as championed by Medieval Scholastics. In its place they preferred a revitalized older program of teaching, namely the study of the humanities, based they thought on how school-children learned in ancient Rome. Considerations of class, gender, and religion shaped the debate, but likewise were shaped by it. We examine that debate by investigating key works from three of the most humorous, caustic and influential contributors to it.

Prerequisite: Normally open to juniors and seniors who have taken grade II unit in History and/or a grade II unit in a relevant area/subject matter.  
Distribution: Historical Studies  
Semester: Fall 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 2004-05.**

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject matter.  
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 364 Seminar. Women in Islamic Society: Historical Perspectives

*Kapteijs*

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: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject matter.  
Distribution: Historical Studies  
Semester: Spring Unit: 1.0

### HIST 366 Seminar. The Maghreb: Cultural Crossroads in the Islamic West

*Rollman*

**NOT OFFERED IN 2004-05.** Themes in the history of the Maghreb in its Islamic, African and European contexts. Period of study: c. 600 CE to the present. Themes will include: the establishment of Arabo-Islamic culture in North Africa and Iberia; relations among 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: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject matter.  
Distribution: Historical Studies  
Semester: N/O Unit: 1.0

### HIST 367 Seminar. Jewish Identity in the Modern World

*Malino*

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: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject matter.  
Distribution: Historical Studies  
Semester: Spring 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*

**NOT OFFERED IN 2004-05.** 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: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject matter.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

**HIST 372 Seminar. The Idea of China: Defining the Modern Nation**

*Giersch*

**NOT OFFERED IN 2004-05.** 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: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject matter.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

**HIST 377 Seminar: 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 and so on) developed to interpret the evolution and workings of Latin American cities.

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject matter

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

**HIST 378 Seminar. Women and Social Movements in Latin America**

*Osorio*

**NOT OFFERED IN 2004-05.** This seminar examines the historical development of women's movements in Latin America from the nineteenth century through the 1990s. We will examine the local political and ideological events that shaped women's movements and feminism(s) in the region. Topics include women's early claims to equal education and the development of the ideologies of 'women's rights' and social motherhood around 1900; women in democracy and the search for social justice from the 1930s-1950s; women's role in revolutions and counter-revolutions from the late 1950s through the 1970s; the advent of international feminism in the context of national liberation and redemocratization after 1974, and neoliberalism and globalization.

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in History and/or a grade II unit in a relevant area/subject matter.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

**Related Courses**

*For Credit Towards the Major*

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

**CLCV 236/REL 236 Greek and Roman Religion**

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

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

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

**GER 265 Literature and Empire: Myth and History in the Habsburg Dynasty (in English)**

**REL 218 Religion in America**

**REL 236/CLCV 236 Greek and Roman Religion**

**REL 245 The Holocaust and the Nazi State**

**REL 255 Japanese Religion and Culture**

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

**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, non-majors as well as majors, who meet the prerequisite.

**Majors in history** are allowed great latitude in designing a program of study, but it is important for a program to have 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 Grade III units (2.0) in the major required for the B.A. degree.

Normally, all Grade III 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 at most one related course (1.0 unit) in another department may be counted toward the 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 related courses in other departments 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 education department.



# International Relations

INTERDEPARTMENTAL MAJORS IN  
INTERNATIONAL RELATIONS-ECONOMICS,  
INTERNATIONAL RELATIONS-HISTORY,  
AND INTERNATIONAL RELATIONS-  
POLITICAL SCIENCE

Director: *Velenchik (Economics)*

Steering Committee: *Cushman (Sociology),  
Kapteijns (History), Moon (Political Science),  
Velenchik (Economics)*

The majors in international relations (IR) are designed to provide students with the breadth necessary for an interdisciplinary approach to the study of international relations, as well as with substantive training in one of three component disciplines (economics, history, and political science). Students elect one of three tracks: IR-economics, IR-history, or IR-political science. These majors will be available for students entering in the fall of 2004 and later. Students who entered in 2003 or before may elect either one of these majors or the prior IR major, as defined in the 2003-04 Wellesley Bulletin.

Students who elect one of these IR majors may not combine it with a second major in the same department – e.g. students may not double major in IR-economics and economics. Other double majors are permissible.

IR majors consist of 14 units of course work – five core courses plus nine courses in one of the three tracks. In addition to this course work, all IR students are required to demonstrate advanced proficiency in a modern language, normally defined as two units of language study beyond the minimum required by the College. Language courses do not count towards the minimum 14 courses.

**Five core courses:** All students majoring in IR must take the following courses:

ECON I01, ECON I02, ECON 213, 214, or 220, HIST 205, and POL3 221.

It is strongly recommended that students complete all core courses by the end of the sophomore year.

**Nine courses in one of three major tracks:**

## Economics

Students who elect the IR-Economics major take the following courses in addition to the IR core:

a) ECON I03/SOC 190, ECON 201, ECON 202, and ECON 203.

b) At least two of the following electives: ECON 313 (International Macroeconomics), ECON 314 (International Trade Theory), or ECON 320 (Economic Development).

c) One intermediate or advanced history course dealing with a country or region outside the United States or with international or diplomatic history

- One 300-level political science course in an area related to economic issues or policies
- One additional course in Africana studies, anthropology, history, political science, sociology or women's studies, dealing with a particular country or region, or with relations among nations, or with transnational institutions or phenomena.

## History

Students who elect the IR-history major take the following courses in addition to the IR core:

- Two history courses dealing with the period before 1800
- Three history courses dealing with the modern history of countries or regions
- Two courses dealing with modern international history to be selected in consultation with advisor
- One international history seminar (HIST 395, to be offered starting in 2005-06)

(Three of these eight history courses, including one pre-1800 course, must focus on one region of the world; at least three courses must deal with the non-Western world; and at least two must be at the 300 level)

- One additional 200- or 300-level course in Africana studies, anthropology, economics, political science, sociology or women's studies

## Political Science

Students who elect the IR-political science major take the following courses in addition to the IR core:

- Five political science courses in international relations (i.e. POL3 courses or POL2 courses that may count as POL3), at least two of which must be at the 300 level and one of which must be a seminar
- Two political science courses in comparative politics:
- Either POL2 202 or POL2 204
- One of the following area studies courses: POL2 205, 206, 207, 208, 209, or 211
- One political science course in American politics or in political theory or statistics and data analysis
- One additional 200- or 300-level course in Africana studies, anthropology, economics, history, sociology, or women's studies

With the approval of the IR director and the chair of the department in which she is concentrating, a student may count up to two Wellesley courses taken outside the departments of economics, history, or political science towards the nine courses in her major track. Attention is particularly drawn to IR-related courses offered in the departments of Africana studies, anthropology, sociology, and women's studies.

IR majors are strongly encouraged to spend at least one semester in a study abroad program. Transfer credits from study abroad programs must be approved by the appropriate department chair. (If the transfer credits come from an international relations department, however, they may be approved by the IR director.) At least two 300-level units must be completed at Wellesley.

## IREC 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors who have taken ECON 201 and 202; 203 is strongly recommended.

Distribution: None  
Semester: Fall, Spring

Unit: 1.0

## IREC 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions. Students must have an advisor in the department of economics, but with the approval of the department chair may have a co-advisor from another department.

Distribution: None  
Semester: Fall, Spring

Unit: 1.0

## IREC 370 Senior Thesis

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring

Unit: 1.0

## IRHI 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors  
Distribution: None

Semester: Fall, Spring

Unit: 1.0

## IRHI 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions. Students must have an advisor in the department of history, but with the approval of the department chair may have a co-advisor from another department.

Distribution: None  
Semester: Fall, Spring

Unit: 1.0

## IRHI 370 Senior Thesis

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring

Unit: 1.0

## IRPS 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors  
Distribution: None

Semester: Fall, Spring

Unit: 1.0

## IRPS 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions. Students must have an advisor from the department of political science, but with the approval of the department chair may have a co-advisor from another department.

Distribution: None  
Semester: Fall, Spring

Unit: 1.0

## IRPS 370 Senior Thesis

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring

Unit: 1.0

## Advanced Placement/International Baccalaureate

The IR program's policy about AP/IB credits follows that established by the relevant department. Please consult directions for election in the Departments of Economics, History, and Political Science. In no case do AP credits count towards the minimum major in IR.

# Department of Italian Studies

Professor: *Jacoff, Viano, Ward (Chair)*

Assistant Professor: *Parussa<sup>A</sup>*

Visiting Assistant Professor: *Pausini*

Senior Lecturer: *Laviosa*

Visiting Instructor: *De Santo*

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, Pausini, De Santo*

These courses focus on the development of basic language skills. 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

*Pausini, Viano, Ward*

The aim of these courses is to develop students' fluency in spoken and written Italian. The reading of short stories, articles from Italian newspapers, and selected texts on Italian culture as well as the writing of compositions are used to promote critical and analytical skills. Listening is practiced through the viewing of Italian films, cultural videos, or 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 202 Intermediate Italian in Rome

*Staff*

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** Held over Wintersession in Rome, the aim of this intensive 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 are used to promote critical and analytical skills. Listening is practiced through the viewing of Italian films. Both reading and listening activities are followed by in-class discussions. *Students must have received credit for ITAS 201 in order to receive credit for ITAS 202. Not offered every year. Subject to Dean's Office approval.*

Prerequisite: 101, 102, 201 or permission of instructor.

Distribution: Language and Literature

Semester: N/O.

Unit: 1.0

## ITAS 211 Introduction to Italian Cultural Studies

*Laviosa*

**Topic for 2004-05: Women in Italy.** This course explores the works of women writers, philosophers, sociologists, educators, political activists, legislators, film directors and singers from the 1920s up to today. Feminist issues are discussed through selected literary texts, historical readings, essays on Italian legislation, film/documentary, lullabies, feminist rock and pop songs. Women's art and roles, rights and work, health and reproduction, prostitution and crime, fashion and beauty myths, careerism and (fe)maleism, nomadism and migration are presented through various media in a broad socio-political-historical context as well as in a cross-disciplinary cultural studies approach.

Prerequisite: 201 as a prerequisite and 202 as a corequisite or permission of instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

## ITAS 212 Italian Women Directors: The Female Authorial Voice in Italian Cinema (in English)

*Laviosa*

**NOT OFFERED IN 2004-05.** 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: N/O

Unit: 1.0

## ITAS 261 Italian Cinema (in English)

*Viano*

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: Spring

Unit: 1.0

## ITAS 262 Religion and Spirituality in Italian Cinema (in English)

*Viano*

**NOT OFFERED IN 2004-05.** 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. 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: N/O

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, 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*

**NOT OFFERED IN 2004-05.** Unlike other European literatures, contemporary Italian literature lacks a major work of fiction representing the nation's cultural identity. Rather, Italian literature boasts the small book, brief unclassifiable narratives that express the variety and complexity of Italian culture. Realistic novels or philosophical short stories, memoirs or literary essays, these works are a fine balance between a number of literary genres and, as such, are a good entranceway into the multifaceted and contradictory identity of Italy as a nation. The course will combine a survey of contemporary Italian literature with a 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: N/O

Unit: 1.0



### ITAS 309 Italian-Jewish Identity

Parussa

**NOT OFFERED IN 2004-05.** 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: N/O

Unit: 1.0

### ITAS 310 Fascism and Resistance in Italy

Ward

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** This course examines the two fundamental political and cultural experiences of twentieth-century Italy: the twenty-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 the ideals that animated antifascist thinking had in the postwar period. Authors to be studied include: Marinetti, D'Annunzio, Pascoli, Croce, Gobetti, Rosselli, Bassani, Ginzburg, Levi, and Silone.

Prerequisite: 211 or 271 or 272 or permission of instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

### ITAS 311 Theatre, Politics, and the Arts in Renaissance Italy

Parussa

**NOT OFFERED IN 2004-05.** 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 2004-05. OFFERED IN 2005-06.** 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 *domna angelicata* and the poet, the *cortegiano* and the peasant, the *principe* and the artist. The course will give students a solid introduction to the literature of the period and provide them with a theoretical framework for a thorough discussion of the material at hand.

Prerequisite: Permission of instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

### ITAS 314 The Other Half: History and Culture of the Italian South

Ward

This course aims to introduce advanced level students to the rich and varied cultural and historical landscape of the Italian South, the *mezzogiorno*. Taking as its starting point the medieval court of Frederick II and the deep-seated repercussions its influence had on Italian cultural life, the course goes on to examine the works of southern thinkers and writers like Giordano Bruno, Tommaso Campanella, and Giambattista Vico, as well as the Neapolitan Enlightenment and the Southern question. In addition, we will examine twentieth-century writers like Carlo Levi, Giuseppe Tomasi di Lampedusa, Giuseppe Verga, Leonardo Sciascia and Vincenzo Consolo, who were either born in southern Italy or have written about it.

Prerequisite: 211 or 271 or 272 or permission of instructor.

Distribution: Language and Literature

Semester: Fall

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 the films of Michelangelo Antonioni. Other authors to be studied may include: Fra Gonzaga, Calvino, Ceresa, Rasy, Pasolini, Celati, and Benni.

Prerequisite: 211 or 271 or 272 or permission of instructor.

Distribution: Language and Literature

Semester: Spring

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. ITAL 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 either 211, 271 or 272. In addition, one course must be taken outside the department, on a related topic to be decided by the student and her major advisor. Furthermore, two of the nine courses must be at the 300 level and be taken in the department. The requirement to take two courses at the 300 level may not be met by taking 350 (Research or Individual Study), 360 (Senior Thesis Research) or 370 (Senior Thesis). 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.

# Department of Japanese

See Department of East Asian Languages and Literatures

## Japanese Studies

See East Asian Studies

# Jewish Studies

AN INTERDEPARTMENTAL MAJOR AND MINOR

Director: *Malino (History)*

Visiting Assistant Professor: *Ronell*

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): ANTH 242, 247; CLCV 240; HIST 217, 218, 219, 326, 327, 328, 343, 367; ITAS 309; REL 104, 105, 140, 202, 207, 240, 241, 242, 243, 244, 245, 247, 260, 302, 303, 305, 342; SPAN 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:

---

### HEBR 101-102 Elementary Hebrew *Ronell*

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 *Ronell*

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

**ARAB 101-102** Elementary Arabic (see Middle Eastern Studies)

**ARAB 201-202** Intermediate Arabic (see Middle Eastern Studies)

**CLCV 240/REL 240** Romans, Jews, and Christians in the Roman Empire

**HIST 217** The Making of European Jewry 1085–1815

**HIST 218** Jews in the Modern World, 1815 to the Present

**HIST 219** The Jews of Spain and the Lands of Islam

**HIST 326** Seminar. American Jewish History

**HIST 327** Zionism and Irish Nationalism: A Comparative Perspective

**HIST 328** Seminar. Anti-Semitism in Historical Perspective

**HIST 343** Seminar. History of Israel

**HIST 367** Seminar. Jewish Identity in the Modern World

**ITAS 309** Italian-Jewish Identity

**REL 104** Study of the Hebrew Bible/Old Testament

**REL 105** Study of the New Testament

**REL 140** Introduction to Jewish Civilization

**REL 202** Biblical Poetry

**REL 207** Goddesses, Queens, and Witches: Survey of the Ancient Near East

**REL 240/CLCV 240** Romans, Jews, and Christians in the Roman Empire

**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 260** Islamic Civilization

**REL 302** Seminar. Ritual in the Hebrew Bible/Old Testament

**REL 303** Seminar. The Sacrifice of the Beloved Child in the Bible and Its Interpretations

**REL 305** The Book of Genesis

**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/ Linguistics

See Cognitive and Linguistic Sciences

## Latin American Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Renjilian-Burgy (Spanish),  
Wasserspring (Political Science)*

Core Faculty: *Agosin (Spanish), Elkins (Religion),  
Halleck (Spanish), Levitt (Sociology), McEwan  
(Economics), Oles (Art), Osorio (History), Roses<sup>A2</sup>  
(Spanish), Rubio (Spanish), Vega<sup>A1</sup> (Spanish),  
Wasserspring (Political Science)*

The Latin American studies major seeks to understand the Latin American experience through an interdisciplinary program of study. Students must submit a plan of study following the requirements listed below for approval by the directors. The Latin American studies major requires Spanish proficiency at the level of 241 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, history, political science, sociology, 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 (\*) 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 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 237** Art, Architecture, and Culture in Post-Conquest Mexico

---

**ARTH 338** Topics in Latin American Art: Imagining Mexico and the Border in the Twentieth Century

---

**ECON 241** Economic Development of Latin America

---

**HIST 206** From Conquest to Independence: The History of Colonial Latin America

---

**HIST 221/321** A Global Empire: The Rise and Fall of Spanish World Power

---

**HIST 377** Seminar. The City in Latin America

---

**HIST 378** Seminar. Women and Social Movements in Latin America

---

**PEAC 259** Human Rights 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 305S\*** Seminar. The Military in Politics

---

**POL2 307S\*** Seminar. Women and Development

---

**POL3 323\*** International Economic Policy

---

**POL3 328S\*** Seminar. Anti-Americanism as Politics and Performance

---

**POL3 332S\*** Seminar. People, Agriculture, and the Environment

---

**PSYC 245\*** Cultural Psychology

---

**PSYC 347\*** Seminar. Culture and Social Identity

---

**REL 316\*** Seminar. The Virgin Mary

---

**SPAN 265** Introduction to Latin American Cinema

---

**SPAN 267** The Writer and Human Rights in Latin America

---

**SPAN 269** Caribbean Literature and Culture

---

**SPAN 275** The Making of Modern Latin American Culture

---

**SPAN 277** Realism and Magical Realism in Latin American Literature and Cinema

---

**SPAN 279** Jewish Women Writers of Latin America

---

**SPAN 305** Seminar. Hispanic Literature of the United States

---

**SPAN 309** Seminar. A Perfect World: Latin American Utopias and Dystopias

---

**SPAN/PRESHCO:** The Colonization of America

Also: courses may be taken in the Program for Mexican Culture and Society in Puebla, and courses taken in approved programs in other Latin American sites, or elsewhere, by permission of the directors.

---

**Department of Mathematics**

Professor: *Hirschhorn, Magid, Shuchat<sup>A</sup>, Shultz, Sontag, Wang, Wilcox<sup>A1</sup>*

Associate Professor: *Bu, Kerr, Trenk (Chair)*

Assistant Professor: *Bernstein, Chang<sup>A</sup>, Miller*

Visiting Assistant Professor: *Vandervelde, Winters*

Most courses meet for three periods weekly or for two periods weekly with a third period approximately every other week.

---

**MATH 101 Reasoning with Data: Elementary Applied Statistics**

*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 MATH 101Z, QR 180, ECON 103/SOC 190 [QR 199] or PSYC 205.

Distribution: Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall, Spring

Unit: 1.0

---

**MATH 101Z Reasoning with Data: Elementary Applied Statistics with Health Applications**  
*Polito*

In this course, students use probability and statistics to examine the risks that we encounter every day. The focus is on personal medical decision-making and the impact of our environment on our health. Students will address questions such as: How concerned should we be about pesticide use? How can we make informed decisions about women's health issues, including contraception and sexually transmitted diseases? How much of an impact does diet have on health? Why did different studies of hormone replacement therapy come to contradictory conclusions, and how can we read reports on such studies intelligently and skeptically? Topics include descriptive statistics, basic probability, inference and hypothesis testing.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken or are taking MATH 101, QR 180, ECON 103/SOC 190 [QR 199], or PSYC 205. Not open to students who have completed MATH 116, 116Z, 120, or 205, except by permission of the instructor; such students should consider taking 220 instead.

Distribution: Mathematical Modeling. Fulfills Quantitative Reasoning overlay course requirement.

Semester: Spring

Unit: 1.0

---

**MATH 102 Applications of Mathematics without Calculus**

*Sontag, Wilcox*

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 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

NOT OFFERED IN 2004-05. 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: N/O 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.

Prerequisite: Open by permission of the department to students who have completed a year of high school calculus. Students who have studied Taylor series should elect 205. Not open to students who have completed 115, 116, 116Z or the equivalent.  
Distribution: Mathematical Modeling  
Semester: Fall Unit: 1.0

### MATH 203 Mathematical Tools for Finance

Bu

This course is intended for students who are interested in mathematics and its applications in economics and finance. The following topics will be covered: mathematical models in economics, market equilibrium, first and second order recurrences, the cobweb model, profit maximization, derivatives in economics, elements of finance, constrained optimization, Lagrangeans

and the consumer, microeconomic applications, business cycles, European and American options, call and put options, Black-Scholes analysis.

Prerequisite: 116/116Z or the equivalent  
Distribution: Mathematical Modeling  
Semester: Fall 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. Not open to students who have completed MATH 216/PHYS 216.  
Distribution: Mathematical Modeling  
Semester: Fall, Spring Unit: 1.0

### MATH 206 Linear Algebra

Trenk, 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 or MATH 215/PHYS 215  
Distribution: Mathematical Modeling  
Semester: Fall, Spring Unit: 1.0

### 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. Majors can fulfill the major presentation requirement in this course in 2004-05.*

Prerequisite: 205 is a prerequisite for 208; 302 is a prerequisite or corequisite for 310  
Distribution: Mathematical Modeling  
Semester: Fall Unit: 1.0

### MATH 210 Differential Equations

Shultz

Introduction to theory and solution of ordinary differential equations, with applications to such areas as physics, ecology, and economics. Includes linear and nonlinear differential equations and equation systems, existence and uniqueness theorems, and such solution methods as power series, Laplace transform, and graphical and numerical methods.

Prerequisite: 205  
Distribution: Mathematical Modeling  
Semester: Spring Unit: 1.0

### MATH 212 Differential Geometry

NOT OFFERED IN 2004-05. 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. *Normally offered in alternate years.*

Prerequisite: 205 or permission of instructor  
Distribution: Mathematical Modeling  
Semester: N/O Unit: 1.0

### MATH 214 Euclidean and Non-Euclidean Geometry

NOT OFFERED IN 2004-05. A rigorous treatment of the fundamentals of two-dimensional geometry: Euclidean, spherical, elliptic and hyperbolic. The course will present the basic classical results of plane geometry: congruence theorems, concurrence theorems, classification of isometries, etc. and their analogues in the non-Euclidean settings. The course will provide a link between classical geometry and modern geometry, preparing for study in group theory, differential geometry, topology, and mathematical physics. The approach will be analytical, providing practice in proof techniques. *Normally offered in alternate years*

Prerequisite: 205 or permission of instructor  
Distribution: Mathematical Modeling  
Semester: N/O Unit: 1.0

### MATH 215/PHYS 215 Mathematics for the Sciences I

Shultz, Stark(Physics)

Complex numbers, linear algebra (matrices, rank, inverses, eigenvectors and eigenvalues, diagonalization), ordinary differential equations (first order, second order linear), Fourier analysis, introduction to partial differential equations. Familiarity with vectors (dot products, cross products, lines, planes) is assumed. Emphasis on applications to the sciences. *Students may register for either MATH 215 or PHYS 215. Credit will be given in the department in which the student is registered.*

Prerequisite: Math 116, 116Z, or 120 or the equivalent course  
Distribution: Mathematical Modeling  
Semester: Fall Unit: 1.0

### MATH 216/PHYS 216 Mathematics for the Sciences II

Bu

Differential and integral vector calculus (spherical and cylindrical coordinates, flux, divergence and curl, Gauss' and Stokes' theorems), partial differential equations, special functions, numerical methods for solving algebraic and differential equations, introduction to MATLAB, computer simulation and modeling with applications to the sciences. *Students may register for either MATH 216 or PHYS 216. Credit will be given in the department in which the student is registered.*

Prerequisite: MATH 215/PHYS 215  
Distribution: Mathematical Modeling  
Semester: Spring Unit: 1.0

### MATH 220 Probability and Elementary Statistics

Bernstein, Magid

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

**MATH 223 Number Theory***Trenk*

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 2004-05.*

Prerequisite: 116, 116Z, 120, or the equivalent; or CS 230 together with permission of instructor.  
Distribution: Mathematical Modeling  
Semester: Spring Unit: 1.0

**MATH 225 Combinatorics and Graph Theory***Bernstein, Shultz*

Combinatorics is the art of counting possibilities: for instance, how many different ways are there to distribute 20 apples to 10 kids? Graph theory is the study of connected networks of objects. Both have important applications to many areas of mathematics and computer science. The course will be taught emphasizing creative problem-solving, as well as methods of proof, such as proof by contradiction and induction. Topics include: selections and arrangements, generating functions, recurrence relations; graph coloring, Hamiltonian and Eulerian circuits, trees.

Prerequisite: 116, 116Z, 120, or the equivalent; or CS 230 together with permission of instructor  
Distribution: Mathematical Modeling  
Semester: Fall, Spring Unit: 1.0

**MATH 249 Selected Topics****NOT OFFERED IN 2004-05.**

Prerequisite: 116, 116Z, or the equivalent.  
Distribution: Mathematical Modeling  
Semester: N/O Unit: 1.0

**MATH 251 Topics in Applied Mathematics***Magid*

**Topic for 2004-05: Mathematical Game Theory.** Game theory is a branch of mathematical analysis developed to study rational decision-making in conflict situations. Topics include: strategic games and decisions; two person simultaneous games, n-person simultaneous games, sequential decisions and sequential games. This course will include theory as well as applications of game theory to economics, biology, and business.

*Majors can fulfill the major presentation requirement in this course in 2004-05.*

Prerequisite: 205  
Distribution: Mathematical Modeling  
Semester: Fall Unit: 1.0

**MATH 302 Elements of Analysis I***Kerr*

Metric spaces; compact, complete, and connected spaces; continuous functions; differentiation, integration, and interchange of limit operations as time permits.

Prerequisite: 205, and at least one of 206, 208, 212, 214, 223, 225  
Distribution: Mathematical Modeling  
Semester: Spring Unit: 1.0

**MATH 303 Elements of Analysis II**

**NOT OFFERED IN 2004-05.** A continuation of Math 302. Topics chosen from the theory of Riemann integration, measure theory, Lebesgue integration, Fourier series, and calculus on manifolds. *Offered in alternate years.*

Prerequisite: 302  
Distribution: Mathematical Modeling  
Semester: N/O Unit: 1.0

**MATH 305 Modern Abstract Algebra I***Bernstein*

Introduction to groups, rings, and fields. Equivalence relations, subgroups, normal subgroups, ideals, homomorphisms, and isomorphisms.

Prerequisite: 206  
Distribution: Mathematical Modeling  
Semester: Fall Unit: 1.0

**MATH 306 Modern Abstract Algebra II***Staff*

Topics chosen from field theory and Galois theory. Using groups to study automorphisms of fields generated by the roots of a polynomial, with applications to solvability. *Majors can fulfill the major presentation requirement in this course in 2004-05.*

Prerequisite: 305  
Distribution: Mathematical Modeling  
Semester: Spring Unit: 1.0

**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. Offered in alternate years. *Majors can fulfill the major presentation requirement in this course in 2004-05.*

Prerequisite: 302  
Distribution: Mathematical Modeling  
Semester: Fall Unit: 1.0

**MATH 309 Foundations of Mathematics**

**NOT OFFERED IN 2004-05.** 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; or at least two from 206, 214, 223, 225  
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. Majors can fulfill the major presentation requirement in this course in 2004-05.*

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****NOT OFFERED IN 2004-05.**

Prerequisite: TBD  
Distribution: Mathematical Modeling  
Semester: N/O 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**

The mathematics department Web page (<http://www.wellesley.edu/Math/mathhome.html>) has more detailed course descriptions and information for majors and minors.

**Placement in Courses and Exemption Examinations**

The mathematics department reviews elections of calculus students and places them in MATH 115, 116, 116Z, 120, or 205 according to their previous courses and summer placement results. See the descriptions for these courses. If there is a question about placement, the student should attend the course in which she is placed and contact the sectioning coordinator (contact information in Science Center 361) to discuss her placement. No special examination is necessary for placement in an advanced course.

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 one of 116/116Z/120 (or the equivalent) and at least seven units of 200-level and 300-level courses, including 205, 206, 302, 305, and one other 300-level course. MATH 215/PHYS 215 can be counted towards the



mathematics major. Credit for MATH 216/PHYS 216 satisfies the requirement that a math major take 205, but does not count as one of the seven units of 200-level and 300-level courses.

Students entering with AP credits must complete eight units after entering college, where MATH 216/PHYS 216 does not count as one of these eight units.

Students expecting to major in mathematics should complete the prerequisites for 302 and 305 before the junior year. Students may wish to consult the chair of the Department of Mathematics or their current mathematics instructor in deciding when to take 302 and 305. Independent study units (MATH 350, 360, 370) may not count as 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. (See course listings with "Majors can fulfill the major presentation requirement in this course.") Usually two such courses are designated each semester. In addition, a limited number of students may be able to fulfill the presentation requirement in other courses. 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 and (B) 302 or 305 and (C) two additional units, at least one of which must be at the 200 or 300 level. Option II (five units) consists of: (A) 205, 206 and (B) three additional 200- or 300-level units. MATH 215/PHYS 215 can be counted as one of these five units. MATH 216/PHYS 216 satisfies the requirement that a math minor take 205, but does not count as one of the five units. A student who plans to add the mathematics minor to a major in another field should consult a faculty advisor in mathematics.

#### Teacher Certification

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.

#### MIT Courses

Students are encouraged to elect MIT courses that are not offered by the Wellesley College mathematics department.

#### Honors

The department offers the following options for earning honors in the major field: (1) completion of 302, 305, and four other 300-level courses, and two written comprehensive examinations or (2) two semesters of thesis work (360 and 370). An oral examination is required for both programs.

## Media Arts and Sciences

### AN INTERDEPARTMENTAL MAJOR

Co-Directors: *Irish, Metaxas*

The Departments of Art and Computer Science offer an interdepartmental major in media arts and sciences that explores the artistic, cultural and scientific applications within the context of new media technologies. The program focuses on media production that balances artistic sensibility with analytical reasoning within the rich tradition of the liberal arts environment. Areas of study include digital imaging and design; Web-connected database architectures; three-dimensional visualization and modeling; digital composition in audio/video; analog print and photographic processes; computer graphics and animation; human-computer interaction; programming for networked environments.

A major in media arts and sciences requires 12 units of course work, at least eight of which must be above the 100-level and two of which must be at the 300-level other than 350, 360, or 370. Flexibility has been built into the major to allow students the ability to adapt their course of study in relation to their interests, by choosing an emphasis either in media sciences or in media arts. The major starts with three prerequisite courses, at least five courses in the concentrating area and at least two courses outside the area of concentration. In addition to other courses at Wellesley, students can take courses from MIT's media lab or comparative media studies.

The major consists of:

1. Three required introductory courses, one each from studio art, art history and computer science: ARTH 101 (Introduction to the History of Art Part II: Renaissance to the Present), ARTS 109 (Basic Two-Dimensional Design) or ARTS 108 (Photography I), and CS 110 (Computers, Science, and the Internet).
2. At least two required art courses (at least five required for emphasis in media arts) from the following: ARTS 165 (Introduction to Video Production), ARTS 219 (Introductory Print Methods: Lithography/Monotype) or ARTS 220 (Introductory Print Methods: Lithography/Monotype), ARTS 221 (Digital Imaging), ARTS 255 (Dynamic Interface Design), ARTS 260 (Moving Image Studio), ARTS 264 (Virtual Form), ARTS 265 (Intermediate Video Production) or ARTS 208 (Photography II), ARTS 317 (Seminar. Topics in the Visual Arts), ARTS 320 (Architectonics and Installation).
3. At least two required computer science courses (at least five required for concentration in media sciences) from the following: CS 111 (Multimedia Design and Programming), CS 230 (Data Structures), CS 231 (Fundamental Algorithms), CS 242 (Computer Networks), CS 304 (Databases with Web Interfaces), CS 307 (Computer Graphics).
4. At least one media culture course is recommended from the following: (ARTH 225 Modern Art Since 1945), ARTH 226 (History of Photography: From Invention to Advertising Age), ARTH 291 Persuasive Images), CAMS 175

Introduction to Media Studies), EXP 240 (Papyrus to Print to Pixel), SOC 216 (Sociology of Mass Media and Communication).

Majors are also encouraged to take an advanced media production course (e.g. an individual study).

---

#### MAS 250 Research or Individual Study

Prerequisite: Open to all students by permission.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

---

#### MAS 350 Research or Individual Study

Prerequisites: Open to Juniors and Seniors by permission  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

---

#### MAS 360 Senior Thesis Research

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

---

#### MAS 370 Senior Thesis

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

## Related Courses

### *For Credit Toward the Major*

The courses listed below are representative of Wellesley and MIT courses that emphasize topics related to the media arts and sciences major. Students may include courses not listed below in their major with permission of the program directors.

---

CAMS 231 Film as Art

---

CS 115/PHYS 115 Robotic Design Studio

---

ENG 204 The Art of Screenwriting

---

MUS 275 Computer Music: Synthesis Techniques and Compositional Practice

---

PSYC 218 Sensation and Perception

---

PSYC 337 Seminar. The Psychology of Creativity

---

SOC 215 Sociology of Popular Culture

### MIT Courses

The MIT Media Lab and the MIT Comparative Media Studies Program offer a large variety of courses that may be appropriate for a media arts and sciences major. These offerings vary per semester; please consult the MIT catalog. Below are sample Media Lab courses offered in 2003-04.

---

MAS.110 Fundamentals of Computational Media Design

---

MAS.111 Introduction to Doing Research in Media Arts and Sciences

---

MAS.160 Signals, Systems and Information for Media Technology

---

MAS.478 Experiences in Interactive Art

---

MAS.642J Writing for Computer Performance

---

CMS.790 Media Theories and Methods I

---

CMS.801 Media in Transition

---

CMS.880 Erasmus to E-mail: Technologies of the Word

# Medieval/Renaissance Studies

AN INTERDEPARTMENTAL MAJOR

Directors: *Armstrong (Art) Fall; Vega (Spanish) Spring; Mikalachki (English) Fall and Spring*

The major in medieval/renaissance studies enables students to explore the richness and variety of European and Mediterranean civilization from later Greco-Roman times through the Renaissance and Reformation, as reflected in art, history, literature, music, and religion. It has a strong interdisciplinary emphasis; we encourage students to make connections between the approaches and subject matters in the different fields that make up the major. At the same time, the requirements for the major encourage special competence in at least one field.

For a medieval/renaissance studies major, students must take at least eight (8) units of course work from the list that follows. Of these, at least four must be above the 100-level in an area of concentration – a single department, a geographical location, a topic or theme. Two units of course work 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 2004-05 are (1) ARTH 331 Seminar. *Virtue, Vice and Violence: Erotic Themes in Early Modern European Art* and (2) ENG 315 *Advanced Chaucer: The Dream Visions and Other Poems*. (For details, see the department entries for art history and English.)

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 246 Monsters, Villains, and Wives

**NOT OFFERED IN 2004-05.** This course will select its monsters, villains, and wives from early English, French, and Anglo-Norman literature, ranging from the giant Grendel (and his mother) in *Beowulf* to the arch-villain Ganelon in *The Song of Roland*, from Guinevere to the wife of the enigmatic Green Man in *Sir Gawain and the Green Knight*. We will finish by considering the survival of the magical villain in a modern-day

fantasy classic like the medievalist J.R.R. Tolkien's *Hobbit*, or a volume in his *Lord of the Rings* trilogy, and in John Gardner's recasting of the *Beowulf*-story, *Grendel*.

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 247 Arthurian Legends

*Lynch (English)*

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: None.  
Distribution: Language and Literature  
Semester: Spring Unit: 1.0

## ME/R 248 Medieval Women Writers

*Jacoff (Italian)*

This course explores a variety of texts by medieval women writers and the contexts in which and against which they were written. These texts raise questions about the role of the female body and about strategies of self-authorization which remain important today. The writers we will consider in depth are Marie de France, Heloise (and Abelard), selected medieval mystics, Margery Kempe, Julian of Norwich, and Christine de Pizan.

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

## ME/R 249 Imagining the Afterlife

**NOT OFFERED IN 2004-05.** 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: N/O Unit: 1.0

## ME/R 350 Research or Individual Study

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

## ME/R 360 Senior Thesis Research

Prerequisite: By permission of the directors of the medieval/renaissance studies program. See Directions for Election and Academic Distinctions.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

## ME/R 370 Senior Thesis

Prerequisite: 360  
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 218** From van Eyck to Bruegel: Painting in the Netherlands in the Fifteenth and Sixteenth Centuries

**ARTH 229** Renaissance and Baroque Architecture

**ARTH 243** Roman Art

**ARTH 247** Piety, Palaces and Paradise: Islamic Art and Architecture 650–1750

**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, Michelangelo Buonarroti, and Raphael Sanzio

**ARTH 330** Seminar. Renaissance Venice

**ARTH 331** Seminar. Early Modern European Art

**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** Books and Voices in Renaissance France

**HIST 208** Society and Culture in Medieval Europe

**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 228** The Renaissance and Reformation in Northern Europe

**HIST 231** History of Rome

**HIST 246** Vikings, Icons, Mougols, and Tsars

**HIST 279/379** Heresy and Popular Religion in the Middle Ages

**HIST 330** Seminar. Medieval Europe

**HIST 348** Seminar. Renaissance Humanism in Northern Europe



ITAS 263 Dante (in English)

ITAS 311 Theatre, Politics, and the Arts in Renaissance Italy

ITAS 312 Seminar. *Rinascimento e Rinascimenti*: Cultural Identities in Fifteenth- and Sixteenth-Century Italy

MUS 200 History of Western Music I

MUS 224/REL 224 Hildegard of Bingen

PHIL 226 Human Nature in Three Medieval Philosophers

POL4 240 Classical and Medieval Political Theory

REL 215 Christian Spirituality

REL 216 Christian Thought, 100-1500

REL 224/MUS 224 Hildegard of Bingen

REL 225 Women in Christianity

REL 241 Emerging Religions: Judaism and Christianity 150 B.C.E. – 500 C.E.

REL 242 Introduction to Rabbinic Literature

REL 260 Islamic Civilization

REL 262 The Formation of the Islamic Religious Tradition

REL 316 Seminar. The Virgin Mary

REL 362 Seminar. Religion and State in the Islamic World

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

# Middle Eastern Studies

AN INTERDEPARTMENTAL MAJOR AND MINOR

Director: *Geller (Religion)*

Advisory Committee: *Euben<sup>al</sup> (Political Science), Kapteijns (History), Malino (History and Jewish Studies)*

Instructor: *Aadnani*

The major in Middle Eastern studies is designed to acquaint students with the many facets of Middle Eastern civilizations through an interdisciplinary study of the languages, literatures, histories, religions, arts, social and political institutions, and cultural patterns of the Middle East. Study of Middle Eastern communities living in diaspora may also be counted towards the major.

The major in Middle Eastern studies requires nine units. Students must demonstrate proficiency in Arabic (equivalent to at least two semesters at the second-year level). In certain cases, another Middle Eastern language (for example, Persian, Turkish, Hebrew) may be substituted for Arabic; a student whose area of concentration may render such a substitution appropriate should consult her advisor. No credit towards the major is given for the first year of language study. For students who are exempt from the language requirement, nine units are still necessary for the completion of the major. Students are required to concentrate in some area or aspect of Middle Eastern studies (for example, Arabic language and literature; religion; the medieval Middle East; the modern Middle East; religion and politics in the Middle East) by taking four courses above the 100 level, including at least two at the 300 level, one of which must be a seminar. At least two courses should be taken in each of the departments of history and religion.

Majors devise their own programs of study in consultation with an appropriate faculty member from the student's area of concentration. Courses with an asterisk (\*) also require the permission of the instructor if the course is to be counted for Middle Eastern studies.

In addition to Wellesley courses, students are encouraged to take relevant courses at Brandeis University (in the Department of Near Eastern and Judaic Studies), and at MIT. These courses must be approved toward the major, in advance, by the corresponding department at Wellesley.

A minor in Middle Eastern studies consists of five units, of which at least two should be at the 300 level. Units must be taken in at least two departments; only one course at the 100 level can be counted towards the minor. Second-year Arabic may be counted towards the minor.

The following courses are available in Middle Eastern studies:

## ARAB 101-102 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

## ARAB 201-202 Intermediate Arabic

*Aadnani*

A continuation of ARAB 101-102. The course takes students to a deeper and more complex level in the study of the Arabic language. While continuing to emphasize the organizing principles of the language, the course also introduces students to a variety of challenging texts, including extracts from newspaper articles, as well as literary and religious materials. Students will be trained to work with longer texts and to gain the necessary communicative skills to prepare them for advanced-level Arabic. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: ARAB 101-102 or equivalent

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

## ARAB 210 Arabic Literature in Translation

*Aadnani*

NOT OFFERED IN 2004-05. Exploration of some highly influential works of literature translated from Arabic. Students will have a chance to delve into literary works composed by authors from a large geographical area, extending from Morocco to the Middle East, from the turn of the nineteenth century to the present day. Our study of modern and contemporary Arabic literature will focus on a number of recurring themes, such as cultural and national identity, colonialism, religion, gender relations, and class conflict. Authors to be discussed include Naguib Mahfouz, Abdelrahman Munif, Ahlam Mosteghanemi, Leila Abouzeid, Tahir Wattar, Mohammed Zafzaf, and Yusuf Idris.

Prerequisite: None

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

## ARAB 350 Research or Individual Study

Prerequisite: Open to juniors and seniors only.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

## ARAB 350H Research or Individual Study

Prerequisite: Open to juniors and seniors only.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

## MES 250 Research or Individual Study

Prerequisite: Open to first-year students and sophomores only.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

## MES 250H Research or Individual Study

Prerequisite: Open to first-year students and sophomores only.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

---

**MES 310 Resistance and Dissent in North Africa and the Middle East**

**NOT OFFERED IN 2004-05.** An exploration of the emergence and the shaping of a culture of “resistance” in North Africa and the Middle East since the early 1980s. Topics include the rise of democratic movements, such as political parties, associations and NGOs; the role and importance of Islam to the identity of contemporary nation states in the region; the status of women and minorities in the ideologies of the movements under study; and the status and implications of dissent. Materials studied include works of fiction and nonfiction, films, speeches, song lyrics, and online publications. Taught in English.

Prerequisite: Open to students who have taken at least one course in Middle Eastern studies, and to juniors and seniors by permission of the instructor.

Distribution: Social and Behavioral Analysis or Language and Literature  
Semester: N/O Unit: 1.0

---

**MES 350 Research or Individual Study**

Prerequisite: None

Distribution: Open to juniors and seniors only.

Semester: Fall, Spring Unit: 1.0

---

**MES 350H Research or Individual Study**

Prerequisite: None

Distribution: Open to juniors and seniors only.

Semester: Fall, Spring Unit: 0.5

---

**MES 360 Senior Thesis Research**

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring Unit: 1.0

---

**MES 370 Senior Thesis**

Prerequisite: 360

Distribution: None

Semester: Fall, Spring Unit: 1.0

---

## Related Courses

*For Credit toward the Major*

---

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

---

**ARTH 247 Piety, Palaces, and Paradise: Islamic Art and Architecture: 650–1750**

---

**CLCV 240/REL 250 Romans, Jews, and Christians in the Roman Empire**

---

**HEBR 201-202 Intermediate Hebrew**

---

**HIST 219 The Jews of Spain and the Lands of Islam**

---

**HIST 266 The Struggle over North Africa, 1800 to the Present**

---

**HIST 284 The Middle East in Modern History**

---

**HIST 286 History of the Middle East, c. 600–1918**

---

**HIST 287 History of Everyday Life in the Modern Middle East and North Africa**

---

**HIST 290 Morocco: History and Culture (Wintersession in Morocco)**

---

**HIST 364 Seminar. Women in Islamic Society: Historical Perspectives**

---

**HIST 366 Seminar. The Maghreb: Cultural Crossroads in the Islamic West**

---

---

**HIST 367\* Seminar. Jewish Identity in the Modern World**

---

**POL4 346 Comparative Political Thought: Modern Western and Islamic Theories of Politics**

---

**REL 104 Study of the Hebrew Bible/Old Testament**

---

**REL 105 Study of the New Testament**

---

**REL 140\* Introduction to Jewish Civilization**

---

**REL 207 Goddesses, Queens, and Witches: Survey of the Ancient Near East**

---

**REL 240/CLCV 240 Romans, Jews, and Christians in the Roman Empire**

---

**REL 241 Emerging Religions: Judaism and Christianity 150 BCE – 500 CE**

---

**REL 242 Introduction to Rabbinic Literature**

---

**REL 243 Women in the Biblical World**

---

**REL 244 Jerusalem: The Holy City**

---

**REL 260 Islamic Civilization**

---

**REL 262 The Formation of the Islamic Religious Tradition**

---

**REL 263 Islam in the Modern World**

---

**REL 342 Seminar. Archaeology of the Biblical World**

---

**REL 362 Seminar. Religion and State in the Islamic World**

---

**REL 364 Seminar. Sufism: Islamic Mysticism**

---

**REL 367 Seminar. Muslim Travellers**

---

**SPAN 252\* Christians, Jews, and Moors: The Spirit of Spain in Its Literature**

---

## Department of Music

Professor: *Brody<sup>2</sup>, Fisk, Zallman<sup>2</sup>*

Associate Professor: *Fleurant, Fontijn (Chair), Panetta<sup>4</sup>*

Lecturer: *Hulse, Yun*

Mellon Postdoctoral Fellow: *Barzel*

Body and Soul: *Williamson*

Chamber Music Society: *Cirillo (Co-Director), Plaster (Co-Director), Rider, Stumpf*

Collegium Musicum: *Zajac*

Fiddleheads: *Cortese*

Prism Jazz: *Miller*

Evelyn Barry Director of Choral Programs: *Graham*

Wellesley-Brandeis Orchestra: *Hampton*

Yanvalou: *Washington*

### Instructors in Performing Music:

Piano: *Fisk, Shapiro, Takagi, Tang, Yun*

Jazz Piano: *Johnson*

Voice: *Dry, Fuller, Hewitt-Didham, Matthews*

Jazz Voice: *Adams*

Violin: *Cirillo*

Jazz Violin: *Zeitlin*

Fiddle: *Cortese*

Viola: *Bossert-King*

Violoncello: *Rider, Wu*

Double Bass: *Henry*

Flute and Baroque Flute: *Stumpf*

Oboe: *LaFitte*

Clarinet: *Matasy*

Bassoon: *Plaster*

Jazz Saxophone: *Miller*

French Horn: *Gainsforth*

Percussion: *Jorgensen*

Trumpet: *Whitaker*

Trombone: *Couture*

Organ: *Christie*

Harp: *Rupert*

Guitar and Lute: *Collver-Jacobson*

Harpichord and Continuo: *Cleverdon*

Viola da Gamba: *Jeppesen*

Recorder and Early Winds: *Zajac*

Performance Workshop: *Wu, Yun*

---

### MUS 99 Performing Music (without academic credit)

*Staff*

One half-hour private lesson per week. Students may register for 45-minute or hour-long lessons for an additional fee. May be repeated without limit. For further information, including fees, see Performing Music: Private Instruction. See also Music 199, 299, and 344.

Prerequisite: A basic skills placement test is mandatory for all students wishing to enroll in MUS 99 or 199. For those who do not pass this test, a required corequisite to MUS 99 is MUS 111, taken in the fall semester. Auditions are also required.

Distribution: None

Semester: Fall, Spring

Unit: None

---

### MUS 100 Introduction to the Art of Listening

**NOT OFFERED IN 2004-05.** An introduction to the ways in which we listen to music, and to the roles that it plays in our lives. Fundamental concepts of rhythm, melody, harmony, and timbre are illustrated through examples from many different musical cultures, including the Western



European tradition, world musics (especially from the Americas, China, and India), popular music, rock, jazz, and music performed and/or composed by women. No previous musical training or background is assumed. *May not be counted toward the major.*

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

### MUS 105 Introduction to World Music *Fleurant*

An exploration into the musics of the world from an ethnomusicological perspective: music understood within the framework of culture. Primary emphasis is placed on the musics of Africa and the Americas, with attention also to the musical cultures of India, Indonesia, and the Middle East. Students may undertake research projects on the music of any area of the world, even repertoires not covered in the syllabus.

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

### MUS 111 Introduction to the Language of Music *Fontijn, Yun, Graham (lab)*

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. Intensive practice in ear training. *May not be counted toward the major.*

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

### MUS 122 Harmonic Concepts in Tonal Music *Brody, Hulse*

Beginning with a comprehensive review of musical terminology and basic materials, MUS 122 explores the fundamentals of tonal harmony, voice-leading, phrasing, and form. Topics include harmonic functions and phrase structure, cadence formation, voice-leading and figured bass, and tonal analysis. Written exercises are complemented by regular ear-training practice. MUS 122 is normally the initial corequisite for MUS 199 (lessons for academic credit); MUS 220 is an alternate corequisite (for students who exempt 122). Normally followed by 244.

Prerequisite: Open to all students who have completed or exempted 111. Students who meet this requirement are advised to take 122 or 220 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. Students may take an hour-long lesson for an additional fee. A minimum of six hours of practice per week is expected. One credit is given for a full year of study, which must begin in the first semester. Not to be counted toward the major in music. MUS 199 may be repeated without limit. For further information, including fees, see Performing Music: Private Instruction and Academic Credit. See also MUS 99, 299, and 344.

*Except by special permission, no credit will be given unless both semesters are completed satisfactorily.*

Prerequisite/Corequisite: A basic skills placement test is mandatory for all students wishing to enroll in 199. Open by audition to students who have been placed in t22 or 220, or who are taking 111 as a remedial course. 122 or 220 must normally be completed during the first semester of 199. Students who must take 111 as a remedial course during the first semester of 199 must also complete 122 during the second semester of the first year. Students pursuing jazz performance in 199 may elect 122, 220, MUS 209/AFR 224 or MUS 233/AFR 233 as a corequisite. Completion of an additional music course is required before credit is given for each subsequent year of 199. Students should consult the department Web site for details regarding the entrance audition for 199.

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

### MUS 200 History of Western Music I *Fontijn*

The first half of a year-long comprehensive survey of Western music history, MUS 200 considers significant forms and styles of earlier eras, from the liturgical and vernacular repertoires of the Middle Ages to the music of the mid-eighteenth century. The course offers a strong historical component, and 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 *Fisk*

A continuation of the survey of Western music history begun in MUS 200, MUS 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 MUS 201 without having taken MUS 200.

Prerequisite: 244 or permission of the instructor  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

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

**NOT OFFERED IN 2004-05.** 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 MUS 233/AFR 233.  
Distribution: Arts, Music, Theatre, Film, Video or Historical Studies  
Semester: N/O Unit: 1.0

### MUS 213 Twentieth-Century Techniques *Hulse*

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. MUS 213 and 313 will meet together.

Prerequisite: 122, 220, or permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

### MUS 214 Experiencing the Music, Dance, and Culture of Haiti *Fleurant*

Students will study the music, dance, and culture of Haiti on location by participating in lectures, discussions, and site visits in Port-au-Prince, Gonaives, Jacmel, Lascahobas, Saut d'Eau, Belladère, and Mirebalais, where the "Léocardie & Alexandre Kenscoff Cultural Center" is located. While living at the Center, students will have the opportunity to work with master drummers and choreographers of Haiti's folk and ritual traditions. Finally, through a process of total immersion which combines work and learning, the students will explore the life and lore of Haiti's countryside. *Not offered every year. Subject to Dean's Office approval.*

Prerequisite: Open to all students by application process and permission of the instructor. Enrollment is limited to 15 students. Background in music, dance, or Caribbean studies is recommended, and knowledge of French or Creole is advantageous but not required.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 0.5

### MUS 216 Musics of East Asia: China, Korea, and Japan *Yun*

An introduction to the musical cultures of China, Korea, and Japan. While these nations share many of the same instruments, each has developed indigenous musical styles, variously shaped by cultural, religious, philosophical, and political forces. Through readings, recordings, videos, and performances by guest artists, we will explore representative genres from each area, including Buddhist chants, Chinese folk songs and instrumental music, Peking Opera, Korean court music (*aak*) and folk traditions (*sanjo*, *sinawi*, *pansori*), as well as the Japanese theatrical genres of *noh*, *kabuki*, and *bunraku* (puppet theater).

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

### Music 220 Theory, Analysis, and Performance *Fisk*

This course is appropriate for students who already have a solid background in basic theory, and also possess advanced performing skills. The principal goal of the course is to encourage an understanding of practical analytical methods and their value to musical performance. Also included are in-depth studies of tonal melody and rhythm and their relationship to functional harmony. All of the music studied will be taken

from the standard tonal repertory. Written exercises will be complemented by regular ear-training practice. MUS 220 is intended for students who have exempted MUS 122, and may serve as the initial corequisite for MUS 199, as well as a prerequisite for MUS 244.

Prerequisite: Open to students who have exempted 122.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

### MUS 222/322 Women in Music

Fontijn

**NOT OFFERED IN 2004-05.** An introduction to the history of works composed by women, and to feminist music criticism and analysis. The course addresses issues surrounding women as composers, performers, and patrons, as well as notions of gender, ethnicity, and sexuality. While both levels stress socio-cultural critique and feminist theory, MUS 322 also emphasizes analysis and listening skills.

Prerequisite: 222: open to all students; 322: 200 or 201 required.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0

### MUS 223 *Das Lied*: The Music and Poetry of the German Art Song

Fontijn

The *Lied* dates back to the Middle Ages as one of the major cultural expressions of the German language. 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, Theatre, Film, Video  
Semester: Spring Unit: 1.0

### MUS 224/REL 224 Hildegard of Bingen

**NOT OFFERED IN 2004-05.** This interdisciplinary seminar will focus on the music, dramatic productions, vision literature, and theology of the renowned twelfth-century abbess Hildegard of Bingen. Attention will also be devoted to her scientific work on medicine, the manuscript illuminations of her visions, and to contemporary renderings of her music. *Students may register for either MUS 224 or REL 224. Credit will be given in the department in which the student is registered.*

Prerequisite: None  
Distribution: Arts, Music, Theatre, Film, Video or Religion, Ethics, and Moral Philosophy  
Semester: N/O 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. *Students may register for either MUS 225/325 or AFR 232/332. Credit will be given in the department in which the student is registered.*

Prerequisite: 100, 111, 122, or permission of the instructor. In addition, for 325 or AFR 332, 200 or 201 is required.  
Distribution: Arts, Music, Theatre, Film, Video or Religion, Ethics, and Moral Philosophy  
Semester: Fall Unit: 1.0

### MUS 230 Opera: Its History, Music, and Drama

**NOT OFFERED IN 2004-05.** This course offers a comprehensive chronological survey of the history and evolution of opera, from 1600 to the present time. Lectures will examine historical background, the sub-genres of operatic literature (opera seria, opera buffa, music drama), and complete operas by major composers representing a number of periods and styles (including Monteverdi, Mozart, Verdi, and Alban Berg). We will also study librettos, relevant novels, and other source materials in order to establish connections between musical structure and dramatic expression. Two class meetings, with additional sessions required for viewing operas in their entirety.

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

### MUS 233/AFR 233 Three Jazz Masters

**NOT OFFERED IN 2004-05.** 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. All three were masterful composers, improvisers, and ensemble leaders, and their highly influential accomplishments greatly expanded the scope of African-American creativity. Through readings, historical film excerpts, 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 intellectual 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 MUS 209/AFR 224.  
Distribution: Arts, Music, Theatre, Film, Video or Historical Studies  
Semester: N/O Unit: 1.0

### MUS 235/335 Music in Historical/Critical Context

Fisk

**Topic for 2004-05: Preludes in Three Centuries.** Although each one introduces a fugue in the same key, the 48 preludes of J.S. Bach's "Well-Tempered Clavier" were themselves taken as models by many aspiring composers. Chopin was only one of several early nineteenth-century composers to emulate Bach by composing a set of 24 independent preludes. Debussy, Scriabin, and Rachmaninoff in turn emulated Chopin in assembling their own sets of preludes in the early twentieth century. This course will closely examine these richly innovative works, exploring

to what extent their creation perpetuated tradition while establishing a new, autonomous compositional genre.

Prerequisite for 235: 122, 220, or permission of the instructor.  
Prerequisite for 335: 201, 244.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

### MUS 240 Opera Workshop

Fuller

This course is appropriate for singers currently enrolled in voice lessons who wish to gain expertise in dramatic musical performance – that is, the techniques that aid singing actors in the presentation of operatic repertory. All students will receive extensive musical and dramatic coaching, and will have the opportunity to perform a scene or aria in an informal presentation at the conclusion of Wintersession. Emphasis will be placed on researching of roles, character development, actions appropriate to musical style, and the interaction of text, music, and movement. The class meets daily, and students are expected to study and rehearse individually and with other participants outside of class sessions. *Not offered every year. Subject to Dean's Office approval.*

Pre- or Corequisite: 199 in voice, with permission of 199 instructor  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Wintersession Unit: 0.5

### MUS 244 Tonal Counterpoint and Harmony

Hulse, Zallman

A continuation of MUS 122/MUS 220, this course offers a comprehensive introduction to species counterpoint, and to tonal cadence structures and their relationship to functional harmony. Written exercises in two and three voices, chorales, and keyboard-style harmony will be complemented by a keyboard lab offering practice in playing figured bass and basic harmonic progressions.

Prerequisite: 122 or 220  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall, Spring Unit: 1.0

### MUS 250 Research or Individual Study

Prerequisite: Open to qualified students by permission.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

### MUS 250H Performing Ensembles for Credit

MUS 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 two units of credit toward the degree can be accumulated through 250H. Of the 32 units required for graduation, no more than four units in performing music may be counted toward the degree; thus students taking music lessons for credit during all four years at Wellesley cannot also receive degree credit via MUS 250H. *No credit will be given for this course unless both semesters are completed satisfactorily. MUS 250H is graded on a credit/non basis.*



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:* 100, 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, 225/325, 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: Fall Unit: 1.0

### MUS 299 Performing Music (advanced, with academic credit)

Staff

A one-hour private lesson per week. Students who have completed at least one year of MUS 199 are eligible for promotion to 299. A student wishing to enroll in MUS 299 is expected to demonstrate accomplishment distinctly beyond that of the MUS 199 student. Students are recommended for promotion by their instructors, 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.

MUS 299 may be repeated without limit. One 200- or 300-level music course must be completed for each unit of credit granted for MUS 299. A music course already used to fulfill the requirement for MUS 199 may not be counted again for 299. One unit of credit is given for a full year of study. Not to be counted toward the major in music. For further information, including fees, see Performing Music: Private Instruction and Academic Credit. See also MUS 99, 199, and 344. *Except by special permission, no credit will be given for this course unless both semesters are completed satisfactorily.*

Prerequisite: 199 and recommendation of instructor  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall, Spring Unit: 1.0

### MUS 300 Seminar: Studies in History, Theory, Analysis, Special Topics

Offered in both semesters, with two topics presented consecutively in each semester; students may select any number or combination of the four topics offered each year. Open to music majors, minors, and other students with appropriate background.

#### Topic A: Igor Stravinsky

Brody

During the first seven decades of the twentieth century, Igor Stravinsky reinvented modern music several times over. We will explore the technical and aesthetic transformations that define the phases of his musical career, from the groundbreaking Russian-period ballet scores to the American twelve-tone compositions. Special

emphasis will be placed on music composed for ballet, in particular Stravinsky's collaborations with choreographer George Balanchine. We will consider the contemporaneous debates regarding musical modernism that were sparked by Stravinsky's music, as well as the more recent scholarly discussion that it has inspired.

Prerequisite: 200, 201 and 244, or permission of the instructor  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 0.5

#### Topic B: The Score: A Study of the Principles of Instrumentation and Orchestration

Hulse

A thorough introduction to the many considerations involved in combining the sounds of a large complex of instruments. Students will gain an understanding of orchestral sonorities and the capabilities of individual instrumental families, as well as practice and confidence in score reading. The final group project will be a transcription for orchestra of a Haydn piano trio, which will receive a reading by the Wellesley-Brandeis orchestra.

Prerequisite: 200, 201 and 244, or permission of the instructor  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 0.5

#### Topic C: Field Work in Ethnomusicology

Fleurant

Field work is a central element of ethnomusicological research, and this course will use Greater Boston's ethnic communities as a world music laboratory. Students will choose an ethnic genre represented in the Boston area for intensive field work, which will involve the collection, transcription, and analysis of a variety of musical traditions (as they have been influenced by urbanization and modernization).

Prerequisite: 244 and 200, 201, or 313  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 0.5

#### Topic D: Debussy's World

Fisk

Was Debussy the first great musical modernist (as he has often been considered), or a postmodernist before his time? Was he aesthetically indebted to Impressionist painting, or to the symbolist poetry of Baudelaire, Verlaine, and Mallarmé? Was he more a sensualist or an intellectual? Which aspects of his style did he derive from Wagner, Mussorgsky, Fauré, Chopin, and Liszt, and which were simply unprecedented? This seminar will consider such questions through a study of Debussy's songs, his opera *Pelléas et Mélisande*, his *Prélude à l'après-midi d'un faune*, and further works for orchestra and for solo piano.

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 2004-05.** Techniques of score preparation, score reading, baton technique, and rehearsal methods. The course will stress the development of aural and interpretive skills through class exercises, rehearsals, demonstrations of instruments, tutorials, and individual projects designed according to each student's level and interests.

Prerequisite: 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 Unit: 1.0

### MUS 313 Twentieth-Century Analysis and Composition

Hulse

A study of compositional devices of twentieth-century music through the analysis of selected short examples from the literature. MUS 213 and 313 will meet together. Music 313 however, will focus on the composition of complete pieces in addition to other regular class assignments.

Prerequisite: 122, 220, or permission of the instructor  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

### MUS 315 Advanced Harmony

Zallman

Follows MUS 244. A study of advanced tonal techniques: mode mixture, procedures for variation and development (including harmonic sequences), modulation by chromatic harmony, and prolongation. Also includes an introduction to basic Schenkerian terminology and modes of analysis.

Prerequisite: 244 and either 313 or 201  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

### MUS 344 Performing Music: A Special Program

Wu, Yun

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 comment. *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 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. MUS 344 may be repeated without limit.  
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

The **music major** is a program of at least ten units. The normal sequence of courses for the major is: MUS 122 or 220, 244, and 315; 200 and 201 (history and analysis); and a total of two semesters of 300 (offered in theory and harmony, four autonomous modular units per year, from which students may select any combination). Also required are three additional elected units of 200- or 300-level work. The study of composition (213/313) is highly recommended for majors.

The **music minor** is a program of at least five units. It consists of MUS 122 or 220, 244, 200 and 201 or one of these plus another history or literature course, and one additional unit of 300-level work.

The music department does not ordinarily allow courses taken credit/non to count toward the major or minor.

Students interested in majoring or minoring in music are strongly encouraged to begin the theory sequence with 122 or 220 in the fall semester of the first year. This allows them to enroll in the spring-term offering of 244, which is the prerequisite for 200 and the courses that follow sequentially. Starting on this sequence immediately affords the option of taking a wider variety of elective music courses in the junior and senior years, and also makes it easier for those 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, and through ear training, private instruction in practical music, and involvement in the music department's various performing organizations.

Group instruction in basic keyboard skills, including keyboard harmony, sight reading, ear training, and score reading, is provided free to all students enrolled in any music course (including 100 with the instructor's permission and if space is available), and to MUS 99 students with the written recommendation of their private instructor. Ensemble sight reading instruction on a more advanced level is also available for pianists.

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 315 and distinguished work in 313. Program III, honors in performance, culminates in a recital, a lecture-demonstration, and an essay on some aspect of performance. The prerequisite for Program III is 344 in the junior year and evidence during that year, through public performance, of exceptional talent and accomplishment; 344 must then be continued in the senior year (though as an adjunct to the 360/370 sequence, and not for separate course credit).

### Performing Music Instrument Collection

The music department owns 40 pianos (which include 28 Steinway grands, two Mason and Hamlin grands, and numerous Steinway uprights), a 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, a newly restored 1823 Clementi grand 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 (MUS 344)

The performance workshop is directed by a member or members of the performing music faculty. It offers advanced students an opportunity to perform frequently in an informal setting before fellow students and faculty, to discuss repertoire and interpretation, and to receive constructive comments.

### Private Instruction

The music department offers private instruction in voice, piano, fortepiano, organ, harpsichord, harp, violin, Baroque violin, fiddle, viola, violoncello, double bass, viola da gamba, flute (Baroque and modern), oboe, clarinet, bassoon, trumpet, French horn, trombone, tuba, recorder, lute, classical guitar, saxophone, and marimba; and private jazz instruction in piano, violin, bass, saxophone, flute, percussion, and voice. We will make every attempt to accommodate students wishing private instruction in instruments not currently taught.

All students planning to enroll for music lessons must take the basic skills placement test. Information concerning auditions and course requirements for noncredit and credit study is given above under listings for 99, 199, 299, and 344. Except for 344, auditions and the basic skills placement test are ordinarily given at the start of the first semester.

There is no charge for performing music to students enrolled in 199, 299, or 344 who: 1) have demonstrated financial need as determined by the Wellesley College Financial Aid Office; 2) are receiving financial aid from Wellesley College; and 3) are taking the normal length of lesson. All

other 199 and 299 students are charged \$884, the rate for one half-hour lesson per week throughout the year. Students who contract for performing music instruction under MUS 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 by September 30; no refunds will be made thereafter.

For purposes of placement, a basic skills placement test is given *before* classes start in the fall semester. All students registered for MUS 111, 122, 220, or private instruction in 99 or 199 are required to take the examination.

Arrangements for lessons are made at the music department office during orientation of the first week of the semester. Students may begin private study in 99 (but not 199 or 299) at the start of the second semester, if space permits.

### Academic Credit and Corequisites for MUS 199 and 299

Credit for performing music at the 199 and 299 levels is granted only for study with the department's performance faculty, not with outside instructors; the final decision for acceptance is based on the student's audition. One unit of credit is granted for a full year (two semesters) of study in either 199 or 299; except by *special permission, both semesters must be satisfactorily completed before credit can be counted toward the degree*. While music performance courses (99, 199, 299, 344) may be repeated without limit, no more than four units of credit in these courses may be counted toward the Wellesley degree. More than one course in performing music for credit can be taken simultaneously only by special permission of the department.

MUS 122 is normally taken along with the first semester of lessons for credit; 220 is an alternate, and can substitute for 122 in the major/minor sequence. Students pursuing jazz performance in 199 may elect 122, 220, MUS 209/AFR 224 or MUS 233/AFR 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, and voice 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 such institutions as the U.S. Naval Academy, Harvard, and Cornell; the choir has also commissioned



new compositions in recent years. In addition to staging local performances of works for choir and orchestra (including a recent performance of the Brahms Requiem), the choir tours both nationally and internationally. Auditions are held during Orientation.

#### **The Wellesley College Glee Club**

The Glee Club 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 Wellesley College Collegium Musicum specializes in the performance of Western music from the Middle Ages to the early nineteenth century. This ensemble of singers and instrumentalists is open to Wellesley College students, faculty, staff, and members of the local community. The Collegium is also frequently joined by guest artists, who enrich the ensemble for special projects. Members of the Collegium enjoy the use of an extensive collection of historical instruments. Separate consort instruction is available in viola da gamba, renaissance winds, and recorder for both beginning and advanced players on a fee basis (\$250 for the 2004-05 academic year).

#### **The Wellesley-Brandeis Orchestra**

The College Orchestra consists of approximately 40 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 and Beethoven's Symphony No. 9.

#### **The Chamber Music Society**

The Chamber Music Society offers an opportunity for small ensembles to explore the chamber music repertoire 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 six to ten 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 six to eight singers that 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, an ensemble that explores the traditional musics of Africa and the Caribbean, offers participants the opportunity to perform with authentic instruments, and to experience a variety of cultures through their musics. In collaboration with their dance troupe, Yanvalou presents several concerts during each academic year.

## Neuroscience

AN INTERDEPARTMENTAL MAJOR

Director: *Berger-Sweeney (Biological Sciences)*

Neuroscience Advisory Committee: *Beltz (Biological Sciences), Ducas (Physics), Goldman (Physics), Hicks (Chemistry), Hildreth (Computer Science), Keane (Psychology)*.

The Departments of Biological Sciences, Chemistry, Computer Science, Physics, and Psychology offer an interdepartmental major in neuroscience that provides interdisciplinary study of the nervous system and biological and chemical mechanisms underlying behavior.

A major in neuroscience must include the following core courses: BISC 110, 111; CHEM 105 (or 120), and 211; PSYC 205, and NEUR 213/BISC 213, which should be completed by the end of junior year. For students who enter the College in fall 2004 or later, PSYC 101 is also a required course for the major. Majors must elect two 200-level courses: BISC 219, 220, CHEM 221, 222; and of PSYC 215, 216, 217. To be eligible for the Thesis 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 BISC 302, 306, 315, 332; PSYC 316, 318, 319; CLSC 300, CS 332, NEUR 335/BISC 335/PHYS 335. 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 CHEM 313 and a course in physics.

---

#### **NEUR 213/BISC 213 The Biology of Brain and Behavior with Laboratory**

*Beltz, Helluy, Paul (Biological Sciences), Goldman (Physics)*

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 sensation, language, addiction, memory, and cognition are emphasized. The laboratory is designed to expose the student to basic neuroanatomy, neurochemistry, physiology and behavior.

Prerequisite: BISC 110 and either 111 or 109

Distribution: Epistemology and Cognition or Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

---

#### **NEUR 250 Research or Individual Study**

Prerequisite: By permission of instructor.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

### NEUR 250H Research or Individual Study

Prerequisite: By permission of instructor.  
Distribution: None  
Semester: Fall, Spring

Unit: 0.5

### NEUR 335/BISC 335/PHYS 335 Computational Neuroscience with Laboratory Goldman

Computations by networks of neurons in the brain underlie all of our thoughts, perceptions, and memories. However, direct experimental observation of neural computations is extremely difficult. Mathematical models are increasingly used to bridge the gap between experimental measurements and hypothesized network functions. This course will focus on the use of mathematical models to describe computations performed in the nervous systems of a variety of animals. Topics will range from single neuron biophysics to the analysis of circuits thought to underlie sensory perception and memory. Each topic will be introduced by background lectures, followed by student-led presentations of primary literature and construction of a computer model of the system studied. Lab will introduce students to computer programming of mathematical models in MATLAB and the neuron-simulator NEURON. *Students may register for NEUR 335, PHYS 335, or BISC 335. Credit will be given in the department in which the student is registered.*

Prerequisite: PHYS 104/107 and either PHYS 106/108 or NEUR/BISC 213; or permission of instructor. No programming experience is required. Not open to first-year students.  
Distribution: Natural and Physical Science or Mathematical Modeling  
Semester: Fall

Unit: 1.25

### NEUR 350 Research or Individual Study

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

Unit: 1.0

### NEUR 360 Senior Thesis Research

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

Unit: 1.0

### NEUR 370 Senior Thesis

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring

Unit: 1.0

## Peace and Justice Studies

### A STRUCTURED INDIVIDUAL MAJOR

Faculty Co-Directors: *Merry, Rosenwald*

Co-Director for Experiential Education:  
*Kazanjian*

Peace and Justice Studies Advisory Board: *Agosin (Spanish), Lam (East Asian Languages and Literature), Levitt (Sociology), de Warren (Philosophy), Genero (Psychology), Kapteijns (History), Kazanjian (Religious and Spiritual Life), Merry (Anthropology), Murphy (Political Science), Rosenwald (English), 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) and PEAC 259 (Peace and Conflict Resolution)
  2. Six courses through which students are expected to develop proficiency in two areas:
    - a) the social, political, historical, and cultural factors that lead to conflict, violence, and injustice.
    - b) the various strategies and techniques of peacemaking and justice-seeking at the level of nation states, social groups and communities within nation states, and interpersonal and individual relationships.
- Students are 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: Winter-session, summer or year-long internships, course-related experiential education programs, or community service projects.

### PEAC 104 Introduction to the Study of Conflict, Justice, and Peace *Rosenwald (English) 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 religiously-inspired social transformation.

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

Unit: 1.0

### PEAC 224/324 Grassroots Development, Conflict Resolution, and the Gandhian Legacy in India

*Kazanjian (Religious and Spiritual Life), Murphy (Political Science) and Rosenwald (English)*  
This three and a half week winter-session course in India focuses on understanding the historical development of the Gandhian philosophy of nonviolence and how Gandhian strategies have been adapted by grassroots community-based organizations to address the challenges facing India and the world today. The course involves both experiential and classroom learning. During this course we will meet with women's organizations, peace organizations, environmental action groups and community health activists in rural and urban communities in the North of India. In addition we will take part in a seminar series on intercultural and interreligious conflict resolution at the Malviya Centre for Peace Research at Banaras Hindu University. *This course may be taken as either 224 or, with additional assignments, 324. Not offered every year. Subject to Dean's office approval.*

Prerequisite: Two 200-level courses in related fields.  
Application required.  
Distribution: Social and Behavioral Analysis  
Semester: Winter-session

Unit: TBD

### 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, Spring

Unit: 1.0

### PEAC 250H Research or Individual Study

Prerequisite: 104 and one 200-level course in the general field of Peace and Justice Studies or permission of instructor.  
Distribution: None  
Semester: Fall, Spring

Unit: 0.5

### PEAC 259 Peace and Conflict Resolution

*Agosin (Spanish)*  
**Topic for 2004-05: Human Rights and Memory in Latin America.** This course will explore the history of human rights movements in Latin America from the early decades of the 1970s to the transition to democracy in the 1990s. This historical development culminated in the creation of important truth commissions throughout the region. Particular emphasis will be placed on the ways civil societies in Latin America struggled to restore freedom and justice to societies previously ruled by fear. The course will examine the role of gender and how women promoted a visionary political imagination. A central theme of the course is the role of the arts as a powerful medium for activism. There will be multidisciplinary readings that encompass perspectives from philosophy, the arts, literature and jurisprudence.

Prerequisite: PEAC 104 and one unit in ANTH, SOC, POL, HIST, or WOST, or by permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Spring

Unit: 1.0



---

**PEAC 350 Research or Individual Study**

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

---

**PEAC 350H Research or Individual Study**

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

---

**PEAC 360 Senior Thesis Research**

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

---

**PEAC 370 Senior Thesis**

Prerequisite: 360  
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.

---

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

---

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

---

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

---

**AMST 151 The Asian American Experience**

---

**ANTH 202/SOC 202 Introduction to Human Rights**

---

**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 The Political Economy of Gender, Race, and Class**

---

**ECON 343 Seminar. Feminist Economics**

---

**EDUC 216 Education and Social Policy**

---

**ENG 114 Race, Class, and Gender in Literature**

---

**ENG 364 Race and Ethnicity in American Literature**

---

**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**

---

**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 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 221 Globalization**

---

**SOC 235 Business and Social Responsibility**

---

**SOC 259 The Sociology of International Justice**

---

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

---

**SOC 325 Seminar. Genocide and Social Theory**

---

**SPAN 251 Freedom and Repression in Latin American Literature**

---

**SPAN 267 The Writer and Human Rights in Latin America**

---

# Department of Philosophy

Professor: *Chaplin (Chair), Congleton, Menkiti, Piper, Winkler*<sup>A2</sup>

Associate Professor: *McIntyre, McGowan*<sup>A1</sup>

Visiting Associate Professor: *Tirrell*

Assistant Professor: *de Warren*

---

**PHIL 103 Self and World: Introduction to Metaphysics and Epistemology**

*McIntyre (Spring), Tirrell (Fall)*

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**

*Chaplin, Piper (Fall), McIntyre (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**

*Congleton*

An introduction to philosophy through study of the dialogues of Plato and the treatises of Aristotle. Emphasis will be on topics in Plato and Aristotle that are especially important today, such as the foundations of "stereotyping," whether scientific and ethical reasoning are fundamentally the same or different, whether there are rational emotions, whether women and men are or are not essentially different, and what role political rhetoric plays in a democracy.

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

**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: Fall Unit: 1.0

**PHIL 204 Philosophy and Literature**  
*Menkiti*

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** This course considers the questions: what sort of object is the literary text and what are the ontological issues raised by acts of literary interpretation? It also examines the complex relationship between fiction and fact, and between fiction and morality. The treatment of commitment to self and others, of self-knowledge and self-identity, and of individual and social ideals will also be explored. We end the course by looking at poetry – how it has meaning despite an inbuilt element of ambiguity and how it succeeds not only in shaping, but also healing the world.

Prerequisite: Open to first-year students who have taken one course in philosophy and to sophomores, juniors, and seniors without prerequisite.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: N/O. Unit: 1.0

**PHIL 206 Normative Ethics**  
*Chaplin*

Can philosophers help us to think about moral issues, such as what to do about poverty and hunger, or racism and sexism; what is the good life and how could we know that it is good? We shall look at the attempts of some contemporary philosophers to provide answers, or at least guides to finding answers, to these and 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: Fall Unit: 1.0

**PHIL 207 Philosophy of Language**  
*Tirrell*

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: Fall Unit: 1.0

**PHIL 209 Scientific Reasoning**  
*Staff*

**NOT OFFERED IN 2004-05.** This is a reasoning course that emphasizes the practical importance of critical thinking. Topics covered will include the basic forms of scientific inference, the basics of probability, issues of data collection, the difference between correlation and causation, and the theoretical and practical difficulties associated with establishing causal claims. Students will also gain an appreciation of the political and ethical importance of critical thinking by evaluating cases of sexist and racist science.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.  
Distribution: Epistemology and Cognition. Fulfills the Quantitative Reasoning overlay course requirement.  
Semester: N/O Unit: 1.0

**PHIL 210 Philosophy of Business**  
*Congleton*

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, medicine 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 is not required for “democracy.”

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

**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: Fall Unit: 1.0

**PHIL 213 Social and Political Philosophy**  
*Menkiti*

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 con-

temporary 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

**PHIL 214 Foundations of Ethics**  
*Piper*

Can we all get along? In a multicultural society in which we share a common language but often differ in our basic values and cultural practices, is there anything on which we can all agree? If so, what are the ground rules for reasoned dialogue? For social cooperation? In order to formulate viable answers to these questions that provide real-life resolutions to our real-life conflicts, we will examine and critique the answers offered by the leading contemporary moral theorists, John Rawls and Jürgen Habermas.

Prerequisite: 106 or another course in ethical theory.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Spring Unit: 1.0

**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

**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

**PHIL 217 Philosophy of Science: Traditional and Feminist Perspectives**  
*McGowan*

This course will survey various issues in the philosophy of science surrounding the debate over scientific realism. Issues include: What constitutes adequate evidence? Exactly what does accepting a scientific theory involve? Does science discover the single objective way that the world is or does it partially construct the world around us? How do cultural attitudes (e.g. gender) affect scientific practice?

Prerequisite: Open to sophomores, juniors, and seniors.  
Distribution: Epistemology and Cognition  
Semester: Spring Unit: 1.0



**PHIL 221 History of Modern Philosophy**  
*de Warren*

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*

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: Fall

Unit: 1.0

**PHIL 225 Phenomenology and Hermeneutics**  
*de Warren*

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** 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: N/O.

Unit: 1.0

**PHIL 226 Human Nature in Three Medieval Philosophers**  
*Congleton*

What is it 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 a thirteenth-century Christian thinker who built on their work, Thomas Aquinas. Primary focus will be the question of whether each human being is essentially unique or simply an example of a species. Other questions will include whether the most educated people should control what texts/debates are available to the less educated, and

what is involved in arguing that God is "transcendent." The course will begin with an introduction to central concepts of Plato and Aristotle used by these medieval thinkers. Also considered will be the "neo-Platonism" of Plotinus and that of Ficino, as found in his discussion of "Platonic love."

Prerequisite: Open to first-year students who have taken one course in philosophy or medieval studies and to all sophomores, juniors and seniors.

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

Semester: Spring

Unit: 1.0

**PHIL 227 Philosophy and Feminism**  
*Congleton*

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: Fall

Unit: 1.0

**PHIL 230 Nineteenth-Century Philosophy**  
*de Warren*

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** 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: N/O.

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, our values as products of an increasingly ubiquitous Western culture.

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

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

Semester: Spring

Unit: 1.0

**PHIL 233 Environmental Philosophy**  
*Winkler*

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** 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.

Unit: 1.0

**PHIL 234 Philosophy of Yoga**  
*Piper*

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** 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 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: 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: N/O.

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 300 Seminar in Modern Philosophy**  
*Winkler*

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.**

Prerequisite: 221

Distribution: Epistemology and Cognition

Semester: N/O.

Unit: 1.0

**PHIL 302 Kant's Solution to Skepticism and Solipsism**  
*Piper*

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** 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: N/O. Unit: 1.0

### PHIL 303 Kant's Metaethics

Piper

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: Fall 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 permission of instructor.  
Distribution: Epistemology and Cognition  
Semester: Spring Unit: 1.0

### PHIL 312 Aristotle

Chaplin

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** 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. Unit: 1.0

### PHIL 313 Seminar in Metaphysics

McGowan

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.**

Prerequisite: Open to students who have taken two courses in philosophy.  
Distribution: Epistemology and Cognition  
Semester: N/O. Unit: 1.0

### PHIL 323/CLCV 323 Seminar. Continental Philosophy

de Warren and Reay (Classical Studies)

**Topic for 2004-05: The Therapy of Antiquity: Nietzsche, Freud, and the Greeks.** The conflict between the 'Dionysian' and the 'Apollonian', the psychological destinies of the 'Oedipus and Electra Complexes': these are perhaps the most conspicuous markers of Nietzsche's and Freud's impact on modern thought. That the most recognizable terms of their influence refer to classical figures, both human and divine, throws into sharp relief the centrality of classical Greek myth and culture for their attempts to diagnose and remedy a nineteenth-century human condition:

modernity. This interplay of antiquity and modernity will be at the center of our investigation of the projects of two of the most challenging and complex intellectuals of the modern era. *Students may register for either PHIL 323 or CLCV 323. Credit will be given in the department in which the student is registered.*

Prerequisite: Open to sophomores, juniors and seniors.  
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 340 Seminar. Contemporary Ethical Theory

McIntyre

**NOT OFFERED IN 2004-05.**

Prerequisite: 103, 106, 201, 206, 213, 214, 215, 303, 311, 312 or permission of the instructor.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: N/O Unit: 1.0

### PHIL 345 Seminar. Advanced Topics in Philosophy of Psychology and Social Science

McIntyre

**Topic for 2004-05: Rationality and Action.** The distinction between practical and theoretical reasoning; the roles of logic, probability, prudence, and emotion in setting norms of rationality; the compatibility of a scientific perspective on the mind with traditional conceptions of deliberation and autonomy.

Prerequisite: 103, 106, 206, 207, 215, 216, 217, 221 or permission of instructor.  
Distribution: Epistemology and Cognition  
Semester: Fall Unit: 1.0

### PHIL 349 Seminar. Speech Acts

Tirrell

This seminar will survey various philosophical issues and applications of speech act theory. Particular attention will be paid to utterances that enact facts about what is permissible for others, the role of authority in this, and indirect speech acts. Recent applications of speech act theory to free speech (e.g. hate speech and pornography) will also be discussed.

Prerequisite: 207 or permission of instructor.  
Distribution: Epistemology and Cognition  
Semester: Spring 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 300/WOST 300 Ethical and Policy Issues in Reproduction**

*For Credit Towards 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, 300, 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, 234, 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, 234, 300, 302, 304, 313, 314, 323, 327, 345, 349 (when the topic is appropriate).

The major in philosophy consists of at least nine units. PHIL 201 and 221 are required of all majors. In order to assure that all majors are familiar with the breadth of the field, every major must take two units in each of subfields B and C. Majors are strongly encouraged to take a third unit in subfield A. Students planning graduate work in philosophy should take PHIL 216 and acquire a reading knowledge of Latin, Greek, French, or German. In order to assure that students have acquired some depth in philosophy, the department requires that each major complete at least two 300-level units; these units must be in different subfields of philosophy.

The minor in philosophy consists of five units. No more than one of these units may be at the 100 level; PHIL 201 or 221 is required of all minors; at least one of the five units must be at the 300 level.

### Honors

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 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. Option (2) 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.

### Exchange

The department participates in exchange programs with Brandeis and MIT. Both schools have excellent philosophy departments, and students are encouraged to consult the respective catalogs for offerings.



# Department of Physical Education and Athletics

Professor: O'Neal (Chair/Athletic Director), Batchelder

Associate Professor: Bauman, Dix

Assistant Professor: Driscoll, Franek, Hagerstrom<sup>AS</sup>, Kerr, O'Hara, O'Meara, Smith, Webb

Instructor: Adams, Babington, Battle, Chin, Colby, Davis, Donnelly, Gifford, Griswold, Hayden-Ruckert, Hershkowitz, Kaliouby, Kerr, Liung, McNerney, Nichols, Pujol, Robinson, Sieck, Simon, Teevens, Underhill, Weaver, 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 13 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:

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.

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, Jazz, Badminton, Self-defense, Yoga, Strength and Circuit Training, Tai-chi, Elementary Tennis, Squash, Stretch and Tone, Karate, Kung Fu, Pilates, Cardiovascular Fitness

**First Semester only:** Ballet II, Modern Dance I, World Dance, Archery, Raquetball, Latino Salsa Dance, Indian Dance-Kathak Style, Ballet I

**Second Semester only:** Golf, Dance Theatre Workshop, Caribbean Dance Styles, Latino Combination Dances, Ballet II

### Activity classes scheduled for a term (six weeks):

| Activity                     | Term             |
|------------------------------|------------------|
| Aerobics                     | 1, 2, 3, 4       |
| Archery                      | 1, 4             |
| CPR/First Aid                | 3, Wintersession |
| Dance – World                | 3, Wintersession |
| Elementary Swimming          | 1                |
| Fencing                      | 2, 3             |
| Golf                         | 1, 4             |
| Horseback Riding             | 1, 2, 3, 4       |
| Sailing                      | 1, 4             |
| Skiing Downhill/Snowboarding | 3                |
| Stroke Development           | 2                |
| Table Tennis                 | 1, 2             |
| Yoga                         | Wintersession    |

## B. Athletics Teams

The intercollegiate program offers 13 sports through which a student may earn credit points towards the completion of the degree requirement. The athletics program is divided into three seasons: fall, winter, and spring 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         |
| Softball                  |              |
| 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 13 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. An off-site cadaver lab reinforces identification of anatomical structures. *Academic credit only.*

Prerequisite: None  
Distribution: None  
Semester: Spring

Unit: 1.0

# Department of Physics

Professor: *Brown<sup>AN</sup>, Ducas<sup>A2</sup>, Berg, Stark*

Associate Professor: *Quivers, Hu (Chair)*

Assistant Professor: *Lannert, Goldman*

Senior Instructor in Physics Laboratory: *Bauer, Wardell*

Instructor in Physics Laboratory: *Caplan*

Most courses meet three times weekly. If indicated, there is an additional three hour laboratory session weekly.

---

## PHYS 101 Einstein's Century: Physics in the Last 100 Years

*Stark*

In 1905, Albert Einstein published three seminal papers in the history of modern science, introducing the theory of special relativity, launching the field of quantum mechanics, and helping establish the atomic nature of matter. We will use Einstein's contributions as a springboard for an introductory exploration of the natures of light, matter, space, and time. PHYS 101 is designed for the student who may not have a strong science background but would like an introduction to the major themes of physics in the last one hundred years. In addition to lectures and demonstrations we will have readings that draw from the biographical and historical contexts in which these ideas developed. We will make use of basic high school algebra, and some trigonometry, in our work. *Not to be counted toward minimum major or to fulfill entrance requirement for medical school.*

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

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall

Unit: 1.0

---

## PHYS 103 The Physics of Marine Mammals with Laboratory

**NOT OFFERED IN 2004-05.** Sperm whales can dive thousands of feet, stay submerged for over an hour, and resurface rapidly; no other mammal can do that and survive. Many marine mammals thrive in arctic waters, sense the world around them using sound, and move with phenomenal efficiency. In this course we will learn the physics underlying the remarkable abilities of these aquatic mammals. Marine mammal characteristics and the associated scientific topics include: diving and swimming (ideal gas law, fluids, and forces); metabolism (energy, thermodynamics, and scaling); and senses (waves, acoustics, and optics). This course represents a naturally interdisciplinary approach in connecting biology, chemistry and engineering principles to the physics we will study as we learn about these animals. The course also emphasizes the development of modeling and problem-solving techniques. Whale watch. *Not to be counted toward the minimum major or to fulfill entrance requirement for medical school.*

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

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: N/O

Unit: 1.0

---

## PHYS 104 Fundamentals of Mechanics with Laboratory

*Lannert, Quivers (Fall), Stark (Spring)*

This course is a systematic introduction to Newtonian mechanics, which governs the motion of objects ranging from biological cells to galaxies. Primary concepts such as mass, force, energy, and momentum are introduced and discussed in depth. We will place emphasis on the conceptual framework and on using fundamental principles to analyze the everyday world. Topics include: Newton's Laws, conservation of energy, conservation of momentum, rotations, waves, and fluids. Concepts from calculus will be developed and used as needed. Laboratories introduce experimental approaches to these topics. Students with a strong background in math or previous experience in physics should consider PHYS 107. *May not be taken in addition to 107. Not to be counted toward the minimum major.*

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Calculus at the level of MATH 115.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

---

## PHYS 106 Fundamentals of Electricity, Magnetism, and Optics with Laboratory

*Berg (Fall), Goldman, Quivers (Spring)*

This second semester of classical physics concentrates on the fundamental forces of electricity and magnetism. The electric and magnetic forces are entirely responsible for the structures and interactions of atoms and molecules, the properties of all solids, and the structure and function of biological material. Our technological society is largely dependent on the myriad applications of the physics of electricity and magnetism, e.g., motors and generators, communications systems, and the architecture of computers. After developing quantitative descriptions of electricity and magnetism, we explore the relations between them, leading us to an understanding of light as an electromagnetic phenomenon. The course will consider both ray-optics and wave-optics descriptions of light. Laboratory exercises will emphasize electrical circuits, electronic measuring instruments, optics, and optical experiments. *PHYS 106 does not normally satisfy the prerequisites for 202 or 203 and does not count toward the minimum major. In the fall semester, this course may be taken as 106 or, with alternative assignments and exams, 108.*

Prerequisite: 104 and calculus at the level of MATH 115.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

---

## PHYS 107 Principles and Applications of Mechanics with Laboratory

*Ducas, Hu (Fall), Lannert (Spring)*

Newtonian mechanics governs the motion of objects ranging from biological cells to galaxies. The fundamental principles of mechanics allow us to begin to analyze and understand the physical world. In this introductory, calculus-based course, we will systematically study the laws underlying how and why objects move, and develop analysis techniques for applying these laws to everyday situations. Broadly applicable problem-solving skills will be developed and

stressed. Topics include: forces, energy, momentum, rotations, gravity, and waves, and a wide range of applications. Laboratories focus on hands-on approaches to these topics. *May not be taken in addition to 104.*

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Calculus at the level of MATH 115.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

---

## PHYS 108 Principles and Applications of Electricity, Magnetism, and Optics with Laboratory

*Berg (Fall), Berg (Spring)*

The electromagnetic force, one of the fundamental interactions in nature, is responsible for a remarkably wide range of phenomena and technologies, from the structures of atoms and molecules to the transmission of nerve impulses and the characteristics of integrated circuits. This introductory course begins with the study of Coulomb's Law of electrostatics and progresses through investigations of electric fields, electric potential energy, magnetic fields, and Faraday's Law of magnetic induction. The course culminates in the study of light, where the deep connections between electricity and magnetism are highlighted. Geometrical optics and an introduction to interference effects caused by the electromagnetic wave nature of light are covered. Laboratories, a central part of the course, provide students with hands-on experiences with electronics and electronic and optical instruments. *In the fall semester, this course may be taken as 106 or, with alternative assignments and exams, 108.*

Prerequisite: 107 (or 104 and permission of instructor), and MATH 116 or 120.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

---

## PHYS 115/CS 115 Robotic Design Studio (Wintersession)

*Berg, Turbak (Computer Science)*

In this intensive course, students are introduced to engineering principles while designing and assembling robots out of LEGO parts, sensors, motors, and tiny computers. Fundamental robotics skills are learned in the context of studying and modifying a simple robot known as SciBorg. Then, working in small teams, students design and build their own robots for display at a robot exhibition. These projects tie together aspects of a surprisingly wide range of disciplines, including computer science, physics, engineering, and art. *Students may register for either PHYS 115 or CS 115. Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Natural and Physical Science

Semester: Wintersession

Unit: 0.5

---

## PHYS 202 Introduction to Quantum Mechanics and Thermodynamics with Laboratory

*Ducas*

The development of quantum mechanics represented one of the most fundamental revolutions in our understanding of the natural world. quantum mechanics forms the basis for our knowledge of atoms, molecules, and solid state systems as well as of nuclei and fundamental



particles. Thermodynamics deals with the concepts of heat and temperature and their connection to properties of matter and to processes in natural and constructed systems. This course introduces both of these important branches of physics and looks at their links by investigating such phenomena as atomic and molecular heat capacities, and the statistical basis for black-body radiation and the second law of thermodynamics.

Prerequisite: 108, MATH 116 or 120; Corequisite: MATH/PHYS 215  
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

*Berg*  
A wide range of physical systems exhibit vibrational and wave motion. Because of this universality, learning about a few fundamental characteristics of waves and vibrations can yield insight into a tremendous number of phenomena such as the motion of strings and springs, molecular spectra, oscillations in solids, liquids and gases, sound, and electromagnetic radiation as well as the behavior of fundamental particles. We will study particular applications, such as Nuclear Magnetic Resonance and Fourier Transform Spectroscopy, that are used in research. The course culminates with an introduction to Einstein's Theory of Special Relativity, with an emphasis on explaining how this theory radically alters classical notions of space and time.

Prerequisite: 108, MATH 215/PHYS 215  
Distribution: Mathematical Modeling or Natural and Physical Science  
Semester: Spring Unit: 1.25

### PHYS 215/MATH 215 Mathematics for the Sciences I

*Shultz (Mathematics) and Stark*  
Complex numbers, linear algebra (matrices, rank, inverses, eigenvectors and eigenvalues, diagonalization), ordinary differential equations (first order, second order linear), Fourier analysis, introduction to partial differential equations. Familiarity with vectors (dot products, cross products, lines, planes) is assumed. Emphasis on applications to the sciences. *Students may register for either PHYS 215 or MATH 215. Credit will be given in the department in which the student is registered.*

Prerequisite: MATH 116, 116Z, or 120 or the equivalent course.  
Distribution: Mathematical Modeling  
Semester: Fall Unit: 1.0

### PHYS 216/MATH 216 Mathematics for the Sciences II

*Hu*  
Differential and integral vector calculus (spherical and cylindrical coordinates, flux, divergence and curl, Gauss' and Stokes' theorems), partial differential equations, special functions, numerical methods for solving algebraic and differential equations, introduction to MATLAB, computer simulation and modeling with applications to the sciences. *Students may register for either PHYS 216 or MATH 216. Credit will be given in the department in which the student is registered.*

Prerequisite: PHYS 215/MATH 215  
Distribution: Mathematical Modeling  
Semester: Spring Unit: 1.0

### PHYS 219 The Art of Electronics

**NOT OFFERED IN 2004-05.** We are increasingly surrounded in our lives by boxes filled with electronics, but for most people (including many scientists) the inner workings of these boxes remain obscure and mysterious. This course is intended to remove much of this mystery. The approach is practical, aimed at allowing experimental scientists to understand the electronics encountered in their research. The emphasis is on designing and building circuits. Topics include diodes, transistor amplifiers, op amps, and digital electronics including microprocessors and microcontrollers. Applications to robotics will be explored. Two laboratories per week and no formal lectures.

Prerequisite: 106 or 108 or permission of instructor.  
Distribution: Mathematical Modeling or Natural and Physical Science  
Semester: N/O Unit: 1.25

### 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 2004-05.** This seminar will emphasize the development of a repertoire of critical skills 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

*Quivers*

This course provides a comprehensive development of the principles of non-relativistic quantum mechanics, the fundamental theory of electrons, atoms, and molecules. Quantum mechanics governs the building blocks of all matter, and yet fundamentally challenges our physical intuition, which is based on the behavior of everyday macroscopic objects. Topics include the postulates of quantum mechanics, the Schrödinger equation, operator theory, the Heisenberg uncertainty principle, the hydrogen atom, and spin.

Prerequisite: 202, 203, and [EXTD 216] or MATH 216/PHYS 216  
Distribution: Mathematical Modeling or Natural and Physical Science  
Semester: Fall Unit: 1.0

### PHYS 305 Statistical Mechanics and Thermodynamics

*Quivers*

Modern statistical mechanics builds from the quantum nature of individual particles to describe the behavior of large and small systems of such particles. In this course we will derive the fundamental laws of thermodynamics using basic principles of statistics and investigate applications to such systems as ideal and real atomic and molecular gases, radiating bodies, magnetic spins, and solids. We will study Bose-Einstein and Fermi-Dirac statistics and learn about exciting new developments such as Bose-Einstein condensation and ultra cold Fermi gases. We will cover additional applications of statistical mechanics in the fields of biology, chemistry, and astrophysics.

Prerequisite: 202 and [EXTD 216] or MATH 216/PHYS 216  
Distribution: Mathematical Modeling or Natural and Physical Science  
Semester: Spring Unit: 1.0

### PHYS 306 Advanced Classical Mechanics

*Lannert*

The basic laws of Newtonian mechanics are revisited in this course using advanced mathematical tools such as differential equations and linear algebra. Special attention is paid to central forces, planetary orbits, oscillations, and rigid body dynamics. In addition, Hamilton-Lagrange mechanics, an alternative to Newtonian mechanics, nonlinear dynamics, and chaos are introduced.

Prerequisite: 203 and [EXTD 216] or MATH 216/PHYS 216  
Distribution: Mathematical Modeling or Natural and Physical Science  
Semester: Fall Unit: 1.0

### PHYS 314 Electromagnetic Theory

*Lannert*

Richard Feynman once said, "From a long view of the history of mankind – seen from, say, ten thousand years from now – there can be little doubt that the most significant event of the nineteenth century will be judged as Maxwell's discovery of the laws of electrodynamics. The American Civil War will pale into provincial insignificance in comparison with this important scientific event of the same decade." In this course we will study the classical theory of electromagnetic fields and waves as developed by Maxwell. Topics include boundary value problems, electromagnetic radiation and its interaction with matter, and the connection between electrodynamics and relativity.

Prerequisite: 108, 306, and [EXTD 216] or MATH 216/PHYS 216  
Distribution: Mathematical Modeling or Natural and Physical Science  
Semester: Spring Unit: 1.0

### PHYS 335/BISC 335/NEUR 335 Computational Neuroscience with Laboratory

*Goldman*

Computations by networks of neurons in the brain underlie all of our thoughts, perceptions, and memories. However, direct experimental observation of neural computations is extremely difficult. Mathematical models are increasingly used to bridge the gap between experimental measurements and hypothesized network functions. This course will focus on the use of mathematical models to describe computations

performed in the nervous systems of a variety of animals. Topics will range from single neuron biophysics to the analysis of circuits thought to underlie sensory perception and memory. Each topic will be introduced by background lectures, followed by student-led presentations of primary literature and construction of a computer model of the system studied. Lab will introduce students to computer programming of mathematical models in MATLAB and the neuron-simulator NEURON. *Students may register for either PHYS 335, BISC 335, or NEUR 335. Credit will be given in the department in which the student is registered.*

Prerequisite: 104/107 and either 106/108 or NEUR/BISC 213; or permission of instructor. No programming experience is required. Not open to first-year students.  
Distribution: Mathematical Modeling or Natural and Physical Science  
Semester: Fall Unit: 1.25

### 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. Two lectures 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 Towards the Major*

MATH 215/PHYS 215 Mathematics for the Sciences I

MATH 216/PHYS 216 Mathematics for the Sciences II

*Attention Called*

ASTR 110wL Fundamentals of Astronomy with Laboratory

ASTR 311 Elements of Astrophysics

ASTR 315 Seminar. Topics in Astrophysics

## Directions for Election

A **major in physics** should ordinarily include: 107, 108, 202, 203, 302, 305, 306, and 314. [EXTD 216] or MATH 216/PHYS 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). [EXTD 216] or MATH 216/PHYS 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 MATH 115 and 116 or 120 in their first year and the MATH 215/PHYS 215 and 216 sequence no later than their second year. All students majoring in physics are urged to develop proficiency in the use of one or more computer languages.

### 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 PHYS 107 and 108 are offered. Sample examinations are available from the department. The department does not accept AP credit for exemption from PHYS 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 PHYS 107 and 108 will not also receive AP credit.

## Department of Political Science

Professor Emeritus: *Schechter*

Professor: *Joseph, Just, Krieger, Murphy<sup>A</sup>, Paarlberg, Rich, Stettner<sup>A1</sup>*

Associate Professor: *Burke, DeSombre, Euben<sup>A</sup>, Moon (Chair)*

Assistant Professor: *Candland<sup>A2</sup>, Johnson*

Visiting Assistant Professor: *Arrequin-Toft, Candreva, Wibben*

Senior Lecturer: *Wasserspring*

Postdoctoral Fellow: *Bong*

Teaching Fellow: *Mealy*

## 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

### POL 199 Introduction to Methods in Political Science

*Burke, Staff*

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** An introduction to the collection, analysis, interpretation and presentation of data. Using examples drawn from the subfields of political science, the course provides the skills needed to understand, interpret, and critically assess empirical data presented by the news media and in academic journals. Topics include research design, hypothesis-building, measurement, data gathering, hypothesis-testing and a wide range of methods appropriate for analyzing and interpreting data. The course provides a solid foundation for conducting empirical analysis, possibly for independent study, senior thesis, or other research project.

Prerequisite: Two courses in political science.  
Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement.  
Semester: N/O Unit: 1.0

## American Politics and Law

### POLI 200 American Politics

*Burke, Johnson, Mealy*

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*

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 articulating citizen concerns to government. Special attention to problems of money in politics, low voter participation, and inequality of race, class, and gender. Course work includes reading, discussion, and direct political participation in an interest group or election campaign.

Prerequisite: One unit in political science.  
Distribution: Social and Behavioral Analysis  
Semester: Spring 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 213 Washington Decision-Making**

*Schechter*

Intensive Wintersession course on American politics. Analysis of the political process based on readings and discussions of contemporary political and legal issues and interaction with members of Congress, congressional staff, executive department officials, activists in nonprofit organizations, Supreme Court law clerks, political campaign professionals, and reporters. This course will meet for the first week of Wintersession in Wellesley and then will move to Washington for two weeks of briefings, seminar, and policy research. *Not offered every year. Subject to Dean's Office approval.*

Prerequisite: Permission of instructor required. One unit in American politics or law strongly recommended. Interested students must fill out a course application available in the political science office.  
Distribution: Social and Behavioral Analysis  
Semester: Wintersession Unit: 0.5

### **POL1 215 Courts, Law, and Politics**

*Burke, 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**

*Johnson*

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: Fall 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**

**NOT OFFERED IN 2004-05.** 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: N/O 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 317 Health Politics and Policy**

*Burke*

**NOT OFFERED IN 2004-05.** The American system of health care is distinctive. Financing is provided through voluntary employer contributions, tax subsidies, individual payments and an array of public programs, principally Medicare and Medicaid – but despite the variety of funding sources, Americans, unlike citizens of other affluent democracies, are not guaranteed health care coverage. How did the American approach to health care develop? How is it different from that of other affluent nations? What explains the differences? What are the strengths and weaknesses of the American health care system? Issues of cost containment, technological innovation, quality of care, and disparities in health outcomes are explored.

Prerequisite: 200 or 210 or permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

### **POL1 318 Religion and Politics in Contemporary America**

*Mealy*

This course examines the relationship between religion and politics. From the founding of the United States to President Bush’s Faith-Based Initiative, the role of religion in American political behavior has been the subject of great debate. Special attention will be paid to how religion serves as a form of political socialization, often informing political participation, voting behavior and political attitudes. Relevant policy and legal decisions will be reviewed. First Amendment topics such as the separation between church and state, religious freedom and the Establishment Clause will also be addressed.

Prerequisite: 200 or 210 or permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Fall 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 campaign consultants, polls, advertising, and the press. Candidate strategies and what they tell us about the political process. How voters decide. The “meaning” of elections. Attention to the rules of the game (the primaries, debates, the Electoral College), recent campaign innovations (talk shows, town meetings, infomercials), third party candidacies, and prospects for political reform. Course work includes campaign participation.



Prerequisite: 200, 210 or by permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site. Distribution: Social and Behavioral Analysis Semester: Fall Unit: 1.0

**POL1 320S Seminar. Inequality and the Law**  
*Johnson*

**NOT OFFERED IN 2004-05.** 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 department office or on the department Web site. Distribution: Social and Behavioral Analysis Semester: N/O Unit: 1.0

**POL1 333S Seminar. Ethics and Politics**

**NOT OFFERED IN 2004-05.** 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 department office or on the department Web site. Distribution: Social and Behavioral Analysis Semester: N/O Unit: 1.0

**POL1 334S Seminar. Disability in American Society: Politics, Policy, and Law**

*Asch (Women's Studies), Burke*

The preamble of the Americans with Disabilities Act declares that 43 million Americans are disabled, but some believe the number is a ridiculous overestimate while others consider it a vast understatement. What exactly is "disability"? How is this concept used in American public policy and law? What is life like for Americans with disabilities? This seminar examines the politics of disability in the United States, paying particular attention to the perspectives of people with disabilities and to the history of the disability rights movement.

Prerequisite: Open to juniors and seniors by permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site. Distribution: Social and Behavioral Analysis Semester: Spring Unit: 1.0

**POL1 335S Seminar. The First Amendment**  
*Burke*

**NOT OFFERED IN 2004-05.** A study of some of the classic legal cases and continuing controversies that have arisen out of the First Amendment to the U.S. Constitution. Examination of contemporary First Amendment issues such as flag-burning, hate speech, pornography, libel, invasion of privacy, school prayer, creationism, and government aid to religious institutions. Comparisons with the legal doctrines of other nations regarding freedom of speech and religion.

Prerequisite: 215, 311, or another unit in American legal studies and permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site. Distribution: Social and Behavioral Analysis Semester: N/O Unit: 1.0

**POL1 336S Seminar. Judicial Politics**  
*Johnson*

An examination of judges as political actors in a democratic system, with a focus on judicial selection, judicial behavior, and theories of judicial interpretation. Comparison of popular election of judges with political appointment; consideration of recent issues about campaign contributions to judicial candidates and the role of interest groups in the confirmation process. Analysis of various theories of judicial behavior, such as attitudinal, strategic, psychological and institutional approaches, as explanations of judicial decisionmaking. Study of interpretive theories in constitutional and statutory lawmaking as a means of discussing the appropriate role of judges in the broader democratic policymaking process.

Prerequisite: 215, 311, or another unit in American legal studies and permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site. Distribution: Social and Behavioral Analysis Semester: Spring 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 department office or on the department Website. Distribution: Social and Behavioral Analysis Semester: Spring Unit: 1.0

**POL1 338S Seminar. Representation**

**NOT OFFERED IN 2004-05.** 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 department office or on the department Web site. Distribution: Social and Behavioral Analysis Semester: N/O Unit: 1.0

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

This seminar examines recurrent issues in public school management and governance. Critical questions include the changing demographics of inner city schools, the evolving role of school boards, big city mayors, urban superintendents, teachers unions, and school finance. We will also discuss alternatives to public schools (parochial, private, and charter schools), high-stakes testing, and district-state relations. The seminar will also analyze the increasing intervention of state and federal governments in local school administration and the role of the courts in curriculum controversies, student life, and security. *Students may register for either POL1 339S or EDUC 339. Credit will be given in the department in which the student is registered.*

Prerequisite: Permission of the instructor. Distribution: Social and Behavioral Analysis Semester: Spring Unit: 1.0

## Comparative Politics

**POL2 202 Comparative Politics**  
*Candland*

A comparative study of contemporary politics and political systems and the exploration of various approaches to comparative political analysis. Emphasis on the interactive effects of global forces and domestic politics. Issues to be discussed include authoritarianism, revolutions, nationalism, social movements, and political culture. Country studies will be used to illuminate themes such as the role of the state in governing the economy, the challenges of democracy, and the politics of collective identities (attachments such as religion, ethnicity, race, gender, and nationality). Guest lectures and active participation by the entire comparative politics faculty. This course is strongly recommended for political science majors for all further work in comparative politics.

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

**POL2 204 Political Economy of Development and Underdevelopment**  
*Candland*

An analysis of political and economic issues in the Third World with special emphasis on the major explanations for underdevelopment and alternative strategies for development. Topics discussed include colonialism, nationalism, the Third World in the international system, state-building and political change, rural development, and gender perspectives on underdevelopment.

Prerequisite: One unit in political science; by permission to other qualified students and to juniors and seniors without prerequisite. Distribution: Social and Behavioral Analysis Semester: Fall, Spring Unit: 1.0



**POL2 205 The Politics of Europe and the European Union**

*Krieger*

A comparative study of contemporary West European states and societies. Primary emphasis on politics in Germany, Britain, and France, and the political challenges posed by the European Union and pressure for regional integration. The course will focus on topics such as the rise and decline of the welfare state and class-based politics; the implications of the end of the Cold War and German reunification; tension between national sovereignty and supranational policy goals; immigration and the resurgence of xenophobic movements and the extreme right.

Prerequisite: One unit in political science or European history; open to juniors and seniors without prerequisite.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

**POL2 206 Politics and Foreign Policy of Russia**

**NOT OFFERED IN 2004-05.** 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: N/O 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 recent developments in Chinese politics. Politics in Tibet, Hong Kong, and Taiwan will also be considered.

Prerequisite: One unit in political science, economics, history, or Asian Studies recommended, but not required.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

**POL2 209 Politics of Japan and Korea**

*Bong*

The first half of the course will focus on Japan and consider the core political institutions of the postwar era and the politics of rapid industrial-

ization. Issues to be discussed include: the shift from one-party dominance to coalition government, the new electoral system, and the effects of economic stagnation. The second half of the course looks at Korean politics (South and North) and inter-Korean relations and considers the effects of Japanese colonialism and the Korean War. For South Korea, we will look at authoritarianism, democratization, economic development, nationalism, regionalism, and minority rights; for North Korea, the leadership and its ideology, economic conditions, and nuclear diplomacy.

Prerequisite: One unit in political science, economics, history, or Asian studies. Open to juniors and seniors without prerequisite.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

**POL2 211 Politics of South Asia**

*Candland*

**NOT OFFERED IN 2004-05.** An introduction to the colonial political histories and contemporary political systems of India, Pakistan, Bangladesh, Sri Lanka, Afghanistan, Nepal, Bhutan and the Maldives. 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 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 304 State and Society in East Asia**

*Moon*

**NOT OFFERED IN 2004-05.** 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*

Focus on relations between the military and politics. Emphasis on the varieties of military involvement in politics, the causes of direct military intervention in political systems, and the consequences of military influence over political decisions. Themes include the evolution of the professional soldier, military influence in contemporary industrial society, and the prevalence of military regimes in Third World nations. Case studies include the United States, Brazil, Peru, Nigeria, Ghana, and Egypt.

Prerequisite: Open to juniors and seniors by permission of instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.

Distribution: Social and Behavioral Analysis

Semester: 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 department office or on the department Web site.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

**POL2 308S Seminar: Advanced Topics in Chinese Politics**

*Joseph*

This seminar will explore in depth a topic of central importance in the analysis of politics in contemporary China. The focus of the seminar for each year will be announced prior to pre-registration. Among the topics that may be considered are: the political and social impact of economic change in China; revolution and reform in the Chinese countryside; ideology and political development in modern China; democracy and human rights in China; the political economy of "Greater China."

Prerequisite: POL2 208, HIST 278, or permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

**POL2 309S Seminar. Ethnicity, Nationalism, Religion, and Violence**

*Candland*

**NOT OFFERED IN 2004-05.** 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 department office or on the department Web site.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

### **POL2 310 Politics of Community Development** *Candland*

**NOT OFFERED IN 2004-05.** Focuses on strategies for poverty alleviation, employment generation, promotion of social opportunity, and empowerment. 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. Emphasis is on developing Asia, Africa and Latin America. Specific non-governmental organizations and development programs are closely examined.

Prerequisite: Open to juniors or seniors who have taken 202, 204, 207, 208, 211, or 212; or permission of instructor. Not open to students who have taken [POL2 310S].

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

### **POL2 311S Seminar. The Politics of Contemporary Cuba**

*Wasserspring*

**NOT OFFERED IN 2004-05.** An analysis and assessment of the politics of the Cuban Revolution. Examination of the pre-Revolutionary Cuban society, significant transformative 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 department office or on the department Web site.

Distribution: Social and Behavioral Analysis

Semester: N/O

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 department office or on the department Web site.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

### **POL2 383 Politics of Migration**

*Moon*

A comparative study of the politics of mass population movements across state borders, including forced relocation under colonialism, refugees of war, food migration, labor migration, and different forms of legal and illegal immigration, including the international trafficking of persons. Analyzes migration and immigration policies in sending and receiving countries, 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: Spring

Unit: 1.0

## **International Relations**

### **POL3 221 World Politics**

*DeSombre, Arrequin-Toft, Wibben*

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. POL3 221 serves as an introduction to the international relations subfield in the political science department, and also as a means of fulfilling the political science core requirement of the international relations major.

Prerequisite: One unit in history or political science.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

### **POL3 224 International Security**

*Paarlberg, Arrequin-Toft*

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 226 International Relations in East Asia**

*Bong*

This course examines political and economic relations in East Asia, with the aim of understanding the determinants of conflict and cooperation in the region and providing a framework for analyzing the foreign policies of East Asian states. Among the questions considered: Is the East Asian economic miracle indeed a miracle? Is the rise of China dangerous to its neighbors? Can Japan be a leader in the region? What is South Korea's choice between security and reunification? Whether North Korea survives or implodes, what would be the consequences for East Asia? How do states respond to growing economic interdependence and to security multilateralism in the region?

Prerequisite: One unit in international relations or comparative politics or permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

### **POL3 227 The Vietnam War**

*Joseph*

An examination of the origins, development, and consequences of the Vietnam War. Topics to be considered include: the impact of French colonialism on traditional Vietnamese society; the role of World War II in shaping nationalism and communism in Vietnam; the motives, stages, and strategies of American intervention in Vietnam; leadership, organization, and tactics of the Vietnamese revolutionary movement; the expansion of the conflict to Cambodia and Laos; the antiwar movement in the United States; lessons and legacies of the Vietnam War; and political and economic development in Vietnam since the end of the war in 1975.

Prerequisite: One unit in social sciences or permission of instructor. Not open to students who have taken [POL3 306].

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

### **POL3 321 The United States in World Politics**

*Paarlberg*

An examination of American foreign policy, understood as the current and recent behavior of the United States Government abroad. The pre-eminence of American military power in the post cold war era makes understanding United States policy essential to the larger study of international relations. Emphasis will be placed on different theoretical approaches to explaining United States behavior, including approaches based on structures of the international system versus explanations that are particular to American geography, history, culture, or institutions.

Prerequisite: One unit in international relations. Not open to students who have taken [POL3 321S].

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

### **POL3 322S Seminar. Gender in World Politics**

*Moon*

**NOT OFFERED IN 2004-05.** 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 department office or on the department Web site.

Distribution: Social and Behavioral Analysis  
Semester: N/O

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: Spring

Unit: 1.0

---

### **POL3 327 International Organization**

*Wibben*

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: Spring

Unit: 1.0

---

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

*Moon*

Seminar exploring the causes, characteristics, and political implications of the recent resurgence of "anti-Americanism" in international politics. Political actors engaged in anti-American activities and activism include civic organizations, intellectual and cultural elites, politicians, media, terrorists, peace activists, and others in democratic and authoritarian countries alike. Differing political motivations and public expressions, as well as national and regional variations of anti-Americanism will be examined. The seminar will engage a range of sources, such as survey data, religious rhetoric, nationalist platforms, protest literature, official policy statements, court cases, and pop music. Country cases include France, Germany, Iraq,

Mexico, North Korea, Pakistan, Philippines, South Korea, the United Kingdom, and the United States.

Prerequisite: One 200-level course or higher in both international relations and comparative politics. Enrollment limited; interested students must fill out a seminar application available in the political science department office or on the department Web site.

Distribution: Social and Behavioral Analysis  
Semester: Fall

Unit: 1.0

---

### **POL3 329 International Law**

*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 department office or on the department Web site.

Distribution: Social and Behavioral Analysis  
Semester: Spring

Unit: 1.0

---

### **POL3 348S Seminar. Problems in North-South Relations**

*Murphy*

**NOT OFFERED IN 2004-05.** 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 department office or on the department Web site.

Distribution: Social and Behavioral Analysis  
Semester: N/O

Unit: 1.0

---

### **POL3 351S Seminar. Global Governance**

**NOT OFFERED IN 2004-05.** 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 department office or on the department Web site.

Distribution: Social and Behavioral Analysis  
Semester: N/O

Unit: 1.0

---

## **Political Theory**

---

### **POL4 201 Issues in Political Theory**

*Candrea*

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, Spring

Unit: 1.0

---

### **POL4 240 Classical and Medieval Political Theory**

*Candrea*

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

---

**POLA 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

---

**POLA 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

---

**POLA 248 Power and Politics***Euben*

**NOT OFFERED IN 2004-05.** 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: N/O Unit: 1.0

---

**POLA 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

---

**POLA 342S Seminar. Marxist Political Theory**

*Krieger*  
**NOT OFFERED IN 2004-05.** 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 department office or on the department Web site.

Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

---

**POLA 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 department office or on the department Web site.

Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Fall Unit: 1.0

---

**POLA 344S Seminar. Feminist Political Theory**

*Euben*  
**NOT OFFERED IN 2004-05.** 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 postcolonial world. Consideration of feminist perspectives on rights and the law, pornography, racial and sexual differences, practiceology, 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 department office or on the department Web site.

Distribution: Religion, Ethics, and Moral Philosophy  
Semester: N/O Unit: 1.0

---

**POLA 346 Comparative Political Thought: Modern Western and Islamic Theories of Politics***Euben*

**NOT OFFERED IN 2004-05.** 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: N/O Unit: 1.0

---

**POLA 347S Seminar: Politics, Literature, and the Concept of Empire***Candrea*

**NOT OFFERED IN 2004-05.** What does it mean to be an “empire”? In this seminar, we will explore this question through specific historical examples (including Greece, Rome, Britain and France), using a variety of literary and philosophical texts (Herodotus, Virgil, Machiavelli, Conrad, Kipling, Fanon, Said). Particular attention will be given to questions about freedom, power, rights and obligations. In conclusion, we will examine contemporary sources to assess whether or not the term “empire” may be applied to the United States today.

Prerequisite: Permission of the instructor. interested students must fill out a seminar application available in the political science department office or on the department Web site.

Distribution: Religion, Ethics, and Moral Philosophy  
Semester: N/O Unit: 1.0

---

**Research or Individual Study**

Individual or group research of an exploratory or specialized nature. Students interested in independent research should request the assistance of a faculty sponsor and plan the project, readings, conferences, and method of examination with the faculty sponsor. These courses are offered at the 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 Towards the Major*

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

---

## Directions for Election

POL 100 is strongly recommended for all further work in political science, particularly for those who are considering a major in the department.

A major in political science consists of at least nine units. Courses at the 100-level may be counted toward the major, but not toward a subfield distribution requirement (see below). 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 concerns and methodologies employed throughout the discipline, all majors must take one 200-level or 300-level unit in each of the four subfields offered by the department. Recommended first courses in the four subfields are: in American politics and law: POL1 200; in comparative politics: POL2 202; in international relations: POL3 221; in political theory: POL4 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 POL1 200 (American Politics). Students who are uncertain whether to receive a College AP credit in American politics or to take POL1 200 should consult with a member of the department who specializes in American politics 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, Cheek<sup>A</sup>, Akert, Hennessey, Lucas (Chair), Norem, Wink*

Associate Professor: *Genero<sup>A</sup>, Keane*

Visiting Associate Professor: *Carli*

Assistant Professor: *Gleason*

Visiting Assistant Professor: *Wagner, Barth*

Instructor: *Theran*

Visiting Instructor: *Deguchi*

Senior Lecturer: *Brachfeld-Child*

Lecturer: *Kulik-Johnson*

Teaching Fellow: *Gordon*

---

### 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

*Hennessey, Genero, Carli*

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: For students entering the College in Fall 2004 or later: PSYC 101, AP credit or permission of instructor. For students entering the College prior to Fall 2004: no prerequisite. Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken or are taking ECON 103/SOC 190 [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

**NOT OFFERED IN 2004-05.** 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: N/O

Unit: 1.25

---

### PSYC 207 Developmental Psychology Gleason, Wagner

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: For students entering the College in Fall 2004 or later: PSYC 101, AP credit or permission of instructor. For students entering the College prior to Fall 2004: no prerequisite.  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.0

### PSYC 207R Research Methods in Developmental Psychology

*Gleason, Wagner*

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: For students entering the College in Fall 2004 or later: PSYC 101, AP credit or permission of instructor. For students entering the College prior to Fall 2004: no prerequisite.  
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: For students entering the College in Fall 2004 or later: PSYC 101, AP credit or permission of instructor. For students entering the College prior to Fall 2004: no prerequisite.  
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: Fall Unit: 1.25

### PSYC 211 Group Psychology

*Schiavo*

Study of everyday interaction of individuals in groups. Introduction to theory and research on the psychological processes related to group structure and formation, leadership, communication patterns, etc.

Prerequisite: For students entering the College in Fall 2004 or later: PSYC 101, AP credit or permission of instructor. For students entering the College prior to Fall 2004: no prerequisite.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

### PSYC 212 Personality

*Norem, 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: For students entering the College in Fall 2004 or later: PSYC 101, AP credit or permission of instructor. For students entering the College prior to Fall 2004: no prerequisite.  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.0

### PSYC 212R Research Methods in Personality Psychology

*Norem*

An introduction to research methods appropriate to the study of personality psychology. Student projects investigate individual and group differences in personality traits, values, goals, and dimensions of self-concept. Laboratory. *Each section typically limited to 12 students.*

Prerequisite: 205 and 212  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.25

### PSYC 214R Research Methods in Cognitive Psychology

*Keane*

**OFFERED IN 2004-05. NOT OFFERED IN 2005-06.** 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/NEUR 213  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.25

### PSYC 215 Memory

**NOT OFFERED IN 2004-05.** 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: For students entering the College in Fall 2004 or later: PSYC 101, AP credit or permission of instructor. For students entering the College prior to Fall 2004: no prerequisite.  
Distribution: Epistemology and Cognition or Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

### PSYC 216 Psychology of Language

*Lucas*

Introduction to the study of the psychological processes underlying language. An evaluation of theory, methods, and current research in language abilities, including speech perception, word and sentence understanding, and language acquisition in children. Examination of the relationship between language and thought and the evolutionary and biological bases of language behavior.

Prerequisite: For students entering the College in Fall 2004 or later: PSYC 101, AP credit or permission of instructor. For students entering the College prior to Fall 2004: no prerequisite.  
Distribution: Epistemology and Cognition or Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

### PSYC 217 Cognition

*Barth*

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: For students entering the College in Fall 2004 or later: PSYC 101, AP credit or permission of instructor. For students entering the College prior to Fall 2004: no prerequisite.  
Distribution: Epistemology and Cognition or Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

### PSYC 218 Sensation and Perception

*Barth*

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: For students entering the College in Fall 2004 or later: PSYC 101, AP credit or permission of instructor. For students entering the College prior to Fall 2004: no prerequisite.  
Distribution: Epistemology and Cognition or Social and Behavioral Analysis  
Semester: Spring 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: For students entering the College in Fall 2004 or later: PSYC 101, AP credit or permission of instructor. For students entering the College prior to Fall 2004: no prerequisite. 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

*Theran*

An examination of major psychological disorders with special emphasis on phenomenology. Behavioral treatment of anxiety based disorders, cognitive treatment of depression, psychoanalytic therapy of personality disorders, and biochemical treatment of schizophrenia will receive special attention. Other models of psychopathology will also be discussed.



Prerequisite: For students entering the College in Fall 2004 or later: PSYC 101, AP credit or permission of instructor. For students entering the College prior to Fall 2004: no prerequisite. Not open to students who have taken [309]. Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.0

### PSYC 224R Research Methods in Abnormal Psychology

Wink

An introduction to research methods appropriate to the study of abnormal psychology. Topics will include affective and personality disorders, substance abuse, and stressful life events. Individual and group projects. Laboratory. *Each section typically limited to 12 students.*

Prerequisite: 205 and 224

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.25

### 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: For students entering the College in Fall 2004 or later: PSYC 101, AP credit or permission of instructor.

For students entering the College prior to Fall 2004: no prerequisite.

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: For students entering the College in Fall 2004 or later: PSYC 101, AP credit or permission of instructor.

For students entering the College prior to Fall 2004: no prerequisite.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

### PSYC 248 Psychology of Teaching, Learning, and Motivation

Hennessey

The psychology of preschool, primary, secondary, and college education. Investigation of the many contributions of psychology to both educational theory and practice. Topics include student development in the cognitive, social, and emotional realms; assessment of student variability and performance; interpretation and evaluation of standardized tests and measurements; classroom management; teaching style; tracking and ability grouping; motivation; and teacher effectiveness.

Prerequisite: One 200-level unit, excluding 205.

Distribution: Social and Behavioral Analysis

Semester: Fall

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/non-credit, 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 300/CLSC 300 Topics in Cognitive and Linguistic Sciences

Lucas

**Topic for 2004-05: Cooperation and Competition.** According to traditional models of rationality, rational agents should act in ways that will maximize their self-interest. And the study of evolution teaches us that individuals are in competition for survival. Nonetheless, we have all experienced acts of apparent selflessness and societies could not function without cooperation among their members. How, then, can cooperative and selfless behaviors be explained? In this course, an interdisciplinary approach to the problem will be taken. Evidence and theories from the psychological, economic, and neurobiological literatures will be examined. Cross-cultural, developmental, and cross-species differences will be explored as will the evolutionary origins of cooperation and competition and the role of cooperation in language. *Students may register for either PSYC 300 or CLSC 300. Credit will be given in the department in which the student is registered.*

Prerequisite: Open to juniors and seniors who have taken one of PSYC 215-219, [LANG] LING 114, PHIL 215, CS 111 or permission of instructor.

Distribution: Epistemology and Cognition

Semester: Spring

Unit: 1.0

### PSYC 302 Health Psychology

**NOT OFFERED IN 2004-05.** 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: N/O

Unit: 1.0

### PSYC 303 Psychology of Gender

Gordon

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: Fall

Unit: 1.0

### PSYC 308 Systems of Psychotherapy

**NOT OFFERED IN 2004-05.** 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

**NOT OFFERED IN 2004-05.** 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: N/O

Unit: 1.0

### PSYC 312 Seminar. Applied Psychology

Schiavo

Analysis of psychologically-based programs and interventions in applied settings such as organizations, social service agencies, health-care facilities, social support groups, environmental and community change agencies, etc. Consideration of the psychological theories, methods, and research findings which provide the foundation for these programs. Students will participate in relevant settings or activities.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding 205, or permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

### PSYC 316 Seminar. Psycholinguistics

Wagner

**Topic for 2004-05: Language Acquisition.** This course will examine how children acquire language. Topics will include how children learn words and assign meanings to them, how children learn rules to build syntactic structures, the roles of biology and environment in acquiring a language, the relationship between language and thought in development, and bilingualism. Readings will address the course of acquisition in normally developing children as well as in special populations (e.g. children with Autism, Williams Syndrome and Special Language Impairment).

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/NEUR 213, and excluding 205, or by permission of instructor. [LANG] LING 114 may be substituted for either 200-level unit.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Spring

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***Barth*

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/NEUR 213, and excluding 205.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

**PSYC 326 Seminar. Child and Adolescent Psychopathology***Theran*

Description, etiology, and developmental patterns of behavior problems of children, adolescents, and their families. Topics include theories of child and adolescent psychopathology, externalizing problems such as conduct disorder and attention-deficit/hyperactivity disorder, internalizing problems such as depression, anxiety, and children's experiences of trauma, and developmental disorders such as mental retardation, risk and protective factors for child psychopathology, and child and family interventions.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding 205, or permission of instructor.

Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

**PSYC 329 Seminar. Psychology of Adulthood and Aging***Wink*

An examination of how people cope with changes in their adult lives. Particular emphasis on aging as an example of life stage. Topics include: personality and cognitive change in later life; development of wisdom and integrity; retirement and bereavement; coping with death; intergenerational transmission of values; social support and coping with change. Models of life stages in adulthood will also be discussed.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding 205, or permission of instructor.

Distribution: Social and Behavioral Analysis  
Semester: Fall 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 337 Seminar. The Psychology of Creativity***Hennessey*

An explanation of the foundations of modern theory and research on creativity. An examination of methods designed to stimulate creative thought and expression. Topics include: psychodynamic, behavioristic, humanistic, and social-psychological theories of creativity; studies of creative environments; personality studies of creative individuals; methods of defining and assessing creativity; and programs designed to increase both verbal and nonverbal creativity.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding 205, or permission of instructor.

Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

**PSYC 338 Social Influence***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: Open to juniors and seniors who have taken 210 and one other 200-level unit, excluding 205, or permission of instructor. Not open to students who have taken [240].

Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

**PSYC 339 Seminar. Narrative Identity**

NOT OFFERED IN 2004-05. 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: N/O Unit: 1.0

**PSYC 340 Organizational Psychology**

NOT OFFERED IN 2004-05. An examination of key topics such as: social environment of the work place, motivation and morale, change and conflict, quality of worklife, work group dynam-

ics, leadership, culture, and the impact of workforce demographics (gender, race, socioeconomic status). Experiential activities, cases, theory, and research.

Prerequisite: Open to juniors and seniors who have taken two 200-level units excluding 205, or permission of instructor.

Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

**PSYC 341 Seminar. Psychology of Shyness**

NOT OFFERED IN 2004-05. 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

**PSYC 342 Seminar. Psychology of Optimism and Pessimism***Norem*

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: Spring Unit: 1.0

**PSYC 344 Seminar. Social Imagination***Gleason*

An examination of the uses and types of imagination in both childhood and adulthood. This course will touch on the mechanics of mental imagery and discuss the ways in which imagery is manifest in cognition and particularly in management of social relationships. Emphasis will be placed on the connections between imagination and emotion, such as in children's enactment of scary or nurturant pretend play. How imagination affects interpersonal interactions will be considered, as will other topics such as children's creation of imaginary companions, imagination as pathology, and individual differences in imagination, imagery of individuals deprived of particular senses, and the influence of imagination on memory.

Prerequisite: Open to juniors and seniors who have taken two 200-level courses, excluding 205.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

**PSYC 345 Seminar. Selected Topics in Developmental Psychology***Wagner*

Topic for 2004-05: "Mind-reading" in Children. This course will trace the development of our understanding of what's going on in other people's minds - their beliefs, goals, and intentions -



and how we learn to use this information to guide our own actions. Topics include infants' abilities to follow pointing and eye-gaze and to engage in imitation and understand goal-directed actions; preschoolers' knowledge of false belief, deception, and accidents; the roles that language and social interaction play in developing our knowledge of other minds; and the effects of lacking this knowledge, as may be the case for children and adults with autism. Observations at the Child Study Center (outside of class time) will be required.

Prerequisite: Open to juniors and seniors who have taken 207 and one other 200-level course, excluding 205.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

---

### 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

---

### PSYC 348 Advanced Topics in Personality and Social Psychology

**NOT OFFERED IN 2004-05.** An exploration of the interface between personality and social psychology. Areas of research that are best understood by considering both personal dispositions and social situations will be examined. Topics include: conformity, romantic relationships, and social anxiety.

Prerequisite: Open to juniors and seniors who have taken 210 and 212, or permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

---

### PSYC 349 Seminar. Nonverbal Communication

*Akert*

An examination of the use of nonverbal communication in social interactions. Systematic observation of nonverbal behavior, especially facial expression, tone of voice, gestures, personal space, and body movement. Readings include scientific studies and descriptive accounts. Issues include: the communication of emotion; cultural and gender differences; the detection of deception; the impact of nonverbal cues on impression formation; nonverbal communication in specific settings (e.g., counseling, education, interpersonal relationships).

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding 205.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

---

### PSYC 350 Research or Individual Study

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

---

### 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

---

### PSYC 360 Senior Thesis Research

Prerequisite: Completion of a research methods course by the end of the junior year, and by permission of department. See Academic Distinctions.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

---

### PSYC 370 Senior Thesis

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

---

## Related Courses

*For Credit Towards the Major*

---

**CLSC 300** Topics in Cognitive and Linguistic Sciences

---

## Directions for Election

**Psychology major:** Consists of 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). For students who enter the college in Fall 2004 or later, 101 is also a required course for the major. PSYC 299 does not count as one of the nine courses for the major. At least five of the courses for the major must be taken in the department.

**Statistics:** 205 is the only Wellesley statistics course that will count toward the fulfillment of the major. In order to obtain Wellesley credit for a statistics course taken at another institution during the summer or academic year, approval must be obtained from the department prior to enrolling in the course. Transfer students wishing to obtain credit for statistics courses taken prior to enrollment at Wellesley should consult the chair of the department.

**Research Methods Requirement:** The department offers seven research methods courses: PSYC 206R, 207R, 210R, 212R, 214R, 220R and 224R. 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.

**Psychology minor:** Consists of five units, including one course at the 300 level and including 101 for students who enter the college in Fall 2004 or later. PSYC 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.

**Related Interdepartmental Majors:** Students interested in an interdepartmental major in neuroscience or cognitive and linguistic sciences are

referred to the section of the catalog where these programs are described. They should consult with the directors of the neuroscience or cognitive and linguistic sciences programs.

**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 but it does fulfill the PSYC 101 requirement. If an AP student with a score of 4 or 5 completes PSYC 101, she will receive the appropriate psychology credit but will receive no AP credit.

Advanced placement credit for statistics does not exempt students from or fulfill the PSYC 205 requirement. An AP student with a score of 4 or 5 in statistics must still take 205 but can receive AP credit.

# Quantitative Reasoning Program

Director: *Taylor*

Visiting Assistant Professor: *Polito*

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 and some QR overlay courses. The Program also provides tutorial support to students and instructors of quantitative reasoning overlay courses. Finally, the Quantitative Reasoning Program provides curricular support to faculty interested in modifying existing courses or designing new ones so that these courses will satisfy the overlay component of the quantitative reasoning requirement.

## The Quantitative Reasoning Requirement

All students must satisfy both components of the quantitative reasoning requirement: (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 mathematical modeling) 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.

### QR 140 Introduction to Quantitative Reasoning

*Polito, Taylor*

In this course, students develop and apply mathematical, logical, and statistical skills to solve problems in authentic contexts. The quantitative skills emphasized include algebra, geometry, probability, statistics, estimation, and mathematical modeling. Throughout the course, these skills are used to solve real world problems, from personal finance to medical decision-making. A student passing this course satisfies the basic skills component of the quantitative reasoning requirement. This course is required for students who do not pass the quantitative reasoning assessment. Those who pass the Assessment but still want to enroll in this course must receive permission of the instructor.

Prerequisite: Permission of the instructor required for students with a score of 9.5 or above on the QR assessment.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

### QR 180 Statistical Analysis of Education Issues

*Taylor*

What factors explain individual and group differences in student achievement test scores and educational attainment? Do inequities in financing public elementary and secondary schools matter in terms of student achievement and future employment? This course explores the theories 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 ECON 103/SOC 190, MATH 101, PSYC 205, or [QR 199].  
Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement.  
Semester: Spring Unit: 1.0

## Overlay Course Component

The following courses satisfy the overlay course component of the quantitative reasoning requirement. *In order to register for a course on this list, a student must first satisfy the basic skills component of the quantitative reasoning requirement by passing either the quantitative reasoning assessment or QR 140.*

Note that this list is subject to change. Check individual department listings for information about when each course is offered.

- 
- ASTR 109** Our Place in Space and Time
- 
- ASTR 206** Basic Astronomical Techniques with Laboratory
- 
- BISC 109** Human Biology with Laboratory
- 
- BISC 111** Introductory Organismal Biology with Laboratory
- 
- BISC 111X** Introductory Organismal Biology with Laboratory
- 
- BISC 201** Ecology with Laboratory
- 
- CHEM 120** Intensive Introductory Chemistry with Laboratory
- 
- CHEM 205** Chemical Analysis and Equilibrium with Laboratory
- 
- CHEM 231** Physical Chemistry I with Laboratory
- 
- CHEM 232** Physical Chemistry for the Life Sciences with Laboratory
- 
- CHEM 361** Analytical Chemistry with Laboratory
- 
- CS 199** Simulation, Probability, and Statistics
- 
- ECON 103/SOC 190** Introduction to Probability and Statistical Methods
- 
- GEOS 102** The Dynamic Earth with Laboratory
- 
- MATH 101** Reasoning with Data: Elementary Applied Statistics
- 
- MATH 101Z** Reasoning with Data: Elementary Applied Statistics with Health Applications
- 
- MATH 220** Probability and Elementary Statistics
- 
- PHIL 209** Scientific Reasoning
- 
- PHYS 202** Modern Physics with Laboratory
- 
- POL 199** Introduction to Methods in Political Science
- 
- PSYC 205** Statistics
- 
- QR 180** Statistical Analysis of Education Issues
- 
- SOC 190/ECON 103** Introduction to Probability and Statistical Methods



# Department of Religion

Professor: *Hobbs, Kodera, Marini*<sup>1,2</sup>, *Geller, Elkins* (Chair), *Marlow*<sup>1</sup>

Assistant Professor: *Bernat*<sup>1</sup>

Visiting Associate Professor: *Rollman*

Visiting Senior Lecturer: *Colaizzi*

Mellon Postdoctoral Fellow: *Shukla-Bhatt*

## REL 104 Study of the Hebrew Bible/ Old Testament

*Geller*

**NOT OFFERED IN 2004-05.** 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: N/O

Unit: 1.0

## REL 105 Study of the New Testament

*Hobbs*

The writings of the New Testament as diverse expressions of early Christianity. Close reading of the texts, with particular emphasis upon the Gospels and the letters of Paul. Treatment of the literary, theological, and historical dimensions of the Christian scriptures, as well as of methods of interpretation. The beginnings of the break between the Jesus movement and Judaism will be specially considered.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: Fall, Spring

Unit: 1.0

## REL 108 Introduction to Asian Religions

*Kodera*

An introduction to the major religions of India, Tibet, China, and Japan with particular attention to universal questions such as how to overcome the human predicament, how to perceive ultimate reality, and what is the meaning of death and the end of the world. Materials taken from Islam, Hinduism, Buddhism, Confucianism, Taoism, and Shinto. Comparisons made, when appropriate, with Hebrew and Christian Scriptures.

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy

Semester: Fall

Unit: 1.0

## REL 140 Introduction to Jewish Civilization

*Geller*

**NOT OFFERED IN 2004-05.** A survey of the history of the Jewish community from its beginnings to the present. Exploration of the elements of change and continuity within the evolving Jewish community as it interacted with the larger Greco-Roman world, Islam, Christianity, and post-Enlightenment Europe and America. Consideration given to the central ideas and institutions of the Jewish tradition in historical perspective.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

## REL 200 Theories of Religion

*Marini*

An exploration of theoretical models and methods employed in the study of religions. Particular attention to approaches drawn from anthropology, sociology, and psychology. Readings taken from writers of continuing influence in the field: William James and Sigmund Freud, Max Weber and Emile Durkheim, Clifford Geertz and Victor Turner, Rudolf Otto and Mircea Eliade, Karl Marx and Paul Ricoeur.

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

## REL 202 Biblical Poetry

*Bernat*

**NOT OFFERED IN 2004-05.** 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

## REL 207 Goddesses, Queens, and Witches: Survey of the Ancient Near East

*Bernat*

**NOT OFFERED IN 2004-05.** 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 209 Women, Sexuality, and Patriarchalism in the New Testament

*Hobbs*

**NOT OFFERED IN 2004-05.** The world from which Christianity emerged was largely patriarchal and sexist, with a variety of attitudes towards sexual behavior and marriage. The Christian movement itself took several different approaches toward each of these issues, which found their way into the New Testament collection and thus became the foundation for a multiplicity of stances in later centuries. This variety in the documents will be examined, with special attention to their roots and their results.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

## REL 211 Jesus of Nazareth

*Hobbs*

Historical study of Jesus, first as he is presented in the Gospels, followed by interpretations of him at several subsequent stages of Christian history. In addition to the basic literary materials, examples from the visual arts and music will be considered, such as works by Michelangelo,

Grünewald, J. S. Bach, Beethoven, and Rouault, as well as a film by Pasolini. The study will conclude with the modern "quest for the historical Jesus."

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy

Semester: Spring

Unit: 1.0

## REL 214 Political Authority and Christians in the New Testament

*Hobbs*

**NOT OFFERED IN 2004-05.** From its beginnings, the Jesus-movement (including Jesus himself) was engaged in relations with the political authorities, often involving conflict. We will examine the variety of responses to political authority that are documented in the New Testament, each of which later became the basis for the political stances of diverse versions of Christianity.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

## REL 215 Christian Spirituality

*Elkins*

**NOT OFFERED IN 2004-05.** A study of historical and contemporary texts that exemplify varieties of Christian spirituality. Historical works read include Augustine's *Confessions*, Thomas à 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: 100-1500

*Elkins*

Issues in the writings of Christian thinkers including good and evil, free will and determinism, orthodoxy and heresy, scripture and tradition, faith and reason, and love of God and love of neighbor. Special attention to the diversity of traditions and religious practices, including the cult of saints, the veneration of icons, and the use of scripture of the ancient and medieval periods.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: Spring

Unit: 1.0

## REL 217 Christian Thought from the Reformation to the Present

*Marini*

**NOT OFFERED IN 2004-05.** A study of defining issues and essential thinkers in the Christian religious tradition from the sixteenth century to the present. Faith and grace, free will and determinism, mysticism and radicalism, reason and emotion, secularization and existentialism, orthodoxy and doubt, religious morality and social action examined through primary source readings. Readings include works by Luther, Calvin, Pascal, Locke, Wesley, Newman, Kierkegaard, Bonhoeffer, and Martin Luther King, Jr.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

---

**REL 218 Religion in America***Marini*

**NOT OFFERED IN 2004-05.** 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, Martin Luther King, Jr., and contemporary fundamentalists.

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*

**NOT OFFERED IN 2004-05.** 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: N/O

Unit: 1.0

---

**REL 221 Catholic Studies***Elkins*

**NOT OFFERED IN 2004-05.** 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 224/MUS 224 Hildegard of Bingen***Elkins, Fontijn (Music)*

**NOT OFFERED IN 2004-05.** This interdisciplinary seminar will focus on the music, dramatic productions, vision literature, and theology of the renowned twelfth-century abbess Hildegard of Bingen. Attention will also be devoted to her scientific work on medicine, the manuscript illuminations of her visions, and to contemporary renderings of her music. *Students may register for either REL 224 or MUS 224. Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Arts, Music, Theater, Film, Video or Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

---

**REL 225 Women in Christianity***Elkins*

**NOT OFFERED IN 2004-05.** Martyrs, mystics, witches, wives, virgins, reformers, and ministers: a survey of women in Christianity from its origins until today. Focus on women's writings,

both historical and contemporary. Special attention to modern interpreters – feminists, Third-World women, and women of color.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

---

**REL 230 Ethics***Marini*

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: Fall

Unit: 1.0

---

**REL 236/CLCV 236 Greek and Roman Religion***Colaizzi*

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 to 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? *Students may register for either REL 236 or CLCV 236. Credit will be given in the department in which the student is registered.*

Prerequisite: Open to all students

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: Fall

Unit: 1.0

---

**REL 240/CLCV 240 Romans, Jews, and Christians in the Roman Empire***Geller and Rogers (Classical Studies)*

**NOT OFFERED IN 2004-05.** 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: N/O

Unit: 1.0

---

**REL 241 Emerging Religions: Judaism and Christianity 150 B.C.E.–500 C.E.***Geller*

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: Fall

Unit: 1.0

---

**REL 242 Introduction to Rabbinic Literature***Bernat*

**NOT OFFERED IN 2004-05.** An introduction to the main Rabbinic writings of the first half of the first millennium: the Mishnah, the Talmud, the Midrashic writings on Scripture, and early mystical texts.

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

---

**REL 243 Women in the Biblical World***Geller*

The roles and images of women in the Bible, and in early Jewish and Christian literature, examined in the context of the ancient societies in which these documents emerged. Special attention to the relationships among archaeological, legal, and literary sources in reconstructing the status of women in these societies.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: Fall

Unit: 1.0

---

**REL 244 Jerusalem: The Holy City***Geller*

An exploration of the history, archaeology, and architecture of Jerusalem from the Bronze Age to the present. Special attention both to the ways in which Jerusalem's Jewish, Christian, and Muslim communities transformed Jerusalem in response to their religious and political values and also to the role of the city in the ongoing mid-East and Israeli-Palestinian peace process.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: Spring

Unit: 1.0

---

**REL 245 The Holocaust and the Nazi State***Geller*

An examination of the origins, character, course, and consequences of Nazi anti-Semitism during the Third Reich. Special attention to Nazi racialist ideology, and how it shaped policies which affected such groups as the Jews, the disabled, the Roma and the Sinti, Poles and Russians, Afro-Germans, homosexuals, and women. Consideration also of the impact of Nazism on the German medical and teaching professions.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

---

**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 Religion in South Asia**

*Shukla-Bhatt*

An examination of religions in South Asia as expressed in sacred texts and arts, religious practices, and institutions from 2500 BCE to the present. Concentration on the origins and development of Brahmanism, Hinduism, Buddhism, Jainism, Islam and Sikhism, and the interaction of religious communities in South Asian history.

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

Unit: 1.0

---

**REL 253 Buddhist Thought and Practice**

*Kodera*

**NOT OFFERED IN 2004-05.** A study of Buddhist views of the human predicament and its solution, using different teachings and forms of practice from India, Southeast Asia, Tibet, China, and Japan. Topics including the historic Buddha's sermons, Buddhist psychology and cosmology, meditation, bodhisattva career, Tibetan Tantricism, Pure Land, Zen, and dialogues with and influence on the West.

Prerequisite: None  
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy  
Semester: N/O

Unit: 1.0

---

**REL 254 Chinese Thought and Religion**

*Kodera*

**NOT OFFERED IN 2004-05.** Continuity and diversity in the history of Chinese thought and religion from the ancient sage-kings of the third millennium B.C.E. to the present. Topics include: Confucianism, Taoism, Chinese Buddhism, folk religion, and their further developments and interaction. Materials drawn from philosophical and religious and literary works.

Prerequisite: None  
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy  
Semester: N/O

Unit: 1.0

---

**REL 255 Japanese Religion and Culture**

*Kodera*

Constancy and change in the history of Japanese religious thought and its cultural and literary expression from the prehistoric "age of the gods" to contemporary Japan. An examination of Japanese indebtedness to, and independence from, Korea and China, assimilation and rejection of the West, and preservation of indigenous tradition. Topics include: Shinto, distinctively Japanese interpretations of Buddhism, neo-Confucianism, their role in modernization and nationalism, Western colonialism, and modern Japanese thought as a crossroad of East and West.

Prerequisite: None  
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy  
Semester: Fall

Unit: 1.0

---

**REL 257 Contemplation and Action**

*Kodera*

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: Spring

Unit: 1.0

---

**REL 260 Islamic Civilization**

*Marlow*

**NOT OFFERED IN 2004-05.** Historical survey of the religion and culture of the Islamic world from the seventh century till the beginnings of the modern period. Topics include literary and artistic expression, architecture, institutions, philosophical and political thought, religious thought and practice. Readings from classical Arabic, Persian, Turkish, and Urdu texts in English translation.

Prerequisite: None. Not open to students who have taken REL [160].  
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*

**NOT OFFERED IN 2004-05.** Historical study of the Islamic religious tradition with particular attention to the early centuries in which it reached its classical form. Topics include the life of Muhammad, the Qur'an, and Qur'anic interpretation, Prophetic tradition, law, ethics, theology, Shi'ism, and Sufism. Attention to the diversity within the Islamic tradition and to the continuing processes of reinterpretation, into the modern period.

Prerequisite: None  
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy  
Semester: N/O

Unit: 1.0

---

**REL 263 Islam in the Modern World**

*Rollman*

The role of Islam in the modern history of Turkey, the Arab world, Iran, and South Asia, with particular reference to the nineteenth and twentieth centuries. Explores the rise of nationalism, secularism, modernism, "fundamentalism," and revolution in response to the political, 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: Fall

Unit: 1.0

---

**REL 298 New Testament Greek**

*Hobbs*

Reading and discussion of many characteristic New Testament texts, with attention to aspects of Koiné 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 302 Seminar. Ritual in the Hebrew Bible/Old Testament**

*Bernat*

**NOT OFFERED IN 2004-05.** 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.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: N/O

Unit: 1.0

---

**REL 303 Seminar. The Sacrifice of the Beloved Child in the Bible and Its Interpretations**

*Bernat*

**NOT OFFERED IN 2004-05.** 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, or [265].  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: N/O

Unit: 1.0

---

**REL 305 The Book of Genesis**

*Bernat*

**NOT OFFERED IN 2004-05.** 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: One course in Hebrew Bible/Old Testament, New Testament, or Judaism. Not open to students who have taken [205].  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: N/O

Unit: 1.0

---

**REL 308 Seminar. Paul's Letter to the Romans**

*Hobbs*

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 on the Bible.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Fall

Unit: 1.0

---

**REL 310 Seminar. Mark, the Earliest Gospel**

*Hobbs*

**NOT OFFERED IN 2004-05.** 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 on the Bible.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: N/O 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: Open only to majors and minors in religion, medieval/renaissance studies, Latin American studies, or women's studies or by permission of the instructor.  
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy  
Semester: Fall Unit: 1.0

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

*Marini*

**NOT OFFERED IN 2004-05.** A study of the relationships among religion, fundamental law, and political culture in the American experience. Topics include established religion in the British colonies, religious ideologies in the American Revolution, religion and rebellion in the Civil War crisis, American civil religion, and fundamentalism and the New Religious Right. Special attention to the separation of church and state and selected Supreme Court cases on the religion clauses of the First Amendment.

Prerequisite: 200 or one course in American religion, history, or politics.  
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy  
Semester: N/O Unit: 1.0

### REL 323 Seminar. Feminist Theologies

*Elkins*

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, or 316.  
Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

### REL 326 Seminar. Liberation Theology

*Elkins*

**NOT OFFERED IN 2004-05.** 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, or Christianity.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: N/O Unit: 1.0

### REL 342 Seminar. Archaeology of the Biblical World

*Geller*

**NOT OFFERED IN 2004-05.** 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, or early Judaism.  
Distribution: Historical Studies  
Semester: N/O Unit: 1.0

### REL 350 Research or Individual Study

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

### REL 350H Research or Individual Study

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

### REL 351 Seminar. Religion and Identity in Modern South Asia

*Marlow*

**NOT OFFERED IN 2004-05.** 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.  
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy  
Semester: N/O Unit: 1.0

### REL 353 Seminar. Zen Buddhism

*Kodera*

Zen, the long known yet little understood tradition, studied with particular attention to its historical and ideological development, meditative practice, and expressions in poetry, painting, and martial arts.

Prerequisite: One course in Asian religions.  
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy  
Semester: Spring Unit: 1.0

### REL 357 Seminar. Issues in Comparative

*Kodera*

**NOT OFFERED IN 2004-05.** Promises and challenges in the evolving debate over how different truth claims and faith communities might seek tolerance, respect, and coexistence. How to reconcile tradition with innovation, doctrine with practice, contemplation with action, globalism with tribalism. Impediments of monotheism and "revealed scripture." The role of religion in prejudice and discrimination. The rise of Buddhism in the West and of Christianity in the East. Readings include works by Wilfred Cantwell Smith, John Hick, Uchimura Kanzo, Endo Shusaku, Raimundo Panikkar, Thich Nhat Hanh, the Dalai Lama, and Diana Eck.

Prerequisite: At least one course in religion.  
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy  
Semester: N/O Unit: 1.0

### REL 360 Senior Thesis Research

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

### REL 362 Seminar. Religion and State in the Islamic World

*Marlow*

**NOT OFFERED IN 2004-05.** 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.  
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 2004-05.** 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.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: N/O Unit: 1.0

### REL 367 Seminar: Muslim Travellers

*Marlow*

**NOT OFFERED IN 2004-05.** An exploration, in historical context, of the writings of Muslim travellers 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.  
Distribution: Religion, Ethics, and Moral Philosophy or Historical Studies  
Semester: N/O Unit: 1.0

### REL 370 Senior Thesis

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

### REL 399 Religion Department Colloquium

*Elkins*

Monthly meeting of religion department faculty, majors, and minors throughout the academic year for presentation and discussion of student research. Strongly recommended for departmental majors and minors. *Students must complete both semesters to receive 0.5 units of credit. Mandatory credit/non credit.*

Prerequisite: Open to senior religion majors and minors. See Directions for Election.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Fall and Spring Unit: 0.5



## 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, textual, theological, and social scientific.

The major consists of a minimum of nine units, at least two of which must be at the 300-level, including a seminar, and no more than two 100-level courses. A maximum of three courses taken outside the Department may be counted toward the major, no more than two of which may be taken at an institution other than Wellesley.

The major requires both a concentration in a specific field of study and adequate exposure to the diversity of the world's religions and cultures. To ensure depth, a major must present a concentration of at least four courses, including a seminar, in an area of study that she has chosen in consultation with and approved by her departmental advisor. This concentration may be defined by, for example, a particular religion, cultural-geographical area, canon, period of time, or theme. To promote breadth, a major must complete a minimum of two courses, also to be approved by her departmental advisor, devoted to religious cultures or traditions that are distinct both from each other and from the area of concentration. All majors are urged to discuss their courses of study with their advisors before the end of the first semester of their junior year.

The minor consists of a minimum of five courses, including at least one seminar and no more than two 100-level courses. Three of the five courses, including a seminar, should be within an area of concentration chosen by the student in consultation with and approved by her departmental advisor.

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. REL 298 (New Testament Greek) and 200-level 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 and minors interested in pursuing language study should consult their advisors to determine the appropriateness of such work for their programs.

## Department of Russian

Associate Professor: *Hodge<sup>A1</sup> (Chair – Spring), Weiner<sup>A2</sup> (Chair – Fall)*

Assistant Professor: *Bishop*

Visiting Assistant Professor: *Partan*

Instructor in Russian Language: *Epstejn*

### RUSS 101 Elementary Russian I

*Partan*

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)

*Bishop*

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." Thus, we begin with "The Nose" and other ridiculous stories by Gogol. We will go on and read some of the finest short stories of Chekhov, and the Nobel Prize winner Ivan Bunin. The grotesque realism of Isaac Babel's stories and the magical realism of Vladimir Nabokov's also lie within the scope of this course. We will conclude with the late- and post-Soviet stories of Tatiana Tolstaia and Liudmila Petrushevskaja. *No prior knowledge of Russian language or literature is required. This course satisfies the requirements for Writing 125. Three periods.*

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

### RUSS 201 Intermediate Russian I

*Weiner*

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 read unadapted short stories by Pushkin and Zamiatin and view classic films such as *Brilliantovaiia ruka*. *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)

*Partan*

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 253 Russian Drama and the West (in English)

*Partan*

Why are Chekhov's plays so popular around the world? Why have Hollywood stars, such as Marilyn Monroe and Al Pacino, used a Russian acting system developed almost 100 years ago? This course examines the achievements of Russian drama and their relationships with Western theater. Russian playwrights, who originally imitated eighteenth-century western models of drama, created a quintessentially Russian theatrical tradition which, in turn, has influenced the west. Students will read masterpieces by Shakespeare, Moliere, Goldoni, Ibsen, and Pirandello, analyzing their impact on such Russian playwrights as Pushkin, Gogol, Chekhov, Evreinov, and others. Special attention will be paid to Stanislavsky's acting system and Meyerhold's experimentation on the Russian modernist stage. *Course counts toward the major in theatre studies. Taught in English.*

Prerequisite: None

Distribution: Arts, Music, Theater, Film, Video or Language and Literature

Semester: Spring

Unit: 1.0

### RUSS 255 Soviet and Russian Film (in English)

*Bishop*

The masterpieces of Russian film from the 1920s to the present day will be screened, analyzed, and discussed. Students will explore the famous techniques and themes developed by legendary Russian/Soviet filmmakers, including Eisenstein, Vertov, Tarkovsky and Mikhalkov. We will treat these films as works of art, examining the ways in which directors, like authors of novels and other literary genres, create a fictional world. Guest lecturers will comment on specific issues. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

**RUSS 272 Politically Correct: Ideology and the Nineteenth-Century Russian Novel (in English)**

Hodge

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** 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: N/O. Offered in 2005-06.

Unit: 1.0

**RUSS 276 Fedor Dostoevsky: The Seer of Spirit (in English)**

Weiner

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** 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 2005-06.

Unit: 1.0

**RUSS 277 Lev Tolstoy: Russia’s Ecclesiast (in English)**

Hodge

An odyssey through the fiction of the great Russian novelist and thinker, beginning with his early works (*Sevastopol Stories*) and focusing on *War and Peace* and *Anna Karenina*, though the major achievements of Tolstoy’s later period will also be included (*A Confession*, *The Death of Ivan Ilich*). Lectures and discussion will examine the masterful techniques Tolstoy employs in his epic explorations of human existence, from mundane detail to life-shattering cataclysm. 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: Spring

Unit: 1.0

**RUSS 278 The Stories and Plays of Anton Chekhov (in English)**

Weiner

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** 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 2005-06.

Unit: 1.0

**RUSS 282 What’s Love Got to Do With It? Sex and Family in Twentieth-Century Russian Literature (in English)**

Bishop

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** Tolstoy famously wrote, “All happy families are alike; each unhappy family is unhappy in its own way.” Beginning with his controversial novella, *The Kreutzer Sonata*, we will discuss love and family in Russian literature, a problem which becomes particularly complicated in the twentieth century. We will explore issues of androgyny in the writings of the symbolists, the regimentation of sex in Zamiatin’s anti-utopian novel *We*, questions of disease and sterility in Solzhenitsyn’s *Cancer Ward*, and adultery in Pasternak’s *Dr. Zhivago*. We will revisit the eternal literary theme of generational conflict, specifically in the form of mothers and daughters in the writings of Tsvetaeva and Petrushevskaya. We will also view and analyze films such as *Bed and Sofa* and *Commissar*. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Language and Literature

Semester: N/O. Offered in 2005-06.

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*) and the authorized English translations of his Russian works (*The Defense*, *Despair*, *Invitation to a Beheading*). *Taught in English. Two periods.*

Prerequisite: None

Distribution: Language and Literature

Semester: 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 with strong emphasis on oral proficiency and comprehension. At the end of the semester each student will write a final paper and present to the class her own special research interest within the general investigation of Moscow’s history, traditions, culture, and art. *Taught in Russian. Three periods.*

Prerequisite: 201-202 or the equivalent

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

**RUSS 302 Advanced Russian: St. Petersburg Partan**

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 320 Children and Laughter in Russia (in Russian)**

Epsteyn

Students will enter the world of Russian children’s folklore, literature, songs, film, and animation. We will start with lullabies and verbal games, and tales by Pushkin and Tolstoy. We will then examine the contribution of Soviet authors from the early 1920s to the late ’80s such as V. Maiakovsky, K. Chukovsky, S. Marshak, D. Kharms, M. Zoshchenko, A. Gaidar, N. Nosov, and E. Uspensky and their effect on the aesthetic development and ethical upbringing of Soviet children. The course emphasizes oral proficiency, extensive reading and weekly writing assignments. Students will write and present a final paper on their own special research interest. *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 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 2004-05. OFFERED IN 2005-06.** A Russian-language course designed to supplement 272 above, though 372 may be taken independently. Students will read and discuss, in Russian, a selection of nineteenth-century lyric and narrative poetry. *One period.*

Prerequisite or corequisite: 301 or 302  
Distribution: Language and Literature  
Semester: N/O. Offered in 2005-06.

Unit: 0.5

**RUSS 376 Fedor Dostoevsky's Short Stories (in Russian)**

Weiner

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** A Russian-language course designed to supplement 276 above, though 376 may be taken independently. Students will read and discuss, in Russian, major short works by Dostoevsky. *One period.*

Prerequisite or corequisite: 301 or 302  
Distribution: Language and Literature  
Semester: N/O. Offered in 2005-06.

Unit: 0.5

**RUSS 377 Tolstoy's Short Fiction (in Russian)**

Hodge

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** A Russian-language course designed to supplement 277 above, 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 or corequisite: 301 or 302  
Distribution: Language and Literature  
Semester: N/O. Offered in 2005-06.

Unit: 0.5

**RUSS 378 Anton Chekhov's Short Fiction (in Russian)**

Weiner

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** A Russian-language course designed to supplement 278 above, 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 or corequisite: 301 or 302  
Distribution: Language and Literature  
Semester: N/O. Offered in 2005-06.

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 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 RUSS 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; corresponding 300-level courses offer supplemental reading and discussion in Russian. Please refer to the descriptions for 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. one unit of 300-level coursework above 302 other than 350, 360, and 370.

RUSS 101 and 102 are counted toward the degree but not toward the Russian major.

Thus, a student who begins with no knowledge of Russian would typically complete the following courses to major in Russian: 101 and 102, 201 and 202, 301 and 302; 251; two 200-level literature courses above 252; and one unit from 300-level literature courses, including 320.

### 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

Director: Tumarkin (*History*)

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 HIST 105 (Bread and Salt: Introduction to Russian Civilization) 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 211/ANTH 211 Wintersession Program in the Republic of Georgia

Kohl (*Anthropology*)

Students travel to Tbilisi, Georgia for Wintersession. They attend lectures in English at Tbilisi State University on Georgian history, language and culture and on contemporary political developments there and visit sites of historical interest in and around Tbilisi. They live with Georgian families and spend three weeks completing a self-designed internship with a local organization. *Students may register for either RAST 211 or ANTH 211. Credit will be given in the department in which the student is registered. Not offered every year. Subject to Dean's office approval.*

Prerequisite: One course in RAST or ANTH. Application required.  
Distribution: Social and Behavioral Analysis or Historical Studies  
Semester: Wintersession

Unit: 0.5

### RAST 212/ES 212 Lake Baikal: The Soul of Siberia

Moore (*Biological Sciences*) and Bishop (*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. This course can count towards a concentration in environmental science or as an elective for the other concentrations. Students may register for either RAST 212 or ES 212. Credit will be given in the department in which the student is registered. 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 with summer lab 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

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

CPLT 284 Magical Realism: Russia and Beyond (in English)

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 and Foreign Policy of Russia

RUSS 125/WRIT 125 Great Short Stories from Russia (in English)

RUSS 251 The Nineteenth-Century Russian Classics: Passion, Pain, Perfection (in English)

RUSS 253 Russian Drama and the West (in English)

RUSS 255 Soviet and Russian Film (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 282 What's Love Got to Do With it? Sex and Family in Twentieth-Century Russian Literature (in English)

RUSS 286 Vladimir Nabokov (in English)

RUSS 320 Children and Laughter in Russia (in Russian)

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 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<sup>A</sup>, Cushman<sup>A2</sup>, Hertz, Imber (Chair), Rollins, Walsh

Associate Professor: Levitt<sup>A</sup>

Assistant Professor: Rutherford

Visiting Assistant Professor: Srinivas, Swingle

Lecturer: McCormack

### SOC 102 The Sociological Perspective: An Introduction to Sociology

Rutherford

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 Unit: 1.0

### SOC 103 Social Problems of Youth: An Introduction to Sociology

NOT OFFERED IN 2004-05. 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

### 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  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

### SOC 138 Conformity and Deviance: An Introduction to Sociology

Cuba, 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, Spring

Unit: 1.0

---

### SOC 190/ECON 103 Introduction to Probability and Statistical Methods

*Kauffman (Economics), Swingle*

An introduction to the collection, analysis, interpretation, and presentation of quantitative data as used to understand problems in economics and sociology. Using examples drawn from these fields, this course focuses on basic concepts in probability and statistics, such as measures of central tendency and dispersion, hypothesis testing, and parameter estimation. Data analysis exercises are drawn from both academic and everyday applications. *Students must register for a laboratory section which meets an additional 70 minutes each week. Students may register for either SOC 101 or ECON 103. Credit will be given in the department in which the student is registered.*

Prerequisite: One course in sociology or ECON 101 or 102 and fulfillment of the basic skills component of the quantitative reasoning requirement. Not open to students who have taken [QR 199]. Not open to students who have taken or are taking MATH 220 or PSYC 205.

Distribution: Social and Behavioral Analysis. Fulfills the QR overlay course requirement. Does not satisfy the laboratory requirement.

Semester: Fall

Unit: 1.0

---

### 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

---

### SOC 201 Contemporary Social Theory

*Cushman, Rutherford*

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

---

### SOC 202/ANTH 202 Introduction to Human Rights

*Cushman, Merry (Anthropology)*

Human rights is one of the most powerful approaches to social justice in the contemporary world, yet it is a rapidly developing and changing system. This course offers a critical analysis of human rights as a social, cultural, and legal system. It explores the historical and philosophical origins of the contemporary human rights system and its growth and development as a global social movement over the last few decades. This includes the diversification of rights to include social, economic and cultural

rights and the collective rights of indigenous peoples. The course examines the ongoing controversy between human rights' claims to universalism in contrast to assertions of cultural difference. Special topics include the rise of non-governmental human rights organizations, humanitarianism as an ideology, debates on military humanitarian interventions, the emergence of violence against women as a human rights issue, and the forms and types of justice in societies that have experienced large-scale violence. *Students may register for either SOC 202 or ANTH 202. Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

---

### 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: None

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

---

### 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

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

---

### 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: Fall

Unit: 1.0

---

### SOC 209 Social Inequality

*Rutherford*

This course examines the distribution of key social resources—wealth, power, and status—to groups and individuals, as well as theoretical explanations of how unequal patterns of distribution are produced, maintained, and challenged. In addition to global inequalities, special consideration will be given to how race, ethnicity, and gender intersect with social class to produce different life experiences for people in various groups in the United States. One course objective will be the critical evaluation of social policy initiatives designed to reduce social inequalities and alleviate poverty-related issues. Students will have the opportunity for service learning in a social-service organization in the metropolitan Boston area.

Prerequisite: One 100-level unit or permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

---

### SOC 211 Society and Culture in Latin America

**NOT OFFERED IN 2004-05.** 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: N/O

Unit: 1.0

---

### SOC 212 Comparative Sociology and Demography of the Family

*Swingle*

An examination of the forces that shape contemporary living arrangements in American society and others. This course will cover a wide expanse of recent demographic research, including explanations for the variety of family forms based on kinship and non-kinship; changes in the meaning of marriage as well as the opportunities for marriage in Western countries; the increasing prevalence of single living in the USA; the meaning and function of friendship in different societies; the links between living arrangements and other institutions such as school and work; and



the economic, social and psychological effects of living arrangements on women, men, and children. Cross-national comparisons will be used in the course to highlight similarities and differences to American living arrangements.

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

**NOT OFFERED IN 2004-05.** 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: N/O 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: Fall Unit: 1.0

### SOC 217 Power: Personal, Social, and Institutional Dimensions

*Cuba*

The study of power extends far beyond formal politics or the use of overt force into the operation of every institution and every life: how we are influenced in subtle ways by the people around us, who makes controlling decisions in the family, how people get ahead at work, whether democratic governments, in fact, reflect the "will of the people." This course explore some of the major theoretical issues involving power (including the nature of dominant and subordinate relationships

and types of legitimate authority) and examines how power operates in a variety of social settings: relations among men and women, professions, corporations, cooperatives, communities, nations and the global economy.

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

### SOC 218 Religion in Contemporary Society

**NOT OFFERED IN 2004-05.** This course explores the relationship between society and religious institutions, beliefs, and practices. Some of the topics we will cover include whether or not modern society is becoming more secular, the place of religion in politics, religious conversion, fundamentalism, new religious movements, the globalization of religion, and religiously-motivated terrorism. These themes will be explored using classical and contemporary sociological theories and empirical data.

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

### SOC 221 Globalization

**NOT OFFERED IN 2004-05.** McDonald's, Starbucks, and the Gap are now common features on the street corners of Europe, South America, and Asia. Arnold Schwarzenegger enjoys unprecedented popularity in the Far East while Americans are fascinated by karaoke and Indian films. Does this globalization of production and consumption mean that people all over the globe are becoming the same? In this course, we will explore the globalization of social organization. We will examine the different ways in which economic, political, and cultural institutions are organized in the increasingly interdependent world in which we live, compare them to those in the past, and explore their consequences.

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

### SOC 235 Business and Social Responsibility

**NOT OFFERED IN 2004-05.** 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 communities 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: N/O Unit: 1.0

### SOC 246 Immigration

**NOT OFFERED IN 2004-05.** 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 field-work 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: N/O 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 The Sociology of International Justice

**NOT OFFERED IN 2004-05.** 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.

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

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

**NOT OFFERED IN 2004-05.** 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 (SOC 190/ECON 103 or [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: 190/ECON 103, [QR 199] or permission of instructor. Required of all Sociology majors.

Distribution: Social and Behavioral Analysis  
Semester: Spring

Unit: 1.0

---

### SOC 306/WOST 306 Women and Work

Hertz

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. *Students may register for either SOC 306 or WOST 306. Credit will be given in the department in which the student is registered.*

Prerequisite: One course in ANTH, SOC, ECON, or WOST at the 100- or 200-level or permission of the instructor.

Distribution: Social and Behavioral Analysis  
Semester: Spring

Unit: 1.0

---

### SOC 309 Seminar. Topics in Inequality

Rutherford

**Topic for 2004-05: Language, Power and Society.** Language is critical in the formation of social groups and struggles for power and prestige among groups. This course will survey language diversity in American society, based on such variables as class, ethnicity, race, gender, religion, age and region. Examination of language policy issues that illuminate the ways that dominant usages of language reinforce structured differences in social power and prestige among cultural groups. Political uses of language both legitimize and challenge key aspects of the social order, with particular attention to discursive attempts by both liberals and conservatives to appropriate the American narrative in staking their territory on contested issues.

Prerequisite: At least one sociology course or permission of instructor.

Distribution: Social and Behavioral Analysis  
Semester: Spring

Unit: 1.0

---

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

Hertz

Analysis of problems facing the contemporary U.S. family and potential policy directions 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 contempo-

rary 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: Fall

Unit: 1.0

---

### SOC 313 Indian Cinema – Image, Text and Context

Srinivas

The Indian film industry produces the largest number and variety of feature films in the world: commercial cinema, regional cinema, art films, and “middle cinema” that transcends the popular culture-high culture divide. The course will examine the complex social world of cinema in urban India. Further we will explore Indian society and culture using the films as our text. What do they say about gender and identity, about emotions and the family, and politics and nationalism?

Prerequisite: One 100-level course in sociology or permission of the instructor.

Distribution: Social and Behavioral Analysis  
Semester: Fall

Unit: 1.0

---

### SOC 314 Medical Sociology and Social Epidemiology

Imber

**NOT OFFERED IN 2004-05.** 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 321 Globalization: A Research Seminar

**NOT OFFERED IN 2004-05.** This course uses the topic of globalization to teach students to carry out research. Following a basic introduction to the topic, each student will design and carry out a research project of her own. She will learn how to define research questions, identify and carry out appropriate methodologies, use various types of data sources, collect and analyze data, and write a final report. Course readings are tailored to students' particular question. Interview and field-work based projects are strongly encouraged.

Prerequisite: A background in social science. Not open to first-year students.

Distribution: Social and Behavioral Analysis  
Semester: N/O

Unit: 1.0

---

### SOC 325 Seminar. Genocide and Social Theory

Cushman

An examination of key social theories of genocide. Focus on sociological analysis of four cases of genocide in the twentieth century: Armenia, the Holocaust, Bosnia, and Rwanda. Assessment of international responses to

genocide, genocide denial, the development of laws against genocide, and efforts to prevent genocide.

Prerequisite: SOC 102, 103, 200, 201 or 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: Fall

Unit: 1.0

---

### SOC 332 Sociology of Film

**NOT OFFERED IN 2004-05.** 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: N/O

Unit: 1.0

---

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

**NOT OFFERED IN 2004-05.** 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: 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: t.0

### SOC 370 Senior Thesis

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

## Related Courses

### Attention Called

EXTD 200/WOST 200 Introduction to Reproductive Issues

EXTD 203/WOST 203 Ethical and Social Issues in Genetics

## 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 190, 200, 201, and 301) 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, SOC 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.

### Human Rights Concentration in Sociology and Anthropology

The Departments of Sociology and Anthropology offer a concentration in human rights in conjunction with a major in either department. Students electing this concentration will major in either sociology or anthropology and choose a major advisor within the respective departments. Students will take three specific courses in the concentration that will be counted toward the major in either department.

ANTH 202/SOC 202 Introduction to Human Rights

ANTH 260 Gender, Culture, and Human Rights

SOC 259 The Sociology of International Justice

Students interested in the human rights concentration should contact Thomas Cushman, Department of Sociology or Sally Merry, Department of Anthropology. A student electing this concentration is encouraged, in consultation with her advisor, to take other courses in the college curriculum dealing with human rights, to engage in independent research (SOC or ANTH 350, 360 and 370) and to participate in internship experiences in human rights organizations in the United States and abroad.

## Department of Spanish

Professor: *Gascón-Vera<sup>A</sup>, Agosin, Roses<sup>A2</sup> (Chair-Fall), Vega<sup>A1</sup>*

Associate Professor: *Ramos, Renjilian-Burgy (Chair-Spring)*

Visiting Associate Professor: *Coll-Tellechea*

Assistant Professor: *Halleck*

Instructor: *Rubio*

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, in Puebla, Mexico, or another approved program. To be eligible for study in Córdoba for one or two semesters in Wellesley's "Programa de Estudios Hispánicos en Córdoba" (PRESHCO), or "Program for Mexican Culture," a student must be enrolled in 241 or a 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. Video program. Three periods. *Each semester earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Open to all students who do not present Spanish for admission.

Distribution: None

Semester: Fall, Spring

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. 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, Vega*

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 245 Ethnic Passions

*Vega*

**NOT OFFERED IN 2004-05.** A close reading and viewing of selected written and performance texts by Latina/o artists, with particular focus on the intersection of categories of race/ethnicity and sexuality. Selected artists – all writing or performing in the last two decades (Francisco S. Alarcón, Luis Alfaro, Gloria Anzaldúa, Ana Castillo, Sandra Cisneros, Juan Leguizamo, Cherríe Moraga, Ela Troyano and others) – will be examined in light of their role within (or rejection by) the Latino literary “canon.” Topics for analysis include contemporary debates regarding the nature and construction of Latino identity; the relationship between ethnic and sexual categories; and Latino nuances within essentialist/social constructionist debates regarding gender, sexual and ethnic identities.

Prerequisite: 241 or 242 or permission of the 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 2004-05.** The institution of the family is the most enduring and cohesive of social associations in the Spanish-speaking world, and at the same time the most vulnerable. This course will explore its continuities and modifications cross-culturally on both literal and symbolic 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, Mi 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 2004-05.** An exploration of the historical, intellectual, creative and artistic connections between Spain and the US from Columbus' diaries to the present. The United States and Spain, so far apart geographically, have intersected at decisive moments in history for more than five hundred years. Despite the relatively high level of familiarity each society

has of the other, mutual misunderstandings have been frequent. This course explores the roots of this dissonance by looking closely at a few specific episodes in history and culture that have shaped reciprocal perceptions. The class offers readings and materials drawn from history, architecture and literature and concludes with an analysis of the role of Wellesley College in the long-running intercultural dialogue.

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

*Roses*

**NOT OFFERED IN 2004-05.** Introduction to the literature of Latin American countries with special focus on the tension between literary expression and the limiting forces of censorship and 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: Spring

Unit: 1.0

### SPAN 253 The Latin American Short Story

*Roses, Hall*

**NOT OFFERED IN 2004-05.** 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: N/O

Unit: 1.0

### SPAN 254 Alienation and Desire in the City: Spanish Literature Since 1936

*Ramos*

A study of the struggle for self-expression in Franco's Spain and the transition from dictatorship to democracy. Special attention will be

devoted to the literature of the Civil War and exile. Authors include Mercè Rodoreda, Camilo J. Cela, and Eduardo Mendoza.

Prerequisite: 241 or 242 or permission of instructor.  
Distribution: Language and Literature  
Semester: Spring

Unit: 1.0

### SPAN 257 The Word and the Song: Contemporary Latin American Poetry

*Agosin*

**NOT OFFERED IN 2004-05.** 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 258 Barcelona and the Spirit of Modernity: Art, History, and Culture (1859–2003)

*Ramos*

**NOT OFFERED IN 2004-05.** The city of Barcelona offers a unique site to study the twentieth century, in both the Spanish and the global context. In the historical arena, the city has gone from political upheaval and anarchistic rebellions early in the century, to the fight against fascism in the middle years, and finally to the struggle for nationhood and democracy at the end of the century. Students will learn about modernity and modernization in Spain in general and Barcelona in particular with special attention to Gaudí, Picasso, Miró, Mies van der Rohe, Sert and Dalí in the historical, aesthetic, and philosophic context that inspired their works. *Not offered every year. Subject to Dean's office approval.*

Prerequisite: One course above 241/242. Application required.  
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video  
Semester: N/O

Unit: 0.5

### SPAN 260 Women Writers of Spain, 1980 to the Present

*Gascón-Vera*

**NOT OFFERED IN 2004-05.** 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: N/O

Unit: 1.0

### SPAN 263 Latin American Literature: Fantasy and Revolution

*Roses*

**NOT OFFERED IN 2004-05.** 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, from the early 1960s to the present. Different forms of cinematic expression will be explored: narrative film, the documentary, the cinema of exile, and others. Issues of national culture and identity, as well as cultural exchanges of films between Latin America and abroad will be addressed. In addition to the films themselves, students will be required to read selected works on film criticism and several texts which have been made into films. Directors whose films will be analyzed include those of María Luisa Bemberg, Fernando Solanas, Jorge Silva, and Raúl Ruiz.

Prerequisite: 241 or 242 or permission of instructor.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Fall

Unit: 1.0

**SPAN 267 The Writer and Human Rights in Latin America**

*Agosin*

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, Alegría, and others will be studied.

Prerequisite: 241 or 242 or permission of instructor.

Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy

Semester: Fall

Unit: 1.0

**SPAN 268 Contemporary Spanish Cinema**

*Gascón-Vera*

**NOT OFFERED IN 2004-05.** A survey of Spanish Cinema. Themes of history and society as depicted by major directors since the Spanish Civil War of 1936. We will analyze films of important directors such as Pedro Almodóvar, Luis García Berlanga, Víctor Erice, Bigas Luna, Pilar Miró and Itziar Bollaín.

Prerequisite: 241 or 242 or permission of instructor.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O

Unit: 1.0

**SPAN 269 Caribbean Literature and Culture**

*Roses, Rubio*

An introduction to the major literary, historical, and artistic traditions of the Caribbean.

Attention will focus on the Spanish-speaking island countries: Cuba, Dominican Republic, Puerto Rico. Authors will include Juan Bosch, Lydia Cabrera, Guillermo Cabrera Infante, Julia de Burgos, Alejo Carpentier, Nicolás Guillén, René Marqués, Luis Palés Matos, and Pedro Juan Soto.

Prerequisite: 241 or 242 or permission of instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

**SPAN 271 Intersecting Currents: Afro Hispanic and Indigenous Writers in Contemporary Latin American Literature**

*Roses*

**NOT OFFERED IN 2004-05.** A close reading of selected texts that illustrate the intersection of African, Spanish, and indigenous oral and literary traditions. Genres include autobiographies, novels, and poetry. Individual authors to be studied include Domitila Barrios, Rigoberta Menchú, Esteban Montejo, López de Albújar, Nancy Morejón, and Tato Laviera. Topics include the relationship between identities and aesthetics, the marginal and the canonical, literature and the affirmation of the nation-state, and the uses of contemporary race and gender theory in literary analysis.

Prerequisite: 241 or 242 or permission of instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

**SPAN 272 Civilizations and Cultures of Spain**

*Ramos*

An examination of Spain's multicultural civilization and history, from the prehistoric cave paintings of Altamira to the artistic "movida" of post-Franco Spain. Literary, historical, artistic, and anthropological readings will inform our understanding of recurrent themes in Spanish national ideology and culture: Spain as a nexus between Christian, Jewish, and Islamic thought; regionalism, nationalism, and internationalism; religion and class; long-term economic consequences of global empire; dictatorship and democracy; and the creation and questioning of national identity.

Prerequisite: 241 or 242 or permission of instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

**SPAN 273 Latin American Civilization**

*Halleck*

**NOT OFFERED IN 2004-05.** 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: N/O

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 Magical Realism in Latin American Literature and Cinema**

*Roses, Halleck*

Realism and Magic Realism in Latin American Literature and Film, 1960-2004 is 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. One sets out to represent social reality and the other devises techniques to merge reality with metaphor and imaginings. In addition to reading works by Jorge Luis Borges, Gabriel García Márquez, José Emilio Pacheco, Antonio Skármeta, Senel Paz and Isabel Allende, we will view films, both fiction and documentary, pertinent to the themes of the class.

Prerequisite: 241 or 242 or permission of instructor.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Spring

Unit: 1.0

**SPAN 279 Jewish Women Writers of Latin America**

*Agosin*

This course will explore the vibrant literary culture of Jewish women writers of Latin America from the 1920s to the present. We will examine selected works by these authors, daughters of immigrants whose various literary genres reveal the struggle with issues of identity, acculturation, and diasporic imagination. Writers include Alicia Steimberg of Argentina, Clarice Lispector of Brazil, Margo Glantz of Mexico, as well as a new generation of writers who explore issues of multiculturalism and ethnicity.

Prerequisite: 241 or 242 or permission of instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

**SPAN 291 Seminar. Literature and Culture in Cuba**

*Roses*

**NOT OFFERED IN 2004-05.** Developed in conjunction with Casa de las Américas, this course will examine the role of the writer in a society transitioning from socialism to a globalized economy. Also to be considered are the secondary effects of international tourism on cultural production and consumption, and the issues confronted by Cuban citizens today. *Not offered every year. Subject to Dean's Office approval.*

Prerequisite: Open to students who have taken two 200-level units including one unit in literature. Application required.

Distribution: Language and Literature

Semester: N/O

Unit: 0.5

**SPAN 300 Honor, Monarchy, and Religion in the Golden Age Drama**

*Gascón-Vera*

**NOT OFFERED IN 2004-05.** 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***Gascón-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 2004-05.** 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 2004-05.** An examination of the culture of Spain of the last two decades seen through the eyes of filmmaker Pedro Almodóvar. We will study those films and literary texts that depict the development of Spain as a country in transition from a repressive dictatorship to democracy and 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*

A study of U.S. Hispanic writers of the Southwest and East Coast from the Spanish colonial period to the present. Political, social, racial, and intellectual contexts of their times and shared inheritance will be explored. Consideration of the literary origins and methods of their craft. Authors may include: Cabeza de Vaca, Gaspar de Villagrà, José Villarreal, Lorna Dee Cervantes, José Martí, Uva Clavijo, Ana Velilla, Pedro Juan Soto, Miguel Algarín, and Edward Rivera.

Prerequisite: Open to senior majors or permission of instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

---

**SPAN 306 Seminar. Centuries at Their End: Spain in 1898 and 2001***Gascón-Vera, Coll-Tellechea*

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 Bazán, Miguel de Unamuno, Ramón María del Valle Inclán, Juan Ramón 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: Fall

Unit: 1.0

---

**SPAN 309 Seminar. A Perfect World: Latin American Utopias and Dystopias***Roses*

This course will explore the notion of utopia as a quest for collective identity, and dystopia as the failure of that quest. Through selected novels, poetry, and films we will explore the ways in which history, poetry, fiction and mythology have reshaped cultural discourse in the Americas, producing a postmodern vision of the continent. We will also consider the ways in which historical, social, and ethical memory intertwine to create a mosaic of discourses about the formation of gender, culture and nation. Readings include Thomas More, *Utopia*; Alejo Carpentier, *Los pasos perdidos*; Pablo Neruda, *Canto General*; and Gabriel García Márquez, *Cien años de soledad* and *El amor en los tiempos del cólera*. Films to be viewed may include *La Muralla verde*, *Azúcar amargo*, *El Norte*, and *Suite Havana*.

Prerequisite: Open to senior majors.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

---

**SPAN 310 Seminar. A Path to Modernity: Literature and Architecture in Madrid, 1898–1936***Ramos*

Early in the twentieth century, Madrid was a meeting place for writers, artists, philosophers, architects, and intellectuals. This seminar explores the transformations of not only the city itself but also ideas about the city, and the artistic and cultural movements that inspired the intellectual debates of the time. Special consideration given to the common influences and the cross-fertilization among disciplines in the crucial period from the loss of the Empire (1898) to the beginning of the Spanish Civil War (1936). Particular attention will be paid to urban transformations, as well as writing about the city. Readings will include works by Fernando García Mercadal, Vicente Huidobro, Ernesto Giménez Caballero and José Moreno Villa.

Prerequisite: Open to senior and junior majors.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

---

**SPAN 313 Seminar. The Culture of Human Rights in the Americas***Agosin*

**NOT OFFERED IN 2004-05.** 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 Guillermoprieto, 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 2004-05.** Students will read the scripts and view the films most representative of alternative possibilities of freedom expressed by Luis Buñuel. The course will focus on the moral issues posed in his films and will start with a review of the historical motivations of the Buñuel perspective: Marxism, Freudianism, and Surrealism, as depicted in selected films of Buñuel, from his first, *An Andalusian Dog* (1928) to his last *That Obscure Object of Desire* (1977).

Prerequisite: Open to senior majors or 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**

**NOT OFFERED IN 2004-05.** 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, national politics and civilization, "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: N/O

Unit: 1.0

---

**SPAN 318 Seminar. Love and Desire in Spain's Early Literature***Vega*

**NOT OFFERED IN 2004-05.** 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 Seminar: Latin American Feminist Theory and Practice**

Halleck

**NOT OFFERED IN 2004-05.** 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, and Josefina Ludmer's critical essays.

Prerequisite: Open to senior majors.  
Distribution: Language and Literature  
Semester: N/O

Unit: 1.0

**SPAN 320 Seminar. Topics in Cross-Cultural Hispanic Studies**

Vega

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: Spring

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 García 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

**NOT OFFERED IN 2004-05.** 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 Varo, Elena Poniatowska, Nancy Morejón, Rosario Aguilar, Gioconda Belli and Victoria Ocampo.

Prerequisite: Open to senior majors or permission of instructor.  
Distribution: Language and Literature  
Semester: N/O

Unit: 1.0

**SPAN 329 Seminar. Chile: Literature and the Arts**

Agosin

**NOT OFFERED IN 2004-05.** From 1971 to 2003, Chile, one of South America's longest democracies, has experienced traumatic cultural, political and social change. From the election of Salvador Allende (1971-1973) through the Pinochet dictatorship, during these turbulent times an unprecedented cultural life was manifested in literature, theatre, and the visual arts. In this seminar, we will explore the cultural changes experienced in Chile during three decades, the ways in which writers understood the complex web of creativity, as well as the specter of censorship. We will analyze how historical figures were revived through writers such as Gabriel Mistral, Rosamel del Valle, Pablo Neruda and Salvador Allende. Narratives, journalistic essays, theatrical and visual productions will be examined vis à vis the social and political history in which the topics were created.

Prerequisite: Open to senior majors or permission of instructor.  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: N/O

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

**EDUC 308** Seminar. World Languages Methodology

**HIST 206** From Conquest to Independence: The History of Colonial Latin America

**Directions for Election**

A minimum of eight units exclusive of 101-102 and 201-202 must be presented for the Spanish major and must ordinarily include 241 or 242 and at least one 200-level unit on Spain and at least one 200-level unit on Latin America. Also required are at least two 300-level units, including a seminar during the senior year. The units should be selected in consultation with the major advisor. SPAN 350, 360, and 370 do not count towards the minimum requirement of two 300-level courses for the major.

Upon approval from the department, up to four courses taken during study abroad in Spain or Latin America may be counted toward the major. Students who participate in these programs (either for a semester or a full-year) may petition to have one course taken abroad count for one unit of departmental 300-level credit, but not for senior seminar credit. Students who submit such a petition will be required to present materials produced in the course taken abroad and the department will determine whether or not 300-level credit should be granted upon review of these materials.

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, Harrington*

Director of Theatre: *Hussey*

Production Manager: *Loewit*

Advisory Committee: *Ko (English), Masson (French), Ward (German), Genero (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 I27 or ENG 281 and THST 203. Two of the nine must be at the 300 level. At least four of the nine must come from within the theatre studies 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 College Theatre and related on-campus producing organizations. Students may also remain on campus over the summer or Wintersession to gain experience with Wellesley Summer Theatre (the professional wing of the academic department) 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 Introduction to Acting *Arciniegas*

This course is intended for any and all levels of experience. Students are introduced to the fundamentals of contemporary stage performance, as devised by such stage theoreticians as Constantine Stanislavsky, Lee Strasbourg and Sanford Meisner. Instruction focuses on the proper methods for breaking scenes down into their component units or "beats", staging them for clarity of purpose, and performing them truthfully in the immediate present before a live audience. Students perform in every class with a rotating roster of partners, emphasizing group learning and mutual support in the pursuit of an individual acting aesthetic. Performance material is drawn from the work of contemporary playwrights researched by the students or recommended by the instructor.

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

## THST 205 Advanced Scene Study (Historic Periods) *Arciniegas*

**OFFERED IN 2004-05. NOT OFFERED IN 2005-06.** This course is intended to give the advanced theatre student experience in the performance styles of other periods. Focusing on Classical, Elizabethan, Restoration and Victorian dramatic literature, students retrace the development of the Western European theatrical tradition in practical terms. Particular emphasis is placed upon developing the performance skills necessary for remaining faithful to the acting style of the period while ensuring relevance and accessibility to a contemporary audience.

Prerequisite: 204  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

## THST 206 Directing and Dramaturgy *Hussey*

**Topic for 2004-05: 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 communicating on a "moment to moment" basis with an actor. Students will be encouraged to develop their own unique "directorial vision." Students will be expected to provide probing intellectual questions to each other while collaborating. Dramatic material will be drawn from a variety of world literature with emphasis placed on

women playwrights. Students will be given opportunities to work each week with professional actors in a guest artist "lab" format.

Prerequisite: None  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: 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 realization of sound, set, and lighting designs. There will be additional time outside of class scheduled for production apprenticeships.

Prerequisite: 203 or permission of instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

## THST 210 Echoes of the Homeland *Hussey, Lopez, Roach*

**Topic for 2004-05: 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 2004-05. OFFERED IN 2005-06.** 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 in 2005-06. Unit: 1.0

## THST 220 Classic Plays and Players *Lopez*

**OFFERED IN 2004-05. NOT OFFERED IN 2005-06.** This course, taught by playwright Melinda Lopez, surveys dramatic texts as realized in performance (including 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 cri-

tiques. 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. Guest artists from the theatre world occasionally visit to illuminate other perspectives.

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

### THST 221 Introduction to Playwriting *Harrington*

This course will teach basic playwriting skills implemented through in-class exercises and at-home writing assignments. This hands-on, practical approach will require writing one short play each week. Emphasis is on experimentation, innovation, risk taking and process. A spirit of fun, innovation and creativity will dominate this workshop format. Each class meeting will incorporate reading student work aloud with commentary from the instructor and the class. Students will listen, critique and develop the vocabulary to discuss plays, structure, story and content. Each student will begin to connect her dramatic voice and intellectual passion. *Not offered every year. Subject to Dean's Office approval. Mandatory credit/noncredit.*

Prerequisite: None  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Wintersession Unit: 0.5

### THST 250 Research, Independent Study, or Apprenticeship

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

### THST 250H Research, Individual Study, or Apprenticeship

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

### THST 306 The Directors Art *Hussey*

Intended for the serious directing student, this course will focus on seeing, analyzing and critiquing the work of the director. Significant attention will be paid to the collaboration between directors, designers and actors. The pragmatic aspects of mounting a production will be analyzed using the performances attended by the class as raw material for discussions. Students will attend six productions paid for by theatre studies, one in New York and Providence, and four in Boston. Particular emphasis will be placed on the students determining how successful the productions are in engaging the audience and fulfilling the intention of the playwright. As a final presentation students will produce and direct their own ten minute play festival for the Wellesley community.

Prerequisite: 203 or 206 or under unusual circumstances permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 0.5

### THST 315 Acting Shakespeare

*Arciniegas*

**NOT OFFERED IN 2004-05. OFFERED IN 2005-06.** 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 in 2005-06. Unit: 1.0

### THST 350 Research or Individual Study

Prerequisite: Open by permission to qualified students.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

### THST 350H Research or Individual Study

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

### THST 360 Senior Thesis Research

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

### THST 370 Senior Thesis

Prerequisite: 360  
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 222** Images of Women and Blacks in American Cinema

**AFR 266** Black Drama

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

**ARTS 165** Introduction to Video Production

**ARTS 265** Intermediate Video Production

**CAMS 175** Introduction to Cinema Studies

**CAMS 231** Film as Art

**ENG 112** Introduction to Shakespeare

**ENG 127** Modern European and American Drama

**ENG 223** Shakespeare Part I: The Elizabethan Period

**ENG 224** Shakespeare Part II: The Jacobean Period

**ENG 281** American Drama and Musical Theatre

**ENG 320** Literary Cross Currents

**ENG 324** Shakespeare in Performance

**ENG 325** Advanced Studies in Sixteenth- and Seventeenth-Century Literature

**FREN 222** French Cinema

**FREN 303** Honor, Passion, and the Social Order in Seventeenth-Century Theatre: Corneille, Molière, Racine

**FREN 313** George Sand and the Romantic Theatre

**GER 252** Drama as Text and Performance

**GER 280** Film in Germany 1919-1999

**ITAS 212** Italian Women Directors: The Female Authorial Voice in Italian Cinema (in English)

**ITAS 261** Italian Cinema

**ITAS 311** Theatre, Politics, and the Arts in Renaissance Italy

**JPN 251** Japanese Writers and Their Worlds (in English)

**JPN 256** Japanese Film: The Restaging of a Culture (in English)

**PHIL 203** Philosophy of Art

**RUSS 253** Russian Drama and the West (in English)

**RUSS 278** The Stories and Plays of Anton Chekhov (in English)

**SPAN 300** Honor, Monarchy, and Religion in the Golden Age Drama

**WOST 249** Asian American Women in Film and Video



# Department of Women's Studies

Professor: *Bailey, Hertz (Chair), Reverby*

Associate Professor: *Asch<sup>A</sup>, Creef<sup>A2</sup>, Patel*

Visiting Associate Professor: *Marshall*

Assistant Professor: *Cheng*

Visiting Assistant Professor: *Citron*

---

## 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, Spring

Unit: 1.0

---

## WOST 120 Introduction to Women's Studies

*Cheng, Creef, Patel, Reverby*

Introduction to the interdisciplinary field of women's studies with an emphasis on an understanding of the "common differences" that both unite and divide women. Beginning with an examination of how womanhood has been represented in myths, ads, and popular culture, the course explores how gender inequalities have been both explained and critiqued. The cultural meaning given to gender as it intersects with race, class, ethnicity, and sexuality will be studied. 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

---

## WOST 200/EXTD 200 Introduction to Reproductive Issues

**NOT OFFERED IN 2004-05.** 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 in light of policies concerning children, families and the status of women. This course draws from the biological sciences, the social sciences, and the humanities, and students will gain practice in conducting interviews, analyzing data, and writing about controversial issues in bioethics and social policies. *Students may register for either WOST 200 or EXTD 200. Credit will be given in the department in which the student is registered.*

Prerequisite: None. Not open to students who have taken [EXTD 103].

Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

---

## WOST 202/EXTD 202 Multidisciplinary Approaches to Abortion

**NOT OFFERED IN 2004-05.** 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, the moral and legal significance of fathers' claims, and the possible impact of medical and technological advances (such as RU-486) on the issue of abortion. *Students may register for either WOST 202 or EXTD 202. Credit will be given in the department in which the student is registered.*

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

---

## WOST 203/EXTD 203 Ethical and Social Issues in Genetics

**NOT OFFERED IN 2004-05.** 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? *Students may register for either WOST 203 or EXTD 203. Credit will be given in the department in which the student is registered.*

Prerequisite: One course in any of the following: biology, philosophy, psychology, sociology, women's studies.

Distribution: Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

---

## WOST 204/EXTD 204 Women and Motherhood

**NOT OFFERED IN 2004-05.** 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." *Students may register for either WOST 204 or EXTD 204. Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

---

## WOST 207 Nature, Culture, and Bodies

**NOT OFFERED IN 2004-05.** This course considers how the 'nature' of bodies is constructed in key cultural sites. Because science has come to be the site of authoritative claims about nature, this course will pay particular attention to scientific and medical constructions of bodies. How do categories of race, sex, class and sexuality come to be known and lived as natural features of the human body? By what processes are some bodies made normal, or pathological? The course also considers how specific technologies – from clothing to cosmetic surgery – participate in changing how we live and understand the nature of bodies. Key topics addressed in the course include: the historical scientific construction of race, medical constructions of reproduction, the gendering and culturing of the body through fashion, and internet embodiment.

Prerequisite: One course in Women's Studies.

Distribution: Social and Behavioral Analysis

Semester: N/O

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

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

---

## WOST 216 Women and Popular Culture

**NOT OFFERED IN 2004-05.** 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: N/O

Unit: 1.0



### WOST 217 Growing Up Gendered

Marshall

This course focuses on childhood and the teen years in the United States. How do we become gendered? What are the experiences of children and teens in families, schools, and peer groups that contribute to that process? What is the relationship between pop culture and the gendered lives of children and teens? How does gendering vary by race/ethnicity and social class? We will explore the core issues in the field, including the importance of including the voices of children and teens, the ways in which gender is constructed in social interactions, the intersections of gender, sexuality and peer status, and the importance of collective and individual agency.

Prerequisite: 108 or 120

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

### WOST 218 Gender Transformations in Asian American Communities

**NOT OFFERED IN 2004-05.** This course focuses on the contemporary Asian immigration to the United States and examines its impact on immigrant women's role in the workplace, family and the community. It addresses the importance of gender in immigrant adaptation and identity formation not only among the immigrants but also among their native-born children. We will discuss the ways in which ethnicity, class, age, citizenship, and sexuality intersect to shape various experiences of Asian American women in the context of work and life. The complexity of ethnicity, including multi-racial/multi-ethnic identities and the phenomenon of intermarriages, is explored in connection with gender relations in the contemporary Asian American communities.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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

Reverby

Traditional American medical history has emphasized the march of science and the ideas of the "great doctors" in the progressive improvement in American medical care. In this course we will look beyond just medical care to the social and economic factors that have shaped the development of the priorities, institutions, and personnel in the health care system in the United States. We will ask how have gender, race, and class affected the kind of care developed, its differential delivery, and the problems and issues addressed.

Prerequisite: 108 or 120 or 222

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

### WOST 222 Women in Contemporary American Society

Reverby

This course examines the transformations and continuities in the lives of women in the United States since World War II. We will look critically at the so-called "happy days" of the 1950s, the cultural and political "revolutions" of the 1960s and early 1970s, and the shifts in consciousness over the last five decades. The rise and changes in feminisms and the women's movement will receive special attention. Emphasis will be placed

on the differing communities of women and how they have balanced the so-called "private," "public," and "civic" spheres of their lives.

Prerequisite: None

Distribution: Historical Studies or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

### WOST 235 Cross Cultural Sexuality

Patel

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: Spring

Unit: 1.0

### WOST 248 Asian American Women Writers

**NOT OFFERED IN 2004-05.** 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.

Prerequisite: None

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

### WOST 249 Asian American Women in Film and Video

Creff

This course will serve as an introduction to Asian American film and video and begin with the premise that there is a distinct American style of Asian "Orientalist" representation by tracing its development in classic Hollywood film over the last 75 years. We examine the politics of interracial romance, the phenomenon of "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 2004-05.** 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 2004-05.** 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 281 Gender and South Asian Cinema

Patel

South Asia has the largest multilingual film industry in the world. Since the inception of film-making in South Asia, gender has been a preeminent theme through which films have derived their emotional force. Women are either protagonists or integral to the plot movements of most South Asian movies – as mothers, widows, virgins, courtesans, queens, bad girls and terrorists. In this course students will investigate the emergence of these gendered figures in Indian cinema from the long suffering mother



(who also represented the nation) through the seductive courtesan (staple of most films) to the women whose form of identification is a large weapon. Students will be expected to watch films, and read primary as well as secondary materials. We will discuss films such as *Mother India*, *Zakhmi Aurat (Women and Blood)*, *Sati, Macchis (Match)*, *Dil Se (From the Heart)*, *Paroma*, *Godmother*, *Razia Sultana*, *Charulata*, *Zubeida* and *Chandni Bar*.

Prerequisite: One course in Women's Studies, Art History, Film, Visual or Media Studies or South Asia.  
Distribution: Language and Literature  
Semester: Spring Unit:1.0

### WOST 300/EXTD 300 Ethical and Policy Issues in Reproduction

*Asch*  
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. *Students may register for either WOST 300 or EXTD 300. Credit will be given in the department in which the student is registered.*

Prerequisite: One of the following: [ECON 232]; EXTD 200, 201, 202, 203, 204; PHIL 106, 206, 213, 227, 249; POLI 215, 317; PSYC 245, 302; SOC 200, 201, 205, 209, 213, 311, 314, [349]; any course in WOST; or permission of the instructor.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Spring Unit: 1.0

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

**NOT OFFERED IN 2004-05.** A feminist cultural studies approach to the theories and methodologies of the representation of 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: Two Women's Studies or related courses, one at least a 200 level or above or permission of instructor.  
Distribution: Art, Music, Theatre, Film, Video or Language and Literature  
Semester: N/O Unit: 1.0

### WOST 306/SOC 306 Women and Work

*Hertz*  
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. *Students may register for either WOST 306 or SOC 206. Credit will be given in the department in which the student is registered.*

Prerequisite: One course in ANTH, SOC, ECON, 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: Spring Unit: 1.0

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

*Hertz*  
Analysis of problems facing the contemporary U.S. family and potential policy directions 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, political science, psychology, sociology, or women's studies.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

### WOST 312 Seminar. Feminist Inquiry

*Creff*  
**Topic for 2004-05 and 2005-06: The Body in Feminist Theory.** This seminar will examine feminist theories of the body and its representation in culture, literature, and history. Our readings will include ethnography, photography and film and performance art. *It is recommended that students have taken courses in methods and theory before enrolling in this seminar.*

Prerequisite: Juniors and seniors only. Not open to students who have taken WOST 312 in Spring 2004 with Professor Revery.  
Distribution: Epistemology and Cognition or Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

Prerequisite: Juniors and seniors only.  
Distribution: Epistemology and Cognition or Language and Literature  
Semester: Fall 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

*Cheng*  
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. *This course fulfilled the Capstone requirement for students enrolled in Spring 2003 only.*

Prerequisite: Open to juniors and seniors only.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

### WOST 315 Seminar. Coalitions, Institutions and Individual Identities

*Revery*  
This seminar will consider how individuals and groups, who differ by gender, class, religion, sexuality and/or race, formed coalitions to achieve social transformations. Critical moments in differing institutional struggles will be examined. Questions will cover: under what conditions are coalitions formed, what holds them together, how successful have they been in transforming institutions and individual identities. Political movements and institutions to be explored include abolitionism, suffrage, trade unions, schools, civil rights, anti-racism movements, and student activism. *It is recommended that students have taken courses in methods and theory before enrolling in this seminar.*

Prerequisite: Juniors and seniors only. Not open to students who have taken WOST 312 in Spring 2004 with Professor Revery.  
Distribution: Epistemology and Cognition or 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: Fall

Unit: 1.0

---

**WOST 319 Seminar. Women and Militarism**

**NOT OFFERED IN 2004-05.** 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: N/O

Unit: 1.0

---

**WOST 324 Seminar. History, Memory, and Women's Lives***Reverby*

If a woman speaks of her experiences, do we get closer to the "truth" of that experience? How can oral history provide a window into the lives of women in the past and what does it close off? Analysis of methodological and theoretical implications of studying women's lives through oral histories as a way to end the silences in other historical forms. Special attention to be paid to other genres – history, fiction, ethnographies – as a foil to explore the strengths, and limitations, of the oral history approach.

Prerequisite: 108 or 120 or 222 or HIST 257

Distribution: Epistemology and Cognition or Historical Studies

Semester: Fall

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** Images of Women and Blacks in American Cinema

---

**AFR 280** Wintersession in Ghana

---

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

---

**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. Early Modern European Art: Virtue, Vice and Violence: Erotic Themes in Early Modern European Art

---

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

---

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

---

**ARTS 265** Intermediate Video Production

---

**CHIN 230/330** Writing Women in Traditional China

---

**CLCV 104** Classical Mythology

---

**CLCV 215/315** Women's Life in Greece and Rome

---

**CLPT 334** Seminar. Literature and Medicine

---

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

---

**ECON 343** Seminar. Feminist Economics

---

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

---

**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 2004-05: Lesbian and Gay Writing from Sappho to Stonewall

---

**ENG 383** Women in Literature, Culture, and Society

---

**FREN 208** Women and Literary Tradition

---

**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 329** Readings in Eighteenth-Century Literature

---

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

---

**HIST 301** Seminar. Women of Russia: A Portrait Gallery

---

**HIST 364** Seminar. Women in Islamic Society: Historical Perspectives

---

**ITAL 212** Italian Women Directors. The Female Authorial Voice in Italian Cinema (in English)

---

**ME/R 248** Medieval Women Writers

---

**MUS 222/322** Women in Music

---

**MUS 224/REL224** Hildegard of Bingen

---

**PEAC 259** Peace and Conflict Resolution

---

**PHIL 217** Philosophy of Science: Traditional and Feminist Perspectives

---

**PHIL 227** Philosophy and Feminism

---

**PHIL 249** Medical Ethics

---

**POL1 320S** Seminar. Inequality and the Law

---

**POL2 307S** 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 329** Seminar. Psychology of Adulthood and Aging

---

**PSYC 340** Organizational Psychology

---

**PSYC 347** Seminar. Culture and Social Identity

---

**REL 207** Goddesses, Queens, and Witches: Survey of the Ancient Near East

---

**REL 224/MUS 224** Hildegard of Bingen

---

**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

---

**SPAN 253** The Latin American Short Story

---

**SPAN 260** Women Writers of Spain, 1980 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 Contemporary Latin American Literature*

SPAN 305 Seminar. *Hispanic Literature of the United States*

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 related courses taught in other departments. Of these, two units must be 300-level courses (not counting 350, 350H, 360, or 370). Not more than two units can be 100-level courses.

Students are encouraged to enter the department through one of the three core units: 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. 100-level courses are introductions to topics in women's studies. They are taught from the perspective of each faculty member's specialty. 200-level courses are overviews to substantive areas. 300-level courses provide in-depth examination of material covered in 200-level courses. Students majoring in women's studies must elect four of the nine units in such a way that they form a "concentration," i.e. have a focus or central theme in common. Such concentration should include relevant method and theory units in the area of concentration, and must be discussed with and approved by a women's studies faculty advisor. Priority in all courses above the 100 level will go to majors and minors. Students selecting 300-level courses must have one course listed in the department.

### The Capstone Experience in Women's 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 2004-05. 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*. Each year the seminar will be a different special topic. For 2004-05, the topic is "The Body in Feminist Theory" taught by Professor Creef.

Option 2: WOST 313 *Fieldwork in Women's Studies*

Option 3: WOST 360/370 Senior Thesis

Option three is the traditional senior honors thesis which requires two units over the senior year. See *Academic Distinctions* in this Bulletin for requirements. A thesis does not need to have an experiential component but typically it is based on some original research. Option 2 must involve an experiential component.

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 four women's studies faculty members). Not more than one unit can be a 100-level course.

### Women's Studies AP Policy

Women's studies does not allow students to count AP credits towards the fulfillment of the major or minor.

# The Writing Program

Director: *Wood*

Assistant Professor: *Schwartz*

Senior Lecturer: *Viti, Wood*

Lecturer: *Iwanaga, Johnson, Goldoftas*

Writing is central to academic life at Wellesley and will continue to play an important role in most students' lives after they graduate, whether they choose majors in the sciences, the social sciences, or the humanities. WRIT 125 provides a common introductory experience in college-level thinking and writing for all students at Wellesley and is also assumed to provide the base for writing assigned in later courses. WRIT 125 courses are taught by faculty from many departments as well as by a team of writing professionals; all WRIT 125 faculty view writing as an important part of their own professional lives and are committed to helping Wellesley students learn to use writing as a powerful tool of thought and expression, a way to gain entrance to public discourse.

All WRIT 125 courses have the primary goal of helping students establish a useful writing process, from developing ideas through revision. All sections provide instruction in analysis and interpretation, in argument and the use of evidence, in the development of voice, and in the conventions of academic writing, including writing from sources. Students may choose to take a standard WRIT 125 course (meeting two periods a week and addressing a small, well-defined topic related to the instructor's expertise), or to study writing as part of an introductory course in another department (these "combined courses" are designated with a slash in the course title; all carry one unit of credit, fulfill distribution and/or major requirements, and meet for at least three periods each week).

All students are required to take WRIT 125 in either the fall or spring semester of their first year at Wellesley. Students who lack confidence in their writing are advised to take WRIT 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 WRIT 225, a changing topics course that will each year take up a specific non-fiction writing genre, for example, travel writing, literary reviewing, memoir, or journal writing.

Students who wish to pursue the study of writing beyond WRIT 125 may select independent study in writing (WRIT 250 for a full unit or WRIT 250H for a half unit of credit) with a member of the writing program staff, 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.

PLEASE NOTE: Students may not take a second semester of WRIT 125 unless they have the written consent of the director of the writing program.

## Semester I

### WRIT 125 01, 02 /ENG 120 Critical Interpretation

*Brogan, Hickey, Tyler (English)*

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 WRIT 125 fulfill both the college writing requirement and the critical interpretation requirement of the English major. Includes a third session each week.*

Prerequisite: Open to all first year students but primarily recommended for prospective English majors.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

### WRIT 125 04, 05/ARTH 100 Introduction to the History of Art Part I: Ancient and Medieval Art

*Bedell, Rhodes (Art)*

A foundation course in the history of art, part 1. From the ancient Egyptian pyramids to the Buddhist temples of India, from the mosques of Arabia to the Gothic cathedrals of Europe, the course introduces the visual cultures of the Ancient and Medieval worlds. Students in this section of ARTH 100 will attend the same twice-weekly lectures as the other ARTH 100 students, but their assignments will be different, and they will attend two special WRIT 125 conferences each week. Through writing about art, students in 100/125 will develop skills in visual and critical analysis. *This course satisfies the WRIT 125 requirement and counts as a unit 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 06/RUSS 125 Great Short Stories from Russia

*Bishop (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 Chekhov and the Nobel Prize winner Ivan Bunin. The grotesque realism of Isaac Babel's stories and the magical realism of Vladimir Nabokov's also lie within the scope of this course. We will conclude with the late and post-Soviet stories of Tatiana Tolstaia and Ludmilla Petrushevskaja. *No prior knowledge of Russian language or literature is required. This course satisfies the requirements for both WRIT 125 and RUSS 125. Includes a third session each week.*

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

### WRIT 125 07 Arguing in Public Places

*Wood (The Writing Program)*

This is a course in rhetoric and argumentation. We will analyze examples and strategies from classical rhetoric and then apply what we have learned to current sites of public argument (television and radio talk shows, internet discussion lists, newspaper and magazine articles, and

scholarly publications), asking whether and how traditional strategies of persuasion apply in the contemporary, media-dominated world. Topic emphasis: the 2004 U.S. presidential election.

Prerequisite: None

Distribution: None

Semester: Fall

Unit: 1.0

### WRIT 125 08 Beowulf: The Man, the Hero, the Monster

*Lynch (English)*

The longest and most magnificent of all poems written in Old English, *Beowulf* describes the great warrior who rescues a noble prince's mead hall from the evil monster Grendel. Straightforward on its surface, this heroic tale is shadowed by intimations of mortality and even greed as the hero Beowulf grows older and confronts ever more serious challenges to his own and to the Anglo-Saxon world view. In this course, we will compare several modern English translations to passages from the original language; we will also trace how different readers have approached the critical problems raised by the poem; finally, we will read a modern recasting of *Beowulf*. No previous knowledge of medieval literature or language is assumed or required.

Prerequisite: None

Distribution: None

Semester: Fall

Unit: 1.0

### WRIT 125 09, 10 The Role of Stories

*Schwartz (The Writing Program)*

This course looks at the rich and various roles stories play. We look at the short story as a literary form, examining the techniques by which writers reveal their visions. This section is appropriate for students who have not done much writing in high school or who perhaps lack confidence in writing (but who love to read stories).

Prerequisite: None

Distribution: None

Semester: Fall

Unit: 1.0

### 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 Pr jean 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 Contemporary 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, gay marriage, privacy and the Internet, and abortion.

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, Spring

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, such as Susanna Kaysen's *Girl Interrupted*, as well as journals by Anne Frank and Etty Hillesum, the course examines how social and psychological adversity shape and often strengthen self-expression.

Prerequisite: None

Distribution: None

Semester: Fall, Spring

Unit: 1.0

### WRIT 125 15 Imagining a Self

*Harman (English)*

How do writers imagine a self? We will explore this question in a range of examples, including some that are "readings" of each other: poems that are commentaries on fairytales, myths, or paintings; plays that interpret history; film adaptations of fiction. These materials will also be the subjects of our written assignments in a class that focuses on analytical writing; a mini-research paper will conclude the course.

Prerequisite: None

Distribution: None

Semester: Fall

Unit: 1.0

### WRIT 125 16 The American Short Story: Past and Present

*Sides (English)*

We will survey the American short story tradition beginning with Edgar Allan Poe, who is often credited with inventing the form, and ending with contemporary writers like Lorrie Moore, Jhumpa Lahiri, and Denis Johnson. The reading of short stories will be accompanied by critical essays on various authors and on the history of the short story genre in the United States.

Prerequisite: None

Distribution: None

Semester: Fall

Unit: 1.0



---

**WRIT 125 17 The Idea of Home***Iwanaga (The Writing Program)*

The readings in this course focus on the experiences of people coming to terms with where they belong, whether they are immigrants, international students, or a young girl moving from one loveless household to another, looking for acceptance. However the displacement occurs, the dilemma remains the same: Where is one's true home? Readings will be chosen from among the following: *The House on Mango Street* by Sandra Cisneros, *Bread Givers* by Anzia Yezierska, short stories by Lan Samantha Chang and Peter Ho Davies. *Please note: Enrollment in this course is limited to students who speak English as a second or additional language.*

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit: 1.0

---

**WRIT 125 18 Five American Women****Fiction Writers***Fisher (English)*

Through in-depth reading of the novels and short stories of five significant writers, this course will explore the rich ways in which twentieth-century American women from different cultural backgrounds have understood and written about women's experience. Students will critically evaluate a range of fiction by Willa Cather, Zora Neale Hurston, Flannery O'Connor, Maxine Hong Kingston, and Louise Erdrich in order to discover both the common and disparate themes of women's writing in twentieth-century America. Writing assignments on such texts as Cather's *My Antonia*, Kingston's *The Woman Warrior*, and Erdrich's *Love Medicine* will focus both on literary techniques and on social dynamics such as gender, race, ethnicity, class, and regional identification.

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, Spring

Unit: 1.0

---

**WRIT 125 20 Novels of Jane Austen***Meyer (English)*

Students will read a selection of the great novels of Jane Austen and use her work to learn skills for the close reading of fiction in general. We will study the details of Austen's fictional technique. From what perspective are the novels told? How does the author reveal her attitudes toward her characters? At the same time we will consider the broader questions raised by the novels. What values motivate Austen's fiction? How does she comment on the larger social and

historical scene? What are her views on such issues as slavery or the proper role of women?  
*Mandatory credit/noncredit.*

Prerequisite: None  
Distribution: None  
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 250 Research or Individual Study**

Prerequisite: Open to qualified students who have completed 125. Permission of the instructor and the director of the writing program required.

Distribution: None  
Semester: Fall, Spring

Unit: 1.0

---

**WRIT 250H Research or Individual Study**

Prerequisite: Open to qualified students who have completed 125. Permission of the instructor and the director of the writing program required.

Distribution: None  
Semester: Fall, Spring

Unit: 0.5

---

**Semester II**

---

**WRIT 125 01, 02, 03/ENG 120 Critical Interpretation***Noggle, Rodensky, Sabin (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: Fall, Spring

Unit: 1.0

---

**WRIT 125 04/ARTH 101 Introduction to the History of Art Part II: Renaissance to the Present***Rhodes (Art)*

A foundation course in the history of art. From Michelangelo to media culture, this course introduces the visual cultures of Europe, Africa, and the Americas, beginning with the Renaissance, using key issues and monuments as the focus of discussion. Students in this section of ARTH 101 will attend the same twice-weekly lectures as the other ARTH 101 students, but their assignments will be different, and they will attend two special Writing 125 conferences each week. Through writing about art, students in 101/125 will develop skills in visual and critical analysis. *This course satisfies the WRIT 125 requirement and counts as a unit 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

---

**WRIT 125 05/EDUC 102 Education in Philosophical Perspective***Hawes (Education)*

This course is guided by questions such as: What is education? How do an individual's own efforts to make sense of the world and to guide her life relate to schools and academic work? To the diversity of experiences and cultures? What should the aims of education be? The focus will be on perspectives and processes of learning and

teaching. We will use the works of earlier writers (for example, Confucius, Plato, and Dewey) and contemporary writers as starting points in our investigations. *This course satisfies the WRIT 125 requirement and counts as a unit toward the education minor. Includes a third session each week.*

Prerequisite: Open to all first-year students.  
Distribution: Epistemology and Cognition  
Semester: Spring

Unit: 1.0

---

**WRIT 125 06/CLCV 120 Troy and the Poets***Colaizzi (Classical Studies)*

The myths of the Trojan War begin the Classical tradition in literature. In considering how gods and mortals interact, the Greek and Roman poets continually return to these stories as they change their ideas about heroism, divine power, religious obligation, private and public responsibility, sexual passions, glory, death and the after-life. We will read selections from Homer's *Iliad* and *Odyssey*, the Greek dramatists, and Vergil's *Aeneid*, as well as modern critics and poets who reinterpret these works. *This course satisfies the WRIT 125 requirement and counts as a unit toward the classical civilization major. Includes a third session each week.*

Prerequisite: Open to all first year students.  
Distribution: Language and Literature  
Semester: Spring

Unit: 1.0

---

**WRIT 125 08/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 WRIT 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: Spring

Unit: 1.0

---

**WRIT 125 09/AMST 125 Defining Asian American Literature***Iwanaga (The Writing Program)*

The question we will pose at the outset, and which we will revisit frequently, is "What defines Asian American literature?" The writer's ethnicity? The topic? The intended audience? Authors studied may include Maxine Hong Kingston, Patti Kim, Jhumpa Lahiri, R.O. Butler, Peter Ho Davies, Sandra Tsing Loh, Monique T.D. Truong. Students will also read essays on the power of creativity and the imagination. As students refine their definitions of Asian American literature, spurred on by texts that challenge their initial ideas, they will work toward defining American identity itself. *This course satisfied the WRIT 125 requirement and counts as a unit towards the Asian American Studies concentration within the American Studies major. Includes a third session each week.*

Prerequisite: None  
Distribution: Language and Literature  
Semester: Spring

Unit: 1.0

---

**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: Fall, Spring

Unit: 1.0

---

**WRIT 125 12 Richard Nixon:  
An American Icon***Viti (The Writing Program)*

Archetypal political villain to some, hero and statesman to others, Richard Nixon rose to national prominence with the Army-McCarthy hearings in the 1950s and resigned from the Presidency in disgrace in 1974. In this course, we will trace Nixon's evolution as a public figure and draw some conclusions about legal and political issues in the U.S. during this tumultuous period in American society. Readings will be drawn from Nixon's own speeches and writings, as well as from legal, literary, cinematic and historical texts portraying Nixon and his many personal, political and legal crises.

Prerequisite: None  
Distribution: None  
Semester: Spring

Unit: 1.0

---

**WRIT 125 13 Law, Literature, and Film***Viti (The Writing Program)*

We will read and write about short works of fiction and nonfiction, as well as popular films that reflect society's values concerning law and justice. Readings selected from works of Elie Weisel, Franz Kafka, and Jeanne Houston, and popular and classic films such as *Inherit the Wind*, *To Kill a Mockingbird*, *The Verdict*, *Dead Man Walking*, and *The Firm*. Students will be required to attend five evening screenings of five films. Each film will be shown on a weeknight and again on a Sunday night, to accommodate varying student schedules.

Prerequisite: None  
Distribution: None  
Semester: Spring

Unit: 1.0

---

**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 *Chuelless* and *Emma* (with Gwyneth Paltrow), and versions of Richard Wright's *Native Son*.

Prerequisite: None  
Distribution: None  
Semester: Spring

Unit: 1.0

---

**WRIT 125 15 Retelling Stories: The Art and the Ethics***Schwartz (The Writing Program)*

In this course we explore the moral and artistic implications of retelling stories and myths. We'll read stories from the Old Testament, Native American legends, and Chinese myths, and then examine how these stories have been radically re-told by contemporary writers such as Cynthia

Ozick, Louise Erdrich, and Maxine Hong Kingston. The course will culminate in a unit on Anne Frank's *The Diary of a Young Girl* and the intense controversies generated by the way Anne Frank's story has been re-told and popularized for stage and screen. Students will also have the opportunity to creatively retell a story or two of their own.

Prerequisite: None  
Distribution: None  
Semester: Spring

Unit: 1.0

---

**WRIT 125 16 Public Health: Epidemics and Other Battles***Goldoftas (The Writing Program)*

Please refer to description of WRIT 125 19, Semester I.

Prerequisite: None  
Distribution: None  
Semester: Fall, Spring

Unit 1.0

---

**WRIT 125 17 Love Manuals: Medieval and Modern***Vega (Spanish)*

Beginning with the Islamic eleventh century Dove's *Neck-Ring* by Ibn Hazm of Cordoba, and the Christian twelfth century *Art of Courtly Love* by Andreas Capellanus, (which is considered among the earliest of texts in the genre of the Western romantic love manual,) we will critically examine medieval concepts of gender, sexuality, and "love sickness." We will then look at how these elements have evolved in contemporary popular culture using examples from video/film and the Internet, as well as other sources like self-help manuals such as Barbara D'Angelis' *Are You the One for Me?* Complementary readings include selections from Ovid, *Art of Love*; Diego de San Pedro, *Prison-House of Love*; Irving Singer, *The Nature of Love*; and John Boswell, *Same-Sex Unions in Premodern Europe*.

Prerequisite: None  
Distribution: None  
Semester: Spring

Unit: 1.0

---

**WRIT 125 18 Spirituality***Mikalachki (English)*

The focus of this course is literary spirituality: an examination of the ways that literary forms both express and shape spiritual experience. We will consider how the arts figure in spiritual experience and writing, both as sources of inspiration and as ways of making connections with the divine, the created world, and between human individuals and communities. Topics to be explored will likely include: desert spirituality; spirituality and the body, including sexuality; mysticism; spirituality and politics; spirituality and personal reflection or growth. Texts will be drawn from third-century Egypt through medieval Europe to contemporary writing in English, with emphasis on American and South African spirituality.

Prerequisite: Open to all first year students.

Distribution: None  
Semester: Spring

Unit: 1.0

---

**WRIT 125 19 Jane Austen, Novel and Film***Fisher (English)*

Patricia Rozema's recent film, *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 trans-

lation 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

---

**WRIT 125 20 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: Spring

Unit: 1.0

---

**WRIT 125 21 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

---

**WRIT 126 Writing Tutorial***Schwartz (The Writing Program)*

An individual tutorial in expository writing, taught by juniors and seniors from a variety of academic departments. An opportunity to tailor reading and writing assignments to the student's particular needs and interests. Tutorial meetings are individually arranged by students with their tutors. *Mandatory credit/noncredit.*

Prerequisite: Open to students from all classes by permission of the instructor.

Distribution: None  
Semester: Spring

Unit: 1.0

---

**WRIT 225 Non-Fiction Writing**

WRIT 225 is a changing topics course that will each year take up a particular non-fiction writing genre. Davis Scholars and transfer students who have not met the writing requirement may opt to take WRIT 225, as may other students who have already fulfilled the writing requirement.



**Topic for 2004-05: 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: 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 202/SOC 202 Introduction to Human Rights**

**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/NEUR 213 The Biology of Brain and Behavior with Laboratory**

**CPLT 334 Seminar. Literature and Medicine**

**EXTD 200/WOST 200 Introduction to Reproductive Issues**

**EXTD 201 Current Issues in Bioethics**

**EXTD 202/WOST 202 Multidisciplinary Approaches to Abortion**

**EXTD 203/WOST 203 Ethical and Social Issues in Genetics**

**EXTD 204/WOST 204 Women and Motherhood**

**EXTD 300/WOST 300 Ethical and Policy Issues in Reproduction**

**FREN 327 A Fascination with Bodies: The Doctor's Malady**

**NEUR 213/BISC 213 The Biology of Brain and Behavior with Laboratory**

**PE 205 Sports Medicine**

**PHIL 249 Medical Ethics**

**POL1 317 Health Politics and Policy**

**POL1 334S Seminar. Disability in American Society: Politics, Policy, and Law**

**PSYC 208 Adolescence**

**PSYC 219 Biological Psychology**

**PSYC 302 Health Psychology**

**PSYC 308 Systems of Psychotherapy**

**PSYC 318 Seminar. Brain and Behavior**

**SOC 202/ANTH 202 Introduction to Human Rights**

**SOC 314 Medical Sociology and Social Epidemiology**

**WOST 200/EXTD 200 Introduction to Reproductive Issues**

**WOST 202/EXTD 202 Multidisciplinary Approaches to Abortion**

**WOST 203/EXTD 203 Ethical and Social Issues in Genetics**

**WOST 204/EXTD 204 Women and Motherhood**

**WOST 207 Nature, Culture, and Bodies**

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

**WOST 235 Cross-Cultural Sexuality**

**WOST 300/EXTD 300 Ethical and Policy Issues in Reproduction**

**WOST 312 Seminar. The Body in Feminist Theory**

**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.

**ANTH 202/SOC 202 Introduction to Human Rights**

**CLCV 243 Roman Law**

**CPLT 254 Imaginary Crimes and Courts: The Law in Literature**

**ECON 325 Law and Economics**

**EXTD 202/WOST 202 Multidisciplinary Approaches to Abortion**

EXTD 203/WOST 203 Ethical and Social Issues in Genetics

EXTD 300/WOST 300 Ethical and Policy Issues in Reproduction

HIST 258 Freedom and Dissent in American History

PHIL 326 Philosophy of Law

POLI 213 Washington Decision-Making

POLI 215 Courts, Law, and Politics

POLI 311 The Supreme Court in American Politics

POLI 320S Seminar. Inequality and the Law

POLI 334S Seminar. Disability in American Society: Politics, Policy and Law

POLI 335S Seminar. The First Amendment

POLI 336S Seminar. Judicial Politics

POL3 325 International Environmental Law

POL3 329 International Law (taught at Babson)

PSYC 230 Psychology of Law

SOC 202/ANTH 202 Introduction to Human Rights

WOST 202/EXTD 202 Multidisciplinary Approaches to Abortion

WOST 203/EXTD 203 Ethical and Social Issues in Genetics

WOST 300/EXTD 300 Ethical and Policy Issues in Reproduction

WOST 308 The Changing Law, The New Family, and The State

WRIT 125 Crime and Punishment in America: Its Roots and Its Future

WRIT 125 The Politics of the Environment

WRIT 125 Contemporary 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.

CHIN 206 The Chinese Literary Imagination I: Beginnings to the Northern Song Dynasty

CHIN 207 The Chinese Literary Imagination II: The Song Dynasty to the Fall of Imperial China

CHIN 208 The Chinese Literary Imagination III: Late Qing to the Present Day

CHIN 243 Chinese Cinema

CHIN 330 Women in Chinese Literature

CHIN 340 Literature in the Chinese Diaspora

CHIN 349 Mind, Place, and Landscape in Traditional China

CLCV 102 Uncovering the Ancient World: An Introduction to the Worlds of Greece and Rome

CLCV 104 Classical Mythology

CLCV 120/WRIT 125 Topic B: Troy and the Poets

CLCV 210/310 Greek Tragedy: Plays, Politics, Performance

CLCV 215/315 Women's Life in Greece and Rome

CLCV 323/PHIL 323 Seminar. The Therapy of Antiquity: Nietzsche, Freud, and the Greeks

CPLT 254 Imaginary Crimes and Courts: The Law in Literature

CPLT 285 Tales of Desire

CPLT 330 Seminar. Comparative Literature. Topic for 2004-05: Literature and Sexuality

CPLT 334 Literature and Medicine

GER 120/WRIT 125 Berlin and Cinema

GER 121/WRIT 125 Turn-of-the-Century Vienna: The Birth of Modernism

GER 245 Constructing the Other in German Cinema

GER 265 Literature and Empire: Myth and History in the Habsburg Dynasty

GER 268 Richard Wagner, Nietzsche, Mann: The Composer and His Critics

GER 276 Franz Kafka

GER 280 Film in Germany 1919–1999

ITAS 212 Italian Women Directors

ITAS 261 Italian Cinema

ITAS 262 Religion and Spirituality in Italian Cinema

ITAS 263 Dante

ITAS 309 Italian-Jewish Identity

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

JPN 353 Lady Murasaki and *The Tale of Genji*

ME/R 246 Monsters, Villains, and Wives

ME/R 247 Arthurian Legends

ME/R 248 Medieval Women Writers

ME/R 249 Imagining the Afterlife

PHIL 323/CLCV 323 Seminar. The Therapy of Antiquity: Nietzsche, Freud, and the Greeks

RUSS 125/WRIT 125 Great Short Stories from Russia

RUSS 251 The Nineteenth-Century Russian Classics: Passion, Pain, Perfection

RUSS 253 Russian Drama and the West

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 282 What's Love Got to Do With It? Sex and Family in Twentieth-Century Russian Literature

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 POL2 310 (Politics of Community Development) or REL 263 (Islam in the Modern World).

ANTH 221 Societies and Cultures of Asia

ARTH 239 The Sensual and Sacred: the Arts of South Asia

HIST 273 History of South Asia, 1526–1947

PHIL 232 Vedanta Ethics and Epistemology

PHIL 234 Philosophy of Yoga

POL2 211 Politics of South Asia

REL 108 Introduction to Asian Religions

REL 251 Religion in South Asia

REL 253 Buddhist Thought and Practice

REL 351 Seminar. Religion and Identity in Modern South Asia

SOC 313 Indian Cinema – Image, Text, and Context

WOST 280 Gender and Writing in South Asia



# 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, 2004

### Rachid Aadnani

*Instructor in Arabic*  
B.A., Universite Moulay Ismail (Morocco); M.A., Dartmouth College

### Rogaia Abusharaf

*Visiting Assistant Professor of Africana Studies*  
B.A., Cairo University; M.A., Ph.D., University of Connecticut

### Kris Adams

*Instructor in Vocal Jazz*  
B.M., Berklee College of Music; M.M., New England Conservatory of Music

### Patricia Adams

*Instructor in Physical Education and Athletics*  
B.A., New York University

### Marjorie Agosin

*Professor of Spanish*  
B.A., University of Georgia; M.A., Ph.D., Indiana University

### Edward J. Ahearn

*Mary L. Cornille Distinguished Visiting Professor in the Humanities*  
B.A., Manhattan College; Ph.D., Yale University

### Robin M. Akert

*Professor of Psychology*  
B.A., University of California (Santa Cruz); M.A., Ph.D., Princeton University

### Mary Mennes Allen

*Jean Glasscock Professor of Biological Sciences*  
B.S., M.S., University of Wisconsin; Ph.D., University of California (Berkeley)

### Scott D. Anderson

*Visiting Assistant Professor of Computer Science*  
B.S., Yale University; M.S., Ph.D., University of Massachusetts (Amherst)

### Harold E. Andrews III

*Professor of Geosciences*  
B.A., College of Wooster; M.A., University of Missouri; Ph.D., Harvard University

### Diego Arciniegas

*Instructor in Theatre Studies*  
B.A., Williams College

### Lilian Armstrong<sup>A2</sup>

*Mildred Lane Kemper Professor of Art*  
B.A., Wellesley College; M.A., Harvard University; Ph.D., Columbia University

### Chris R. Arumainayagam

*Professor of Chemistry*  
A.B., Harvard University; Ph.D., Stanford University

### Adrienne Asch<sup>A1</sup>

*Henry R. Luce Professor in Biology, Ethics, and the Politics of Human Reproduction*  
B.A., Swarthmore College; M.S., Columbia University School of Social Work; Ph.D., Columbia University

### Jerold S. Auerbach

*Professor of History*  
B.A., Oberlin College; M.A., Ph.D., Columbia University

### John Babington

*Instructor in Physical Education and Athletics*  
B.A., Williams College; J.D., Harvard University

### Susan M. Bailey

*Professor of Education and Women's Studies*  
*Executive Director, Wellesley Centers for Women*  
B.A., Wellesley College; M.A., Ph.D., University of Michigan

### Hilary C. Barth

*Visiting Assistant Professor in Psychology*  
A.B., Bryn Mawr College; Ph.D., Massachusetts Institute of Technology

### Tamar Barzel

*Mellon Postdoctoral Fellow in Music*  
B.M., Oberlin Conservatory of Music; M.A., University of Michigan

### Ann Streeter Batchelder

*Professor of Physical Education and Athletics*  
B.A., Wheaton College; M.Ed., Framingham State College; Ed.D., Boston University

### De Ama Battle

*Instructor in Physical Education and Athletics*  
Ed.M., Cambridge School; Certificate, Burdett School

### Thomas J. Bauer

*Senior Instructor in Physics Laboratory*  
B.A., Wabash College; M.A., University of Idaho

### Wendy Hagen Bauer

*Professor of Astronomy*  
B.A., Mount Holyoke College; M.S., Ph.D., University of Hawaii

### Connie Lynn Bauman

*Associate Professor of Physical Education and Athletics*  
B.S., Illinois State University; M.S., Arizona State University; Certificate, Indiana State University

### Barbara R. Beatty

*Associate Professor of Education*  
A.B., Radcliffe College; Ed.M., Ed.D., Harvard University

### Rebecca Bedell

*Assistant Professor of Art*  
B.A., Wellesley College; M.A., Ph.D., Yale University

### Barbara S. Beltz<sup>A2</sup>

*Susan M. Hollowell and Ruby Frances Howe Farwell Professor of Biological Sciences*  
B.A., Mount Holyoke College; M.S., Ph.D., Princeton University

### Robert S. Berg

*Professor of Physics*  
A.B., Princeton University; M.A., Ph.D., University of California (Berkeley)

### Joanne Berger-Sweeney

*Allene Lummis Russell '46 Professor of Neuroscience*  
*Professor of Biological Sciences*  
*Associate Dean of the College*  
B.A., Wellesley College; M.P.H., University of California (Berkeley); Ph.D., Johns Hopkins University

### Patricia Gray Berman

*Professor of Art*  
B.A., Hampshire College; M.A., Ph.D., New York University

### David A. Bernat<sup>A</sup>

*Assistant Professor of Religion*  
B.A., Jewish Theological Seminary; Ph.D., Brandeis University

### Mira Bernstein

*Assistant Professor of Mathematics*  
B.A., Yale University; Ph.D., Harvard University

### James R. Besancon

*Associate Professor of Geosciences*  
B.S., Yale University; Ph.D., Massachusetts Institute of Technology

### Frank L. Bidart

*Professor of English*  
B.A., University of California (Riverside); A.M., Harvard University

### Sarah Clovis Bishop

*Visiting Assistant Professor of Russian*  
B.A., Williams College; Ph.D., Princeton University

### Judith B. Black<sup>A1</sup>

*Associate Professor of Art*  
B.A., Quincy College; M.A., M.S., Massachusetts Institute of Technology

### Afshan Bokhari

*Visiting Instructor in Art*  
B.A., Wellesley College

### Youngshik Bong

*Postdoctoral Fellow in Political Science*  
B.A., Yonsei University; M.A., Ph.D., University of Pennsylvania

### Melissa A. Borla

*Visiting Assistant Professor of Biological Sciences*  
B.S., University of North Carolina (Wilmington); Ph.D., Northeastern University

### Laura Bossert-King

*Instructor in Viola and Violin*  
B.M., M.M., Eastman School of Music

### Rachel Bouvier

*Visiting Assistant Professor of Economics*  
B.A., Smith College; M.S., University of New Hampshire; Ph.D., University of Massachusetts (Amherst)

### Daniel J. Brabander

*Assistant Professor of Geosciences*  
B.S., M.A., Binghamton University; Ph.D., Brown University

### Sheila P. Brachfeld-Child

*Senior Lecturer in Psychology*  
*Director, Medical Professions Advising*  
B.A., Tufts University; M.A., Boston University; Ph.D., Brandeis University

### Martin Alan Brody<sup>A2</sup>

*Catherine Mills Davis Professor of Music*  
B.A., Amherst College; M.M., D.M.A., Yale University School of Music

### Kathleen Brogan

*Associate Professor of English*  
B.A., Queens College; M.A., M.Phil., Ph.D., Yale University

### Judith Claire Brown<sup>A1</sup>

*Professor of Physics*  
B.A., Rice University; Ph.D., University of California (Berkeley)

### Charles Bu

*Associate Professor of Mathematics*  
B.S., M.S., Shanghai Jiao Tong University; M.S., Michigan State University; Ph.D., University of Illinois

### Emily A. Buchholtz

*Professor of Biological Sciences*  
B.A., College of Wooster; M.A., University of Wisconsin; Ph.D., George Washington University

### Tom Burke

*Associate Professor of Political Science*  
B.A., University of Minnesota (Minneapolis); M.A., Ph.D., University of California (Berkeley)

### William E. Cain

*Mary Jewett Gaiser Professor of English*  
B.A., Tufts University; M.A., Ph.D., Johns Hopkins University

### John S. Cameron

*Professor of Biological Sciences*  
B.S., College of William and Mary; M.S., Ph.D., University of Massachusetts (Amherst)

### Christopher Candland<sup>A2</sup>

*Assistant Professor of Political Science*  
B.A., Haverford College; M.A., M.Phil., Ph.D., Columbia University

### Debra Candrea

*Visiting Assistant Professor of Political Science*  
B.A., Tufts University; Ph.D., Johns Hopkins University

### George M. Caplan

*Instructor in Physics Laboratory*  
B.A., Swarthmore College; S.M., Harvard University

### Linda Carli

*Visiting Associate Professor of Psychology*  
B.A., University of Connecticut; Ph.D., University of Massachusetts (Amherst)

### Margaret Deutsch Carroll

*Professor of Art*  
B.A., Barnard College; A.M., Ph.D., Harvard University

### Karl E. Case

*Katharine Coman and A. Barton Hepburn Professor of Economics*  
B.A., Miami University; A.M., Ph.D., Harvard University

**Margaret Cezair-Thompson**  
*Senior Lecturer in English*  
A.B., Barnard College; M.A., New York University; Ph.D., City University of New York

**Stanley S. Chang<sup>^</sup>**  
*Assistant Professor of Mathematics*  
B.A., University of California (Berkeley); M.A., Cambridge University (England), Ph.D., University of Chicago

**Maud H. Chaplin**  
*Virginia Onderdonk '29 Professor of Philosophy*  
B.A., Wellesley College; M.A., Ph.D., Brandeis University

**Jonathan M. Cheek<sup>^</sup>**  
*Professor of Psychology*  
B.A., George Washington University; M.A., University of Texas (Austin); Ph.D., Johns Hopkins University

**Dai Chen**  
*Lecturer in Chinese Language*  
B.A., Shanghai Teachers' University; M.A., University of Iowa

**Jack W. Chen**  
*Assistant Professor of Chinese*  
B.A., Yale University; M.A., University of Michigan; Ph.D., Harvard University

**Sealing Cheng**  
*Luce Assistant Professor of Asian Studies*  
*Assistant Professor of Women's Studies*  
B.S., M.Phil., University of Hong Kong; Ph.D., University of Oxford

**Calvin T. Chin**  
*Instructor in Physical Education and Athletics*

**James David Christie**  
*Instructor in Organ*  
B.S., Oberlin College; M.M.A., New England Conservatory of Music

**Nancy Cirillo**  
*Instructor in Violin*  
*Co-Director, Chamber Music Society*  
Mannes School of Music; Manhattan School of Music

**Jo Ann Citron**  
*Visiting Assistant Professor of Women's Studies*  
A.B., Vassar College; Ph.D., Boston University; J.D., Northeastern University School of Law

**Suzanne Cleverdon**  
*Instructor in Harpsichord and Continuo*  
B.M., M.M., New England Conservatory of Music

**Courtney C. Coile<sup>^</sup>**  
*Assistant Professor of Economics*  
A.B., Harvard College; Ph.D., Massachusetts Institute of Technology

**Randall M. Colaizzi**  
*Senior Lecturer in Classical Studies*  
B.A., University of Wisconsin (Madison); M.A., Ph.D., University of California (Berkeley)

**Louise E. Colby**  
*Instructor in Physical Education and Athletics*  
Dipl., Iyengar Yoga Institute of San Francisco

**William F. Coleman**  
*Professor of Chemistry*  
B.S., Eckerd College; Ph.D., Indiana University (Bloomington)

**Reyes Coll-Tellechea**  
*Visiting Associate Professor of Spanish*  
B.A., M.A., Universidad Complutense de Madrid; Ph.D., University of Minnesota (Twin Cities)

**Glorianne Collver-Jacobson**  
*Instructor in Guitar and Lute*  
B.A., University of California (Berkeley)

**Ann Congleton**  
*Professor of Philosophy*  
B.A., Wellesley College; M.A., Ph.D., Yale University

**Laura Marie Cortese**  
*Instructor in Fiddle*  
*Director, Fiddleheads*  
B.A., Berklee College of Music

**Robert F. Couture**  
*Instructor in Trombone*  
B.M., New England Conservatory of Music; M.A., University of Massachusetts (Boston)

**Elena Tajima Creef<sup>^</sup>**  
*Associate Professor of Women's Studies*  
B.A., University of California (Riverside); M.A., University of California (Santa Barbara); Ph.D., University of California (Santa Cruz)

**Tucker R. Crum**  
*Instructor in Biological Sciences*  
*Laboratory*  
B.S., Mary Washington College of the University of Virginia; M.S., Long Island University

**Lee Cuba<sup>^</sup>**  
*William R. Kenan, Jr. Professor of Sociology*  
B.S., Southern Methodist University; M.A., M.Phil., Ph.D., Yale University

**Selwyn R. Cudjoe<sup>^</sup>**  
*Professor of Africana Studies*  
B.A., M.A., Fordham University; Ph.D., Cornell University

**Thomas Orton Cushman<sup>^</sup>**  
*Professor of Sociology*  
B.A., Saint Michael's College; M.A., Ph.D., University of Virginia

**Veronica Darer**  
*Lecturer in Spanish*  
M.A.T. School for International Training/World Learning; Ph.D., University of Florida

**Venita Datta**  
*Associate Professor of French*  
A.B., Bryn Mawr College; M.A., Ph.D., New York University

**Seth Davis**  
*Instructor in Physical Education and Athletics*  
B.A., Connecticut College

**Makiko Deguchi**  
*Visiting Instructor in Psychology*  
B.A., Wellesley College; M.A., Boston University; M.A., Boston College

**Eleanor P. DeLorme**  
*Senior Lecturer in Art*  
*Adjunct Curator, Davis Museum and Cultural Center*  
B.A., Wellesley College; M.A., Harvard University

**Paola Chiara De Santo**  
*Visiting Instructor of Italian Studies*  
B.A., University of Michigan

**Elizabeth R. DeSombre**  
*Camilla Chandler Frost Associate Professor of Environmental Studies*  
*Associate Professor of Political Science*  
B.A., Oberlin College; Ph.D., Harvard University

**Nicolas de Warren**  
*Assistant Professor of Philosophy*  
B.A., Ph.D., Boston University

**Bonnie M. Dix**  
*Associate Professor of Physical Education and Athletics*  
B.S., University of Vermont; M.S., University of Tennessee (Knoxville)

**Nicholas K. Doe**  
*Senior Instructor in Chemistry*  
*Laboratory*  
B.A., M.S., University of California (Santa Cruz); M.A., Stanford University

**Jeanne Donnelly**  
*Instructor in Physical Education and Athletics*  
B.A., M.A., Framingham State College

**Carlos G. Dorrien**  
*Professor of Art*  
Montserrat School of Visual Art, Diploma in Sculpture

**Carol Dougherty<sup>^</sup>**  
*Professor of Classical Studies*  
B.A., Stanford University; M.A., University of California (Santa Barbara); M.A., Ph.D., Princeton University

**Elizabeth F. Driscoll**  
*Assistant Professor of Physical Education and Athletics*  
B.S., Franklin Pierce College; M.A., Lock Haven University of Pennsylvania

**Marion Dry**  
*Instructor in Voice*  
A.B., Harvard University; M.M., Northwestern University

**Theodore W. Ducas<sup>^</sup>**  
*Professor of Physics*  
B.A., Yale University; Ph.D., Massachusetts Institute of Technology

**Sylvaine V. Egron-Sparrow**  
*Senior Lecturer in French*  
Licence de Lettres Modernes, Université de Haute Bretagne; Maitrise de Français et de Linguistique, Université de Vincennes

**Sharon K. Elkins**  
*Professor of Religion*  
B.A., Stetson University; M.T.S., Harvard Divinity School; Ph.D., Harvard University

**Donald E. Elmore**  
*Assistant Professor of Chemistry*  
B.A., Grinnell College; Ph.D., California Institute of Technology

**Alla L. Epstein**  
*Lecturer in Russian Language*  
M.A., Moscow University; Ph.D., Academy of Sciences Institute of World History (Russia)

**Alicia F. Erian**  
*Susan and Donald Newhouse Visiting Assistant Professor in Creative Writing*  
B.A., Binghamton University; M.F.A., Vermont College

**Roxanne Euben<sup>^</sup>**  
*Jane Bishop '51 Associate Professor of Political Science*  
B.A., Wesleyan University; M.A., Ph.D., Princeton University

**Peter J. Fergusson<sup>^</sup>**  
*Theodora L. and Stanley H. Feldberg Professor of Art*  
B.A., Michigan State University; A.M., Ph.D., Harvard University

**Paul Fisher**  
*Assistant Professor of English*  
A.B., Harvard College; B.A., M.A., Trinity College (Cambridge); M.A., M.Phil., Ph.D., Yale University

**Charles B. Fisk**  
*Phyllis Henderson Carey Professor of Music*  
*Instructor in Piano*  
A.B., Harvard College; M.M.A., D.M.A., Yale University School of Music

**Gerdès Fleurant**  
*Associate Professor of Music*  
B.A., New England Conservatory of Music; M.A., Northeastern University; M.M., Ph.D., Tufts University

**Nolan T. Flynn**  
*Assistant Professor of Chemistry*  
B.A., St. Olaf College; Ph.D., University of Illinois

**Claire A. Fontijn**  
*Associate Professor of Music*  
B.A., Oberlin College; M.A., Ph.D., Duke University

**Elisabeth V. Ford**  
*Assistant Professor of English*  
B.A., Yale University; M.A., Ph.D., Harvard University

**Christine M. Franek**  
*Assistant Professor of Physical Education and Athletics*  
B.A., Brown University; M.E.D., Harvard University

**Richard G. French<sup>^</sup>**  
*Louise Sherwood McDowell and Sarah Francis Whiting Professor of Astrophysics*  
*Professor of Astronomy*  
B.A., M.S., Ph.D., Cornell University

**Alice T. Friedman<sup>^</sup>**  
*Professor of Art*  
A.B., Radcliffe College; M.Phil., University of London; Ph.D., Harvard University



- Gale Fuller**  
*Instructor in Voice*  
B.M., Peabody Conservatory of Music; M.M., New England Conservatory of Music
- Jean A. Fuller-Stanley<sup>A</sup>**  
*Professor of Chemistry*  
B.S., University of London; M.S., Ph.D., University of Nebraska (Lincoln)
- Nona Gainsforth**  
*Instructor in Horn*  
B.M., Indiana University
- Elena Gascón-Vera<sup>A</sup>**  
*Professor of Spanish*  
Licenciatura, University of Madrid; M.Phil., Ph.D., Yale University
- Isabelle V. Geiger**  
*Visiting Instructor in German*  
M.A., University of Konstanz (Germany)
- Barbara Geller**  
*Professor of Religion*  
A.B., Princeton University; M.A., Ph.D., Duke University
- Nancy P. Genero<sup>A1</sup>**  
*Associate Professor of Psychology*  
*Director, Multicultural Programs and Planning*  
A.B., Cornell University; M.A., Ph.D., University of Michigan (Ann Arbor)
- Michael Gibbons, Jr.**  
*Visiting Professor of Anthropology*  
B.A., M.Phil., Ph.D., Yale University
- C. Pat Giersch<sup>A1</sup>**  
*Assistant Professor of History*  
B.A., Dartmouth College; Ph.D., Yale University
- Beth Gifford**  
*Instructor in Physical Education and Athletics*  
B.S., Northeastern University
- Kathleen W. Gilbert<sup>A1</sup>**  
*Instructor in Geosciences Laboratory*  
B.A., Smith College; M.S., University of Miami
- Catherine Keane Gilhuly**  
*Assistant Professor of Classical Studies*  
B.A., Wesleyan University; M.A., Ph.D., University of California (Berkeley)
- Anne T. Gillain<sup>A</sup>**  
*Professor of French*  
*Director, Wellesley-in-Aix*  
Licence de Lettres Classiques, Université de Paris (Sorbonne); M.A., Tufts University; Ph.D., Harvard University
- Tracy R. Gleason**  
*Assistant Professor of Psychology*  
A.B., Dartmouth College; Ph.D., University of Minnesota
- Mark Steven Goldman**  
*Assistant Professor of Physics*  
B.S., Stanford University; Ph.D., Harvard University
- Barbara Goldoftas**  
*Lecturer in the Writing Program*  
B.A., University of Michigan; M.Sc., Massachusetts Institute of Technology
- Maya Gordon**  
*Teaching Fellow in Psychology*  
B.A., Spelman College; M.A., University of Michigan
- Lisa Graham**  
*Evelyn Barry Director of the Choral Program*  
B.A., Sonoma State College; M.M., D.M.A., University of Southern California
- Elizabeth S. Greene**  
*Mellon Postdoctoral Fellow in Classical Studies*  
A.B., M.A., Princeton University
- Denis Grélé**  
*Assistant Professor of French*  
Licence de Lettres Modernes, M.A., Université de Caen; Ph.D., New York University
- Scott E. Gunther**  
*Assistant Professor of French*  
B.A., Cornell University; D.E.A., Ecole Normale Supérieure & Ecole des Hautes Etudes en Sciences Sociales; J.D., Ph.D., New York University
- Vachik Hacopian**  
*Instructor in Biological Sciences Laboratory*  
B.A., University of California (Los Angeles); M.S., University of Massachusetts (Boston)
- Kathy Hagerstrom**  
*Assistant Professor of Physical Education and Athletics*  
B.A., University of Nebraska (Lincoln); M.S., Central Missouri State University
- David R. Haines**  
*Associate Professor of Chemistry*  
B.A., Earlham College; Ph.D., University of Illinois (Urbana)
- Mona Lambracht Hall**  
*Senior Instructor in Chemistry Laboratory*  
B.A., Russell Sage College; Ph.D., Tufts University
- Nancy Abraham Hall**  
*Senior Lecturer in Spanish*  
B.A., Smith College; M.A., Ph.D., Harvard University
- Kenia Milagros Halleck**  
*Assistant Professor of Spanish*  
B.A., M.A., Ph.D., University of California (San Diego)
- Neal Louis Hampton**  
*Conductor, Wellesley-Brandeis Orchestra*  
B.M., Eastman School of Music; M.M., Boston University
- Thomas S. Hansen**  
*Professor of German*  
B.A., M.A., Tufts University; Ph.D., Harvard University
- Barbara Leah Harman**  
*Professor of English*  
B.A., Tufts University; M.A., Ph.D., Brandeis University
- Donna Harris**  
*Mellon Postdoctoral Fellow in Education*  
B.A., Wesleyan University; M.A., Columbia University; Ph.D., University of Wisconsin (Madison)
- Gary C. Harris<sup>A2</sup>**  
*Professor of Biological Sciences*  
B.S., Bates College; M.S., Ph.D., University of Massachusetts (Boston)
- Bunny Harvey**  
*Elizabeth Christy Kopf Professor of Art*  
B.F.A., M.F.A., Rhode Island School of Design
- Kenneth S. Hawes**  
*Assistant Professor of Education*  
B.S., Massachusetts Institute of Technology; Ed.M., Ed.D., Harvard University
- Gretchen Hayden-Ruckert**  
*Instructor in Physical Education and Athletics*
- Michael J. Hearn**  
*Professor of Chemistry*  
B.A., Rutgers University; M.S., M.Phil., Ph.D., Yale University
- Simone Helluy**  
*Senior Instructor in Biological Sciences Laboratory*  
Maîtrise des Sciences, Doctorat, USTL (France); Ph.D., University of Alberta (Canada)
- Beth Ann Hennessey**  
*Professor of Psychology*  
A.B., Brown University; M.Ed., Lesley College; Ph.D., Brandeis University
- Mark S. Henry**  
*Instructor in Double Bass*  
B.M., Berklee College of Music; M.M., University of Massachusetts (Lowell)
- Jean Herbst**  
*Instructor in Computer Science Laboratory*  
B.S., University of Wisconsin (Madison); M.S., University of Rhode Island
- Dorothy Hershkowitz**  
*Instructor in Physical Education and Athletics*  
B.A., University of New Hampshire
- Rosanna Hertz**  
*Luella LaMer Professor of Women's Studies and Sociology*  
B.A., Brandeis University; M.A., Ph.D., Northwestern University
- Donna Hewitt-Didham**  
*Instructor in Voice*  
A.B., Atlantic Union College
- Alison Hickey**  
*Barbara Morris Caspersen Associate Professor of English*  
A.B., Harvard and Radcliffe Colleges; M.A., M.Phil., Ph.D., Yale University
- Sonja E. Hicks**  
*Professor of Chemistry*  
B.S., University of Maine (Augusta); Ph.D., Indiana University (Bloomington)
- Ellen C. Hildreth**  
*Professor of Computer Science*  
B.S., M.S., Ph.D., Massachusetts Institute of Technology
- Eric Hill**  
*Assistant Professor of Economics*  
A.B., Occidental College; M.Phil., Ph.D., Columbia University
- Philip Steven Hirschhorn**  
*Professor of Mathematics*  
B.S., Brooklyn College of City University of New York; Ph.D., Massachusetts Institute of Technology
- Edward Craig Hobbs**  
*Professor of Religion*  
Ph.B., S.T.B., Ph.D., University of Chicago
- Merle Hodge**  
*Visiting Associate Professor of Africana Studies*  
B.A., M.Phil. University of London
- Thomas Peter Hodge<sup>A1</sup>**  
*Associate Professor of Russian*  
B.A., Pomona College; M.A., Oxford University; M.A., Ph.D., Stanford University
- Jennifer Hood-DeGrenier**  
*Assistant Professor of Biological Sciences*  
B.A., Williams College; Ph.D., Harvard University
- Yue Hu**  
*Associate Professor of Physics*  
B.S., Beijing University; M.S., Ph.D., Cornell University
- Jeff Hughes**  
*Visiting Assistant Professor of Biological Sciences*  
B.A., Boston University; M.S., University of Washington; Ph.D., University of Rhode Island
- Brian Hulse**  
*Lecturer in Music*  
B.M., University of Utah; M.M., University of Illinois (Champaign-Urbana); Ph.D., Harvard University
- Ann L. Huss**  
*Assistant Professor of Chinese*  
B.A., Wellesley College; M.Phil., Ph.D., Columbia University
- Nora Hussey**  
*Director of Theatre and Theatre Studies*  
B.A., Mundelein College
- Genevieve Hyacinthe**  
*Visiting Instructor in Art*  
B.A., University of Pennsylvania; M.A., Purchase College
- Jonathan B. Imber**  
*Class of 1949 Professor in Ethics*  
*Professor of Sociology*  
B.A., Brandeis University; M.A., Ph.D., University of Pennsylvania
- Jessica Irish**  
*Assistant Professor of Art*  
B.A., Scripps College; M.F.A., University of California

**André G. Isaak**

Lecturer in Cognitive and Linguistic Sciences

B.A., M.A., University of Calgary; Ph.D., University of Massachusetts (Amherst)

**Esther Y. Iwanaga**

Lecturer in the Writing Program

B.S., University of Connecticut; M.A., Middlebury College; M.A., University of Massachusetts (Boston)

**Rachel Jacoff**

Margaret E. Deffenbaugh and

LeRoy T. Carlson Professor in

Comparative Literature

Professor of Italian Studies

B.A., Cornell University; A.M., M.Phil., Harvard University; Ph.D., Yale University

**Joel Janowitz**

Visiting Assistant Professor of Art

B.A., Brandeis University; M.F.A., University of California (Santa Barbara)

**Laura Jeppesen**

Instructor in Viola da Gamba

B.A., Wheaton College; M.M., Yale University

**Alexandra M. Johnson**

Lecturer in the Writing Program

B.A., University of California (Berkeley)

**Doug Johnson**

Instructor in Jazz Piano

B.M., Michigan State University; M.M., New England Conservatory of Music

**Lori A. Johnson**

Assistant Professor of Political Science

B.A., University of Georgia; J.D., University of Virginia School of Law; Ph.D., University of California (Berkeley)

**Reid Jorgensen**

Instructor in Percussion

B.S., Merrimack College; Composition Diploma, Berklee College of Music

**William A. Joseph**

Professor of Political Science

B.A., Cornell University; M.A., Ph.D., Stanford University

**Joseph P. Joyce**

Stanford Calderwood Professor of Economics

B.S.F.S., Georgetown University; M.A., Ph.D., Boston University

**Marion R. Just**

Professor of Political Science

B.A., Barnard College; M.A., Johns Hopkins University; Ph.D., Columbia University

**Stella Kakavouli**

Instructor in Computer Science Laboratory

B.S., National Technical University (Athens, Greece); M.S., Brown University

**Gamil Kaliouby**

Instructor in Physical Education and Athletics

B.A., Ain Shams University (Egypt); M.A., Military Academy (Egypt)

**Lidwien Kapteijns**

Elizabeth Kimball Kendall and Elisabeth Hodder Professor of History

Faculty Director, Internships and Service Learning

B.A., Amsterdam University; M.A., University of London; Ph.D., Amsterdam University

**Anastasia Karakasidou<sup>A2</sup>**

Associate Professor of Anthropology

B.A., College of Wooster; M.A., Brandeis University; M.A., Bryn Mawr College; M.Phil., Ph.D., Columbia University

**Kyle D. Kauffman**

Whitehead Associate Professor of

Critical Thought

Associate Professor of Economics

B.S., M.S., Ph.D., University of Illinois (Urbana-Champaign)

**Margaret Keane**

Class of 1966 Associate Professor of Psychology

Faculty Director, Science Center

A.B., Harvard College; Ph.D.,

Massachusetts Institute of Technology

**Melissa Schettini Kearney<sup>A</sup>**

Assistant Professor of Economics

A.B., Princeton University; Ph.D., Massachusetts Institute of Technology

**Megan Kerr**

Associate Professor of Mathematics

B.A., Wellesley College; Ph.D., University of Pennsylvania

**Sandra J. Kerr**

Instructor in Physical Education and Athletics

**Shona Kerr**

Assistant Professor of Physical

Education and Athletics

B.M., Cardiff University (Wales)

**Yu Jin Ko**

Associate Professor of English

B.A., Columbia University; M.A., Cambridge University (Clare College); Ph.D., Yale University

**T. James Kodera**

Professor of Religion

B.A., Carleton College; M.A., M.Phil., Ph.D., Columbia University

**Elissa Koff**

Margaret Hamm Professor of Psychology

B.S., Queens College; M.S., Ph.D., Tufts University

**Philip L. Kohl<sup>A1</sup>**

Kathryn Wasserman Davis Professor of Slavic Studies

Professor of Anthropology

B.A., Columbia University; A.M., Ph.D., Harvard University

**Nancy Harrison Kolodny<sup>A</sup>**

Nellie Zuckerman Cohen and Anne

Cohen Heller Professor of Health

Sciences

Professor of Chemistry

B.A., Wellesley College; Ph.D., Massachusetts Institute of

Technology

**Martina Königer**

Assistant Professor of Biological Sciences

Diploma, Ph.D., University of Würzburg (Germany)

**Joel Krieger**

Norma Wilentz Hess Professor of

Political Science

B.A., Yale College; Ph.D., Harvard University

**Jens Kruse<sup>A1</sup>**

Professor of German

Staatsexamen, Universität Hamburg;

M.A., Indiana University; Ph.D.,

University of California (Los Angeles)

**Kyra Kulik-Johnson**

Lecturer in Psychology

B.A., Boston College; Ed.M., Harvard

University; Ph.D., Boston College

**Barbara E. LaFitte**

Instructor in Oboe

B.M., Arizona State University; M.M.,

Temple University

**Yuan-Chu Ruby Lam**

Professor of Chinese

B.A., M.A., Ph.D., Harvard University

**Courtney Lannert**

Assistant Professor of Physics

B.S., Brown University; M.A., Ph.D.,

University of California (Santa Barbara)

**Flavia Laviosa**

Senior Lecturer in Italian Studies

B.A., University of Bari (Italy); M.A.,

Ph.D., State University of New York

(Buffalo)

**Sharon L. Leavitt**

Senior Instructor in Biological Sciences Laboratory

B.S., Daemen College; M.S., State

University of New York (Buffalo)

**Sohie Moody Lee**

Instructor in Computer Science

Laboratory

B.S., Cornell University; M.S.,

Stanford University; Ph.D., University of California (San Diego)

**Yoon Sun Lee**

Associate Professor of English

A.B., Harvard College; Ph.D., Yale

University

**Mary Rosenthal Lefkowitz**

Andrew W. Mellon Professor in the Humanities

Professor of Classical Studies

B.A., Wellesley College; A.M., Ph.D.,

Radcliffe College

**Phillip Levine<sup>A1</sup>**

Professor of Economics

B.S., M.S., Cornell University; Ph.D.,

Princeton University

**Andrea Gayle Levitt<sup>A</sup>**

Margaret Clapp '30 Distinguished

Alumna Professor of French and

Linguistics

B.A., Wellesley College; M.A., M.Phil.,

Ph.D., Yale University

**Peggy Levitt<sup>A</sup>**

Associate Professor of Sociology

B.A., Brandeis University; M.S.,

Columbia University; Ph.D.,

Massachusetts Institute of

Technology

**Lulei Li**

Visiting Assistant Professor of Chinese

B.A., M.A., East China Normal

University

**Elizabeth C. Lieberman**

Instructor in Chemistry Laboratory

Assistant Dean of the College

Director, Office of Sponsored Research

B.A., Wellesley College; M.A.,

Brandeis University

**David Lindauer**

Professor of Economics

Faculty Director, Pendleton East

B.S., City College of City University

of New York; A.M., Ph.D., Harvard

University

**Heping Liu**

Associate Professor of Art

B.A., Guangzhou Institute of Foreign

Languages (China); M.A., Southern

Methodist University; M.A., M.Phil.,

Ph.D., Yale University

**Liang Kok Liung**

Instructor in Physical Education and

Athletics

**Kenneth Loewit**

Instructor in Theatre Studies

Theatre Production Manager

**Melinda Lopez**

Lecturer in Theatre Studies

B.A., Dartmouth College; M.A.,

Boston University

**Margery Lucas**

Professor of Psychology

B.S., Pennsylvania State University;

M.S., Ph.D., University of Rochester

**Barry Lydgate**

Professor of French

B.A., M.Phil., Ph.D., Yale University

**Kathryn L. Lynch**

Katharine Lee Bates and Sophie

Chantal Hart Professor of English

B.A., Stanford University; M.A.,

Ph.D., University of Virginia

**Jing-Heng Sheng Ma**

Mayling Soong Professor of Chinese Studies

Professor of Chinese

B.Ed., Taiwan Normal University;

M.A., Phillip Women's University

(Philippines); M.A., Ph.D., University

of Michigan

**Yoshimi Maeno**

Lecturer in Japanese

B.A., Baika Women's College (Japan);

M.A., West Virginia University;

Ed.M., Ph.D., Harvard University

**Martin A. Magid**

Professor of Mathematics

B.A., Brown University; M.S., Yale

University; Ph.D., Brown University

**Frances Malino**

Sophia Moses Robison Professor of

Jewish Studies and History

B.A., Skidmore College; M.A., Ph.D.,

Brandeis University

**Stephen Anthony Marini<sup>A2</sup>**

Elisabeth Luce Moore Chair in

Christian Studies

Professor of Religion

B.A., Dickinson College; Ph.D.,

Harvard University



**Louise Marlow<sup>A</sup>**  
*Professor of Religion*  
B.A., Cambridge University; M.A.,  
Ph.D., Princeton University

**Nancy Marshall**  
*Visiting Associate Professor of*  
*Women's Studies*  
B.A., Oberlin College; M.A.,  
University of Connecticut (Storrs);  
Ed.D., Harvard University

**Anthony C. Martin**  
*Professor of Africana Studies*  
Barrister-at-Law, Gray's Inn  
(London); B.S., University of Hull  
(England); M.A., Ph.D., Michigan  
State University

**Miranda Constant Marvin**  
*Professor of Art and of Classical Studies*  
B.A., Bryn Mawr College; Ph.D.,  
Harvard University

**Catherine Masson**  
*Professor of French*  
Licence, Maitrise, Université de Haute  
Bretagne (Rennes); Ph.D., University  
of Michigan (Ann Arbor)

**Katherine Matasy**  
*Instructor in Clarinet and Saxophone*  
B.A., M.M.A., New England  
Conservatory of Music

**Y. Tak Matsusaka**  
*Associate Professor of History*  
B.A., Brandeis University; M.A.,  
Ph.D., Harvard University

**Julie Ann Matthaei**  
*Professor of Economics*  
B.A., University of Michigan (Ann  
Arbor); M.A., M.Phil., Ph.D., Yale  
University

**Andrea Matthews**  
*Instructor in Voice*  
A.B., Princeton University

**Rebecca G. Mattison**  
*Instructor in Geosciences Laboratory*  
B.A., Bates College; M.S., Ph.D.,  
University of Massachusetts  
(Amherst)

**Amanda M. McCarthy<sup>A1</sup>**  
*Senior Instructor in Chemistry*  
*Laboratory*  
B.S., M.S., Syracuse University

**Molly A. McCarthy**  
*Visiting Assistant Professor of History*  
B.A., Canisius College; M.S.,  
Columbia University; Ph.D., Brandeis  
University

**Karen McCormack**  
*Lecturer in Sociology*  
B.A., Clark University; Ph.D., Boston  
College

**Janet McDonough**  
*Instructor in Biological Sciences*  
*Laboratory*  
B.S., Simmons College; M.S., Harvard  
University

**Patrick J. McEwan**  
*Assistant Professor of Economics*  
B.A., University of Illinois (Urbana-  
Champaign); M.A., Ph.D., Stanford  
University

**Phyllis McGibbon**  
*Associate Professor of Art*  
B.F.A., M.F.A., University of  
Wisconsin (Madison)

**Mary Kate McGowan<sup>A1</sup>**  
*Associate Professor of Philosophy*  
B.A., Wellesley College; M.A., Ph.D.,  
Princeton University

**Alison G. McIntyre**  
*Associate Professor of Philosophy*  
B.A., M.A., Tufts University; Ph.D.,  
Princeton University

**Kim Katris McLeod**  
*Associate Professor of Astronomy*  
B.A., Cornell University; Ph.D.,  
University of Arizona

**Kimberly Mealy**  
*Teaching Fellow in Political Science*  
B.A., Swarthmore College; M.A.,  
State University of New York at Stony  
Brook

**Anna Meigs**  
*Visiting Associate Professor of*  
*Anthropology*  
B.A., Wellesley College; Ph.D.,  
University of Pennsylvania

**Salem Mekuria**  
*Associate Professor of Art*  
B.A., Macalester College; M.A., San  
Francisco State University

**Elizabeth S. Meloy**  
*Visiting Instructor in History*  
A.B., Bowdoin, M.A., Northwestern  
University; M.A., Brown University

**Qing-Min Meng**  
*Lecturer in Art*  
B.F.A., Shanghai Teachers' University;  
M.F.A., Miami University (Ohio)

**Ifeanyi A. Menkiti**  
*Professor of Philosophy*  
B.A., Pomona College; M.S.,  
Columbia University; M.A., New York  
University; Ph.D., Harvard University

**Sally Engle Merry**  
*Marion Butler McLean Professor*  
*in the History of Ideas*  
*Professor of Anthropology*  
B.A., Wellesley College; M.A., Yale  
University; Ph.D., Brandeis University

**P. Takis Metaxas<sup>A</sup>**  
*Associate Professor of Computer*  
*Science*  
B.Sc., University of Athens (Greece);  
Ph.D., Dartmouth College

**Susan L. Meyer**  
*Professor of English*  
B.A., Johns Hopkins University; M.A.,  
University of California (Los  
Angeles); M.A., M.Phil., Ph.D., Yale  
University

**Jodi Mikalachki**  
*Associate Professor of English*  
B.A., M.A., University of Toronto;  
M.A., Johns Hopkins University;  
Ph.D., Yale University

**Alice P. Miller**  
*Assistant Professor of Mathematics*  
B.A., Indiana University; M.A.,  
University of North Carolina; Ph.D.,  
Brandeis University

**Cercie Miller**  
*Instructor in Jazz Saxophone*  
*Director, Prism Jazz*

**Michael Milway**  
*Visiting Assistant Professor of History*  
B.A., Westmont College, M.A., Fuller  
Theological Seminary; M.A., Ph.D.,  
University of Arizona

**Vicki E. Mistacco<sup>A1</sup>**  
*Professor of French*  
B.A., New York University; M.A.,  
Middlebury College; M.Phil., Ph.D.,  
Yale University

**Julia Hendrix Miwa**  
*Associate Professor of Chemistry*  
B.A., Haverford College; Ph.D.,  
Massachusetts Institute of  
Technology

**Katharine H.S. Moon**  
*Associate Professor of Political Science*  
A.B., Smith College; M.A., Ph.D.,  
Princeton University

**Marianne V. Moore**  
*Associate Professor of Biological*  
*Sciences*  
B.A., Colorado College; M.S., Iowa  
State University; Ph.D., Dartmouth  
College

**Carolyn A. Morley**  
*Professor of Japanese*  
B.A., Oberlin College; M.A.,  
University of British Columbia;  
Ph.D., Columbia University

**Craig N. Murphy<sup>A</sup>**  
*M. Margaret Ball Professor of*  
*International Relations*  
*Professor of Political Science*  
B.A., Grinnell College; M.A.,  
Ph.D., University of North Carolina  
(Chapel Hill)

**Megan Nichols**  
*Instructor in Physical Education and*  
*Athletics*  
B.A., University of California

**James William Noggle**  
*Associate Professor of English*  
B.A., Columbia University; Ph.D.,  
University of California (Berkeley)

**Thomas Nolden**  
*Associate Professor of German*  
Staatsexamen, Universität Tübingen;  
M.A., Ph.D., Yale University

**Julie K. Norem**  
*Professor of Psychology*  
A.B., University of Chicago; Ph.D.,  
University of Michigan

**Pashington Obeng**  
*Assistant Professor of Africana Studies*  
B.A., University of Ghana; Th.M.,  
Princeton Theological Seminary;  
Ph.D., Boston University

**Kimberly H. O'Donnell**  
*Assistant Professor of Biological*  
*Sciences*  
A.B., Brown University; Ph.D.,  
Brandeis University

**Joan O'Hara**  
*Assistant Professor of Physical*  
*Education and Athletics*  
B.A., Loyola College; M.A., San Diego  
State University

**James Oles**  
*Assistant Professor of Art*  
B.A., Yale University; J.D., University  
of Virginia; M. Phil., Ph.D., Yale  
University

**Keri O'Meara**  
*Assistant Professor of Physical*  
*Education and Athletics*  
B.A., Montclair State University;  
Ed.M., Bloomsburg University

**Louise O'Neal**  
*Professor of Physical Education*  
*and Athletics*  
*Chair/Athletic Director*  
B.S., North Texas State University;  
M.S., University of Wisconsin

**Ceyda Öner**  
*Visiting Instructor in Economics*  
B.A., Boğaziçi University (Istanbul);  
M.A., University of Washington

**Alejandra Osorio**  
*Assistant Professor of History*  
B.A., M.A., New York University;  
Ph.D., State University of New York at  
Stony Brook

**Kazuko Ozawa**  
*Lecturer in Japanese Language*  
B.A., Sacred Heart University (Tokyo)

**Robert L. Paarlberg**  
*Professor of Political Science*  
B.A., Carleton College; Ph.D.,  
Harvard University

**Vincent J. Panetta<sup>A</sup>**  
*Associate Professor of Music*  
A.B., Harvard College; M.A., Smith  
College; A.M., Ph.D., Harvard  
University

**Olga Partan**  
*Visiting Assistant Professor of Russian*  
B.A., Moscow Shchukin Theater  
College; A.L.M., Harvard University  
Extension School; Ph.D., Brown  
University

**Sergio Parussa<sup>A</sup>**  
*Assistant Professor of Italian Studies*  
Laurea in Lettere, Università degli  
studi di Torino (Italy); M.A., Ph. D.,  
Brown University

**Geeta Patel**  
*Associate Professor of Women's Studies*  
B.A., Wellesley College; M.Phil.,  
Ph.D., Columbia University

**Carol Ann Paul**  
*Senior Instructor in Biological Sciences*  
*Laboratory*  
B.A., Keele University (England)

**Cristina Pausini**  
*Visiting Assistant Professor of Italian*  
*Studies*  
B.A., University of Bologna; M.A.,  
Ph.D., Brown University

**Timothy Walter Hopkins Peltason**  
*William R. Kenan, Jr. Professor of*  
*English*  
*Director, Susan and Donald Newhouse*  
*Center for the Humanities*  
A.B., Harvard College; M.A., Ph.D.,  
Yale University

**T. Kaye Peterman**  
*Associate Professor of Biological*  
*Sciences*  
B.S., Texas A & M University; Ph.D.,  
Duke University

- Kameliia P. Petrova**  
*Visiting Instructor of Economics*  
B.A., University of National and World Economy (Bulgaria); M.A., Boston College
- James Michael Petterson**  
*Associate Professor of French*  
B.A., Reed College; M.A., Columbia University; Ph.D., University of California (Berkeley)
- Adrian M.S. Piper**  
*Professor of Philosophy*  
A.A., School of Visual Arts; B.A., City College of New York; M.A., Ph.D., Harvard University
- Isabelle C. Plaster**  
*Instructor in Bassoon*  
*Co-Director, Chamber Music Society*  
B.A., Wellesley College; M.M.A., New England Conservatory of Music
- Jessica Polito**  
*Lecturer in the Quantitative Reasoning Program*  
B.A., Harvard University; Ph.D., University of California (Berkeley)
- Anjali Prabhu**  
*Assistant Professor of French*  
B.A., Jawaharlal Nehru University (India); M.A., Purdue University; Ph.D., Duke University
- Elinor Preble<sup>A</sup>**  
*Instructor in Flute*  
B.M., New England Conservatory of Music
- Cristina Pujol-Jensen**  
*Instructor in Physical Education and Athletics*
- William W. Quivers**  
*Associate Professor of Physics*  
B.S., Morehouse College; S.M., Ph.D., Massachusetts Institute of Technology
- Carlos Ramos**  
*Associate Professor of Spanish*  
Licenciatura, Universidad Central de Barcelona; M.A., Emerson College; Ph.D., Boston University
- Valerie Ramseyer**  
*Assistant Professor of History*  
A.B., Smith College; M.A., Ph.D., University of Chicago
- Brendon Reay**  
*Assistant Professor of Classical Studies*  
B.A., Reed College; M.A., Bryn Mawr College; Ph.D., Stanford University
- Jeffrey R. Regester**  
*Instructor in Astronomy Laboratory*  
B.S., Cornell University; M.S., University of Arizona
- Paul I. Reisberg**  
*Assistant Professor of Chemistry*  
B.S., Rensselaer Polytechnic Institute; Ph.D., Rice University
- Joy Renjilian-Burgy**  
*Associate Professor of Spanish*  
B.A., Mount Holyoke College; A.M., Harvard University
- Michèle M. Respaut<sup>A2</sup>**  
*Professor of French*  
*Associate Director, Wellesley-in-Aix*  
Faculté des Lettres, Université de Montpellier; M.A., Assumption College; Ph.D., Brown University
- Susan M. Reverby**  
*Professor of Women's Studies*  
B.S., Cornell University; M.A., New York University; Ph.D., Boston University
- John G. Rhodes**  
*Senior Lecturer in Art*  
A.B., A.M., Ph.D., Harvard University
- Wilbur C. Rich**  
*Professor of Political Science*  
B.S., Tuskegee Institute; Ed.M., Ph.D., University of Illinois
- Rhonda Rider**  
*Instructor in Cello*  
B.M., Oberlin Conservatory, M.M., Yale School of Music
- Lois P. Roach**  
*Visiting Instructor in Theatre Studies*  
B.S., Emerson College; M.A., Lesley College
- Lisa McAndless Robinson**  
*Instructor in Physical Education and Athletics*  
B.S., Babson College
- Nicholas L. Rodenhouse**  
*Associate Professor of Biological Sciences*  
A.B., Hope College; M.S., Iowa State University; Ph.D., Dartmouth College
- Lisa Rodensky**  
*Assistant Professor of English*  
B.A., Wellesley College; J.D., Harvard Law School; Ph.D., Boston University
- Guy M. Rogers<sup>A1</sup>**  
*Professor of Classical Studies and of History*  
B.A., University of Pennsylvania; B.A., University of London; M.A., Ph.D., Princeton University
- Nathalie Rogers<sup>A</sup>**  
*Associate Professor of French*  
Licence, Maîtrise, Agrégation, École Normale Supérieure de Fontenay aux Roses and Université de la Sorbonne Nouvelle (Paris); M.A., Ph.D., Brown University
- Judith Rollins**  
*Professor of Africana Studies*  
B.A., M.A., Howard University; Ph.D., Brandeis University
- Wilfrid J. Rollman**  
*Visiting Associate Professor of History*  
B.A., Creighton University; M.A., Ph.D., University of Michigan
- Anna P. Ronell**  
*Visiting Assistant Professor of Jewish Studies*  
B.A., Tel-Aviv University; M.A., Pennsylvania State University; M.A., Ph.D., Brandeis University
- Lawrence A. Rosenwald**  
*Anne Pierce Rogers Professor of American Literature*  
*Professor of English*  
B.A., M.A., Ph.D., Columbia University
- Lorraine Elena Roses<sup>A2</sup>**  
*Luella LaMer Slaner Professor in Latin American Studies*  
*Professor of Spanish*  
B.A., Mount Holyoke College; A.M., Ph.D., Harvard University
- Raul Rubio**  
*Assistant Professor of Spanish*  
B.A., Barry University; M.A., Middlebury College; Ph.D., Tulane University
- Gregory A. Ruf**  
*Visiting Associate Professor of Anthropology*  
B.A., State University of New York (Courtland); M.A., P.Phil., Ph.D., Columbia University
- Mary Jane Rupert**  
*Instructor in Harp*  
B.A., Oberlin College; M.A., Ph.D., Indiana University (Bloomington)
- Markella B. Rutherford**  
*Assistant Professor of Sociology*  
B.A., Mississippi College; M.A., University of Memphis; Ph.D., University of Virginia
- Margery M. Sabin**  
*Lorraine C. Wang Professor of English*  
B.A., Radcliffe College; M.A., Ph.D., Harvard University
- Karen Sauer**  
*Pianist and Coach*  
B.A., Humboldt State University; M.M., New England Conservatory of Music
- R. Steven Schiavo**  
*Professor of Psychology*  
B.A., Lehigh University; Ph.D., Columbia University
- Stephanie A. Schur**  
*Instructor in Biological Sciences Laboratory*  
B.A., Wellesley College
- Adam Schwartz**  
*Assistant Professor in the Writing Program*  
B.A., Macalester College; M.A., University of Chicago; M.F.A., Ph.D., University of Iowa
- Andrea S. Sequeira**  
*Assistant Professor of Biological Sciences*  
M.S., Ph.D., University of Buenos Aires (Argentina)
- Lois Shapiro**  
*Instructor in Piano*  
B.Mus., Peabody Institute of Music; M.Mus., Yale University School of Music; D.Mus., Indiana University School of Music (Bloomington)
- Frances E. Shawcross**  
*Senior Instructor in Chemistry Laboratory*  
B.S., University of Wisconsin; M.S., Northeastern University
- Nathaniel J. Sheidley<sup>A1</sup>**  
*Assistant Professor of History*  
B.A., Stanford University; M.A., Ph.D., Princeton University
- Mark A. Sheldon**  
*Instructor in Computer Science Laboratory*  
B.S., Duke University; S.M., Ph.D., Massachusetts Institute of Technology
- Andrew Shennan**  
*Professor of History*  
*Dean of the College*  
B.A., M.A., Ph.D., Cambridge University (Corpus Christi College)
- Vernon L. Shetley<sup>A</sup>**  
*Professor of English*  
A.B., Princeton University; M.A., M.Phil., Ph.D., Columbia University
- Alan Shuchat<sup>A</sup>**  
*Professor of Mathematics*  
B.S., Massachusetts Institute of Technology; M.S., Ph.D., University of Michigan (Ann Arbor)
- Neelima Shukla-Bhatt**  
*Mellon Postdoctoral Fellow in Religion*  
B.A., M.A., M. S. University (India)
- Randy Shull**  
*Professor of Computer Science*  
B.A., Humboldt State University; M.S., University of New Hampshire; M.A., Ph.D., Dartmouth College
- Frederic W. Shultz**  
*Professor of Mathematics*  
B.S., California Institute of Technology; Ph.D., University of Wisconsin (Madison)
- Marilyn Sides**  
*Senior Lecturer in English*  
B.A., M.A., University of Utah; Ph.D., Johns Hopkins University
- Linda M. Sieck**  
*Instructor in Physical Education and Athletics*  
B.A., William Paterson College
- Lisa Simon**  
*Instructor in Physical Education and Athletics*  
B.A., University of Massachusetts (Amherst)
- Susan E. Skeath<sup>A2</sup>**  
*Professor of Economics*  
B.A., Haverford College; M.A., Ph.D., Princeton University
- Sarah M. Slavick**  
*Lecturer in Art*  
B.A., Wesleyan University; M.F.A., Pratt Institute
- Stephen Slivan**  
*Visiting Assistant Professor of Astronomy*  
B.S., M.S., Ph.D., Massachusetts Institute of Technology
- Dennis M. Smith**  
*Professor of Biological Sciences*  
B.S., Ph.D., Loyola University (Chicago)
- Nicole M. Smith**  
*Assistant Professor of Physical Education and Athletics*  
B.A., Wesleyan University
- Alexia Henderson Sontag**  
*Professor of Mathematics*  
B.A., Pacific Lutheran University; M.A., Ph.D., University of Minnesota (Minneapolis)



- Elaine Spatz-Rabinowitz**  
*Professor of Art*  
B.A., Antioch College; M.F.A., Tufts University/Museum of Fine Arts
- Bernice W. Speiser**  
*Instructor in Education*  
A.B., Boston University; Ed.M., Harvard University
- Lakshmi Srinivas**  
*Lecturer in Sociology*  
B.S., Mount Carmel College (India); M.A., University of California (Berkeley); M.A., Ph.D., University of California (Los Angeles)
- Glenn Stark**  
*Professor of Physics*  
B.S., Massachusetts Institute of Technology; M.A., Ph.D., University of California (Berkeley)
- Raymond James Starr**  
*Theodora Stone Sutton Professor of Classics*  
*Professor of Classical Studies*  
B.A., University of Michigan (Ann Arbor); M.A., Ph.D., Princeton University
- Filomina Chioma Steady<sup>^</sup>**  
*Professor of Africana Studies*  
B.A., Smith College; M.A., Boston University; B.Litt., Ph.D., Oxford University
- Jennifer Marie Stephan**  
*Assistant Professor of Computer Science*  
B.S., Johns Hopkins University; M.S., Ph.D., Carnegie Mellon University
- Edward A. Stettner<sup>^1</sup>**  
*Ralph Emerson and Alice Freeman Palmer Professor of Political Science*  
B.A., Brown University; M.A., Ph.D., Princeton University
- Suzanne E. Stumpf**  
*Instructor in Flute and Baroque Flute*  
B.A., Wellesley College
- Joseph Swingle**  
*Laboratory Instructor in Sociology*  
B.A., Carleton College; M.A., Ph.D., Harvard University
- Jill Ann Syverson-Stork**  
*Senior Lecturer in Spanish*  
B.A., Smith College; M.A., Ph.D., Harvard University
- Sarah Takagi**  
*Instructor in Piano*  
B.M., M.M., New England Conservatory of Music
- Jenny Chui-Chun Tang**  
*Instructor in Piano*  
B.M., M.M., New England Conservatory of Music
- Corrine Taylor**  
*Director of the Quantitative Reasoning Program*  
B.A., College of William and Mary; M.S., Ph.D., University of Wisconsin (Madison)
- Kristen Teevens**  
*Instructor in Physical Education and Athletics*  
B.S., University of North Carolina (Chapel Hill)
- Kristin L. Terris**  
*Visiting Instructor in Economics*  
B.S., University of Colorado; M.A., Georgetown University
- Sally A. Theran**  
*Instructor in Psychology*  
B.A., Bates College; M.A., Michigan State University
- Marcia E. Thomas**  
*Senior Instructor in Biological Sciences Laboratory*  
B.S., University of Massachusetts; M.A., Smith College
- Margaret D. Thompson**  
*Professor of Geosciences*  
B.A., Smith College; A.M., Ph.D., Harvard University
- Lynne Tirrell**  
*Visiting Associate Professor of Philosophy*  
B.A., University of Wisconsin (Madison); M.A., Ph.D., University of Pittsburgh
- Brian Tjaden**  
*Assistant Professor of Computer Science*  
B.A., Amherst College; M.S., Ph.D., University of Washington
- Eiko Torii-Williams**  
*Lecturer in Japanese*  
B.A., Kansai University (Osaka); Ed.M., Ph.D., Boston University
- Marie-Paule Tranvouez**  
*Assistant Professor of French*  
*Director, French House*  
D.U.T., Institut Universitaire de Technologie, (Brest); M.A., State University of New York (Stony Brook); Ph.D., University of California (Santa Barbara)
- Ann Trenk**  
*Associate Professor of Mathematics*  
A.B., Harvard University; M.S., Ph.D., Johns Hopkins University
- Nina Tumarkin**  
*Professor of History*  
B.A., University of Rochester; M.A., Ph.D., Harvard University
- Franklyn A. Turbak**  
*Associate Professor of Computer Science*  
S.B., M.S., Ph.D., Massachusetts Institute of Technology
- Marilyn T. Turnbull**  
*Senior Instructor in Chemistry Laboratory*  
B.A., Wellesley College; M.A., University of California (Berkeley)
- L. Terrell Tyler, Jr.**  
*Associate Professor of English*  
B.A., Southwestern University (Memphis); M.A., M.Phil., Ph.D., Yale University
- Ellen Underhill**  
*Instructor in Physical Education and Athletics*  
B.A., Boston University; M.Ed., John Carroll University
- Samuel K. Vandervelde**  
*Visiting Assistant Professor of Mathematics*  
B.A., Swarthmore College; M.S., Ph.D., University of Chicago
- Carlos Alberto Vega<sup>^1</sup>**  
*Professor of Spanish*  
*Faculty Director, Pforzheimer Learning and Teaching Center*  
A.B., Columbia University; A.M., University of Virginia; Ph.D., Harvard University
- Ann Velenchik**  
*Associate Professor of Economics*  
B.S.F.S., Georgetown University; Ph.D., Stanford University
- Carla M. Verschoor**  
*Assistant Professor of Chemistry*  
B.S., University of Illinois (Urbana); Ph.D., University of Wisconsin (Madison)
- Maurizio S. Viano**  
*Professor of Italian Studies*  
Laurea in Lettere Moderne, University of Genova; Ph.D., University of Oregon
- Lynne Spigelmire Viti**  
*Senior Lecturer in the Writing Program*  
B.A., Barnard College; M.A., Columbia University; Ph.D., J.D., Boston College
- Laura Wagner**  
*Visiting Assistant Professor of Psychology*  
B.A., Wellesley College; M.A., Ph.D., University of Pennsylvania
- Diana Chapman Walsh**  
*Professor of Sociology and Public Health*  
*President*  
B.A., Wellesley College; M.S., Ph.D., Boston University
- Helen P. Wang**  
*Professor of Mathematics*  
B.A., University of Wisconsin (Madison); M.A., Ph.D., Harvard University
- David Ward**  
*Professor of Italian Studies*  
B.A., University of East Anglia (England); M.A., Ph.D., Cornell University
- Margaret Ellen Ward<sup>^</sup>**  
*Professor of German*  
B.A., Wilson College; M.A., Ph.D., Indiana University
- Lauri L. Wardell**  
*Senior Instructor in Physics Laboratory*  
B.S., Fort Lewis College; M.S., University of Kentucky
- Kera M. Washington**  
*Instructor in African Diaspora Drumming*  
*Director, Yanvalou*  
B.A., Wellesley College; M.A., Wesleyan University
- Lois Wasserspring**  
*Senior Lecturer in Political Science*  
B.A., Cornell University; M.A., Princeton University
- Deborah Weaver**  
*Instructor in Physical Education and Athletics*  
Certificate, London School of Contemporary Dance
- Andrew C. Webb**  
*Professor of Biological Sciences*  
B.S., Ph.D., University of Southampton (England)
- Dorothy Webb**  
*Assistant Professor of Physical Education and Athletics*  
B.A., University of the Pacific; M.A., Brown University
- Akila Weerapana**  
*Assistant Professor of Economics*  
B.A., Oberlin College; A.M., Ph.D., Stanford University
- Adam Weiner<sup>^2</sup>**  
*Associate Professor of Russian*  
B.A., M.A., Ph.D., University of Wisconsin (Madison)
- Gregory Whitaker**  
*Instructor in Trumpet*  
B.M., New England Conservatory
- Michele White**  
*Mellon Postdoctoral Fellow in Art*  
B.F.A., Rhode Island School of Design; M.F.A., Hunter College; Ph.D., The Graduate School and University Center of the City University of New York
- Valjean McNeill Whitlow**  
*Visiting Professor of Africana Studies*  
B.A., Spelman College; M.A., Ph.D., Southern Illinois University
- Denyce K. Wicht**  
*Visiting Assistant Professor of Chemistry*  
B.A., University of Vermont; Ph.D., Dartmouth College
- Howard J. Wilcox<sup>^1</sup>**  
*Professor of Mathematics*  
B.A., Hamilton College; Ph.D., University of Rochester
- Patrice Williamson**  
*Instructor in Music*  
*Director, Body and Soul*  
B.M., University of Tennessee (Knoxville); M.M., New England Conservatory of Music
- Tom Wilson**  
*Instructor in Physical Education and Athletics*  
B.S.Ed., M.A., Central Missouri State University
- Paul M. Wink**  
*Professor of Psychology*  
B.A., M.A., University of Melbourne; Ph.D., University of California (Berkeley)
- Kenneth P. Winkler<sup>^2</sup>**  
*Class of 1919 – 50th Reunion Professor of Philosophy*  
B.A., Trinity College; Ph.D., University of Texas (Austin)
- Robert Winters**  
*Visiting Assistant Professor of Mathematics*  
B.A., Queens College; Ph.D., Boston University

**Ann D. Witte**  
*Professor of Economics*  
B.A., University of Florida; M.A.,  
Columbia University; Ph.D., North  
Carolina State University

**Adele Wolfson**  
*Professor of Chemistry*  
*Associate Dean of the College*  
B.A., Brandeis University; Ph.D.,  
Columbia University

**Winifred Jane Wood**  
*Senior Lecturer in the Writing Program*  
*Director of the Writing Program*  
B.A., University of Illinois (Urbana);  
M.A., University of Iowa

**Hekun Wu**  
*Instructor in Cello*  
B.M., Shanghai Conservatory of  
Music; D.M.A., University of  
Minnesota

**Elise Hae-Ryung Yun**  
*Lecturer in Music*  
*Instructor in Piano*  
B.A., Wellesley College; M.Mus.,  
Juilliard School of Music; Ph.D., New  
York University

**Tom Zajac**  
*Instructor in Recorder and Early Winds*  
*Director, Collegium Musicum*  
B.A., Northern Illinois University;  
M.F.A., Sarah Lawrence College

**Arlene Zallman**<sup>42</sup>  
*Professor of Music*  
Diploma, Juilliard School of Music;  
M.A., University of Pennsylvania

**Paula Zeitlin**  
*Instructor in Jazz Violin*  
B.A., Earlham College; M.A.,  
University of Chicago

**Weina Zhao**  
*Lecturer in Chinese Language*  
B.A., Nanjing University; M.A., Clark  
University

**Claire Zimmerman**  
*Professor of Psychology*  
B.A., Wellesley College; Ph.D.,  
Radcliffe College

**Eve Zimmerman**  
*Assistant Professor of Japanese*  
B.A., University of Pennsylvania;  
Ph.D., Columbia University

## Professors and Administrators Emeriti

**Ruth Deutsch** M.A.  
*Lecturer in German*

**Alice T. Schafer** Ph.D.  
*Helen Day Gould Professor of*  
*Mathematics*

**Helen Storm Corsa** Ph.D.  
*Martha Hale Shackford Professor of*  
*English*

**Beverly J. Layman** Ph.D.  
*Professor of English*

**Eleanor R. Webster** Ph.D.  
*Professor of Chemistry*

**Elizabeth Veeder** M.D.  
*Associate Physician, Health Service*

**Gabriel H. Lovett** Ph.D.  
*Professor of Spanish*

**Eleanor A. Gustafson** M.S.  
*Librarian*

**Kathryn C. Preyer** Ph.D.  
*Professor of History*

**Carolyn Shaw Bell** Ph.D.  
*Katharine Coman Professor of*  
*Economics*

**David R. Ferry** Ph.D.  
*Sophie Chantal Hart Professor of*  
*English*

**D. Scott Birney** Ph.D.  
*Professor of Astronomy*

**Irina Borisova-Morosova**  
**Lynch** Ph.D.  
*Professor of Russian*

**Phyllis J. Fleming** Ph.D.  
*Sarah Frances Whiting Professor of*  
*Physics*

**Owen H. Jander** Ph.D.  
*Catherine Mills Davis Professor of*  
*Music*

**Elizabeth V. Rock** Ph.D.  
*Nellie Zuckerman Cohen and Anne*  
*Cohen Heller Professor of Health*  
*Sciences*  
*Professor of Chemistry*

**Rene Galand** Ph.D.  
*Professor of French*

**Eugene L. Cox** Ph.D.  
*Mary Jewett Gaiser Professor of History*

**Alice B. Robinson** Ph.D.  
*Professor of History*

**Doris Drescher Cook** B.S.  
*Secretary of the College and Clerk of*  
*the Board of Trustees*

**Paul Rogers Barstow** M.F.A.  
*Professor of Theatre Studies*

**Barbara V. Cochran** Ed.D.  
*Associate Professor of Physical*  
*Education and Athletics*

**Jeanne Darlington** M.A.  
*Instructor in Chemistry Laboratory*

**Margaret Dermody** M.A.  
*Instructor in Biological Sciences*  
*Laboratory*

**Ellen Hall** B.A.  
*Instructor in Biological Sciences*  
*Laboratory*

**Barbara Muise** M.A.  
*Instructor in Biological Sciences*  
*Laboratory*

**Marcia Stubbs** M.A.  
*Lecturer in English*  
*Director of the Writing Program*

**Philip J. Finkelppearl** Ph.D.  
*Anne Pierce Rogers Professor of English*

**Helen C. Mann** M.A.  
*Instructor in Chemistry Laboratory*

**Dorothea J. Widmayer** Ph.D.  
*Professor of Biological Sciences*

**Theresa C. Yao** B.A.  
*Lecturer in Chinese*

**Martha Alden Craig** Ph.D.  
*Professor of English*

**Doris Holmes Eyges** A.M.  
*Lecturer in English*

**Katherine Allston Geffcken** Ph.D.  
*Professor of Classical Studies*

**Marshall Irwin Goldman** Ph.D.  
*Kathryn Wasserman Davis Professor of*  
*Economics*

**Roger A. Johnson** Th.D.  
*Elisabeth Luce Moore Professor of*  
*Christian Studies*  
*Professor of Religion*

**Ruth Anna Putnam** Ph.D.  
*Professor of Philosophy*

**Elaine Smith** M.A.  
*Instructor in Chemistry Laboratory*

**Anne de Coursey Clapp** Ph.D.  
*Professor of Art*

**Blythe McVicker Clinchy** Ph.D.  
*Professor of Psychology*

**Paul A. Cohen** Ph.D.  
*Edith Stix Wasserman Professor of*  
*Asian Studies and History*

**James Herbert Loehlin** Ph.D.  
*Professor of Chemistry*

**Ingrid H. Stadler** Ph.D.  
*Professor of Philosophy*

**Linda Kent Vaughan** Ph.D.  
*Professor of Physical Education and*  
*Athletics*

**Mary V. Lenihan** M.A.  
*Senior Instructor in Biological Sciences*  
*Laboratory*

**Rodney J. Morrison** Ph.D.  
*Professor of Economics*

**Priscilla J. Benson** Ph.D.  
*Professor of Astronomy*

**Beverly A. Blazar** Ph.D.  
*Associate Professor of Biological*  
*Sciences*

**Mary D. Coyne** Ph.D.  
*Professor of Biological Sciences*

**Laurel Furumoto** Ph.D.  
*Professor of Psychology*

**Margaret V. Merritt** Ph.D.  
*Professor of Chemistry*

**James Wilson Rayen** M.F.A.  
*Elizabeth Christy Kopf Professor of Art*

**Alan Henry Schechter** Ph.D.  
*Professor of Political Science*

**Susan S. Silbey** Ph.D.  
*Professor of Sociology*

**Barbara Miriam Brenzel** Ed.D.  
*Professor of Education*

**Linda B. Miller** Ph.D.  
*Professor of Political Science*

**James F. O'Gorman** Ph.D.  
*Grace Slack McNeil Professor of the*  
*History of American Art*

**Richard William Wallace** Ph.D.  
*Professor of Art*

## Board of Trustees

**Victoria J. Herget** M.B.A.  
*Chair*  
Chicago, Illinois

**M. Dozier Gardner** M.B.A.  
*Vice Chair*  
Brookline, Massachusetts

**Douglas J. Bennet** Ph.D.  
Middletown, Connecticut

**Alison Li Chung** M.B.A.  
Chicago, Illinois

**John S. Clarkeson** M.B.A.  
Brookline, Massachusetts

**Nader F. Darehshori** B.A.  
Wellesley, Massachusetts

**Alecia Ann DeCoudreaux** J.D.  
Indianapolis, Indiana

**Mahnaz Ispahani** Ph.D.  
New York, New York

**Lynn Dixon Johnston** B.A.  
Pennington, New Jersey

**Judith Gaillard Jones** B.A.  
Pacific Palisades, California

**Lois Juliber** M.B.A.  
New York, New York

**William S. Kaiser** M.B.A.  
Wellesley, Massachusetts

**Amalie Moses Kass** M.Ed.  
Lincoln, Massachusetts

**Katherine Stone Kaufmann** Ed.D.  
Wellesley, Massachusetts

**Stephen W. Kidder** J.D.  
Belmont, Massachusetts

**James T. Kloppenberg** Ph.D.  
Cambridge, Massachusetts

**Sidney R. Knafel** M.B.A.  
New York, New York

**Betsy Wood Knapp** B.A.  
Los Angeles, California

**Pamela Leach Lewis** LL.M.  
Jamaica Estates, New York

**Heather E. Long** B.A.  
Mechanicsburg, Pennsylvania

**Beth Pfeiffer McNay** M.B.A.  
Lincoln, Massachusetts

**Ellen Gill Miller** M.B.A.  
McLean, Virginia

**William J. Mitchell** M.A.  
Cambridge, Massachusetts

**Regina Montoya** J.D.  
Dallas, Texas

**Susan Marley Newhouse** B.A.  
New York, New York

**Elizabeth Strauss Pforzheimer** B.A.  
Scarsdale, New York

**Lia Gelin Poorvu** M.A.  
Cambridge, Massachusetts

**Norton Reamer** M.B.A.  
Boston, Massachusetts



**Meredith Riggs Spangler M.A.**  
Charlotte, North Carolina

**Isabel Johnston Stewart M.Ed.**  
Chicago, Illinois

**Lulu Chow Wang M.B.A.**  
New York, New York

**Dorothy Collins Weaver B.A.**  
Coral Gables, Florida

**Joan Wallace-Benjamin Ph.D.**  
Boston, Massachusetts

**Patricia J. Williams J.D.**  
Edgartown, Massachusetts

**Diana Chapman Walsh Ph.D.**  
*ex officio*  
President of Wellesley College  
Wellesley, Massachusetts

**Ellen Goldberg Luger J.D.**  
*ex officio*  
President of the Wellesley College  
Alumnae Association  
Minneapolis, Minnesota

**Diane Kinch Corry J.D.**  
Clerk of the Board of Trustees

## Trustees Emeriti

**Walter M. Cabot M.B.A.**  
Dover, Massachusetts

**Harriet Segal Cohn B.A.**  
Westwood, Massachusetts

**Allison Stacey Cowles M.A.**  
New York, New York

**Prudence Slitor Crozier Ph.D.**  
Wellesley, Massachusetts

**Nelson J. Darling, Jr. LL.B.**  
Swampscott, Massachusetts

**Kathryn Wasserman Davis Ph.D.**  
Tarrytown, New York

**Alexander Cochrane Forbes B.A.**  
Westwood, Massachusetts

**Camilla Chandler Frost B.A.**  
Los Angeles, California

**Luella Gross Goldberg B.A.**  
Minneapolis, Minnesota

**Margaret Jewett Greer B.A.**  
Chevy Chase, Maryland

**Daniel S. Gregory M.B.A.**  
Westwood, Massachusetts

**Jerome H. Grossman M.D.**  
Chestnut Hill, Massachusetts

**Barbara Barnes Hauptfuhrer B.A.**  
Huntingdon Valley, Pennsylvania

**Barbara Loomis Jackson Ed.D.**  
New York, New York

**Betty K. Freyhof Johnson M.A.**  
Cincinnati, Ohio

**Howard Wesley Johnson M.A.**  
Cambridge, Massachusetts

**Mary Gardiner Jones LL.D.**  
Washington, D.C.

**Hilda Rosenbaum Kahne Ph.D.**  
Lexington, Massachusetts

**George H. Kidder LL.B.**  
Concord, Massachusetts

**Gail Heitler Klapper J.D.**  
Denver, Colorado

**Edward P. Lawrence LL.B.**  
Brookline, Massachusetts

**Robert A. Lawrence B.A.**  
Dedham, Massachusetts

**Suzanne Kibler Morris B.A.**  
Houston, Texas

**Suzanne Carreau Mueller B.A.**  
New York, New York

**Theresa Mall Mullarkey B.A.**  
Locust Valley, New York

**Horace S. Nichols B.S.**  
Boston, Massachusetts

**George Putnam M.B.A.**  
Manchester, Massachusetts

**Allene Lummis Russell B.A.**  
Chestnut Hill, Massachusetts

**William L. Saltonstall M.B.A.**  
Manchester, Massachusetts

**John K. Spring M.B.A.**  
Concord, Massachusetts

**Mary Ann Diley Staub B.A.**  
Lake Forest, Illinois

**David B. Stone LL.D.**  
Boston, Massachusetts

**Nancy Angell Streeter B.A.**  
New York, New York

**Estelle Newman Tanner B.A.**  
New York, New York

**Dorothy Dann Collins Torbert B.A.**  
Dallas, Texas

**Mary Sime West B.A.**  
Needham, Massachusetts

## Presidents

**Ada Howard**  
1875–1881

**Alice Freeman Palmer**  
1881–1887

**Helen Shafer**  
1887–1894

**Julia Irvine**  
1894–1899

**Caroline Hazard**  
1899–1910

**Ellen Fitz Pendleton**  
1911–1936

**Mildred McAfee Horton**  
1936–1949

**Margaret Clapp**  
1949–1966

**Ruth M. Adams**  
1966–1972

**Barbara W. Newell**  
1972–1980

**Nannerl Overholser Keohane**  
1981–1993

**Diana Chapman Walsh**  
1993–

## Administration

### Office of the President

**Diana Chapman Walsh Ph.D.**  
President  
Professor of Sociology and  
Public Health

**Jane E. Bachman B.A.**  
Assistant to the President

**Catherine Salop M.A.**  
Executive Assistant to the President

**Wanda Washington**  
Administrative Assistant

**Diane Kinch Corry J.D.**  
Clerk of the Board of Trustees

**Margery F. Perry B.A.**  
Administrative Assistant

### Office of Admission

**Jennifer C. Desjarlais M.Ed.**  
Dean

**Giulietta Aquino Ed. M.**  
Associate Director

**Robin A. Gaynor B.A.**  
Associate Director

**Yasmin Rivera-McGinnis M.A.**  
Associate Director

**Anna Young B.S.**  
Associate Director

**Jill M. Lauck B.A.**  
Senior Assistant Director

**Alfie Daniels B.A.**  
Assistant Director

**Quyen Ngo B.A.**  
Assistant Director

**Jane Kyricos B.A.**  
Admission Publications and  
Communications Manager

**Ron LeShane, Jr. B.S.**  
Admission Information Systems  
Manager

### Office of the Dean of the College

**Andrew Shennan Ph.D.**  
Dean of the College  
Professor of History

**Joanne Berger-Sweeney Ph.D.**  
Associate Dean of the College  
Allene Lummis Russell '46 Professor  
of Neuroscience and Professor of  
Biological Sciences

**Adele Wolfson Ph.D.**  
Associate Dean of the College  
Professor of Chemistry

**Elizabeth C. Lieberman M.A.**  
Assistant Dean of the College  
Director, Office of Sponsored  
Research  
Laboratory Instructor in Chemistry

**Mary Pat Navins A.B.**  
Assistant Dean for Academic Budget  
and Administration

**Mary L. Greenwood**  
Assistant to the Dean of the College

### Office of Sponsored Research

**Elizabeth C. Lieberman M.A.**  
Director

### Registrar

**Ann H. Hamilton A.B.**  
Registrar

**Nancy Reynolds Stone A.B.**  
Associate Registrar

### Child Study Center

**Mary Eames Ucci M.Ed.**  
Educational Director

**Tracy R. Gleason Ph.D.**  
Psychological Director  
Assistant Professor of Psychology

**Susan Kerr A.B.**  
Lead Teacher

**Mary Ruth W. Negro B.A.**  
Lead Teacher

**Amy S. Martin M.A.**  
Lead Teacher

### Science Center

**Margaret Keane Ph.D.**  
Faculty Director  
Associate Professor of Psychology

**Rosamond V. White B.S.**  
Administrative Director

**Sheila P. Brachfeld-Child Ph.D.**  
Chair, Medical Professions Advisory  
Committee

**Duncan Himmelman Ph.D.**  
Director, Botanic Gardens

**Mary C. Hogan B.B.A.**  
Grants Accountant

**Patricia A. Paul A.S.**  
Office Manager

### Whitin Observatory

**Richard G. French Ph.D.**  
Director  
Professor of Astronomy

### Office of the Dean of Students

**Kimberly Goff-Crews J.D.**  
Dean of Students

**Michelle Lepore M.A.**  
Associate Dean of Students

**Dorothy Folino**  
Administrative Assistant

### Class Deans

**Julie Drucker Donnelly Ph.D.**  
Dean of the Class of 2005  
and Davis Scholars H–O

**Joy P. Playter M.A.**  
Dean of the Class of 2006  
and Davis Scholars P–Z

**Susan R. Cohen Ph.D.**  
Dean of the Class of 2007  
and Davis Scholars A–G

**Voncile White Ed.D.**  
Dean of First-Year Students

**Ruth A. Samia B.A.**  
Coordinator,  
First-Year Students Office

**Michelle Swartz B.A.**  
Administrative Assistant,  
Office of the Class Deans

*Pforzheimer Learning and  
Teaching Center*

**Barbara C. Boger Ed.D.**  
Director of Programs

**Carlos Vega Ph.D.**  
Faculty Director  
Professor of Spanish

**Barbara Burck**  
Administrative Assistant

*Continuing Education*

**Susan R. Cohen Ph.D.**  
Director of Continuing Education

**Tracy B. Tully M.S.**  
Coordinator of Continuing  
Education

**Leslie Vienneau B.A.**  
Administrative Assistant,  
Office of Continuing Education

*Center for Work and Service*

**S. Joanne Murray Ed.M.**  
Director

**Amy E. Capman M.A.**  
Director of Internships and  
Service Learning

**Melissa Hawkins M.Ed.**  
Assistant Director  
Director of Service and Stipend  
Programs

**Erin L. Herzeelle B.A.**  
Assistant Director, Internships and  
Service Learning

**Judith A. Kenney B.A.**  
Assistant Director for Technology

**Elizabeth O'Connell B.S.**  
Director of Not-for-Profit and Public  
Service Programs

**F. Folsom Patterson M.A.**  
Associate Director, Alumnae Career  
Programs

**Ellie Perkins M.A.**  
Director of Fellowship and  
Preprofessional Programs

**Sue G. Regnier**  
Assistant to the Director

**Kerry Anne Santry Ed.M.**  
Associate Director

**Irma Tryon**  
Director of Recruiting

**Deborah Weaver**  
Executive Director,  
LEAP Self-Defense, Inc.

*International Studies  
and Services*

**Sylvia S. Hiestand M.A.**  
Director, Slater International Center  
Director, International Studies  
and Services  
Advisor to International Students

**Susan Coburn B.A.**  
Assistant to the Director, Slater  
International Center

*Cultural Advising Network*

**Mared Alicea-Westort M.Ed.**  
Director of Multicultural Programs  
and Services  
Advisor to Latina Students

**Kelly Brown M.A.**  
Director of Harambee House  
Advisor to Students of African  
Descent

**Judah Dorrington M.S.**  
Director of Programs and Services,  
Advisor to Lesbian, Bisexual and  
Transgendered Students

**Sylvia Hiestand M.A.**  
Director, Slater International Center  
Director of International Studies  
and Services  
Advisor to International Students

**TBA**  
Muslim Advisor

**Patti Sheinman M.A.**  
Interim Director of Hillel

**Karen Shih M.Ed.**  
Director of Multicultural Programs  
and Services  
Advisor to Students of Asian Descent

**Tracy Tully M.S.**  
Continuing Education Coordinator

**James J. Wice M.Ed., C.R.C.**  
Director of Disability Services

*College Health Service*

**Vanessa Britto M.D., M.Sc.**  
Director

**Gloria J. Cater R.N., C.S., M.S.**  
Associate Director  
Nurse Practitioner

**Catherine Collins R.N., C., C.H.E.S.**  
Director of Health Education

**Sloane Crawford C.N.M**  
GYN Clinician

**Elizabeth Schuller R.N., C.S.**  
Nurse Practitioner

**Amy Veale M.D.**  
Staff Physician

**Gail Langley R.N.C.**  
Outpatient Nursing Coordinator

**Patricia Jackson**  
Office Manager

*Office of Religious  
and Spiritual Life*

**The Reverend Victor H. Kazanjian Jr.**  
M.Div.  
Dean of Religious and Spiritual Life

**Kathe Lewis B.A.**  
Assistant to the Dean

**Patti Sheinman M.A.**  
Interim Hillel Director

**JiHyang Sunim M.A.**  
Buddhist Community Advisor

**TBA**  
Muslim Advisor

**Deborah Cady M. Ed.**  
Director, Newman Ministry

**Vanita Shastri Ph.D.**  
Hindu Advisor

**Reverend Bonnie-Jeanne Casey**  
M.Div.  
Unitarian Universalist Chaplain

**Reverend Patricia A. Walton M.Div.**  
Protestant Christian Chaplain

*Residential Life*

**Kristine M. Niendorf M.S.**  
Director

**Donald C. Leach M.Div.**  
Assistant Director  
Resident Director, Stone-Davis

**Ellen S. Miller M.A.**  
Office Coordinator

*Schneider College Center*

**Faith Marilynn Madzar B.A.**  
Coordinator, Schneider College  
Center

**Kelly O'Connor Ed.M.**  
Coordinator of Student Activities

**Office of Equal  
Opportunity and  
Multicultural Policy**

**Linda M. Brothers J.D.**  
Director of Equal Opportunity  
Ombudsperson

**Terrill Byrne**  
Compliance Assistant

**Office for Administration  
and Planning**

**Patricia M. Byrne Ed.M.**  
Vice President

**Janet M. Sullivan B.A.**  
Executive Assistant to the Vice  
President

**Robert S. Bossange B.A.**  
Director, Conferences  
and Special Events  
Director, Auxiliary Services

**Peter S. Eastment B.S.**  
Director, Housing and Transportation

**Lisa J. Barbin M.B.A.**  
Chief of Police

**Eloise See McGaw M.A.**  
Assistant Vice President  
Director, Human Resources

**Barry F. Monahan M.A.**  
Assistant Vice President,  
Administration

**Jasenko Pilja B.S.**  
General Manager, College Club

**Adel A. Rida B.S.**  
Assistant Vice President  
Director, Physical Plant

**Traci A. Robie B.S.**  
Manager, Business Operations,  
Physical Plant

**Kathryn Howe Stewart B.S.**  
Deputy Director, Human Resources

**Suzanne Howard M.PH**  
Director, Environmental Health  
and Safety

**J. Patrick Willoughby B.A.**  
Associate Director, Physical Plant

**Office for Finance**

**Andrew B. Evans M.B.A.**  
Vice President for Finance and  
Treasurer

**Linda Murphy Church M.B.A.**  
Assistant Vice President for Finance  
Budget Director

**Donna Ng C.P.A.**  
Controller

**James Sullivan M.B.A.**  
Associate Controller for  
Sponsored Research

*Investment Office*

**Jane L. Mendillo M.B.A.**  
Chief Investment Officer

**Louis E. Sousa C.F.A.**  
Chief Operating Officer

**John R. Barker M.B.A.**  
Alternative Assets Manager

**William Kane M.B.A.**  
Analyst

*Office of Student  
Financial Services*

**Kathryn Osmond M.B.A.**  
Director

**James Garrant B.A.**  
Manager of Student Accounts

**Lee Hanna**  
Assistant Director

**Patricia Ramonat M.S.**  
Senior Associate Director

**Mary W. Roberts B.S.**  
Manager of Information Systems

**Denise Shearman B.S.**  
Applications Specialist

**Laura M. Till M.Ed.**  
Associate Director, Financial Aid and  
Student Employment

**Michelle Tufau M.B.A.**  
Associate Director, Educational  
Financing

**Karen T. Wilcox M.Mus.**  
Associate Director, Financial Aid

**Office for Resources and  
Public Affairs**

**David Blinder Ph.D.**  
Vice President

**Soraya Andrade-Winters B.A.**  
Assistant to the Vice President

*Resources*

**Peter V. K. Doyle B.A.**  
Director, Planned Giving

**Kathryn K. Flynn B.A.**  
Director, Development Services and  
Donor Relations

**Susan B. Grosel B.A.**  
Director, Annual Giving

**Lynn Miles B.A.**  
Assistant Vice President  
Director, Leadership Gifts

**Alice Schwartz B.A.**  
Interim Director, Corporate and  
Foundation Relations



**Susan L. Berry B.A.**  
Associate Director, Donor Relations

**Lauren J. Blake B.A.**  
Assistant Director, Corporate and  
Foundation Relations

**Blair F. Cruickshank B.A.**  
Deputy Director, Annual Giving

**Lisa Dissanayake B.A.**  
Assistant Director, Development  
Research

**Lois M. Enos B.A.**  
Assistant Director, Research and  
Leadership Gift Program Systems  
Coordinator

**Patricia Galindo B.S.**  
Planned Giving Officer

**Gloria Gonzalez B.B.A.**  
Coordinator, Leadership Gifts  
Stewardship

**Julie Ha B.A.**  
Coordinator, Annual Giving  
Information Services

**Lori D. Harris B.A.**  
Senior Annual Giving Officer

**Samuel A. Howe M.A.**  
Senior Development Officer

**Gail Jong**  
Director, External Relations

**Lee Ann Latham M.S.**  
Senior Development Officer  
Director, International Development

**Anne Littlefield M.B.A.**  
Senior Planned Giving Officer

**Susan Martin-Joy M.A.**  
Associate Director, Leadership Gifts  
Stewardship

**Ann G. McCann M.B.A.**  
Senior Development Officer

**Amy R. Michelson M.A.**  
Manager, Resources Information  
Systems

**Benedicta Morrow-Slason B.A.**  
Senior Development Officer,  
Executive Director, Business  
Leadership Council

**Deborah A. Mulno B.A.**  
Manager, Gifts and Records

**Emiko I. Nishino B.A.**  
Director, Special Projects

**Katherine M. Palmer B.A.**  
Assistant Director, Development  
Research

**Elizabeth J. Parker B.A.**  
Associate Director, Annual Giving

**Robert W. Phifer B.A.**  
Senior Development Officer

**Alysson M. Severance B.A.**  
Assistant Director, Annual Giving

**Claire P. Shindler Ph.D.**  
Director, Development Research and  
Prospect Management Systems

**Katherine C. Small B.A.**  
Senior Development Officer

**Elizabeth Ward B.A.**  
Associate Director, Annual Giving

**Whitney Finch Weinberg B.A.**  
Associate Director, Annual Giving

### *Public Affairs*

### *Office for Communications and Publications*

**Rosemarie K. Cummings**  
Director

**Barbara B. Langworthy B.A.**  
Technology and Office Coordinator

### *Office for Public Information and Government Relations*

**Mary Ann Hill M.P.P.**  
Director, Public Information and  
Government Relations

**Arlie Corday B.A.**  
Assistant Director, Public  
Information

### **Office for Information Services**

**Micheline E. Jedrey M.S.**  
Vice President  
College Librarian

**S. Terry Ballantyne M.S.**  
Director, Database Systems

**Timothy E. Cantin**  
Director, Systems and Networks

**Kenneth Freundlich B.A.**  
Director, Instructional Technology

**Eileen D. Hardy M.L.S.**  
Manager, Library Collections  
Management

**Dale Katzif M.S.**  
Manager, Access Services

**Claire Tucker Loranz M.S.**  
Manager, Digital Technologies and  
Webmaster

**Pattie Orr M.Ed.**  
Director, User Services

**Sandra E. Roberts B.S.**  
Director, Telecommunications

**Wilma Ruth Slaughter Ph.D.**  
Archivist

**Ross Wood D.M.A.**  
Manager, Acquisitions and Cataloging

**BethAnn Zambella M.S.**  
Manager, Research and Instruction

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

**David Mickenberg M.A.**  
Ruth Gordon Shapiro '37 Director

**Dennis McFadden M.Arch.**  
Associate Director

**David J. Accorsini**  
Security Manager

**Anja Chavez Ph.D.**  
Curator of Contemporary Art

**Lisa W. Cowley B.A.**  
Manager, Friends of Art

**Diana H. Dick M.A.**  
Executive Assistant to the Director

**Nancy B. Gunn B.F.A.**  
Director of Museum Development

**Sandy Petrie Hachey B.A.**  
Assistant Registrar

**Dabney Hailey M.A.**  
Associate Curator of Collections

**Elaine Mehalakes M.A.**  
Nancy Gray Sherrill Curatorial Fellow

**Bo Mompho B.A.**  
Museum Registrar

**Jim Olson M.A.**  
Coordinator of Information  
Technology Services

**Richard Peterson**  
Security Supervisor

**John Rossetti B.F.A.**  
Museum Preparator/Collection  
Care Specialist

**Lisa Pon**  
Associate Curator of Academic  
Programs

**Connie M. Willard M.B.A.**  
Budget Administrator

### **Wellesley Centers for Women**

*A partnership of the Center  
for Research on Women  
and the Stone Center*

**Susan McGee Bailey Ph.D.**  
Executive Director

**Nicolene Hengen M.S.P.H.**  
Deputy Director for  
Communications and Resources

**Jan Putnam B.A.**  
Director of Development

**Catherine Senghas M.B.A.**  
Deputy Director for Finance and  
Administration

An expanded list of administrative  
and research staff is available on our  
Web site: [wcwonline.org](http://wcwonline.org)

### **Stone Center Counseling Services**

**Robin Cook-Nobles Ed.D.**  
Chief Psychologist  
Director of Counseling Services

**Marilyn Downs L.I.C.S.W.,**  
Assistant Director and Coordinator  
of Training

**Eileen Kern L.I.C.S.W.**  
Staff Social Worker

**Clare Hsieh Corey Ph.D.**  
Staff Psychologist

**George Ellsworth M.D.**  
Consulting Psychiatrist

**Barbara Lewis M.D.**  
Consulting Psychiatrist

**Gail Fioretti B.A.**  
Assistant to the Director

**Ann Hughes M.A.**  
Office Manager

# Alumnae Association

## Alumnae Office

**Jessica Shlasko DS '98, B.A.**  
Executive Director

**Becky Mongillo '89, B.A.**  
Assistant to the Executive Director

**Susan Lohin B.S.**  
Director, Clubs

**Katherine A. B. Langmaid B.A.**  
Program Coordinator, Clubs

**Sally Meredith DS '99, B.A.**  
Director, Classes and Reunion

**April Lepito B.A.**  
Assistant Director, Classes and  
Reunion

**Leigh Osler '00, B.A.**  
Assistant Director, Classes and  
Reunion

**Rachel Coppola '01, B.A.**  
Assistant Director of Publications,  
Classes and Reunion

**TBA**  
Director, Special Programs

**Kay Bassen B.A.**  
Program Coordinator, Special  
Programs

**Cy Britt B.A.**  
Director, Travel and Regional  
Programs

**Jayne Lew**  
Assistant Director, Travel and  
Regional Programs

**Alice M. Hummer B.A.**  
Editor, *Wellesley*

**Jennifer Flint B.A.**  
Associate Editor, *Wellesley*

**Jennifer E. Garrett '98, B.A.**  
Associate Editor, *Wellesley*

**Michelle A. Gillett '95, B.A.**  
Director, Web

**Alice Tiao '03, B.A.**  
Assistant Director, Alumnae  
Technology Systems

**Mary Porazzo**  
Office and Financial Administrator

**TBA**  
Office Coordinator

## Alumnae Association Board of Directors

**President**  
**Ellen Goldberg Luger '83**  
(2003–2006)  
Minneapolis, Minnesota

**Treasurer/Secretary**  
**Carol Ann Brogna Hayes '66**  
(2003–2006)  
Boston, Massachusetts

**Judy Ann Chen '83**  
Chair, Alumnae Admission  
Representatives (2002–2005)  
New York, New York

**Kristen Lewis Denzinger '81**  
(2002–2005)  
Atlanta, Georgia

**Penny Wiedenman Vigilante '80**  
(2002–2005)  
Summit, New Jersey

**Khadi A. Wurie '95**  
(2002–2005)  
Boston, Massachusetts

**Barbara Finley '80**  
(2003–2006)  
Claremont, California

**Bunny Winter '70**  
Chair, Annual Giving  
(2003–2006)  
Atlanta, Georgia

**Jane Allison Anderson '62**  
(2004–2008)  
Pacific Palisades, California

**Phyllis Douglass Hayes '77**  
(2004–2008)  
Chicago, Illinois

**Kelly Guerrero Rao '93**  
(2004–2008)  
Dallas, Texas

**Irene Wang Tseng '69**  
(2004–2008)  
Phoenix, Arizona

**Jessica Shlasko DS '98**  
*ex officio*  
Executive Director

**Alice M. Hummer**  
*ex officio*  
Editor, *Wellesley*

**Beth Pfeiffer McNay '73**  
*ex officio*  
Trustee, Chair, National Development  
and Outreach Council

## Alumnae Trustees

**Alecia Ann DeCoudreaux '76**  
(2002–2008)  
Indianapolis, Indiana

**Lia Gelin Poorvu '56**  
(2000–2006)  
Cambridge, Massachusetts

**Joan Wallace Benjamin '75**  
(2004–2008)  
Dedham, Massachusetts

**Isabel Johnston Stewart '61**  
(2001–2007)  
Chicago, Illinois

**Young Alumnae Trustee**  
**Heather E. Long '04**  
(2004–2008)  
Mechanicsburg, Pennsylvania

## National Development and Outreach Council

The National Development and Outreach Council is the committee of the Board of Trustees charged with oversight of Wellesley College's fund-raising and external relations activities. The NDOC formulates fund-raising and outreach policies and programs, and provides strategic planning advice to the staff of the Office for Resources and Public Affairs.

**Beth Pfeiffer McNay '73**  
Chair, NDOC  
Campaign Co-Chair  
Member, Board of Trustees

*Members of the National  
Development and Outreach Council  
as of July 1, 2004*

**Lindsey C. Boylan '06**  
Student Representative

**Kimberly Cole-Moore '77**  
Chair, Durant Society

**Florence A. Davis '76**  
Chair, Corporate and Foundation  
Relations

**Alecia Anne DeCoudreaux '76**  
Member, Board of Trustees

**Amelia Fawcett '78**  
Member-at-Large

**Luella Gross Goldberg '58'**  
Co-Chair, Campaign Leadership Gift  
Committee  
Trustee Emerita

**Lynn Dixon Johnston '64**  
Member, Board of Trustees

**William S. Kaiser**  
Member, Board of Trustees

**Kathy Stone Kaufmann '67**  
Member, Board of Trustees

**Sidney R. Knafel**  
Co-Chair, Campaign Leadership Gift  
Committee  
Member, Board of Trustees

**Betsy Wood Knapp '64**  
Campaign Co-Chair  
Member, Board of Trustees

**Elissa Koff**  
Faculty Representative

**Heather E. Long '04**  
Young Alumnae Representative  
Member, Board of Trustees

**Christine A. Miller '66**  
Member-at-Large

**Susan Marley Newhouse '55**  
Campaign Co-Chair  
Member, Board of Trustees

**Violet Ouyang '74**  
Member-at-Large

**Lia Gelin Poorvu '56**  
Member, Board of Trustees

**Barbara Peterson Ruhlman '54**  
Member-at-Large

**Anne Quisenberry Spaulding '71**  
Chair, Planned Giving

**Bunny H. Winter '70**  
Chair, Annual Giving

**Sandra Lee Yeager '86**  
Member-at-Large

*Ex Officiis*

**Victoria J. Herget '73**  
Chair, Board of Trustees

**Diana Chapman Walsh '66**  
President

**Ellen Goldberg Luger '83**  
President, Alumnae Association  
Member, Board of Trustees

**Estelle Newman Tanner '57**  
Member, Campaign Executive  
Committee  
Trustee Emerita

**David Blinder**  
Vice President, Resources and  
Public Affairs

## Index

Academic advising, 25  
Academic calendar 2004-05, 3  
Academic distinctions, 30  
    honors, 30  
    other academic distinctions, 30  
Academic policies and procedures, 26-28  
    academic review board, 26  
    academic standards, 26  
    acceleration, 28  
    adding or dropping courses, 27  
    auditing courses, 27  
    credit for advanced placement  
        examinations, 26  
    examinations, 27  
    exemption from required studies, 26-27  
    expulsion, 28  
    grading system, 27  
    incomplete work, 27  
    leave of absence, 28  
    limitations on the amount of outside  
        credit used toward the degree, 26  
    readmission, 28  
    registration for courses, 27  
    required withdrawal, 28  
    summer school and transfer course  
        credit after matriculation, 26  
    suspension, 28  
    transcripts and grade reports, 27  
    voluntary withdrawal, 28  
Academic requirements for financial aid,  
    20  
Academic Review Board, 26  
Academic standards, 26  
Accelerating candidates, 13  
Acceleration, 28  
Adding or dropping courses, 27  
Additional academic programs, 25  
    academic advising, 25  
    minor, 25  
    Pforzheimer Learning and Teaching  
        Center, 25-26  
    preparation for engineering, 25  
    preparation for law school, 25  
    preparation for medical school, 25  
    research or individual study, 25  
Administration, 185-187  
Admission, 12-15  
    see admission plans  
    see continuing education  
    see criteria for admission  
    see international students  
    see transfer students  
Admission application, 13  
Admission of transfer students, 14  
Admission plans, 13-14  
    accelerating candidates, 13  
    deferred entrance, 13-14  
    early decision, 13  
    early evaluation, 13  
    regular decision, 13  
U.S. citizens living abroad, 14  
Advanced placement examinations, credit  
    for, 26  
Advising, academic, 25  
African American student, cultural, and  
    social center, 7-8  
Africana studies, 32-35  
A-Levels, credit for, 26  
Alternative Educational Loans, 19  
Alumnae  
    association, 187-188  
    board of directors, 187-188  
    hall, 7  
    trustees, 188  
American studies,  
    interdepartmental major, 36-38  
Anthropology courses, 38-41  
Application form,  
    admission, 13  
    financial aid, 20  
Applying for graduate fellowships, 22  
Arabic courses,  
    see Middle Eastern studies courses  
Architecture,  
    interdepartmental major, 41-42



- Art courses,
  - applied arts, 49
  - Boston Museum of Fine Arts, 46-47
  - history of, 42-47
  - studio, 47-50
- Arts Center, Jewett, 6
- Assistance for families not eligible for aid, 20
- Astronomy courses, 51-52
- Astrophysics,
  - interdepartmental major, 52
- Athletic facilities, 7
- Athletics, see physical education and athletics courses
- Auditing courses, 27
  
- Babson College, cooperative programs with, 29
- Bachelor of arts degree,
  - Davis Scholars, 15
  - requirements for, 22-23
- Billing and Payment, 17-18
  - cash, check, or money order, 18
  - student account, 17-18
  - outside scholarships or grants, 18
  - Tuition Stabilization Plan, 18
  - monthly plan, 18
  - wire transfer, 18
- Biological chemistry,
  - interdepartmental major, 52-53
- Biological sciences courses, 53-57
- Black student cultural and social center, 7-8
- Board of Trustees, 184-185
- Botanic Gardens, 6
- Brandeis University, cooperative programs with, 29
- Brandeis BA/MAief 5-year program, 29
- Buildings, see Campus
  
- Calendar, academic, 3
- Campus, 6-8
  - see facilities and resources
- Campus map, 191
- Campus visit, 13
- Campus-Wide Information System, 22
- Career Center, see Center for Work and Service
- Career counseling, 12
- CEEB, see College Board tests
- Center for Research on Women, see Wellesley Centers for Women
- Center for Work and Service, 12
  - career counseling, 12
  - community service, 12
  - graduate schools, 12
  - internships, 12
  - job search, 12
  - library, 12
  - references, 12
  - recruiting, 12
  - scholarships and fellowships, 12
  - summer stipends, 12
- Centers for Women, see Wellesley Centers for Women
- Chapel, 7
- Chaplaincy, see religious resources/services
- Chemistry courses, 57-59
- Chinese courses, 71-73
  - see East Asian languages and literatures
- Chinese studies,
  - interdepartmental major, 60
  - see East Asian studies
- Cinema and media studies,
  - interdepartmental major, 60-61
- Clapp Library, Margaret, 7
- Classical and near eastern archaeology,
  - interdepartmental major, 64
- Classical studies courses, 61-66
- Classical civilization,
  - interdepartmental major, 61-63
- Classrooms, 6
- Cognitive and linguistic sciences,
  - interdepartmental major, 66-67
- College, description of, 4-5
- College Board tests, see standard tests
- College Center, Schneider, 7
- College Club, 8
- College Counseling Service, 10, 12, 25
- College government, 11-12
- College health service, 10
- College Scholarship Service (CSS) Profile, 20, 21
- Community service, 12
- Comparative literature,
  - structured individual major, 67-68
- Computer facilities, 6
- Computer science courses, 68-71
- Confidentiality of student records, 11
- Contents, 2
- Continuing Education, 15
  - admission, 15
  - Elisabeth Kaiser Davis Degree Program, 15
  - fees and refunds, 16
  - financial aid, 20
  - house, 7
  - postbaccalaureate study, 15
- Cooperative Programs,
  - Babson College, 29
  - Brandeis University, 29
- Costs, 16-19
  - see fees and expenses
  - see financing options
  - see payment plans
- Counseling and advising resources, 10, 12, 25
  - Courses, registration for, 27
  - Courses of instruction, 31-176
  - legend, 31
- Credit,
  - for advanced placement examinations, 26
  - for A-Levels, 26
  - for summer school, 26, 28
  - limitations on outside credit used toward the degree, 26
  - summer school and transfer course credit after matriculation, 26
- Credit/noncredit option limits for honors, 30
- Criteria for admission, 12-13
  - application, 13
  - campus visit, 13
  - college board tests, see standard tests
  - dates of standard tests, 13
  - general requirements for first-year student applicants, 12-13
  - interview, 13
  - standard tests, 13
- Cross-Registration Program,
  - Massachusetts Institute of Technology, 29
- Cultural Center, see Davis Museum and Cultural Center
- Curriculum, 22-25
  - academic advising, 25
  - distribution requirements, 23-24
  - foreign language requirement, 24
  - major, 24
  - multicultural requirement, 24
  - other requirements, 25
  - Pforzheimer Learning and Teaching Center, 25-26
  - quantitative reasoning requirement, 24
  - requirements for degree, 22-23
  - writing requirement, 24
- CWIS, see Campus-Wide Information System
- Davis Degree Program, 15
- Davis Museum and Cultural Center, 7
- Davis Scholars, financial aid for, 20
- Deferred entrance, 13-14
- Degree
  - B.A., requirements for, 22-23
  - double degree program, 29
  - exemption from required studies, 26-27
- Departmental honors, see honors
- Departures,
  - required, 28
  - voluntary, 28
- Development and Outreach Council,
  - National, 188
- Directory Information, 11-12
- Disabilities, 10
  - see services for students with disabilities
- Distribution Requirements, 23
- Dormitories, see residence halls
- Double degree program, 25-29
- Drama, see theatre studies
- Dropping courses, 27
  
- Early decision admission, 13
- Early evaluation admission, 13
- East Asian languages and literatures,
  - department of, 71-75
- East Asian studies, interdepartmental major, 75-76
- Economics courses, 76-79
- Education courses, 80-81
- Elisabeth Kaiser Davis Degree Program, 15
  - admission, 15
- Emeriti
  - administrators, 184
  - professors, 184
  - trustees, 185
- Employment, student, 19
- Engineering, preparation for, 25
- English courses, 82-87
- Environmental sciences semester at Woods Hole, 29
- Environmental studies,
  - interdepartmental major, 87-90
- Examinations,
  - advanced placement, 26
  - exemption from required studies, 26-27
- Exchange programs,
  - Twelve College, 29
  - Wellesley-Mills, 29
  - Wellesley-Spelman, 29
- Exemption,
  - required studies, 26-27
  - examinations, 27
- Experimental courses, 90-91
- Expulsion, 28
- Extrdepartmental courses, 91-92
  
- Facilities and Resources, 6-8
  - Alumnae Hall, 7
  - Center for Research on Women, 8
  - chapel, 7
  - child study center, 7
  - classrooms, 6
  - computer facilities, 6
  - continuing education house, 7
  - Davis Museum and Cultural Center, 7
  - Green Hall, 8
  - greenhouses, see Botanic Gardens
  - Harambee House, 7-8
  - infirmary, 8
  - Jewett Arts Center, 6
  - Knapp Media and Technology Center, 6
  - Knapp Social Science Center, 6
  - Margaret Clapp Library, 7
  - Nannerl Overholser Keohane Sports Center, 7
  - Pendleton West, 6
  - President's House, 8
  - residence halls, 7,9
  - Schneider College Center, 7
  - Science Center, 6
  - Slater International/Multicultural Center, 8
  - society houses, 8
  - Wellesley Centers for Women, 8
  - Wellesley College Club, 8
  - Whitin Observatory, 6
- Facilities Fee, 16
- Faculty, 177-184
- FAFSA/CSS profile forms, 20, 21
- Federal Parent Loan for Undergraduate Students (PLUS), 18-19
- Federal Unsubsidized Stafford Loan, 19
- Federal work-study, 19
- Fees and Expenses, 16
  - continuing education, 16
  - facilities fee, 16
  - general deposit, 16
  - high school student fees and refunds, 18
  - refund policy, 16-17
  - student accident and insurance program, 17
  - student activity fee, 16
  - tuition refund plan, 17
- Fellowships,
  - information, 12
  - graduate, 21-22
- Film and video courses, see cinema and media studies
- Financial Aid, 19-21
  - academic requirements, 20
  - application form, 20
  - applying for, 20
  - assistance for families not eligible, 20
  - Davis Scholars, 20
  - FAFSA/CSS profile, 21
  - further information, 21
  - grants, 20
  - international students, 20
  - loans, 19
  - repayment of loans from the college, 19
  - ROTC scholarships, 20
  - town tuition grants, 20
  - Wellesley Students' Aid Society, 20
  - work, 19
- Financial assistance for families not eligible, 20
- Financing Options, 18-19
  - alternative educational loans, 19
  - Federal Parent Loan for Undergraduate Students (PLUS), 18-19
  - Federal Unsubsidized Stafford Loan, 19
  - MEFA, 19
- First-year student,
  - admission requirements, 12-13
  - parking, 9-10
- Foreign language requirement, 24
- French courses, 93-96
- French cultural studies,
  - interdepartmental major, 97
- Freshman, see first-year student
  
- General deposit, 16
- General requirements for first-year student applicants, 12-13
- Geology, see geosciences
- Geosciences courses, 97-99
- German, 99-102
- German studies, 102
- Grade reports, 27
- Grading system, 27
- Graduate Fellowships, 21-22
  - for Wellesley College alumnae in Asia, 22
  - for Wellesley College graduates, 21-22
  - for Wellesley College graduating seniors, 21
  - for women graduates of any American institution, 22
  - instructions for applying, 22
- Graduate school information, 12
- Grants, 20
- Greek courses, 64
- Green Hall, 8
- Greenhouses, see Botanic Gardens
  
- Harambee House, 7-8
- Health and society courses, 175
- Health Service, 10
  - infirmary, 8
  - medical insurance, 17
- Hebrew courses, 114
  - see Jewish studies
- High school student fees and refunds, 18
- Hillel, see religious and spiritual life
- History courses, 103-110
- History of art courses, 42-47
- Honor code, 11
- Honors, 30
  - see also academic distinctions
- Houghton Memorial Chapel, 7
  
- Incomplete work, 27
  - excused, 27
- Individual
  - major, 24
  - study, 25
- Infirmary, 8
- Inquiries, visits and correspondence, 4
- Insurance, medical, 17
- International Baccalaureate, credit for, 26
- International Center, Slater, 8
- International Relations,
  - interdepartmental majors, 111

- International students, 14-15
  - admission of, 14-15
  - applying from U.S. high schools, 14
  - financial aid for, 20
- International Study, 29-30
- Internet, see Campus-Wide Information System
- Internships
  - information on, 12
  - summer, 30
- Interview, 13
- Italian studies, 112-113
  
- Japanese courses, 73-74
  - see East Asian languages and literatures
- Japanese studies, see East Asian studies
- Jewett Arts Center, 6
- Jewish studies,
  - interdepartmental major, 114-115
- Jobs
  - recruiting, 12
  - search, 12
  - work, 19
  
- Keohane Sports Center, Nannerl Overholser, 7
- Knapp Media and Technology Center, 6
- Knapp Social Science Center, 6
  
- Language studies,
  - see cognitive and linguistic sciences
- Latin courses, 64-65
- Latin American studies,
  - interdepartmental major, 115-116
- Law school, preparation for, 25
- Learning and Teaching Center, Pforzheimer, 25-26
- Leave of absence, 28
- Legal studies courses, 175-176
- Library
  - art, 6, 7
  - astronomy, 6
  - Margaret Clapp, 7
  - music, 6, 7
  - science, 6, 7
- Linguistics, see cognitive and linguistic sciences
- Literature in translation courses, 176
- Loans, 19
- Loan plans, see financing options
  - Federal Parent Loan for Undergraduate Students (PLUS), 18-19
  - Federal Unsubsidized Stafford Loan, 19
  - MEFA, 19
  
- Major, 24
- Margaret Clapp Library, 7
- Margaret C. Ferguson Greenhouses, 6
- Massachusetts Educational Financing Authority (MEFA), 19
- Massachusetts Institute of Technology,
  - cross-registration, 29
  - double degree program, 25, 29
- Mathematics courses, 116-119
- Meal plan, 16
- Media arts and sciences, interdepartmental major, 119
- Medical insurance, 17
- Medical school, preparation for, 25
- Medieval/Renaissance studies,
  - interdepartmental major, 120-121
- MEFA, 19
- Middle Eastern studies,
  - interdepartmental major, 121-122
- Minor, 25
- Mission, 4
- Multicultural center, 8
- Multicultural requirement, 24
- Museum and Cultural Center, Davis, 7
- Music courses, 122-127
  - performing music, 126-127
  - performing organizations, 126-127
- Nannerl Overholser Keohane Sports Center, 7
- National Development and Outreach Council, 188
- Neuroscience,
  - interdepartmental major, 127-128
- Nondiscrimination, policy of, 192
  
- Observatory, Whitin, 6
- Online course information, 22
- Online services, see Campus-Wide Information System
- Orchestra, 9, 127
- Outside credit used toward degree,
  - limitations, 26
- Outside scholarships or grants, 18
  
- Parent Loan for Undergraduate Students (PLUS), 18-19
- Parking and transportation, 9-10
- Payment plans
  - monthly plan, 18, 20
  - outside scholarships and grants, 18
  - Prepaid Tuition Stabilization Plan, 18, 20
  - Monthly Plan through Tuition Management Systems (TMS), 18, 20
  - semester plan, 20
  - student account payment, 17-18
- Peace and justice studies,
  - individual major and minor, 128-129
- Pendleton West, 6
- Pforzheimer Learning and Teaching Center, 25-26
- Philosophy courses, 129-132
- Physical education and athletics courses, 133
- Physical education facilities, 7
- Physics courses, 134-136
- Placement examinations, see individual departments
- Political science courses, 136-143
- Postbaccalaureate study, 15
  - admission, 15
- Prepaid Tuition Stabilization Plan, 18, 20
- Presidents, 185
- President's house, 8
- Professors emeriti, 184
- Psychology courses, 143-147
  
- Quantitative reasoning program, 148
- Quantitative reasoning requirement, 24, 148
  
- Readmission, 28
- Recreation, see physical education and athletics courses
- Recruiting, 12
- References, 12
- Refund Policy, 17
- Registration for courses, 27
- Regular decision admission, 13
- Religion courses, 149-153
- Religious and spiritual life, 10
- Repayment of loans from the college, 19
- Required departures, 28
- Required studies, exemption from, 26-27
- Requirements
  - admission, 12-13
  - B.A. degree, 22-23
  - distribution, 23-24
  - exemption, 26-27
  - foreign language, 24
  - multicultural, 24
  - quantitative reasoning requirement, 24, 148
  - other, 25
  - writing, 24
- Research or individual study, 25
- Residence halls, 7, 9
- Resources and facilities, 6-8
- ROTC scholarships, 20
- Ruhlman Conference, 10
- Russian area studies,
  - interdepartmental major, 155-156
- Russian courses, 153-155
- SAT test dates, see standards tests
- Schneider College Center, 7
- Scholarships and fellowships, 12, 21-22
- Scholastic assessment and achievement tests, 13
- Science Center, 6
- Semester payment plan, 20
- Services for students with disabilities, 10
- Simpson infirmary, 8
- Slater International/Multicultural Center, 8
- Society houses, 8
- Sociology courses, 156-160
- South Asian studies courses, 176
- Spanish courses, 160-164
- Special Academic Programs, 28-30
  - cooperative program, Babson College, 29
  - cooperative program, Brandeis University, 29
  - cross-registration, MIT, 25, 29
  - environmental science at Woods Hole, 29
  - international study, 29-30
  - master's degree program, Brandeis, 29
  - summer international study, 30
  - summer internships, 30
  - summer school, 28
  - Twelve College Exchange Program, 29
  - Washington summer internship program, 30
  - Wellesley double degree program, 25, 29
  - Wellesley College summer school, 28
  - Wellesley-Brandeis 5-year program, 29
  - Wellesley-Mills Exchange Program, 29
  - Wellesley-Spelman Exchange Program, 29
  - Wintersession, 28
- Sports Center, Nannerl Overholser Keohane, 7
- Sports facilities, 7
- Standard tests, 13
  - dates, 13
- Stipends, 12
- Stone Center for Developmental Services and Studies, 10
- Student activity fee, 16
- Student center, 7
- Student Accident and Insurance Program, 17
- Student government, 11-12
  - College government, 11
  - confidentiality of student records, 11
  - directory information, 11-12
  - honor code, 11
- Student Life, 8-12
- Student parking and transportation, 9-10
- Student records, confidentiality of, 11
- Student residences and services, 9-11
  - college health service, 10
  - counseling and advising resources, 10
  - religious and spiritual life, 10
  - residence halls, 7, 9
  - services for students with disabilities, 10
  - Stone Center Counseling Service, 10
  - student parking and transportation, 9-10
- Students
  - international and transfer, 14-15
- Students' Aid Society, Wellesley, 20
- Studio art courses, 47-50
- Summer internship program, Washington, 30
- Summer school,
  - international study, 30
  - school credit, 26
  - transfer course credit after matriculation, 26
- Suspension, 28
  
- Tanner Conference, 11
- Theatre studies
  - interdepartmental major, 165-166
- Town tuition grants, 20
- Transfer course credit after matriculation, 26
- Transfer student admission, 14-15
- Transcripts and grade reports, 27
- Travel directions, 191
- Trustees, 184-185, 188
  - alumnae, 188
  - Board of, 184-185
  - emeriti, 185
- Tuition, see payment plans
- Tuition Refund Plan, 17
- Tuition Stabilization Plan, 18, 20
- Tuition Management Systems (TMS),
  - monthly plan, 18, 20
- Twelve College Exchange Program, 29
  
- U.S. citizens living abroad, admission of, 14
- Unsubsidized Stafford Loan, 19
  
- Visits, 4, 13
- Voluntary departures, 28
  
- Washington summer internship program, 30
- Web site, see Wellesley College Web site
- Wellesley Centers for Women, 8
- Wellesley College Center for Research on Women, 8
- Wellesley College Club, 8
- Wellesley College Web site, 22
- Wellesley College Summer School, 28
- Wellesley double degree program, 25, 29
- Wellesley-Brandeis 5-year program, 29
- Wellesley-Mills Exchange Program, 29
- Wellesley-Spelman Exchange Program, 29
- Wellesley Students' Aid Society, 20
- Wintersession, 28
- Withdrawal, 28
  - required, 28
  - voluntary, 28
- Women's research center, 8
- Women's studies courses, 167-171
- Woods Hole, semester in Environmental Science at, 29
- Work, 19
- Writing program courses, 171-175
- Writing requirement, 24



# 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. Take your first right to the new Davis Parking Facility.
- From the East:**  
 Take the Massachusetts Turnpike (I-90) west to Exit 16 (West Newton). Follow Route 16 West for 4.7 miles, using directions above.
- From the North:**  
 Take Interstate 95 South (Route 128) to Exit 21B (Route 16 West). Follow Route 16 West for 2.9 miles, using directions above.
- From the South:**  
 Take Interstate 95 North (Route 128) to Exit 21B (Route 16 West). Follow Route 16 West for 2.9 miles, using directions above.

## By Airplane

Options from Logan International Airport:

- By car:** From the airport, take the Ted Williams Tunnel to the Mass Pike (I-90) West. Then follow directions from the East.
- Take a taxi directly to Wellesley College. See **Area Taxis**. Allow at least an hour for the commute. 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 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 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, except longer during rush hour. Fare will be approximately \$15.

*Note: Express buses DO NOT stop at Riverside.*

## Area Taxis

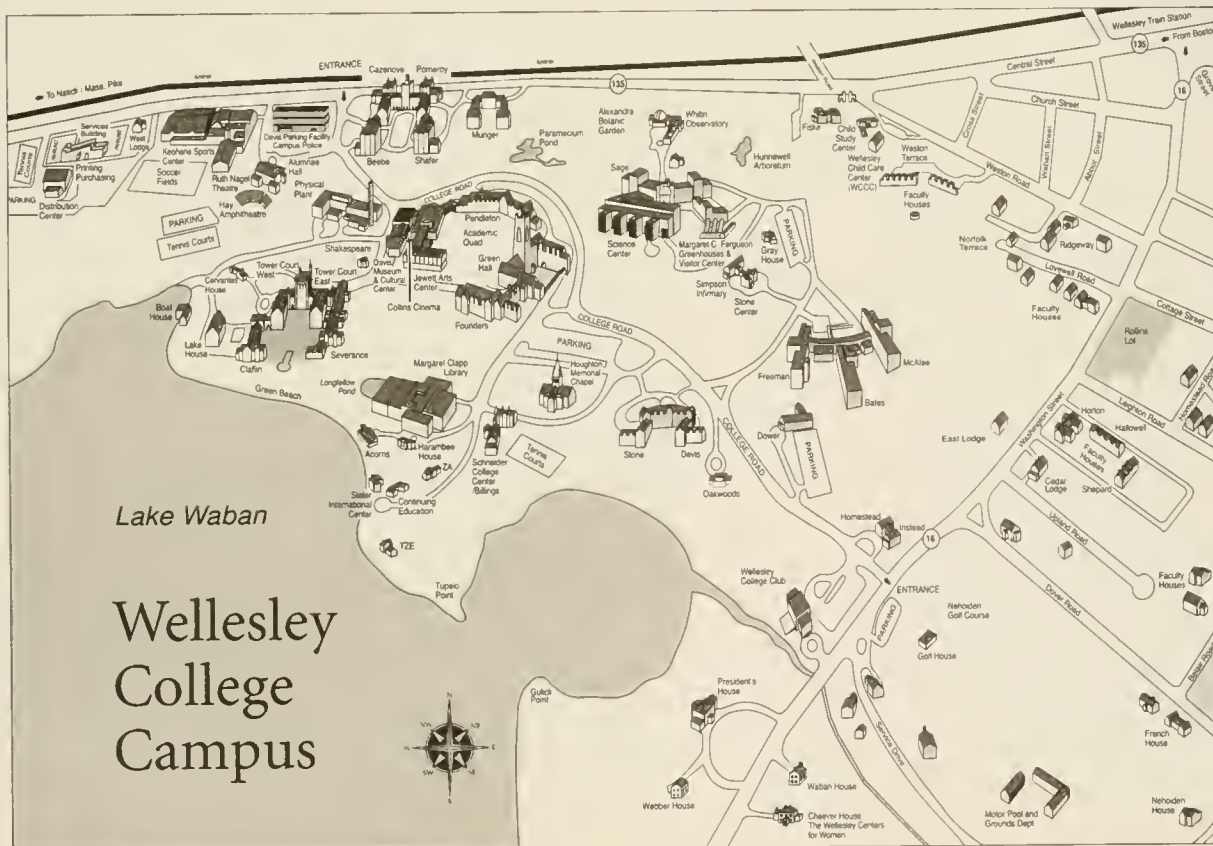
Veteran's Taxi  
781-235-1600  
Hours: 24 hours

Wellesley Transportation  
781-235-2200  
Hours: 5 am – 11 pm

Colonial Cab  
508-653-5600  
Hours: 7 am – 10 pm

Yellow Cab Newton  
617-332-7700  
Hours: 24 hours

*Note: All fares quoted are subject to change. Travel time may need to be increased during rush hour.*



The information contained in this Bulletin is accurate as of July 2004. 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 1997 on a full-time basis was 91%. (The period covered is equal to 150% of the normal time for graduation.)

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

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





Wellesley College  
106 Central Street  
Wellesley, MA 02481-8203

Nonprofit  
U.S. Postage  
PAID  
Permit 12548