Getting Started
Registration Information and a Guide to First-Year Programs
2017
Welcome to Washington University

We are thrilled that you have decided to attend Washington University this fall! *Getting Started* is designed to help you explore your academic options before you arrive on campus. As you read through this booklet, you can see the variety of programs and seminars available only to first-year students. You have the opportunity to apply online for the option that interests you and aligns with your academic goals. All programs also count towards curricular requirements.

**SUMMER 2017 IMPORTANT DATES**

- **FSAP Program Begins** ........................................ Saturday, June 17
- **SOAR Sessions Begin** ..........................................................
  - Session 1................................................................. Monday, June 5
  - Session 2................................................................. Monday, June 12
  - Session 3................................................................. Thursday, June 15
  - Session 4................................................................. Monday, June 19
  - Session 5................................................................. Thursday, June 22
  - Session 6................................................................. Monday, June 26
- **Online Registration Day** ........................................ Wednesday, July 12
- **Orientation Begins** .................................................. Thursday, August 24
- **First Day of Fall Classes** ........................................... Monday, August 28

**MUST DO ITEMS**

1) Create your WUSTL Key and WashU Email account
2) Consider attending FSAP or SOAR
3) Sign up for a First-Year Program or Seminar
4) Visit Registration 101 to prepare for advising and registration

If you have any questions, please e-mail Sarah Longo, first-year program coordinator in the College of Arts & Sciences, at sarahlongo@wustl.edu.
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Guidelines on Getting Started
Academic Advising

Because we offer a wide range of academic options, we recognize the value of solid advice and wise decision making. Our academic advising program includes three distinct, but complementary, components:

• Four-Year Academic Advising: You are assigned to an academic advisor who works with you during all four years at Washington University. This advisor helps you with the broad questions of your college career, as well as the semester-by-semester details of course selection. You meet with this advisor periodically during your first year and thereafter at least once every semester before registration. Before your first advising session, you will want to browse Getting Started and the enclosed CourseBook 1.0, and closely read the pre-registration guide, Registration 101, at http://college.artsci.wustl.edu/registration101. This preparation will allow you and your advisor to have a productive, thoughtful conversation as you select the courses for your first semester.

• Major Advising: When you declare a major (usually in the sophomore year), you are assigned a faculty advisor in your major department. You meet with your major advisor and continue to meet with your four-year academic advisor every semester before registration.

• Pre-Professional Advising: If you are interested in pursuing a professional career (law, social work, business, or health care) or if you plan to attend graduate school, you meet with a pre-law, pre-health, or pre-graduate school dean for guidance.

Close attention...

You are paired with an academic advisor who works with you during all four years of your undergraduate experience.
Registration Options

Our students take four or five courses each semester, totaling an average of 15 units of credit. The courses offered every semester are posted online. For your first semester only, we’ve included CourseBook 1.0, a catalog of 100- and 200-level Arts & Sciences courses, those generally of most interest to new students, as well as some 300-level courses appropriate for first-semester schedules. (NOTE: Our online course listings is the complete catalog of fall offerings, including advanced-level courses. New students may take 300- and 400-level courses if they have met the prerequisites.)

As a first-year student, you have three options for registration. You may choose from two on-campus opportunities where you will meet with your four-year advisor and register early for your fall courses, or if you are unable to attend a summer program, you will register for your fall classes on July 13, after you’ve discussed your course choices and been approved for registration by your four-year advisor. See the options below for more details.

1. Registering during the First-Year Summer Academic Program: Participants in this five-week program earn 6 units of college credit, learn about degree requirements and campus resources, and take classes with other new students. You also meet with your four-year academic advisor, select your fall courses, and register for them. The program runs from June 17 through July 22.
   For more information, see page 18 or visit the FSAP website at http://fsap.wustl.edu.

2. Registering during SOAR: Participants in one of these three-day programs receive a snapshot of Washington University's academic opportunities and resources. Your four-year academic advisor assists you in planning your fall schedule and registering for classes. There are six SOAR events this summer: June 5-7, June 12-14, June 15-17, June 19-21, June 22-23, and June 26-28. To learn more about SOAR, see page 19 or visit the SOAR website at http://firstyear.wustl.edu/Orientation/Pages/SOAR.aspx.

3. Registering online in July: Students unable to attend one of the summer programs will be emailed the name of their four-year advisor in mid-June. After a close reading of the pre-registration guide, Registration 101, at http://college.artsci.wustl.edu/registration101, students contact their advisors to arrange a time to discuss (by phone) their academic interests and fall course options. After this discussion, advisors will approve their students for July 12 online registration.

Options...

You may choose from two on-campus opportunities where you will meet with your four-year advisor and register early for your fall courses, or if you are unable to attend a summer program, you will register online for your fall classes in mid-July.
Placement and Diagnostic Exams

Math Placement Exams: If you did not take an AP Calculus exam, or if you scored lower than a 4, you must take the online Calculus Placement Exam to take calculus at Washington University. You should take this exam before coming to campus and/or registering for classes.

Foreign Language Placement Exams: If you plan to continue your study of French, Italian, Spanish, German, or Latin, you must take an online Foreign Language Placement Exam before coming to campus and/or registering for classes.

Students continuing the study of languages other than the ones listed above are required to take a written placement exam when they arrive on campus for Orientation.

Chemistry Diagnostic Exam: All first-year students registering for General Chemistry (this includes all science and pre-medical students) must take the online chemistry diagnostic exam before classes begin in August.

For more information and instructions for the above exams, go to: http://college.artsci.wustl.edu/placement_credit

College Credit: Courses, AP, IB, and British A-Levels

Prematriculation credit is college credit that you may receive based either on college course work taken after the junior year of high school or on AP, IB, and British A-Level tests. Students may earn a maximum of 15 prematriculation units of credit.

To transfer units of credit for college course work taken at another university, you must submit the Prematriculation Credit form, a transcript, and a course description for each course. For course work completed prior to matriculation, the following standards must be met:

1. The course is one for which credit would normally be awarded.
2. The course was taken at a fully accredited college or university.
3. The course was not part of a high school/college dual credit program and the course was:
   • taught on the campus of a college or university
   • enrolled primarily by duly matriculated college students—i.e. high school graduates
   • taught by a college faculty member

4. The course was taken after the sophomore year of high school.
5. This course did not count toward the high school graduation requirement

For more information and a prematriculation credit application form go to: http://college.artsci.wustl.edu/placement_credit

To receive credit for AP tests, please have the College Board submit test scores to Washington University in St. Louis by calling 1-888-CALL-4-AP (College Code 6929).

To receive credit for IB or British A-Level tests, please submit your test scores to: First-Year Coordinator, Washington University in St. Louis, One Brookings Drive, Campus Box 1117, St. Louis, MO 63130-4899

For more information go to: http://college.artsci.wustl.edu/placement_credit
Special First-Year Choices

Washington University is committed to making your freshman experience extraordinary.

The innovations we have developed for our first-year students — interdisciplinary courses, linked courses, courses designed to hone communication skills, courses emphasizing field study and international experience — have proved so successful that we have used them as models for numerous upper-level programs.

You may choose from an array of special first-year programs and seminars. These programs and seminars are optional, but strongly encouraged. And yes, they do fulfill distribution requirements!

Application for these programs is early and before fall course registration.
For more information, please go online to:
http://college.artsci.wustl.edu/firstyearprograms

Mission Statement

The College of Arts & Sciences celebrates the joy of discovery and the exercise of critical thought. Our goal is to foster resolve and adaptability, self-reliance and collaborative effort, humility and courage, a sense of tradition and a spirit of innovation.
Biotech Explorers Pathway

A two-year program exploring the science of biotechnology and how discoveries move from the lab into the real world, Biotech Explorers is a truly interdisciplinary program drawing on biology, chemistry, engineering, physics, computer science, management, public policy, and law. The Biotech Explorers Pathway (BEP) introduces students to the fundamental science behind biotechnology and aims to build connections between science, business, technology, and engineering at the start of undergraduate studies; to highlight how scientific discoveries lead to useful applications; and to engage curiosity through team-based inquiry that guides students from examples toward idea generation and project development.

In addition, the first-year courses lead to second-year project development and transition to fellowship experiences the summer between sophomore and junior years.

Enrollment in Biotech Explorers is limited. An application essay is required. For the essay (no more than 500 words), you will need to answer the following questions:

1. What is your motivation for joining the BEP?
2. How will the BEP experience fit into your educational goals?
3. What strengths will you bring to the program?

Please submit your essay through the online application.

Fall 2017
The Science of Biotechnology

This introductory course lets students see the science and real-world applications of biotechnology and serves as the gateway into the Biotech Explorers Pathway. Over the semester, students will explore basic science concepts and how discoveries lead to biotech applications addressing global challenges. Student teams will develop short case studies of St. Louis biotech companies to understand the connections between science and biotech business. A series of “site visits” will showcase science in action and introduce students to the vibrant St. Louis biotech community. BIO L41 2010

Spring 2018
Biotechnology Entrepreneurs Seminar

Biotech is science-based, but the risks of product and technology development, legal issues, and market pressures render the landscape full of uncertainty. In this second semester course, students develop appreciation of how biotech companies achieve their goals, engaging with experienced executives and entrepreneurs whose shared knowledge and stories add depth and context to the learning process. BIO L41 2020

Companion course: L41 2960 Principles of Biology I is a co-requisite for this course.

Second-Year Options

As a sophomore in the BEP, students will participate in a team-oriented project development course (Biotech Project; BIO L41 3010). Students will apply skills learned during the first-year of the BEP to understand the process used to generate project ideas, write proposals, and evaluate concepts. Applying peer evaluation at all steps of the process, students will work individually and as a team to research and develop projects. Bio 3010 is a writing intensive (WI) course.

Students completing the BEP curriculum will be eligible to apply for fellowships supporting summer activities that transition to upper-level synthesis/capstone experiences in their fields and based on their long-term career interests.

Faculty

Joseph Jez  Professor of Biology and Howard Hughes Medical Institute Professor
Global Citizenship Program

Combining two exclusive courses, a workshop, and collaborative activities, the Global Citizenship Program (GCP) generates a cohort of engaged students who together explore what it means to be a citizen of the world. The fall semester seminar introduces students to theoretical frameworks useful in considering international problems. The spring semester seminar focuses on problems in a particular world region. As part of the weekly workshop, students collaborate with their peers to produce events geared toward the Washington University community and greater St. Louis. Past events have included projects on human trafficking, internet censorship, and water privatization.

An optional off-campus trip in the spring semester provides further opportunities to engage with experts at large and gain new perspectives on the topics discussed in class. Past destinations have included Washington, DC and Tokyo, Japan.

Admitted GCP students should anticipate moving into their residence hall a day early (August 23) to prepare for the required GCP orientation on August 24 at 10am.

An application essay is required. You must submit a brief essay (no more than 500 words) on some topic of international concern, highlighting your own interests and qualifications. Enrollment in this program is limited. Please submit your essay through the online application.

Fall 2017

International Public Affairs
We live in a complex, fast-paced world. Technological advances and economic interdependence bring us closer together, even as globalization creates new challenges that cannot be solved by one country alone. In this class we will examine the forces that affect competition and cooperation in a globalized world. Students will engage with influential social science literature on these topics, participate in classroom discussion, and take part in classroom activities, such as debates and policy-making simulations, to build a deeper understanding of these theories. In addition, students will work on semester-long policy projects to build practical skills in problem solving, team building, and communication. L61 103B (three units)

Global Citizenship Program Workshop
This workshop, which is restricted to and required of participants in the Global Citizenship Program (GCP), is a companion to the core GCP fall course. The workshop will foster critical thinking and push students to explore the significance of cultural and social identities in a globalized society. In addition to the assigned course content, students will also examine their own mutual interests, build relationships and develop valuable skill sets as they collaborate together to plan an event of global concern for the campus community. L61 1503 (one unit)

Companion course: You are strongly encouraged to enroll in a foreign language at your level of proficiency.

Spring 2018

East Asia in the World
This course covers the geopolitical history of twentieth-century East Asia, from its colonial constellation through its transformation into cold war nation-states. We then use an interdisciplinary approach to investigate contemporary problems accompanying the emergence of regional economies and institutions. We grapple with the question of when people in East Asia – China, Taiwan, the Koreas, and Japan – act as members of a transnational region and when they act in ideological, national, or local terms. We evaluate different disciplinary approaches in order to understand the combination of knowledge and skills necessary for drawing meaningful research conclusions. We then apply our knowledge to a real-world conflict and give team presentations on our proposed solutions. IAS L61 140 (three units)

Global Citizenship Program Workshop
A continuation of the Fall L61 1503 workshop. Students plan a second campus event. L61 1504 (one unit)

Companion course: You are strongly encouraged to enroll in a foreign language at your level of proficiency.

Faculty
Jeremy Caddel  Academic Coordinator, International and Area Studies
Andrew Sobel  Professor and Director of International and Area Studies
Lori Watt  Associate Professor of History and International and Area Studies

Connect...  Transform...  Interpret...
Addressing the important social and cultural foundations of health and illness, Medicine and Society also emphasizes service and research at health-related sites throughout St. Louis.

The foundation of this program is medical anthropology, broadly defined as the study of human health and illness across culture, time, and location. Medical anthropologists examine the role of culture and society in shaping the experience of illness. We seek an understanding of such wide-ranging issues as responses to health threats, alternative medicine in modern society, the ethics of genetic testing and genetic engineering, social and behavioral factors affecting infectious diseases, and the causes of health disparities in the developing world. With admission to Medicine and Society, you participate in a year-long freshman seminar, which is the portal to a four-year program.

Medicine and Society consists of a year-long freshman seminar and several additional courses taken over the remaining three years culminating in a major or minor in Anthropology (with an optional emphasis on Global Health and Environment). Coursework includes Topics in Health and Community; another introductory course in anthropology; three approved elective courses at the 300 level or above; and a community-based health internship. The final requirement for Medicine and Society is the Rivers Project, a fourth-year paper or thesis designed to demonstrate your mastery of essential concepts and ideas in health and wellness.

Medicine and Society allows you to draw widely from the many other courses in Arts & Sciences and complements many other major areas of study. The curriculum is fully coordinated with pre-medical course requirements. Students who complete the program are highly competitive for admission to professional schools such as medicine, law, business, public health, or social work.

Enrollment in Medicine and Society is competitive and limited. To apply, please go online as soon as possible; students are selected on the basis of interest, aptitude, and space available.

**Fall 2017–Spring 2018**

**Medicine and Society I and II**

This year-long seminar provides a basic foundation in medical anthropology and cultural anthropology, introducing the central themes and theoretical approaches employed by medical anthropologists to study health and illness in cross-cultural perspectives. We explore topics ranging from the impact of disease and illness on the individual and society to the ecology of health and development, from cross-cultural health studies to the relationship of anthropology to biology and sociology. ANTHRO L48 141 (fall), ANTHRO L48 142 (spring)

**Faculty**

Bradley Stoner  Associate Professor of Anthropology, Associate Professor of Internal Medicine, and Medicine and Society Program Director

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**Delve...**

Closely-mentored, sustained inquiry yields powerful insights and surprising connections.
How do we think? What is human consciousness? What is the relationship between the mind and the brain? During the last two decades, an explosive growth of knowledge in cognitive science has begun to yield answers to fundamental mysteries about the nature of human thought.

In this two-year program, you investigate exciting new theories and problems emerging from this “cognitivist revolution.” Admission to this program is competitive and limited. An application essay is not required; participants will be selected based on academic interests and student demographics. Admission is limited, preference will be given to those who apply early.

Fall 2017

Introduction to the Mind–Brain: Psychological and Biological Perspectives

You begin your exploration of the mind–brain by examining key ideas about attention, memory, and language – three central mental abilities that are primary areas of research in cognitive science. You see how psychologists and neuroscientists investigate and explain complex mental functions by breaking them down into more basic components through such techniques as brain imaging, cell recordings, memory tasks, and reaction time studies. You also study new theories of the mind–brain based on these discoveries and consider their practical implications for problems of aging, deficits resulting from brain damage, attention disorders, reading disabilities, and classroom learning.

Faculty from psychology and neurology demonstrate how disciplines work together to understand the mind–brain. Professors lead biweekly discussion groups to explore persistent questions: What is the relation between attention and consciousness? Why do we misremember past experience? When the brain is damaged, why are only certain specific functions often lost? MBB L96 120A

Spring 2018

Introduction to the Study of the Mind–Brain II

We continue our exploration of cognitive science by studying issues that have brought together the resources of various fields, including anthropology, philosophy, neuroscience, psychology, and linguistics. Topics may include artificial intelligence, the nature of emotion, interactions between cognition and culture, the relationship between language and thought, innateness, and cognitive development. MBB L96 122

Second-Year Options

As a sophomore, you engage in hands-on research under the guidance of a faculty mentor. Students select research projects from diverse areas such as psychology, neuroscience, philosophy, and neurobiology.

Examples of recent research projects include:
• Examining whether young children use referential strategies in early spelling
• Using neuroimaging to understand the pathophysiology of movement disorders such as Parkinson’s Disease
• Investigating why people have high confidence in remembering events that never happened
• Examining emotional and language processing deficits in schizophrenia

Faculty

David Balota  Professor of Psychology
John Doris  Professor of Philosophy
Janet Duchek  Associate Professor of Psychology
Steven Petersen  Professor of Cognitive Neuroscience
Elizabeth Schechter  Assistant Professor of Philosophy
Text and Tradition

Text and Tradition explores the fundamental texts and intellectual traditions upon which American and European cultures have been built and continue to develop.

The goal of this two-year program is to provide a focused grounding in the humanities, in major texts and core analytic practices.

Text and Tradition students learn to use the 19th century writings of Dostoevsky to scrutinize the 21st century facts of Ferguson, MO. They reflect with Homer on the politics of rage and resentment. They follow Flaubert into emotional identifications across barriers of gender and religion. And, they see how Shakespeare fights with Aristotle.

You take a sequence of five courses: two (usually) in your first semester and three more that may be taken at any time, usually during the next two semesters. By completing the five courses, you complete a minor in Text and Tradition. Text and Tradition can also serve as an entry point for ambitious students who seek a major in the Interdisciplinary Project in the Humanities.

Admission is limited. To apply, please go online as soon as possible; students are enrolled on a first-come, first-served basis. An application essay is not required.

Fall 2017

Classical to Renaissance Literature
We address two basic questions of liberal education: What are “classics” and why should they be read? We explore how European and American cultures have come to value certain radical, foundational questions asked by ancient, medieval, and early modern writers. Our sources, primarily literary texts, include Homer, Sophocles, Vergil, Ovid, Petrarch, Montaigne, and Shakespeare. IPH L93 201C

Early Political Thought
This seminar surveys the intellectual and political history of Europe from the rise of Athenian democracy to the Renaissance, with emphasis on the evolution of political thought and ethics. We analyze and discuss the work of thinkers such as Thucydides, Plato, St. Augustine, Castiglione, and Machiavelli. We review these texts both as products of a particular time and place and as self-contained arguments that strive to instruct and persuade, and we use them to struggle with understanding such persistent political and moral principles as liberty, virtue, and justice. IPH L93 203C

Completing the Minor
As a Text and Tradition student, you have the option of taking any three of the following seminars at any time after your first semester to complete a minor in Text and Tradition.

Literary Modernities: Through a wide sampling of texts in Western literature, we explore themes and puzzles characteristic of the rise of modern consciousness.

Modern Political Thought: This course on European intellectual history since 1600 addresses two themes: the nature of political rights and the legitimate role of the state.

Puzzles and Revolutions: By exploring “revolutions” since the Renaissance — Copernican, Newtonian, Darwinian, and cognitivist — we trace the development of modern science.

The Great Economists: Focusing on political and economic ideas and systems, particularly democracy and capitalism, we explore whether and in what sense social institutions serve individual interests.

An Intellectual History of Sex and Gender: From Sappho’s poetry to DeBeauvoir’s The Second Sex, we consider the historical and literacy evidence for gender constructions in Western culture. How has sex — as urge, practice and identity — become something about which we think?

Scriptures and Cultural Traditions: We will conduct close readings of crucial texts of Judaism, Christianity, and Islam with the aim of understanding how they generate meaning and how we infuse meaning in them through our own readings.
FOCUS

Our FOCUS Programs are designed to provide coherent, group-oriented learning experiences, often including extensive out-of-classroom activities.

Each program is built around a topic that reflects the professor's particular area of expertise, frequently cutting across a number of academic disciplines. Because each program runs through the fall and spring semesters, you have time to approach the seminar topic from a variety of perspectives.

Limited to 14–16 students, each program engenders a dynamic exchange of ideas and lively debate. All courses fulfill distribution requirements. Enrolling in a FOCUS program does not conflict with requirements for any departmental major or pre-professional program.

Admission is limited. To apply, please go online as soon as possible; students are enrolled on a first-come, first-served basis. Note: FOCUS programs involving travel will require additional fees. Some need-based financial support is available.

Literary Culture of Modern Ireland

This program examines the literature of Ireland from 1890 to the present. We begin with an examination of the period of an emerging cultural nationalism (1890–1930), encompassing a great efflorescence of literature in many genres, set in the context of some of the most important political, social, and military events in modern Irish history. One of the remarkable things about the period is the close relationship between prominent figures in the literary and artistic world and those in the realm of politics and social change. The result was a rich cross-fertilization of ideas and attitudes that had enormous implications for the future of this embattled island nation. We explore this vital and transformative exchange by paying close attention to the work of some of Ireland’s greatest writers, including William Butler Yeats, George Bernard Shaw, Oscar Wilde, Elizabeth Bowen, John Millington Synge, Lady Gregory, James Joyce, Sean O’Faoláin, Edna O’Brien, Sean O’Casey, Brian Friel, Samuel Beckett, Seamus Heaney, Nuala Ni Dhomhnaill, Ciaran Carson, and William Trevor.

The highlight of this program is a trip to Dublin and the west of Ireland in the Spring semester. The approximate trip cost is $3,500. You have the opportunity to see a play or two at the renowned Abbey Theatre in Dublin, meet with distinguished scholars and poets, and listen to traditional musicians and seanchai (storytellers) in Connemara and the Aran Islands. Find out how a nation the size of Maine, with a population of 6–7 million, has produced four Nobel Prize winners in literature and some of the greatest literary works of the 20th century. FOCUS L61 281

Seminar Leaders
Dirk Killen  Associate Dean, College of Arts & Sciences
Erin Finneran  Lecturer in English
Daniel B. Shea  Professor of English

Theater as a Living Art

This FOCUS program allows you to become intimately involved in theater at Washington University from a number of perspectives. The Fall semester acting class covers a broad range of performance experiences and techniques, including scene study, monologue preparation, voice work, and movement, while the companion course, Theater Culture Studies I, examines theater and performance from ancient Greece to Renaissance Europe, including the study of ancient Indian and early modern Chinese theater. The course culminates with the “Fragment Project,” in which students working in small groups combine research and creative skills to recreate and perform a lost ancient Greek play on the basis of surviving fragments.

In a class trip to Chicago, we attend performances at the Steppenwolf Theater, the Goodman Theater, and the Chicago Shakespeare Festival. The approximate trip cost is $250. In addition to seeing a number of excellent plays by some of Chicago’s finest companies, we participate in post-performance discussions with directors and actors. FOCUS L61 215

Seminar Leaders
Jeffery Matthews  Professor of the Practice in Performing Arts
Robert Henke  Professor of Drama and Comparative Literature
The History, Memory, and Representation of the Holocaust

The Diary of Anne Frank, The Boy in the Striped Pajamas, Schindler’s List—these well-known books and films about the Holocaust are part of nearly every teenager’s education. But as powerfully affective as they are, such popular treatments of the Holocaust represent (and often even misrepresent) just a narrow piece of its complex history. This rigorous academic program aims to go deeper into the subject of the Holocaust by engaging intensively with the history and memory of the Nazi genocide of the European Jews and other groups between 1933 and 1945 and with representations of this experience in literature and film. Students will gain a more thorough understanding of better-known histories and narratives of the Holocaust and explore aspects of the Holocaust that are underrepresented in contemporary American culture or that have otherwise been marginalized. They will additionally learn about some of the important scholarly methodologies for approaching the study of the Holocaust and its legacy. Engagement with course materials will further help participants to develop intellectual skills necessary for their success as WU students, such as the ability to critically analyze texts and develop arguments grounded in evidence, and facility in academic writing and oral communication.

The fall semester course, “The Holocaust: A European Experience,” will give students a necessary overview of the complex historical breadth and geographic reach of the pan-European events of the Nazi genocide, an event that affected women and men, children and the elderly, Jews, Roma, Slavs, and social groups that the Nazis considered unworthy of life. In the spring semester course, “Representations of the Holocaust in Literature and Film,” students will use their understanding of the development and implementation of the Holocaust to examine important literary and filmic representations of the Holocaust with a critical eye, focusing in particular on depictions of the Holocaust that fall outside popular narratives and examining theoretical frameworks for analyzing such texts. Classroom engagements will be supplemented by visits to the St. Louis Holocaust Museum and Learning Center. FOCUS L61 2850

The highlight of the program is an educational trip in May to locations in Germany, Poland, and Lithuania. The trip will include visits to sites important to the history and memory of the Holocaust, such as the Warsaw and Vilna ghettos, the Auschwitz and Treblinka death camps, the mass graves at Ponary, and museums, memorials and important historical sites in Berlin and environs. The approximate trip cost is $3,500.

Enrollment in this course is competitive and limited. An application essay is required. For the essay (no more than 500 words), please describe:
1) your academic interests and intellectual goals for enrolling in the year-long program on the history, memory, and representation of the Holocaust
2) include a description of your previous exposure (if any) to studying the Holocaust or other genocides.

Please submit your essay through the online application.

Seminar Leaders

Anika Walke  Assistant Professor of History and Women, Gender and Sexuality Studies
Erin McGlothlin  Associate Professor of German and Jewish Studies

Students exploring a model of the concentration camp Sachsenhausen (near Berlin, Germany).
Students visiting the memorial site of Treblinka (Poland).
Students at a mass grave in a remote forest near Veliucionys (Lithuania).
Missouri’s Natural Heritage

Missouri is home to 1.5 million acres of national forest, 49 state parks, and two of the nation’s great rivers. Beyond the riverine lowland where St. Louis and Washington University sit, Missouri’s Ozark forests lie to our south and the great prairie to the north. Careful stewardship of these habitats over the past half-century has resulted in an unprecedented recovery from the clear cutting of the 19th century and commercial hunting, trapping, and fishing of the early 20th century. Students in this seminar will explore the natural history of Missouri and experience her habitats and wildlife first hand.

This multidisciplinary, two-semester seminar will study Missouri’s natural heritage from the perspectives of Biology, Environmental Studies, Geology, History, and Archaeology. The first semester of the sequence will begin with Missouri history, including geology and climatic history as well as the Native American and pioneer periods. This will provide a foundation on which to examine the ecology, restoration, and management of our diverse habitats (prairie, forest, glade, and stream) and the biology of our diverse plant and animal wildlife (from arthropods, mollusks and fish, to salamanders, lizards, birds, and mammals).

We will also introduce basic concepts in biodiversity, population biology, and resource management.

The highlight of this course will be our spring break trip across Missouri. Leading up to this will be 6 weekend camping trips to natural areas across the state. Field trips will involve camping, hiking, and canoeing in order to gain authentic first-hand experience with habitats and wildlife in the field. This is a course for students who are interested in working as part of a collaborative team, both around the seminar table and around the campfire. Students with an interest in environmental studies, outdoor leadership, and the Wilderness Project pre-orientation are encouraged to apply. Note: a $480 lab fee per semester will cover all expenses on the trips. FOCUS L61 2431

Seminar Leader
Stan Braude Professor of Practice in Biology

Phage Hunters and Bioinformatics

This program engages you in a national research project to isolate and analyze bacteriophage (bacterial viruses) that infect mycobacteria. The course is part of a Howard Hughes Medical Institute (HHMI) initiative, in which we partner with more than 50 other colleges and universities across the nation. During the fall, you isolate phage from soil you bring to class – they should be abundant! This semester is spent doing wet bench work, purifying your phage, isolating the DNA, characterizing the DNA by restriction digestion and gel electrophoresis, etc. We also examine the ultrastructure of our phage by transmission electron microscopy. The Washington University Genome Institute sequences the genomes of the phage over winter break.

In the spring, we meet in a computer lab to learn computational tools for genomic analysis, including BLAST, ClustalW, and others. We use these tools to identify individual phage genes and try to determine gene functions, with the goal being complete annotation of our phage genomes. Bacteriophage can have many novel genes and trying to ferret out their possible roles can be a challenge. We also compare our findings with those of our partner schools to build a broad picture of bacteriophage that infect mycobacterium, their relationship to the host cell, and their evolution.

The program is designed to provide freshmen with an opportunity to participate in scientific research from their first day on campus. Students enrolling in this FOCUS class should have strong high school preparation in the sciences and math. FOCUS L61 1910

Companion course: Bio 2960, Principles of Biology I, spring semester.

Seminar Leaders
Kathleen Hafer Professor of the Practice of Biology
Christopher Shaffer Lecturer in Biology
First-Year Seminars

For a wonderful introduction to learning at the college level, you can enroll in one of the special first-year seminars in a wide range of areas. In addition to providing close interaction with professors and peers, seminars focus on “active learning,” encouraging you to become involved in the subject matter firsthand and take responsibility for the pursuit of a problem. Each seminar lasts one semester. Enrollment in the first-year seminars is first-come, first-served and limited.

Below is a sample of the various first-year seminar options. Please refer to the website for the full and most up-to-date list of available first-year seminars.

Introduction to Problem-Based Learning in Biology
In this course, small groups consider four problems of biological importance such as rainforest destruction, coral reefs, laboratory diagnoses, sleep, high altitude, deafness, infertility, modern epidemics, clinical cases, genetic engineering, and cloned animals. Many find the background information by library searches and integrate this knowledge in group discussions. Intended for but not limited to prospective biology majors. Prerequisite: High school biology, preferably an AP class. BIO L41 112 (three units).

Law and Society
This course considers the basic aspects of the American legal system: its foundations, processes, institutions and rights. The course also enables students to better understand and assess current legal events and encourages students to develop an interest in those events. Further, this course should enable students to consider law as a future area of study and career. Interested participants may continue their study in the spring semester with an optional one-credit seminar focusing on contemporary Supreme Court cases. GeST L43 126 (three units).

Mapping the World: Introduction to Human Geography
What is human geography and why is it important? This course addresses these questions by introducing students to the fundamentals of the discipline of human geography. A geographic perspective emphasizes the spatial aspects of a variety of human and natural phenomena. This course first provides a broad understanding of the major concepts of human geography, including place, space, scale and landscape. It then utilizes these concepts to explore the distribution, diffusion and interaction of social and cultural processes across local, regional, national and global scales. Topics include language, religion, migration, population, natural resources, economic development, agriculture, and urbanization. IAS L97 155 (three units).

Imagining and Creating Africa: Youth, Culture, and Social Change
The goal of this course is to provide a glimpse into how youth reshape African society. Whether in North Africa with the Arab Spring, in West Africa with university strikes, or in East Africa through a linguistic full bloom, youth have been shaping social responses to societies for a long period. In this course, we will study social structures, including churches, NGOs, developmental agencies as well as learn about examples of Muslim youth movements, and the global civil society. In particular, we will examine Hip-Hop movements, sports, and global youth culture developments that center on fashion, dress, dance, and new technologies. AFAS L90 178 (three units).

The Literary Life
This class approaches literature from many angles: the creative to the scholarly, the personal to the ethical, the edifying to the entertaining. At the heart of our work will be a survey of literary “values” such as invention, emotion, style, subversion, beauty, humor—those fundamental reasons readers come to literature in the first place. Through readings and discussion, we will consider the great variety of ways literature expresses these values, and will explore them ourselves via creative assignments. In the midst of it all, you will write and workshop your own stories, poems, and non-fiction works. LIT L14 100 (three units).
Variety...

Choose a topic to explore a possible major or simply to engage an issue that piques your curiosity.
First-Year Summer Academic Program

The First-Year Summer Academic Program (FSAP) gives first-year students admitted to Washington University an introduction to the undergraduate academic and campus life at the University. The intensive five-week academic program provides students with the opportunity to take classes with other new students and earn six college credits, meet key faculty and staff, become familiar with the campus and surrounding neighborhoods, and register early for fall courses.

All students take Introduction to Writing About Literature, and also choose a second course from the following: Biology of the Brain, Topics in Chemistry, Foundations for Calculus, Introduction to Psychology, Global Culture: Exploring Dystopias, or Introduction to Women, Gender, and Sexuality Studies. All courses fulfill general education distribution requirements.

The all-inclusive fee for room and board, tuition for 6 units of credit, and all weekend and evening activities for this program is $4,000. Some financial assistance is available.

The Freshman Summer Academic Program is open to all incoming students. Apply early: we accept applicants on a first-come, first-served basis.

Dates for FSAP 2017
• June 17 - Move-In Day
• June 18 - Orientation and Welcome Dinner
• June 19 - Classes Begin
• July 21 - Classes End and Farewell Dinner
• July 22 - Move-Out Day, Return Home

For more information and to register, visit https://fsap.wustl.edu

“In FSAP you earn six credits and learn a lot about WashU. You get to register for fall classes early.”
– Rocky Henderson
FSAP 2016

“FSAP provided me with an enjoyable transition from high school into college life at WashU.”
– Nate Tran
FSAP 2016
Summer Orientation Advising Registration

The College of Arts & Sciences strongly encourages entering freshmen to attend a SOAR program. Designed to introduce entering students to the campus and to academic life in the College of Arts & Sciences, these programs give students a jump start on the Fall semester.

Participants in SOAR – Summer Orientation Advising Registration – have the opportunity to meet their academic advisor in person, to register early for Fall classes, and to learn about our liberal arts curriculum. In a series of lively sessions, students will participate in a range of classroom activities designed to introduce them to the true dynamism of liberal arts study.

Other activities include sessions about what to expect as a freshman, learning about life in a residential college, a preview of the fabulous Washington University cuisine, exploring the campus and surrounding neighborhoods, and participating in games and late-night activities on the South 40 and off campus.

The cost for each SOAR session is $310. This nonrefundable fee covers housing, meals, and activities.

Dates for SOAR sessions 2017
• Session 1: June 5-7
• Session 2: June 12-14
• Session 3: June 15-17
• Session 4: June 19-21
• Session 5: June 22-24
• Session 6: June 26-28

For more information and to register, visit http://firstyear.wustl.edu/Orientation/Pages/SOAR.aspx