TO: Members of the Faculty of Arts & Sciences
FROM: Barbara A. Schaal
RE: Faculty Meeting

Tuesday, September 30, 2014
4:00-5:00 p.m.
Wilson Hall, Room 214
Refreshments will be available in Room 212 at 3:30 p.m.

Agenda

1. Approval of April 25, 2014 Minutes

2. Arts & Sciences Updates – Barbara Schaal, Dean of the Faculty of Arts & Sciences

3. Faculty Council Update – Tabea Linhard, Arts & Sciences Faculty Council Co-Chair

4. Deans’ Reports
   a. Graduate School of Arts & Sciences – William Tate, Dean of the Graduate School of Arts & Sciences and Vice Provost for Graduate Education
   b. University College – Robert Wiltenburg, Dean of University College
   c. College of Arts & Sciences – Jennifer Smith, Dean of the College of Arts & Sciences
      i. August 2014 candidates for the A.B.

5. Curriculum Committee Report and Vote – Doug Chalker, Arts & Sciences Curriculum Committee Chair
   a. course changes as approved by Curriculum Committee

6. Socioeconomic Diversity and Undergraduate Admissions – Holden Thorp, Provost and Executive Vice Chancellor for Academic Affairs

7. Other Business

Attachments:
- Minutes of April 25, 2014 Faculty Meeting
- 2014-15 Faculty Council members and contact information
- August 2014 candidates for the AB degree
- Course changes as approved by Curriculum Committee
- Socioeconomic Diversity and Undergraduate Admissions
The meeting came to order at 4.05, with Dean Barbara Schaal presiding.

A motion to approve the minutes of the February 2014 meeting passed.

Dean Schaal reported the recommendation of the Faculty Council for the establishment of an Arts and Sciences Leadership award. This will begin in Fall 2014.

The programming of the Integrated Science Initiative will start shortly.

The University is now advertising to hire faculty in the new Department of Sociology. Consultation continues with the several advisory committees.

At the Center for the Humanities, a program in medical humanities will begin. The Center has sent a grant proposal for an urban humanities program to the Mellon Foundation.

The Program in Environmental Studies will undergo an examination next year, with a view to integration of its three tracks.

John Bowen and the Transaltantic Forum are looking to establish or strengthen ties between Washington University and European faculty and schools.

Anne Sun, co-president of the ArtSci Council, reported the success of the faculty teaching awards ceremony: students made 137 nominations for nine awards.

Andrea Friedman, co-president of the Faculty Council, summarized the Council’s activities for the year, thanking Carrie O’Guin and Jonathan Cohen. Friedman reported revisions to the Manual of Procedures and the policy on appointments at other institutions, and new policies on social media and the privacy rights of students. Friedman also summarized the Council’s work coordinating faculty response to Semester Online.

The Faculty Council conveyed to the Provost and Chancellor the faculty’s concerns about socio-economic diversity of the students, along with some suggestions.

Friedman mentioned the gender imbalance among candidates for election to the faculty’s standing committees, especially among full professors. While the Council will intensify efforts to identify candidates, it will also address barriers to promotion of women to full professorship. The Council invites faculty to express their views on governance and the enhancement of communication.
In 2014-15, Tabea Linhard and Jack Shapiro will be co-presidents of the Faculty Council in the fall, while Michael Wyssession and Lynn Tatlock will preside in the spring. Bret Gustafson and Lori Watt will join the Council.

Dean Schaal expressed gratitude to the Council for its work.

Professor Joe Ackerman delivered the report of the Advisory Committee on Promotion and Tenure. The Committee considered 11 cases for tenure, and gave positive recommendations in nine. It considered seven cases for promotion to full professor, and gave positive recommendations in all of them. It considered two external candidates for hiring with tenure, and recommended both positively. It reviewed no appeals. In no case did the Dean’s recommendation contradict that of the committee.

Dean Richard Smith of the GSAS reported that the Graduate Council has approved a new Ph.D. program in public health in the School of Social Work, and a new Ph.D. program in Classics. It has also approved an academic dismissal policy, mainly intended to avoid students’ surprise upon hearing of their dismissal.

The GSAS received 1,845 applications to Ph.D. programs for admission in fall 2014. This number remains more or less stable since 2010, though individual departments have seen more substantial fluctuations. The GSAS made 309 offers, giving a selectivity of 17%. Class yield reached 42%, leading to approximately the desired class size.

Dean Robert Wiltenberg reported for University College on hosting the Alliance for Language Training. He said that non-credit pre-college programs have grown. Writing is also oversubscribed. 43 students, a record, will come from Fudan University this summer. Online teaching continues in University College, independently of the aborted Semester Online, and represents the fastest-growing category of registrations. University College has hired Amanda Carey, a senior lecturer in Spanish, to help faculty develop their courses online.

Dean Jennifer Smith of the College of Arts and Sciences asked for a motion to approve the list of May degree candidates. Faculty members made and seconded the motion, which passed unanimously.

Dean Schaal introduced the topic of voting rights for research professors, and faculty members moved and seconded the pre-circulated motion attached to these minutes.

Professor Michael Sherberg asked for the rationale of the motion. Rich Smith responded that we have 395 tenure track, 125 lecturers, and 13 research professors, who do not vote and are concentrated in the departments of Chemistry, Physics, and Earth and Planetary Sciences. In 2012 a motion allowed research professors to direct Ph.D. theses, and the current motion is an outgrowth of this 2012 expansion of their role, intended to end their treatment as second-class citizens.

Professor Martin Israel spoke against the motion, saying that faculty vote mostly on curricular issues, from which research professors are excluded since they do no teaching. Moreover, they
receive their pay from research grants, raising the question of which grant would pay for them to come to faculty meetings. Until the University recognizes that research professors have a role other than research, and agrees that it should pay some fraction of their salaries, this motion is inappropriate.

Professor Christine Johnson asked whether lectures have voting rights. Faculty were informed that they do.

Jonathan Cohen clarified rules about research professors charging time to grants for activities other than research.

Professor Nancy Berg asked for clarification of research professors’ coverage under the tenure document. Dean Schaal said that research professors do not teach undergrad courses, but may serve on dissertation committees. In Earth and Planetary Sciences, one was moved onto the tenure track. Generally they are not eligible for tenure.

Professor Matt Erlin asked whether research professors would want this motion to pass. Professor Israel said that he talked to only one research professor colleague, who would just as soon not have the obligations this motion implies.

Michael Sherberg spoke against the motion, objecting to the characterization of research professors as second-class citizens. He noted that research professors benefit from a “set of exclusions” the rest of the faculty does not enjoy. Dean Schaal responded that research professors are in fact involved in the university’s intellectual life.

Professor Wolfram Schmidgen added that lecturers do a great deal of service work.

Dean Schaal restated the motion and called for a vote, taken by a show of hands. The motion passed, with 28 in favor and 11 opposed.

Professor Rafia Zafar asked whether the meeting had a quorum. Professors Israel and Graebner explained that the pre-revision Manual of Procedures set no quorum. Professor Friedman said that the new one is similarly silent on this point.

Professor Doug Chalker, reporting for the Curriculum Committee, moved the pre-circulated changes to the curriculum. The motion received a second and passed unanimously. He thanked those who worked on the Semester Online issue, including Professor Mark McDaniel for evaluation of the program, and the faculty who offered courses in it. Following the ending of the Semester Online experiment, undergraduates cannot take online courses for credit, whether transferred or otherwise.

Professor Chalker reported that the Curriculum Committee will do further work on policies regarding credit in advance of the University’s reaccreditation next year. The Committee will take up the issue of double-counting credits.
Professor Chalker introduced a pre-circulated motion, attached to these minutes, to award credit in Arts and Sciences for courses taken in ROTC training. The motion received a second. Dean Schaal announced that the vote would take place via secret paper ballot, and listed those eligible to vote.

Provost Holden Thorp spoke in favor of the motion, on the grounds that ROTC is important to socio-economic diversity of the student body. He also evoked the symbolic importance of a motion to express the University’s commitment to returning veterans.

Professor Michael Friedlander spoke against the motion, recalling his service as chair of the Faculty Senate Council in 1970, when it voted against giving credit for ROTC coursework. He mentioned that Brown had decided not to give credit for the ROTC program, which, he said, fails to meet standards of academic freedom. Faculty cannot be imposed on the University by outside bodies, such as the Department of Defense. Instructors for the military science courses would take up their positions without any search conducted. The University would have little or no freedom to recommend any significant changes in ROTC courses, since the Department of Defense would set their content.

Dean Schaal pointed out that ROTC instructors receive part-time appointments, and that the Curriculum Committee has to approve content for ROTC classes.

Emma Tyler, the new Student Union President, reported that the Senate had unanimously endorsed credit for ROTC. It was concerned that Cornell, Duke, and Vanderbilt all offer credit for these courses. She also pointed out that varsity athletes earn one credit during their sport season.

Major Derek Martin said that outcomes drive ROTC courses, despite DOD initiated content. ROTC instructors do not receive lesson plans from the DOD, and would welcome a relationship with professors in forming curriculum.

Professor Michael Lutzeler asked whether the Faculty Senate might be the only body that could make this change. Provost Thorp said that the resolution from the 1970s allows credit for courses given by instructors appointed by the Dean, and that the current resolution falls within that framework. He reported that upon consultation of the Faculty Senate about the present resolution, the Senate had wanted to leave it to Arts and Sciences faculty.

Professor Emma Kafalenos asked whether veterans take ROTC courses. Major Martin said that a small number do.

Professor Chalker pointed out that resolution reflects Professor Friedlander’s concerns. Appointments must be approved by the Dean, but new syllabi also have to be reviewed by Curriculum Committee (point 2 of the resolution). These courses would fall under non-ArtSci. allowable units (point 1). The Curriculum Committee reviewed syllabi and interviewed instructors in the ROTC program, and felt that only 300-level courses were approvable. The Committee would continue to review changes.
Professor Friedman asked whether ROTC courses were in fact open to all students in Arts and Sciences. Major Martin said that the first two years are open, and that enrollment in later courses depends on the student’s decision to join the armed forces.

Professor Johnson asked why we are giving credit for varsity sports.

A faculty member asked if the Curriculum Committee were the suitable faculty voice in an appointment process, and suggested it was not. Professor Chalker pointed out that Arts and Sciences already gives credit for courses offered in other schools, in classes that the Curriculum Committee does not approve.

Professor Sherberg spoke about work of Curriculum Committee, which reviews courses in areas completely foreign to its members. He said they had done the same conscientious job on the military science syllabi.

Dean Richard Smith said the pool of 30 credits allowed from outside Arts and Sciences was the same pool in which students could take University College courses, often taught by grad students and part-time instructors.

A faculty member asked how many ROTC students the University had. Officers responded that they had 12 cadets, of which three will graduate this year, and that they expect eight new entrants this coming year.

Professor Ackerman spoke in favor of the motion, on the grounds of the important of the US military as a national institution, and the importance of Washington University’s work in helping to build the best possible officer corps.

Professor Berg spoke in favor of motion, as it promotes economic diversity and diversity of thought, and also gives faculty an opportunity to reach future members of military.

A faculty member asked for clarification on the economic diversity issue. Provost Thorp said as a matter of practice someone with an interest in ROTC will more likely chose to attend a school that gives credit for ROTC coursework.

Professor Ginger Marcus asked whether the administration intended to increase ROTC enrollment. Thorp said it did.

Professor Friedman spoke against the motion, saying that she was concerned about offering credit for military content in courses, and was not sure that these constituted legitimate academic subjects. Dean Jennifer Smith said that the College presently awards credit for classes in leadership skills in business school.

Professor Friedlander said that his comments did not address the job the military does, and stressed that issue was independence of faculty, and its ways of protecting that, in curricular affairs and in selection of new faculty.
Dean Jennifer Smith said that the College gives academic credit for unpaid internships where the “instructor” is not hired by search or appointed by academic dean.

In the absence of further discussion, Dean Schaal restated the motion and called for the vote, taken by secret paper ballot. The motion passed with 28 in favor and 17 opposed.

The faculty moved to adjourn the meeting at 5.25.

Minutes prepared by
Seth Graebner
Assoc. Prof. of French
Secretary to the Faculty of Arts and Sciences
2014-15 Faculty Council

Bret Gustafson, Anthropology

Cathy Keane, Classics

Barbara Kunkel, Biology

Tabea Alexa Linhard, Romance Languages and Literatures, Co-chair (FL14)

Jack Shapiro, Mathematics, Co-chair (FL14)

Lynne Tatlock, German Languages and Literatures, Co-chair (SP15)

Lori Watt, History

Michael Wysession, Earth and Planetary Sciences, Co-chair (SP15)

facultycouncil@artsci.wustl.edu
The College of Arts & Sciences

Candidates for the Bachelor of Arts Degree: August 14, 2014

The following students have submitted an intent to graduate to the University Registrar. Until the College Office makes a final check of each student’s record, it will not be known whether these candidates for the Bachelor of Arts Degree have fulfilled all degree requirements.

<table>
<thead>
<tr>
<th>Name</th>
<th>Major</th>
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<tbody>
<tr>
<td>Allman, John Patrick</td>
<td>Economics</td>
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<td>Cha, Suji Amy</td>
<td>Anthropology: Global Hlth Environmnt</td>
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<tr>
<td>Trangle, Asher Solomon</td>
<td>Political Science</td>
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Curricular Changes

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September 30, 2014
New Courses Approved

L90  AFAS  2230  The African Diaspora: Black Internationalism Across Time and Space  (HUM)

The Netherlands, despite its geographical scale, was once the most powerful and culturally thriving country in Europe. In the seventeenth century, the great metropolis of Amsterdam and the surrounding cities of Leiden, Delft, and Haarlem burgeoned as sites of global trade, scientific innovation, and unprecedented achievements in art. The paintings of Rembrandt van Rijn, Frans Hals, Johannes Vermeer and many others embody the fascinating contradictions of a culture caught between Calvinist moralities and licentiousness, lucrative commerce and fears of worldly vanity, botanical learning and the tulip craze. The remarkable invention that characterized the Dutch Golden Age led also to the microscope, the fire engine, modernized anatomical dissection, even the founding of New York City. This course surveys the history of the seventeenth-century Netherlands through the lens of its art and intellectual achievements, ultimately reflecting upon its legacy today.

L98  AMCS  3026  Home, Bittersweet Home  (HUM)

The idea of owning one's own home has been central to realizations of the American dream or the "good life." By 1931, Herbert Hoover called the idea "a sentiment deep in the heart of our race and of American life." While the dream continues, the reality of homeownership has been elusive or fraught with struggle and sacrifice for many Americans. If home ownership is such a central part of American identity, why have so many generations of Americans struggled to achieve it?

In this course, we will explore the histories of different versions of home and homeownership by touching down in different locations at pivotal moments in order to investigate the varied meanings of housing and homeownership in the context of a particular place and time in American history. Using a case-study approach, the course will travel across time and space to explore diverse forms of housing, including the following: the big house and slave house in the South under slavery, the immigrant tenement in New York City, the company town in south Chicago, the Midwest homestead, the planned post-war suburban neighborhood, high rise public housing and gated communities. This format will expose students to the important role of federal and local policies as well as themes of housing including: homes as private and domestic realms; housing as a commodity and the largest form of American debt; housing as an icon and encoder of social status; housing as exclusionary and inclusionary; housing as racial or socio-economic discrimination; the suburbs and their discontents; and the recent housing crisis.

L98  AMCS  3075  The American Radical Novel: Literature versus Inequality  (HUM, SD, WI)

Intended to help students reckon knowledgeably, imaginatively, and articulately with our era of escalating social inequality, this class is a writing-intensive study of representative American radical novels stretching from the 19th-century abolitionism of Harriet Beecher Stowe’s Uncle Tom’s Cabin to the 21st-century dystopianism of Gary Shteyngart’s Super Sad True Love Story. Its main goals are two: (1) to introduce students to the long history and current significance of efforts to pit American literature against American inequality; and (2) to improve the quality of advanced student writing in the related fields of American Culture Studies and English literature. The first goal will be pursued through close analysis of both radical novels and the contemporary political documents that inform them, juxtaposing such texts as Upton Sinclair’s The Jungle and Karl Marx’s Communist Manifesto, Alice Walker’s Meridian and Martin Luther King Jr.’s “Nonviolence and Racial Justice.” The second goal will be pursued through hands-on analysis of successful rhetorical strategies sampled from The Hodges Harbrace Handbook, and, more importantly, from the scholarly writing of students themselves.

L48  Anthro  3163  Archaeology of China: Food and People  (SSC, LCD)

This course aims to provide students with a background to early agricultures and societies in China, spanning from the Upper Paleolithic to the Shang period, roughly between 12,000 BC and 1,000 BC. During the last two decades, archaeology of China has become a fast moving subject with advances in methods, theories and changes of key perceptions. Its horizon has shifted from being oriented by regional based questions to enrolling with inter-continental research problems. A traditional focus upon durable material goods in the archaeological record in China lends particular prominence to those in the past with an abundance of such goods. In recent years, an alternative focus upon ordinary foodstuffs and landscapes shifts our gaze to a much wider range of people and emphasises their role in the roots of modern Chinese societies. This course will focus on contemporary developments in archaeology of China, with an emphasis on the new cultural perspectives.
New Courses Approved, continued

L48 Anthro 3215 Food, Culture, and Power (SSC)

What should I eat today? This seemingly simple question transects the fields of health, environmental studies, economics, history, anthropology, religion, and many others. The foods we eat, the way we get them, the way we procure them, and the way in which we eat them speak volumes about our beliefs, our technology, our understanding of how the world works, and our ability to function within it. That is, food is an excellent way to explore culture. No actions are more deserving of critical thought than those that we do regularly, without much critical thought, and most of all at least two or three times a day. In this class we’ll explore how this food came to be here, why we like it, and what that says about us. This class will be reading and discussion heavy, with a midterm paper based on the readings and a final paper based on a topic of the students’ choosing.

L48 Anthro 3582 Anthropology of the Human Face (SSC)

A survey of the human face, including both an evolutionary perspective on why our faces changed to look the way they do today and a theoretical perspective on how we create and maintain self-image through body modification. Comparative and cross-cultural approaches are used to understand modern human craniofacial and cultural diversity. The course includes discussions of how perceptions of biological variation inform social interactions and of how sociocultural norms pattern body modification, both presently and historically. Most importantly, students will learn how information obtained with archaeological, sociocultural, and biological methods is integrated to address anthropological questions.

L48 Anthro 4254 The Myth of Race (SSC)

This course describes the history of the myth of race and racism from the Spanish Inquisition to modern times. Since race is not a biological term but a cultural term, it is important for students to understand the origins and connections of ideas of race and racism from its beginnings in western thought to its current usage. The historical and literature connections can be seen though out the writings and behavior of the Spanish Inquisition, to the Renaissance, though colonization and slavery, to the reconstruction, to the late nineteenth century, to the early twentieth century, to modern times. In fact, the early history of anthropology can be traced through racist history.

L48 Anthro 4911 Methods in Molecular Anthropology (NSM)

We will learn techniques used in molecular genetics and their application to studying the evolution and adaptation of human and non-human primates. This course will cover DNA extraction from biological materials (e.g. buccal cells from cheek swabs, potentially also fecal samples from the primates at the zoo), primer design and polymerase chain reaction (PCR) to amplify a region of interest (student lead, with guidance) from isolated DNA. Use of gel electrophoresis to visualize and purify PCR products and sequencing reactions to view nucleic acid structure will also be conducted. Finally, will also have a lecture on introductory bioinformatics. Throughout the course, we will discuss the mechanisms underlying these techniques, why they work and how to solve troubleshooting problems. Students will be expected to submit lab reports and to engage in peer review of others’ lab reports. Finally we will discuss how molecular methods inform anthropological research. Students will be also expected to take on-line safety training modules through EH&S.

L49 Arabic 352 Iraqi Literature (HUM)

This course introduces students to major works in Iraqi literature in the twentieth and twenty-first centuries, with a focus on the post-World War Two period up to the present day.

L01 Art-Arch 160 Going Dutch: Art, Science, and Discovery in Amsterdam and Beyond (HUM)

The Netherlands, despite its geographical scale, was once the most powerful and culturally thriving country in Europe. In the seventeenth century, the great metropolis of Amsterdam and the surrounding cities of Leiden, Delft, and Haarlem burgeoned as sites of global trade, scientific innovation, and unprecedented achievements in art. The paintings of Rembrandt van Rijn, Frans Hals, Johannes Vermeer and many others embody the fascinating contradictions of a culture caught between Calvinist morals and licentiousness, lucrative commerce and fears of worldly vanity, botanical learning and the tulip craze. The remarkable invention that characterized the Dutch Golden Age led also to the microscope, the fire engine, modernized anatomical dissection, even the founding of New York City. This course surveys the history of the seventeenth-century Netherlands through the lens of its art and intellectual achievements, ultimately reflecting upon its legacy today.
New Courses Approved, continued

L01 Art-Arch 260 Introduction to Oceanic Art (HUM, LCD)

Covering one third of the earth’s surface, the Pacific Ocean is home to hundreds of different island groups and cultures. The diversity of these islands and their peoples has resulted in an astounding array of cultural traditions, languages, art forms and material culture. This lecture course offers an introduction to the arts of Oceania, which includes Polynesia, Melanesia, Micronesia and Australia. We will consider the initial settlement of the Pacific followed by the Western “discovery” of these islands. Art forms and cultural practices from Polynesia and Micronesia will be considered, followed by Melanesia, and finally Australia. Each section will survey artistic and cultural practices of the material culture of island groups. Thematic considerations will include carving traditions, body ornamentation/wrapping, animal iconography, trade and exchange of objects, warfare, funerary/mortuary displays, manifestations of power and religious/ritual objects and displays.

L01 Art-Arch 270 Women, Art, and Culture; Early Modern to Contemporary (HUM)

In this lecture and discussion course, we will analyze the broad theme of women in the arts-as architects, artists, designers and patrons-in order to expand our ideas of what art can be and who can make it. Setting the stage with medieval craftswomen, we will begin in earnest with female artists during the Renaissance and Baroque periods, when the idea of the male artist-genius emerged. As we survey periods leading up to the contemporary art of the present, we will examine a wide range of creative production by diverse women. Artists include: Anemisia Gentileschi, Judith Leyster, Elisabeth Vigee-Lebrun, Rosa Bonheur, Mary Cassatt, Paul Modersohn-Becker, Georgia O’Keeffe, Frida Kahlo, Faith Ringgold, Lorna Simpson, Cindy Sherman and Shirin Neshat. Of particular interest will be how women have responded to and reinvented stereotypical images of women in art and in the media.

L01 Art-Arch 428 The Invention of the Image: From Classical Art History to Modern Visual Studies (HUM)

The scholarly field of Image or Visual Studies has developed in response to the widespread proliferation of images, both still and moving, in contemporary life. It distinguishes itself from traditional art history by examining visual representations of all types, not only works of high art, and by concentrating on the role those representations play in the formation of culture. Though most of the scholarship produced in this field focuses on the modern world, it depends upon ideas first developed in Mediterranean antiquity. This course has two primary goals. We will conduct an historical examination of practices and theories of image making from Near Eastern antiquity to modernity. In so doing, we will also carry out an historiographical survey of the major works in Image/Visual Studies, thereby gaining an appreciation for the wide range of methods of inquiry employed in this important field of research. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215); one 300-level course in Art History preferred; or permission of instructor.

L01 Art-Arch 3330 Greek and Roman Painting (HUM)

This course provides a survey of the major achievements of ancient Greek and Roman painting, broadly understood and encompassing wall painting, panel painting, painted pottery, and mosaic. We will study monuments ranging over a millennium in time and located throughout the ancient Mediterranean. Particular attention will be paid to the social, political, and religious aspects of ancient Greco-Roman painting, and to questions of innovation in artistic practice. Special emphasis will be placed on students’ cultivation of the tools of art-historical analysis, and of the presentation of that analysis in written form. Readings appear in the course textbook or are supplied as pdfs; extracts of primary sources will occasionally be distributed as photocopies in class. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215) or permission of instructor.

L01 Art-Arch 3412 Japanese Art (HUM, LCD)

Surveying the arts of Japan from prehistory to present, this course focuses especially on early modern, modern, and contemporary art. Emphasizing painting, sculpture, architecture, and print culture, the course will also explore the tea ceremony, fashion, calligraphy, garden design, and ceramics. Major course themes include collectors and collecting, relationships between artists and patrons, the role of political and military culture or art, contact with China, artistic responses to the West, and the effects of gender and social status on art.
New Courses Approved, continued

L01  Art-Arch 3633  Game of Thrones: Art and Power at the Renaissance Court (HUM)

Dragons, dwarves, and incest: were they really part of life at the courts of the Renaissance? How was power won and lost among the European nobility? The current HBO show Game of Thrones and George R. R. Martin’s bestselling series A Song of Ice and Fire, on which the show is based, are the most recent manifestation of popular culture’s longstanding obsession with the medieval and Renaissance court. But to what extent do they reflect the visual and historical reality of the cultural institution they portray? This course uncovers the actual scandals, modes of decorum, dynastic struggles, and decadent practices that characterized the court culture of early modern Europe through close study of its art and material culture, including paintings, goldsmith works, tapestries, “dragon” eggs, and the works of artists from Jan van Eyck to Diego Velázquez. Knowledge of the Game of Thrones series welcome but not required. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215) or permission of instructor.

L01  Art-Arch 3884  Modern Design and Modern Culture (HUM)

This course explores key issues of modernity (industrialization, consumerism, mass culture, nationalism, etc.) through the study of material culture. Focusing primarily on modern design in Europe and North America from William Morris to Charles Eames and Aleksandr Rodchenko to Bruce Mau, we will examine major developments in design thinking and practice as both reactive to and generative of broader political, economic, and social concerns. The course will be organized around important and influential exhibitions, from World’s Fairs to storefront shows, where design professionals, institutions, and publics came together to reflect on topics of urgency, identify alternatives, and imagine the implications of design on everyday life. Wherever possible, class discussions/lectures and assignments will make use of objects and archives in area collections. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215) or permission of instructor.

L01  Art-Arch 4103  African Art: A User’s Guide (HUM, LCD)

This seminar offers an introduction to the methodologies of African art history, exploring a range of approaches to objects from an examination of their original contexts; accessed through oral and archival sources; to their lives in a Western context, including collecting histories and market valuation over time. It considers new means of knowing African objects through methods such as CT scanning and algorithm-based databases and poses the question: of what value is this corpus outside of art history or African studies? Through course meetings and projects, students will be introduced to various research methodologies, including the production of oral history records for the St. Louis Art Museum, provenance research, and valuation. The course will culminate in a final paper and presentation based on an object in SLAM’s African collection. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215); one 300-level course in Art History preferred; or permission of instructor.

L01  Art-Arch 4105  Power, Authority, and Spirituality in Oceanic Art (HUM, LCD)

Focusing on the material culture of Pacific, this seminar considers the similarities and differences in political and spiritual power and authority throughout Polynesia, Melanesia and Micronesia. The seminar examines how material forms embodied the immaterial divine and spiritual power associated with gods and ancestors and will consider how objects understood to contain these powers were used in local contexts and with neighboring communities and Westerners. Included in the discussions will be objects (both ritual and utilitarian), body modification and decoration/orientation, dress, architecture, religion/ritual, warfare and exchange. We will consider what the materials used in these categories tell us about local concepts of ancestral or divine power, about indigenous understandings of the local environment and its importance, and also how objects were understood as mediators of the relationships between humans and ancestors or divine beings. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215); one 300-level course in Art History preferred; or permission of instructor.

L01  Art-Arch 4744  TransAmerica: The US and Mexico between the Wars (HUM, LCD)

Many areas of 20th century US culture between World Wars I and II were inspired by post-revolutionary Mexico. The Mexican Revolution (1910-1917) profoundly reoriented modern Mexico, introducing new cultural and aesthetic forms and historical themes over subsequent decades. Mexican artists contributed to a new national consciousness drawing on indigenous Mexico and on the new politics of workers and peasants, given monumental expression in mural painting. The bidirectional exchange between US and Mexican artists was of great importance for the cultural revitalization of the New Deal and after in the US. Among artists, writers, anthropologists, and tourists, the vogue for things Mexican was fed by many sources, including increasing travel, diplomatic exchange, and a yearning for alternatives to US modernity. The seminar will support travel to Mexico City, funded by the Art History and Archaeology Department. Must be a graduate student, or an undergraduate major or minor in Art History and Archaeology. Recommended courses: one 300- or 400-level course in 20th c. US art or history; or one relevant course in Latin American Studies program.
New Courses Approved, continued

L01  Art-Arch  4905  Greenberg Curatorial Study  (HUM)

The Arthur Greenberg program offers students the experience of curating an exhibition. A small team (of two or three) are selected through a competitive application process the year before they enroll in the course. Students sign up for 3 credits in the fall semester, and one credit in the spring. Under the supervision of a faculty mentor in the Art History & Archaeology Department and a curator in the Mildred Lane Kemper Art Museum, students plan and curate an exhibition for the museum’s Teaching Gallery. They also research and write a short brochure, prepare educational materials, and offer related programs for the exhibition which usually opens in April. Fall three-unit course fulfills a departmental capstone requirement for the major.

L07  Chem  430  Simulation in Chemistry and Biochemistry  (NSM)

This course explores a wide range molecular modeling techniques and applications of computational chemistry to problems in chemistry and biochemistry. Topics include ab initio quantum mechanics, semi-empirical MO theory, molecular mechanics, molecular dynamics simulation, coarse-grained models, electrostatic methods and biomolecular structure prediction. A major component of the course is weekly laboratory sessions using common software programs in the field, including Spartan, Q-Chem, Gaussian, VMD, TINKER, APBS, AutoDock, SDA7 and others. Many of the lab exercises target proteins, nucleic acids and other biological structures. As a final lab experience, students will complete an independent project using tools covered in the course.

L07  Chem  479  Molecular Orbital Theory  (NSM, WI)

Lectures will cover the background, practice and applications of computational chemistry to the modeling of the structures and chemical reactions of organic molecules. Different levels of calculation will be presented, from molecular mechanics calculations and Hückel molecular orbital theory, through semi-empirical and ab initio self-consistent field calculations with correlation energy corrections, and density functional theory. Hands-on experience performing calculations is an important element in this course.

L04  Chinese  106F  Chinese Language Study Abroad at Fudan (First-year level for Heritage Speakers)  (LCD)

The fall program at Fudan is the first half of the beginning level of Modern Written Chinese for heritage students who come to study in Shanghai. The course is designed specifically for those who can speak and understand oral Chinese but have little or no knowledge in reading and writing Chinese (so-called "heritage speakers"). Both the simplified and the traditional forms of Chinese characters will be introduced gradually in the course of learning, and all the students are required to be able to write ONE of the two forms consistently but to recognize BOTH. By the end of the semester students are expected to learn about 700 words and common expressions and be able to write simple but meaningful and cohesive paragraphs with appropriate connectors. With the language skills acquired during the first semester, the students should be able to proceed to the second semester of First Level Heritage Modern Chinese.

L04  Chinese  206F  Chinese Language Study Abroad at Fudan (Intermediate level for Heritage Speakers)  (LCD)

This course is designed to help those whose listening and speaking of Chinese is far much better than their reading and writing skills. However, the students have to have completed Chinese C107 (or equivalent) with a grade of B- or better in order to be placed in this class. Written Chinese is still the focus of this course although speaking will be more emphasized than previously. Students are required to read both the simplified and traditional Chinese characters and to write one of them consistently. All of the students are expected to achieve greater proficiency in the oral, reading and written use of the language and to be able to produce, both in speaking and in writing, paragraph-length passages in modern Chinese.

L08  Classics  1137  Freshman Seminar: Winin and Dining in the Classical World  (HUM, LCD)

The focus of this course will be food culture in Greek and Roman societies from the Archaic to the late Roman period. However, foodways from adjacent contemporary cultures will also be briefly examined. Sources will include textual evidence, as well as ethnographic studies of ancient people, iconographic and archaeological evidence, specifically osteological and botanical remains from archaeological sites. Experimental studies will be conducted in class to augment the learning experience of students.
New Courses Approved, continued

L15  Drama  365C  Theatre Culture Studies III: Melodrama to Modermism (WI)

The third of three historical survey courses in theater and performance studies, this course traces the origins of the modern theater. Beginning with Romanticism's self-conscious break with the past, we'll study the rise of bourgeois melodrama with its intensely emotional rendering of character and spectacular visual effects. We'll consider how those effects were made possible by advances in industrial stage technology which reproduced the everyday world with unprecedented realism, and how playwrights responded to those technologies by calling for the theater to become either a "total work of art" which plunged its spectators into a mythical realm, or a petri dish which analytically presented the struggles of the modern individual within his or her modern milieu. Exploring a range of aesthetic modes (including melodrama, Realism, Naturalism, Aestheticism, Symbolism, Expressionism, the Epic theatre, and the Theatre of the Absurd), we will read classic plays by modern playwrights such as Ibsen, Chekhov, Shaw, Pirandello, Brecht, and Beckett to consider how the modern theatre helped its audiences understand as well as adapt to the rapidly changing conditions of modernity. Credit 3 units.

L82  EnSt  310  Ecological Economics (SSC)

This course is designed to give you an appropriately advanced understanding of the fundamental assumptions, the conceptual novelties, and the distinctive tools of analysis that comprise the emerging discipline of ecological economics. Often the value of tools is best illustrated through use, so the course also aims to acquaint you with how the conceptual frame of Ecological Economics offers a distinctive approach to some of the most pressing problems our culture faces—problems that have their origin in our perpetual-growth economy which now strains against (and in many places has far transgressed) environmental limits to growth.

L53  Film  431  Radicals & Renegades: The Japanese New Wave (HUM, LCD)

In 1960, the major studio Shochiku promoted a new crop of directors as the "Japanese New Wave" in response to declining theater attendance, a booming youth culture, and the international success of the French Nouvelle Vague. This course provides an introduction to those iconoclastic filmmakers, who went on to break with major studios and revolutionize oppositional filmmaking in Japan. We will analyze the challenging politics and aesthetics of these confrontational films for what they tell us about Japan's modern history and cinema. The films provoke as well as entertain, providing trenchant (sometimes absurd) commentaries on postwar Japanese society and its transformations. Themes include: the legacy of WWII and Japanese imperialism; the student movement; juvenile delinquency; sexual liberation; and Tokyo subcultures. Directors include: Oshima Nagisa, Shinoda Masahiro, Terayama Shuji, Masumura Yasuzo, Suzuki Seijun, Matsumoto Toshio, and others. No knowledge of Japanese necessary. Credit 3 units. Mandatory weekly screening: Tuesdays @ 7 pm.

L21  German  402  Advanced Grammar and Style Lab

Take your German skills to the next level! This 1-unit lab is designed for advanced students seeking to master the finer points of German grammar and style through targeted exercises and discussion. Students will learn to construct sophisticated, elegant, and accurate sentences, with the goal of improving their effectiveness as writers and speakers of German. A rotating weekly focus will cover such topics as: complex sentence structures; advanced passive and subjunctive forms; idiomatic prepositional and verb phrases; and infinitive constructions. Prerequisite: German 302 or the equivalent. 1 unit, 1.5 hrs, 1x weekly

L22  History  1550  Temple & Palace in World History: Approaches to Re. & Pol. in the Pre-Modern Mediterranean (HUM, SD)

This course aims to examine the ways in which temple and palace cooperated with and competed against each other in ancient and medieval worlds. Temple and palace have played a major role in human history as a source of cooperation and conflict by inspiring and regulating the spiritual and social lives of people, including how they enacted laws, developed cultures, established institutions, and interacted with each other as individuals, families, and societies. This course will trace how the institutional embodiments of religion and politics, temple and palace, and their interactions, produced various models of authority, law, and social association and how they collectively and separately rationalized social hierarchy and diversity in human societies.
New Courses Approved, continued

L22  History  3059  Introduction to Asian American History (HUM, SD)
This course provides an overview of Asian American history from the time of early migrations in the mid-nineteenth century to the present. Exploring the histories of numerous groups, including Chinese, Japanese, Korean, Filipino, Asian Indian, Vietnamese, Cambodian and Hmong Americans, the course will study the diverse experiences of Asian Americans in the United States.

L22  History  3662  Experts, Administrators, and Soldiers: Governance and Development in Post-Colonial Africa (HUM, LCD)
Between 1957 and 1975, one African territory after another made the transition from European colony to independent nation state. Widespread optimism that these "transfers of power" would bring a new era of prosperity and dignity dissipated quickly as the new nations struggled with political instability, military coups, social unrest and persistent poverty. This course traces the origins of African governance and economic development from their imperial origins into the independence era. By exploring nation-building, economic planning and public administration from the perspective of political elites, foreign experts and ordinary people, the class takes an intimate look at how colonies became nation-states. This course is designed for first and second year students with an interest in African studies and international public administration.

L22  History  3921  Secular and Religious: A Global History (HUM, LCD, SD)
Recent years have seen a dramatic rethinking of the past in nearly every corner of the world as scholars revisit fundamental questions about the importance of religion for individuals, societies and politics. Is religion as a personal orientation in decline? Is Europe becoming more secular? Is secularism a European invention? Many scholars now argue that "religion" is a European term that doesn't apply in Asian societies. This course brings together cutting-edge historical scholarship on Europe and Asia in pursuit of a truly global understanding. Countries covered will vary, but may include Britain, France, Turkey, China, Japan, India and Pakistan.

L22  History  49PK  The Founding Fathers' Governing in an Electronic Age (HUM)
This is a research seminar that examines how Americans sought to translate their notions of government into a realistic set of priorities and a functioning set of public institutions. Extending from 1789 through the 1820s, this course investigates how the federal government came into being, what it did, and who populated the civilian and military rank of American officialdom. This is also a course in digital history. Students will create new knowledge through their own contributions to an ongoing digital project that seeks to reconstitute the early federal workforce. In the process, students will learn a variety of digital techniques, ranging from encoding languages to electronic systems to software packages.

L97  IAS  3040  International Law and Politics (SSC)
What is international law? Does it really constrain governments? If so, how? In this class we will examine these questions through a mixture of political science and legal theories. Students will become familiar with the major theories in both disciplines and be introduced to the basic tenets of public international law. Students also will develop basic skills in legal research by reading and briefing cases from international tribunals and through an international law moot court simulation.

L97  IAS  3275  Contemporary African Politics (SSC)
Why do some African countries, like the Democratic Republic of Congo, experience civil wars and political violence while others, like Senegal, are beacons of peace and stability? Why are many African countries poor? Why has democracy collapsed in Mali but endured in South Africa? Drawing on research from political science, anthropology, and history (as well as fictional and documentary films, on occasion), the course provides an overview of the issues at the forefront of research and policymaking related to contemporary Africa. It is designed so that students develop knowledge of various aspects of African politics from the pre-colonial period to the present, engage with rich accounts of contemporary politics in several countries, and apply analytic methods from the social sciences to understand major themes in African politics.

Among other themes, the course considers: pre-colonial and colonial legacies in contemporary politics, nationalism and state-building, economic development, democratization and elections, women's participation in politics, ethnic and racial politics, civil war and political violence, and post-conflict peace building. In addition to becoming experts in the politics of a particular country that they select at the start of term, students will study broad cross-national trends and do case study analysis. They will, therefore, leave the course with knowledge of specific events in contemporary African politics, as well as an ability to explain these specific events in a comparative perspective.
New Courses Approved, continued

L97  IAS  3602  Borders, Checkpoints, and the Frontiers of Literature (HUM, LCD)

Borders are some of the most strange, dangerous, and changeable places in the world. They help define not only where we are, but also who we are. This course will read literature from and about border regions around the world: the Mexican-American frontera, the Indian and Pakistani Partition line, the German Iron Curtain, the African colonial borders, and the Israeli-Palestinian divisions. Even if we live far from any international boundary, the notion of the border shapes our thinking about the world. Literature is a place where borders are vividly imagined, marked, and debated in ways that both affect preexisting frontiers and help draw new ones on the ground. We will read all texts in English.

L97  IAS  3822  From McDonald's to K-Pop: New Movements in East Asia (HUM, LCD)

This course aims to help students to obtain competent knowledge about contemporary East Asian cultures and societies. We will explore a broad set of topics in a transregional setting, from gender, filial piety, and kinship to the upsurge of new waves, including consumer and pop cultures, the "cuteness" culture, and individualization. Our interrogation examines cultural variables, transregional dynamism, local receptions of "Western" influences, and the global impact of cultural movement in East Asia.

L97  IAS  4036  Children of Immigrants: Identity and Acculturation (HUM, LCD)

This seminar examines two sub-groups: child immigrants and the native-born children of immigrants. It interrogates cultural/ethnic identity, cultural adaptation, bilingualism and biculturalism, and challenges and achievements of this young generation through ethnography, literature, and sociological accounts. We aim to scrutinize the studies of the "1.5" generation and the second generation, and theories such as "segmented assimilation," across a wide range of ethnic groups, from people of East Asian origins to those with Latin American ancestries, by mainly focusing on their experiences in the United States.

L97  IAS  4080  Africanist Travel Writing: Texts, Contexts, Theory (HUM)

Since the 1980s, travel writing - a genre that was usually dismissed by literary critics as a minor, middle-brow form - has gained increasing attention in the humanities and the social sciences. Implicit in this scholarly interest is the assumption that travel writing is a genre especially reflective of the historical events, cultural dispositions and ideologies that have profoundly shaped modernity - colonialism, post colonialism, capitalism, globalization, gender and race struggles. Travel writing about Africa, in which colonial discourse, exoticized images of African landscapes and people and racial stereotypes often overlap, makes the power relations in which travel writing is involved very clear. But despite, or rather because of its frequent claim for colonial purposes, travel writing about Africa has in recent decades also functioned as a site for postcolonial and postcolonial reorientations and reappropriations. This seminar aims to three main aims and follows a three-partite structure. Firstly, it offers an introduction to the genre of travel writing, its key definitions, debates and theoretical features. Secondly, it introduces students to some important examples of travel literature about East and West Africa that can be seen as representative of the larger features and problems of Africanist discourse. And thirdly, in the last section, it will focus on some of the broader issues and concepts on which consideration of Africanist travel writing has a significant bearing - like national and individual self-fashioning, strategies of othering, transculturation, and cosmopolitanism.

L97  IAS  4123  Islam and Democracy (SSC)

Does Islam hinder democracy? This question has become especially pressing in the wake of the Third Wave of democratization, the September 11 attacks, the Arab Spring, and the mix of recent elections and political instability in the African Sahel. This course gives students the opportunity to evaluate the growing body of research on Islam's (in)compatibility with democracy. They will learn how to design independent research projects on Islam in politics, critically appraise leading scholarship on the issue, and develop country-specific knowledge of cases central to this debate. More broadly, students will assess the roles that Islam plays in the domestic politics, social policy, and international relations of both Muslim-majority and Muslim-minority countries. We will first analyze what democracy is and the reasons behind the contemporary resurgence of religion as a driver of political behavior. We will then enter the debate about Islam and democracy, gaining insight into several approaches (economic, state-oriented, cultural) that scholars use to understand this relationship. With evidence from the Middle East, Africa, Southeast Asia, and Europe, we will evaluate these competing schools of thought. Finally, we will study political and policymaking processes related to Islam and democracy, including the activities and electoral performance of Islamist parties, the relationship between Islam, peace, and political violence, state policies on religious education and religious expression, and the (non-)application of Islamic law in different societies.
New Courses Approved, continued

L97  IAS  4246  State Failure, State Success and Development (SSC)

Why do some nations develop while others languish? This course takes an interdisciplinary approach to examining the role governments play in development and economic outcomes. Knee-jerk ideologues from all parts of the political spectrum make competing arguments, most of which are overly simplistic and ignore good social science. Some argue that state involvement in the economy hinders economic activity and development, while others argue for greater state involvement. Such arguments are often poorly informed by systematic rigorous research. We will look at some of the competing arguments about governments in failed and successful states and compare those arguments to the empirical world, or data. In so doing we will recognize how governments affect development and economic outcomes in society is neither straightforward nor consistent with any of the simplistic ideological screeds that often dominate public discourse.

L75  JINES  359  Travelers, Tricksters, and Storytellers: Jewish Travel Narratives and Autobiographies, 1100-1800 (LCD)

Pre-modern Jewish literature includes a number of highly fascinating travelogues and autobiographies that are still awaiting their discovery by a broader readership. In this course, we will explore a variety of texts ranging from medieval to early modern times. They were written by Jewish authors (both Ashkenazi and Sephardic) originating from Spain, Italy, Germany, and the Ottoman Empire—among them pilgrims, rabbis, merchants, and one savvy business woman. We will read them as responses to historical circumstances and as expressions of Jewish identity in its changing relationship to the Christian or Muslim environment in which the authors lived or traveled. Specifically, we will ask questions such as: What is it about travel writing that enables its authors (and readers) to reflect on themes of identity and difference? How does this genre produce representations of an Other, against which and through which it defines a particular sense of self? What are the commonalities and differences between (Jewish) travelogues and autobiographies? To what extent are these texts reliable accounts of their authors' personal experiences and to what extent do they serve their own self-fashioning? How did pre-modern Jewish writers portray Christians, Muslims, and Jews from other cultural backgrounds than their own? How did they construe the role of women in a world dominated by men? How did they reflect on history, geography, and other fields of knowledge that were not covered by the traditional Jewish curriculum, and how did they respond to the challenges of early modernity?

L24  Math  406  Topics in Analysis. Special Bases in Analysis (NSM)

The course considers the construction of specific orthonormal bases for the Hilbert spaces $L^2([0,1])$, which are then used for the construction of two types of orthonormal bases in the more general setting of $\mathbb{R}^n$: wavelets and Gabor bases. Some aspects of extensions to other Hilbert spaces will be considered. In general, these bases are used to analyze “signals” or functions on $\mathbb{R}^n$ having either real or complex values, and they should be “efficient” in some sense. We will look at the types of efficiency that are most useful in several types of application in sciences and engineering. Prerequisites: Math 233, 308, and 310, or permission of instructor. In particular, students are expected to understand derivatives and Riemann integration; topics related to the more general Lebesgue integral will be discussed as needed.

L77  WGSS  361  Women and Social Movements: Gender and Sexuality in US Social Movements (HUM, SD)

This course examines the history of grassroots activism and political engagement of women in the US. Looking at social movements organized by women or around issues of gender and sexuality, class texts interrogate women’s participation in, and exclusion from, political life. Key movements organizing the course units include, among others: the Temperance Movement, Abolitionist Movements, the Women’s Suffrage Movements, Women’s Labor Movements, Women’s Global Peace Movements, and Recent Immigration Movements. Readings and discussion will pay particular attention to the movements of women of color, as well as the critiques of women of color of dominant women’s movements. Course materials will analyze how methods of organizing reflect traditional forms of “doing politics,” but also strategies and tactics for defining problems and positing solutions particular to women. Prerequisites: Any 100- or 200-level Women, Gender, and Sexuality Studies course or permission from the instructor.)
New Courses Approved, continued

L13 Writing 203 The Sentence in English (HUM)

Though formal knowledge of English grammar is not always necessary for effective writing, learning it can help students understand how sentences are put together, and it can allow them to develop their own writing using a new set of skills. The Reed-Kellogg system of diagramming is a method of learning grammar by creating "pictures," or maps, of sentences. These pictures show the logical relations between words, phrases, and clauses, and they illustrate the choices writers are making as they craft individual sentences. Using a recent textbook by Eugene Moutoux, we will learn to diagram sentences both famous and ordinary, both contemporary and of historical interest. Our aims will be (1) to learn both the "rules" and the peculiarities of English grammar, (2) to understand how the structure of a sentence can influence its meaning, and (3) to use this knowledge productively in crafting and revising our own prose. By the end of the course, students should be able to diagram just about any sentence in English, whatever the genre or time period, including their own. Extensive practice in writing and revising sentences will give students a consciousness of how grammar and syntax influence the meaning and effectiveness of their own writing.
Changes to Major Approved

International & Area Studies / International Affairs

Fulfill IAS general requirements (e.g. foreign language, regional and disciplinary diversity, capstone, etc.).
6 units of introductory coursework (100-200 level) from two different disciplines.
Research methods coursework [any level].
9 units of advanced coursework from the Core Courses list.
18 additional units of advanced International Affairs coursework.

JINES-COMPARATIVE JEWISH AND ISLAMIC STUDIES

Required courses (30 Units)
JINE 210C Introduction to Islamic Civilization
JINE 208F History, Text and Identity: Introduction to Jewish Civilization
9 units from 300- or 400-level courses in Islamic studies, Arabic language and literatures, Persian language and literatures
9 units from 300- or 400-level courses in Jewish studies, Hebrew language and literatures
3 additional elective units at the 300- or 400-level in Jewish, Islamic and Near Eastern Studies
Capstone Seminar (JINE 4001)

JINES-ISLAMIC STUDIES

Required courses (30 Units)
JINE 210C Introduction to Islamic Civilization
JINE 208F History, Text and Identity: Introduction to Jewish Civilization
15 units from 300- or 400-level courses in Islamic studies, Arabic and/or Persian languages and literatures
3 units from 300- or 400-level courses in Jewish studies, Hebrew language and literatures
3 additional elective units at the 300- or 400-level in Jewish, Islamic and Near Eastern Studies
Capstone Seminar (JINE 4001)

JINES-JEWISH STUDIES

Required courses (30 Units)
JINE 208F History, Text and Identity: Introduction to Jewish Civilization
JINE 210C Introduction to Islamic Civilization
15 units from 300- or 400-level courses in Jewish studies, Hebrew language and literatures
3 units from 300- or 400-level courses in Islamic studies, Arabic and/or Persian languages and literatures
3 additional elective units at the 300- or 400-level in Jewish, Islamic and Near Eastern Studies
Capstone Seminar (JINE 4001)

ARABIC

Required courses (30 Units)
Introduction to Islamic Civilization (JINE 210C)
History, Text and Identity: Introduction to Jewish Civilization (JINE 208F)
12 units from 300- or 400-level Arabic language courses
6 units from 300- or 400-level courses in Islamic studies and Arabic literature and culture
3 additional elective units at the 300- or 400-level in Jewish, Islamic and Near Eastern Studies
Capstone Seminar (Arab 4001)

HEBREW

Required courses (30 Units)
History, Text and Identity: Introduction to Jewish Civilization (JINE 208F)
JINE 210C Introduction to Islamic Civilization
12 units from courses in Hebrew at the 300- or 400-level
6 units from 300- or 400-level courses in Jewish studies and Hebrew literature and culture
3 additional elective units at the 300- or 400-level in Jewish, Islamic and Near Eastern Studies
Capstone Seminar (HBRW 4001)
Changes to Major Approved

PERSIAN

Required courses (30 Units)
Introduction to Islamic Civilization (JINE 210C)
History, Text and Identity: Introduction to Jewish Civilization (JINE 208F)
12 units from 300- or 400-level courses in Persian language
6 units units from 300- or 400-level courses in Islamic studies and Persian literature and culture.
3 additional elective units at the 300- or 400-level in Jewish, Islamic and Near Eastern Studies
Capstone Seminar (Pers 4001)

Changes to Minor Approved

Art History and Archaeology

18 units of coursework required, including
-L01 111 Intro to Asian Art
-L01 113 Intro to Western Art, Architecture and Design
-9 units of advanced study (300 level )
-and remaining 3 units at either 200 or 300 level

Language and Cultural Diversity / Cultural Diversity Courses Approved

L48 Anthro 3053 Anthropology of Modern Latin America (SSC)
L08 Classics 3851 Magicians, Healers, and Holy Men (HUM)
L16 Comp Lit 306 Modern Jewish Writers (HUM)
L22 History 336C History of the Jews in Islamic Lands (HUM)
L22 History 356C Twentieth Century Russia (HUM)

Social Differentiation Courses Approved

L22 History 3729 The United States in the Twentieth Century (HUM)
**Student Cluster Proposals Approved**

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<th>Cluster</th>
<th>Number</th>
<th>Subject</th>
<th>Course Code</th>
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<td>100G</td>
<td>An Introduction to Logic and Critical Analysis</td>
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<td>Violence Against Women</td>
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<td>Essential Language Study in Spanish (LA)</td>
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<td>Spanish</td>
<td>201D</td>
<td>Spanish Level 3: Intermediate Spanish</td>
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<td></td>
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<td>Spanish</td>
<td>233</td>
<td>Intermediate Spanish Conversation and Culture</td>
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Hagebrant, Ryan

Khour, Alexander

Kreisch, Christina

Nwoke, Kevin

Pavithran, Karun

Roth, Dana

Simons, Claire

Skladman, Rachel

Swan, Lucy

Taege, Sara
### Student Cluster Proposals Approved, continued

| Logic: From the Rules of Logical Reasoning to Philosophical Questions (TH) |
|-----------------------------|-----------------------------|
| L30  | Phil  | 403  | Mathematical Logic I |
| L30  | Phil  | 405  | Philosophical Logic |

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<th>Calculus and Political Statistics (NS)</th>
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<td>L24</td>
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<th>Music through Mozart (TH)</th>
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<th>Linguistic Phenomena in Current English (LA)</th>
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<th>Culture and Language (SS)</th>
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Talmage, Alan
Tamanaha, Jolijit
Wang, Lillian
Wang, Lin
Zalomek, Jonathan
Overview of Washington University’s Commitment to Financial Aid
Arts & Sciences Faculty Discussion
Tuesday, September 30th

Summary of the Issue
This ad hoc discussion is focused on the university’s commitment to financial aid, with special emphasis on increasing the socio economic and racial diversity of the undergraduate student population.

Washington University’s success as a university greatly depends on bringing together the right mix of bright and talented people from a wide range of backgrounds. Only by expanding perspectives and points of view will we truly achieve the diversity of thought and opinion that defines great institutions like Washington University. Making high quality higher education more accessible to qualified students, regardless of their ability to pay, is also the right thing to do.

Our approach has three important components:
- Strengthening the pipeline of well-prepared students through initiatives such as our new College Prep Program, university-sponsored KIPP academies, and affiliations with the College Advising Corps and other groups;
- Making it possible for admitted students to attend and thrive, regardless of ability to pay, by increasing opportunities for scholarship support (the university’s current capital campaign includes a $400-million goal for scholarships) and our no-loan program, which ensures freshmen from families with an annual income of less than $75,000 receive financial aid awards with no loans; and
- Empowering students once they arrive, through mentoring, stipends for internships, books and travel, and other personalized programs.

Background and Data
Student financial aid in higher education throughout the United States -- at public and private institutions -- is funded from federal and institutional funds (private contributions and tuition receipts).
- Federal funds are composed of primarily Pell, work-study jobs and federal student loans. Pell Grants support the neediest students but only cover a small fraction of the total cost of attendance for low-income students.
- Private giving is an area of potential growth, and necessary, for WU to achieve its goal. Private giving gives the flexibility necessary to broadly help students.
- Tuition funds/School funding is the largest portion of WU’s financial aid funding. It can be used to support all students, from lower- to upper-middle income students (unlike Pell which is limited to the lowest income levels).
As you will see below, our Pell eligible student numbers are on the rise, which is a reflection of our continued commitment to making WU accessible and affordable for all qualified students. We are encouraged by this positive trend, but recognize that there is still work to be done. Even with these gains, Washington University remains at the bottom of our peer group for the percentage of first-time, full-time Pell eligible students and near the top in the proportion of operating funds supporting grant aid funding.

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<tr>
<td>Percentage on Pell Grants</td>
<td>5%</td>
<td>6%</td>
<td>8%</td>
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<tr>
<td>Number on Pell Grants</td>
<td>84</td>
<td>93</td>
<td>132</td>
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<tr>
<td>Percentage of underrepresented minority students</td>
<td>13%</td>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td>Number of underrepresented minority students</td>
<td>207</td>
<td>199</td>
<td>191</td>
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*All numbers are for first-time, full-time students*

We remain deeply committed to creating an even more economically diverse student body and consider it a top priority to achieve that goal. The University’s current capital campaign includes a $400-million goal for financial aid. To date, about 65% is committed and 37% has been received.