



# CourseBook 1.0

Fall 2020 Course Listings for  
First-Year Students



## **FALL 2020 ACADEMIC CALENDAR**

### IMPORTANT DATES TO KEEP IN MIND:

**AUG  
24** FIRST DAY OF CLASSES

**SEPT  
03** LAST DAY TO DROP A CLASS

**SEPT  
03** LAST DAY TO ADD A CLASS

**SEPT  
07** LABOR DAY – NO CLASSES

**OCT  
09** LAST DAY TO CHANGE A GRADE OPTION TO PASS/FAIL OR AUDIT

**OCT  
10-13** FALL BREAK – NO CLASSES

**NOV  
13** LAST DAY TO CHANGE A GRADE OPTION TO LETTER GRADE (“CREDIT”);  
LAST DAY TO WITHDRAW FROM A CLASS

**NOV  
25-29** THANKSGIVING BREAK – NO CLASSES

**DEC  
04** LAST DAY OF CLASSES

**DEC  
7-9** READING PERIOD

**DEC  
10-16** FINAL EXAMS

Welcome to *CourseBook 1.0*!

Technology is a wonderful thing, but sometimes there's no substitute for a good, old-fashioned book.

This is one of those times. Washington University's course listings are an online production, but with nearly 60 Arts & Sciences departments, clicking online can too easily lead to overlooked opportunities. The Liberal Arts are all about exploration and discovery – especially this first semester – and we want you to be able to easily survey the broad landscape of courses available to you.

*CourseBook 1.0* is designed for just that. As you browse this book, you'll get a sense of the scope of individual departmental offerings, as well as how departments interrelate through cross-listed courses (signaled by the phrase, "Same as home course"). You'll see all the subjects you know and love, from Biology to Literature to Spanish, and you'll also encounter new ones, from Anthropology to Linguistics to Swahili. You may learn that what you considered to be "only" an activity, like venturing outdoors or dancing, is in fact a rigorous intellectual discipline (see "Missouri's Natural History" and "Dance as a Contemporary Art Form"). You'll see languages you may have studied, like Latin and French, and those you may not have, like Arabic and Russian. You'll find majors to get started on and programs to consider and ideas you're just madly, deeply curious to explore.

So take your time, and really read. Use a pen to circle courses you like, flag those that pique your interest, or dog-ear those you want to discuss with your advisor – whatever works for you. When you're ready, go ahead and plug them into your registration worksheet (See the Canvas Advising Course and Registration 101 for details). We're confident you'll find all that you're hoping to find... and even some things you didn't know you were looking for.

Happy browsing!

### *The Deans of the College*

Protips:

- Most first-years take 12 to 15 credits per semester and most classes are three credits.
- All classes start ten minutes after the stated start time – so you can take classes back to back – but avoid blocks of more than three hours of class.
- Reference Getting Started for Special First-Year only courses and sign up online at [artsci.wustl.edu/fyp](http://artsci.wustl.edu/fyp)
- *CourseBook 1.0* includes our departments' 100- and 200-level courses – those most frequently taken by new students – as well as some 300-level classes appropriate for first-years. Complete Fall listings, as well as current enrollment numbers, can be found at [courses.wustl.edu](http://courses.wustl.edu). To learn more about specific departments, from major requirements to full course offerings, access their websites via the Washington University *Bulletin* at [bulletin.wustl.edu/undergrad/artsci/majors](http://bulletin.wustl.edu/undergrad/artsci/majors).
- To plan your registration for classes, start your Canvas Advising Course at: [mycanvas.wustl.edu](http://mycanvas.wustl.edu).

## THE ESSENTIAL ELEMENTS OF ANY COURSE LISTING

Department Number

Course Number

PURITANS & REVOLUTIONARIES: RELIGION & THE MAKING OF AMERICA L57 235 RELPOL

This course introduces students to the history of religion and politics in America from the English settlements of Virginia and Massachusetts Bay during the early seventeenth century through the constitutional debates of the 1780s. It pays attention to both formal legal issues regarding religious establishments and wider matters concerning political sentiments and their relationship to religious ideas or values. The course does not advocate a defining argument or single ideological "point," but, rather, facilitates a series of observations of how different positions on the role of religion in early America made sense in their respective historical contexts. Social, political, and intellectual variables made for shifting understandings of what religious ideas mattered to public life in America and how those ideas ought to shape civil affairs. 3 units.

Attribute Code

A IQ HUM

Instructor's Name

01 MW 10:00a-11:30a

Valeri

One Section Offered

## SECTIONS AND SUB-SECTIONS:

### ADDITIONAL ELEMENTS IN A COMPLEX COURSE LISTING

GENERAL CHEMISTRY I L07 111A CHEM

Systematic treatment of fundamental chemical and physical principles and their applications to the properties and transformations of materials, including the concept of energy and its uses, gas laws, kinetic molecular theory, laws of chemical combination, atomic and molecular structure, periodic classification of the elements, and chemical bonding. Prereq. two years of high school mathematics, one of high school chemistry, and one year of high school physics, or permission of instructor. Students who register for Chem 111A are required to register for one of the subsections. Exams at which attendance is required will be given from 6:30 to 8:00 p.m. on Tuesdays September 30, October 28, and December 2. 3 units.

Pre-requisites are needed *before* taking the course

A IQ NSM, AN

Multiple sections (listed as numbers); choose one.

01 MWF 9:00a-10:00a  
02 MWF 10:00a-11:00a  
03 MWF 11:00a-12:00p

Daschbach  
Loomis  
Frey

Subsections (listed as letters) are *mandatory*; choose one.

Subsections:

A	Th 9:00a-10:00a	Daschbach
B	Th 9:00a-10:00a	Daschbach
C	Th 9:00a-10:00a	Daschbach
D	Th 9:00a-10:00a	Daschbach
E	Th 9:00a-10:00a	Daschbach
F	Th 9:00a-10:00a	Daschbach
G	Th 8:30a-10:00a	Luo
H	Th 8:30a-10:00a	Luo
I	Th 8:30a-10:00a	Luo
J	Th 8:30a-10:00a	Luo
K	Th 8:30a-10:00a	Luo
L	Th 12:00p-1:00p	Daschbach
M	Th 12:00p-1:00p	Daschbach
N	Th 12:00p-1:00p	Daschbach

## DEPARTMENTS

African & African-Am Studies (L90)	1
American Culture Studies (L98)	2
Anthropology (L48)	4
Arabic (L49)	5
Archaeology (L52)	5
Art History & Archaeology (L01)	5
Asian American Studies (L46)	5
Beyond Boundaries (I60)	5
Biology & Biomed (L41)	6
Chemistry (L07)	8
Children's Studies (L66)	9
Chinese (L04)	9
Classics (L08)	9
College Writing Program (L59)	10
Comparative Lit (L16)	12
Dance (L29)	12
Drama (L15)	13
Earth & Planetary Sciences (L19)	13
East Asian Studies (L03)	14
Economics (L11)	14
Education (L12)	14
English Literature (L14)	15
Environmental Studies (L82)	16
Film & Media Studies (L53)	17
First-Year Programs (L61)	17
French (L34)	20
General Studies (L43)	21
Germanic Lang & Lit (L21)	21
Greek (L09)	21
Hebrew (L74)	21
Hindi (L73)	22
History (L22)	22
Interdisciplinary Project in the Humanities (L93)	24
International & Area Studies (L97)	24
Italian (L36)	25
Japanese (L05)	25
Jewish Islamic & Near Eastern (L75)	26
Korean (L51)	27
Latin (L10)	27
Latin American Studies (L45)	28
Legal Studies (L84)	28
Linguistics (L44)	28
Mathematics (L24)	29
Medical Humanities (L85)	30
Music (L27)	30
Philosophy (L30)	31
Phil-Neuroscience-Psychology (L64)	32
Physical Education (L28)	32
Physics (L31)	33
Political Science (L32)	33
Portuguese (L37)	34
Psychological & Brain Sciences (L33)	34
Religion and Politics (L57)	34
Religious Studies (L23)	35
Russian (L39)	36
Sociology (L40)	36
Spanish (L38)	36
Urban Studies (L18)	36
Women, Gender & Sexuality Studies (L77)	37
Writing (L13)	37

## AFRICAN AND AFRICAN-AMERICAN STUDIES (L90)

### FOUNDATIONS IN AFRICAN & AFRICAN-AMERICAN STUDIES

L90 1002 AFAS

Designed to introduce the student to issues in African & African American Studies and how students with AFAS degrees utilize their knowledge in graduate and professional programs or the working world. Particular attention will be paid to the discipline of African & African American studies, which engages with the artistic, cultural, historical, literary, and theoretical expressions of the peoples and cultures of Africa and the African Diaspora. Faculty members as well as Saint Louis professionals will give one-hour lectures on their particular disciplinary approach, their research, or their professional life. Students will be required to attend 3 outside lectures or performances. May be taken before declaring major, and may be taken by non-majors. 1 unit.

A&S IQ:> HUM

01 M 3:00p-4:20p XXXII

Toliver-Diallo

### BEGINNING SWAHILI I

L90 103D AFAS

This course is the first in a two-course sequence at the beginning level of Swahili. Designed to provide rapid acquisition of conversational skills, written expression, and reading comprehension, the course also introduces students to various aspects of culture across the Swahili-speaking countries in east and central Africa. The course also focuses on contemporary Swahili expressions in music, social media, Hollywood productions, advertising, political campaigns, and youth slang. Additionally, students will participate in community-based learning projects that entail teaching and mentoring Swahili-speaking refugees at a St. Louis public school. The course also prepares students for study abroad in any of the dozen Swahili-speaking countries in Africa. 5 units.

A&S IQ:> LCD, LS

01 MTuTh 11:30a-12:50p III

Mutonya

### WOLOF LANGUAGE

#### AND CULTURE

L90 1045 AFAS

This course introduces students to Wolof language and culture. Wolof is a West African language spoken in Senegal and the Gambia. It is also spoken on a smaller scale in Mauritania, Mali, French Guinea, and in the migrant communities in the US and France. This is the first course of a beginning-level of a Wolof program. In order to acquire a basic proficiency, students will practice speaking, reading, writing and listening. Each module will begin with a thematic and practical dialogue from which we can study vocabulary, aspects of grammar as well as a cultural lesson. Interactive material, including texts, images, videos, films, and audio, will be provided. Its aim is to provide students with knowledge of the basic structures of the language and the ability to communicate. Students will also learn important aspects of life and culture of the Wolof. 3 units.

A&S IQ:> LCD

01 TuTh 10:00a-11:20a III

DIALLO

### FIRST YEAR SEMINAR:

#### MONUMENTAL ANTI-RACISM L90 144 AFAS

As sources of national memory and identity, public monuments, place names, historical markers, and other elements of commemorative landscapes are potential sites of cultural violence (e.g., alienation, disrespect, and erasure) contributing to broader conflict and inequality, and therefore important considerations in movements for equal opportunity and justice. Some contend that memory sites are "the new lunch counters," where our racial politics are worked out. This course examines the racial politics of commemorative objects and practices, and commemorative intervention as a strategy of anti-racist activism. We begin with an historical survey of various ways that racism has been inscribed on the commemorative landscape, and readings in history, political theory, cultural studies, and other fields to gain insight on these contested commemorative objects, their development, and social significance. We then turn to a critical assessment of efforts to remove and recontextualize commemorative objects, and to erect new objects commemorating neglected figures and issues. We consider how these reparative efforts relate to what political theorists call remedies of recognition, and specifically how they might aid in advancing equal opportunity and justice. Through our study and engagement with contested commemorative landscapes, including local, national, and global cases, students will become familiar with the burgeoning interdisciplinary field of memory studies, diverse forms and sites of commemoration, local and global efforts to advance what has been termed "commemorative justice," and challenges they face. 3 units. Same as L61 FYP 144, L40 SOC 144.

A&S IQ:> HUM, SC

01 TuTh 10:00a-11:20a XXXI

Ward

### FIRST-YEAR SEMINAR:

#### IMAGINING AND CREATING

#### AFRICA: YOUTH,

#### CULTURE, AND CHANGE

L90 178 AFAS

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. The course will also explore how youth impact cultural movements in Africa and how they influence the world. In particular, we will examine Hip-Hop movements, sports, and global youth culture developments that center on fashion, dress, dance, and new technologies. By the end of the course, students will have enriched ideas about youth in Africa and ways to provide more realistic comparisons to their counterparts in the United States. Course is for first-year, non-transfer students only. 3 units. Same as L66 ChSt 178, L61 FYP 178A.

A&S IQ:> LCD

01 TuTh 1:00p-2:20p XVIII

DIALLO

### FIRST YEAR SEMINAR:

#### AFRICANS EXPERIENCES

#### IN THE SECOND WORLD WAR L90 192 AFAS

Same as home course L22 History 192.

A&S IQ:> HUM, LCD

**CONSTRUCTIONS OF BLACK WOMANHOOD AND MANHOOD IN THE BLACK COMMUNITY** L90 207 AFAS

Same as home course L77 WGSS 207.  
A&S IQ:> SSC, SC

**BLACKNESS AND THE POLITICS OF RECOGNITION IN LATIN AMERICA** L90 211 AFAS

In 2015 for the first time in Mexico's history, there was an official count of its population of African descent, leaving Chile as the only nation in the hemisphere not to do so. A year prior, Brazil introduced a quota system for all federal jobs, leading to new questions about who qualifies for these positions. These examples and more highlight a new era in Latin America that questions who counts-both literally as with censuses and figuratively as with affirmative action -as Afro-descended in a region characterized by racial mixture. In this course we will analyze the new turn toward racial governance as we grapple with the following questions. How does the racial governance of the 21st century upend or echo the racial governance of the colonial era? How does this new era affect our understanding of race and identity? What is lost and gained by counting people as black? 3 units.

A&S IQ:> LCD, SSC  
01 TuTh 10:00a-11:20a XX [TBA]

**JUVENILE JUSTICE IN THE BLACK EXPERIENCE** L90 251 AFAS

This course examines the socio-legal past, present, and future of American juvenile justice, with a focus on the black American experience. The course is organized in three parts. Part I surveys the late 19th and early 20th century development of the "parental state" including its institutional centerpiece (the juvenile court), and principle legal subjects ("dependents" and "delinquents"), and how these took shape alongside the contemporaneous rise of American Apartheid. Part II examines several key changes and challenges in contemporary juvenile justice, including the transformation of this institution in the wake of the Civil Rights Movement, and the endurance of racialized juvenile social control in the post-Civil Rights period. Finally, Part III considers possible futures of youth justice in the United States and beyond, and practical strategies for achieving equal protection within and beyond law. 3 units. Same as L98 AMCS 251, L66 ChSt 251, L40 SOC 2511.

A&S IQ:> SSC, SC, SD  
01 TuTh 2:30p-3:50p XXIV Ward

**INTRO TO AFRICANA STUDIES** L90 255 AFAS

The course provides an overview of the field Africana Studies and provides analysis of the lives and thoughts of people of African ancestry on the African continent and throughout the world. In this course we will also examine the contributions of Africana Studies to other disciplines. The course takes an interdisciplinary approach drawing from history, philosophy, sociology, political studies, literature, and performance studies and will draw examples from Africa, the United States, the Caribbean, Europe, and South America. When possible, we will explore Diaspora relationships and explore how the African presence has transformed societies throughout the world. This class will focus on both classic texts and modern works that provide an introduction to the dynamics of African American and African Diaspora thought and practice. 3 units.

A&S IQ:> HUM, LCD, SC, SD  
01 TuTh 2:30p-3:50p XXXVI Shearer

**A HISTORY OF AFRICAN-AMERICAN THEATER** L90 301 AFAS

A survey of African American theatre from post-Civil War "coon" shows and reviews to movements for a national black theatre, such as Krigwa, Lafayette and Lincoln, and the Black Arts Movement. Early black theatre and minstrels; black theatre movement and other ethnic theatre movements in America. Critical readings of such plays as Amiri Baraka's "Dutchman," Lorraine Hansberry's "A Raisin in the Sun," Langston Hughes and Zora Neale Hurston's "Mulebone." Also works by August Wilson, Ed Bullins, Charles Fuller, Georgia Douglas Johnson. 3 units. Same as U84 AFAS 3011, U21 Drama 3011, L15 Drama 3011.

A&S IQ:> HUM, SC, SD  
01 TuTh 4:00p-5:20p XXV Himes

**AMERICAN CULTURE STUDIES (L98)**

**AMERICAN POLITICS** L98 101B AMCS

Same as home course L32 Pol Sci 101B.  
A&S IQ:> SSC

**AMPERSAND: EXAMINING AMERICA: AMERICAN DREAMS: ART, CULTURE, PERFORMANCE, AND POLITICS** L98 110A AMCS

Same as home course L61 FYP 110A.  
A&S IQ:> HUM

**FIRST YEAR SEMINAR: THE PRESIDENCY 101: FROM WASHINGTON TO TRUMP** L98 115 AMCS

Same as home course L22 History 1150.  
A&S IQ:> SSC

**FIRST-YEAR SEMINAR: CONTEMPORARY AMERICAN MEMOIR** L98 160 AMCS

Same as home course L14 E Lit 160.  
A&S IQ:> HUM

**FIRST YEAR SEMINAR: JEWICY: JEWISH CULTURE IN THE 21ST CENTURY** L98 180 AMCS

Same as home course L75 JIMES 180.  
A&S IQ:> HUM

**DOCTORS AND TERRORISTS: THE FICTIONS OF SOUTH ASIAN AMERICA** L98 200A AMCS

Same as home course L46 AAS 200.  
A&S IQ:> HUM, LCD, SC

**THE IMMIGRANT EXPERIENCE** L98 202 AMCS

This course explores the history and politics of immigrant groups coming to the United States in the nineteenth, twentieth, and twenty-first centuries. We give attention to contemporary immigration in the US and compare it to past experiences. Topics include legislation, patterns of migration, comparisons of different waves of immigration, and changing social attitudes. Attendance will be taken: grade will be reduced after four

(4) unexcused absences American Culture Studies (AMCS) is a multidisciplinary program that provides both a broader context for study in different fields and a deeper understanding of American culture in all of its complexities 3 units. Same as L46 AAS 202, L84 Lw St 2020, L32 Pol Sci 226, L18 URST 2020.

A&S IQ:> LCD, SSC, SC, SD  
01 MW 10:00a-11:20a XXXVI Darnell

**INTRO TO EDUCATION TOPICS: CONTRADICTIONS AND CONTROVERSIES IN SCHOOL CHOICE** L98 2033 AMCS

Same as home course L12 Educ 203A.  
A&S IQ:> SSC

**"READING" CULTURE: THE VISIBLE AND THE INVISIBLE: INTRO TO AMERICAN VISUAL CULTURE STUDIES** L98 206 AMCS

The poor are the "unseen" multitudes, the Ku Klux Klan is the "Invisible Empire," W.E.B. Du Bois's African American culture exists "behind the veil," gay men and women come in and out of "the closet," terrorists lie hidden in "sleeper cells"-these are just a few of the common visual metaphors used to describe the complex forces and subjects that make up U.S. culture. Despite its status as metaphor, however, visibility shapes our relationship to American society in very real ways. To become visible in the eyes of the state is to access citizenship, to become a full member of the social world. In this course, we will encounter a variety of cultural texts that figure identity through visibility. From narratives of haunting in U.S. culture to spectacular displays of national identity and accounts of minority groups insisting on the right to be seen, we will look to the moments in American culture when the question of visibility has been most crucial. The course is arranged thematically and will feature both primary texts as well as classic and contemporary work in the field of American Studies. Possible topics include: the theory and practice of Holy Land tourism in the nineteenth century; antebellum hoax culture; the relationship between lynching and mass media; documentary accounts of natural disasters from the San Francisco earthquake to Hurricane Katrina; queer representation in popular media; the rise and fall of the Vine app; the rhetoric of terrorist "sleeper cells"; oppositional mythologies of the "white working class" and "undocumented" immigrants. The semester will culminate with a discussion of the globalization of American Studies alongside a serial viewing of the first season of the acclaimed drama series, Homeland (2011). American Culture Studies (AMCS) is a multidisciplinary program that provides both a broader context for study in different fields and a deeper understanding of American culture in all of its complexities. 3 units. Same as L18 URST 206B.

A&S IQ:> HUM  
01 TuTh 2:30p-3:50p XXXVI Maciak

**SCRIPTURES AND CULTURAL TRADITIONS: TEXTS & TRADITIONS** L98 209B AMCS

Same as home course L93 IPH 209.  
A&S IQ:> HUM, LCD

## INTRO TO AMCS:

### #AMERICANCULTURESTUDIES: EXPLORING THE FIELD! L98 229 AMCS

What does it mean to do American culture studies? This course teaches students how to critically analyze U.S. culture and society and introduces them to the history, methodologies, frameworks, and key questions that have shaped and continue to inform this interdisciplinary field. American culture studies is a broad and vast discipline that defies simple summary; it asks probing questions to uplift marginalized voices and experiences as part of an expansive definition of American identity. This course exposes students to practices that constitute American culture studies rather than demarcate a terrain for what it is: historically crossing disciplinary boundaries (arts, humanities, social sciences) and engaging diverse texts (film, literature, historical documents, popular culture, performance, material culture, etc.) American culture studies resists strict definition! In this course students study how knowledge and understandings about society and culture are produced and learn approaches to analyzing, curating and interpreting cultural objects and theorizing cultural phenomena. We examine the concept and idea of "America" in local, regional, national, and international contexts and continuums; we explore the lived experiences of diverse American communities within and across cultural and literal borders. Through a case study approach, the course engages questions related to the construction of ethnic and racial identities in the U.S.; visual, material, and digital cultures; social thought and social issues; mass media and popular culture; gender and sexuality; citizenship and nationhood; art, literature, and performance; and American imperialism. 3 units.

A&S IQ:> HUM

01 MW 2:30p-3:50p XXXVI

Sales

## IMAGES OF DISABILITY

### IN FILM AND LITERATURE L98 245 AMCS

Same as home course L43 GeSt 249.

A&S IQ:> SSC, SC, SD

## JUVENILE JUSTICE IN

### THE BLACK EXPERIENCE L98 251 AMCS

Same as home course L90 AFAS 251.

A&S IQ:> SSC, SC, SD

## SPORTS & SOCIETY:

### HISTORIES OF

### AMERICAN SPORTS

L98 253 AMCS

Commercialized spectator sports are a hugely influential part of American culture, politics, and economics. Yet the story of how they got that way is too often assumed to be straightforward and self-evident. In this course we will complicate such assumptions: examining the complex cultural web of American sports history and exploring the people, power structures, and social contexts in which our athletic games have developed, from the Civil War to the present. We will pay particular attention to matters of gender and race in traversing these histories, and students will be asked to consider the ramifications of sociocultural development in sports for American culture at large, and vice versa. Among the topics in sport we will consider in detail are amateurism, commercialization, masculinity, mass mediation, and violence. We will analyze particular athletes of significance from the last 150 years, including Jack Johnson, Althea Gibson, Muhammad Ali, Serena Williams, Michael Jordan, and others. At the same time, we will examine the forms of media that shape our narratives and understandings of the competitions we consume. In addition, we will consider transnational competitions like the Olympics that bring

American conflicts over race and gender into a global context. No prior sports knowledge is necessary to enroll in the class. Students put themselves on the waitlist and will be enrolled manually by the Registrar. 5 seats are reserved for each class year for a total of 20 students. This course is affiliated with "Sports & Society: Culture, Power, and Identity," an American Culture Studies program initiative focused on the intersections of athletics, identity, and social power. "Histories of American Sports" is the first part of a two-course sequence. The second part, "Sports & Society: Contemporary Issues in American Sports," will be offered in Spring 2021. As part of both courses, faculty affiliates of the Sports & Society Initiative will be invited to give the occasional guest lecture on topics relevant to their research. In addition, students will attend an academic talk, organized by the initiative, at which American sports history and culture will be considered by an outside speaker. 3 units.

A&S IQ:> HUM, SC

01 TuTh 10:00a-11:20a XXXI

Cohan

## THE STUDY OF CITIES AND

### METROPOLITAN AMERICA L98 299 AMCS

Same as home course L18 URST 299.

A&S IQ:> SSC, SC, SD

## CURRENT AFFAIRS AND

### CRITICAL ISSUES

### IN AMERICAN CULTURE L98 3060 AMCS

What's in your newsfeed? Media outlets drive critical conversations and public discourse, and in this course students have the chance to keep up and weigh in. We read the news and examine current affairs as they unfold week by week, critically analyzing and exploring modes of understanding, historicizing, and contextualizing contemporary issues in American society. The course introduces students to theoretical and conceptual frameworks for this engagement and asks questions such as: How are these issues related to the past? How have Americans experienced this issue before? And how is the contemporary context different? We'll follow trends in pop culture, technology, politics, and society. Students learn to layer current issues with historical documents, the commentary of public intellectuals and cultural critics, and political, economic, and social policies. The course stresses research analysis, group process, critical thinking, multidisciplinary inquiry, and professional writing and speaking skills. The course will enroll 20; students should put themselves on the waitlist and they will be enrolled by the program. 3 units.

A&S IQ:> HUM

01 MW 11:30a-12:50p XVII

DeLair

## TOPICS IN VISUAL, MATERIAL, AND DIGITAL CULTURE: LIVING

### IN A MATERIAL WORLD L98 3085 AMCS

In the months after 9/11, President Bush urged Americans to buy cars and take vacations to show their patriotism and unity, and also to send a message to terrorists that "our way of life" could not be stolen. Such calls to consume have often been made in times of crisis, and consumption has long been something of a national pastime (some would say a national pathology!). But frugality, simple living, and ethical consumerism have also at-times been declared American values, and are now just as likely to be advanced by celebrities, entrepreneurs, or corporations as by political activists. This multidisciplinary course explores our complex and evolving relationship to materialism and materiality,

focusing on moments in U.S. history when consumption has been especially consoling or haunting, or been aligned with ideas of the public good or social and political change. Along the way, we will study material goods that have been declared symbols of American values (soap, Tupperware, Harley-Davidson motorcycles, #MAGA hats); influential advertising campaigns and models of "good" and "bad" consumer behavior (shoplifting, hoarding, "good housekeeping," thrifting, etc.); and anti-materialist positions from Thoreau's Walden to the Occupy Movement to today's "off-the-grid" cooperative-living communities. Students will write short analytical response papers, conduct a study of their own consumer practices, and do a final project on a recent "ethical consumption" campaign in historical perspective. This course counts as "Multidisciplinary" for AMCS students, and as "Visual Culture" for Sam Fox students. Variable topics course for courses best suited to the Visual, Digital, and Material Culture concentration area in American Culture Studies. 3 units.

A&S IQ:> HUM

01 TuTh 11:30a-12:50p XXXVI

Kolk

## TOPICS IN AMCS:

### CONTEMPORARY GENRES

### OF IMMIGRATION

L98 330 AMCS

As we begin the second decade of the twenty-first century, immigration has become one of the defining issues in contemporary American politics. For many artists, the challenge of representing immigration has taken on a new urgency, necessitating experimental reimaginings of what an immigration narrative looks like. This course examines contemporary representations of immigration in visual art, literature, film, and new media. We will answer questions like: How do U.S. systems of racialization affect the representation of different immigrant groups? How have contemporary artists contended with established visions of U.S. immigration like the "melting pot" and the assimilation narrative? And what kinds of artistic forms suit the needs of different immigrant populations and experiences? Artists studied will include Chimamanda Ngozi Adichie, Valeria Luiselli, Tom Kiefer, Jose Antonio Vargas, Alfonso Cuarón, and the Undocumented Migration Project. American Culture Studies (AMCS) is a multidisciplinary program that provides both a broader context for study in different fields and a deeper understanding of American culture in all of its complexities. 3 units.

A&S IQ:> HUM

01 MW 1:00p-2:20p XXXVI

Thurman

## CULTURE & IDENTITY: THE

### VOICE: SINGING

### DIFFERENCE IN

### THE UNITED STATES

L98 330C AMCS

Why do we hear Beyoncé's voice as black? How do we understand internet fans debating their favorite Elphaba actress in *Wicked* as a gendered practice? What do collegiate a cappella groups, protest singing, and opera tell us about sociality and what it means to be an American? This course examines how the singing voice indexes, shapes, and contests identities, including race, gender, sexuality, and ability. Students will analyze the various methodologies and types of "fieldwork" that scholars from across disciplines use to discuss the voice in music, including archival, ethnographic, and cultural studies approaches to research. We will investigate the voice's role in diverse forms of individual and group singing, how voice relates to technology and media, and how the diva archetype becomes applied to singers and vocal genres. A wide range of academic literature, media

texts, and listening examples will be used to develop interdisciplinary and intersectional analyses of voice. Musical training is not required, but students will engage with musical sounds and content in class discussions and assignments and learn about how voices produce sound in different vocal traditions. 3 units. Same as L90 AFAS 3301, L15 Drama 3302, L27 Music 330C.

A&S IQ:> HUM, SD

01 MW 2:30p-3:50p XIV

Fister

### TOPICS IN AMERICAN CULTURE STUDIES: READING AMERICAN FAN CULTURES

L98 336 AMCS

The contemporary experience of social media leaves no doubt: we live in an age of fans. Articulating the entertainments and activities one is a "fan" of is a primary means by which we articulate our identities. But how did we get here? And what does it really mean to call oneself a fan? This multidisciplinary course will attempt to answer these questions by reading fans-comparing and critiquing how authors and academics have depicted fans of music, movies, sports, and even literature itself. Doing so, we will further ask: should we think of fans as a distinct category of people? Or do we all possess fandoms that we exhibit to varying degrees, consciously or unconsciously? To what extent is fandom personal or subject to the whims of a crowd? Is there something particular about American fandoms that distinguish them in a global context? Select critical readings will help us to further contextualize the fan's place in American culture, as well as the role of race, gender, and sexuality in fan reception and socialization. Finally, we will examine the characteristic differences between narrative representations and academic accounts of fandom in order to consider the creative and critical processes that inform fan identity.

American Culture Studies (AMCS) is a multidisciplinary program that provides both a broader context for study in different fields and a deeper understanding of American culture in all of its complexities. 3 units. Same as L14 E Lit 3360.

A&S IQ:> HUM

01 TuTh 1:00p-2:20p XXXI

Cohan

## ANTHROPOLOGY

### (L48)

#### EARTH'S FUTURE: CAUSES AND CONSEQUENCES OF

#### GLOBAL CLIMATE CHANGE L48 100 ANTHRO

Same as home course I60 BEYOND 101.

A&S IQ:> NSM

#### TWENTY THOUSAND YEARS ON TURTLE ISLAND: A DEEP HISTORY

#### OF NORTH AMERICA L48 136 ANTHRO

The twin premises of this course are that humans are the subject of history, and that history should begin at the beginning. American history courses normally begin with the colonization of the New World by Europeans beginning in the 15th century, sometimes with a cursory chapter dedicated to the 20,000 years of history that came before. This class will invert this structure and place what we normally think of as American history in the context of a much longer story by drawing on sources from many disciplines, including archaeology, ethnography, ecology, geology, linguistics, and oral history. We will focus on a contested events or issues,

where our sources tell different stories, and consider what is at stake for defenders of different narratives. Throughout the course, we will ask how the lack of written records limits our understanding of North American history, but also how other sources of evidence about the past can be used to include populations and themes normally underrepresented by textual histories. The goals of this course are 1) to put recent American history in its proper context; 2) to show how historical narratives are constructed and contested; and 3) to give students tools other than written records with which to construct history. 3 units.

A&S IQ:> LCD, SSC

01 TuTh 11:30a-12:50p XXXVI

Mueller

#### AMPERSAND:

#### MEDICINE AND SOCIETY L48 141 ANTHRO

This course provides the basic foundation in medical anthropology and cultural anthropology for students enrolled in the Medicine and Society Program. The purpose of the course is to introduce students to the central themes and theoretical approaches employed by medical anthropologists to study health and illness in cross-cultural perspective. Topical areas include analyses of disease, illness and sickness at micro and macro levels; impact of personal and interpersonal factors on health; health effects of social, political, and economic factors; relationship of anthropology to biological and social science approaches; ecology of health and development; and cross-cultural health studies of language, gender, and race/ethnicity. Note: Content for this course overlaps with and replaces Anth 160 for students enrolled in the Medicine and Society Program. Open only to students enrolled in the Medicine and Society Program. 3 units. Same as L61 FYP 141.

A&S IQ:> LCD, SSC

01 TuTh 1:00p-2:20p XXXVI

Stoner

02 TuTh 2:30p-3:50p XXXVI

Stoner

#### INTRO TO HUMAN EVOLUTION L48 150A ANTHRO

A survey of the fossil evidence for human evolution. The course includes discussion of the genetics of human variation and evolution, the study of living non-human primates, and the fossil record and its interpretation. An evolutionary perspective is used in an attempt to understand modern humans from the naturalistic point of view. 3 units. Same as U69 Anthro 1501.

A&S IQ:> NSM

01 MWF 1:00p-1:50p XXIII

Strait

#### WORLD ARCHAEOLOGY:

#### GLOBAL PERSPECTIVES

#### ON THE PAST

L48 209C ANTHRO

Same as home course L52 ARC 200C.

A&S IQ:> HUM, LCD

#### ARCHAEOLOGICAL

#### FANTASIES AND HOAXES L48 212 ANTHRO

American popular culture is saturated with pseudoscientific and fictionalized accounts of archaeological discoveries and interpretations. How can students of the past distinguish between fraud, fantasy, hype, and valid archaeological research? What potential merit do films, TV-oriented documentaries, and historical fiction offer? What role has racism played in attempts to deny indigenous peoples credit for their past achievements? This course looks at the popular culture of archaeology, providing tools for critical evaluation as well as lifetime enjoyment of the field as it is frequently sold to both the informed and the unwary public. Anthropology majors and non-majors are all welcome as

are sophomores and motivated first-year students who have not yet declared majors. 3 units.

A&S IQ:> LCD, SSC

01 MWF 11:00a-11:50a XXXI

Freidel

#### THE INCAS AND THEIR

#### ANCESTORS: THE

#### ARCHAEOLOGY OF

#### THE ANCIENT ANDES L48 3095 ANTHRO

From the hyper-arid desert of the Pacific Coast to the high-mountain plateaus of the Andes more than 12,000 feet above sea level to the lush forested Amazonian lowlands, Western South America presents one of the most diverse natural and cultural environments in the world and one of the few places where social complexity first developed. Beginning with the earliest human occupations in the region more than 12,000 years ago, this course examines how domestication, urbanization, the rise of early states, and major technological inventions changed life in the Andes from small village societies to the largest territorial polity of the Americas - the Inca Empire. Students will become familiar with the major debates in the field of Andean archaeology. Together, we will examine archaeological evidence (architecture, art, ceramics, metals, textiles, plant and animal remains, etc.) from context of everyday life (households, food production, craft production) to the rituals and ceremonies (offerings, tombs) that took place in domestic and public spaces. We will also touch on the role of Andean archaeology in the context of national politics and heritage sustainability. 3 units. Same as L45 LatAm 3095.

A&S IQ:> LCD, SSC

01 TuTh 10:00a-11:20a XX

Baitzel

#### THE ANCIENT MAYA:

#### ARCHAEOLOGY AND HISTORY L48 3351 ANTHRO

This course focuses on the ancient Maya civilization because there are many exciting new breakthroughs in the study of the Maya. The Olmec civilization and the civilization of Teotihuacan in the Valley of Mexico will be considered as they related to the rise and development of the Maya civilization. The ancient Maya were the only Pre-Columbian civilization to leave us a written record that we can use to understand their politics, religion, and history. This course is about Maya ancient history and Maya glyphic texts, combined with the images of Maya life from their many forms of art. The combination of glyphic texts, art, and archaeology now can provide a uniquely detailed reconstruction of ancient history in a New World civilization. 3 units. Same as L52 ARC 3351, L97 IAS 3354, L45 LatAm 3351.

A&S IQ:> LCD, SSC

01 TuTh 1:00p-2:20p XXXI

Freidel

#### ARCHAEOLOGY OF

#### ANCIENT EGYPT

L48 3152 ANTHRO

This course will cover major topics in the archaeology of ancient Egypt, incorporating the latest debates and archaeological discoveries. The course will emphasize Egyptian material culture, including settlements, landscapes, cities, tombs, pyramids, and temples, in order to model the wider cultural and social development over the past five millennia as well as the place of Egypt, globally. Students will learn to critically approach and assess Egyptian material culture in order to understand the social, historical, and geographical context of ancient Egypt - one of the most intriguing cultures in human history. 3 units.

A&S IQ:> SSC

01 TuTh 2:30p-3:50p XXXI

Woldekiros

**PROSEMINAR: ISSUES AND RESEARCH**

**IN ANTHROPOLOGY L48 397 ANTHRO**

Designed to introduce the student to current issues in Anthropology and to research being carried out by faculty. Topics vary each year. Each departmental member addresses issues in his/her particular specialty. Required of all majors; may be taken before declaring major, and may be taken by non-majors. 1 unit. Same as U69 Anthro 397.

A&S IQ:> SSC

01 M 4:00p-4:50p XXXI Quinn

**ARABIC (L49)**

**BEGINNING ARABIC I L49 107D ARAB**

Intro to modern Arabic; concentrates on rapidly developing basic skills in reading, writing, speaking, and listening. Five class hours, including one culture hour, and additional drill or laboratory hours arranged by instructor. NOTE: students with some previous Arabic language background must take a placement examination. 5 units. Same as L75 JIMES 107D.

A&S IQ:> LCD, LS

EN:> H

BU:> HUM

01 MTuWThF 9:00a-9:50a XXXVI Tarbouni

02 MTuWThF 10:00a-10:50a XXXVI Tarbouni

03 MTuWThF 11:00a-11:50a XXXVI Tarbouni

**INTERMEDIATE ARABIC I L49 207D ARAB**

Continued development of practical language skills (speaking, listening, reading, writing, and culture) in modern Arabic by exploring weekly topics. In addition, attention is given to media language and colloquial Arabic. PREREQ: Grade of B- or better in Arab 108D or placement by examination. Five class hours a week with additional drill or laboratory hours as assigned by instructor. 5 units. Same as L75 JIMES 207D.

A&S IQ:> LCD, LS

01 MTuWThF 9:00a-9:50a III Bennis

02 MTuWThF 10:00a-10:50a III Bennis

**INTRO TO ISLAMIC**

**CIVILIZATION L49 210F ARAB**

Same as home course L75 JIMES 210C.

A&S IQ:> HUM, LCD

**INTRO TO ARABIC**

**LITERATURE L49 325 ARAB**

A survey of the major genres and themes in Arabic literature from the pre-Islamic era to the modern period. Texts will include pre-Islamic, classical and Sufi poetry, as well as popular tales and critical prose from the Umayyad and Abbasid empires and Andalusia. The modern sections of the course will interrogate political commitment in Arabic literature and introduce students to feminist and magical realist novels from North Africa and the Levant. All readings will be in English translation. 3 units. Same as L16 Comp Lit 325A, L97 IAS 3257, L75 JIMES 3250.

A&S IQ:> HUM, LCD

01 TuTh 11:30a-12:50p XIII [TBA

**ARCHAEOLOGY (L52)**

**WORLD ARCHAEOLOGY:**

**GLOBAL PERSPECTIVES**

**ON THE PAST**

L52 200C ARC

If we carefully peer beneath the earth's surface, we will discover a hidden world that is being rediscovered by archaeologists. A considerable amount of excitement is generated by the discovery of lost civilizations and societies. Archaeologists from every corner of the earth come to Washington University to share their experiences as they use the most sophisticated technology to rediscover those forgotten and sometimes embarrassing aspects of our human past. 3 units. Same as U69 Anthro 201, L48 Anthro 209C.

A&S IQ:> HUM, LCD

01 TuTh 1:00p-2:20p XXXI Lulewicz

**ART HISTORY AND ARCHAEOLOGY (L01)**

**HISTORY OF WESTERN ART,**

**ARCHITECTURE**

**& DESIGN**

L01 113 ART-ARCH

A history of the visual arts, including architecture, sculpture, painting, and design, from the ancient world to the present with emphasis on the relationship of art to society and to political and cultural events. 3 units. Same as U10 ArtArch 113B.

A&S IQ:> HUM

01 TuTh 11:30a-12:50p XIII Wallace

Subsections:

A Tu 1:00p-1:50p XXX Wallace

B W 9:00a-9:50a XXX Wallace

C W 9:00a-9:50a XXX Wallace

D W 1:00p-1:50p XXX Wallace

E W 2:30p-3:20p XXX Wallace

F W 3:30p-4:20p XXX Wallace

G W 4:30p-5:20p XXX Wallace

H Th 9:00a-9:50a XXX Wallace

I Th 9:00a-9:50a XXX Wallace

J Th 1:00p-1:50p XXX Wallace

K F 9:00a-9:50a XXX Wallace

L F 10:00a-10:50a XXX Wallace

M F 12:00p-12:50p XXX Wallace

**MYTHS AND MONUMENTS**

**OF ANTIQUITY**

L01 232 ART-ARCH

An introduction to the ancient world (circa 3500 B.C. to A.D. 400) based on masterpieces of art and architecture from Mesopotamia, Egypt, Greece, and the Roman Empire. The monuments are accompanied by a selection of myths and documents representing the cultural life of these ancient societies and constituting their legacy to our modern world. No prerequisites. 3 units. Same as L08 Classics 232E.

A&S IQ:> HUM, LCD

01 MW 11:30a-12:50p XVII Jones

**ASIAN AMERICAN**

**STUDIES (L46)**

**FIRST-YEAR SEMINAR:**

**THE VIETNAM WARS L46 1110 AAS**

Same as home course L97 IAS 111.

A&S IQ:> LCD, SSC

**DOCTORS AND TERRORISTS:**

**THE FICTIONS OF**

**SOUTH ASIAN AMERICA L46 200 AAS**

South Asians have always played an integral role in the culture, history and politics of the United States. However, for complex reasons, their presence has either been concealed, or dismissed through dangerous stereotypes, or just as inaccurately, celebrated for proving the generosity of American liberalism and multiculturalism. Racially misrecognized, this large and heterogeneous group has nonetheless shaped American categories of race, sexuality, and citizenship in intriguing and powerful ways. South Asian Americans have reached to fiction, music and popular culture to craft deeply intimate and original assessments of mainstream desires. In doing so they have sought to resist the dictates of whiteness, to question US imperialism, to garner acceptance and mobility, to build solidarity with other US minorities. In this course we learn about the complex history and cultural productions of South Asians in America. How did "South Asia" become a category of identification, and who benefitted from that designation? What role have South Asians played in the economic, cultural and global ascendancy of the United States? How do South Asians connect with, and control, their countries of origin? What is the significance of story-telling in building the archive and questioning the fiction of South Asian America? 3 units. Same as L98 AMCS 200A, L22 History 200, L75 JIMES 200A.

A&S IQ:> HUM, LCD, SC

01 Th 2:30p-5:20p XXXVI Chandra

**THE IMMIGRANT EXPERIENCE L46 202 AAS**

Same as home course L98 AMCS 202.

A&S IQ:> LCD, SSC, SC, SD

**BEYOND BOUNDARIES**

**(160)**

**EARTH'S FUTURE: CAUSES**

**AND CONSEQUENCES OF**

**GLOBAL CLIMATE CHANGE 160 101 BEYOND**

Earth's Future: Causes and Consequences of Global Climate Change examines 1) the physical basis for climate change; 2) how climates are changing and how we know and assess that climates are changing; and 3) the effects of climate change on natural and human systems. The course is team-taught and will involve participation by scholars across the university with expertise in specific subjects. This is a broad, introductory course for first year students and presumes no special subject matter knowledge on the part of the student. 3 units. Same as L48 Anthro 100, E44 EECE 112, L82 EnSt 101, L61 FYP 101A.

A&S IQ:> NSM

A&S:> BB

SECT 01: This course is for first-year (non-transfer) students only. Students who are not first year students will be automatically unenrolled from this course.

01 TuTh 1:00p-2:20p XVIII Kidder Williams

Discussion sections:

SECT A: This course is for first-year (non-transfer) students only. Students who are not first year students will be automatically unenrolled from this course.

A Tu 4:00p-4:50p Diaz

SECT B: This course is for first-year (non-transfer) students only. Students who are not first year students will be automatically unenrolled from this course.

B W 4:00p-4:50p [TBA]

SECT C: This course is for first-year (non-transfer) students only. Students who are not first year students will be automatically unenrolled from this course.

C Tu 4:00p-4:50p [TBA]

SECT D: This course is for first-year (non-transfer) students only. Students who are not first year students will be automatically unenrolled from this course.

D W 1:00p-1:50p [TBA]

SECT E: This course is for first-year (non-transfer) students only. Students who are not first year students will be automatically unenrolled from this course.

E F 1:00p-1:50p [TBA]

### RELIGIOUS FREEDOM IN AMERICA 160 120 BEYOND

The intersection of religion and law in American society has sparked some of the fiercest cultural engagements in recent memory: Should a for-profit religious corporation have a right not to fund birth control for its employees? Can a public college expel campus religious groups whose membership is not open to all students? May a Muslim grow a beard for religious reasons in prison? Should a cake baker or a florist be permitted to refuse services for a gay wedding? Can a church hire and fire its ministers for any reason? These current debates and the issues that frame them are interwoven in the American story. This course introduces students to the major texts and historical arguments underlying that story. Drawing from the respective expertise of the instructors, it exposes students to a variety of scholarly methods related to the issue: legal history and case law, intellectual history and canonical texts, social history and narrative accounts, and political philosophy and contemporary analyses. This course is for first-year (non-transfer) students only. 3 units. Same as L84 Lw St 120A, L23 Re St 1200, L57 RelPol 120A.

A&S IQ:> HUM, SC

SECT 01: This course is for first year (non-transfer) students only. Students who are not first-year students will be automatically unenrolled from this course.

01 MW 9:00a-9:50a XXXVI Inazu Valeri

Discussion sections:

SECT A: This course is for first-year (non-transfer) students only. Students who are not first year students will be automatically unenrolled from this course.

A F 9:00a-9:50a XXXI [TBA]

SECT B: This course is for first-year (non-transfer) students only. Students who are not first year students will be automatically unenrolled from this course.

B F 9:00a-9:50a XXXI [TBA]

SECT C: This course is for first-year (non-transfer) students only. Students who are not first year students will be automatically unenrolled from this course.

C F 9:00a-9:50a XXXI [TBA]

SECT D: This course is for first-year (non-transfer) students only. Students who are not first year students will be automatically unenrolled from this course.

D F 9:00a-9:50a XXXI [TBA]

SECT E: This course is for first-year (non-transfer) students only. Students who are not first year students will be automatically unenrolled from this course.

E F 9:00a-9:50a XXXI [TBA]

### WHEN I'M SIXTY-FOUR: TRANSFORMING YOUR FUTURE160 123 BEYOND

Whether you know it or not, you're living in the midst of a revolution - a revolution that is going to change your personal and professional lives. Although old age may seem a long way off, you'll likely live to age 80 or beyond, with a 50% chance of seeing your 100th birthday. The demographic revolution you're going to live through will change the health care you receive, the house you live in, the car you drive, the jobs you do, and the relationships you have. This class will give you a competitive edge in understanding how you can harness what's happening to shape your career and lifestyle. In class you'll be introduced to leaders and ideas from many fields - medicine, engineering, architecture, public health, social work, law, business, art, and psychology - focused on the issues of our aging society. There will also be opportunities to tailor the class to your interests through events on and off campus, including movies, lectures, performances, field trips, and community projects. Each week, we'll gather for lectures and also break into small groups for discussion. This course will set you on a path to lead the aging revolution and transform the society of tomorrow. Class is for freshmen only. 3 units. Same as L61 FYP 123, L43 GeSt 123.

A&S IQ:> SSC

A&S:> BB

SECT 01: This course is for first year (non-transfer) students only. Students who are not first-year students will be automatically unenrolled from this course.

01 Tu 2:30p-4:20p XXXI Carpenter Morrow-Howell Stark

Discussion sections:

SECT A: This course is for first year (non-transfer) students only. Students who are not first-year students will be automatically unenrolled from this course.

A W 11:00a-11:50a Swinford

SECT B: This course is for first year (non-transfer) students only. Students who are not first-year students will be automatically unenrolled from this course.

B TBA Wynn

SECT C: This course is for first year (non-transfer) students only. Students who are not first-year students will be automatically unenrolled from this course.

C W 2:00p-2:50p Wynn

SECT D: This course is for first year (non-transfer) students only. Students who are not first-year students will be automatically unenrolled from this course.

D Th 9:00a-9:50a Skees

SECT E: This course is for first year (non-transfer) students only. Students who are not first-year students will be automatically unenrolled from this course.

E F 11:00a-11:50a Swinford

### DESIGNING CREATIVITY: INNOVATION ACROSS DISCIPLINES 160 175 BEYOND

From "Ah-ha" epiphanies to slow-developing discoveries, the creative process has been employed by innovators and artists in virtually every corner of the globe for centuries. Designing Creativity is a course that will explore the study and practice of the creative process across many disciplines with input from prominent thinkers and practitioners in the areas of medicine, neuroscience, law, engineering, architecture, human-centered design, business, stage design, and the performing arts. The class

will also incorporate practice of design thinking and creativity techniques in a LAB component that will allow students to explore the development of innovative ideas in collaborative teams followed by project presentations to core faculty and classmates. 3 units. Same as A46 ARCH 175, L15 Drama 175, L61 FYP 175.

A&S IQ:> HUM

A&S:> BB

SECT 01: In order to build a course community comprised of a cross-section of students from all undergraduate divisions, students are first placed on a waitlist and then selected administratively for enrollment during the third week of July 2019. This course is for first-year (non-transfer) students only. Students who are not first-year students will be automatically unenrolled from this course.

01 TuTh 1:00p-2:20p XXXI Lindsey Morgan

## **BIOLOGY AND BIOMEDICAL SCIENCES (L41)**

### FIRST-YEAR SEMINAR: INTRO TO PROBLEM-BASED LEARNING IN BIOLOGY L41 112 BIOL

In this course, students take responsibility for their own active, inquiry-based learning on biological problems. Instructors will guide small groups of 4-6 students in researching issues of biological importance using primary literature as their principal resource. Learning to read and interpret research articles from scientific literature is emphasized. Topics covered in this class have included: neurological disorders, infectious diseases, CRISPR, cancer, and stem cell therapy among others. Students should have a strong background in general biology. They will be challenged to use critical and creative thinking in both independent and group work. Enrollment limited. Intended for but not limited to prospective biology majors. Prereq: high school biology, preferably an Honors or AP class. Course is for first-year, non-transfer students only. 3 units. Same as L61 FYP 112.

A&S IQ:> NSM

SECT 01: First class meets in large lecture hall Rebstock 322. Then students will breakout into five smaller groups in one of the following rooms: Busch Lab 159, Life Sciences 202, McDonnell 212, and 412

01 Th 1:30p-4:20p XXXI

### FIRST-YEAR SEMINAR: THE SECRET LIVES OF PLANTS L41 1260 BIOL

This course is designed to familiarize undergraduate students with the fascinating lives of plants, their evolution, their remarkable structural and morphological diversity, how they grow, and how they have been modified to feed the planet. Topics include: how plants can survive with just water, minerals and light, how they transport water astonishing distances, their unusual sex lives, why they make seeds, how they can grow nearly forever, how plants survive extreme environments without running to hide, why they synthesize caffeine, nicotine, THC and opiates, how they defend themselves from pathogens without an immune system, how they sense their environment without dedicated sensory organs, how plants have been modified by humans to provide food, fiber and fuel, and how genetically

modified (GMO) crops are made and their implications to the environment and society. Overall goals are to enhance an understanding and appreciation of the plant kingdom, to help young scientists understand the primary scientific literature, and as a starting point for possible careers in plant biology. Class includes field trips to the Missouri Botanical Gardens and a local plant biotech company/institute. Where appropriate, the class will also emphasize key differences between plants and animals. This course is primarily for first-year students interested in majoring in biology, with a possible emphasis on plants. This course is also for those that want to know more about where their food comes from, how these amazing creatures survive and flourish, and how GMO crops are engineered. Upper-level students with an interest in food and sustainable agriculture but not necessarily focusing on plants will also be welcome. Course will be lecture/discussion/hands-on format for 2 of the 3 hours per week. Students will present 20-minute papers discussing topics relevant to their interests for the remaining 1 hour (two students per class). Prereqs: Students must have taken both biology and chemistry in high school and at least one at the AP or IP levels; or have taken Bio 2960 or Chem 111/112. This course can be taken by both first-year and upper-level undergraduates with a preference given to first-year students. 3 units. Same as L61 FYP 1260.  
A&S IQ:> NSM  
01 TuTh 10:30a-11:50a XX Vierstra

**FIRST-YEAR SEMINAR:  
THE BIOLOGY OF CANCER L41 144 BIOL**

Cancer is the second-leading cause of death worldwide. In spite of focused research efforts, cancer still poses a unique biomedical puzzle as it is now recognized that cancer is not a single disease, but rather a collection of many disorders with underlying mechanistic complexities that can affect most tissues in the human body. This interactive 1st-year course provides an introductory overview of the biology, diagnosis, and treatment of human cancers. We touch upon background topics in DNA structure and replication, gene regulation and transcription, protein synthesis, mutations and DNA repair, but the primary focus is on the genetic and molecular changes that normal cells undergo during transformation into malignant cancer cells, emphasizing the dysfunction of essential biological processes like programmed cell death, cell proliferation, differentiation, and immune surveillance. Classical diagnosis and treatment methods are compared with newer strategies, such as targeted therapies. Finally, the growing role of "omics" technologies in tumor classification, patient prognosis, and therapy are discussed. The course is a mix of lectures, student-led discussions/presentations, guest seminars, activities, and field trips (ex: on-site visits to Siteman Cancer Center, a medical pathology lab, and the McDonnell Genome Institute). Lectures provide an overview of each topic, while activities and discussions of cutting-edge oncology topics in the news and primary literature familiarize students with current trends in cancer research/treatment as well as enhance reading and critical analysis skills. Students choose a specific type of cancer for further study and near the end of the semester prepare a presentation to the class on its molecular and cellular etiology, epidemiology, pathology, diagnosis, and current/future treatment options. Midterm Exam, which attendance is required, will be administered on Monday, October 21, 6:30 - 8pm. Prereq: High school biology and chemistry. For first-year students only, recommended for those intending to pursue further studies in the biological sciences. Limited to 18 students. 3 units. Same as L61 FYP 1140.  
A&S IQ:> NSM

SECT 01: There will be a discussion group held on Sundays from 5 - 6 pm in Life Sciences room 311.  
01 TuTh 2:30p-3:50p XXIV Smith  
Thotala

**FIRST-YEAR OPPORTUNITY:  
NEUROSCIENCE FUTURES**

**1: HOW DO WE LEARN  
ABOUT THE BRAIN? L41 171 BIOL**

In this seminar course for first-year students, students learn about how neurobiologists conduct and communicate research. We focus our discussion on primary research papers written by WUSTL neurobiologists, who visit the class to present their work. Discussion then focuses on the formulation of scientific questions, evaluation of evidence and interpreting data within the context of a broader field. Students meet neuroscience colleagues in two joint class periods with participants in a neurobiology seminar for 2nd, 3rd and 4th year students. Course is for first-year, non-transfer students only. 1 unit. Same as L61 FYP 1710.  
A&S:> FYO  
01 F 12:00p-1:50p XXXI Lambo

**SPECIAL TOPICS IN  
BIOLOGY:**

**PLANT-ASSOCIATED  
MICROBES -  
FRIENDS OR FOES? L41 1771 BIOL**

This is a research-based laboratory course offered by Dr. Barbara Kunkel in the Biology Department. The small class size and laboratory setting of the course is intended to foster development of student-professor mentoring relationships. Enrollment in this course is by permission of instructor ONLY. Research Question. Microbial communities play very important roles in the lives of plants and animals. For example, in nature as well as in agricultural settings, the communities of microorganisms that grow near or on plants influence the growth and overall health of the plant. These plant-associated microbial communities are highly complex, and are comprised of thousands of different species, including bacteria and fungi. However, neither the role of individual microbial species within the larger microbial community, nor how such a community is beneficial to plants, is well understood. Natural microbial communities contain many potential pathogenic organisms that can potentially infect and cause disease on their hosts. This fact leads to the question: How can these organisms grow in proximity to, or even on their hosts, without causing disease? One hypothesis is that these organisms may have additional roles, when in the context of a larger microbial community, that can ultimately be of benefit to their host. We will investigate these questions by characterizing a collection of natural isolates of potential plant pathogenic bacterial strains from the genus *Pseudomonas*. Students will spend two hours per week in lab characterizing the new *Pseudomonas* isolates. Over the course of the semester, students will be exposed to a variety of fundamental topics in biology including: microbiomes, beneficial and pathogenic plant-microbe interactions, bacterial cell biology and genetics, and key concepts in molecular biology and biochemistry. The students will also meet with Dr. Kunkel for one hour per week to discuss a variety of topics chosen to explore: i) basic concepts in chemistry, biochemistry and molecular biology, ii) learning and study strategies, and iii) other topics related to thriving at WUSTL. Pass/Fail. 1.0 unit.

01 TBA XXXI Kunkel

**FIRST-YEAR OPPORTUNITY:**

**INTRO TO CUTTING-EDGE  
RESEARCH IN BIOLOGY L41 181 BIOL**

A lecture course intended for first-year students that focuses on the practice and culture of biological research. Active researchers describe the biological context of their research, the specific questions they have formulated, the means by which they pursue the answers, and their data and conclusions. The focus is on process: how biologists pursue their profession, what goes on in a research setting. Additional topics of clinical and contemporary interest are often included. Students are expected to attend all lectures. Must be taken Credit/No Credit. Course is for first-year, non-transfer students only. 1 unit. Same as L61 FYP 181.  
A&S IQ:> NSM  
01 Tu 3:30p-4:50p XXXI Stein

**FIRST-YEAR OPPORTUNITY:**

**RESEARCH AND  
CONSERVATION IN ZOOS  
AND BOTANICAL GARDENS L41 1811 BIOL**

An introduction to the world of zoos and botanical gardens. Students will learn of the diverse and cutting-edge ways in which scientists and conservationists study the world's biological diversity and work to conserve it. Taking advantage of two world-class institutions a short distance from the Danforth campus, the class will meet every week at an off-campus site (primarily the Saint Louis Zoo and Missouri Botanical Garden, but also several other institutions) to hear lectures from leading authorities at these institutions, as well touring facilities to see first-hand how research is conducted and how these institutions work to preserve endangered species. Students will write three short papers; each paper will be based upon a class lecture and its associated readings. Must be taken Credit/No Credit. Credit 2.0 units. Fall Semester, Wednesdays, 2:00PM-5:00PM. Course is for first-year, non-transfer students only. 2 units. Same as L61 FYP 1811.  
A&S IQ:> NSM  
01 W 2:00p-4:50p XXXI Losos

**AMPERSAND: PHAGE HUNTERS L41 191 BIOL**

Same as home course L61 FYP 1910.  
A&S IQ:> NSM

**AMPERSAND: THE SCIENCE  
OF BIOTECHNOLOGY L41 2010 BIOL**

Biotechnology is truly interdisciplinary with a myriad of pieces from biology, chemistry, engineering, physics, computer sciences, management, public policy, and law that apply the scientific process to societal challenges. This course introduces topics for science and engineering majors with an interest in biotech and teaches scientific concepts to business students considering careers in biotech management and entrepreneurship. Students completing Bio2010 understand key science concepts, how discoveries lead to applications addressing global challenges, effectively use a variety of resources to explore connections between science and biotech business, synthesize information from different fields, exhibit strong teamwork skills, and communicate information in written and oral forms. This course also provides a gateway for students interested in the two-year Biotech Explorers Program (BEP). The first two weeks of the course introduce students to the history of biotechnology, the BEP, and the use of case studies. The remainder of the course uses a series of four 3-week units that combine lecture material, in-class group assignments, and readings to introduce the science and scope of

biotechnology. For each unit, student teams also develop short case studies of St. Louis biotech companies and present their findings to the class. A series of site-visits introduce students to the vibrant St. Louis biotech community. Limited to 16 students. Enrollment restricted to first-year students in the Biotech Explorers Program; interested sophomores can place themselves on the waitlist and may be registered on a space-available basis after BET students have been enrolled. 3 units. Same as L61 FYP 2010.

A&S IQ:> NSM  
01 TuTh 3:30p-4:50p XXXI Jez

**AMPERSAND: PATHFINDER -  
A SENSE OF PLACE:  
DISCOVERING MISSOURI'S**

**NATURAL HERITAGE** L41 2431 BIOL

Same as home course L61 FYP 121.  
A&S IQ:> NSM

**MEDPREP I - THE  
LECTURE SERIES**

L41 2651 BIOL

MedPrep I (Bio 2651) is a unique lecture series taught by a physician, former medical school course master and member of the Committee on Admissions for the School of Medicine. Through a weekly 2-hour lecture, this course gives students accurate, honest, and detailed information regarding every step of the application and admissions process to medical school, the entire educational process including medical school and residency training and pros and cons of life of a physician. MedPrep I is particularly useful for first-year students and sophomores in that it reviews the common pitfalls encountered by unsuccessful applicants to medical school and outlines the steps to take in each year of college to be a successful applicant when the time comes. There is no outside course work and no exams. Attendance at all classes is required. A \$10 course fee applies. For more information, please see the MedPrep website: medprep.wustl.edu 1 unit.

SECT 01: This course will start on Wednesday, September 11.

01 W 3:00p-4:50p XXXI Polites

**INTRO TO**

**ENVIRONMENTAL BIOLOGY** L41 2950 BIOL

Intro to Environmental Biology is designed to teach important principles of environmental biology and general science literacy skills. We cover the foundational biological principles and contemporary issues within four main topics: human population growth, transfer of energy and carbon in the ecosystem, biodiversity, and food production. We focus on the biological principles involved as we examine these topics in the context of some contentious and confusing issues related to environmental biology in everyday life. The science literacy skills that you master in this course will help you address the issues you face in your everyday life regarding scientific and pseudoscientific claims about the environment and society and will form the foundation for your development as a critical consumer of science information in the media. This course is required for all environmental biology majors and environmental studies minors. We recommend you take this course in your first- or second-year if possible. If your interests align and your schedule allows, we recommend co-enrolling in ENST 215: Intro to Environmental Humanities. 3 units. Same as L82 EnSt 2950.

A&S IQ:> NSM  
01 TuTh 1:00p-2:20p XXXI Pardini  
SECT 02: THIS SECTION IS FOR FIRST YEAR STUDENTS ONLY.

02 TuTh 1:00p-2:20p XXXI Pardini

Exam 1: TBD Exam 2: TBD 6:30-8:30 PM Exam 3: TBD 6:30-8:30 PM Final Exam: TBD 10:30 AM-12:30 PM This course must be taken for a grade to count towards the Biology major. 4 units.

A&S IQ:> NSM  
01 MWF 12:00p-12:50p II Barton Chalker Hafer  
02 MWF 2:00p-2:50p II Barton Chalker Hafer

**CHEMISTRY (L07)**

**INTRODUCTORY**

**GENERAL CHEMISTRY I** L07 105 CHEM

This course traces the development of chemistry from early atomic theory to modern descriptions of structure, bonding, and intermolecular interactions. Over the course of the semester, the students learn how macroscopic observations of stoichiometry, chemical reactions, the properties of elements and compounds, and chemical periodicity developed into the microscopic understanding of molecular structure and bonding. The semester begins with fundamentals related to stoichiometry, chemical reactions, solution chemistry, and gas properties, with an emphasis on quantitative problem solving. The octet rule, Lewis structures, and valence-shell-electron-pair repulsion (VSEPR) theory are then introduced as early efforts to describe the stability and structures of molecules. The localized electron model (LEM) and molecular-orbital theory (MOT) are next described as modern descriptions of chemical bonding. The course concludes with intermolecular forces such as hydrogen bonding and van der Waals interactions. This course will be a serious introductory series that requires and develops algebraic-computation and problem-solving skills. Pre-requisite: Two years of high-school math, and one year of high-school chemistry or physics, or by permission of the instructors. Students who register for Chem 105 are required for one of the subsections. Exams at which attendance is required will be given from 6:30 - 8:00 on Tuesdays, Sept. 29, Oct. 20, and Dec. 1. 3 units.

A&S IQ:> NSM, AN  
01 MWF 9:00a-9:50a XVI Buhro  
02 MWF 2:00p-2:50p XVI Luo  
Subsections:  
A Th 9:00a-9:50a XXXI Luo  
B Th 9:00a-9:50a XXXI Luo  
C Th 8:30a-9:50a XXXI Luo  
D Th 8:30a-9:50a XXXI Luo  
E Th 12:00p-12:50p XXXI Luo  
F Th 12:00p-12:50p XXXI Luo  
G Th 11:30a-12:50p XXXI Luo  
H Th 11:30a-12:50p XXXI Luo  
I Th 3:00p-3:50p XXXI Luo  
J Th 3:00p-3:50p XXXI Luo  
K Th 2:30p-3:50p XXXI Luo  
L Th 2:30p-3:50p XXXI Luo

**GENERAL CHEMISTRY I** L07 111A CHEM

Systematic treatment of fundamental chemical and physical principles and their applications to the properties and transformations of materials, including the concept of energy and its uses, gas laws, laws of chemical combination, atomic and molecular structure, periodic classification of the elements, and chemical bonding. Prereq, two years of high school mathematics, one year of high school chemistry, and one year of high school

physics, or permission of instructor. Students who register for Chem 111A are required to register for one of the subsections. Exams at which attendance is required will be given from 6:30 - 8:00 on Tuesdays, Sept. 29, Oct. 20, and Dec. 1. 3 units.

A&S IQ:> NSM, AN  
01 MWF 10:00a-10:50a XVI Daschbach  
02 MWF 11:00a-11:50a XVI Loomis  
Subsections:  
A Th 9:00a-9:50a Daschbach  
B Th 9:00a-9:50a Daschbach  
C Th 9:00a-9:50a Daschbach  
D Th 9:00a-9:50a Daschbach  
E Th 8:30a-9:50a Daschbach  
F Th 8:30a-9:50a Daschbach  
G Th 8:30a-9:50a Daschbach  
H Th 12:00p-12:50p Daschbach  
I Th 12:00p-12:50p Daschbach  
J Th 12:00p-12:50p Daschbach  
K Th 12:00p-12:50p Daschbach  
L Th 11:30a-12:50p Daschbach  
M Th 11:30a-12:50p Daschbach  
N Th 11:30a-12:50p Daschbach  
O Th 3:00p-3:50p Daschbach  
P Th 3:00p-3:50p Daschbach  
Q Th 3:00p-3:50p Daschbach  
R Th 3:00p-3:50p Daschbach  
S Th 2:30p-3:50p Daschbach  
T Th 2:30p-3:50p Daschbach

**GENERAL CHEMISTRY**

**LABORATORY I** L07 151 CHEM

This course provides an introduction to basic laboratory techniques and experimental method, as well as direct experience with chemical principles and the properties and reactions of substances. The course is designed to be taken concurrently with the first semester of the Introductory General Chemistry series (Chem 105) or General Chemistry series (Chem 111A). Students attend a lab lecture every Monday and perform experiments every week as scheduled. The first lab lecture is scheduled for August 24. Lab starts on the week of Sept. 8-Sept 12. Students should pay careful attention to the Fall calendar for special events such as religious holidays, athletic activities, and other travel when selecting a laboratory section. Lab Section J will meet the Saturday of Fall Break (Saturday, October 10). A mid-term exam at which attendance is required will be given from 6:30-8:30 pm on Thursday, October 15. Prereq: concurrent enrollment in either Chem 105 or Chem 111A is required or permission of the instructor. 2 units. Lab, materials fee: \$30.00.

A&S IQ:> NSM  
01 M 12:00p-12:50p XI Redden  
02 M 2:00p-2:50p XI Redden  
03 M 3:00p-3:50p XI Redden  
Laboratories:  
A Tu 8:00a-10:50a Redden  
B Tu 11:30a-2:20p Redden  
C Tu 3:00p-5:50p Redden  
D W 3:00p-5:50p Redden  
E Th 8:00a-10:50a Redden  
F Th 11:30a-2:20p Redden  
G Th 3:00p-5:50p Redden  
H F 11:30a-2:20p Redden  
I F 3:00p-5:50p Redden  
J Sa 9:00a-12:00p Redden

**FIRST-YEAR OPPORTUNITY:  
APPLICATIONS  
IN CHEMISTRY**

**L07 181 CHEM**

A weekly lecture by a chemistry faculty member, or other scientist from academia or industry, on their current research activities. The goal is to provide students with a sampling of current research activities dealing with fundamental applied problems in science and society that are being approached from a chemical point of view. Students will see how fundamental chemical principles can be obtained from experiment and theory and used to both better understand and make better the world we live in. Each week a different scientist presents a lecture or offers an additional activity. Intended primarily for freshman who anticipate majoring in science, but interested upperclass students should also find the lectures interesting and stimulating. Students are expected to attend all lectures and associated activities during the semester. Credit/No Credit only. Course is for first-year, non-transfer students only. 1 unit. Same as L61 FYP 1810.

A&S IQ:> NSM

01 M 4:00p-5:20p XXXII

Hayes

**FIRST-YEAR OPPORTUNITY:  
CHEMISTRY AND ENERGY**

**L07 183 CHEM**

This seminar is intended for first year undergraduates to learn about the role that chemistry can play in addressing one of the greatest challenges we face: climate change. Chemistry has played a vital role in providing the energy needs of society, and advances in chemistry can help to develop abundant and economically viable energy technologies that do not have adverse consequences on the environment. Chemistry has long been central to the use of fossil fuel, and there remain opportunities to improve the efficiency of fossil energy resources thereby contributing to lower carbon dioxide emission per unit of energy generated. Importantly, chemistry is critical to the development of renewable energy resources, especially, solar energy for the generation of electricity and fuels. Material covered will include the challenges associated with meeting the world's increasing energy needs while reducing the emission of carbon dioxide. This class will cover the role of chemistry in energy technologies, including storage of energy. 1 unit.

A&S:> FYO

01 Tu 2:30p-3:50p XXXII

Wrighton  
de la Cruz

**CHILDREN'S STUDIES**

**(L66)**

**FIRST-YEAR SEMINAR:  
IMAGINING AND CREATING  
AFRICA: YOUTH,  
CULTURE, AND CHANGE**

**L66 178 CHST**

Same as home course L90 AFAS 178.

A&S IQ:> LCD

**JUVENILE JUSTICE IN  
THE BLACK EXPERIENCE**

**L66 251 CHST**

Same as home course L90 AFAS 251.

A&S IQ:> SSC, SC, SD

**CHINESE (L04)**

**FIRST-LEVEL**

**MODERN CHINESE I L04 101D CHINESE**

An introduction to the modern spoken and written national language of China, commonly known as "Mandarin." Includes conversation, reading of texts, and writing of characters. Five class hours plus one additional hour is required. Minimum grade of B- or permission of Section Head required for continuation to Chinese 102D. Note: Students with some previous Chinese language background must take placement examination. Limit: 14 students per section. 5 units.

A&S IQ:> LCD, LS

01 MTuWThF 10:00a-10:50a III

Wang, W

02 MTuWThF 12:00p-12:50p III

Nie

03 MTuWThF 12:00p-12:50p III

Wang

Subsections:

A Tu 3:00p-3:50p

Mu

B Tu 4:00p-4:50p

Mu

C Tu 3:00p-3:50p

Chen

D Tu 4:00p-4:50p

Chen

**BEGINNING CHINESE FOR  
HERITAGE SPEAKERS I L04 106 CHINESE**

This course is designed for students who have basic speaking and listening skills and little background in writing or reading. Three class hours. Prereq: Placement by examination. Limit: 14 students. 3 units.

A&S IQ:> LCD, LS

01 MWF 2:00p-2:50p XXXI

Wu

02 MWF 3:00p-3:50p XXXI

Wu

**ENCOUNTERING CHINA: A  
PERFORMATIVE  
PERSPECTIVE ON CHINESE  
CULTURE AND IDENTITY L04 107D CHINESE**

Same as home course L61 FYP 107.

A&S IQ:> LCD, SC

**BASIC PRINCIPLES AND  
PRACTICE OF  
CHINESE CALLIGRAPHY L04 110 CHINESE**

Elementary approach to brush-and-ink writing of traditional Chinese characters. Prereq: Chinese 101D/102D or concurrent registration, or permission of instructor. Two hours a week. 1 unit. Same as L03 East Asia 110.

01 W 3:00p-4:50p V

Mu

Mu

**BASIC CHINESE II L04 131 CHINESE**

This is the continuation of Basic Chinese I (L04 130). It is designed to meet the practical needs of students who are interested in learning Chinese but do not have time for a full-load study. This course will move at half the pace of Chinese 101D and will present the second half of the 101D curriculum. Students will learn basic knowledge of Mandarin phonetics, standard grammar, and approximately 350 new lexical items. This course emphasizes listening comprehension and conversational skills through aural-oral practice, with reading and writing Chinese as complementary skills. After completing this course, students can continue with Chinese 102D. Prereq: Grade of B- or better in 130, or placement by examination. 3 units.

A&S IQ:> HUM, LCD

01 MWF 12:00p-12:50p III

Mu

**INTERMEDIATE CHINESE  
FOR HERITAGE SPEAKERS I L04 206 CHINESE**

Designed for students who have either completed Chinese 107 or who have basic speaking and listening skills and mastery of at least 300 written characters. Three class hours. Prereq: Grade of B- or better in Chinese 107, or placement by examination. Limit 14 students per section. 3 units.

A&S IQ:> LCD, LS

01 MWF 1:00p-1:50p XXXI

Chen, W

**SECOND LEVEL  
MODERN CHINESE I L04 211 CHINESE**

Designed to help students achieve greater proficiency in the oral and written use of the Chinese language through reading, listening, speaking and writing. Emphasis on developing the natural flow of the language, expanding vocabulary and producing written Chinese of paragraph length. Meets five hours a week plus one laboratory session. Prereq: Grade of B- or better in Chinese 102D or placement by examination. Limit 14 students per section. 5 units.

A&S IQ:> LCD, LS

01 MTuWThF 1:00p-1:50p III

Qin

02 MTuWThF 2:00p-2:50p III

Chen, W

03 MTuWThF 3:00p-3:50p III

Qin

**EARLY AND IMPERIAL  
CHINESE LITERATURE L04 341 CHINESE**

An introduction to important genres and themes of Chinese literature through the study of major writers. Brief lectures on the writers' personal, social, intellectual, and historical contexts; most class time will be devoted to student discussions of their masterworks as an avenue for understanding Chinese culture during selected historical periods. Required for all Chinese majors, and recommended for all Japanese majors. No prerequisites; all readings will be in English translation. 3 units. Same as L03 East Asia 341.1, L97 IAS 3410.

A&S IQ:> HUM, LCD, SD

01 TuTh 10:00a-11:20a XXXVI

[TBA]

**CLASSICS (L08)**

**FIRST YEAR SEMINAR:  
COINS AND LIFE IN THE  
ANCIENT MEDITERRANEAN L08 117 CLASSICS**

The thousands of coins left from Greece, Rome, and other societies of the ancient Mediterranean are not only fascinating in themselves, but they also provide priceless evidence for what life was like in antiquity. This course will provide an introduction to numismatics, the study of coins. As we study the coins we will learn what they tell us about such aspects of ancient life as daily life, religion, the military, politics, and economics, as well as what they reveal about some of the ancient world's most intriguing people. For first-year students only. 3 units. Design credit 3 units. Same as L61 FYP 1171.

A&S IQ:> HUM, LCD

01 TuTh 8:30a-9:50a XXXVI

Baldi

**BEGINNING COPTIC I L08 188 CLASSICS**

An introduction to the Coptic language in the Sahidic (southern) dialect. Coptic was the vernacular language spoken and written in Egypt during the Roman, Byzantine, and Arab periods (until about 1300 CE) and as such is important for studying the history of pre-modern Egypt. It preserves some of the oldest known translations of the Bible, many apoc-ryphal and "heretical" books that

illustrate the wide diversity of ancient Christianity (e.g., the Gospels of Thomas and Mary), as well as sermons, saints lives, monastic instructions, and liturgical manuals that still constitute the literary culture of the Coptic Orthodox Church today. In addition, a plethora of "magical" papyri illustrate medical and religious practices; personal letters reveal the lives of everyday people; and hordes of business documents (contracts, wills, governmental petitions, receipts, etc.) have proved important for understanding Roman and Byzantine economies. As Roman Egypt was a highly bilingual society, there are even instances of Classical Greek literature translated into Coptic (e.g., selections of Homer and Plato), which offer a unique witness to how such texts were received by Egyptians. Our goal this semester is to cover fifteen of twenty lessons in the grammar book. The remainder will be covered in the second semester. 4 units. Design credit 4 units. Same as L75 JIMES 188. A&S IQ:> HUM, LCD  
01 MTuWTh 9:00a-9:50a VI Jenott

**CLASSICAL TO RENAISSANCE LITERATURE:L08 2011 CLASSICS**  
Same as home course L93 IPH 201C.  
A&S IQ:> HUM, LCD

**LATIN AND GREEK IN CURRENT ENGLISH L08 225D CLASSICS**  
An astonishingly large number of English words, especially in areas such as medicine, science, and law, are derived from Latin and Greek. This course will provide a study of the impact of Latin and Greek on the English language through study of the Latin and Greek roots, prefixes, and suffixes that are most commonly found in English technical and non-technical vocabulary and the linguistic principles through which these elements have entered the English language. 3 units. Same as L44 Ling 225D.  
A&S IQ:> HUM  
01 TuTh 10:00a-11:20a XX Wilson

**MYTHS AND MONUMENTS OF ANTIQUITY L08 232E CLASSICS**  
Same as home course L01 Art-Arch 232.  
A&S IQ:> HUM, LCD

**GREEK MYTHOLOGY L08 301C CLASSICS**  
The myths of ancient Greece are not only inherently interesting, but they are an incomparable starting point for the study of the ancient world, and they have offered numerous images and paradigms to poets, artists, and theorists. This course provides an introduction to the major Greek myths, their role in literature and art, their historical and social background, and ancient and modern approaches to their interpretation. Student work will include discussing course material in sections and online, taking two exams covering both the myths themselves and the ancient authors who represent our richest sources, and writing several essays interpreting or comparing ancient literary treatments. Open to first-year students. 3 units. Same as L16 Comp Lit 301C.  
A&S IQ:> HUM, LCD  
01 MW 10:00a-10:50a XII McClelland  
Discussion sections:  
SECT A: This section is for Ampersand: Democracy and Myth in Ancient Greece participants only.  
A F 10:00a-10:50a XXXI McClelland  
B F 10:00a-10:50a XXXI McClelland  
C F 10:00a-10:50a XXXI McClelland

**SEX AND GENDER IN GRECO-ROMAN ANTIQUITYL08 3152 CLASSICS**  
Ideas about sex and gender have not remained stable over time. The ancient Greeks and Romans had their own ideas - ideas that strike us today as both deeply alien and strikingly familiar. This course will consider questions such as: what constituted "normal" sex for the Greeks and for the Romans? What sex acts did they consider to be problematic or illicit, and why? What traits did the Greeks and Romans associate with masculinity? With femininity? How did society treat those who did not quite fit into those categories? How did peoples of the ancient world respond to same-sex and other-sex relationships, and was there an ancient concept of "sexuality"? How did issues of class, ethnicity, and age interact with and shape these concepts? How does an understanding of these issues change the way we think about sex and gender today? We will read an array of ancient texts in translation, consider various theoretical viewpoints, and move toward an understanding of what sex and gender meant in the ancient world. 3 units. Same as U02 Classics 3152, L22 History 3153, L77 WGSS 3152.  
A&S IQ:> HUM, LCD, SC, SD  
01 TuTh 4:00p-5:20p XXV Stamatopoulou

**MAGICIANS, HEALERS, AND HOLY MEN L08 3831 CLASSICS**  
Magic is perhaps not one of the first words one associates with Greco-Roman antiquity. Yet for most individuals living in the ancient Mediterranean, including philosophers, businessmen, and politicians, magic was a part of everyday life. Casting spells, fashioning voodoo dolls, wearing amulets, ingesting potions, and reading the stars are just some of the activities performed by individuals at every level of society. This course examines Greco-Roman, early Christian, and Judaic "magical" practices. Students read spell-books which teach how to read the stars, make people fall in love, bring harm to enemies, lock up success in business, and win fame and the respect of peers. Students also look at what is said, both in antiquity and in contemporary scholarship, about magic and the people who practiced it, which helps illuminate the fascinating relationship between magic, medicine, and religion. 3 units. Same as U02 Classics 3831, L23 Re St 3831.  
A&S IQ:> HUM, LCD  
01 MW 11:00a-11:50a XXXVI Jenott  
Discussion sections:  
A F 11:00a-11:50a Jenott  
B F 11:00a-11:50a Jenott  
C F 11:00a-11:50a Jenott

## **COLLEGE WRITING PROGRAM (L59)**

**COLLEGE WRITING: AMPERSAND IRELAND L59 111 CWP**  
This College Writing course is reserved for participants in the two-semester program exploring the Literary Culture of Modern Ireland. THIS COURSE SATISFIES THE FIRST-YEAR WRITING REQUIREMENT FOR ALL DIVISIONS. 3 units.  
01 MWF 9:00a-9:50a XXXI [TBA]

**COLLEGE WRITING: CITIZEN SCIENTIST L59 112 CWP**  
Being a citizen of a modern democracy increasingly requires making decisions informed by our understanding of scientific consensus and the backing evidence. The stakes of these decisions range from the future of a warming planet to the benefits of vaccinations and GMOs to the persistence of racial bias and gender inequality. Even our daily diets are pushed and pulled by competing nutritional studies and their distortions in the media. Negotiating the volume of news and "fake news," the available academic research, and the influence of special interests can be daunting - particularly when we try to reflect on our own blind spots and knowledge gaps. Citizen Scientist uses these and other topics at the intersection of civic responsibility and academic research to introduce students to college writing. The course will teach students to analyze, research and generate scholarly arguments as they deepen their understanding of the dynamic interaction between public opinion, government policy, political activism, science journalism, citizen science, and the research university. THIS COURSE SATISFIES THE FIRST-YEAR WRITING REQUIREMENT FOR ALL DIVISIONS. 3 units.

01 MWF 9:00a-9:50a XXXI [TBA]  
02 MWF 9:00a-9:50a XXXI [TBA]  
03 MWF 10:00a-10:50a XXXI [TBA]  
04 MWF 12:00p-12:50p XXXI [TBA]  
05 MWF 12:00p-12:50p XXXI [TBA]  
06 MWF 1:00p-1:50p XXXI [TBA]  
07 MWF 1:00p-1:50p XXXI [TBA]  
08 MWF 2:00p-2:50p XXXI [TBA]  
09 MWF 2:00p-2:50p XXXI [TBA]  
10 MWF 3:00p-3:50p XXXI [TBA]  
11 TuTh 8:30a-9:50a XXXI [TBA]

**COLLEGE WRITING: DREAMS & NIGHTMARES L59 113 CWP**  
This course is an opportunity to explore and experiment, to dwell in uncertainty and inquiry, and entertain confusion before resolution. Whether your area of interest is the psychology of dreams, monsters, memory, desire, cognition and neuroscience, or the underbelly of the American Dream, you will find room to interrogate subjects, both real and imagined, as well as texts and theories that destabilize categories, embody possibility, and threaten established order. THIS COURSE SATISFIES THE FIRST-YEAR WRITING REQUIREMENT FOR ALL DIVISIONS. 3 units.

01 MWF 12:00p-12:50p XXXI [TBA]  
02 MWF 1:00p-1:50p XXXI [TBA]  
03 MWF 2:00p-2:50p XXXI [TBA]  
04 MWF 2:00p-2:50p XXXI [TBA]  
05 MWF 3:00p-3:50p XXXI [TBA]  
06 MWF 3:00p-3:50p XXXI [TBA]  
07 TuTh 11:30a-12:50p XXXI [TBA]  
08 TuTh 1:00p-2:20p XXXI [TBA]  
09 TuTh 2:30p-3:50p XXXI [TBA]

**COLLEGE WRITING: WRITING IDENTITY L59 114 CWP**  
What defines who we are and who we may become? How do class, gender, race, sexuality, and other social forces shape our identities? In what ways are our identities inherent or constructed, claimed or ascribed? In this course, we explore these and similar questions through the work of creative and critical writers, artists, and thinkers. We study key concepts such as double consciousness, intersectionality, and performativity. We consider how social dynamics, power, and privilege affect the language we use and the lives we live. All along, through writing and research assignments and class

discussions, we examine and interpret visual, literary, and critical texts in an effort to define, together, what identity is and why it matters. THIS COURSE SATISFIES THE FIRST-YEAR WRITING REQUIREMENT FOR ALL DIVISIONS. 3 units.

01	MWF 9:00a-9:50a	XXXI	[TBA]
02	MWF 10:00a-10:50a	XXXI	[TBA]
03	MWF 12:00p-12:50p	XXXI	[TBA]
04	MWF 12:00p-12:50p	XXXI	[TBA]
05	MWF 1:00p-1:50p	XXXI	[TBA]
06	MWF 1:00p-1:50p	XXXI	[TBA]
07	MWF 2:00p-2:50p	XXXI	[TBA]
08	MWF 2:00p-2:50p	XXXI	[TBA]
09	TuTh 8:30a-9:50a	XXXI	[TBA]
10	TuTh 10:00a-11:20a	XXXI	[TBA]
11	TuTh 10:00a-11:20a	XXXI	[TBA]
12	TuTh 11:30a-12:50p	XXXI	[TBA]
13	TuTh 11:30a-12:50p	XXXI	[TBA]

**COLLEGE WRITING:  
WRITING,**

**LITERATURE & JUSTICE L59 115 CWP**

This class seeks to develop the advanced reading, writing, and research skills that students need in a university setting. It uses classical texts of the western tradition to investigate the question of justice and to develop arguable claims through the careful analysis of evidence. The act of crafting arguments, we will assume, is implicated in the question of justice because arguments depend on an ethics of persuasion. We will learn how to practice such an ethics as we improve our ability to understand and utilize four crucial aspects of academic writing: evidence, analysis, argument, and research. Mastering these aspects will make us proficient in the difficult art of judgment. It will allow us to make sense of some of the most powerful literary statements about justice, from Sophocles to Shakespeare and Toni Morrison. THIS COURSE SATISFIES THE FIRST-YEAR WRITING REQUIREMENT FOR ALL DIVISIONS. 3 units. Same as L13 Writing 103.

**COLLEGE WRITING:**

**PLACE & PERSPECTIVE L59 116 CWP**

Place & Perspective is a writing course featuring readings on the subject of our environments, whether social communities, physical spaces, or even virtual realities. As a class and as individuals, students will be asked to respond to these sources with writing of their own, practicing the academic traditions of interpreting, analyzing, criticizing, and researching. Most importantly, students will have the opportunity to write original works synthesizing and offering new views on what it means to live here in this world, to have a place in an ecosystem or a city, a house or a hospital. We'll study our local community, from perspectives in our classroom to the wider conversations across the St. Louis region as we discover and write about our surroundings. We'll foreground diversity in both in our class conversations and the writers we'll read, from issues of inequality to concerns of access and the responsibilities of citizens. The class will feature multidisciplinary perspectives in conversations with our faculty as they reflect on their experiences writing within and about places. We will consider how place-based thinking thrives across academic fields, from design thinking in art to systems science in engineering, from environmental policy in business to ethnographic writing in anthropology, to name a few possibilities. THIS COURSE SATISFIES THE FIRST-YEAR WRITING REQUIREMENT FOR ALL DIVISIONS. 3 units.

01	MWF 12:00p-12:50p	XXXI	[TBA]
02	MWF 12:00p-12:50p	XXXI	[TBA]

03	MWF 1:00p-1:50p	XXXI	[TBA]
04	MWF 1:00p-1:50p	XXXI	[TBA]
05	MWF 2:00p-2:50p	XXXI	[TBA]
06	MWF 2:00p-2:50p	XXXI	[TBA]
07	MWF 3:00p-3:50p	XXXI	[TBA]
08	MWF 3:00p-3:50p	XXXI	[TBA]
09	TuTh 8:30a-9:50a	XXXI	[TBA]
10	TuTh 11:30a-12:50p	XXXI	[TBA]
11	TuTh 1:00p-2:20p	XXXI	[TBA]

**COLLEGE WRITING: POWER  
& COMMODITY CULTURE L59 117 CWP**

What does your steak order have to do with your politics? How might our taste in film relate to our taste in sneakers? How does writing itself contribute to larger media discourse? This course will explore how our choices as consumers, creators, and writers are mediated by broader cultural forces such as film, foodways, music, television, art, and social media. "Commodity culture" refers to what aspects of culture can be evaluated in terms of supposed "worth" or economic value. Here students will think critically, draft, take risks, and revise to present work that has been elevated to college level writing and argumentation. Readings will explore a range of cultural texts and topics--whether it's the popularity of Grey Poupon in hip hop or racial tension in the St. Louis restaurant scene, the role of smartphones and social media in the rise of self-branding, or the blurred line between high art and instagram. As avid readers and writers, we will delve into the details of rhetorical context to approach both published media and our own essays as instances of cultural production. No prior knowledge of foodways, art history, or media studies is necessary for this course, but arrive hungry with an appetite for a nuanced appreciation of how something as seemingly innocuous as cultural output intersects with larger structures of status and power. THIS COURSE SATISFIES THE FIRST-YEAR WRITING REQUIREMENT FOR ALL DIVISIONS. 3 units.

01	MWF 8:00a-8:50a	XXXI	[TBA]
02	MWF 9:00a-9:50a	XXXI	[TBA]
03	MWF 9:00a-9:50a	XXXI	[TBA]
04	MWF 9:00a-9:50a	XXXI	[TBA]
05	MWF 10:00a-10:50a	XXXI	[TBA]
06	MWF 10:00a-10:50a	XXXI	[TBA]
07	MWF 10:00a-10:50a	XXXI	[TBA]
08	MWF 12:00p-12:50p	XXXI	[TBA]
09	MWF 12:00p-12:50p	XXXI	[TBA]
10	MWF 1:00p-1:50p	XXXI	[TBA]
11	MWF 3:00p-3:50p	XXXI	[TBA]
12	TuTh 10:00a-11:20a	XXXI	[TBA]
13	TuTh 11:30a-12:50p	XXXI	[TBA]
14	TuTh 1:00p-2:20p	XXXI	[TBA]

**COLLEGE WRITING:  
TECHNOLOGY AND SELFHOOD L59 118 CWP**

Writing is a technology that allows one to read the thoughts of others across space and time. Our course's theme, Technology, is the subject-matter we will be reading to hone skills such as analysis, argumentation, and critical thinking. This does not mean that you must be a budding technologist to succeed in this course, nor will this course seek to transform you into one. Rather, this course treats "technology" in its broadest sense; from its root in the Greek *techné* which means "craftsmanship," "craft," "art," or "rhetoric," to its contemporary definition as the realm of knowledge that deals with the mechanical arts and applied sciences. In writing about technology we will consider perspectives across the university curriculum in order to better comprehend our relationship with our tools and to scrutinize the dynamic interaction, communication, and interdependence of different kinds of

tools for various means of communication and representation. We will strive to think critically about ourselves as part of larger communities and systems by attending closely to the ways we communicate with and about others through technologies such as writing, film, and social media. In writing creative, analytical, argumentative, and researched essays we will address responsible uses of technology, the effects that technologies have on different communities and individuals, and try to answer questions like: How does technology affect us when we use it? How do technologies intersect and affect one another? What roles does technology play in our everyday lives? And what roles do we want it to play in our future? THIS COURSE SATISFIES THE FIRST-YEAR WRITING REQUIREMENT FOR ALL DIVISIONS. 3 units.

01	MWF 9:00a-9:50a	XXXI	[TBA]
02	MWF 10:00a-10:50a	XXXI	[TBA]
03	MWF 1:00p-1:50p	XXXI	[TBA]
04	TuTh 8:30a-9:50a	XXXI	[TBA]
05	TuTh 10:00a-11:20a	XXXI	[TBA]
06	TuTh 11:30a-12:50p	XXXI	[TBA]
07	TuTh 1:00p-2:20p	XXXI	[TBA]

**COLLEGE WRITING:**

**WHEN I'M 64 L59 119 CWP**

Half of your generation will see your hundredth birthday. This astonishing shift in demographics is one that affects each of us as individuals, as members of families, and as citizens. This writing class takes aging as its theme, sharpening our critical thinking through such practices as analysis, argumentation, and research, while asking the following questions: How will we negotiate the changing goals and life circumstances that accompany a century of life? How will new technologies change how we live as individuals and as a society? How will our experiences and those who go before us shift how we imagine the possibilities open to our future selves? We will read essayists, critics, and theorists tackling these problems, and in turn, we will engage our new longer future through our own creative and critical responses as well. THIS COURSE SATISFIES THE FIRST-YEAR WRITING REQUIREMENT FOR ALL DIVISIONS. 3 units.

01	TuTh 11:30a-12:50p	XXXI	[TBA]
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**THE ESSAY: FROM  
MONTAIGNE TO**

**THE NEW YORKER L59 202 CWP**

The essay has a storied past and present and a variety of purposes. In this class, we trace the history of this form beginning with those long forgotten and not necessarily identified as essays and moving swiftly to present-day essays. We read works by such authors as Michel de Montaigne, Jonathan Swift, W. E. B. Du Bois, and Virginia Woolf, plus articles in 2020 issues of The New Yorker. We practice brief reflective and long formal essays, including a profile, a reportage, and a film review. By the end of the semester, students will have a good understanding of the essay's history and form and a good sensibility for writing it. Prereq: 100-level College Writing course. 3 units.

A&S IQ:>	HUM		
01	TuTh 2:30p-3:50p	XXXII	Benjamin

**PUMP UP THE VOLUME:  
COLLABORATION AND  
CULTURAL IMPACT  
THROUGH PODCASTING** L59 203 CWP

When you're walking to class or catching a shuttle, what's playing in your earbuds? Music, perhaps. Or maybe you're listening to one of the over 800,000 podcasts available to stream at any given moment. From tracking the rise and fall of Theranos' founder Elizabeth Holmes to unapologetic musings about life from recovering addict and actor Dax Shepard, podcasts have never been more primed to take our ears, our minds, and our hearts by storm. In this class, you will examine this phenomenon and its value in our global-minded culture and put into practice the storytelling skills we'll observe from a collection of podcasts by creating your own podcast episode. Together, we'll find out what happens when you fuse creative impulse with rigorous research and let it loose on the airwaves. 3 units.

A&S IQ:> HUM  
01 TuTh 11:30a-12:50p XXXI Adams

**COMPARATIVE  
LITERATURE (L16)**

**FIRST-YEAR SEMINAR:  
MAGICAL THINKING:  
LITERATURE AND THEORY**

**ENGAGE THE OCCULT** L16 111C COMP LIT  
When Alan Moore-polymath, writer of "Watchmen," and occultist-declares that "all of our art has its roots in magic," how might the student of literature react? What does it mean to undertake a theoretically informed analysis of the place of magic in literature? What meaningful bonds link poetic and ritual practice? We will engage these questions by way of an eclectic set of encounters between literary and analytical texts. Moore, his work, and his multiple literary and magical identities will be our starting point. Donna Tartt's novel "The Secret History" will accompany us across the semester as a ground for our theorizing. We will read our fictional texts from the theoretical viewpoints of psychoanalysis, anthropology, sociology, and the history of science. This seminar serves as an introduction to the kind of theoretical analysis undertaken by students of Comparative Literature. This course is for first-year, non-transfer students only 3 units. Same as L61 FYP 111C.

A&S IQ:> HUM  
01 MW 10:00a-11:20a XXXI Purchase

**AMP: CLASSICAL TO  
RENAISSANCE LITERATURE**L16 201A COMP LIT

Same as home course L93 IPH 201C.  
A&S IQ:> HUM, LCD

**SCRIPTURES AND CULTURAL  
TRADITIONS: TEXTS  
& TRADITIONS** L16 209 COMP LIT

Same as home course L93 IPH 209.  
A&S IQ:> HUM, LCD

**WORLD LITERATURE** L16 211 COMP LIT

"World Literature" examines and draws connections between literary texts originally produced in various parts of the world (Europe, Africa, Asia, the Americas) from the early 20th century to the contemporary period. Throughout the semester, we will move across different

Western and Eastern cultures, experiences of modernity, and literary genres (mostly fiction and poetry, but also drama, movie adaptations and graphic novels). A particular sub-theme connecting the various works that we will read in this course examines how the development of World Literature reflects the global expansion of Western colonialism during the 20th century. Some of the texts that we will read include: Chekhov's UNCLE VANYA; Sally Rooney's NORMAL PEOPLE; Lorca's POET IN NEW YORK; Borges' "THE ALEPH," DeLillo's THE BODY ARTIST; Lispector's FOREIGN LEGION; Tutuola's "MY LIFE IN THE BUSH OF GHOSTS;" Can Xue's THE LAST LOVER; Luiselli's LOST CHILDREN ARCHIVE; Laroui 's CURIOUS CASE; and Satrapi's PERSEPOLIS. "World Literature" provides an introduction to the concept and practice of comparative literature for undergraduates majoring and minoring in Comparative Literature, Comparative Arts, IPH, or with related interests in literature and global culture. No prerequisites; freshmen are welcome 3 units.

A&S IQ:> HUM, LCD  
01 TuTh 1:00p-2:20p XXXI Infante

**DANCE (L29)**

**INTRO TO DANCE AS A  
CONTEMPORARY ART FORM** L29 106E DANCE

Intro to dance as a creative art form. Through practical work in the studio, students gain an understanding of the human body as an instrument of expression and of motion as the medium of dance. Technique, analysis and creative work. Not open to majors. May be repeated once for credit. 2 units.

A&S IQ:> HUM  
01 TuTh 11:30a-12:50p XXXVI Cecil Slaughter  
02 TuTh 1:00p-2:20p XXXVI [TBA]  
03 TuTh 2:30p-3:20p XXXVI Cecil Slaughter

**ENCOUNTERING CHINA: A  
PERFORMATIVE  
PERSPECTIVE ON CHINESE  
CULTURE AND IDENTITY** L29 107 DANCE

Same as home course L61 FYP 107.  
A&S IQ:> LCD, SC

**THEORY AND TECHNIQUE  
OF MODERN DANCE I** L29 201E DANCE

Fundamental theory and techniques of American modern dance. Studio work investigating the expressive potential of human movement and developing individual rhythmic and kinesthetic awareness, coordination, and breadth of movement vocabulary. Related reading and video expand on theory embodied in the class work and give an historical overview of modern dance in the U.S. Attendance of 2-3 performances required. Prereq: some previous dance training or permission of instructor. 2 units.

A&S IQ:> HUM  
01 MW 11:30a-12:50p XXXVI [TBA]

**COMPOSITION I** L29 203 DANCE

Finding personal movement and transforming it into dance. Through a series of class projects the formal elements of composition are introduced. Prereqs: Dance 201, or permission of the instructor. Concurrent registration in a technique class required. Credit variable, max 3 units.

A&S IQ:> HUM  
01 TuTh 3:00p-4:50p XXXVI David Marchant

**INTRO TO THEATER  
PRODUCTION** L29 212E DANCE

Same as home course L15 Drama 212E.  
A&S IQ:> HUM

**FUNDAMENTALS OF  
CLASSICAL BALLET** L29 221 DANCE

Designed for dancers with no previous training or knowledge of the development of ballet in America, a systematic introduction to the ballet technique, including traditional terminology, and introductory readings on American Ballet Theatre as a repository for classical and modern ballet repertoire of both American and European choreographers. Attention to basic anatomical concerns and body alignment as well as to the classical movement vocabulary. Prereq: none. 2 units.

A&S IQ:> HUM  
01 TuTh 10:00a-11:20a XXXVI Norma Gabriel

**DANCE THEATER PRODUCTION**L29 257 DANCE

Experience in technical production. Required stage work includes 2 studio dance productions supervised by faculty. Prereq: Dance 212E. 1 unit. Same as L15 Drama 257.

A&S IQ:> HUM  
01 TBA XXXI Cecil Slaughter

**FUNDAMENTALS  
OF JAZZ DANCE** L29 297 DANCE

This course introduces the basic principles and vocabulary of traditional jazz dance as influenced by American social dances and its relationship to the rise in popularity of jazz music. Both are unique to America and are rooted in African American and European American culture. 2 units.

A&S IQ:> HUM  
01 MW 2:30p-3:50p XXXVI Samantha Gaitsch

**DANCE IMPROVISATION:  
SPONTANEOUS COMPOSITION  
& PERFORMANCE TECHNIQUES**L29 310I DANCE

Dance improvisation is a cumulative, integrative practice, applying every skill the performer can bring to the spontaneous present in which creative process and performance is simultaneously one and the same. In this course, students learn and create processes for improvising dance/performance art, with an aim toward developing integrated skill in: dance technique, intuitive movement invention, partnered dancing, collaborative process, performance presence/expressivity, and compositional form. Applications include improvising compositions for theatrical stage, site-specific venues and for camera-based artistic mediums. Meets requirement for dance major. Prereq: students must be qualified at 300 level in any genre of dance technique, or obtain special permission of instructor. This course is optimal for students who have previously taken Dance Composition (L29 203/208/303/309), and/or Contact Improvisation (U31 212), though they are not prerequisites. May be repeated once for credit. 2 units.

A&S IQ:> HUM  
01 MW 2:30p-3:50p XXXVI David Marchant

## HISTORIES OF THEATRICAL AND CONCERT DANCE L29 316 DANCE

This course is a survey of dance on the stage. It examines the interrelated histories of ballet, modern, jazz, hip hop, musical theatre dance, and how these forms have converged in today's contemporary dance scene. It offers an overview of key artistic movements, both mainstream and avant-garde, while examining selected dances through a combination of formal analysis and a consideration of the social and political contexts that contributed to their meaning. Students will learn how to analyze dance using a variety of sources, such as visual art, photographs, film, and written texts. The classroom format will emphasize discussion. Throughout the course, we will interrogate the categories of "theatrical dance" and "concert dance," seeing how the definitions have changed over time to include or exclude certain types of dancing. 3 units.

A&S IQ:> HUM  
01 TuTh 10:00a-11:20a XXXVI Joanna Dee Das

## DRAMA (L15)

### AMPERSAND: ENCOUNTERING CHINA: A PERFORMATIVE PERSPECTIVE ON CHINESE CULTURE AND IDENTITY L15 107 DRAMA

Same as home course L61 FYP 107.  
A&S IQ:> LCD, SC

### AMPERSAND: EXAMINING AMERICA: AMERICAN DREAMS: ART, CULTURE, PERFORMANCE, AND POLITICS L15 110A DRAMA

Same as home course L61 FYP 110A.  
A&S IQ:> HUM

### DESIGNING CREATIVITY: INNOVATION ACROSS DISCIPLINES L15 175 DRAMA

Same as home course I60 BEYOND 175.  
A&S IQ:> HUM

### INTRO TO THEATER PRODUCTION L15 212E DRAMA

An introductory study of the major elements involved with mounting a theatrical production. Topics range from scenic, costume, and lighting design to production organization, management and procedures. Students are required to serve as a crew member on one departmental production and attend various events offered by both the OVATIONS series and the Performing Arts Department. 3 units. Same as L29 Dance 212E.

A&S IQ:> HUM  
01 TuTh 11:30a-12:50p XXXI Dominique Glaros

### PUBLIC SPEAKING: EMBODIED COMMUNICATION L15 214 DRAMA

The ability to speak well and to communicate effectively in the public forum is an essential skill for all students. This course aims to offer a comprehensive and wide ranging approach to developing the skills of the contemporary speaker. While acknowledging and utilizing traditional approaches to public speaking, this course will expand its reach to include applicable techniques from the world of the Performing Arts --

especially theatre and dance. The course does not intend to train the student as a dancer or actor, but it maintains that the successful speaker would do well to harness some of the transferable skill sets from these disciplines. The speaker, like the performer, must stand before an audience with an objective to communicate something well. Both should be dedicated advocates for the message. They share the common ground of requiring a strong voice for a sure delivery of the material, and an expressive physicality willing to fully embody and serve the message. 3 units.

A&S IQ:> HUM  
01 TuTh 1:30p-3:20p XXXVI William Whitaker  
02 MW 10:00a-11:20a XXXVI [TBA]  
03 MW 11:30a-12:50p XXXVI [TBA]

### AMPERSAND: THE THEATRE AS A LIVING ART L15 2150 DRAMA

Same as home course L61 FYP 215.  
A&S IQ:> HUM

### ACTING I: FUNDAMENTALS OF ACTING L15 240E DRAMA

This course is designed for students who have always wanted to take a course in acting for the stage, and for those who may have participated in theatre in high school and now want to develop a more systematic approach. By providing an awareness and appreciation of acting, students are introduced to the process of making theatre by doing. Students learn the discipline of acting through movement, vocal exercises, scene work, monologues, and improvisational games. The course encourages student to develop creativity through dynamic theatrical experience. In turn, students discover that acting is immensely rewarding for personal development, and has many useful crossover tools to our daily professional work including the building of self confidence, improving public speaking abilities, the development of stronger collaborative skills, and the ability to tap into one's creative self. 3 units.

A&S IQ:> HUM  
01 MW 12:00p-1:50p XXXVI Andrea Urice  
02 TuTh 11:30a-1:20p XXXVI Jeffery Matthews  
03 TuTh 9:30a-11:20a XXXVI William Whitaker  
04 MW 2:00p-3:50p XXXVI William Whitaker

### DANCE THEATER PRODUCTION L15 257 DRAMA

Same as home course L29 Dance 257.  
A&S IQ:> HUM

### THE AMERICAN MUSICAL THEATER SONGBOOK L15 271 DRAMA

From its birth in Vaudeville and musical reviews to the current future classics such as Hamilton, American musical theater has produced a voluminous catalogue of material referred to herein as The American Musical Theater Songbook. Part survey and part performance, this course will focus on those composers, lyricists, performers and subject matter that has been instrumental in defining musical theater and its role in describing a continually evolving human psychology and sociology. The performance aspect of the course will develop students existing vocal skills and knowledge of style. As both singing and non-singing students are welcome to participate in the course, adjustments for non-singing students will be accommodated so that they may participate fully in the class. The format of the course will be a seminar of student generated presentations, discussion, and workshop performances. Sampling of shows from which repertoire will be sourced: Early Song and Dance Shows - Girl Crazy, Anything Goes,

Kiss Me Kate Rodgers and Hammerstein - Oklahoma!, Carousel, South Pacific Stephen Sondheim - Gypsy, Sweeney Todd, Sunday In The Park With George Modern Era - West Side Story, A Chorus Line, Cabaret, Hair, Pippin Contemporary - In the Heights, Caroline Or Change, Kinky Boots, Dear Evan Hansen, Hamilton This course serves as a pre requisite for entrance into L15 372, Advanced Musical Theater second semester course. 3 units.

A&S IQ:> HUM  
01 WF 1:00p-2:20p XXXVI Henry Palkes  
15 TBA XXXI Sean Savoie  
16 TBA XXXI Robert Morgan  
17 TBA XXXI Pannill Camp  
18 TBA XXXI Julia Walker

### A HISTORY OF AFRICAN-AMERICAN THEATER L15 3011 DRAMA

Same as home course L90 AFAS 301.  
A&S IQ:> HUM, SC, SD

### MAKEUP FOR THE STAGE L15 304 DRAMA

A hands-on introduction to the makeup techniques most commonly used for theater productions, including basic corrective, age, changing the shape of the face, and special effects, as well as the designing process. Students will apply makeup to their own faces and are required to purchase the makeup kit specified by the instructor. 2 units.

A&S IQ:> HUM  
01 TuTh 10:00a-11:20a XX Dominique Glaros

## EARTH AND PLANETARY SCIENCES (L19)

### FIRST-YEAR SEMINAR: GEOLOGY IN THE FIELD L19 104 EPSC

This course is designed to develop foundational skills in field geology and Earth science while promoting leadership and teamwork. There are no prerequisites, and the class is suitable for students with little or no academic background in Earth science. Students are not required to have extensive outdoor experience, but must demonstrate enthusiasm for work in challenging environments. Students will receive training in a variety of geological field methods, including field mapping; sampling protocols; section measurement; and structural identification and analysis. This course is field-intensive with multiple field exercises during class periods, and 2-3 weekend field trips that will involve camping, caving, and backcountry hiking. The course is primarily suited for students who enjoy working outdoors, and intend to major in Earth and Planetary Sciences, Biology, Anthropology, or Archeology. Course enrollment preference is given to first-year students. 3 units. Same as L61 FYP 104.

A&S IQ:> NSM  
01 F 11:00a-1:50p XXXII Bradley Skemer

### FIRST-YEAR SEMINAR: HABITABLE PLANETS L19 105 EPSC

Why does the Earth have water oceans? Where did our atmosphere come from? Is Earth uniquely habitable among Solar System bodies? This course is an exploration of the origins of volatiles such as water and carbon on planetary bodies, and the internal features that help to

regulate our planet's surface conditions. The importance of magnetic fields, plate tectonics, and climate feedbacks with respect to the origins and sustenance of life on Earth will be discussed. Course is for first-year, non-transfer students only. 3 units. Same as L61 FYP 105A.

A&S IQ:> NSM

01 MW 11:30a-12:50p XVII

Parai

### OCEANS AND THE ATMOSPHERE L19 108A EPSC

Basic concepts of the evolution and physical structures of the Earth's oceans and the atmosphere. Dynamic aspects of the oceans (waves, tides, tsunamis) and atmospheric circulation (weather). Role of biological processes (including anthropogenic) in defining the present oceans and atmosphere. Global climate issues discussed in EPSc 111. 3 units.

A&S IQ:> NSM

### QUANTITATIVE REASONING IN ENVIRONMENTAL SCIENCE L19 109A EPSC

Intro to practical mathematical methods for understanding environmental aspects of our planet, particularly how the environment changes with time through human interactions. Emphasis on intuitive approaches in devising simple relationships for understanding quantitative outcomes of natural processes. Intro to basic statistical methods, including hypothesis testing, and how statistics can be applied to environmental problems. 3 units. Same as L82 EnSt 109A.

A&S IQ:> NSM, AN

### INTRO TO GLOBAL CLIMATE CHANGE IN THE 21ST CENTURY L19 111 EPSC

Global climate and global climate change and their impacts on life and civilization. Integrated view of global climate and the diverse forces that can alter global climate. Historical and potential future consequences of global climate change on human life, our industrial civilization, and its sustainability. 3 units.

A&S IQ:> NSM

01 MF 10:00a-11:20a XII

Smith

### THE SOLAR SYSTEM L19 171A EPSC

Survey of the planets and satellites of our solar system. Includes results from Apollo manned missions to the Moon and spacecraft missions to the planets and their major satellites. Present ideas about the age, formation, and early history of the sun, Earth, and meteorites. 3 units. Same as U13 EPSc 171A.

A&S IQ:> NSM

01 MF 2:30p-3:50p XIV

McKinnon

### EARTH AND THE ENVIRONMENT L19 201 EPSC

Intro to the study of the Earth as a dynamic, evolving planet. Emphasis on how internal and surface processes combine to shape the environment. Themes: Earth's interior as revealed by seismic waves; Earth history and global tectonics shown by changes to ocean floors, mountain-building, formation of continents, earthquakes, and volcanism; climate history and global biogeochemical cycles, influenced by circulation of atmosphere and oceans, ice ages, and human activity. Composition and structure of rocks and minerals. Three class hours and one two-hour lab a week. 4 units. Same as L82 EnSt 201.

A&S IQ:> NSM

01 TuTh 10:00a-11:20a XX

Skemer

Laboratories:

A M 3:00p-4:50p

Skemer

B Tu 2:30p-4:20p

Skemer

C W 3:00p-4:50p

Skemer

D Th 2:30p-4:20p

Skemer

### ENERGY AND THE ENVIRONMENT L19 219 EPSC

Examination of the topic of energy from many human-relevant perspectives. Humans use an enormous amount of energy, at the rate of 18 terawatts. Where does this energy come from? How long will it last? What are the consequences? Examination of energy resources and consumption from scientific, social, economic, and political viewpoints. Relationship of energy to concepts such as heat, work, and power. Energy use by society. Energy sources, pros and cons of use, availability now and in the future. Types, abundance, advantages, challenges of renewable energy sources. Prereq: 1 year of high-school physics or chemistry. 3 units. Same as L31 Physics 219.

A&S IQ:> NSM

01 TuTh 1:00p-2:20p XXXVI

Wysession

## EAST ASIAN STUDIES

### (L03)

#### ENCOUNTERING CHINA: A PERFORMATIVE PERSPECTIVE ON CHINESE CULTURE AND IDENTITY L03 1070 EAST ASIA

Same as home course L61 FYP 107.

A&S IQ:> LCD, SC

#### BASIC PRINCIPLES AND PRACTICE OF CHINESE CALLIGRAPHY L03 110 EAST ASIA

Same as home course L04 Chinese 110.

#### JAPANESE CIVILIZATION L03 226C EAST ASIA

Same as home course L05 Japan 226C.

A&S IQ:> HUM, LCD

## ECONOMICS (L11)

#### INTRO TO MICROECONOMICS L11 1011 ECON

Determination of prices; distribution of national income; theory of production. EXAMINATION SCHEDULE: Midterm exams for 1011 will be from 7:00pm - 8:30pm on October 6 and November 16, 2020. For a thorough introduction to economics, Econ 1021 should also be taken. 3 units.

A&S IQ:> SSC, AN

01 TuTh 11:30a-12:50p XC

Bandyopadhyay

02 TuTh 1:00p-2:20p XC

Bandyopadhyay

#### INTRO TO MACROECONOMICS L11 1021 ECON

Business fluctuations: inflation, recession; monetary and fiscal policy; economic development. For a thorough introduction to economics, Econ 1011 should also be taken. 3 units.

A&S IQ:> SSC, AN

01 MWF 10:00a-10:50a XCI

Petersen, D.

02 MWF 1:00p-1:50p XCI

Petersen, D.

## EDUCATION (L12)

### FIRST YEAR SEMINAR: STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS FOR 21ST

#### CENTURY EDUCATION L12 102 EDUC

This first year seminar will highlight various aspects of critical topics in K-12 education to consider the current strengths, weaknesses, opportunities, and threats in contemporary K-12 education. This will be primarily a discussion based course covering topics such as (but not limited to): Trauma Informed Care and School-Based Mental Health, Advancing Technology, Restorative Practices, Design Schools, and Equity in Education. The course will provide students with an opportunity to observe a classroom at the P-12 grade level(s) with varied and diverse student populations for the purpose of introduction to and analysis of the culture of schooling and classrooms. Enrollment limited to first-year students. 3 units. Same as L61 FYP 102A.

A&S IQ:> SSC

01 MW 4:00p-5:20p XXXVI

Jessica Bockskopf

### INTRO TO EDUCATION: CONTRADICTIONS AND CONTROVERSIES

#### IN SCHOOL CHOICE L12 203A EDUC

Drawing from social scientific perspectives, this course surveys educational research and policy in contemporary U.S. society. It considers the relationship among controversial policy issues (e.g., school choice, public school closure, urban redevelopment) and education. Finally, it examines the implications of recent changes in education for social inequality, mobility, and group relations. 3 units. Same as L98 AMCS 2033.

A&S IQ:> SSC

01 TuTh 11:30a-12:50p XIII

Ebony Duncan-Shippy

### INTRO TO EDUCATION: DISABILITY LAW, POLICY, AND INSTITUTIONAL

#### IMPLICATIONS L12 203B EDUC

This sophomore seminar is designed to provide non-teacher certification students with a working knowledge of the laws and policies governing disabilities and how they impact governmental, social, economic, political, and educational institutions. This introduction to disabilities is provided from a legal perspective and will appeal to self-motivated students interested in learning more about how disability awareness might impact their everyday lives. Topics for discussion include IDEA, ADA, and Section 504 accommodations and how these laws apply to K-12 schools, higher education, immigration, housing, substance abuse, courts, employment, and access to public transit and public accommodations. Enrollment limited to students who will have sophomore standing in fall 2020. 3 units.

A&S IQ:> SSC

01 MW 4:00p-5:20p XXXVI

Augustin

**INTRO TO SPEECH AND HEARING SCIENCES AND DISORDERS**

**L12 234 EDUC**

Intro to the fields of speech-language pathology, audiology, education of hearing-impaired children, and speech and hearing sciences. Normal speech and hearing processes are discussed, as well as communication disorders. Selected research topics in speech and hearing sciences are presented. 3 units. Same as L44 Ling 234, M89 PACS 234, L33 Psych 234, L89 Sphr 234.  
01 TuTh 1:00p-2:20p XXXI Heather Grantham

**THE AMERICAN SCHOOL**

**L12 301C EDUC**

In this course we examine the development of American schooling. Our focus is on three general themes: the differing conceptions of schooling held by some American political, social, and cultural thinkers; the changing relationships among schools and other educational institutions such as the church and the family; and the policy issues and arguments that have shaped the development of schooling in America. 3 units. Same as L98 AMCS 301C, L66 ChSt 301C, U08 Educ 301C.

A&S IQ:> HUM, SD

SECT 01: This particular section examines schools as social institutions that reflect the social, economic and political values of the culture of power. Utilizing sociocultural theory, we will deeply interrogate whether schooling is in fact a means for social mobility for all students, particularly those most marginalized by society. We will also examine themes such as the impact of resource access on teaching and learning experiences, how poverty and race shape educational opportunity, and the ways in which school and classroom interactions contribute to students' identity formation. Lecture, readings, and discussion are supplemented by film, actual classroom footage and visits to schools.

01 TuTh 11:30a-12:50p XXXVI Rowhea Elmesky  
SECT 02: This particular section examines schools as social institutions that reflect the social, economic and political values of the culture of power. Utilizing sociocultural theory, we will deeply interrogate whether schooling is in fact a means for social mobility for all students, particularly those most marginalized by society. We will also examine themes such as the impact of resource access on teaching and learning experiences, how poverty and race shape educational opportunity, and the ways in which school and classroom interactions contribute to students' identity formation. Lecture, readings, and discussion are supplemented by film, actual classroom footage and visits to schools.  
02 TuTh 1:00p-2:20p XXXVI Rowhea Elmesky

**EDUCATIONAL PSYCHOLOGY**

**L12 304 EDUC**

A course in psychological concepts relevant to education. Organized around four basic issues: how humans think and learn; how children, adolescents, and adults differ in their cognitive and moral development; the sense in which motivation and intention explain why people act as they do; how such key human characteristics as intelligence, motivation, and academic achievement can be measured. Offered Fall and Spring semester 3 units. Same as L66 ChSt 304, L33 Psych 304, L18 URST 304.

A&S IQ:> SSC

01 MW 1:00p-2:20p XXIII Andrew Butler

**EDUCATION, CHILDHOOD, ADOLESCENCE, AND SOCIETY**

**L12 313B EDUC**

This course examines the social and developmental experiences of children and adolescents at the national and international level. Readings will focus on the development of children and adolescents from historical,

sociological, psychological, and political perspectives. Students will examine how both internal and external forces impact the developmental stages of children and adolescents. Students will investigate the issues that impact children and adults such as poverty, war, media, schooling, and changes in family structure. Students will explore some of the issues surrounding the education of children such as the effects of high quality preschool on the lives of children from low income families and the connection between poverty and educational achievement. Students will focus on the efficacy of the "safety nets" that are intended to address issues such as nutrition, health, violence, and abuse. Throughout the course, students will review and critique national and international public policy that is designed to address the needs of children and their families throughout the educational process. 3 units. Same as L98 AMCS 3130, L66 ChSt 313B.

A&S IQ:> SSC

01 TBA XXX [TBA]

**SOCIOLINGUISTICS, LITERACIES, SCHOOLS, AND COMMUNITIES**

**L12 314 EDUC**

Literacy learning and development within a thriving community requires attention to the linguistic, cultural, and economic diversity of students. Within an era of state standardization and accountability, it is imperative to use a systems approach in education that unites homes, schools, and communities. Differentiating instruction to meet the needs of all students, including English Language Learners (ELLs) and other traditionally marginalized groups of students, is essential. This course will introduce students to sociocultural theories of literacy across settings. It will prepare students to analyze how race, ethnicity, class, gender, and language influence the development of literacy skills. We will develop a multifaceted view of literacy that is embedded within culture and acknowledges the influences of social institutions and conditions. Incorporates strategies for individual student needs based on background and prior experiences to deliver differentiated instruction and teaches students to set learning goals. 3 units. Same as U08 Educ 314, L18 URST 3141.

A&S IQ:> HUM, SC, SD

01 TBA XXX [TBA]

**ENGLISH LITERATURE**

**(L14)**

**FIRST-YEAR SEMINAR: THE LITERARY LIFE**

**L14 100 E LIT**

This class approaches literature from many angles: the creative to the scholarly, the emotional to the ethical, the edifying to the entertaining. At the heart of our study 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. Along the way, we will learn about literary culture today through discussions with nationally renowned writers and scholars who will visit the class, and you will write and workshop your own stories, poems, and non-fiction works. Course enrollment preference is given to first-year students. 3 units. Same as L61 FYP 100.

A&S IQ:> HUM

01 M 2:00p-2:50p XXXI Riker

Subsections:

A WF 2:00p-2:50p XXXI Riker  
B WF 2:00p-2:50p XXXI Schuman  
C WF 2:00p-2:50p XXXI Sukop

**FIRST-YEAR SEMINAR: IMAGINING THE MEDIEVAL IN MODERN FANTASY AND SCIENCE FICTION**

**L14 154 E LIT**

From the sensationalized violence of "Game of Thrones" to Luke Skywalker's monastic planet in "The Last Jedi," in advertisements for light beer (dilly dilly!) and in the fairytale castle that appears before every Disney movie - the contemporary imagination is infused with fictional representations of the European middle ages. In fantasy and science fiction writing in particular, postapocalyptic futures and magical parallel universes are indebted frequently to a mythologized version of the medieval past. We recognize the "medieval" intuitively by its shining knights, dour monks, clever witches, and grimy peasants. But what do these fictions have to do, if anything, with the way the medieval world thought about itself? And why do so many modern thinkers turn to an unfamiliar past in order to question the urgent political, social, religious, and ecological concerns of the present? What, in short, does the medieval have to do with the fantastic, the unnatural, or the strange? Readings may include medieval texts by Walter Map, Marie de France, William Langland, and Geoffrey Chaucer alongside modern texts by Walter M. Miller Jr., Terry Pratchett, Angela Carter, and N.K. Jemisin. 3 units. Same as L61 FYP 154.

A&S IQ:> HUM

01 MW 2:30p-3:50p XXXI Sawyer

**FIRST-YEAR SEMINAR: DETECTIVE FICTION FROM POE TO DOYLE**

**L14 155 E LIT**

An introductory survey of the pioneers of the modern detective story. Works will range from those by Edgar Allan Poe in the 1840s to Arthur Conan Doyle's Sherlock Holmes stories from the late nineteenth century. In between we'll read works by Charles Dickens, Wilkie Collins and a few less remembered writers. The broader historical context for our readings include the urbanization and mechanization of society, technological transformations that seemed to both empower and confine, shifts in social norms regarding sexuality and gender, and a grave concern about the ability of alien, exotic or bestial agents to penetrate domestic space-what is often called 'the homeland' in the mass media of our day. Course is for first-year, non-transfer students only. 3 units. Same as L61 FYP 155.

A&S IQ:> HUM

01 TuTh 2:30p-3:50p XXXI McKelvy

**FIRST-YEAR SEMINAR: LITERATURE OF ADDICTION: FROM OPIUM TO ADDERALL**

**L14 156 E LIT**

This course investigates literary representations of addiction, from Thomas De Quincey's CONFESSIONS OF AN ENGLISH OPIUM-EATER (1821) to Ottessa Moshfegh's MY YEAR OF REST AND RELAXATION (2018). We will study the development of familiar stages in narratives of substance abuse-i.e. experimentation, transcendence, downward spiral, "rock bottom," and recovery/sobriety-posing questions like: What symbolic and literal positions have addicts occupied in their societies? How has the modern pharmaceutical industry and the War on Drugs impacted perceptions of "typical"

drug use? How do race, gender, age, class, and sexuality factor into the imagination and realities of chemical dependency? To what non-narcotic substances-e.g. media, gambling, sex, adrenaline-do we consider people addicted? We will read diverse selections of poetry, fiction, scholarship, and memoir from authors like Samuel Coleridge, William Burroughs, James Baldwin, Sherman Alexie, Denis Johnson, Irvine Welsh, Paul B. Preciado, Melissa Broder, Tao Lin, Michelle Alexander, Laurie Weeks, Mian Mian, Reginald Dwayne Betts, and Nico Walker. Through discussions and short writing assignments, we will explore various imaginations of addicts as tortured souls, creative geniuses, immature party-goers, and/or depraved monsters, seeking to better understand the way experiences of addiction shape perception, and in turn, how perceptions of addiction shape human experience. 3 units. Same as L61 FYP 156.

A&S IQ:> HUM  
01 TuTh 11:30a-12:50p XXXI Henderson

**FIRST-YEAR SEMINAR:  
CONTEMPORARY**

**AMERICAN MEMOIR L14 160 E LIT**

Why has memoir become one of the most popular literary genres of the past few decades? This class will examine the development of our "confessional culture" while also charting a historical trajectory of American memoirs from the mid twentieth century to our current moment. Students will explore various modernist and postmodernist innovations apparent in contemporary memoirs as well as changing conceptions of the self. 3 units. Same as L98 AMCS 160, L61 FYP 160A.

A&S IQ:> HUM  
01 MW 10:00a-11:20a XXXVI Li

**FIRST-YEAR SEMINAR: A  
STAR IS BORN:**

**LITERATURE AND CELEBRITY L14 166 E LIT**

It's easy to imagine literature as a hermetically-sealed art form, functioning outside, above, or beyond the petty, gossipy flows of popular culture. But the culture of celebrity has long been both a subject and spark for literary writers. This course tracks the long, intertwined history of fame and literary production from the eighteenth century to the present, Lord Byron to Kim Kardashian. We'll read novels and poems about celebrity, learn about literary celebrities both immortal and forgotten, and study the ways in which the emergence of various media (from print to photography to film and television and social media) have forced literary writers to reckon with the type of visibility that fame bestows on the famous. Course is for first-year, non-transfer students only. 3 units. Same as L61 FYP 166.

A&S IQ:> HUM  
01 TuTh 10:00a-11:20a XXXI Maciak

**LITERATURE IN ENGLISH:**

**EARLY TEXTS AND CONTEXTS L14 2151 E LIT**

This course provides beginning students of English with a chronological outline of early literature in English from the middle ages to the late eighteenth century. It introduces them to the central themes, genres, and forces that have shaped the early history of literature as well as the tools, vocabularies, and critical practices of literary studies. We will organize our semester around four themes: inventing a nation; the sacred and the secular; centers and margins; private and public. We will study, among others, at least four of the following key texts and authors: Sir Gawain and the Green Knight, Chaucer, Shakespeare, Milton, and one of Defoe's novels. NOTE:

Satisfies one of the two 200-level requirements for the English Major. 3 units. Same as U65 ELit 261.

A&S IQ:> HUM  
01 MW 10:00a-11:20a XXXI Sommers  
02 MW 4:00p-5:20p XXXI Schmidgen

**LITERATURE IN ENGLISH:**

**MODERN TEXTS AND CONTEXTS L14 2152 E LIT**

This course provides beginning students of English with a chronological outline of modern literature in English from Romanticism to the present. It introduces them to the central themes, genres, and forces that have shaped the modern history of literature as well as the tools, vocabularies, and critical practices of literary studies. We will organize our semester around five themes: literary revolutions; questions of genre; subjectivity and authorship; gender, sexuality, and identity; modernism. We will study texts from Britain/Ireland, the United States, and at least one example of global literature in English. NOTE: Satisfies one of the two 200-level requirements for the English Major. 3 units.

A&S IQ:> HUM  
01 TuTh 10:00a-11:20a XXXVI Brown  
02 TuTh 11:30a-12:50p XIII Walker

**ENVIRONMENTAL  
STUDIES (L82)**

**EARTH'S FUTURE: CAUSES AND CONSEQUENCES OF GLOBAL CLIMATE CHANGE L82 101 ENST**

Same as home course I60 BEYOND 101.  
A&S IQ:> NSM

**SUSTAINABILITY IN BUSINESS L82 105 ENST**

In today's complex business environment, organizations are constantly challenged to develop and execute innovative policies and processes that ensure profitable growth. Some leaders believe that the sole purpose of business is to maximize shareholder wealth and that profitability (or fiscal sustainability) is not compatible with environmental responsibility. In reality, ecological and economic performance need not-and should not-be mutually exclusive. Fortunately, the outmoded mindset of "profit-at-any-cost" is beginning to shift as organizations recognize the importance of adopting balanced business practices that promote economic prosperity, social equity, and environmental quality. Organizations that embed sustainability into their corporate strategies increase operational efficiency by using resources more responsibly and minimizing waste. In an increasingly crowded and competitive marketplace, sustainability has become a source of competitive advantage through which an organization can have a positive impact not only on the "bottom line" but also on the environment and society. In this course, we explore key concepts, debates, and issues driving sustainability in business. We will also look at various sustainability tools, principles, and frameworks that business can use to better understand the natural systems from which sustainability is derived and upon which all organisms and organizations rely to sustain their own existence. 3 units.

A&S IQ:> SSC  
01 TuTh 10:00a-11:20a XX Webb

**QUANTITATIVE REASONING IN ENVIRONMENTAL SCIENCE L82 109A ENST**

Same as home course L19 EPSc 109A.  
A&S IQ:> NSM, AN

**ENVIRONMENTAL ISSUES L82 110 ENST**

This course examines the science behind current environmental issues, with emphasis on Ecology and Conservation. Students will gain an understanding about the consequences of the way that humans currently interact with the natural environment and potential solutions that would allow long-term sustainability of the Earth. Topics will include: Human population growth, ecosystem structure and diversity, types and origin of pollution, global climate change, energy resources and use, challenges to feeding the world, and the interaction between the environment and human health. 3 units.

A&S IQ:> NSM  
SECT 01: Sections 01 and 03 will meet in the same classroom.

01 MW 11:30a-12:50p XVII Parks  
SECT 02: Sections 02 and 04 will meet in the same classroom.

02 TuTh 10:00a-11:20a XX Parks  
SECT 03: Section reserved for First-Year Students ONLY. Upper-level students will be dropped from this section. Sections 01 and 03 will meet in the same classroom.

03 MW 11:30a-12:50p XVII Parks  
SECT 04: Section reserved for First-Year Students ONLY. Upper-level students will be dropped from this section. Sections 02 and 04 will meet in the same classroom.

04 TuTh 10:00a-11:20a XX Parks

**AMPERSAND: PATHFINDER - A SENSE OF PLACE: DISCOVERING MISSOURI'S NATURAL HERITAGE L82 121 ENST**

Same as home course L61 FYP 121.  
A&S IQ:> NSM

**AMPERSAND: PATHFINDER: ENVIRONMENTAL SEMINAR L82 181 ENST**

Same as home course L61 FYP 181P.

**EARTH AND THE ENVIRONMENT L82 201 ENST**

Same as home course L19 EPSc 201.  
A&S IQ:> NSM

## INTRO TO ENVIRONMENTAL HUMANITIES

L82 215 ENST

In this seminar we will explore and reflect on humanities texts to understand and illuminate how American citizens evolved in their perception, use, and expectations of the natural world during the nineteenth and early twentieth centuries, especially but not limited to the practice of agriculture. How did the mandatory short-term goals of health and economic security sought so eagerly by citizens, and supported by evolving technologies, foreshadow the unintended consequences of long-term environmental damage that would contribute to climate change, and how can we understand this using a critical and hopeful lens? Considering contemporary writings on our perception of "environmentalism" will help us nuance our analysis. Topics will include but not be limited to; agrarian democracy, settlement of the Great Plains by immigrant farmers, fragmentation of the Sioux ecosystem and the Dust Bowl era. This cultural research will frame visits to the Tyson Research Center, Washington University's research field station in west St. Louis County. Tyson's mission is to provide a living landscape for environmental research and education as a component of Washington University's International Center for Energy, Environment and Sustainability (InCEES). As a class we will meet with faculty researchers (from both science and the humanities) and hear about their work on ecosystem sustainability, that is, thinking long-term for human and environmental health. Class work on the Dust Bowl era will be informed by documentaries (Roosevelt administration's, The Plow that Broke the Plains and Ken Burns' Dust Bowl) and will be followed by training with WU GIS specialist Bill Winston, enabling each student to create a StoryMap about the Dust Bowl environmental disaster. This course is for first-year students and sophomore students only. 3 units. Same as L61 FYP 215A.

A&S IQ:> HUM

01 TuTh 2:30p-3:50p XXXI Loui  
SECT 02: Section 02 reserved for First-Year students ONLY. Upper-level students will be dropped from this section. Sections 01 and 02 meet together in the same room.

02 TuTh 2:30p-3:50p XXXI Loui

## ONE HEALTH: LINKING THE HEALTH OF HUMANS, ANIMALS, AND THE ENVIRONMENT

L82 250 ENST

This course will be an introductory level to One Health. One Health is a collaborative effort of multiple disciplines - working locally, nationally, and globally - to attain optimal health for people, animals, and the environment. The student will learn about the challenges threatening environmental, animal, and human health. More importantly, they will learn about the transdisciplinary - holistic - One Health approach necessary if we are to develop the solutions to these challenges. From the loss of biodiversity, climate change and environmental pollutants, the students will participate in project-based learning modules to understand the how and why of these challenges as well as the mechanisms to study the current threats to conservation and public health. Class lessons will consist of lectures, clicker-based discussions, and case-study discussions. Assignments will include regular readings, quizzes, 3 exams, creating one infographic to convey a concept to a lay audience, and one short final reflection essay. There are no pre-requisites for this course. This course is recommended for first- and

second-year students; third and fourth year students should contact the instructors for permission. 3 units.

A&S IQ:> SSC

01 TuTh 10:00a-11:20a XXXI Adalsteinsson  
Deem

## INTRO TO

## ENVIRONMENTAL BIOLOGY

L82 2950 ENST

Same as home course L41 BIOL 2950.

A&S IQ:> NSM

## FILM AND MEDIA

### STUDIES (L53)

#### FIRST-YEAR SEMINAR:

#### HORROR ACROSS MEDIA

L53 120 FILM

In spite of-and because of-its propensity for terrifying readers and viewers, horror has proven to be one of the most resilient and popular genres across all forms of media. Why are audiences attracted to a genre that causes fear, revulsion, and distress? This course will consider the cultural, philosophical and generic dimensions of horror and explore how it operates across an array of media platforms: film, literature, television, comics, and video games. We will read two literary masters of the genre, H.P. Lovecraft and Stephen King and screen some of the most successful horror films of the last 50 years. We will also study horror through a variety of critical frameworks including gender, stardom, special effects, transnationality, adaptation, transmedia storytelling, and interactivity. The course will culminate in two extended case studies. In the first, we will compare and contrast literary, filmic, and televisual adaptations of The Shining. In the second, we will consider The Walking Dead as a franchise that spreads its narrative across comics, multiple television programs, and video games. Required Screenings: Wednesdays @ 7 pm. 3 units. Same as L61 FYP 120.

A&S IQ:> HUM

01 TuTh 1:00p-2:20p Powers

#### MEDIA CULTURES

L53 349 FILM

This course is an introduction to the interdisciplinary field of cultural and media studies. Through a focus on television and new media, it analyzes current theoretical ideas and debates about culture. Main topics include the relationship between new technologies and everyday life and popular culture; analysis of media messages and images; how media help construct new identities and mark differences between groups; analysis of the globalization of the production and circulation of media culture; the rise of multimedia cultural industries; and the role of the audience. Required Screenings: Mondays @ 7 pm. 3 units. Same as L98 AMCS 3490, L15 Drama 3491.

A&S IQ:> HUM

01 MW 4:00p-5:20p X Hilu

### FIRST-YEAR

### PROGRAMS (L61)

#### FIRST-YEAR SEMINAR:

#### THE LITERARY LIFE

L61 100 FYP

Same as home course L14 E Lit 100.

A&S IQ:> HUM

#### BEYOND BOUNDARIES:

#### EARTH'S FUTURE: CAUSES

#### AND CONSEQUENCES OF

#### GLOBAL CLIMATE CHANGE

L61 101A FYP

Same as home course I60 BEYOND 101.

A&S IQ:> NSM

#### FIRST-YEAR OPPORTUNITY:

#### CONTEMPORARY

#### ISSUES IN PSYCHOLOGY

L61 102 FYP

Same as home course L33 Psych 102.

A&S IQ:> SSC

#### FIRST YEAR SEMINAR:

#### STRENGTHS, WEAKNESSES,

#### OPPORTUNITIES, AND

#### TREATS FOR 21ST

#### CENTURY EDUCATION

L61 102A FYP

Same as home course L12 Educ 102.

A&S IQ:> SSC

#### FIRST-YEAR SEMINAR:

#### GEOLOGY IN THE FIELD

L61 104 FYP

Same as home course L19 EPSc 104.

A&S IQ:> NSM

#### FIRST-YEAR SEMINAR:

#### HABITABLE PLANETS

L61 105A FYP

Same as home course L19 EPSc 105.

A&S IQ:> NSM

#### ENCOUNTERING CHINA: A

#### PERFORMATIVE

#### PERSPECTIVE ON CHINESE

#### CULTURE AND IDENTITY

L61 107 FYP

"Encountering China" examines the diversified and rich history of Chinese visual and performance cultures from the Chinese mainland, Taiwan, Hong Kong, and throughout the Chinese diaspora. A collaboration between the East Asian Languages and Cultures and Performing Arts departments, this course explores Chinese cultural narratives in relation to how they have been performed--on stage in traditional forms of dance-drama, on screen in film, and as lived in the practice of everyday life--from the late Imperial period to the present. It includes a practice component introducing the students to movement disciplines such as Tai' Chi and opera, and allows students to pursue creative assignments such as interview, stage plays, and filmmaking that demonstrate their developing knowledge of historical and contemporary Chinese culture. Building bridges of understanding between the United States and the Republic of China in Taiwan, the course will culminate in a spring break trip to Taiwan. \* This course is only for first-year, non-transfer students in the Ampersand: Encountering China program. 3 units. Same as L04 Chinese 1070, L29 Dance 107, L15 Drama 107, L03 East Asia 1070.

A&S IQ:> LCD, SC

01 MW 11:30a-12:50p XXXI Yan

**AMPERSAND: EXAMINING AMERICA: AMERICAN DREAMS: ART, CULTURE, PERFORMANCE, AND POLITICS**

**L61 110A FYP**

Rooted in Jeffersonian ideals of "life, liberty and the pursuit of happiness," the notion of the "American Dream" actually has a complicated history and its meanings are diverse and contested. This Ampersand course investigates how perceptions, representations, and meanings of the American Dream have changed throughout history and how they live on in the contemporary United States. Rather than seeking definitive definitions or answers, we carefully and thoughtfully examine case studies of American culture and the arts-literature, theatre, film and painting-as the lens for understanding images of nation and identity. Utilizing an intimate seminar format to facilitate close reading and discussion of works in various media, this Ampersand course emphasizes both critical thinking and writing-and also requires students to execute a creative project of their own making as well. We also visit a variety of exciting performances and exhibits, both on and off-campus. Our primary goal is a compelling, interdisciplinary perspective on the American Dream, one that synthesizes the arts, performance and politics. This course is intended for first-year students; any seats remaining after first-year students enroll are open to other classes. 3 units. Same as L98 AMCS 110A, L15 Drama 110A.

A&S IQ:> HUM  
01 TuTh 2:30p-3:50p XXIV Schvey

**FIRST-YEAR SEMINAR: THE VIETNAM WARS**

**L61 111A FYP**

Same as home course L97 IAS 111.  
A&S IQ:> LCD, SSC

**FIRST-YEAR SEMINAR: MAGICAL THINKING: LITERATURE AND THEORY ENGAGE THE OCCULT**

**L61 111C FYP**

Same as home course L16 Comp Lit 111C.  
A&S IQ:> HUM

**FIRST-YEAR SEMINAR: INTRO TO PROBLEM-BASED LEARNING IN BIOLOGY**

**L61 112 FYP**

Same as home course L41 BIOL 112.  
A&S IQ:> NSM

**FIRST-YEAR SEMINAR: THE BIOLOGY OF CANCER**

**L61 1140 FYP**

Same as home course L41 BIOL 144.  
A&S IQ:> NSM

**FIRST YEAR SEMINAR: EROS THROUGH THE AGES: LOVE AND LUST IN THE GRECO-ROMAN WORLD**

**L61 1141 FYP**

Same as home course L08 Classics 114.  
A&S IQ:> HUM, LCD

**AMPERSAND: GEOGRAPHIES OF GLOBALIZATION AND DEVELOPMENT**

**L61 116 FYP**

This course provides an overview to the geographies of globalization and development in the world today. We

begin by engaging with a variety of theoretical perspectives, definitions, and debates in order to establish the foundations upon which students can conceptualize and understand existing patterns of inequality, social injustice and environmental conflicts. In order to further highlight the different ways in which development and globalization interventions are experienced and contested, in the second half of the course we will focus our considerations towards specific contemporary issues at the forefront of globalization and development debates, including migration and refugees, urbanization, sustainable development, tourism, and alter-globalization social movements. This course is restricted to first-year students in the Global Citizenship Program. 3 units. Same as L97 IAS 116.

A&S IQ:> SSC, SC, SD  
01 TuTh 11:30a-12:50p XXXVI Clouser

**FIRST YEAR SEMINAR: COINS AND LIFE IN THE ANCIENT MEDITERRANEAN**

**L61 1171 FYP**

Same as home course L08 Classics 117.  
A&S IQ:> HUM, LCD

**FIRST-YEAR SEMINAR: HORROR ACROSS MEDIA**

**L61 120 FYP**

Same as home course L53 Film 120.  
A&S IQ:> HUM

**AMP:INTRO TO STUDY OF THE MIND-BRAIN: PSYCHOLOGICAL, BIOLOGICAL, & PHILOSOPHICAL PERSPECTIVES**

**L61 120A FYP**

A consideration of three primary areas of research in cognitive science: attention, memory, and language. These topics are used to illustrate the techniques by which mental abilities are investigated and explained in psychology and neuroscience: the focus, in particular, is on the use of reaction time studies, brain imaging, and cell recordings to isolate the basic components that make up complex functions. In addition to the central concepts and theories in each area, the course will address philosophical implications of this research concerning how the mind and brain are related, how the mind-brain encodes or represents information, and the nature of consciousness. And there will be an emphasis on applying these findings to important problems, such as Alzheimer's disease and deficits due to brain damage. The class is taught by three members of the faculty from different disciplines and combines a whole-group lecture with small discussion classes. The goal is to give students a good understanding of the interdisciplinary nature of cognitive science and to help them develop the ability to think and write critically about scientific research into the mind-brain. Prereq: admission to the Hewlett Program in the Study of the Mind-Brain. 3 units.

A&S IQ:> NSM  
01 MWF 1:00p-1:50p XXXI Balota Braver Cohen-Shikora  
02 MWF 1:00p-1:50p XXXI Balota Braver Cohen-Shikora  
03 MWF 1:00p-1:50p XXXI Balota Braver Cohen-Shikora

**AMPERSAND: PATHFINDER - A SENSE OF PLACE: DISCOVERING MISSOURI'S NATURAL HERITAGE**

**L61 121 FYP**

Missouri's Natural Heritage is the first course in the Pathfinder program and will introduce you to your new home for the next four years. This interdisciplinary course will cover Missouri geology, climate, archaeology, and native megafauna. We will explore many of the habitats found in Missouri (prairie, forest, glade, and stream) and the biology of our diverse plant and animal wildlife (arthropods, mollusks, fish, salamanders, lizards, birds, and mammals). This will provide a foundation that will inform your study of ecology, policy and management in other courses. In addition to weekly lecture and discussion, students in this class will visit sites across the state during 3 weekend camping trips and 2 one-day trips. Attendance on field trips is an essential component of the course. Course enrollment is open only to students admitted into the Pathfinder Fellowship program. 3 units. Same as L41 BIOL 2431, L82 EnSt 121.

A&S IQ:> NSM  
01 Tu 4:00p-6:50p XXXII Braude

**BEYOND BOUNDARIES: WHEN I'M SIXTY-FOUR: TRANSFORMING YOUR FUTURE**

**L61 123 FYP**

Same as home course I60 BEYOND 123.  
A&S IQ:> SSC

**FIRST-YEAR SEMINAR: THE SECRET LIVES OF PLANTS**

**L61 1260 FYP**

Same as home course L41 BIOL 1260.  
A&S IQ:> NSM

**AMPERSAND: LAW AND SOCIETY**

**L61 1261 FYP**

This course considers the basic aspects of the American legal system: its foundations, processes, institutions and rights. We will also study some specific substantive areas of the law. The course consists of two 1-1/2 hour Socratic lectures per week. Upon completion of this course, you should have a basic knowledge of the American legal system, an important part of a general education. My hope is that such knowledge will enable you to better understand and assess current legal events. I also hope that you, if you have not already done so, develop an interest in those events. Further, this course should enable you to consider law as a future area of study and career. Interested students may continue their study in the spring semester with an optional one-credit seminar focusing on contemporary Supreme Court cases. Course is for first-year students in the Law and Society Program only. 3 units. Same as L43 GeSt 126, L84 Lw St 126.

A&S IQ:> SSC  
01 MW 4:00p-5:20p X Smith

**AMPERSAND: MEDICINE AND SOCIETY**

**L61 141 FYP**

Same as home course L48 Anthro 141.  
A&S IQ:> LCD, SSC

**FIRST YEAR SEMINAR: MONUMENTAL ANTI-RACISM**

**L61 144 FYP**

Same as home course L90 AFAS 144.  
A&S IQ:> HUM, SC

**FIRST-YEAR SEMINAR: THE LINGUISTICS OF CONSTRUCTED LANGUAGES** L61 148 FYP

Same as home course L44 Ling 148.  
A&S IQ:> SSC

**FIRST-YEAR SEMINAR: TOPICS IN INTERDISCIPLINARY INQUIRY** L61 150 FYP

Same as home course L93 IPH 150.  
A&S IQ:> HUM

**AMPERSAND: WORKSHOP FOR THE GLOBAL CITIZENSHIP PROGRAM** L61 1503 FYP

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. 1 unit.  
01 Tu 4:00p-4:50p XXXI Gottbrath

**LITERATURE SEMINAR FOR FRESHMEN** L61 154 FYP

Same as home course L14 E Lit 154.  
A&S IQ:> HUM

**FIRST-YEAR SEMINAR: DETECTIVE FICTION FROM POE TO DOYLE** L61 155 FYP

Same as home course L14 E Lit 155.  
A&S IQ:> HUM

**FIRST-YEAR SEMINAR: MAPPING THE WORLD: INTRO TO HUMAN GEOGRAPHY** L61 1550 FYP

Same as home course L97 IAS 155.  
A&S IQ:> SSC

**FIRST-YEAR SEMINAR: LITERATURE OF ADDICTION: FROM OPIUM TO ADDERALL** L61 156 FYP

Same as home course L14 E Lit 156.  
A&S IQ:> HUM

**FIRST-YEAR SEMINAR: CONTEMPORARY AMERICAN MEMOIR** L61 160A FYP

Same as home course L14 E Lit 160.  
A&S IQ:> HUM

**FIRST-YEAR SEMINAR: A STAR IS BORN: LITERATURE AND CELEBRITY** L61 166 FYP

Same as home course L14 E Lit 166.  
A&S IQ:> HUM

**AMPERSAND: THE REPUBLIC OF VENICE I** L61 1703 FYP

The Venetian Republic survived intact from its beginnings in the 5th century A.D. to the Napoleonic conquest of 1797. This course will introduce students to the unique social, cultural and artistic life of the maritime Republic known as the Serenissima. The fall semester will explore the governmental, social, religious and economic foundations of the republic together with its artistic and architectural expressions up to 1520. The spring term will trace the height of Venice's prosperity and artistic achievements through the painting of Titian, Tintoretto and Veronese, the architecture of Sansovino and Palladio, and the music of Monteverdi and Vivaldi, followed by the city's gradual decline to the tourist mecca and playground for the wealthy of Europe it became towards the end of its existence as an independent state. 3 units.

A&S IQ:> HUM  
01 TuTh 11:30a-12:50p XXXI Kurtzman

**FIRST-YEAR OPPORTUNITY: NEUROSCIENCE FUTURES 1: HOW DO WE LEARN ABOUT THE BRAIN?** L61 1710 FYP

Same as home course L41 BIOL 171.

**BEYOND BOUNDARIES: DESIGNING CREATIVITY: INNOVATION ACROSS DISCIPLINES** L61 175 FYP

Same as home course L60 BEYOND 175.  
A&S IQ:> HUM

**FIRST-YEAR SEMINAR: IMAGINING AND CREATING AFRICA: YOUTH, CULTURE, AND CHANGE** L61 178A FYP

Same as home course L90 AFAS 178.  
A&S IQ:> LCD

**FIRST-YEAR SEMINAR: JEWCY: JEWISH CULTURE IN THE 21ST CENTURY** L61 1802 FYP

Same as home course L75 JIMES 180.  
A&S IQ:> HUM

**FIRST-YEAR OPPORTUNITY: INTRO TO CUTTING-EDGE RESEARCH IN BIOLOGY** L61 181 FYP

Same as home course L41 BIOL 181.  
A&S IQ:> NSM

**FIRST-YEAR OPPORTUNITY: APPLICATIONS IN CHEMISTRY** L61 1810 FYP

Same as home course L07 Chem 181.  
A&S IQ:> NSM

**FIRST-YEAR OPPORTUNITY: RESEARCH AND CONSERVATION IN ZOOS AND BOTANICAL GARDENS** L61 1811 FYP

Same as home course L41 BIOL 1811.  
A&S IQ:> NSM

**AMPERSAND: PATHFINDER: ENVIRONMENTAL SEMINAR** L61 181P FYP

A survey of pressing environmental issues, both local and global, as well as an introduction to the breadth of environmental work occurring on campus. CREDIT/NO CREDIT ONLY. 1 credit. 1 unit. Same as L82 EnSt 181.

01 M 5:00p-7:00p XXXI Fike

**AMPERSAND: PHAGE HUNTERS** L61 1910 FYP

A research-based laboratory class for freshmen. Students join a national experiment organized by HHMI, with the goal of isolating and characterizing bacteriophage viruses found in the soil in the St. Louis area. Laboratory work includes isolation and purification of your own phage, DNA isolation and restriction mapping, and EM characterization of your phage. Several WU phage are selected for genome sequencing over winter break, and are annotated in the spring in Bio 192, Phage Bioinformatics. Students who successfully isolate and annotate a phage may become co-authors on a scientific paper. Prereqs: High school courses in biology and chemistry, at least one at the AP or International Baccalaureate level; permission of the instructor, and admission to the Phage Hunters FOCUS program. Limited to 40 students. One hour lecture, one hour discussion, and 3 hrs lab per week. Course is for first-year students in the Phage Hunters Program only. 3 units. Same as L41 BIOL 191.

A&S IQ:> NSM  
01 Tu 9:00a-11:50a XXXI  
Th 10:00a-11:50a Hafer Shaffer

02 Th 1:00p-2:50p XXXI  
Tu 1:00p-3:50p Hafer Shaffer

**FIRST YEAR SEMINAR: AFRICANS EXPERIENCES IN THE SECOND WORLD WAR** L61 192 FYP

Same as home course L22 History 192.  
A&S IQ:> HUM, LCD

**AMPERSAND: THE SCIENCE OF BIOTECHNOLOGY** L61 2010 FYP

Same as home course L41 BIOL 2010.  
A&S IQ:> NSM

**AMPERSAND: CLASSICAL TO RENAISSANCE LITERATURE: TEXT AND TRADITIONS** L61 201C FYP

Same as home course L93 IPH 201C.  
A&S IQ:> HUM, LCD

**AMPERSAND: EARLY POLITICAL THOUGHT: TEXT AND TRADITIONS** L61 203C FYP

Same as home course L93 IPH 203C.  
A&S IQ:> HUM, LCD

**FIRST-YEAR SEMINAR: MODERN POLITICAL THOUGHT: TEXT AND TRADITIONS** L61 207C FYP

Same as home course L93 IPH 207C.  
A&S IQ:> HUM, LCD

**AMPERSAND: THE THEATRE****AS A LIVING ART****L61 215 FYP**

Moving in and out of practice and theory, this FOCUS plan interweaves a traditional introductory acting course with discussions of dramatic theory and visits to rehearsals where directors and actors work to shape the play. Course is for first-year students in the Theatre as a Living Art Program only. 3 units. Same as L15 Drama 2150.

A&amp;S IQ:&gt; HUM

01 MW 2:00p-3:50p XXXI

Matthews

**FIRST-YEAR SEMINAR:****INTRO TO ENVIRONMENTAL HUMANITIES****L61 215A FYP**

Same as home course L82 EnSt 215.

A&amp;S IQ:&gt; HUM

**AMPERSAND:****WOMEN IN SCIENCE****L61 2171 FYP**

Throughout the centuries, women were interested and involved in the sciences. Their scientific contributions, however, have often been overlooked and their abilities questioned. In this year-long course, we will read biographies of famous women scientists and mathematicians, in addition to scholarly articles, to examine women's involvement in science and mathematics from the nineteenth century to the present. We will explore the ways in which women have pursued scientific knowledge, look at the cultural factors that affected them, and investigate the impact of scientific theory and social conditions on their opportunities and identities. In addition to reading about women in science, we will hear a variety of women talk about their careers. Faculty from chemistry, biology, engineering, earth and planetary sciences, medicine, physics, medical administration may visit, as well as female scientists who work in industry. This course is restricted to Women in Science participants who must have concurrent enrollment in Intro to Women, Gender, and Sexuality Studies. 1.5 unit.

A&amp;S IQ:&gt; HUM, SC, SD

01 Tu 2:30p-3:50p XXXI

Baumgartner

Luo

**FIRST-YEAR SEMINAR:****INTRO TO MEMORY STUDIES****L61 221A FYP**

Same as home course L33 Psych 221.

A&amp;S IQ:&gt; SSC

**COMPARATIVE REFUGEE****RESETTLEMENT****AND INTEGRATION****L61 2242 FYP**

How do people whose lives have been disrupted by trauma - often by war, but also other forms of state violence - make a new home? How do differences in political and welfare state development shape the social organization of refugee incorporation? How do governments, civil society organizations, and peers shape these processes? We focus primarily on three major national contexts: The U.S., Denmark, and Germany. Why these three states? One of our concerns is to understand how national context and within-country variation - that is, the history, political development, cultures, and contours of the welfare state model - shape the potential for persons fleeing trauma in their country of origin to resettle. This class focuses on asylum-seekers and refugees who make their way to Denmark and Germany and we use examples from the U.S. as additional comparative case. We will examine a range of

sources - from scholarly books and articles, supranational, and governmental sources, and from the artistic and journalistic projects devoted to elevating the voices of displaced persons- to gain a broad understanding of the topics at hand. Part of this class includes the opportunity to learn from a local partner school district striving to improve connections to students and families who arrived as refugees. As part of your coursework, you will create a project for the school district that responds to district needs. Students in this year-long Ampersand course will also have the opportunity to join an optional study trip to Morocco and Germany in May. 3 units.

A&S IQ:> LCD  
01 MWF 9:00a-9:50a XXXVI Smith

**FIRST-YEAR OPPORTUNITY:****THE MEANINGFUL LIFE****L61 225A FYP**

Same as home course L43 GeSt 225.

A&amp;S IQ:&gt; HUM

**FIRST-YEAR SEMINAR: THE****NUREMBERG TRIALS AND****INTERNATIONAL JUSTICE****L61 2443 FYP**

Same as home course L22 History 2443.

A&amp;S IQ:&gt; HUM

**AMPERSAND: LITERARY****CULTURE OF****MODERN IRELAND****L61 2811 FYP**

This course will examine the literature of Ireland from the fall of Parnell to the outbreak of the Second World War. This is the period of an emerging cultural nationalism, a great efflorescence of literature in many genres, and 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 which had enormous implications for the future of this embattled island nation. We will explore this vital and transformative exchange by close attention to some primary texts of the period. Writers to be studied will include: Yeats, Gregory, Wilde, Synge, Shaw, Joyce, O'Casey, and Bowen. Course is for first-year, non-transfer students only. 3 units.

A&amp;S IQ:&gt; HUM

01 TuTh 2:30p-3:50p XXIV

Killen

Batten

Finneran

**AMPERSAND: THE****HOLOCAUST: A****EUROPEAN EXPERIENCE****L61 2850 FYP**

Between 1939 and 1945, Nazi troops invaded, occupied and destroyed major parts of Europe. A central aim of the Nazi project was the destruction of European Jewry, the killing of people, and the annihilation of a cultural heritage. This course seeks to deal with questions that, more than seventy years after what is now known as the Holocaust, still continue to perplex. Why did Germany turn to a dictatorship of racism, war, and mass murder? Why did the Nazis see Jews as the supreme enemy, while also targeting Poles, Ukrainians, Soviets, homosexuals, the Roma, and the disabled? The course introduces students to issues that are central to understanding Nazi occupation and extermination regimes. Students will look at survival strategies in Western Europe including emigration, resistance movements in Eastern European ghettos, local

residents' reactions to the murder in their midst, and non-European governments' reactions. Course is for first-year, non-transfer students only. 3 units. Same as L22 History 2850, L97 IAS 2850, L75 JIMES 2850.

A&amp;S IQ:&gt; HUM, LCD, SC, SD

EN:&gt; H

BU:&gt; HUM, IS

Art:&gt; HUM

Arch:&gt; HUM

01 TuTh 10:00a-11:20a XXXI

Walke

**FRENCH (L34)****ESSENTIAL****FRENCH 1 WORKSHOP****L34 1011 FRENCH**

Application of the curriculum presented in French 101D. Pass/Fail only. Grade dependent on attendance and participation. Limited to 12 students. Students must be enrolled concurrently in Fr 101D. Director: Allen. 1 unit.

01 TuTh 9:00a-9:50a XXXI

Staff

**ESSENTIAL FRENCH 1****L34 101D FRENCH**

This first course in the French elementary language stresses rapid acquisition of spoken French, listening comprehension, reading, and writing skills. The course is designed to immerse students as much as possible into French language and culture through the acquisition of everyday grammar and vocabulary. Integrated activities involving readings, videos, images, conversations, and debates provide a rich cultural context for beginning mastery of French. Starting Fall, 2019 this course meets MWF only and is a 3-credit course. While not required, it is strongly recommended that students enroll in French 1011, a one-credit, pass-fail practice session. Director: Allen. 3 units.

A&amp;S IQ:&gt; LCD, LS

01 MWF 10:00a-10:50a III

Allen

02 MWF 12:00p-12:50p III

Nesse

03 MWF 2:00p-2:50p III

Nesse

**ESSENTIAL****FRENCH 2 WORKSHOP****L34 1021 FRENCH**

Application of the curriculum presented in French 102D. Pass/Fail only. Grade dependent on attendance and participation. Director: Allen. 1 unit.

01 MW 9:00a-9:50a XXXI

Staff

**ESSENTIAL FRENCH 2****L34 102D FRENCH**

This second course in the French elementary language sequence stresses the rapid acquisition of spoken French, listening comprehension, reading, and writing skills. The course is designed to immerse students as much as possible into French language and culture through the acquisition of everyday grammar and vocabulary. Integrated activities involving readings, videos, images, conversations, and debates provide a rich cultural context for beginning mastery of French. Starting Fall, 2019 this course meets MWF only and is a 3-credit course. While not required, it is strongly recommended that students enroll in French 1021, a one-credit, pass-fail practice session. PREREQ: Fr 101D or equivalent. (Often recommended for students with 2-3 years of high school French [7th and 8th grades count as 1 year]). Director: Levillain. 3 units.

A&amp;S IQ:&gt; LCD, LS

01 MWF 10:00a-10:50a III

Levillain

02 MWF 12:00p-12:50p III

Staff

**INTERMEDIATE FRENCH 1 L34 203D FRENCH**

The first semester of the intermediate language sequence emphasizes accurate oral and written communication through a comprehensive review of basic grammar; the study of a variety of French and Francophone materials; and situation-based, interactive activities. Students will expand their language skills through a series of compositions and other projects based on readings, film, and images. 3 class hours per week. Prereq: FR 102D or the equivalent. (Usually recommended for students with @3 years of high school French [7th and 8th grades count as 1 year]). Beginning Fall, 2019, FR 203D and FR 204D replace FR 201D. Students who have already taken FR 201D are ineligible for FR 203D. Director: Jouane. 3 units.

A&amp;S IQ:&gt; LCD, LS

01 MWF 10:00a-10:50a	III	Jouane
02 MWF 12:00p-12:50p	III	Jouane

**INTERMEDIATE FRENCH 2 L34 204D FRENCH**

The second semester of the intermediate language sequence emphasizes accurate oral and written communication through a comprehensive review of basic grammar; the study of a variety of French and Francophone materials; and situation-based, interactive activities. Students will expand their language skills through a series of compositions and other projects based on readings, film, and images. 3 class hours per week. Prereq: FR 203D or the equivalent (usually recommended for students with @4 years of high school French [7th and 8th grades count as 1 year]). BEGINNING FALL, 2019, FR 203D AND FR 204D REPLACE FR 201D. STUDENTS WHO HAVE ALREADY TAKEN FR 201D ARE INELIGIBLE FOR FR 204D. Director: Nesse. 3 units.

A&amp;S IQ:&gt; LCD, LS

01 MWF 10:00a-10:50a	III	Nesse
02 MWF 11:00a-11:50a	III	Levillain

**GENERAL STUDIES****(L43)****THE MEANINGFUL LIFE L43 225 GEST**

Who am I? Where am I going? How can I lead a meaningful life? This course creates an opportunity for students to reflect on and engage more deeply with the narratives they share with others and tell themselves. Social media demands that we put our stories out into the world, but how are we shaping our lives by the stories we tell? Students will read and analyze autobiographical literature and online profiles, conduct interviews with family members, and undertake a series of reflective exercises in order to appreciate the ways knowing and owning one's story increases agency. Texts include short works from philosophy, sociology, and psychology that engage the issue of life writing; graphic novels by Alison Bechdel and Roz Chast; personal essays and poems by writers such as James Baldwin, Amy Tan, and Kaveh Akbar; and contemporary films that model the process of self-narrative. Students will compose a core story, interview a professional in a preferred field, and compile a portfolio that acts as a guide or compass for their college career or post-graduate life. 1 unit. Same as L61 FYP 225A.

A&amp;S IQ:&gt; HUM

01 W 2:00p-2:50p	XXXI	Koehn
04 W 11:00a-11:50a	XXXI	Koehn

**DESIGNING YOUR LIFE:  
MAPPING YOUR CAREER  
JOURNEY AT****WASHU & BEYOND L43 242 GEST**

The objective of the course is to begin a broadly defined "career conversation" with Arts and Sciences students at WashU. Through participation in the course and using design thinking principles, students will better understand themselves and be able to use this knowledge to inform and maximize their undergraduate experience and to begin to explore future career pathways. Students will reflect upon skills, interests, values, and strengths, and explore the concept of using an authentic voice to clarify and amplify their curricular and co-curricular choices. Students will begin basic career education preparation including understanding WashU resources for professional exploration and development, discussing future opportunities for experiential learning, and learning how to effectively explore options through networking. 1 unit.

01 W 2:00p-3:50p	XXXII	
		10/19/20 - 12/15/20

Wittman

**IMAGES OF DISABILITY  
IN FILM AND LITERATURE L43 249 GEST**

This course will critically examine the portrayal of persons with disabilities in literature and film, exploring how those images either shape or mimic general public impressions. We will discuss the implications of messages from the media on American responses to people with disabilities, as well as formulating strategies for promoting positive, inclusive messages. Perspectives from social science, health care, communications and other fields will provide frameworks for analysis. Literature will include fiction, biography and autobiography in books, essays, drama, poetry and short stories. Selections from fictional, educational, and documentary films will be reviewed during the semester. We will also investigate images in newspapers, magazines and advertising. 3 units. Same as L98 AMCS 245.

A&amp;S IQ:&gt; SSC, SC, SD

EN:&gt; S

01 TuTh 4:00p-5:20p	XXXI	Kniepmann
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**GERMANIC  
LANGUAGES AND  
LITERATURES (L21)****BASIC GERMAN:****CORE COURSE I L21 101D GERMAN**

Introductory program; no previous German required. Students will develop their competence in listening, speaking, reading, and writing German by means of interpersonal, interpretive and presentational communicative practice. This first course serves as an introduction to German grammar and culture; goals range from developing the communicative skills necessary to find an apartment to being able to read modern German poetry. Students will learn how to apply their knowledge of basic cases and tenses in order to hold a conversation or write a letter describing their interests, family, goals, routines, etc. and to discover personal information about others. Students who complete this course successfully should enter German 102D. 5 units.

A&amp;S IQ:&gt; LCD, LS

01 MTuWThF 10:00a-10:50a	XXXI	Allison
02 MTuWThF 11:00a-11:50a	XXXI	[TBA]
03 MTuWThF 2:00p-2:50p	XXXI	[TBA]

**BASIC GERMAN:****CORE COURSE II L21 102D GERMAN**

Continuation of German 100D or 101D. In preparation for more advanced academic study in German, this second course will further introduce students to fundamental German grammar, culture and history. It is comprised of a combination of situational lessons and tasks which will challenge their critical thinking abilities. Students in 102 will familiarize themselves with the language necessary to understand and give directions, apply for a job and speak with a doctor; students will also read more advanced content such as Grimm's fairy tales and a text by Franz Kafka. Prereq: German 100D, 101D, the equivalent, or placement by examination. Students who complete this course successfully should enter German 210D. 5 units.

A&amp;S IQ:&gt; LCD, LS

01 MTuWThF 10:00a-10:50a	XXXI	[TBA]
02 MTuWThF 11:00a-11:50a	XXXI	[TBA]

**INTERMEDIATE GERMAN:****CORE COURSE III L21 210D GERMAN**

Continuation of German 102D. Reading and discussion in German of short literary and non-literary texts combined with an intensive grammar review. Further development of writing skills. In addition to the regular class meetings, students must be signed up for a subsection. Prereq: German 102D, the equivalent, or placement by examination. Students who complete this course successfully should enter German 301D or 313. 4 units.

A&amp;S IQ:&gt; LCD, LS

01 MWF 10:00a-10:50a	XXXI	[TBA]
02 MWF 12:00p-12:50p	XXXI	Allison

Subsections:

A TuTh 9:00a-9:50a	XXXI	[TBA]
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SECT B: T/Th time TBD in first week of classes.

B TBA	XXXI	[TBA]
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**GREEK (L09)****BEGINNING GREEK I L09 101D GREEK**

An introduction to Classical Greek (Attic), which will prepare the student to read texts in Greek History, Philosophy, and Medicine as well as the New Testament. This course builds the foundations for readings in Greek Tragedy, Comedy, and Lyric poetry. Our goal will be to develop reading knowledge as rapidly and efficiently as possible. By the end of the year the student should be reading continuous Greek prose. 4 units.

A&amp;S IQ:&gt; LCD, LS

01 MTuWTh 12:00p-12:50p	III	Sears
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**INTENSIVE****BEGINNING GREEK II L09 210 GREEK**

Completion of work begun in Greek 190D followed by readings in original Greek poetry and prose. Successful completion of Greek 210 will allow the student to proceed directly to Greek 318C. PREREQ: GREEK 190D OR PLACEMENT BY EXAMINATION. 5 units.

A&amp;S IQ:&gt; LCD, LS

01 MTuWThF 12:00p-12:50p	III	Purchase
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**HEBREW (L74)****BEGINNING****MODERN HEBREW I L74 105D HBRW**

For the student with no knowledge of Hebrew. Students with background in Hebrew are required to take the placement exam. Foundation for modern conversational

Hebrew. Skills for writing and speaking introduced. Five class hours a week plus laboratory work. Student may not take this class pass/fail or audit. 5 units. Same as L75 JIMES 105D.

A&S IQ:> LCD, LS

01 MTuWThF 9:00a-9:50a III

Chan

### INTERMEDIATE

#### MODERN HEBREW I L74 213D HBRW

Reading and discussion on the intermediate level of selected topics pertaining to contemporary Israel. Review and further study of grammar and development of conversational skills. Prereq: grade of B- or better in first level hebrew or placement by examination. Student may not take this class pass/fail or audit. 5 units. Same as L75 JIMES 213D.

A&S IQ:> LCD, LS

01 MTuWThF 10:00a-10:50a III

Chan

#### INTRO TO BIBLICAL HEBREW L74 384 HBRW

This course will enable students to read the Bible in the original Hebrew. Review of Hebrew grammar. History of the Hebrew language. Intended for students with a foundation in modern Hebrew. Prereq: HBRW 214D or instructor's permission. 3 units. Same as L75 JIMES 384I.

A&S IQ:> LCD, LS

01 MW 10:00a-11:20a XXXVI

Barmash

## **HINDI (L73)**

#### BEGINNING HINDI I L73 111D HINDI

This course sequence is meant for those students who have had very little or no exposure to Hindi. The aim of this course is to achieve proficiency in spoken comprehension, and to enable the student to acquire the major language skills—listening, speaking, reading, and writing. A standard text, web-based materials, a reader prepared by the instructor, as well as audio materials are used, with equal emphasis on both spoken and written Hindi. Hindi. The language presented in the course is colloquial. The Hindi script will be taught as part of the same class. There are no prerequisites (no previous knowledge of Hindi is required). Note: students with some previous Hindi language background must take a placement examination. 5 units. Same as L75 JIMES 111D.

A&S IQ:> LCD, LS

SECT 01: Priority enrollment will be given to incoming freshmen and sophomores. Freshmen and sophomores: Please add your name to the waitlist, and as appropriate, you will be moved into this section.

01 MTuWThF 9:00a-9:50a III

Verma

02 MTuWThF 10:00a-10:50a III

Verma

#### FIRST YEAR URDU I L73 150 HINDI

This course covers all five skills (reading, writing, listening, speaking, cultural competency) for beginning students. Starting with the Nastaliq script and simple greetings, we will then cover the basics of Urdu grammar while building vocabulary. The class will be conducted in Urdu. Homework is due by the beginning of class the day it is assigned. All work must be completed to pass the course. Student may not take this class pass/fail or audit. 5 units. Same as U73 Hindi 150, L75 JIMES 150.

A&S IQ:> LCD, LS

01 MTuWThF 4:00p-4:50p III

Shah

#### INTERMEDIATE HINDI I L73 201 HINDI

Continuation of first year introductory Hindi. Those who have not taken the sequence of Hindi courses offered by the Department may be able to join this course if they have obtained prior knowledge of the language by some other means (see the instructor for placement). This course is designed to further develop skills in speaking and reading comprehension. Emphasis is given especially to communicative skill development, that is, use of language in various socio-cultural contexts. A standard text, web-based materials, and a reader prepared by the instructor as well as audio materials are used. PREREQ: Grade of B- or better in Hindi 112D, or placement by examination. 5 units. Same as L75 JIMES 201I.

A&S IQ:> LCD, LS

01 MTuWThF 10:00a-10:50a XXXVI

Jain

#### HINDI FOR

#### HERITAGE SPEAKERS L73 219 HINDI

This course will focus on reading and writing for students who already speak Hindi. Starting with the Devanagari script, we will then cover the basics of Hindi grammar. After completion of this course, students will be prepared for the Advanced Hindi course. The class will be conducted in Hindi. Homework is due by the beginning of class the day it is assigned. All work must be completed to pass the course. A grade of B- or better is required for Advanced Hindi. 3 units. Same as U73 Hindi 219.

A&S IQ:> LCD, LS

01 MWF 12:00p-12:50p XXII

Verma

#### INTERMEDIATE URDU I L73 232 HINDI

This course is a continuation of first year Beginning Urdu. Those who have not taken the sequence of Urdu courses offered by this department may be able to join this course, if they have obtained prior knowledge of the language by some other means (see the instructor for placement). This course is designed to further develop skills in speaking and reading comprehension. This course is designed to further develop skills in speaking and reading comprehension. Emphasis is given specially to the communicative skill development, i.e. the use of language in various socio-cultural contexts. In general, one fourth of the time will be devoted to reading, one-fourth to conversation, one-fourth to grammar, and one-fourth to drills of various kinds. Standard text, web-based materials, language lab, audio-video materials as well as course reader prepared by the instructor are used. 3 units. Same as L75 JIMES 232.

A&S IQ:> LCD, LS

01 MWF 3:00p-3:50p III

Shah

## **HISTORY (L22)**

#### WESTERN CIVILIZATION I L22 101C HISTORY

This course is a history of Western civilization from 3500 BC to AD 1600. Western Civilization may be characterized as one long debate on the holy. In no other civilization did this debate about the limits of the sacred and the profane, this constant effort at trying to grasp the divine through word and deed, last continuously for over five thousand years. To argue over the holy is to argue over the very nature of how to live a life, from the most mundane daily activity to the most sublime act of the imagination. It is to argue over how politics, economics, art, philosophy, literature, and religion are realized in a society. Apart from many types of polytheism, we study the three great world monotheistic religions - Judaism,

Christianity, and Islam. We study the ancient cultures of north Africa and the eastern Mediterranean, the empires of Alexander the Great and imperial Rome, the Christianization of the Roman empire and the rise of Islam, the early medieval world in the North Sea and the Byzantine Empire in Constantinople, the formation of Latin Christendom and the papal monarchy, the crusades and the reaction of the Islamic lands, concepts of individuality, the persecution of Jews and heretics, chivalry and peasant servitude, the Mongol Empire, the Black Death and the devastation of the fourteenth century, the renaissance in Italy and the Protestant reformation, the hunt for witches and the scientific revolution, the medieval origins of the African diaspora and the European conquest of the Americas. What defined being human, and so a man, a woman, or a child over five millennia? A fundamental question of this course is what is "Western Civilization" and when do the characteristics defined as "western" come together as coherent phenomenon? What, then, is historical truth? This course (through lectures, reading primary sources, discussion sections, and essay writing) gives the student a learned background in almost five thousand years of history. Introductory course to the major and/or minor. DISCUSSION SECTION IS REQUIRED. 3 units. Same as U16 Hist 101C.

A&S IQ:> HUM

01 TuTh 10:00a-10:50a XX

Pegg

Discussion sections:

A F 11:00a-11:50a XXXI

[TBA]

B F 12:00p-12:50p XXXI

[TBA]

C Th 3:30p-4:20p XXXI

[TBA]

D Th 2:30p-3:20p XXXI

[TBA]

#### FIRST YEAR SEMINAR: THE

#### PRESIDENCY 101: FROM

#### WASHINGTON TO TRUMP L22 1150 HISTORY

Is this your first presidential election? Or are you a policy wonk? Regardless of your political experience, this course provides an opportunity for students to learn about the American Presidency as a contemporary political institution with deep roots in American history. This freshman seminar introduces undergraduates to the Presidency by considering the institution in its political and cultural contexts. Using the 2020 election as a point of departure, this course will explore how the current President as well as the aspiring candidates reveal broader trends and new developments in American political history. In addition to introducing students to the study of the Presidency, this course will also introduce students to diverse means of studying culture, with assignments that range from political speeches to policy documents to popular media. 3 units. Same as L98 AMCS 115.

A&S IQ:> SSC

01 TuTh 1:00p-2:20p XVIII

Kastor

#### FREEDOM, CITIZENSHIP

#### AND THE MAKING OF

#### AMERICAN CULTURE L22 163 HISTORY

This course is designed to introduce students to some of the major themes in American history. We will explore the emergence and expansion of the nation, changing meanings of freedom, of citizenship, of American identity, as well as major changes in the nation's economic structures, politics, social order and culture. Much of the reading and writing assignments will come from primary sources. Introductory course to the major and/or minor. 3 units. Same as U16 Hist 162.

A&S IQ:> HUM, LCD, SD

02 MW 4:00p-5:20p XXXVI

Smemo

03 MW 11:30a-12:50p XXXVI

Smemo

**FIRST YEAR SEMINAR:  
AFRICANS EXPERIENCES**

**IN THE SECOND WORLD WAR L22 192 HISTORY**

Most conventional histories of the Second World War pay scant attention to Africa, thereby creating the misconception that the war had little impact on the peoples of the African continent. This introductory seminar restores the experiences of ordinary African women and men to the larger historical narratives of both Africa and World War II. Combining personal memoirs with official primary sources reveals not only how the global conflict influenced African history, but also how Africans helped shape the final outcome and consequences of the war. This course is for first-year, non-transfer students only 3 units. Same as L90 AFAS 192, L61 FYP 192.

A&S IQ:> HUM, LCD

01 MW 5:00p-6:20p XXXVI Parsons

**DOCTORS AND TERRORISTS:  
THE FICTIONS OF**

**SOUTH ASIAN AMERICA L22 200 HISTORY**

Same as home course L46 AAS 200.

A&S IQ:> HUM, LCD, SC

**CROSSING BORDERS: AN  
INTRO TO INSTITUTIONS  
AND CONCEPTS IN  
INTERNATIONAL**

**AREA STUDIES L22 2070 HISTORY**

Same as home course L97 IAS 207.

A&S IQ:> LCD, SSC, SC

**FIRST-YEAR SEMINAR:  
ANGELS, PROSTITUTES AND  
CHICAS MODERNAS: WOMEN  
IN LATIN**

**AMERICAN HISTORY L22 2118 HISTORY**

Women have been active players in the construction of Latin American nations. In the last two decades, leading scholars in the field have taken up the challenge of documenting women's participation. This research explosion has produced fruitful results to allow for the development of specialized courses. This course looks at the nation building process through the lens of Latin American women. Students will examine the expectations, responsibilities and limitations women confronted in their varied roles from the Wars of Independence to the social revolutions and dictatorial regimes of the twentieth century. Besides looking at their political and economic lives, students will explore the changing gender roles and relations within marriage and the family, as well as the changing sexual and maternal mores. 3 units. Same as L45 LatAm 2118, L77 WGSS 2118.

A&S IQ:> HUM, LCD, SD

01 M 2:30p-5:20p XXXVI Montano

**WHO DIED AND MADE THEM  
KINGS? PEOPLE,  
POLITICS, AND POWER IN  
THE ATLANTIC**

**WORLD, 1500-1800 L22 2171 HISTORY**

Who were the few, and who were the many, in the early-modern Atlantic World? The discovery of the Americas and the coalescing of an Atlantic World would do much to transform profoundly, the common understanding of the body politics in the early-modern

world. The Americas provided new models of kingship and empire; Aztecs and Incas ruled in way which both seemed familiar and strange to Spaniards' eyes. In the Caribbean, the North, and the Amazon, nomadic and semi-nomadic nations presented even more puzzling situations, where no one seemed to rule. And yet other nations, such as the Iroquois, were experimenting with new political forms. This course is thus focused on tracking this multitude of experiences from a socio-political and anthropological perspective, rather through intellectual history. 3 units.

A&S IQ:> HUM, LCD

01 TuTh 1:00p-2:20p XVIII Dube

**AMPERSAND: THE**

**HOLOCAUST: A**

**EUROPEAN EXPERIENCE L22 2850 HISTORY**

Same as home course L61 FYP 2850.

A&S IQ:> HUM, LCD, SC, SD

**POVERTY AND SOCIAL  
REFORM IN**

**AMERICAN HISTORY L22 3091 HISTORY**

This course explores the history of dominant ideas about the causes of and solutions to poverty in American society. We will investigate changing economic, cultural, and political conditions that gave rise to new populations of impoverished Americans, and to the expansion or contraction of poverty rates at various times in American history. We will, however, focus primarily on how various social commentators, political activists and reformers defined poverty, explained its causes, and struggled to ameliorate its effects. The course aims to highlight changes in theories and ideas about the relationship between dependence and independence, personal responsibility and social obligation, and the state and the citizen. 3 units.

A&S IQ:> HUM, SD

01 MW 2:30p-3:50p XXXVI Smemo

**CRUSADE, CONFLICT, AND  
COEXISTENCE: JEWS**

**IN CHRISTIAN EUROPE L22 334C HISTORY**

This course will investigate some of the major themes in the history of the Jews in Europe, from the Middle Ages to the eve of the French Revolution. Jews constituted a classic, nearly continuous minority in the premodern Christian world-a world that was not known for tolerating dissent. Or was it? One of the main purposes of the course is to investigate the phenomenon of majority/minority relations, to examine the ways in which the Jewish community interacted with and experienced European societies, cultures, and politics. We will look at the dynamics of boundary formation and cultural distinctiveness; the limits of religious and social tolerance; the periodic eruption of persecution in its social, political, and religious contexts; and the prospects for Jewish integration into various European societies during the course of the Enlightenment era. 3 units. Same as L22 History 5334, L75 JIMES 334C, L75 JIMES 5334, L23 Re St 334C.

A&S IQ:> HUM, LCD, SC, SD

01 MW 1:00p-2:20p XXXVI Cassen

**BECOMING "MODERN":**

**EMANCIPATION,  
ANTISEMITISM AND  
NATIONALISM IN**

**MODERN JEWISH HISTORY L22 335C HISTORY**

This course offers a survey of the Jewish experience in the modern world by asking, at the outset, what it means to be-or to become-modern. To answer this question, we look at two broad trends that took shape toward the end of the eighteenth century-the Enlightenment and the formation of the modern state-and we track changes and developments in Jewish life down to the close of the twentieth century with analyses of the (very different) American and Israeli settings. The cultural, social, and political lives of Jews have undergone major transformations and dislocations over this time-from innovation to revolution, exclusion to integration, calamity to triumphs. The themes that we will be exploring in depth include the campaigns for and against Jewish "emancipation;" acculturation and religious reform; traditionalism and modernism in Eastern Europe; the rise of political and racial antisemitism; mass migration and the formation of American Jewry; varieties of Jewish national politics; Jewish-Gentile relations between the World Wars; the destruction of European Jewry; the emergence of a Jewish nation-state; and Jewish culture and identity since 1945. 3 units. Same as L74 HBRW 335C, L22 History 5335, L97 IAS 3350, L75 JIMES 335C, L75 JIMES 535C, L23 Re St 335C.

A&S IQ:> HUM, LCD, SC, SD

01 MW 4:00p-5:20p XXXVI Jay

**RENAISSANCE TO  
REVOLUTIONS: CRISIS &  
CONTINUITY IN**

**EARLY MODERN EUROPE L22 3407 HISTORY**

This course surveys the history of Europe from the end of the Middle Ages to Napoleon. Topics will include the Renaissance, the Protestant and Catholic Reformations, the Wars of Religion, the emergence of the State, the creation of transatlantic empires, Absolutism, the Enlightenment, and Napoleon. 3 units.

A&S IQ:> HUM, LCD

01 MW 11:30a-12:50p XXXVI Cassen

**GENDER, SEXUALITY AND  
COMMUNISM IN 20TH**

**CENTURY EUROPE L22 3548 HISTORY**

This upper division course examines the role of gender and sexuality for the establishment of communist societies in Europe in 20th century. We will explore to what extent societies build on the communist model succeeded to achieve gender equality and allow for sexual relations liberated from religious or economic constraints. Class materials examine how state socialism shaped gender roles and women's and men's lives differently, and how gays and lesbians struggled against social taboo and state repression. Students analyze the impact of modernization, industrialization, war and other conflicts on concepts of femininity and masculinity as well as on the regulation of sexuality and family relations in several Eastern European countries. We will place these dynamics within the context of broader political and cultural developments, ending with an analysis of the breakdown of socialism in the early 1990s and its impact on gender relations and the freedom of expression. The course provides students with a basic knowledge of the history of Eastern Europe and of left-wing movements active in the area, emphasizing communist ideas on women, gender equality, and non-normative sexual orientations. 3 units. Same as L97 IAS 3548, L77 WGSS 3548.

A&S IQ:> HUM, LCD, SD

01 TuTh 2:30p-3:50p XXXVI Walke

## **INTERDISCIPLINARY PROJECT IN THE HUMANITIES (L93)**

**FYS: TOPICS IN  
INTERDISCIPLINARY  
INQUIRY:TONGUE TIED: LANGUAGE AND  
NATIONHOOD  
IN MODERN EUROPE** L93 150 IPH

3 units. Same as L61 FYP 150.

A&S IQ:> HUM

SECT 01: We often expect members of a nation to speak its "mother tongue": Spaniards speak Spanish, Frenchmen speak French, and Russians speak Russian. Yet there are also Spaniards who speak Catalan, Frenchmen who speak Arabic, and Kazakhs who speak Russian. This course focuses on the fraught relationship between language and nationhood in Modern Europe, exploring how regional identities, imperialism, immigration, and global trade challenge and complicate the notion of one language for one people.

01 MW 4:00p-5:20p X [TBA]

**AMP: CLASSICAL TO  
RENAISSANCE LITERATURE** L93 201C IPH

Students enrolled in this course engage in close and sustained reading of a set of texts that are indispensable for an understanding of the European literary tradition, texts that continue to offer invaluable insights into humanity and the world around us. Homer's Iliad is the foundation of our class. We then go on to trace ways in which later poets and dramatists engage the work of predecessors who inspire and challenge them. Readings move from translations of Greek, Latin, and Italian, to poetry and drama composed in English. In addition to Homer, we will read works of Sappho, a Greek tragedian, Plato, Vergil, Ovid, Petrarch, and Shakespeare. Preference given to Text and Traditions and IPH students. 3 units. Same as L08 Classics 2011, L16 Comp Lit 201A, L61 FYP 201C.

A&S IQ:> HUM, LCD

SECT 01: SPECIAL INFORMATION FOR SECTION 01: Students enrolled in this section must also enroll in L93 203C 01 Early Political Thought with Dr. Eric Brown as part of a Text and Traditions Ampersand Program. This course counts towards the Text and Traditions Minor. For more information, please contact iph@wustl.edu.

01 MW 1:00p-2:20p XXXI Sherberg

SECT 02: Students enrolled in this course are strongly encouraged to also enroll in L93 203C 02 Early Political Thought with Dr. Zoe Stamatopoulou as part of a Text and Traditions Ampersand Program. This course counts towards the Text and Traditions Minor. For more information, please contact iph@wustl.edu.

02 MWF 9:00a-9:50a XXXI Ake

**AMP: EARLY  
POLITICAL THOUGHT** L93 203C IPH

A selected survey of the political and moral thought of Europe from the rise of Athenian democracy to the Renaissance, with emphasis on analysis and discussion of writers such as Thucydides, Plato, Aristotle, St. Augustine, Castiglione, and Machiavelli. The course aims to introduce students to basic texts in the intellectual history of Western Europe, understood both as products of a particular time and place and as self-contained

arguments that strive to instruct and persuade. The texts are simultaneously used to chart the careers of such fundamental notions as liberty, virtue, and justice. Preference given to Text and Traditions and IPH students. 3 units. Same as L61 FYP 203C, L84 Lw St 203C.

A&S IQ:> HUM, LCD

SECT 02: Students enrolled in this course are strongly encouraged to also enroll in L93 201C 02 Classical to Renaissance Literature with Dr. Jami Ake as part of a Text and Traditions Ampersand Program. This course counts towards the Text and Traditions Minor. For more information, please contact iph@wustl.edu.

02 TuTh 1:00p-2:20p XXXI Stamatopoulou

**MODERN POLITICAL  
THOUGHT: TEXT  
AND TRADITIONS** L93 207C IPH

What is power? Why are societies divided along lines of race, class, and gender? When did politics become split between the right and the left? Can religion be reconciled with the demands of modern life? Can democracy? These are some of the questions that will be addressed in this survey of modern political thought. Thinkers covered will include Thomas Hobbes, Immanuel Kant, Karl Marx, WEB Du Bois, Hannah Arendt, and Michel Foucault. 3 units. Same as L61 FYP 207C, L84 Lw St 207C.

A&S IQ:> HUM, LCD

01 MW 2:30p-3:50p XXXI [TBA]

**SCRIPTURES AND CULTURAL  
TRADITIONS:**

**TEXT & TRADITIONS** L93 209 IPH

This course introduces the sacred Scriptures of the three Abrahamic religions-Judaism's Bible, Christianity's New Testament, and Islam's Qur'an-with various questions in mind: In what cultural and historical contexts did these Scriptures first emerge? How, why, and by whom were they granted special status as Scripture? What other books were rejected? We will also consider the fundamental role that interpretation plays in religious communities: Once books become regarded as Scripture, how do they take on new meanings for their various readers as they are transmitted into different places, eras, and cultures? Students unfamiliar with these sacred canons will gain a familiarity with their contents and cultural contexts, while those who already know one or more of them will inevitably discover new insights into their inter-relationship and subtle, often startling contents. 3 units. Same as L98 AMCS 209B, L16 Comp Lit 209, L75 JIMES 2091, L23 Re St 207, L57 RelPol 209.

A&S IQ:> HUM, LCD

01 TuTh 2:30p-3:50p XXXI Jenott

## **INTERNATIONAL AND AREA STUDIES (L97)**

**FIRST-YEAR SEMINAR:**

**THE VIETNAM WARS** L97 111 IAS

US-centric historical narratives of the Vietnam War obscure the perspectives and lived experiences of the Vietnamese. The social, ethnic, and religious diversity, and the political and gender-related complexities of the Vietnamese are typically neglected. By focusing almost exclusively on Vietnam, US narratives of the war also tend to gloss over the wider regional dimensions of the conflict. In the interest of redressing this imbalance, this course examines the outlook, values, agency, and experiences of northern and southern Vietnamese, as well as rural and urban Cambodians and Laotians. Drawing on a wide range of primary and secondary sources it provides

a macro and micro level historical analysis of Vietnam, Cambodia, and Laos from the premodern era until the present. In so doing, it explores the early sociocultural foundations of ancient Southeast Asian civilizations, the impact of Chinese and French colonialism, and Japanese occupation, the rise of Indochinese nationalist and communist revolutionary movements, the process of decolonization, the impact of U.S. military intervention, the rise and fall of the Khmer Rouge, postwar political and economic developments, and the memories and multiple meanings of the Vietnam Wars for Southeast Asians. Course is for first-year, non-transfer students only. 3 units. Same as L46 AAS 1110, L61 FYP 111A.

A&S IQ:> LCD, SSC

01 TuTh 4:00p-5:20p XXXVI Hirsch

**AMPERSAND: GEOGRAPHIES  
OF GLOBALIZATION  
AND DEVELOPMENT** L97 116 IAS

Same as home course L61 FYP 116.

A&S IQ:> SSC, SC, SD

**FIRST-YEAR SEMINAR:**

**MAPPING THE WORLD:**

**INTRO TO HUMAN GEOGRAPHY** L97 155 IAS

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. In addition to providing a general understanding of geographic concepts, this course seeks to engender a greater appreciation of the importance of geographic perspectives in an increasingly interconnected and globalized world. No prerequisites. NOT AVAILABLE TO STUDENTS WHO ARE ENROLLED IN OR WHO HAVE TAKEN L61 116. Course is for first-year, non-transfer students only. 3 units. Same as L61 FYP 1550.

A&S IQ:> SSC

01 TuTh 2:30p-3:50p XXXI Clouser

**LATIN AMERICA: NATION,  
ETHNICITY AND  
SOCIAL CONFLICT** L97 165D IAS

Same as home course L45 LatAm 165D.

A&S IQ:> HUM, LCD, SC, SD

**CROSSING BORDERS: AN  
INTRO TO INSTITUTIONS  
AND CONCEPTS IN  
INTERNATIONAL  
AND AREA STUDIES** L97 207 IAS

This course provides an overview of the emergence of international governing institutions, the ideologies that shaped them, and concepts helpful for understanding them. Identifying the systems that have emerged to govern modern human societies at the national and international level provides the means to consider how human beings are categorized within those systems, as citizens, subjects, asylum seekers, refugees, and the stateless. We engage a few classic works, including The Communist Manifesto, Imagined Communities, and

Orientalism, and how they have transformed knowledge. The goal is for students to gain an empirical grasp of world institutions and a critical vocabulary that will provide the means for an informed engagement with international issues across different world regions and academic approaches. 3 units. Same as L22 History 2070, L84 Lw St 207.

A&S IQ:> LCD, SSC, SC  
01 TuTh 8:30a-9:50a XXXI Watt

**INTRO TO ISLAMIC CIVILIZATION** L97 210C IAS

Same as home course L75 JIMES 210C.  
A&S IQ:> HUM, LCD

**JAPANESE CIVILIZATION** L97 226C IAS

Same as home course L05 Japan 226C.  
A&S IQ:> HUM, LCD

**AMPERSAND: THE HOLOCAUST: A EUROPEAN EXPERIENCE** L97 2850 IAS

Same as home course L61 FYP 2850.  
A&S IQ:> HUM, LCD, SC, SD

**"MODEL MINORITY": THE ASIAN AMERICAN EXPERIENCE** L97 3512 IAS

This course explores Asian American experience revolving around the concept of "model minority." It investigates the historical origins of "model minority" and reconsiders this concept in socio-political discourses as well as in everyday Asian American lives. Through multidisciplinary inquiries, this course provides a lens into the complexity and heterogeneity among Asian Americans. It situates Asian American experiences in the broader American, and at times transnational, ethno-racial and socio-political context. The texts and discussions cover a wide range of topics and pressing issues, such as identity, race, and (pan-)ethnicity, culture and religion, gender and sexuality, masculinity and femininity, and notions of invisibility and marginalization. 3 units. Same as L46 AAS 3512, L98 AMCS 3512.

A&S IQ:> HUM, LCD, SC, SD  
Arch:> HUM  
01 TuTh 11:30a-12:50p XXXI Gao-Miles

**ANDEAN HISTORY: CULTURE AND POLITICS** L97 356 IAS

Since pre-Columbian times, the central Andean mountain system, combining highlands, coastal and jungle areas, has been the locus of multiethnic polities. Within this highly variegated geographical and cultural-historical space, emerged the Inca Empire, the Viceroyalty of Peru - Spain's core South American colony, and the central Andean republics of Ecuador, Peru, and Bolivia. Taking a chronological and thematic approach, this course will examine pre-Columbian Andean societies, Inca rule, Andean transformations under Spanish colonialism, post-independence nation-state formation, state-Indian relations, reform and revolutionary movements, and neoliberal policies and the rise of new social movements and ethnic politics. This course focuses primarily on the development of popular and elite political cultures, and the nature and complexity of local, regional, and national power relations. 3 units. Same as L22 History 3561, L45 LatAm 356.

A&S IQ:> LCD, SSC  
01 TuTh 10:00a-11:20a XXXI Hirsch

**ITALIAN (L36)**

**INTRODUCTORY ITALIAN FOR VISUAL ARTS** L36 1015 ITAL

Students learn methods of effective communication, the rapid acquisition of spoken ability, and a working vocabulary for the visual arts: drawing, painting, sculpture, architecture, photography, the museum, etc. Students will also learn beginning reading and writing skills. 3 units.

A&S IQ:> LCD, LS  
01 MWF 12:00p-12:50p III Youkilis

**ELEMENTARY ITALIAN IN THE EVERYDAY WORLD, LEVEL I** L36 101D ITAL

This course stresses the rapid acquisition of spoken ability, with attention to the development of reading, writing, and listening skills through contextualized learning and engagement with culturally authentic materials. Designed for students with no prior knowledge of Italian or minimal experience in another Romance language. 3 units.

A&S IQ:> LCD, LS  
01 MWF 9:00a-9:50a III Dalla Torre  
02 MWF 12:00p-12:50p III Dalla Torre

**ELEMENTARY ITALIAN IN THE EVERYDAY WORLD, LEVEL II** L36 102D ITAL

Continuation of Ital 101D. This sequence stresses effective communication and the rapid acquisition of spoken ability with increased attention to the development of reading, writing, and listening skills. Prereq: Ital 101D or placement by examination. 3 units.

A&S IQ:> LCD, LS  
01 MWF 11:00a-11:50a III Youkilis

**ACCELERATED ELEMENTARY ITALIAN IN THE EVERYDAY WORLD, LEVEL I** L36 106D ITAL

This course is designed especially for students with previous language study. It moves at an accelerated pace toward the acquisition of spoken ability, with attention to the development of reading, writing and listening skills through contextualized learning and engagement with culturally authentic materials. 3 units.

A&S IQ:> LCD, LS  
01 MWF 10:00a-10:50a III Youkilis

**INTERMEDIATE ITALIAN IN THE EVERYDAY WORLD, LEVEL III** L36 201D ITAL

This course aims for students to achieve intermediate proficiency in speaking, listening, reading, and writing. Focus is placed on vocabulary building and increased facility with Italian grammar through interactive exercises, and the use of authentic materials, such as readings and videos. Regular compositions and exams, as well as a final exam. Prereq: Ital 102D or higher. 3 units.

A&S IQ:> LCD, LS  
01 MWF 12:00p-12:50p III Conti

**FIRST YEAR SEMINAR: ITALY'S INVENTION OF THE MODERN MUSEUM** L36 247 ITAL

This course traces the development in Italy of what we know as the modern museum. Unfolding chronologically from the Renaissance to the current day, the course will examine the origins and rise of art, natural history, science, and national museums across the peninsula from Rome to Venice, Florence to Naples. We will study the establishment of the early public art museums epitomized by the Vatican Museums, the Uffizi Gallery, and the Capitoline Museums. We will examine the impact on national and cultural identity of Fascist propaganda museums instituted under Mussolini's regime, and we will conclude with an examination of extraordinary new museums in Italy, such as the interactive MUSME (Museum of Medicine) in Padua, and the MEIS (National Italian Judaism and Shoah Museum) in Ferrara. Art Curators, and Museum directors will visit our course. 3 units.

01 TuTh 10:00a-11:20a XX Messbarger

**JAPANESE (L05)**

**FIRST-LEVEL MODERN JAPANESE I** L05 103D JAPAN

An introduction to spoken Japanese following a systematic study of grammatical structures performed in context. Emphasis is on developing skills in oral communication through performance. Katakana and hiragana are introduced. Five class hours; in addition, students must enroll for one subsection (one hour per week). Note: students with some previous Japanese language background must take a placement test; students who misrepresent the extent of their background so as to gain entrance to this course will be dropped from this course. Minimum grade of B- required for continuation to Japanese 104D. Students who have a scheduling conflict may, with permission of the instructor, attend different sections on different days of the week. Limit: 15 students per section. 5 units.

A&S IQ:> LCD, LS  
01 MTuWThF 10:00a-10:50a III Marcus, V  
Yao [TBA]

02 MTuWThF 1:00p-1:50p III Marcus, V  
Yao [TBA]

03 MTuWThF 3:00p-3:50p III Marcus, V  
Yao [TBA]

Subsections:  
A W 11:00a-11:50a Marcus, V  
B W 2:00p-2:50p Marcus, V

**SECOND-LEVEL MODERN JAPANESE I** L05 213 JAPAN

Further development of communicative skills in spoken and written Japanese through performance. Five class hours; students must also enroll in one subsection (one hour per week). Prereq: Successful completion of Japanese 104D (Minimum grade of B-) or placement by written and oral examinations. 5 units.

A&S IQ:> LCD, LS  
01 MTuWThF 10:00a-10:50a III Hayashi  
Yao

02 MTuWThF 2:00p-2:50p III Hayashi  
Yao

Subsections:  
A M 12:00p-12:50p XXXI Marcus, V  
B M 3:00p-3:50p XXXI Marcus, V

**JAPANESE CIVILIZATION L05 226C JAPAN**

The development of Japanese culture from antiquity to the present: an overview of Japanese cultural history, focusing on the interplay of crucial aspects of contemporary Japanese society and Japanese social psychology. 3 units. Same as U78 EAsia 226, L03 East Asia 226C, L97 IAS 226C.

A&S IQ:> HUM, LCD

01 MWF 11:00a-11:50a XVII

Copeland

01 TBA XXXI

[TBA]

**JAPANESE LITERATURE: BEGINNINGS TO****NINETEENTH CENTURY L05 332C JAPAN**

This survey of Japanese literature covers antiquity to the early 19th century. Emphasis on the ideological and cultural contexts for the emergence of a variety of traditions, including poetry, diaries, narrative, and theater. Required of all Japanese majors and recommended for all Chinese majors. No knowledge of Japanese language is required. Sophomore standing and above recommended. 3 units. Same as L03 East Asia 332C, L97 IAS 3323.

A&S IQ:> HUM, LCD

01 TuTh 1:00p-2:20p XXXVI

Newhard

## **JEWISH, ISLAMIC AND MIDDLE EAST STUDIES (L75)**

**BEGINNING****MODERN HEBREW I L75 105D JIMES**

Same as home course L74 HBRW 105D.

A&S IQ:> LCD, LS

**BEGINNING ARABIC I L75 107D JIMES**

Same as home course L49 ARAB 107D.

A&S IQ:> LCD, LS

**BEGINNING HINDI I L75 111D JIMES**

Same as home course L73 Hindi 111D.

A&S IQ:> LCD, LS

**FIRST YEAR URDU I L75 150 JIMES**

Same as home course L73 Hindi 150.

A&S IQ:> LCD, LS

**FIRST-YEAR SEMINAR: JEWICY: JEWISH CULTURE****IN THE 21ST CENTURY L75 180 JIMES**

This course will examine cultural expressions of American Jewish identity within an ethnographic context. We will analyze processes of assimilation, Americanization, and innovation, as well as Jewish contributions to popular American culture and entertainment, from Irving Berlin to Madonna, and the 'The Joys of Yiddish' to 'jewlicious.com.' Moving from tradition to modernity, pluralism and transdenominationalism and back to tradition (sometimes with a vengeance) we explore challenges to Jewish identity and creative responses through the cultural lens. Course is for first-year, non-transfer students only. 3 units. Same as L98 AMCS 180, L61 FYP 1802.

A&S IQ:> HUM

01 MWF 10:00a-10:50a XII

Berg

**BEGINNING COPTIC I L75 188 JIMES**

Same as home course L08 Classics 188.

A&S IQ:> HUM, LCD

**DOCTORS AND TERRORISTS:****THE FICTIONS OF SOUTH ASIAN AMERICA L75 200A JIMES**

Same as home course L46 AAS 200.

A&S IQ:> HUM, LCD, SC

**INTERMEDIATE HINDI I L75 2011 JIMES**

Same as home course L73 Hindi 201.

A&S IQ:> LCD, LS

**INTERMEDIATE ARABIC I L75 207D JIMES**

Same as home course L49 ARAB 207D.

A&S IQ:> LCD, LS

**SCRIPTURES AND CULTURAL TRADITIONS: TEXTS****& TRADITIONS L75 2091 JIMES**

Same as home course L93 IPH 209.

A&S IQ:> HUM, LCD

**INTRO TO ISLAMIC****CIVILIZATION L75 210C JIMES**

A historical survey of Islamic civilization in global perspective. Chronological coverage of social, political, economic and cultural history will be balanced with focused attention to special topics, which will include: aspects of Islam as religion; science, medicine and technology in Islamic societies; art and architecture; philosophy and theology; interaction between Islamdom and Christendom; Islamic history in the Middle East, South Asia, Southeast Asia, and Central Asia as well as Africa; European colonialism; globalization of Islam and contemporary Islam. 3 units. Same as L49 ARAB 210F, L97 IAS 210C, U94 JME 210B, L23 Re St 210C.

A&S IQ:> HUM, LCD

01 TuTh 1:00p-2:20p XVIII

Nakissa

**INTERMEDIATE****MODERN HEBREW I L75 213D JIMES**

Same as home course L74 HBRW 213D.

A&S IQ:> LCD, LS

**INTERMEDIATE URDU I L75 232 JIMES**

Same as home course L73 Hindi 232.

A&S IQ:> LCD, LS

**AMPERSAND: THE****HOLOCAUST: A EUROPEAN EXPERIENCE L75 2850 JIMES**

Same as home course L61 FYP 2850.

A&S IQ:> HUM, LCD, SC, SD

**ISLAMOPHOBIA****& US POLITICS L75 290 JIMES**

Same as home course L57 RelPol 290.

A&S IQ:> HUM, LCD

**ISRAELI CULTURE****AND SOCIETY L75 350 JIMES**

An examination of critical issues in contemporary Israeli culture and society, such as ethnicity, speech, humor, religious identity, and the Arab population, using readings in English translation from a variety of disciplines: folklore, literary criticism, political science, sociology,

psychology, anthropology. Prereq: first year writing or permission of instructor. 3 units. Same as L74 HBRW 350, L97 IAS 350, L75 JIMES 550.

A&S IQ:> HUM, LCD, SD

01 MWF 11:00a-11:50a XVII

Berg

**ANTHROPOLOGICAL AND****SOCIOLOGICAL STUDY****OF MUSLIM SOCIETIES L75 354 JIMES**

This course introduces students to anthropological and sociological scholarship on Muslim societies. Attention will be given to the broad theoretical and methodological issues which orient such scholarship. These issues include the nature of Muslim religious and cultural traditions, the nature of modernization and rationalization in Muslim societies, and the nature of sociopolitical relations between "Islam" and the "West." The course explores the preceding issues through a series of ethnographic and historical case studies, with a special focus on Muslim communities in the Middle East, Southeast Asia, and Europe. Case studies address a range of specific topics, including religious knowledge and authority, capitalism and economic modernization, religion and politics, gender and sexuality, as well as migration and globalization. 3 units. Same as L48 Anthro 3541, L97 IAS 3544, L75 JIMES 554, U94 JME 354, L23 Re St 3540.

A&S IQ:> LCD, SSC, SC, SD

01 TuTh 4:00p-5:20p XXV

Nakissa

**TOPICS IN ISLAM:****RELIGIOUS AUTHORITY****IN MODERN ISLAM L75 3622 JIMES**

Among the many profound changes that have occurred in the Muslim World since the nineteenth century, one of the most transformative is that which academics popularly term the "crisis of religious authority." According to the academic narrative, as modern nation states emerged in the nineteenth century they created vast bureaucracies, universal compulsory education systems, new judicial structures, and other institutions. One of the key consequences of these changes was the marginalization of the Muslim scholarly elite, the ulama, who up until that time had enjoyed almost unparalleled authority to define Islamic social norms for the masses, dispense justice through the courts, educate the elites, and so on. Mass education, increased access to Islamic texts, and new technologies of disruption such as the internet have allowed new actors ranging from fundamentalists to feminists to emerge and challenge the Muslim scholarly elite's monopoly on the authoritative interpretation of Islam. Today, the so-called crisis of religious authority in Islam is cited as a cause for all manner of developments ranging from terrorism to increased gender equality. However, there has never been an institutionalized clerical hierarchy in Islam, and religious authority is not simply 'had' or claimed in a straightforward manner. Instead, in different times and places different actors have reworked traditional modes of claiming authority and taken advantage of new technologies to promote their own interpretations of Islamic texts and norms as authoritative while challenging the claims of others. Our approach to exploring religious authority in Islam and its modern crisis will be both thematic and chronological. We will consider how the Muslim scholarly elite, the ulama, have historically laid claim to be the authoritative voices of Islam, and how they have responded to new challenges. We will then consider how the modern state and new developments have produced new actors who have sought to promulgate their own authoritative claims about Islamic texts and practices. By the end of the course, students will have gained an understanding of the

different modes of argumentation and techniques used by a range of actors to claim Islamic authority. They will acquire the skills to critically analyze how competing arguments are constructed in relation to modern debates and issues such as the rise of ISIS and new developments in Islamic Feminism. We will conclude by considering why established religious authority and its dissolution is so often considered both the cause of, and solution to, so many of the social ills in the Muslim World. 3 units. Same as L97 IAS 3622, L75 JIMES 5622, L23 Re St 3622.

A&S IQ:> HUM  
01 MW 1:00p-2:20p XXXVI Warren

**ISLAM, GENDER, SEXUALITY L75 362A JIMES**  
Same as home course L57 RelPol 362.  
A&S IQ:> HUM, LCD

**THE SEPHARDIC EXPERIENCE: 1492 TO THE PRESENT L75 366 JIMES**

This course explores the history and culture of the Sephardic diaspora from the expulsion of Spanish and Portuguese Jewry at the end of the fifteenth century to the present. We will start with a brief introduction into the history of Iberian Jews prior to 1492, asking how this experience created a distinct subethnic Jewish group: the Sephardim. We will then follow their migratory path to North Africa, Italy, the Ottoman Empire, the Netherlands, and the Americas. The questions we will explore include: in what sense did Jews of Iberian heritage form a transnational community? How did they use their religious, cultural, and linguistic ties to advance their commercial interests? How did they transmit and transform aspects of Spanish culture and create a vibrant Ladino literature? How did the Sephardim interact with Ashkenazi, Greek, North African, and other Jewish, Muslim, and Christian communities? How did Jewish emigres from Spain and Portugal become intermediaries between Christian Europe and the Ottoman Empire? What was the role of Sephardim in Europe's transatlantic expansion? How did conversos (converts to Christianity) return to Judaism and continue to grapple with their ambiguous religious identity? How did Ottoman and North African Jews respond to European cultural trends and colonialism and create their own unique forms of modern culture? How did the Holocaust impact Sephardic Jewry? The course will end with a discussion of the Sephardic experience in America and Israel today. 3 units. Same as L22 History 3856, L75 JIMES 566, L23 Re St 3660.

A&S IQ:> HUM, LCD  
01 TuTh 2:30p-3:50p XXXVI Jacobs

**HISTORY OF SLAVERY IN THE MIDDLE EAST L75 377 JIMES**

This course will examine slavery and its abolition in the Middle East and North Africa from 600 through the present time. Starting from late antique practices of slavery, we will expand our discussion chronologically to cover various forms of slavery as practiced and imagined through the centuries. In addition to theoretical and moral discussions of slavery in pertinent genres of literature, we will be examining household, field, and military slavery as well as the remarkable phenomenon of slave dynasties. We will conclude with the abolition of slavery in the 19th and 20th centuries and discuss the legacy of slavery in the contemporary Middle East. Topics of discussion will include legal and moral views on slavery, forms of male and female slavery, political, military, and economic dimensions of slavery, issues of race and gender as well

as slave writings to reflect on experiences of slavery from within. Primary sources in Turkish, Persian, and Arabic will be available for those who have an advanced knowledge in any one of them, but both primary and secondary sources will be in English. The goal is to enable students to understand slavery in the Middle East in its various forms and practices and eventually compare it to that of other regions and cultures, such as European and Atlantic slavery. 3 units. Same as L97 IAS 3770, L75 JIMES 577.

A&S IQ:> HUM, LCD, SC  
01 MW 2:30p-3:50p XIV Yucesoy

**INTRO TO BIBLICAL HEBREW L75 384I JIMES**  
Same as home course L74 HBRW 384.  
A&S IQ:> LCD, LS

**TOPICS IN JEWISH STUDIES: THE HEBREW PROPHETS: VOICES OF SOCIAL JUSTICE? L75 385 JIMES**

The prophets of the Hebrew Bible are traditionally considered to be ancient Israelite voices for social justice: they criticize the powerful and uphold the rights of the poor. In this course, we will examine this aspect of the prophets' reputation in light of their historical and socio-economic context. We will also discuss how to reconcile this view with certain prophetic ideologies that appear xenophobic, misogynistic, and hierarchical by today's standards. The significant role the prophets played in the development of Israelite and Judean religion will become clear as we explore these topics. All readings are in English. 3 units. Same as L75 JIMES 585A, L23 Re St 387.

A&S IQ:> HUM  
02 TuTh 2:30p-3:50p XXXVI Liebermann

## **KOREAN (L51)**

**BASIC KOREAN II L51 108 KOREAN**

Basic Korean II is the second course in the slower-paced Basic Korean language curriculum sequence that will cover the content of the second half of First level modern Korean 1 (L51 117D). This course is designed for students who are interested in learning the Korean language but cannot commit the time for the regular five-credit class, Korean 117D. This course will use the same textbook and learning materials that are used for the First level modern Korean 1 (L51 117D) class. The course emphasizes the acquisition of all areas of language function: listening, speaking, reading, and writing as well as intercultural competence. Upon completion of Basic Korean II, students can join the First level modern Korean 2 (L51 118) in the spring semester. Basic Korean 1 and Basic Korean 2 do not fulfill the language sequence requirement, nor the two-semester language requirement for the Korean minor. 3 units.

A&S IQ:> HUM, LCD  
01 MWF 11:00a-11:50a III Kim, M

**FIRST-LEVEL MODERN KOREAN I L51 117D KOREAN**

Intro to the modern spoken and written language of Korea. Acquisition of the basic fundamentals of grammar, sounds, vocabulary, and oral communication skills. Note: Students with previous Korean language background must take the placement examination. 5 units.

A&S IQ:> LCD, LS

01 F 9:00a-9:50a III  
MW 9:00a-9:50a Kim, M  
Chun

02 MW 10:00a-10:50a III  
F 10:00a-10:50a Kim, M  
Chun

03 F 12:00p-12:50p III  
MW 12:00p-12:50p Chun  
Kim, M

Subsections:  
A TuTh 9:00a-9:50a Kim, M  
Chun  
B TuTh 10:00a-10:50a Kim, M  
Chun  
C TuTh 12:00p-12:50p Kim, M  
Chun

**SECOND-LEVEL MODERN KOREAN I L51 217 KOREAN**

Second year course in standard modern Korean. Emphasis is placed upon speaking, reading, and writing of modern Korean. Prereq: Grade of B- or better in Korean 118D, or placement by examination. 5 units.

A&S IQ:> LCD, LS  
SECT 01: With instructor permission, students may combine MWF and TTR from different sections to accommodate schedule conflicts.

01 F 10:00a-10:50a III  
MTuWTh 10:00a-10:50a Kim, T

SECT 02: With instructor permission, students may combine MWF and TTR from different sections to accommodate schedule conflicts.

02 MTuWTh 12:00p-12:50p III  
F 12:00p-12:50p Kim, T

**LITERATURE OF MODERN AND CONTEMPORARY KOREAN L51 352 KOREAN**

This undergraduate course surveys the major writers and works of 20th century Korean literature. During the 20th century Korea went through a radical process of modernization. From its colonization by Japan, to its suffering of a civil war within the cold war order, to its growth into a cultural and economic powerhouse, Korea's historical experience is at once unique and typical of that of a third-world nation. By immersing ourselves in the most distinctive literary voices from Korea, we examine how the Korean experience of modernization was filtered through its cultural production. In class discussion, we pay special attention to the writers' construction of the self and the nation. How do social categories such as ethnicity, class, gender, and race figure in the varying images of the self? And how do these images relate to the literary vision of the nation? Along the way, we observe the prominent ideas, themes, and genres of Korean literature. This class combines discussion with lecture with students strongly encouraged to participate. All literary texts are in English translation and no previous knowledge of Korean is required. 3 units. Same as L03 East Asia 352, L97 IAS 3520.

A&S IQ:> HUM, LCD, SD  
01 MW 2:30p-3:50p XXXVI Lee

## **LATIN (L10)**

**BEGINNING LATIN I L10 101D LATIN**

An introduction to Latin, the language of Ancient Rome and the European Middle Ages and Renaissance, and the most important source of English medical and scientific terms. Beginning with the foundations of Latin grammar, students will work towards developing reading knowledge

with the goal of reading literary texts. Students who have already begun their study of Latin should consult the Chair of the Department. 4 units.

A&S IQ:> LCD, LS

01 MTuWTh 1:00p-1:50p III

Anderson

02 MTuWTh 3:00p-3:50p III

Karathanasis

## **LATIN AMERICAN STUDIES (L45)**

**LATIN AMERICA: NATION, ETHNICITY AND**

**SOCIAL CONFLICT**

**L45 165D LATAM**

This class is an interdisciplinary introduction to the academic study of modern and contemporary Latin America. The course focuses on main issues in Latin American politics, history and culture, both in the continent at large and in the specific regions and sub-regions within it. The class will particularly explore topics such as nation creation, national identity, modes of citizenry, the role of race, ethnicity, gender and class in the region's historical development, as well as social and political conflicts, which have defined the region over the centuries. This course is suggested before taking any other upper-level courses on Latin America or going abroad to other countries, and required for all Latin American Studies majors and minors. Through the course, students gain basic bibliographic knowledge and experience with research tools for a comparative study of Latin American politics society and culture. Prereq. None. 3 units. Same as L97 IAS 165D.

A&S IQ:> HUM, LCD, SC, SD

01 MW 10:00a-11:20a XXXI

Sánchez Prado

**FIRST-YEAR SEMINAR:**

**ANGELS, PROSTITUTES AND**

**CHICAS MODERNAS: WOMEN**

**IN LATIN**

**AMERICAN HISTORY**

**L45 2118 LATAM**

Same as home course L22 History 2118.

A&S IQ:> HUM, LCD, SD

**SURVEY OF BRAZILIAN**

**CULTURES: RACE,**

**NATION AND SOCIETY**

**L45 304 LATAM**

This course will introduce students to Brazilian culture from the colonial period to the present through literature, art, music, film and other cultural forms. The course gives a historical overview of Brazilian culture and society, exploring major sociohistorical and artistic moments from the colonial, imperial, and republican periods, and their "legacies" or influences on Brazilian society. Students will learn about the Amerindian, European, and African influences of Brazilian culture through the study of representative texts and cultural practices. The course also illustrates Brazil's place within Latin America and the world. The course will seek to deconstruct and expand preconceived notions of Brazil, such as Lusotropicalism and racial democracy. Classes will combine lectures by the instructor, student presentations, collective debates and cooperative learning, and will entail the use of required bibliography and audiovisual materials. Prereq. None. 3 units. Same as L97 IAS 3043.

A&S IQ:> HUM, SC

01 TuTh 2:30p-3:50p XXXI

Williamson

**CULTURES OF HEALTH**

**IN LATIN AMERICA**

**L45 325 LATAM**

This course is a survey of the cultural and political-economic aspects of health, illness, and embodied difference in Latin America. We will approach these themes from an interdisciplinary perspective with an emphasis on anthropology and history, exploring how local, national, regional, and global factors affect health and healthcare and how people experience and respond to them. Topics will include interactions between traditional healing practices and biomedicine; the lasting impacts of eugenic sciences on contemporary ideas about race and disability; the unequal impacts of epidemic disease; Indigenous cosmologies and healing systems; the politics of access to healthcare; the cultural and political specificities of reproductive health; and the intersections of race, gender, ethnicity, class, and bodily capacities in the pursuit of wellbeing. This course is designed for students of all levels interested in health and/or Latin American cultures. It will be taught in English, and there are no prerequisites. 3 units.

A&S IQ:> HUM, LCD

01 TuTh 4:00p-5:20p XXV

Williamson

## **LEGAL STUDIES (L84)**

**LOGIC AND**

**CRITICAL ANALYSIS**

**L84 105G LW ST**

Same as home course L30 Phil 100G.

A&S IQ:> NSM, AN

**AMPERSAND: LAW**

**AND SOCIETY**

**L84 126 LW ST**

Same as home course L61 FYP 1261.

A&S IQ:> SSC

**PRESENT MORAL PROBLEMS L84 131F LW ST**

Same as home course L30 Phil 131F.

A&S IQ:> HUM

**THE IMMIGRANT EXPERIENCE L84 2020 LW ST**

Same as home course L98 AMCS 202.

A&S IQ:> LCD, SSC, SC, SD

**EARLY POLITICAL**

**THOUGHT: TEXT**

**AND TRADITION**

**L84 203C LW ST**

Same as home course L93 IPH 203C.

A&S IQ:> HUM, LCD

**CROSSING BORDERS: AN**

**INTRO TO INSTITUTIONS**

**AND CONCEPTS IN**

**INTERNATIONAL**

**AND AREA STUDIES**

**L84 207 LW ST**

Same as home course L97 IAS 207.

A&S IQ:> LCD, SSC, SC

**MODERN POLITICAL**

**THOUGHT: TEXT**

**AND TRADITION**

**L84 207C LW ST**

Same as home course L93 IPH 207C.

A&S IQ:> HUM, LCD

**BIOMEDICAL ETHICS**

**L84 233F LW ST**

Same as home course L30 Phil 233F.

A&S IQ:> HUM

**INTRO TO**

**ENVIRONMENTAL ETHICS**

**L84 235F LW ST**

Same as home course L30 Phil 235F.

A&S IQ:> HUM

**FIRST-YEAR SEMINAR: THE**

**NUREMBERG TRIALS AND**

**INTERNATIONAL JUSTICE**

**L84 2443 LW ST**

Same as home course L22 History 2443.

A&S IQ:> HUM

**LINGUISTICS FOR**

**LEGAL PURPOSES**

**L84 263 LW ST**

Same as home course L44 Ling 263.

A&S IQ:> SSC

## **LINGUISTICS (L44)**

**FIRST-YEAR SEMINAR: THE**

**LINGUISTICS OF**

**CONSTRUCTED LANGUAGES**

**L44 148 LING**

What's "wrong" with English, or French, or Chinese, or any one of the 6,000+ languages spoken natively by humans today? Why invent a language like Esperanto to be a common tongue among all people, or invent a "calculus of thought" to "perfectly" express pure meaning? Why is it hard to sound romantic while speaking Klingon? What are the benefits of Lojban's attempt to rid the world of confusion and ambiguity? This course explores the design of and motivation for constructed languages from a modern linguistic point of view. Constructed languages are those that are the result of some conscious and deliberate design rather than ones occurring naturally. We will explore the different motivations for language construction, from the desire to create a "perfect language", to fictional world building, to fostering global harmony. In characterizing the different types of invented languages, students will develop familiarity with the basic tools of linguistic theory, focusing on phonology, morphology, syntax, and semantics. Languages analyzed in detail include Klingon, Esperanto, Heptapod B, Lojban, Dothraki, Valyrian, Elvish, and various philosophical languages. This class is only open to first-year students. 3 units. Same as L61 FYP 148.

A&S IQ:> SSC

01 TuTh 10:00a-11:20a XX

Danis

**INTRO TO LINGUISTICS**

**L44 170D LING**

Language is one of the fundamental capacities of the human species, and there are many interesting and meaningful ways in which it can be studied. This course explores the core components of linguistic theory: speech sounds (phonetics and phonology), word formation (morphology), sentence structure (syntax), and meaning (semantics). It also provides an overview of interdisciplinary ideas and research on how language is acquired and processed, its relation to the mind-brain and to society, and the question of whether the essential properties of language can be replicated outside the human mind (specifically, in chimpanzees or computer programs). Attendance on the first day of class is required. 3 units.

A&S IQ:> SSC

01 MW 10:00a-11:20a XII

Barros

02 TuTh 1:00p-2:20p XVIII

Danis

03 TuTh 10:00a-11:20a XX

Van Engen

**LATIN AND GREEK  
IN CURRENT ENGLISH** L44 225D LING  
Same as home course L08 Classics 225D.  
A&S IQ:> HUM

**INTRO TO SPEECH AND  
HEARING SCIENCES  
AND DISORDERS** L44 234 LING  
Same as home course L12 Educ 234.

**LINGUISTICS FOR  
LEGAL PURPOSES** L44 263 LING  
This course exposes students to an array of legal matters where forensic linguistic science can play a key role and simultaneously introduces them to linguistic concepts, theories, and methods that can be differentially applied for a combination of forensic and legal purposes. Topics include trademark disputes, defamation suits, civil litigation, authorship identification, and linguistic evaluations of testimony presented during murder trials. Assignments will include the formulation of affidavits and the production of legal opinions derived from diverse linguistic analyses. 3 units. Same as L84 Lw St 263.  
A&S IQ:> SSC  
01 Tu 5:30p-8:30p XXXII Baugh

## **MATHEMATICS AND STATISTICS (L24)**

**FOUNDATIONS FOR CALCULUS L24 100 MATH**  
A limited enrollment class designed specifically for students planning to take calculus but who need additional precalculus preparation. The course aims to build both the technical skills and the conceptual understanding needed to succeed in calculus, and gives previews of some selected topics from calculus. The course will emphasize links between the graphical, numeric, and algebraic viewpoints. A variety of approaches will be used to present the material, e.g., technology, group work, writing assignments. Prereq: 2 yrs high school algebra and geometry (or the equivalent). MUST BE TAKEN FOR A LETTER GRADE. 3 units.  
A&S IQ:> NSM  
01 TuTh 8:30a-9:50a VIII [TBA]

**CALCULUS I L24 131 MATH**  
Derivatives of algebraic, trigonometric, and transcendental functions, techniques of differentiation and applications of the derivative. The definite integral and Fundamental Theorem of Calculus. Areas. Simpler integration techniques. Prereq: high school algebra and precalculus (including trigonometry). EXAMINATION SCHEDULE: Tests, at which attendance is required, will be given from 6:30 to 8:30 p.m. on September 18, October 23, and November 20. 3 units.  
A&S IQ:> NSM, AN

01 MWF 9:00a-9:50a IV Daemi  
02 MWF 10:00a-10:50a IV Johnson  
03 MWF 11:00a-11:50a IV Escobar Vega  
04 MWF 2:00p-2:50p IV Escobar Vega  
05 MWF 3:00p-3:50p IV Daemi  
Discussion sections:  
A Th 8:00a-8:50a [TBA]  
B Th 8:00a-8:50a [TBA]  
C Th 9:00a-9:50a [TBA]  
D Th 9:00a-9:50a [TBA]  
E Th 9:00a-9:50a XXXI [TBA]

F Th 10:00a-10:50a [TBA]  
G Th 10:00a-10:50a [TBA]  
H Th 11:00a-11:50a [TBA]  
I Th 11:00a-11:50a [TBA]  
J Th 12:00p-12:50p [TBA]  
K Th 12:00p-12:50p XXXI [TBA]  
L Th 1:00p-1:50p XXXI [TBA]  
M Th 1:00p-1:50p XXXI [TBA]

**CALCULUS I EXTENDED L24 131E MATH**  
Math 131E covers the same content as Math 131, but with the additional review of precalculus concepts integrated throughout the semester. It is aimed at students whose precalculus skills are not yet fully developed. By the end of this course, students should be ready to enroll in Math 132. 3 units.  
A&S IQ:> NSM, AN  
01 MTuWThF 9:00a-9:50a XXXII Johnson

**CALCULUS II L24 132 MATH**  
Continuation of Math 131. A brief review of the definite integral and Fundamental Theorem of Calculus. Techniques of integration, applications of the integral, sequences and series, and some material on differential equations. Prereq: Math 131 or a grade of B or better in a one year high school calculus course. EXAMINATION SCHEDULE: Tests, at which attendance is required, will be given from 6:30 to 8:30 p.m. on September 19, October 24, and November 21. 3 units.  
A&S IQ:> NSM, AN

01 MWF 9:00a-9:50a VII [TBA]  
02 MWF 10:00a-10:50a VII [TBA]  
03 MWF 12:00p-12:50p VII [TBA]  
04 MWF 1:00p-1:50p VII [TBA]  
Discussion sections:  
A Th 8:00a-8:50a [TBA]  
B Th 9:00a-9:50a [TBA]  
C Th 9:00a-9:50a [TBA]  
D Th 9:00a-9:50a [TBA]  
E Th 9:00a-9:50a [TBA]  
F Th 9:00a-9:50a [TBA]  
G Th 10:00a-10:50a [TBA]  
H Th 10:00a-10:50a [TBA]  
I Th 10:00a-10:50a [TBA]  
J Th 11:00a-11:50a [TBA]  
K Th 11:00a-11:50a [TBA]  
L Th 11:00a-11:50a [TBA]  
M Th 12:00p-12:50p [TBA]  
N Th 12:00p-12:50p [TBA]  
O Th 12:00p-12:50p [TBA]  
P Th 12:00p-12:50p [TBA]  
Q Th 12:00p-12:50p [TBA]  
R Th 1:00p-1:50p [TBA]  
S Th 1:00p-1:50p [TBA]  
T Th 1:00p-1:50p [TBA]  
U Th 1:00p-1:50p [TBA]  
W Th 1:00p-1:50p [TBA]

**HONORS MATHEMATICS I L24 203 MATH**  
This is the first half of a one-year calculus sequence for first year students with a strong interest in mathematics with an emphasis on rigor and proofs. The course begins at the beginning but assumes the students have already studied the material from a more "mechanical" view. Students who complete both semesters will have completed the material Calc III and other topics that may let them move through the upper level math curriculum more quickly. Sets, functions, real numbers, and methods of proof. The Riemann-Darboux integral, limits and continuity, differentiation, and the fundamental theorems of calculus. Sequences and series of real

numbers and of functions. Vector spaces and linear maps. Prereq: Score of 5 on the A.P Calculus Exam, BC version, or the equivalent. 4 units.

A&S IQ:> NSM, AN  
01 MTuWThF 11:00a-11:50a XVII Stern  
**DIFFERENTIAL EQUATIONS L24 217 MATH**  
Intro to ordinary differential equations: first-order equations, linear equations, systems of equations, series solutions, Laplace transform methods, numerical solutions. Prereq: successful completion of, or concurrent enrollment in, Math 233. EXAMINATION SCHEDULE: Tests, at which attendance is required, will be given from 6:30 to 8:30 p.m. on September 19, October 24, and November 21. 3 units.

A&S IQ:> NSM, AN  
01 MWF 9:00a-9:50a VII Diaz  
02 MWF 11:00a-11:50a VII Diaz  
Discussion sections:  
A Tu 8:00a-8:50a XXXI [TBA]  
B Tu 9:00a-9:50a XXXI [TBA]  
C Tu 9:00a-9:50a XXXI [TBA]  
D Tu 10:00a-10:50a XXXI [TBA]  
E Tu 11:00a-11:50a XXXI [TBA]  
F Tu 12:00p-12:50p XXXI [TBA]  
G Tu 1:00p-1:50p XXXI [TBA]

**ELEMENTARY PROBABILITY  
AND STATISTICS L24 2200 MATH**

An elementary introduction to statistical concepts, reasoning and data analysis. Topics include statistical summaries and graphical presentations of data, discrete and continuous random variables, the logic of statistical inference, design of research studies, point and interval estimation, hypothesis testing, and linear regression. Students will learn a critical approach to reading statistical analyses reported in the media, and how to correctly interpret the outputs of common statistical routines for fitting models to data and testing hypotheses. A major objective of the course is to gain familiarity with basic R commands to implement common data analysis procedures. Students intending to pursue a major or minor in mathematics or wishing to take 400 level or above statistics courses should instead take Math 3200. EXAMINATION SCHEDULE: Tests, at which attendance is required, will be given from 6:30 to 8:30 p.m. on September 18, October 23, and November 20. Prereq: Math 131 3 units.

A&S IQ:> NSM, AN  
01 MWF 9:00a-9:50a IV [TBA]  
02 MWF 11:00a-11:50a IV [TBA]  
Discussion sections:  
A Tu 8:00a-8:50a XXXI [TBA]  
B Tu 9:00a-9:50a XXXI [TBA]  
C Tu 9:00a-9:50a XXXI [TBA]  
D Tu 10:00a-10:50a XXXI [TBA]  
E Tu 11:00a-11:50a XXXI [TBA]  
F Tu 12:00p-12:50p XXXI [TBA]  
G Tu 1:00p-1:50p XXXI [TBA]

**CALCULUS III L24 233 MATH**  
Differential and integral calculus of functions of two and three variables. Vectors, curves and surfaces in space, partial derivatives, multiple integrals, line integrals, vector calculus through Green's Theorem. Prereq: Math 132, or a score of 4 or 5 on the Advanced Placement Calculus Examination (BC version). EXAMINATION SCHEDULE: Tests, at which attendance is required, will be given from 6:30 to 8:30 p.m. on September 18, October 23, and November 20. 3 units.

A&S IQ:> NSM, AN  
01 MWF 9:00a-9:50a IV Thornton  
02 MWF 9:00a-9:50a IV Augat

03	MWF 10:00a-10:50a	IV	Thornton
04	MWF 11:00a-11:50a	IV	[TBA]
05	MWF 11:00a-11:50a	IV	Song
06	MWF 12:00p-12:50p	IV	Song
07	MWF 1:00p-1:50p	IV	Augat
08	MWF 2:00p-2:50p	IV	Landry
09	MWF 3:00p-3:50p	IV	[TBA]
10	MWF 4:00p-4:50p	IV	Landry
Discussion sections:			
A	Tu 8:00a-8:50a	XXXI	[TBA]
B	Tu 9:00a-9:50a	XXXI	[TBA]
C	Tu 9:00a-9:50a	XXXI	[TBA]
D	Tu 9:00a-9:50a	XXXI	[TBA]
E	Tu 9:00a-9:50a	XXXI	[TBA]
F	Tu 9:00a-9:50a	XXXI	[TBA]
G	Tu 10:00a-10:50a	XXXI	[TBA]
H	Tu 10:00a-10:50a	XXXI	[TBA]
I	Tu 10:00a-10:50a	XXXI	[TBA]
J	Tu 10:00a-10:50a	XXXI	[TBA]
K	Tu 10:00a-10:50a	XXXI	[TBA]
L	Tu 11:00a-11:50a	XXXI	[TBA]
M	Tu 11:00a-11:50a	XXXI	[TBA]
N	Tu 11:00a-11:50a	XXXI	[TBA]
O	Tu 11:00a-11:50a	XXXI	[TBA]
P	Tu 11:00a-11:50a	XXXI	[TBA]
Q	Tu 12:00p-12:50p	XXXI	[TBA]
R	Tu 12:00p-12:50p	XXXI	[TBA]
S	Tu 12:00p-12:50p	XXXI	[TBA]
T	Tu 12:00p-12:50p	XXXI	[TBA]
U	Tu 12:00p-12:50p	XXXI	[TBA]
V	Tu 1:00p-1:50p	XXXI	[TBA]
W	Tu 1:00p-1:50p	XXXI	[TBA]
X	Tu 1:00p-1:50p	XXXI	[TBA]
Y	Tu 1:00p-1:50p	XXXI	[TBA]

## **MEDICAL HUMANITIES**

### **(L85)**

#### **CHINESE FOR MEDICAL PURPOSES L85 126 MEDH**

Same as home course L04 Chinese 126.  
A&S IQ:> LCD, LS

#### **BIOMEDICAL ETHICS L85 233F MEDH**

Same as home course L30 Phil 233F.  
A&S IQ:> HUM

## **MUSIC (L27)**

#### **BRASS LESSONS: PREREGISTRATION L27 100B MUSIC**

Please register for this course if you are planning to take lessons on a brass instrument this semester. You will be transferred to the appropriate course and section number once your lessons begin. Half-hour lessons are 1.0 unit and hour lessons are 2.0 units, no other units will be accepted. Once you have registered for this course please sign up for a placement appointment through the department's website. See <a href="https://music.wustl.edu/rebates-fees-refund-policy" target="\_blank">department website</a> for lesson fees. Credit variable, max 2 units.

01 TBA XXX Brass Faculty

#### **PERCUSSION LESSONS: PREREGISTRATION L27 100D MUSIC**

Please register for this course if you are planning to take percussion lessons this semester. You will be transferred to the appropriate course and section number once your lessons begin. Half-hour lessons are 1.0 unit and hour lessons are 2.0 units, no other units will be accepted. Once you have registered for this course please sign up for a placement appointment through the department's website. See <a href="https://music.wustl.edu/rebates-fees-refund-policy" target="\_blank">department website</a> for lesson fees. Credit variable, max 2 units.

01 TBA XXX Percussion Faculty

#### **GUITAR LESSONS: PREREGISTRATION L27 100G MUSIC**

Please register for this course if you are planning to take guitar lessons this semester: classical (section 01) or jazz (section 02). You will be transferred to the appropriate course and section number once your lessons begin. Half-hour lessons are 1.0 unit and hour lessons are 2.0 units, no other units will be accepted. Once you have registered for this course please sign up for a placement appointment through the department's website. See <a href="https://music.wustl.edu/rebates-fees-refund-policy" target="\_blank">department website</a> for lesson fees. Credit variable, max 2 units.

SECT 01: Classical

01 TBA XXX Rosenkoetter

SECT 02: Jazz Guitar

02 TBA XXX Lenihan

#### **PIANO/ORGAN LESSONS: PREREGISTRATION L27 100P MUSIC**

Please register for this course if you are planning to take keyboard lessons this semester: classical (section 01), jazz (section 02), or organ (section 03). You will be transferred to the appropriate course and section number once your lessons begin. Half-hour lessons are 1.0 unit and hour lessons are 2.0 units, no other units will be accepted. Once you have registered for this course please sign up for a placement appointment through the department's website. See <a href="https://music.wustl.edu/rebates-fees-refund-policy" target="\_blank">department website</a> for lesson fees. Credit variable, max 2 units.

SECT 01: Classical Piano

01 TBA XXX Piano Faculty

SECT 02: Jazz Piano

02 TBA XXX Kirkpatrick

SECT 03: Organ lessons

03 TBA XXX Organ Faculty

#### **STRINGS LESSONS: PREREGISTRATION L27 100S MUSIC**

Please register for this course if you are planning to take lessons on a stringed instrument this semester. You will be transferred to the appropriate course and section number once your lessons begin. Half-hour lessons are 1.0 unit and hour lessons are 2.0 units, no other units will be accepted. Once you have registered for this course please sign up for a placement appointment through the department's website. See <a href="https://music.wustl.edu/rebates-fees-refund-policy" target="\_blank">department website</a> for lesson fees. Credit variable, max 2 units.

01 TBA XXX String Faculty

02 TBA XXX Jazz Strings Faculty

#### **VOICE LESSONS: PREREGISTRATION L27 100V MUSIC**

Please register for this course if you are planning to take voice lessons this semester. You will be transferred to the appropriate course and section number once your lessons begin. Half-hour lessons are 1.0 unit and hour lessons are 2.0 units, no other units will be accepted. Once you have registered for this course please sign up for a placement appointment through the department's website. See <a href="https://music.wustl.edu/rebates-fees-refund-policy" target="\_blank">department website</a> for lesson fees. Credit variable, max 2 units.

01 TBA XXX Voice Faculty

#### **WOODWIND LESSONS: PREREGISTRATION L27 100W MUSIC**

Please register for this course if you are planning to take lessons on a woodwind instrument this semester. You will be transferred to the appropriate course and section number once your lessons begin. Half-hour lessons are 1.0 unit and hour lessons are 2.0 units, no other units will be accepted. Once you have registered for this course please sign up for a placement appointment through the department's website. See <a href="https://music.wustl.edu/rebates-fees-refund-policy" target="\_blank">department website</a> for lesson fees. Credit variable, max 2 units.

01 TBA XXX Woodwind Faculty

#### **MUSICS OF THE WORLD L27 1021 MUSIC**

This course provides an introduction to the field of ethnomusicology as well as a survey of selected musics from around the world. We will investigate not only musical sound itself but how music interacts with other cultural domains, such as religion/cosmology, politics, economics, and social structure. The course will use case studies from regions around world (such as Indonesia, India, the Middle East, Sub-Saharan Africa, and Latin America) to illustrate the conceptual problems and methodologies raised by the cross-cultural study of music, as well as acquaint you with the rich variety of music around the globe. 3 units. Same as U24 Mus 1023.

A&S IQ:> HUM, LCD

01 TuTh 10:00a-11:20a XX Eldridge Stewart

#### **POPULAR MUSIC IN AMERICAN CULTURE L27 1022 MUSIC**

American popular music from 1800s to the present, with emphasis on technology, social and political contexts, and popular music as a realm of interracial encounter. Musics covered include early jazz, classic blues, swing, classic pop, rock and roll, soul, disco, hip hop and the changing relationship between popular music, film, and television. 3 units.

A&S IQ:> HUM, SD

01 MWF 9:00a-9:50a VI [TBA]

#### **WOMEN AND MUSIC L27 117 MUSIC**

3 units.

A&S IQ:> HUM

01 MW 11:30a-12:50p XVII Bokulich

#### **CLASSICAL THEORY I L27 121C MUSIC**

Intro to vocabularies and skills basic to music theory through concentrated work in notation, the development of specific compositional skills, and musical analysis. Concepts of musical structure and aesthetic experience will be explored through the study of music from the Western classical tradition. Ability to read musical notation required. Keyboard skills desirable. Students

who register for Music 121C are required to register for one of the subsections. 3 units.

A&S IQ:> HUM

01 MWF 10:00a-10:50a	XII	Steinbeck
02 MWF 11:00a-11:50a	XVII	Steinbeck
03 MWF 2:00p-2:50p	XIV	Snarrenberg

Subsections:

A M 11:00a-11:50a	XXXI	[TBA]
B M 12:00p-12:50p	XXXI	[TBA]
C M 2:00p-2:50p	XXXI	[TBA]
D Tu 2:30p-3:20p	XXXI	[TBA]
E W 12:00p-12:50p	XXXI	[TBA]
F W 3:00p-3:50p	XXXI	[TBA]
G Th 3:30p-4:20p	XXXI	[TBA]
H F 1:00p-1:50p	XXXI	[TBA]

**JAZZ THEORY I L27 121J MUSIC**

Intro to the jazz music language as a preparation for the study of improvisation. The course of study consists of basic music theory including music-reading skills and notation, scales, intervals, and triads. An introduction to extended tertian chords as derived from the twenty-one modes of the major, melodic and harmonic minor scales forms the basis of the jazz harmonic language. The study of chord progression and chord substitution, song form, and the blues prepares the student for a detailed study of the modern jazz language. Students who register for Music 121J are required to register for one of the subsections. 3 units.

A&S IQ:> HUM

01 MWF 1:00p-1:50p	XXIII	Lenihan
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Subsections:

A M 11:00a-11:50a	XXXI	[TBA]
B M 12:00p-12:50p	XXXI	[TBA]
C M 2:00p-2:50p	XXXI	[TBA]
D Tu 2:30p-3:20p	XXXI	[TBA]
E W 12:00p-12:50p	XXXI	[TBA]
F W 3:00p-3:50p	XXXI	[TBA]
G Th 3:30p-4:20p	XXXI	[TBA]
H F 1:00p-1:50p	XXXI	[TBA]

**KEYBOARD SKILLS I L27 1232 MUSIC**

An introduction to basic techniques of keyboard proficiency using scales, chord progressions, harmonizing and repertoire. Transposition and sight reading skills developed. Prereq: permission of the director of keyboard studies for non-majors. 1 unit.

02 MW 3:00p-3:50p	XXXII	Johnson
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**COMPOSITION WORKSHOP L27 129 MUSIC**

An introductory course in contemporary music composition, with a 30-minute private lesson and weekly master class. 2 units.

01 W 3:00p-3:50p	XXXII	Stark
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**PIANO CLASS L27 159 MUSIC**

Intended for students with little to no formal musical training. An introduction to keyboard fundamentals through the study of note reading, intervals, technique, and repertoire. Students may self-enroll or be placed by audition. Note: If a class does not have 3 students enrolled at the end of the drop/add period, it will be cancelled. Pending studio space, enrolled students may then opt to take private lessons for the remainder of the semester, and the fee will be prorated accordingly. 1 unit.

01 TuTh 1:00p-1:50p	XXXII	Hinners
02 MW 5:00p-5:50p	XXXII	Johnson
03 TuTh 9:00a-9:50a	XXXII	Johnson
04 TuTh 11:00a-11:50a	XXXII	Johnson
05 TuTh 2:00p-2:50p	XXXII	Hinners

**PIANO CLASS II L27 160 MUSIC**

Continuation of Music 159. Note: If a class does not have 3 students enrolled at the end of the drop/add period, it will be cancelled. Pending studio space, enrolled students may then opt to take private lessons for the remainder of the semester, and the fee will be prorated accordingly. PREREQ: Music 159 or permission of instructor. 1 unit.

01 MW 4:00p-4:50p	XXXII	Johnson
02 TuTh 10:00a-10:50a	XXXII	Johnson
03 MW 11:00a-11:50a	XXXII	Johnson

**KEYBOARD SKILLS III L27 2232 MUSIC**

Intermediate skills in score reading as well as the introduction of inversions, figured bass, and improvising melodies. 1.5 hours per week. PREREQ: permission of instructor for non-majors. 1 unit.

01 MW 9:00a-9:50a	XXXII	Kirkpatrick
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**SMALL CHAMBER ENSEMBLES L27 231C MUSIC**

Students interested in performance of chamber music are organized into various ensembles and assigned a coach. A public concert is given at the end of the semester. Students should register in Section 99, and you will be transferred to the appropriate course and section number once you have been placed. May be repeated for credit. Please see the department's website for audition dates. Credit variable, max 1 unit. Lab, materials fee: \$200.00.

07 TBA	XXX	Lombard
27 TBA	XXX	Price
29 TBA	XXX	Greenhalgh
33 TBA	XXX	Claude
36 TBA	XXX	Rosenkoetter
61 TBA	XXX	Stout
99 TBA	XXX	Greenhalgh

**WIND ENSEMBLE L27 232W MUSIC**

Performs both classic and contemporary wind repertoire. Membership is open to undergraduate and graduate students from all schools and departments. Rehearsals will take place once a week with two performances per semester. Please see the department's website for audition dates. Credit variable, max 1 unit.

01 Th 7:00p-9:30p	XXX	Becker
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**JAZZ BAND L27 233 MUSIC**

The Jazz Band is a standard big band, including saxophones, trumpets, guitar, piano, bass, and drums. The band performs standards from the big band repertoire as well as more modern jazz tunes at two public concerts each semester. May be repeated for credit. Please see the department's website for audition dates. Prior experience playing in a jazz ensemble is preferred, but not required. Credit variable, max 1 unit.

SECT 01: Jazz Band will be held in the Pillsbury Theatre of the 560 Music Center.

01 W 7:30p-10:00p	XXX	Becker
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**SYMPHONY ORCHESTRA L27 234S MUSIC**

The Symphony Orchestra performs repertoire from the Baroque to modern period in two public concerts each semester. May be repeated for credit. Please see the department's website for audition dates. Credit variable, max 1 unit.

01 Tu 6:30p-9:00p	XXXII	Aquino
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**JAZZ COMBO L27 236J MUSIC**

Students are placed in small combos for weekly coaching sessions, culminating in a public performance near the end of the semester. May be repeated for credit. Students should register in Section 99, and you will be transferred to the appropriate course and section number once you

have been placed. Please see the department's website for audition dates. Credit variable, max 1 unit. Lab, materials fee: \$200.00.

28 TBA	XXX	Lenihan
30 TBA	XXX	Dicke
47 TBA	XXX	Baldus
49 TBA	XXX	Davis
67 TBA	XXX	Wallace
99 TBA	XXX	Anderson

**CONCERT CHOIR L27 237 MUSIC**

Study and performance of choral repertoire from the Renaissance to the present, including music for men's, women's and mixed ensembles. May be repeated for credit. Please see the department's website for audition dates. Credit variable, max 2 units.

01 MW 5:00p-7:00p	XXXI	Aldrich
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**CHAMBER CHOIR L27 238 MUSIC**

Study and performance of advanced choral repertoire for a small mixed vocal ensemble. The Chamber Choir performs works from five centuries and many cultures, encompassing sacred and secular works, folk and art music, accompanied and a cappella repertoire. May be repeated for credit. Please see the department's website for audition dates. Credit variable, max 1 unit.

01 TuTh 4:00p-5:20p	XXXI	Aldrich
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**PHILOSOPHY (L30)**

**LOGIC AND CRITICAL ANALYSIS L30 100G PHIL**

Intro to the elementary tools of logic required for constructing and critically evaluating arguments and the claims they support. Topics include: the nature of an argument; argument structure; how arguments can fail both in structure and in content; formal and informal fallacies; propositional logic and predicate calculus; and critical analysis of rhetorical strategies for presenting arguments. Students will be encouraged to develop critical reasoning skills that can be widely applied. 3 units. Same as L84 Lw St 105G.

A&S IQ:> NSM, AN

01 MW 8:30a-9:50a	I	Heil
02 MW 2:30p-3:50p	XIV	Heil

**PROBLEMS IN PHILOSOPHY L30 120F PHIL**

Intro to philosophical methods and concepts through an investigation of major issues in Western philosophy such as: what counts as knowledge; truth and belief; the existence of God; the mind-body problem; materialism and idealism; moral theory and concepts of justice. A range of historical and contemporary views on these issues will be considered. The aim of the course is to prepare students to think and write about philosophical problems on their own. 3 units.

A&S IQ:> HUM

01 TuTh 1:00p-2:20p	XXXII	[TBA]
02 TuTh 8:30a-9:50a	XXXII	[TBA]
03 MW 4:00p-5:20p	XXXII	[TBA]

**GREAT PHILOSOPHERS L30 125C PHIL**

In this course we focus on some of the most important texts in the history of Western philosophy in order to discuss a wide range of central philosophical problems. We typically consider, for example, the existence of God, the justification of claims to knowledge, and the requirements of a good human life, including the demands of morality. Among the philosophers most likely to be studied are Plato, Aristotle, Descartes, Hume, Kant, Mill,

Marx, Nietzsche, and Wittgenstein. Our goal is not just to appreciate the genius of some great philosophers but also to grapple with the current philosophical problems they have bequeathed to us. 3 units.

A&S IQ:> HUM, LCD

01 TuTh 8:30a-9:50a XXXI Kozirolek  
02 TuTh 10:00a-11:20a XXXI Kozirolek

### PRESENT MORAL PROBLEMS L30 131F PHIL

An investigation of a range of contemporary moral issues and controversies that draws on philosophical ethics and culturewide moral considerations. Topics may include: racism, world hunger, war and terrorism, the distribution of income and wealth, gender discrimination, pornography, free speech, lesbian and gay rights, abortion, euthanasia, capital punishment, and animals and the environment. 3 units. Same as L84 Lw St 131F.

A&S IQ:> HUM

01 MW 8:30a-9:50a I Wellman  
02 TuTh 11:30a-12:50p XIII Baril  
03 TuTh 10:00a-11:20a XX Baril

### BIOMEDICAL ETHICS L30 233F PHIL

A critical examination, in the light of contemporary moral disagreements and traditional ethical theories, of some of the moral issues arising out of medical practice and experimentation in our society. Issues that might be discussed include euthanasia, genetic engineering, organ transplants, medical malpractice, the allocation of medical resources, and the rights of the patient. 3 units. Same as L84 Lw St 233F, L85 MedH 233F.

A&S IQ:> HUM

01 TuTh 8:30a-9:50a XXXII [TBA]  
02 MW 10:00a-11:20a XXXI Baxter

### INTRO TO

### ENVIRONMENTAL ETHICS L30 235F PHIL

This course is a general survey of environmental ethics. After examining some central theoretical approaches to ethics, we will address a range of ethical issues surrounding animal rights, biocentrism, corporate responsibility, climate change, future generations and sustainability, species extinction, and wilderness protection. 3 units. Same as L84 Lw St 235F.

A&S IQ:> HUM

01 MW 8:30a-9:50a XXXI Baxter  
02 MW 2:30p-3:50p XXXI Baxter

## **PHILOSOPHY-NEUROSCIENCE-PSYCHOLOGY**

### **(L64)**

### INTRO TO THE

### COGNITIVE SCIENCE L64 200 PNP

Cognitive science is the interdisciplinary study of the mind, drawing upon and integrating findings from psychology, neuroscience, linguistics, computer science, and philosophy, among other disciplines. This course begins with a historical overview of some of the principal landmarks in the history of cognitive science. It then uses detailed case studies to introduce the basic techniques and theoretical frameworks used by cognitive scientists. Prereq: completion of at least one of the following courses: MBB 120A, Psych 100B, Phil 100, Phil 120F, Phil 125C, Biol 296D, or Ling 170D. 3 units.

A&S IQ:> SSC

SECT 01: Priority given to PNP majors.

01 TuTh 8:30a-9:50a XXXI Millar  
SECT 02: Priority given to PNP majors.  
02 TuTh 2:30p-3:50p XXXI Millar

### INQUIRY IN THE COGNITIVE SCIENCES L64 201 PNP

Our current understanding of the mind-brain has come from a number of quite different techniques and approaches. How, exactly, do these techniques and approaches work? Can they be compared, constrained, or orchestrated? How? This course offers answers to these questions through an investigation of various behavioral and biological techniques, the conclusions drawn from them, and the hopes for an integrated approach to the mind-brain. This course will include in-depth exploration of current research, an overarching philosophical perspective on the cognitive sciences, and a hands-on experimental study. Prereq: completion of at least one of the following courses: Psych 100B, Phil 120F, Phil 125C, Biol 296A, MBB 120 or Ling 170D. 3 units.

A&S IQ:> NSM, AN

SECT 01: Priority given to PNP majors.

01 TuTh 1:00p-2:20p XVIII Kozirolek

## **PHYSICAL EDUCATION** **(L28)**

### BEGINNING

### WEIGHT TRAINING L28 115 P.E.

Major emphasis is on strength development. First class will meet in the Burmeister Lounge, Sumers Recreation Center. 1 unit.

01 MW 10:00a-10:50a XXXI Blake  
Shively  
02 MW 11:00a-11:50a XXXI Lohr  
Rosen

### FUNDAMENTALS OF

### ROWING FOR FITNESS L28 1201 P.E.

This 8-week course will focus on the effective use of Concept II Rowing as tools to learn the rowing stroke as well as to maintain aerobic fitness and develop strength. Emphasis will be placed on the correct use of technique to decrease risk of injury; varying duration and intensity of work on the machine to develop different energy systems; using these new skills in developing lifetime fitness. Instruction will include the use of video tape and video monitoring. Athletic shoes and cloths that are not baggy are needed to participate. There will be a minimum amount of running of light low impact aerobic activity required as a warm up. Begins Thursday, August 27; class location is at South Campus Gym from 4:15-5:30pm. 1 unit.

01 Th 4:00p-5:20p XXXII Black  
8/24/20 - 12/16/20

### TOPICS IN PHYSICAL

### EDUCATION: GROUP FITNESS L28 131 P.E.

This 10-week course is designed to give students the unique experience of Group Fitness catered just to them. Using various formats of group exercise, Group Fitness will provide a fun and dynamic way to motivate participants to reach whatever results they are looking for. Topics in Physical Education-Group Fitness will offer Cycling, Bootcamp, Pilates, Yoga, Cardio, Strength Training, TRX Suspension Training and a variety of other formats specific to the group, helping students improve

their overall fitness and wellness. Begins Tuesday, September 1 and ends Thursday, November 5; a \$40 course activity fee is required. First class meets in the Olympic Studio, Sumers Rec Center. 1 unit. Lab, materials fee: \$40.00.

01 TuTh 3:00p-4:05p XXXII Feely  
8/24/20 - 12/16/20

### HIGH INTENSITY CONDITIONING L28 132 P.E.

This 8-week course offers a varied program of high intensity conditioning techniques specifically designed for individual needs. Supervised areas covered are: cardiovascular and strength testing, weight training; plyo-metric training; flexibility and stretching and aerobic and anaerobic training. There will be an organizational meeting on Tuesday, August 25, at 5:00 p.m. in the Burmeister Lounge, Sumers Rec Center. Class will end Thursday, October 13. There will be two sections: Section 1 will be for men and meet MW, 7:30-8:20am and TTh, 4:30-5:20pm. Section 2 will be for women and meet MW, 4:30-5:20pm and TTh, 6:45-7:35am. 1 unit.

SECT 01: Men.  
01 TuTh 4:30p-5:20p XXXII  
8/24/20 - 12/16/20  
MW 7:30a-8:20a  
8/24/20 - 12/16/20 Dux  
Juckem  
O'Neill

SECT 02: Women

02 TuTh 6:45a-7:35a XXXII Henderson  
MW 4:30p-5:20p Henderson  
O'Neill

### TOPICS IN PHYSICAL

### EDUCATION: INDEPENDENT

### FITNESS & CONDITIONING L28 136 P.E.

Students complete fitness testing at the beginning and end of the semester. Individual workout schedules are followed outside of class time. Orientation sessions will be on Wednesday, August 26, in the Burmeister Lounge, Sumers Rec Center, at 8:00 a.m. and 12:00 noon. 1 unit.

01 TBA XXX Curtis  
Stevens

### INTERMEDIATE/ADVANCED

### TENNIS L28 139 P.E.

First class meeting will be in the Burmeister Lounge, Sumers Rec Center. 1 unit.

01 TuTh 1:00p-2:20p XXXI Stahlhuth

### BEGINNING TENNIS L28 140 P.E.

First class meeting will be in the Burmeister Lounge, Sumers Rec Center. 1 unit.

01 TuTh 11:30a-12:50p XXXI Follmer

### INDIVIDUAL

### PHYSICAL EDUCATION L28 148 P.E.

NOTE: STUDENTS MUST HAVE A MEDICAL REFERRAL FROM THEIR PHYSICIAN OR THE STUDENT HEALTH SERVICE. P.E.148 is intended for students that have a physical or medical condition that prohibits them from participating in any other P.E. class. It is an independent study class that requires three 30-minute meetings with the instructor (first week, mid-semester, final week). An exercise program is designed based on the students goals and limitations. The student keeps a written log that is reviewed periodically and turned in at the end of the semester. 1 unit.

01 TBA XXX Larsen

## FUNDAMENTALS OF FITNESS:

### PERSONAL TRAINING L28 160 P.E.

This course is designed to provide students with the foundational knowledge and skills needed to pass the American College of Sports Medicine's (ACSM) Certified Personal Trainer exam. Classes will be a fusion of lecture and practical application to ensure an environment of applied knowledge. The primary emphasis will be basic human anatomy, physiology, bioenergetics, biomechanics, nutrition and their relationship with exercise. Using the guidelines provided by the ACSM, accredited by the National Commission for Certifying Agencies (NCCA), students will familiarize themselves with industry standards. Specifically, this class will refer to guidelines provided by the ACSM regarding health screening, scope of practice, client safety, behavior change strategies, program design, fitness assessments and legal issues. At the conclusion of this course, students will take a final comprehensive written and practical exam as their final evaluation. A \$90 course activity fee is required. 1 unit. Lab, materials fee: \$90.00.

01 TuTh 1:00p-2:20p XVIII Vitatoo

## PHYSICS (L31)

### SOLAR SYSTEM ASTRONOMY L31 125A PHYSICS

Primarily designed for the nonscience major, this course deals with the planets, their moons and rings, comets, meteorites and interplanetary dust particles. In order to understand both classical astronomy and the results obtained from modern telescopes and the space program, basic scientific ideas are reviewed first. There will also be some discussion of astronomical history to show how we have arrived at our present ideas of the structure and evolution of the solar system. Although the course addresses primarily non-science majors, also science majors can use it as a general introduction to modern astrophysics. Prereq: High school algebra and trigonometry or concurrent enrollment in Math 131 3 units.

A&S IQ:> NSM, AN

01 TuTh 11:30a-12:50p XIII Errando

### PHYSICS AND SOCIETY L31 171A PHYSICS

Intro to physics as it applies to the world we have built for ourselves. Energy as a unifying principle of physics, and society's use of energy. Atoms, heat, and power. Essentials of conventional and alternative forms of energy. Nuclear energy, including radiation, waste, and weapons. Global climate change. 3 units.

A&S IQ:> NSM, AN

01 TuTh 1:00p-2:20p XVIII Alford

### PHYSICS I - FIRST-YEARS ONLY L31 191F PHYSICS

This section of Physics 191 is for Rising First-Year students only. Any non-first-year enrolled in this section will be removed from the course. Non-first-years should enroll in Physics 191U. Calculus-based introduction to the concepts, laws, and structure of physics. Topics include kinematics, Newton's laws, energy, linear momentum, angular momentum, the conservation laws, gravitational force, harmonic motion, wave motion and interference, sound, and special relativity. Two evening exams, at which attendance is required, will be given on October 1 and October 29, followed by a required final exam. Prereq: Previous or concurrent enrollment in Calculus I (Math 131) is required; previous or concurrent enrollment in Calculus II (Math 132) strongly recommended. Combination of 191 and 191L is a replacement for

Physics 197. Students may not receive credit for more than one of Physics 117A, 197, and 191 3 units.

A&S IQ:> NSM, AN

01 MW 10:00a-11:20a XV Ferrer  
02 MW 1:00p-2:20p XV Medeiros da Rosa  
03 TuTh 10:00a-11:20a XV Hynes  
04 TuTh 1:00p-2:20p XV Mukherji  
05 TuTh 3:00p-4:20p XV Oglione

### PHYSICS LABORATORY L31 191L PHYSICS

Laboratory experience is an integral component of Introductory Physics. It is designed to provide a hands-on opportunity to explore concepts introduced in the lecture course and to develop careful measurement and documentation skills. Required prerequisite or co-requisite: Physics 191. Students may not receive credit for Physics 191L if they have already received credit for 117A or 197 1 unit.

01 M 12:00p-2:50p XXXI Hynes  
02 M 3:00p-5:50p XXXI Hynes  
03 M 6:00p-9:00p XXXI Hynes  
04 Tu 9:00a-12:00p XXXI Hynes  
05 Tu 12:00p-3:00p XXXI Hynes  
06 Tu 3:00p-6:00p XXXI Hynes  
07 Tu 6:00p-9:00p XXXI Hynes  
08 W 12:00p-2:50p XXXI Hynes  
09 W 3:00p-5:50p XXXI Hynes  
10 W 6:00p-9:00p XXXI Hynes  
11 Th 9:00a-12:00p XXXI Hynes  
12 Th 12:00p-3:00p XXXI Hynes  
13 Th 3:00p-6:00p XXXI Hynes  
14 Th 6:00p-9:00p XXXI Hynes  
15 F 9:00a-12:00p XXXI Hynes  
16 F 12:00p-3:00p XXXI Hynes  
17 F 3:00p-6:00p XXXI Hynes

### HONORS PROBLEM SOLVING L31 201 PHYSICS

This is a problem solving course for students considering a physics or mathematics heavy major. The problems we will focus on will be more difficult and sophisticated than those encountered in Physics 191. However, the content will be tightly linked to the weekly schedule of physics 191, and the course will be taught by a 191 instructor. This course is for incoming Freshmen and rising Sophomores. Prereq: Concurrent enrollment in 191, AP physics, and permission of the instructor. 1 unit.

01 M 4:00p-4:50p XXXI Medeiros da Rosa

### ENERGY AND THE ENVIRONMENT L31 219 PHYSICS

Same as home course L19 EPSc 219.

A&S IQ:> NSM

## POLITICAL SCIENCE

### (L32)

### AMERICAN POLITICS L32 101B POL SCI

This course provides an overview of the politics of the American system of government. Among the topics to be covered are the historical developments of American politics, federalism, political participation (voting, interest groups, parties), institutions (congress, the courts, the president), and public opinion. A theme underlying our examination of these and other topics will be the fact that political actors are purposive in their strategic pursuit of various objectives. We will explore the many ways in which this aspect of political behavior impacts institutions and the interactions between political actors throughout

the American political system. 3 units. Same as L98 AMCS 101B.

A&S IQ:> SSC

01 MW 11:00a-11:50a XXXI Reeves  
Discussion sections:  
A F 11:00a-11:50a XXXII Reeves  
B F 11:00a-11:50a XXXII Reeves  
C F 11:00a-11:50a XXXII Reeves  
D F 11:00a-11:50a XXXII Reeves  
E F 11:00a-11:50a XXXII Reeves  
F W 3:00p-3:50p XXXII Reeves  
G W 4:00p-4:50p XXXII Reeves  
H Th 3:00p-3:50p XXXII Reeves  
I Th 4:00p-4:50p XXXII Reeves  
J Th 4:00p-4:50p XXXII Reeves  
L Th 2:30p-3:20p XXXII Reeves  
M F 11:00a-11:50a XXXII Reeves  
N F 11:00a-11:50a XXXII Reeves  
O W 4:00p-4:50p XXXII Reeves  
P Th 4:00p-4:50p XXXII Reeves  
Q W 4:00p-4:50p XXXII Reeves  
R Th 9:00a-9:50a XXXII Reeves  
S Th 9:00a-9:50a XXXII Reeves  
T F 9:00a-9:50a XXXII Reeves  
U F 9:00a-9:50a XXXII Reeves

### INTERNATIONAL POLITICS L32 103B POL SCI

This course provides a broad exploration of the field of international relations. We cover key theoretical concepts in IR and discuss how empirical evidence and key historical events relate to and inform theory. The course is organized around specific substantive questions such as: why do states choose to fight rather than negotiate?; why are levels of economic development among states so unequal?; how do international institutions affect conflict and cooperation?; what logic is behind the use of terrorism by political actors?; and, why do states experience civil war? Most weeks in the course, we will explore one big topic. Each week, we will generally first read the textbook chapter, which provides a nice overview and references to key pieces of literature. For the second lecture (and precept), we will read two or three important articles on the topic. This way, we will gain background through the textbook and subsequently build upon it with more specialized readings. 3 units.

A&S IQ:> SSC

01 MW 1:00p-2:20p XXIII Carter

### INTRO TO ENVIRONMENTAL POLICY L32 2010 POL SCI

This course provides an introduction to and overview of environmental policy. Subjects covered include the policy process, the behavior of interest groups and political parties, and the actions of policymakers like Congress and the President. We'll also examine issues such as pollution control, climate change, and biodiversity. 3 units.

A&S IQ:> SSC

01 TuTh 8:30a-9:50a VIII Wagner

### THE IMMIGRANT EXPERIENCE L32 226 POL SCI

Same as home course L98 AMCS 202.

A&S IQ:> LCD, SSC, SC, SD

### JUST DO IT! RUNNING FOR POLITICAL OFFICE L32 227 POL SCI

The course will focus on issues and skills related to running for political office at the national level. Students will explore how different roles and strategies contribute to successful campaigns of candidates. Students will research issues facing candidates running for political

office, prepare for and participate in simulated exercises that may face a candidate and campaign staff, and learn about the importance of understanding and appealing to divergent points of view.

Students will work in teams of 3 or 4 in order to plan and complete the simulation exercises. They will be assigned roles such as political candidate, campaign manager, scheduler, communications director. 1 unit.

A&S IQ:> SSC

01 Tu 5:30p-6:30p XXXI

Kouo  
Leipholtz

## **PORTUGUESE (L37)**

### **PORTUGUESE FOR SPANISH SPEAKERS L37 103 PORTUG**

Intensive and accelerated course especially designed to take advantage of students' knowledge of Spanish and to promote a more rapid learning of Portuguese. Classes are entirely taught in Portuguese and stress oral communication, basic use of grammar, reading and writing skills. 3 units.

A&S IQ:> LCD, LS

01 MWF 9:00a-9:50a III

Dowell

### **PORTUGUESE FOR SPANISH SPEAKERS II L37 104 PORTUG**

This course intends to offer a sequence in the learning process initiated in Port 103. It is a fast-paced class, designated for Spanish speakers with the objective of improving conversational, writing, and reading skills. Prereq: Port 103 or permission of instructor. 3 units.

A&S IQ:> LCD, LS

01 MWF 10:00a-10:50a III

Dowell

### **READING AND CONVERSATION I L37 215 PORTUG**

The goal of this course is to review and to enhance the content learned at the basic level. Through culturally relevant readings and related conversational activities, students are expected to enrich their vocabulary, gain fluency, and improve both reading comprehension and writing skills. Prereq: two college semesters of Portuguese or permission of instructor. 3 units.

A&S IQ:> LCD, L

01 MWF 1:00p-1:50p III

Dowell

## **PSYCHOLOGICAL & BRAIN SCIENCES (L33)**

### **INTRO TO PSYCHOLOGY L33 100B PSYCH**

A survey and analysis of concepts, theory, and research covering the areas of physiological psychology, human development, learning, memory, social psychology, and mental disorders and their treatment. This is a general survey course designed to introduce students to the diversity of areas, approaches, and theories that comprise the study of mind and behavior. Psych 100B is required of all majors and is prerequisite to all upper-level courses in Psychology. Open to freshmen. NOTE: For freshmen with AP/IB exemption, and freshmen and sophomores concurrently enrolled in Psych 100B who are interested in exploring a few areas of Psychology within a seminar

format, see Psych 102, First-Year Opportunity: Contemporary Issues in Psychology. 3 units.

A&S IQ:> SSC

01 MWF 10:00a-10:50a XIX

Carpenter

Rice

Sommers

Carpenter

Rice

Sommers

02 MWF 2:00p-2:50p XIX

### **FIRST-YEAR OPPORTUNITY: CONTEMPORARY**

#### **ISSUES IN PSYCHOLOGY L33 102 PSYCH**

This seminar will enable students to explore in greater depth several of the ideas and concepts in contemporary psychology. Open to first-year students and sophomores who are concurrently enrolled in Psych 100B, and first-year students with AP/IB exemption. Sections are limited to 15 students. 1 unit. Same as L61 FYP 102.

A&S IQ:> SSC

01 Tu 2:00p-2:50p XXXI

Stojanovic

02 W 9:00a-9:50a XXXI

Smith

03 TBA XXXI

[TBA]

### **FIRST-YEAR SEMINAR:**

#### **INTRO TO MEMORY STUDIES L33 221 PSYCH**

This course focuses on memory not only as an individual phenomenon but also how our memories for historical events can be determined by the groups to which we belong. We will survey such topics as experimental methods and findings in the study of individual memory; questions of accuracy and vividness of memory; false and illusory memories; eyewitness memory reports that are used in trials; methods to greatly enhance learning and memory; and people with extraordinary memories. We then transition to the study of collective memory, or how our memories and identities are shaped by the groups to which we belong. The topics will include transmission of memories and identity through narratives; shared historical memories; battles over how the past is to be remembered; and revision of the memories of the past to meet concerns of the present. We also consider how memory is used in political arguments. Enrollment is restricted to 19 first-year students. 3 units. Same as L61 FYP 221A.

A&S IQ:> SSC

01 MW 1:00p-2:20p XXIII

Roediger

Wertsch

#### **INTRO TO SPEECH AND HEARING SCIENCES AND DISORDERS L33 234 PSYCH**

Same as home course L12 Educ 234.

#### **INTRODUCTORY PSYCHOLOGICAL STATISTICS L33 300 PSYCH**

Descriptive statistics including correlation and regression. Inferential statistics including nonparametric and parametric tests of significance through two-way analysis of variance. Course emphasizes underlying logic and is not primarily mathematical, though knowledge of elementary algebra is essential. PREREQ: Psych 100B. 3 units.

A&S IQ:> NSM, AN

01 MW 2:30p-3:50p XIV

Nestojko

02 TuTh 10:00a-11:20a XX

Nestojko

#### **INTRO TO SOCIAL PSYCHOLOGY L33 315 PSYCH**

Social psychology is the scientific study of how people think, feel, and act in social situations. This course will cover topics such as the self, conformity, aggression & altruism, prejudice & stereotyping, romantic relationships, person perception, persuasion, and applications to health and law. PREREQ: Psych 100B. 3 units. Same as L84 Lw St 315, L64 PNP 3151, L18 URST 315.

A&S IQ:> SSC

01 WF 11:30a-12:50p XVII

Lai

#### **DEVELOPMENTAL PSYCHOLOGY L33 321 PSYCH**

The development of children from conception to adolescence. Topics span biological, cognitive, language, social, personality, and moral development. The role and interaction of genes, environment, and social context on children's development will be discussed. PREREQ: Psych 100B. 3 units. Same as L66 ChSt 321, L64 PNP 3211.

A&S IQ:> SSC

01 MW 1:00p-2:20p XXXVI

Hale

#### **COGNITIVE NEUROSCIENCE L33 3604 PSYCH**

This introductory course concerns the biological basis of the mind and how mechanisms in the brain shape human thought and behavior. For example, how does your brain enable you to vividly remember your first date, recognize a face, or take notes during class? By the end of the course you will have a working vocabulary of the terms, concepts, and theories of cognitive neuroscience. You will have increased appreciation for how our brains relate to everyday experience, and the skills to begin to evaluate primary research as a foundation for further study. PREREQ: Psych 100B. 3 units.

A&S IQ:> NSM

01 TuTh 8:30a-9:50a VIII

[TBA]

## **RELIGION AND POLITICS (L57)**

#### **THINKING ABOUT RELIGION L57 102 RELPOL**

Same as home course L23 Re St 102.

A&S IQ:> HUM

#### **RELIGIONS OF ST. LOUIS: THE INTERSECTION OF FAITH AND POLITICS**

#### **ACROSS THE REGION L57 203 RELPOL**

The St. Louis region is home to a diverse array of global religious communities, many with strong political leanings. This course directly introduces students to some of this religious and political variety by coordinating weekly fieldtrips to living institutions and interacting with religious leaders across traditions. In any given semester, our visits may include organizations that identify as Catholic, mainline Protestant, Evangelical, Jewish, Muslim, Hindu, Buddhist, Vedantist, Scientological, progressive Baptist, or secular humanist, among others. We will also visit the International Institute of St. Louis and study the politics of immigration and refugee resettlement that have helped shape the city. Through our visits and conversations, the multiplicity of each religious community will become apparent, as we encounter adherents across the political spectrum, embodying different ethnicities, and committed to different degrees of "orthodoxy" or traditional belief and practice. Students

should emerge from the course able to analyze the complex intersections of religion and politics in the St. Louis metropolitan area, illustrative of the United States as a whole. \*All required site visits will take place during the regular class time. 3 units. Same as L98 AMCS 203A, L23 Re St 2030.

A&S IQ:> HUM, LCD

01 Tu 2:30p-5:20p XXXVI Griffith, R. Marie

**ISLAMOPHOBIA & US POLITICS L57 290 RELPOL**

The presence of Muslim minorities in the West is increasingly divisive across the US and Europe as political leaders appeal to voters' fear of the 'Other' to promote Islamophobic agendas that reshape immigration and asylum policies and redefine Western identity as Christian. Politicians further exploit the rise of extremist groups like ISIS to justify anti-Muslim rhetoric and critique multiculturalism, claiming that Islam and the West are inherently antithetical. In this course we examine the phenomenon of Islamophobia as a form of anti-Muslim racism. We explore how while the post-9/11 context gave way to an increase in incidents of anti-Muslim violence, contemporary manifestations of Islamophobia are deeply rooted in state level anti-black racism from the early twentieth century. We also analyze public US debates on the boundaries of freedom of speech and freedom of religion. 3 units. Same as L75 JIMES 290, L23 Re St 290.

A&S IQ:> HUM, LCD

01 MW 10:00a-11:20a XII Ali

**THE FBI AND RELIGION L57 355 RELPOL**

This seminar examines the relationship between the Federal Bureau of Investigation (FBI) and religion (i.e. faith communities, clerics, and religious professionals) as a way to study and understand twentieth century religion and politics. The course will investigate the history of the FBI as well as the various ways in which the FBI and religious groups have interacted. The course will pay particular attention to what the professor calls the four interrelated "modes" of FBI-religious engagement: Counter-intelligence and surveillance, Coordination and Cooperation, Censorship and Publicity, and Consultation. 3 units. Same as L23 Re St 3551.

A&S IQ:> HUM

01 TuTh 10:00a-11:20a XXXVI Martin

Discussion sections:

A Th 10:00a-11:20a XXXII Martin

B Th 10:00a-11:20a XXXII Martin

C Th 10:00a-11:20a XXXII Martin

D Th 10:00a-11:20a XXXII Martin

**ISLAM, GENDER, SEXUALITY L57 362 RELPOL**

The return of White nationalism and misogyny to the public sphere since the 2016 election has reinvigorated the trope of the subjugated Muslim woman as backwards and subservient to her male counterparts. Rather than devote our time to dispel stereotypes, in this course, we address the extent to which Western theories of feminism are useful to account for Muslim women's experiences across historical period and geographical region. By examining discourses of gender, sexuality, the ideals of the feminine and masculine in Islamic scriptures and jurisprudence, and subsequent encounters with Western imperialism, we investigate how gender informs social, political, religious, and family life in Islamic cultures. We employ a chronological approach to these topics, beginning with the status of women in seventh century Arabia, to the period of Islamic expansion across Asia, North Africa, and the Iberian Peninsula, to the colonial period ending with the contemporary post 9/11 and post 2016 US contexts, wherein debates over the

status of Muslim women in society emerge with renewed vigor. 3 units. Same as L75 JIMES 362A, L23 Re St 3620, L77 WGSS 362A.

A&S IQ:> HUM, LCD

01 MW 1:00p-2:20p XXXVI Ali

**RELIGIOUS STUDIES**

**(L23)**

**THINKING ABOUT RELIGION L23 102 RE ST**

Nearly everyone has had some experience with something they would call "religion," from at least a passing familiarity through the media to a lifetime of active participation in religious communities. But what do we actually mean when we use the word? What is a religion? What does it mean to call something a religion, or "religious"? And what does it mean to study religion, given the slipperiness of the concept itself?

This course offers an introduction to the academic study of religion through a consideration of these questions: What is religion, and how can we study it? Do we need an answer to the first question to pursue the second? Why, and toward what ends, might we undertake such study? We will also consider what is at stake in our investigation and inquiry into religion-for the inquirers, for the subjects of inquiry, and for society more broadly-and what kind of lens the study of religion offers us on ourselves, our neighbors, and society, in turn. To these ends, we will discuss major theoretical approaches to the study of religion and significant work on religions and religious phenomena, toward a better understanding of what "religion" might be and how it might be studied today. No prior knowledge or experience of religion, religions, or anything religious is expected or required. This course is required for Religious Studies majors and minors. 5 seats in each section are reserved for first year students. 3 units. Same as L57 RelPol 102.

A&S IQ:> HUM

01 MWF 10:00a-10:50a XXXVI Kravchenko

02 MWF 12:00p-12:50p XXXVI Kravchenko

**RELIGIONS OF ST. LOUIS:**

**COMMUNITIES OF FAITH**

**AND PRACTICAL ACTION**

**ACROSS THE REGION L23 2030 RE ST**

Same as home course L57 RelPol 203.

A&S IQ:> HUM, LCD

**SCRIPTURES AND CULTURAL**

**TRADITIONS:**

**TEXT & TRADITION L23 207 RE ST**

Same as home course L93 IPH 209.

A&S IQ:> HUM, LCD

**INTRO TO ISLAMIC**

**CIVILIZATION L23 210C RE ST**

Same as home course L75 JIMES 210C.

A&S IQ:> HUM, LCD

**ISLAMOPHOBIA**

**& US POLITICS L23 290 RE ST**

Same as home course L57 RelPol 290.

A&S IQ:> HUM, LCD

**BUDDHIST TRADITIONS: A**

**MATERIAL**

**CULTURAL APPROACH L23 311 RE ST**

The ritual act of taking refuge plays an important role throughout various Buddhist traditions. In this class, we will use this idea as a helpful framework to examine Buddhist doctrines, ideas, theories, and practices. We will attempt to understand what role various forms of media and their ritualistic appropriations played in Buddhist responses to the question of "how can we end human suffering?" To do so, we will observe four different ways in which practitioners took refuge in the Buddha. In the first section "Taking Refuge in the Life of the Buddha," we will explore how practitioners attempted to emulate aspects of the Buddha's life stories (jataka). In the second section "Taking Refuge in the Body of the Buddha," we will engage in the practice of relic veneration and its relationship to the Buddha's life stories. In the third section "Taking Refuge in the Words of the Buddha," we will delve into the world of powerful scriptures and their ornamentation, production, and veneration. And in the last section "Taking Refuge in the Realms of the Buddha," we will investigate Buddhist sacred geography and various forms of ma?alas. At the end, this course will offer you many different responses to the problem of human suffering that various Buddhist communities had developed. By surveying these distinct responses, we will realize that "Buddhism" is a conglomeration of quite rich and diverse practices and ideas, offering a plethora of sometimes concurring solutions to the problem of human suffering. At the same time, however, we will recognize recurrent themes and similar ritualistic appropriations of mixed media cultural objects that obviously transcended national, congregational, and disciplinary boundaries. In that sense, the heuristic framework of taking refuge in the Buddha allows us to see some continuity in the discontinuous development of Buddhist traditions, their material culture, and ritualistic performances. 3 units. Same as L03 East Asia 3112, L97 IAS 311.

A&S IQ:> HUM, LCD

01 MW 2:30p-3:50p XXXVI Zuern

**SOUTH ASIAN**

**RELIGIOUS TRADITIONS L23 312 RE ST**

In this course we will learn the basic vocabulary (conceptual, ritual, visual) needed to become conversant with the various religious traditions that are important to personal, social, and political life on the Indian subcontinent and beyond. We will first encounter each tradition through narrative, with the support of visual media. We will then explore how contemporary adherents make these traditions meaningful for themselves -- in their everyday lives, in their struggles for social change, and in their political statements and contestations. Students will also become familiar with the analytical categories and methodologies that make up the basic toolkit of the religion scholar. Prior knowledge of India or Pakistan is not required. First year students are welcome to enroll in this course. 3 units. Same as L48 Anthro 3158, L97 IAS 3120, L75 JIMES 3120.

A&S IQ:> HUM, LCD

01 TuTh 2:30p-3:50p XXXVI Adcock

## **RUSSIAN (L39)**

### **ELEMENTARY RUSSIAN L39 101D RUSS**

Interactive multimedia course designed to emphasize spoken language; includes the very latest video materials, geared toward situations in contemporary post-Soviet Russian life. Will also provide thorough understanding of fundamental grammar, and develop reading and writing skills. Five class hours per week, plus one additional hour for conversation, review, and testing. 5 units. Same as L83 Russ St 101D.

A&S IQ:> LCD, LS

01 MTuWThF 9:00a-9:50a III Palatnik

Discussion sections:

A M 12:00p-12:50p XXXI Palatnik

B M 4:00p-4:50p XXXI Palatnik

### **INTERMEDIATE RUSSIAN L39 211D RUSS**

Designed to solidify students' control of Russian grammar and advance conversational, reading, and writing skills; includes video materials produced in Russia and conveying an up-to-the-minute picture of contemporary Russian life. Grade of C or higher in Russian 102 or equivalent. 4 units. Same as L83 Russ St 211D.

A&S IQ:> LCD, LS

01 MTuWTh 10:00a-10:50a III Palatnik

## **SOCIOLOGY (L40)**

### **FIRST YEAR SEMINAR:**

#### **MONUMENTAL ANTI-RACISM L40 144 SOC**

Same as home course L90 AFAS 144.

A&S IQ:> HUM, SC

### **ORDER AND**

#### **CHANGE IN SOCIETY L40 2020 SOC**

Identification and analysis of processes that create social order and forces that generate social change. What kinds of structures make social life coherent so that we all can navigate a wide range of social settings? How do societies sometimes mobilize to alter the status quo, and what kinds of barriers limit those efforts to change social systems? This course engages with such core issues through a sociological lens. Specific topics include: the emergence of social roles and status systems; how social networks matter in communities, schools, and other groups; and the performance, reproduction, and subversion of privilege and inequality. No prerequisites. 3 units.

A&S IQ:> SSC, SC, SD

01 TuTh 11:30a-12:50p XXXI Cunningham

### **JUVENILE JUSTICE IN**

#### **THE BLACK EXPERIENCE L40 2511 SOC**

Same as home course L90 AFAS 251.

A&S IQ:> SSC, SC, SD

### **PUNISHMENT**

#### **AND INEQUALITY L40 2530 SOC**

This course examines the institutions and policies that shape punishment in the United States with a particular focus on mass incarceration. The U.S. incarceration rate has more than quadrupled since the early 1970s. Racial and class disparities in imprisonment rates are stark. In this course, we examine how the United States became the world's leader in incarceration and how racial and class disparities in imprisonment became so large. We next investigate the consequences of incarceration, both in

terms of its high rates and intense social concentration. We conclude by assessing recent attempts to reform the criminal justice system. 3 units.

A&S IQ:> SSC, SC

01 TuTh 10:00a-11:20a XXXII [TBA]

### **FAMILIES AND**

#### **SOCIAL INEQUALITY L40 2580 SOC**

Families have changed dramatically in recent decades in the United States. Dual-earner families, single parents, cohabiting families, and blended families are now common in the contemporary family landscape. The prevalence of increasingly diverse and complex family configurations varies substantially by social class, race and ethnicity, and gender. Men's and women's work and family lives have also become more similar over time, but gender inequalities in child care remain significant. Drawing on insights from sociology, demography, and economics, this course aims to understand the causes and consequences of social inequalities in family life. We focus primarily on the contemporary U.S. context, but also explore historical and cross-national variation in families. The course also considers the role of social policy in affecting inequalities. 3 units.

A&S IQ:> SSC, SC

01 MW 2:30p-3:50p XIV Ishizuka

### **GETTING PAID: A**

#### **SOCIOLOGICAL**

#### **INVESTIGATION OF**

#### **WAGES AND SALARIES L40 3320 SOC**

A Burger King worker in the U.S. today performs the same duties and requires the same skills as a Burger King worker in Denmark. Yet the Denmark worker earns two-and-a-half times as much. Why? A full-time construction worker in the U.S. today earns \$10,000 less per year, adjusted for inflation, than in 1973. Construction work cannot be shipped overseas, so why the decline? What determines our pay? Are we paid fairly? How do we know? This course seeks to answer these questions. We will draw on a range of comparative, historical, and contemporary case studies to explore changes in the ways in which American workers get paid. Key areas of focus include employer strategies to prevent workers from realizing their market value, to the role Wall St. plays in influencing pay, to ongoing efforts to measure and reward individual productivity. The ultimate goal of the course is to upend our taken-for-granted assumptions about pay-setting, and provide students with a richer, more complex understanding of the contemporary world of wage and salary determination. 3 units.

A&S IQ:> SSC

01 TuTh 2:30p-3:50p XXIV Rosenfeld

## **SPANISH (L38)**

### **ELEMENTARY SPANISH I L38 101 SPAN**

Beginning language program stressing acquisition of spoken ability together with attention to the development of reading, writing, and listening skills. In addition to three hours of class, students complete weekly, assessed independent learning activities with multimedia resources. Carey in charge. 3 units.

A&S IQ:> LCD, LS

01 MWF 9:00a-9:50a III Staff

02 MWF 11:00a-11:50a III Carey

03 MWF 12:00p-12:50p III Staff

04 MWF 2:00p-2:50p III Schnurr

05 MWF 3:00p-3:50p III Schnurr

### **ELEMENTARY SPANISH 2 L38 102 SPAN**

Second semester of the beginning language program stressing acquisition of spoken ability together with attention to the development of reading, writing, and listening skills. In addition to three hours of class, students complete weekly, assessed independent learning activities with multimedia resources. Prereq: Span 101D or placement by examination. Ledesma in charge. 3 units.

A&S IQ:> LCD, LS

01 MWF 9:00a-9:50a III Ledesma Ortiz

02 MWF 10:00a-10:50a III Staff

03 MWF 11:00a-11:50a III Dowell

04 MWF 2:00p-2:50p III Braxs

### **INTERMEDIATE SPANISH I L38 201E SPAN**

The first half of a two-semester intermediate level sequence. Reviews basic knowledge and introduces advanced skills in grammar, reading, writing, culture, and vocabulary. Prereq: Span102D, or placement by examination. Chambers in charge. 3 units.

A&S IQ:> LCD, LS

01 MWF 9:00a-9:50a III Chambers

02 MWF 10:00a-10:50a III Chambers

03 MWF 10:00a-10:50a III Cunill

04 MWF 11:00a-11:50a III Hernandez

05 MWF 12:00p-12:50p III Staff

06 MWF 12:00p-12:50p III Carey

07 MWF 1:00p-1:50p III Carey

08 MWF 1:00p-1:50p III Staff

09 MWF 2:00p-2:50p III Doran

### **INTERMEDIATE SPANISH II L38 202 SPAN**

The second half of a two-semester intermediate level sequence. This class continues to review basic knowledge and to introduce advanced skills in grammar, reading, writing, culture, and vocabulary. Prereq: Span201E, or placement by examination. Schnurr in charge. 3 units.

A&S IQ:> LCD, LS

01 MWF 9:00a-9:50a III Zavaleta

02 MWF 10:00a-10:50a III Barragan-Peugnet

03 MWF 11:00a-11:50a III Ledesma Ortiz

04 MWF 11:00a-11:50a III Braxs

05 MWF 11:00a-11:50a III Staff

06 MWF 12:00p-12:50p III Fromm Ayoroa

07 MWF 12:00p-12:50p III Ledesma Ortiz

08 MWF 12:00p-12:50p III Staff

09 MWF 1:00p-1:50p III Braxs

10 MWF 1:00p-1:50p III Schnurr

11 MWF 2:00p-2:50p III Staff

12 MWF 3:00p-3:50p III Staff

### **AN INTERNSHIP FOR**

#### **LIBERAL ARTS STUDENTS L38 298 SPAN**

Same as home course L43 GeSt 2991.

BU:> BA

## **URBAN STUDIES (L18)**

### **THE IMMIGRANT EXPERIENCE L18 2020 URST**

Same as home course L98 AMCS 202.

A&S IQ:> LCD, SSC, SC, SD

### **"READING" CULTURE: THE**

#### **VISIBLE AND THE**

#### **INVISIBLE: INTRO TO**

#### **AMERICAN VISUAL**

#### **CULTURE STUDIES**

#### **L18 206B URST**

Same as home course L98 AMCS 206.

A&S IQ:> HUM

# **WOMEN, GENDER, AND SEXUALITY STUDIES** **(L77)**

## **INTRO TO WOMEN, GENDER, AND SEXUALITY STUDIES L77 100B WGSS**

This course will provide an introduction to the major and concepts in the interdisciplinary field of women, gender and sexuality studies. We will examine the meanings attached to terms such as "man," "woman," "gay," and "sex." Topics discussed may include the history of feminist movements, masculinity, biological frameworks for understanding gender, intimate violence, sexual identities, and intersectionality. Five seats are reserved for Freshmen, Sophomores, Juniors and Seniors in each section. There are sections reserved for freshman and sophomore students only. ATTENDANCE MANDATORY FIRST DAY IN ORDER TO RESERVE YOUR CLASS ENROLLMENT. 3 units.

A&S IQ:> HUM, SC, SD  
SECT 01: This section is for Women and Science students only.

01 MW 2:30p-3:50p XIV Baumgartner  
SECT 02: Section 02 has a particular focus on race and ethnicity. Freshmen and Sophomores only.

02 TuTh 10:00a-11:20a XX Esparza  
03 TuTh 10:00a-11:20a XX Ake  
04 MW 10:00a-11:20a XII Dzuback

SECT 05: This section is reserved for Freshmen/Sophomores Only

05 MW 1:00p-2:20p XXIII Wanzo  
06 TuTh 11:30a-12:50p XIII Sangrey  
07 TuTh 8:30a-9:50a VIII Cislo

SECT 08: This section is for Freshmen and Sophomores only

08 TuTh 11:30a-12:50p XIII Cislo  
09 TuTh 1:00p-2:20p XVIII Barounis  
10 MW 2:30p-3:50p XIV Windle  
11 TuTh 11:30a-12:50p XIII Barounis

## **INTRO TO QUEER STUDIES L77 205 WGSS**

This course offers and introduction to the topics, questions, and approaches that characterize the rapidly growing field of queer studies. Using an interdisciplinary approach, we will explore topics such as theories of sexual and gender diversity, identity and community, queer cultures, and lgbtqia politics. Though our focus will be primarily on the United States of America, we will pay close attention to differences of race, ethnicity, gender, sexual practice, embodiment, class, and location. Note: Attendance mandatory the first day to reserve course enrollment. 3 units.

A&S IQ:> HUM, SC, SD  
01 MW 1:00p-2:20p XXIII Sangrey

## **SEXUALITY AND THE STATE: INTRO TO SEXUALITY STUDIES L77 206 WGSS**

Taking Michel Foucault's idea of biopolitics as a starting point. This course examines the ways in which sexuality has been produced and regulated by the state. Drawing on history, theory, and literature, we will look at contemporary examples of the relationship between the state and sexuality. What assumptions lie behind our ideas of sexuality? How are bodies linked by the prevailing logic of sexuality? How does sexuality inform the way that we see bodies as gendered, raced, or able-bodied. In

addition to looking at the relationship between sexuality and capitalism, religion, and nation, this course asks how these ideas are embodied in particular raced and gendered ideologies. 3 units.

A&S IQ:> HUM, SC, SD  
01 MW 1:00p-2:20p XXXI Berg

## **CONSTRUCTIONS OF BLACK WOMANHOOD AND MANHOOD IN THE BLACK COMMUNITY L77 207 WGSS**

This course introduces students to everyday and representational experiences of black women and men. We will explore different understandings of black gender, through engaging scholarly work and creative texts/performances/visual representations. How is the construction of gender informed by race and other categories of difference (sexuality, class, etc.)? How might we gain a better understanding of how gender is (re)constructed within American society? What role does gender play in black community politics and issues? This course is for Freshmen and Sophomores only. 3 units. Same as L90 AFAS 207.

A&S IQ:> SSC, SC  
01 MW 10:00a-11:20a XII McCune

## **FIRST YEAR SEMINAR: ANGELS, PROSTITUTES AND CHICAS MODERNAS: WOMEN IN LATIN AMERICA HISTORY L77 2118 WGSS**

Same as home course L22 History 2118.  
A&S IQ:> HUM, LCD, SD

## **LAW, GENDER, AND JUSTICE L77 3561 WGSS**

This course (formerly called "Women and the Law") explores how social constructions of gender, race, class, and sexuality have shaped traditional legal reasoning and American legal concepts, including women's legal rights. We will begin by placing our current legal framework, and its gender, race, sexuality, and other societal assumptions, in an historical and Constitutional context. We will then examine many of the questions raised by feminist theory, feminist jurisprudence, and other critical perspectives. For example, is the legal subject gendered male, and, if so, how can advocates (for women and men) use the law to gain greater equality? What paradoxes have emerged in areas such as employment discrimination, family law, or reproductive rights, as women and others have sought liberal equality? What is the equality/difference debate about and why is it important for feminists? How do intersectionality and various schools of feminist thought affect our concepts of discrimination, equality, and justice? The course is thematic, but we will spend time on key cases that have influenced law and policy, examining how they affect the everyday lives of women. Over the years, this course has attracted WGSS students and pre-law students. This course is taught by law students under the supervision of a member of the School of Law faculty. STUDENTS WHO HAVE TAKEN L77 3561 WOMEN AND THE LAW CAN NOT TAKE THIS CLASS.. 3 units. Same as L98 AMCS 3561, L84 Lw St 3561, U92 WGSS 3561.

A&S IQ:> SSC, SC, SD  
01 W 4:00p-6:50p XXXI Tokarz

## **WRITING (L13)**

### **WRITING THE VISUAL WORLD L13 205 WRITING**

In our modern world, we are bombarded by images on a daily basis-graffiti artists "tag" our brick buildings;

billboards line our highways; models stare back at us from the pages of glossy magazines; photos and video of injustice and violence, peaceful protest and civil disobedience, confront us on social media; vivid images flash endlessly on our television and computer screens. But what is our role within this visual culture? Are we passive spectators or active participants? How does our personal, social, or cultural situation shape what and how we see and experience the world? Throughout this course, students will explore these (and other) questions by drawing from a wide range of discourse communities and genres, including (but not limited to) art history, psychology, sociology, cultural studies, memoir, nonfiction, and creative writing. Readings and assignments are designed to enhance students' awareness of the relationship between writing and their observations and experiences of the visual world. Essay assignments will enable students to explore the visual world and their personal interest in related subjects (such as art, film, social media, and advertising). The course includes one personal essay, two expository essays, and one argumentative essay, as well as peer review workshops, oral presentation, and revision. Additionally, students will prepare for essay assignments by generating ideas and experimenting with form and style through a series of in-class writing exercises. This course does not count toward the Creative Writing Concentration. 3 units. Design credit 3 units.

A&S IQ:> HUM  
01 TuTh 11:30a-12:50p XXXI Daniels

### **CREATIVE NONFICTION WRITING 1 L13 220 WRITING**

A course designed to introduce students to the fundamental craft elements involved in writing creative nonfiction with attention paid to both literary journalism and personal narrative. This course counts toward the Creative Writing Concentration. 3 units.

A&S IQ:> HUM  
01 TuTh 1:00p-2:20p XXXI [TBA]  
02 MW 11:30a-12:50p XXXI [TBA]  
03 TuTh 10:00a-11:20a XXXI [TBA]  
04 TuTh 11:30a-12:50p XXXI [TBA]  
05 TuTh 8:30a-9:50a XXXI [TBA]  
06 TuTh 4:00p-5:20p XXXI [TBA]

### **FICTION WRITING 1 L13 221 WRITING**

A course designed to introduce students to the fundamental craft elements involved in writing fiction. This course counts toward the Creative Writing Concentration. 3 units.

A&S IQ:> HUM  
01 MW 11:30a-12:50p XXXI [TBA]  
02 MW 11:30a-12:50p XXXI [TBA]  
03 TuTh 10:00a-11:20a XXXI Dutton  
04 TuTh 11:30a-12:50p XXXI [TBA]  
05 TuTh 1:00p-2:20p XXXI [TBA]  
06 TuTh 8:30a-9:50a XXXI [TBA]

### **POETRY WRITING 1 L13 222 WRITING**

A course designed to introduce students to the fundamental craft elements involved in writing poetry. This course counts toward the Creative Writing Concentration. 3 units.

A&S IQ:> HUM  
01 MW 10:00a-11:20a XXXI [TBA]  
02 MW 11:30a-12:50p XXXI [TBA]  
03 TuTh 10:00a-11:20a XXXI [TBA]  
04 TuTh 11:30a-12:50p XXXI [TBA]  
05 TuTh 1:00p-2:20p XXXI [TBA]  
06 MW 1:00p-2:20p XXXI [TBA]







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