TO: Members of the Faculty of Arts & Sciences  
FROM: Gary S. Wihl  
RE: Faculty Meeting  
Friday, April 20, 2012, at 4:00 p.m.  
Wilson Hall, Room 214  
Refreshments available in Room 212 (3:30 – 4:00 p.m.)

AGENDA

1. Approval of February 17, 2012, Minutes

2. Announcements
   a. PAC report - Joe Ackerman, Advisory Committee on Tenure, Promotion and Personnel
   b. Administrative appts; promotions
   c. David Hadas Teaching Award – deadline May 31st
   d. Committee elections winners—Tili Boon Cuillé, Chair, Faculty Council

3. Curriculum Committee Report

4. Issues Requiring Vote
   a. Course changes as approved by Curriculum Committee
   b. May 2012 candidates for the A.B.
   c. Amendment to Research Professor policies, Tili Boon Cuillé, Chair, Faculty Council
   d. Postdoc/Teaching Fellow policy, Tili Boon Cuillé, Chair, Faculty Council

5. Deans’ Reports

6. Other Business

Attachments:

- Minutes of Faculty Meeting February 17, 2012
- Curricular Changes
- May 2012 candidates for the A.B.
- Recommendations for Undergraduate Teaching Assistants
- Resolution to Amend Research Professor Policies
- Resolution Appendix A original resolution
- Resolution Appendix B new regulations updated
- Postdoc/Teaching Fellow policy
Curricular Changes

New Courses Approved ................................................................. 1-5
New Major Approved ................................................................. 5
New Minor Approved ................................................................. 6
Changes to Majors Approved ....................................................... 6
Changes to Minors Approved ....................................................... 7
New Study Away Program Approved ........................................... 7
Applied Numeracy Courses Approved ......................................... 7
CD / LCD Courses Approved ......................................................... 7
Social Differentiation Courses Approved ...................................... 8
Writing Intensive Courses Approved ............................................ 8
Integrations Approved ............................................................... 8
Student Cluster Proposals Approved ........................................... 8-9
Change to Grade Requirements Approved ................................. 9

April 20, 2012
New Courses Approved

L90 AFAS 3405 The Civil Rights Movement (TH * HUM)
This course provides an introduction to the period of struggle in American history known as the Civil Rights Movement. Our primary task is to survey the major historical figures, organizations, locations, strategies and ideas that coalesce to make the history of the movement. The course broadly covers the years of the Black Freedom Struggle between 1945 and 1971, with a sharper focus on the pivotal years of 1954-1965. By placing the movement within a broader context, the course seeks to identify the historical developments and social realities that made the movement necessary and possible. The class also looks at the years following the movement, and the general transition from Civil Rights to Black Power.

L90 AFAS 363 Mapping the World of "Black Criminality" (TH * HUM)
Ideas concerning the evolution of violence, crime, and criminal behavior have been framed around many different groups. Yet, what does a typical criminal look like? How does race - more specifically blackness - alter these conversations, inscribing greater fears about criminal behaviors? This course taps into this reality examining the varied ways people of African descent have been and continue to be particularly imagined as a distinctly criminal population. Taking a dual approach, students will consider the historical roots of the policing of black bodies alongside the social history of black crime while also foregrounding where and how black females fit into these critical conversations of crime and vice. Employing a panopramic approach, students will examine historical narratives, movies and documentaries, literature, popular culture through poetry and contemporary music, as well as the prison industrial complex system. The prerequisite for the course is L90 3880(Terror and Violence in the Black Atlantic) and/or permission from the instructor, which will be determined based on a student’s past experience in courses that explore factors of race and identity.

L98 AmCS 3105 American Holidays, Rituals, and Celebrations (TH * HUM)
This seminar examines a variety of holidays, festivals, and rituals in American history and culture. Topics include: conflicts over Christmas, the sentiments of greeting cards, African-American emancipation celebrations, Roman Catholic festivals dedicated to the Virgin Mary, modern renderings of Jewish ritual (including Hanukkah), the masculinity embodied in fraternal lodge ceremonies, Neopagan festivals, and Halloween Hell Houses. Various interpretive approaches are explored, and the intent is to broach a wide range of questions about history and tradition, gender and race, public memory and civic ceremony, moral order and carnival, through the topical focus on ritual and performance. A major emphasis will also be placed on original research and writing, evident in the weight given the concluding seminar report and the final paper.

L98 AmCS 4202 Civic Scholars Program Semester Three: Application and Integration of Civic Projects and Values (SS * SSC)
Third semester course for students in the Civic Scholars Program of the Gephardt Institute for Public Service.

L98 AmCS 4203 Civic Scholars Program Semester Three: Civic Engagement Across the Lifespan (SS * SSC)
Third semester course for students in the Civic Scholars Program of the Gephardt Institute for Public Service.

L48 Anthro 174 Medicine East and West: Comparing Healthcare in the U.S. and China (SS * SSC)
This course provides a foundational introduction to comparative health studies by examining the health care systems of the United States and China. Using the tools and interpretive frameworks of the field of medical anthropology, students in this course will be exposed to a broad range of topics dealing with health and healthcare in Eastern and Western contexts. These include the study of medical pluralism, meaning of illness, health care financing, preventive care, political-economic perspectives, and sociobehavioral perspectives on health and wellness. Students taking this class will be better prepared to understand and address on-going health care concerns affecting U.S. and Chinese society.

L48 Anthro 3391 Economies as Cultural Systems (SS * SSC)
Many contemporary approaches to economics downplay or bracket the importance of culture in the workings of economic systems. In this class we will focus on approaches to distribution and exchange in which culture and social institutions figure prominently, if not pre-eminently. We will sample a diverse array of economies, from gift exchange to the ceremonial destruction of wealth, from Melanesia to Wall Street, in order to evaluate some of the assumptions that undergird market capitalism. These assumptions include the perception of market actors exclusively as calculative, maximizing individuals. Topics to be covered include the Industrial Revolution; utilitarianism; economic anthropology; the formal vs. substantivist debates; ethnography of finance, and Marxist sociology.

L48 Anthro 3665 Observing Animal Behavior at the St Louis Zoo (NS)
This course is an introduction to methods for the collection of behavioral data in studies of animal behavior. Students will be trained in the design of research projects and the analysis and interpretation of behavioral data. Students will learn how different methods are used to answer specific questions in animal behavior research. Research will be conducted at the St. Louis Zoo.

L01 Art Arch 388 Contemporary Art (TH * HUM)
A survey of global contemporary art from 1970 to the present. Topics: happenings, minimalism, body art, and neo-expressionism, placed in their social and political contexts. Prerequisites: L01 112, L01 113, L01 211, or L01 215, or permission of instructor.

L01 Art Arch 444 The Forbidden City (TH * HUM, LCD)
Home to 24 emperors of the Ming and Qing dynasties (1368-1911), the Forbidden City today occupies the heart of Beijing and comprises the largest ensembles of pre-modern architecture in China. This seminar examines the origins of the palace, its construction in early Ming, the coded symbolism of its plan and decoration, the rituals of court, and the lives of its denizens, from emperors (including Pu Yi, the "last emperor") to concubines, from Jesuit missionaries to eunuchs. The course also considers the twentieth-century identity of the site as a public museum and the backdrop to major political events, as well as its role in the urban design and contemporary art of twenty-first century Beijing. Prereqs: L01 112, L01 113, L01 211, or L01 215; one 300-level course in Art History preferred; or permission of instructor.

New Courses Approved, con’t
L01 Art Arch 1075 Fres Sem: What's New? Contemporary Art in St Louis and Beyond (TH * HUM)
This seminar course will introduce a broad range of practices within the field of contemporary art (art of the last two to three decades), paying particular attention to museum collections and exhibitions in St Louis (Kemper Art Museum, St Louis Art Museum, Contemporary Art Museum, the Pulitzer Foundation for the Arts, and the Museum of Contemporary Religious Art). Works in both new and traditional media will be discussed (ranging from photography and sculpture to installation, performance, film and mixed media). Readings will include artists' statements, theoretical texts, art criticism, and art historical essays. Students with little or no background in art history are encouraged to register. Class meetings will be complemented by local field trips and some visits to artists' studios. No prereq.

L01 Art Arch 3632 Renaissance Bodies: Art, Magic, Science (LA * HUM)
Against the notion of ideal classical form commonly associated with Early Modern art, this course pursues the complex and often contradictory conception of Renaissance bodies at the intersection of aesthetic ideal, empirical study, and superstition. Topics include anatomical illustration, pornographic prints, bodily metaphors for the artist, and the corporeal representation of sin, holiness, and savagery. Prereqs: L01 112, L01 113, L01 211, or L01 215, or permission of instructor.

L01 Art Arch 3783 The Modernist Project: Art in Europe and the United States, 1905-1980 (TH * HUM)
The course surveys major tendencies in painting and sculpture from Fauvism in France and Expressionism in German to the beginnings of Postmodernism in photo-based work in the U.S. About 2/3 of the course will treat European art, about 1/3 will treat American art. Photography, architecture and work in other forms will be considered selectively when pertinent to the individual class topics. Within the lecture topics, emphasis is on avant-garde innovation; the tension in modernist art between idealism and critique; reaction by artists to current events; relationship between art and linguistics, philosophy, literature, economics, and science; the role of geopolitics in art production; intersections of art and society; the role of mass culture; issues of race and gender in the production and reception of art; the challenge to the concept of authorship and creativity posed by Postmodernism at the end of this period. Prereqs: L01 112, L01 113, L01 211, or L01 215; one 300-level course in Art History preferred; or permission of instructor.

L01 Art Arch 4482 Japanese Prints: Courtesans, Actors and Travelers (TH * HUM, LCD)
Woodblock prints of the 18th and 19th centuries and their relationship to literature and popular culture. Topics include the life of the pleasure quarters, sexuality and the "erotic," parody, kabuki theater, and the representation of women. Prerequisite: 3 units in Japanese painting, or permission of instructor.

L01 Art Arch 4678 Bosch and Bruegel (LA * HUM)
Humor, monstrosity, violence, and vernacular culture pervade the oeuvres of Hieronymus Bosch and Pieter Bruegel the Elder, two of the most seminal artists of the Northern Renaissance. This course addresses the complexity of their oeuvres and the methodological problems raised in the interpretation of their enigmatic imagery, with a particular focus on the dissemination of their artistic personas in print. Prereqs: L01 112, L01 113, L01 211, or L01 215; one 300-level course in Art History preferred; or permission of instructor.

L01 Art Arch 4975 Collecting Cultures: Taste, Passion and the Making of Art Histories (TH * HUM)
This seminar examines the theory and the cultural history of the collecting of art objects and artifacts from a range of cultures and periods, considering how and why both individuals and institutions create collections. What social and psychological factors drive this passion? What are the various cultural, political and aesthetic priorities that have driven this practice historically? How is cultural patrimony defined, and how do law, the art market, and cross-cultural ethics impact the placement, study and display of a culture's material heritage ? We will build the seminar around the history of collecting in America , with a focus on Midwestern examples, and particularly, important case studies in St Louis. We will, for example, consider the significant local collections built by Joseph and Emily Rauh Pulitzer (Modern Art), and Morton May (Modern and Oceanic Art), as well as the histories of both modern and non-western collections now owned by the St Louis area museums. This course will be complemented by various local field trips (SLAM, Pulitzer, Kemper, and Cahokia). Prereqs: L01 112, L01 113, L01 211, or L01 215; one 300-level course in Art History preferred; or permission of instructor.

L35 BHBR 101D Beginning Biblical Hebrew 1 (LA * LCD)
Prepares the student to read biblical Hebrew literature.

L41 Biology 2952 Freshmen Seminar: Controversies in Conservation Biology (NS * NSM)
The goal of this course is the development of critical thinking skills needed to evaluate conservation and biodiversity controversies in a complex and rapidly deteriorating world. We are currently in the sixth known mass extinction of life on earth; it is estimated that 60,000 species now go extinct annually. Human-caused changes in natural environments will have long-lasting consequences for the 5% of all species now go extinct annually. Class limited to 16 students.

L41 Biology 4241 Immunology Laboratory (NS * NSM)
The Immunology Laboratory will introduce students to a variety of common, broadly useful immunological techniques and then allow each student to employ most of the learned techniques in addressing a current research question. Experiments will employ mouse cells in vitro and will emphasize quantitative analysis of the data. Prereq: Bio 424 and permission of instructor.

New Courses Approved, con't
L41 Biology 4520 Protein function in model cellular systems (NS * NSM)
The goal of this 3-credit laboratory course is to train students in the scientific method. Throughout this course, they will study a protein involved in a cellular process. Students, working in small groups, will use bioinformatics to identify this protein in a number of species, then use this information to hypothesize which residues of the protein are important for its function. Over the course of the semester, students will test their hypotheses in two model systems for studying cellular function - the unicellular eukaryote Saccharomyces cerevisiae and the multicellular eukaryote Physcomitrella patens. The weekly lecture will give students the background necessary to understand and perform their experiments, including information on a variety of bioinformatics tools, phylogeny, protein structure, molecular techniques, cell biology, and microscopy. In addition, students will use primary literature to understand the role their assigned protein plays in their cellular process. Prereq: Bio 2950 and Bio 2970.

L56 Cent Hum 323 Children and War (TH * HUM)
This course considers twentieth century representations of war in American children's literature. Our scope will stretch from the run-up to World War II to the 1930s through the current conflicts in Iraq and Afghanistan. This period produced texts that debated not only the role of war in childhood development but also the role of the child in war's development. Genres will include picture and comic books, career and adventure fiction, science fiction, and childhood memoir.

L56 Cent Hum 3501 A Cultural History of Conservatism in the United States (TH * HUM)
Beginning with Hayek's The Road to Serfdom and Buckley's God and Man at Yale, this course will examine some of the major conservative writers and thinkers in the United States since World War II. The course will include readings by Russell Kirk, Richard Weaver, Barry Goldwater, Phyllis Schlafly, Irving Kristol, Newt Gingrich, and Pat Buchanan as well younger conservatives like Mark Steyn, Jonah Goldberg, Ramesh Ponnuru, S. E. Cupp, and Kevin Williamson. Several classes will be devoted to black conservatives including Thomas Sowell, Shelby Steele, and Walter Williams. We will try to answer the questions: What is conservatism and who are its adherents? Can we speak of conservatism in the singular or are there several types of conservatism? Are the various forms of conservatism politically and intellectually compatible? How has conservatism changed since Reagan and the 1980s? What inroads has conservatism made in the cultural and political life of the United States? Is the United States essentially a conservative nation? Time permitting, we may also watch a few Hollywood movies by conservative filmmakers.

L08 Classics 116 Freshman Seminar: Magicians and Witches in Greco-Roman Literature (TH * HUM)
This course examines the representation of "magicians" and "witches" in ancient Greek and Roman literature. The starting point is Apuleius' METAMORPHOSES (or THE GOLDEN ASS as St. Augustine dubbed it), written in the 2nd century C.E. This work of narrative prose collects several tales of witches, magical transformations, and religious revelation. From there, we examine other tales of magicians and witches, paying particular attention to the role of gender in these representations and the conflict between magic and religion. The goal is to understand how these representations function within their particular society, what anxieties they reveal, and how they relate to the archaeological evidence we have for these practices.

L61 Focus 206 FOCUS Workshop: Readers as Writers (TH * HUM)
New 3.0 unit version of the course: In the Readers as Writers workshop, we will consider the role of influence and revision in the making of a poem. While examining a wide range of poetry in both finished and draft form, we'll study the ways in which influence and revision bring a poem into existence and reshape its form on the page. Exercises are designed to guide the writing process, using the readings to inspire and inform our own creative work. Guiding texts include, but are not limited to, those being studied in Writers as Readers, which must be taken concurrently.

L22 History 2093 Freshmen Seminar: Mobilizing Shame: Violence, the Media, and International Intervention (TH * HUM, LCD)
Deciding when and when not to intervene in the affairs of a foreign and autonomous state has become a hot-button issue in light of the occupation of Iraq and Afghanistan, and of the more recent lending of support to Libyan rebels. In this course, students will examine the emergence of the "international community," the development of human rights, the rise of the war correspondent as a mythical figure, the creation of supra-national political and military institutions, the influence of the media on public sympathies, and the changing nature of global politics, just to name a few of the case studies to be examined.

L22 History 3593 The Wheels of Commerce: From the Industrial Revolution to Global Capitalism (TH * HUM)
One of the primary aims of this course is to determine how the terms capitalist economy, industrial economy, global economy, and modern economy have emerged historically, both as intellectual constructs and as descriptors for real world developments. Students will build working definitions for each term and will discuss the degree to which any of these terms is useful for thinking about how economies have been organized at different times and in different places since the mid-18th century. The course will end with a section on the postwar economic miracle and its ultimate collapse in the 1970s.

L22 History 4503 Eventful Lives in Uncertain Times: Captives, Slaves, Converts and Renegades in the Early Modern Mediterranean (TH * HUM)
This reading-intensive course introduces students to the social, political, and cultural history of the Early Modern Mediterranean, and surveys the recent historiography on captives and converts as significant social actors and cultural brokers. The case studies in this course will be broad, ranging from the Persian empire and the Ottoman lands to Spain, France and England.

L97 IAS 386 Empire in East Asia: Theory and History (TH * HUM)
An introduction to how historians and anthropologists incorporate theoretical insights into their work, this course first "reverse engineers" the main arguments in several insightful books and articles on empire in Asia, all of which are informed by the work of Michel Foucault. Retaining our theoretical knowledge, we then focus on the more empirical aspects of the Japanese empire in Korea, including settler colonialism, the colonial economy, representations of colonialism and the long-term ramifications of empire. We conclude with a general assessment of the history of empire. In these ways, this course seeks to equip students with a knowledge of empire in East Asia in the late 19th and 20th centuries while simultaneously investigating the nature of that knowledge.

New Courses Approved, con't

L97 IAS 483 Bodily Injuries: Violence, Fear and Representation in Latin America (TH * HUM)
The course will focus on the definitions, uses and "languages" of violence in Latin America, particularly during the last decades of the 20th century and the beginning of the 21st century. Students will be introduced to philosophical, ethical and political issues related to the existence of "structural" violence and to the problems connected to the symbolic representation of this phenomenon in literature, fictional/documentary films, and visual arts. One of the course's objectives will be to problematize the conceptualization of violence and to promote critical thinking about its emergence, significance and effects on local/global societies. Some of the topics to be analyzed are the body in its multiple manifestations (the body politic, the social body, the individual body, the treatment of the corpse, etc.), the narrativization of violence (violence as discourse, documentation and fictional elaborations, violence and the media, violence and ideology, etc.), violence and the city, citizenry and others, bio-politics, etc. Finally, violence will be presented in different contexts and associated to different activities (ordinary crime, narco-cultures, maras, political movements, domestic environments) and different situations (e.g. violence in rural areas, violence in the borderlands, violence and migration). In all cases the course will call for a reflection on the interrelations between private/public spheres, gender politics, ideological/aesthetic values, and individual/institutional levels. The role of memory and emotions will be emphasized as a crucial element for the construction imobilization of subjectivity and for the elaboration of agendas that challenge the State's monopoly of legitimate violence and propose alternative and often perverse forms of association and mobilization at the margins of institutional configurations.

L97 IAS 485 Preparation for IAS Honors Thesis
Prerequisites: a GPA of 3.5 at the time of application to the thesis program; the identification of a thesis supervisor; the production of a thesis proposal and critical bibliography; and the approval of the IAS capstone coordinator.

L97 IAS 486 IAS Senior Honors Thesis
Prerequisite: Admission to the Honors program.

L75 JINES 4622 Labor and Labor Movements in Global History (SS * SSC)
Moving away from a traditional national approach to labor history, this course seeks to explore the connections between work, types of workers, labor movements, and labor politics from a global historical perspective. It focuses on the period from the mid-19th century until the present. Global phenomena such as expanding world trade, international labor markets, industrialization, urbanization, colonialism, imperialism, capital and labor mobility, and the spread of radical ideologies will be analyzed to assess their impact on the nature of work, labor organization and workers' collective action. Labor in the global south will receive special attention. This course requires no prior knowledge of global labor history. However, some background in labor studies and labor history is recommended.

L75 JINES 312 Intro to History and Cultures of Turkey (TH * HUM)
Since ancient times, the Anatolian Peninsula, the land surrounded by the Black Sea, the Aegean and the Mediterranean Seas, has been a home and a passageway to a multitude of diverse peoples. This course is intended to offer an overview of Turkey, its history, peoples, cultures, socio-economic, and political structures and institutions within the context of modern and contemporary global trends since the 19th century through the prism of long duree developments and processes. As an introductory and preparatory course, it aims primarily at familiarizing students with scholarly themes, questions, and problems which will aid those who wish to further delve into studying the deep and complex fabric of the Turkish society, culture, and history.

L75 JINES 361 City of Peace: Baghdad in Medieval Times (TH * HUM)
The subject of this course is an exploration of the city of Baghdad in medieval times from its foundation in the 8th century to its sack by the Mongols in the 13th. Starting from the background history of its location in Mesopotamia, we will study the reasons of its foundation in that location and examine its topography, city planning and layout, institutions, citizens, neighborhoods, markets, libraries, and workshops to discuss life in the city. Since Baghdad was the seat of the Abbasid caliphate at the time, we will examine its role as the hub of the empire (in politics, administration, economy, and literature), and its links to and rivalries with other provincial cities.

L75 JINES 442 Empire and Memory: Approaches to Islamic Historiography (TH * HUM)
The subject of this course is an in-depth study of medieval Arabic historiography from the 8th through the 13th centuries, when the Mongols run over the remnants of the Abbasid caliphate, established their own rule over Eurasia, and thereby sparked new questions about the past. After the initial survey of medieval Islamic history as background, we will focus on the development of historiographical writing in its socio-political context and examine one by one the most major historiographical traditions and philosophies from the 8th through the 13th centuries: prophetic traditions, belles-lettres, annals, biographical dictionaries, and genealogical literature.

L75 JINES 370C Islamic Movements: Reform, Revival, Revolt (TH * HUM)
As a religion and a social/intellectual and political movement, Islam has undergone constant reassessment since its inception 14 centuries ago; thus modern fundamentalist movements are the latest manifestation of long-term trends. An overview of this historical process, concentrating on contemporary Islamic movements and works by seminal thinkers.

L45 Lat Am 425 Latin American Studies Senior Research Project
Prerequisite: Approval of the capstone coordinator

L10 Latin 208 Intensive Introductory Latin: From Grammar Basics to Translation (LA * LCD)
An intensive introduction to Latin, especially suitable for graduate students in the humanities, social, and natural sciences, but open to undergraduates who seek permission from the Department of Classics. Thorough introduction to grammar, vocabulary, and syntax will be supplemented by translation practice. The last part of the course will focus on translation of substantial selections from Latin authors including Vergil and Ovid. Students who complete the summer course should subsequently be able to enroll in a 300-level Latin course.

L32 Poli Sci 4025 Experiments in Politics (SS * SSC)
This will be a lab-style seminar in which we will design, field, and analyze an experimental study on political attitudes or political behavior. Our ultimate goal will be to publish a scholarly article in a peer-reviewed journal in political science. PREREQUISITE: L32 363 Quantitative Political Methodology (can be taken concurrently)

New Major Approved

Anthropology: Global Health

Total units required: 34 units

Required courses: 10 units
Anthro 150A Introduction to Human Evolution
Anthro 160B Introduction to Cultural Anthropology
Anthro 190B Introduction to Archaeology
Anthro 397 Proseminar: Issues and Research in Anthropology
Anthro 3283 Introduction to Global Health
Anthro 361 Culture and Environment

Elective Courses: Elective courses must be 300 level or higher, including 9 units at the 400 level.

choose 4 electives from this column [12 credits]

GLOBAL HEALTH
3059 Culture, Health & Medical Practice in China
3310 Health, Healing, and Ethics: Intro to Medical Anthropology
3612 Population and Society
3620 Anthropological Perspectives on the Fetus
3621 Anthropology of Human Birth
3625 Female Life-cycle in Cross-cultural Perspective
3626 Adventures in Nosology
3875 Pharmaceutical Personhood
3876 Darwin and Doctors
4022 Transnational Reproductive Health Issues
4033 Culture, Illness, and Healing in Asia
4112 Body and Flesh: Theorizing Embodiment
4134 The AIDS Epidemic: Inequalities, Ethnography, and Ethics
4135 Tobacco: History, Culture, Science, and Policy
4136 Sexual Health and the City: Community-Based Learning Course

choose 2 electives from this column [6 credits]

ENVIRONMENT
3053 Nomadic Strategies and Extreme Ecologies
3182 Ancient Africa: Social Mosaics and Environmental Challenges
3322 Brave New Crops
3472 Global Energy and the American Dream
3616 From Deep Ecology to Indigenous Ecological Identity
3656 Behavioral Ecology of the Great Apes
3662 Primate Conservation Biology
379 Archaeology and Climate Change
4061 Primate Community Ecology
4202 Evolutionary Genetics
4211 Paleoethnobotany and Ethnobotany
4213 Plants and American People: Past and Present
4214 The Archaeology of Food and Drink
4215 Anthropology of Food
4244 Oil Wars: America and the Cultural Politics of Global Energy
4282 Political Ecology
4517 Anthropology and Development
4771 Out of the Wild: Domestication and Socioeconomic Diversity in Africa
479 Climate, Culture and Human History
489 Seminar: Pathways to Domestication
4951/4961 Honors Thesis
New Minor Approved

Anthropology: Global Health
The Global Health and Environment minor track provides a solid foundation for those who might be interested in professional and graduate study but who do not choose to major in Anthropology.

Total Units required: 18

Required courses: Minimally, one of these three courses; recommended that all three be taken:
Anthro 150A Introduction to Human Evolution
Anthro 160B Introduction to Cultural Anthropology
Anthro 190B Introduction to Archaeology

These two must be taken
Anthro 3283 Introduction to Global Health
Anthro 361 Culture and Environment

Elective courses (9 credits total)

**choose 2 electives from this column [6 credits]**

<table>
<thead>
<tr>
<th>GLOBAL HEALTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>3059 Culture, Health &amp; Medical Practice in China</td>
</tr>
<tr>
<td>3310 Health, Healing, and Ethics: Intro to Medical Anthropology</td>
</tr>
<tr>
<td>3620 Anthropological Perspectives on the Fetus</td>
</tr>
<tr>
<td>3621 Anthropology of Human Birth</td>
</tr>
<tr>
<td>3625 Female Life-cycle in Cross-cultural Perspective</td>
</tr>
<tr>
<td>3626 Adventures in Nosology</td>
</tr>
<tr>
<td>3875 Pharmaceutical Personhood</td>
</tr>
<tr>
<td>3876 Darwin and Doctors</td>
</tr>
<tr>
<td>4022 Transnational Reproductive Health Issues</td>
</tr>
<tr>
<td>4033 Culture, Illness, and Healing in Asia</td>
</tr>
<tr>
<td>4112 Body and Flesh: Theorizing Embodiment</td>
</tr>
<tr>
<td>4134 The AIDS Epidemic: Inequalities, Ethnography, and Ethics</td>
</tr>
<tr>
<td>4135 Tobacco: History, Culture, Science, and Policy</td>
</tr>
<tr>
<td>4136 Sexual Health and the City: Community-Based Learning</td>
</tr>
<tr>
<td>4253 Researching Fertility, Mortality, and Migration</td>
</tr>
<tr>
<td>4254 The Anthropology of Maternal Death</td>
</tr>
<tr>
<td>4595 Developmental Plasticity and Human Health</td>
</tr>
<tr>
<td>4881 Medicine and Anthropology</td>
</tr>
<tr>
<td>4882 Anthropology and Public Health</td>
</tr>
<tr>
<td>4883 The Political Economy of Health</td>
</tr>
<tr>
<td>4884 Anthropology of Sexually Transmitted Infections</td>
</tr>
</tbody>
</table>

**choose 1 elective from this column [3 credits]**

<table>
<thead>
<tr>
<th>ENVIRONMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3053 Nomadic Strategies and Extreme Ecologies</td>
</tr>
<tr>
<td>3182 Ancient Africa: Social Mosaics and Environmental Challenges</td>
</tr>
<tr>
<td>3322 Brave New Crops</td>
</tr>
<tr>
<td>3472 Global Energy and the American Dream</td>
</tr>
<tr>
<td>3616 From Deep Ecology to Indigenous Ecological Identity</td>
</tr>
<tr>
<td>3656 Behavioral Ecology of the Great Apes</td>
</tr>
<tr>
<td>3662 Primate Conservation Biology</td>
</tr>
<tr>
<td>379 Archaeology and Climate Change</td>
</tr>
<tr>
<td>4061 Primate Community Ecology</td>
</tr>
<tr>
<td>4202 Evolutionary Genetics</td>
</tr>
<tr>
<td>4211 Paleoethnobotany and Ethnobotany</td>
</tr>
<tr>
<td>4213 Plants and American People: Past and Present</td>
</tr>
<tr>
<td>4214 The Archaeology of Food and Drink</td>
</tr>
<tr>
<td>4215 Anthropology of Food</td>
</tr>
<tr>
<td>4244 Oil Wars: America and the Cultural Politics of Global Energy</td>
</tr>
<tr>
<td>4282 Political Ecology</td>
</tr>
<tr>
<td>4517 Anthropology and Development</td>
</tr>
<tr>
<td>4571 Out of the Wild: Domestication and Socioeconomic Diversity in Africa</td>
</tr>
<tr>
<td>479 Climate, Culture and Human History</td>
</tr>
<tr>
<td>489 Seminar: Pathways to Domestication</td>
</tr>
</tbody>
</table>

Changes to Majors Approved

Anthropology
Total units required: 34 units

Required courses: 10 units
Anthro 150A Introduction to Human Evolution
Anthro 160B Introduction to Cultural Anthropology
Anthro 190B Introduction to Archaeology
Anthro 397 Proseminar: Issues and Research in Anthropology

Elective Courses: 24 advanced units. Elective courses must be 300 level or higher, including 9 units at the 400 level.

East Asian Languages and Cultures
The Department of East Asian Languages and Cultures proposes the following changes to the names of their majors and minors, as follows:
Major in Chinese → Major in Chinese Language and Culture
Major in Japanese → Major in Japanese Language and Culture
Minor in Korean Language and Literature → Minor in Korean Language and Culture
Changes to Minors Approved

Medieval and Renaissance Studies
Students must complete two years of college-level language study in Spanish, French, Italian, Latin, German, Arabic or Greek and are encouraged to continue their foreign language study further. They are required to take 6 additional courses; 3 of which must come from the following list:

- Art Arch 113 History of Western Art, Architecture, and Design
- History 101C Western Civilization
- IPH 201C Classical to Renaissance Literature: Text and Tradition
- IPH 203C Early Political Thought: Text and Tradition
- IPH 209 Scriptures and Cultural Traditions

In addition they must take a 3 course concentration in either Western Medieval or Renaissance Studies. These 3 courses must come from at least two different departments or programs. Students will select these three courses in consultation with their minor advisor.

Spanish
Rather than allowing minors to take two electives, only one elective is allowed. In place of the second elective, students are required to take either Spanish 380 (Survey of Hispanic Cultures) or Spanish 370 (Introduction to Hispanic Linguistics. Thus the minor will be: Spanish 307, 308, two literature surveys (one Peninsular and one Latin American), Spanish 370 or 380 and an elective.

New Study Away Program Approved

Washington University Study-Away Semester on Theater and Playwriting in New York City

COURSES PROPOSED FOR WASHINGTON UNIVERSITY CREDIT (12-14 units total):
- Fundamentals of Playwriting
- One-Act Play Workshop
- Modern American Plays and Playwrights
- New York Plays in Progress
- Producing New American Plays

In conjunction with Primary Stages, an Off-Broadway theater company, founded twenty-eight years ago by Executive Producer Casey Childs, dedicated to inspiring, supporting, and sharing the art of playwriting. In terms of educational outreach, and in collaboration with the Einhorn School of Performing Arts (ESPA), its main purpose up to this point in time has been to offer classes to working professionals; over 1000 students per year are enrolled in one or two classes per year.

Applied Numeracy Courses Approved

| L31 | Physics 217 | Introduction to Quantum Mechanics (NSM) |
| L31 | Physics 321 | Electronics laboratory (NSM) |
| L31 | Physics 360 | Biophysics Laboratory (NSM) |
| L31 | Physics 421 | Electricity and Magnetism (NSM) |

Cultural Diversity/Language and Cultural Diversity Courses Approved

| L48 | Anthro 3373 | Law and Culture (SS * SSC) |
| L01 | Art Arch 3422 | Art of the Islamic World (TH * HUM) |
| L01 | Art Arch 4482 | Japanese Prints (TH * HUM) |
| L53 | Film 325 | French Film Culture (TH * HUM) |
| L22 | History 2093 | Freshmen Sem: Mobilizing Shame: Violence, the Media, and International Intervention (TH * HUM) |
| L27 | Music 3585 | Islam, Music, Muslim Media (TH * HUM) |
| L97 | IAS 386 | Empire in East Asia: Theory and History (TH * HUM) |
| L75 | JINES 370C | Islamic Movements: Reform, Revival, Revolt (TH * HUM) |
| L48 | Anthro 212 | Archaeological Fantasies and Hoaxes (SS * SSC) |

Social Differentiation Courses Approved
Writing Intensive Courses Approved

L97 IAS 386 Empire in East Asia: Theory and History (TH * HUM)

Integrations Approved

The Implementation Committee, in keeping with the desire of the New Curriculum Review Committee to encourage study abroad, recommended as part of its final report that "...a limited number of pre-screened Washington University overseas programs, taught by WU faculty and designed to provide students with unique, integrative coursework, be allowed to fulfill one of a student’s Integrated Learning Experiences." All of the programs indicated below meet these criteria and are approved for use as integrations under the revised undergraduate curriculum, which is in effect for freshmen matriculating fall 2012.

WU France for the Pre-med in Nice
WU French and African Studies Summer Program in Senegal
WU MADE in France
WU Pluralism, Politics and Religion in Paris
WU Program in Chile
WU Program in Shanghai in affiliation with Fudan University
WU Program in Washington D.C.
WU Shakespeare at the Globe Theatre Program
WU Summer in Kenya Program
WU Summer Language Institute in France
WU Summer Language Institute in Spain
WU Village India Program

Student Cluster Proposals Approved

South Asian Culture and Language (TH) Bhandari, Rishi
L97 IAS 216 Introduction to South Asian Civilizations
L22 History 3192 Modern South Asia
L73 Hindi 201 Intermediate Hindi/Urdu

The Experience of the Modern Exploration in Art & Literature (LA) Delort, Lucas
L01 Art Arch 211 Introduction to Modern Art
L14 ELit 311 International Modernism

Film as Culture (LA) Deutsch, Zach
L53 Film 220 Introduction to Film Studies
L53 Film 340 History of World Cinema

The Art of Writing Fiction (LA) Downs, Claire
L13 EComp 221 Fiction Writing 1
L13 EComp 321 Fiction Writing 2

Fiction Writing (LA) Foote, Aaron
L13 EComp 221 Fiction Writing 1
L13 EComp 321 Fiction Writing 2

Environmental Understanding (NS) Greenberg, Rebecca
L82 EnSt 381 Introduction to Ecology
L82 EnSt 294 Introduction to Environmental Studies

Holistic Introduction to Chinese Language (LA) Harrington, Lucas
L04 Chinese 101D First-level Modern Chinese
L03 EAS 227C Chinese Civilization

Religion, Science, and Society (SS) Ku, Tianxin
L23 Rel St 3293 Religion and Society
L23 Rel St 3301 Religion and Science

Student Cluster Proposals Approved, con’t
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Department</th>
<th>Code</th>
<th>Course Title</th>
<th>Department</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory and Praxis in Political Science</td>
<td>Poli Sci</td>
<td>102B</td>
<td>Introduction to Comparative Politics</td>
<td>Poli Sci</td>
<td>106A</td>
</tr>
<tr>
<td></td>
<td>Poli Sci</td>
<td>106</td>
<td>Introduction to Political Theory</td>
<td>Poli Sci</td>
<td>106A</td>
</tr>
<tr>
<td></td>
<td>Poli Sci</td>
<td>106A</td>
<td>Democracy and Citizenship Seminar</td>
<td>Poli Sci</td>
<td>106A</td>
</tr>
<tr>
<td>Fiction Writing</td>
<td>EComp</td>
<td>221</td>
<td>Fiction Writing 1</td>
<td>EComp</td>
<td>323</td>
</tr>
<tr>
<td>Creative Writing and Reading</td>
<td>ELit</td>
<td>258</td>
<td>Art of The Novel</td>
<td>ELit</td>
<td>258</td>
</tr>
<tr>
<td>Elementary Science and Mathematics</td>
<td>EComp</td>
<td>221</td>
<td>Fiction Writing 1</td>
<td>ELit</td>
<td>258</td>
</tr>
<tr>
<td>Social Issues in the Natural Landscape</td>
<td>Anthro</td>
<td>111</td>
<td>In the Amazon: Indigenous Peoples</td>
<td>Anthro</td>
<td>374</td>
</tr>
<tr>
<td>Judaism: The Ashkenazi and Sephardic Cultures</td>
<td>JINES</td>
<td>357</td>
<td>The Holocaust in the Sephardic World</td>
<td>JINES</td>
<td>349</td>
</tr>
<tr>
<td>Theories of the Mind Brain and Visual Perception</td>
<td>PNP</td>
<td>315</td>
<td>Philosophy of Mind</td>
<td>PNP</td>
<td>386</td>
</tr>
</tbody>
</table>

**Change to Grade Requirements Approved**

The Writing Program has proposed that the grade to satisfy the Washington University writing requirement for A&S—currently L59 100, Writing 1 for the majority of students—be changed from C+ to C-. This change is effective for freshman matriculating fall 2012 and beyond.

The committee further recommends that the grades to satisfy the new Applied Numeracy (AN) requirement and the Writing Intensive requirement (WI), which were keyed to the same satisfactory grade requirement as Writing 1 when the Discovery Curriculum was implemented in Fall 2001, be changed accordingly. This change is effective for freshmen matriculating fall 2012 and beyond.
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.

Abbott, Bryan Jonathan
Accardo, Natalie Jean
Adesman, Nicole Weil
Agrawal, Aleena Jagat
Ahmed, Muataz Mohamed
Aiken, Stephen Andrew
Akinsanya, Oluwatosin Loiola
Alessi, Marietta Nicole
Alford, Samantha Taylor
Allen, Cora Lorraine
Allen, Leora Rachel
Al-Looi, Amal Muhammad
Alper, Samantha Jacyrne
Ambai, Vaidehi Trushad
Amleshi, Natalie Gabrielle
Amon, Isaac William
Anders, Amber Marie
Anderson, Alexander Grant
Anderson, Caitlin Paige
Anderson, John White
Anderson, Robert Charles
Ansehl, Lawrence Bradley
Antion, Paul Albert
Antisdale, Erika Rae
April, Laura Michelle
Arizor, Uchechukwu Ifeoma
Arteaga, Daniel Nicholas
Austenfeld, Anna Lee
Averna, Emily Hodgkinson
Awh, Robert Moonchol
Babiss, Emily Sarah
Bahraza, Cyrus Feraydoon
Baier, Samuel Kelly
Baizer, Tessa Rachel
Baker, Melissa Danielle
Baker, Sara Elizabeth
Balachandran, Mayilan
Balogun, Sherifat Folakunle
Banerjee, Kushagra
Banks II, Wayne Joseph
Barger, Alexandra Christina
Barnathan, Marissa Nicole
Barnes, Samuel Jacob

Linguistics
Earth & Planetary Sci: Geophysics
Anthropology
Philosophy-neuroscience-psychology
Economics
Comparative Arts
Environmental Studies
Psychology
Psychology
Environmental Biology

Barack, Stephanie Nicole
Barshop, William Dana
Barsky, Daniel Paul
Bastani, Parsa
Baxter, Lamar Anthony
Ben Abdallah, Miriam Rose
Benavides, Baltazar Clayton
Benefiel, Michael Kraig
Bennett, Max Solomon
Berger, Emily Rose
Berkman, Seth Gabriel
Berkowitz, Kelsey Lynn
Berry, Joshua Ira
Bess, Caleb John
Beth, Jr., Bryan Lee
Bethel, Heather Renee
Bilski, Amanda Esther
Binder, Kelsey Angela
Black, Hillary Sarah
Blau, Ira Howard
Blewitt, Rosemarie Teresa
Blouin, Julie Marie
Blum, Matthew Fredric
Bogen, Helen Leor
Bohlen III, Charles Eustis
Bohlen, Peter Nicholas
Boleda, Alexis Scott
Bonfardin, Margaret Louise
Booe, Matthew
Boppana, Nishigandha
Bornstein, Natalie Jane
Bowling, Hannah Louise
Boyd, Megan Gwen
Brachman, Randall Garrett
Brand, Jr, Michael Alan
Brandon, Eric Avery
Brandt, Ethan David
Brandt, Patricia Ann
Branham, Jordan Ray
Braun, Benjamin Maurice
Braun, Rachel Sara
Brenneisen, Melody Angeline
Bressman, Mary Julia

Psychology
Biology
Intl & Area Studies / Latin American
History
Anthropology
French
Psychology
Mathematics
Biology
Economics
Englih Literature
Environmental Studies
Political Science
Anthropology
Anthropology
History
Mathematics
Anthropology
Science
Intelligence
Studies
London
American
Science
East Asian
Anthropology
Anthropology
History
Philosophy
Comparative Literature
Mathematics
History
Political Science
Ancient Studies
Intl & Area Studies / International
Film And Media Studies
Germanic Languages & Literatures
English Literature
Political Science
Religious Studies
Classics
Urban Studies
Biology: Biochemistry
Intl & Area Studies / International
Philosophy-neuroscience-psychology
Art History And Archaeology
Brimberg Sherman, Jamie
Michele
Brittain, Timothy John
Britton, Sarah Elizabeth
Brockway III, Donald Hoadley
Brodsky, Michael Andrew
Brogdon, Parker Ashby
Brophy, Kathleen Reilly
Brosius, Ashley Danielle
Bross, Kenneth Mathew
Brown, Emma Barnard
Brown, Jennifer Lynn
Bryant, Jr., James Edward
Bryant, Lauren Kay
Bunch, Kelly Nicole
Burch, Kari Christine
Burnet, Alison Elizabeth
Burnstein, Michael Alan
Bursak, Alexandra
Callaghan, Natalie Wells
Campbell, Naomi Bess
Cancian, David James
Cantor, Allison Diana
Carter, Michelle Cheri
Chambers, Signe Hamilton
Chan, Hei Kit
Chan, Patrick Pak Lam
Chang, Hui-Yu
Chang, Nai-Chung Nelson
Chapman, William Garrett
Charak, Noah Adler
Cheffers, John Percy
Chelew, Lauren Ashley
Chen, Angela Maria
Chen, Cynthia
Chen, Philip Kuanyu
Chew, Katherine
Chi, Xue
Chiang, Cameron Derrick
Ching, Jonathan Francis
Chintamaneni, Kathan
Chiu, Jeffrey
Chiu, Xenia
Cho, Eun Jung
Cho, Sunjoo
Choi, Hyun Min
Chokshi, Sagar Akshay
Choudhury, Zia Ahmed
Chow, Elaine Hei Wah
Chu, Kevin

Anthropology
English Literature
Environmental Studies
Anthropology
History
English Literature
Intl & Area Studies/International
Women, Gender, And Sexuality Study
Philosophy-neuroscience-psychology
Film And Media Studies
Biology
Philosophy-neuroscience-psychology
Psychology
History
Philosophy-neuroscience-psychology
Economics
Intl & Area Studies / Latin American
History
Urban Studies
English Literature
English Literature
History
Political Science
Philosophy-neuroscience-psychology
Film And Media Studies
Economics
Mathematics
Chemistry: Biochemistry Concentratic
Educational Studies
Anthropology
Economics
Philosophy
History
Psychology
Biology: Neuroscience
Biology
Philosophy-neuroscience-psychology
Biology: Neuroscience
Biology: Neuroscience
Economics
Anthropology
Economics
Psychology
Psychology
Anthropology
English Literature
Psychology
Biography
Film And Media Studies
Anthropology
Political Science
Economics
Psychology
English Literature
Psychology
Biography
Anthropology
Psychology
Philosophy
Political Science
Major
Anthropology
Political Science
Chemistry
Intl & Area Studies/ International
Psychology
Philosophy-neuroscience-psychology
Intl & Area Studies/ International
Biography
Comparative Arts
Anthropology
Anthropology
Anthropology
<table>
<thead>
<tr>
<th>Name</th>
<th>Major</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greb, Jacqueline Erica</td>
<td>Psychology</td>
<td>Psychology</td>
</tr>
<tr>
<td>Greenberg, Mari Rachel</td>
<td>Environmental Studies</td>
<td>Psychology</td>
</tr>
<tr>
<td>Greenberg, Rachel Anne</td>
<td>English Literature</td>
<td>Philosophy-neuroscience-psychology</td>
</tr>
<tr>
<td>Greene, Ariel</td>
<td>Mathematics</td>
<td>Biology</td>
</tr>
<tr>
<td>Greer, Joseph Russell</td>
<td>English Literature</td>
<td>Political Science</td>
</tr>
<tr>
<td>Griffin, Sarah Ann</td>
<td>Philosophy-neuroscience-psychology</td>
<td></td>
</tr>
<tr>
<td>Griffin, Sherraine Lenay</td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>Grimstad, Jordan Arthur</td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Groom, Kameryn Klaire</td>
<td>English Literature</td>
<td></td>
</tr>
<tr>
<td>Gross, Andrew Chandler</td>
<td>Intl &amp; Area Studies/ International</td>
<td></td>
</tr>
<tr>
<td>Guo, Yi Jun</td>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Haas, Rachel Julia</td>
<td>Women, Gender, And Sexuality Studies</td>
<td></td>
</tr>
<tr>
<td>Habbert, Julia Melinda</td>
<td>Philosophy-neuroscience-psychology</td>
<td></td>
</tr>
<tr>
<td>Hackett, David</td>
<td>English Literature</td>
<td></td>
</tr>
<tr>
<td>Hackett, Rachel</td>
<td>Philosophy-neuroscience-psychology</td>
<td></td>
</tr>
<tr>
<td>Hadick, Robert Mathew</td>
<td>Environmental Studies</td>
<td></td>
</tr>
<tr>
<td>Halley, Abigail Marie</td>
<td>Intl &amp; Area Studies/ Latin American</td>
<td></td>
</tr>
<tr>
<td>Hamilton, Maxwell Edward</td>
<td>Philosophy-neuroscience-psychology</td>
<td></td>
</tr>
<tr>
<td>Handler, Alexander Jacob</td>
<td>Intl &amp; Area Studies / Latin American</td>
<td></td>
</tr>
<tr>
<td>Hariprasad, Vaishnavi</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Harlacher, Daniel James</td>
<td>Philosophy-neuroscience-psychology</td>
<td></td>
</tr>
<tr>
<td>Harper, Ashley Janiffer</td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>Harrison, Michael Jeffrey</td>
<td>Philosophy-neuroscience-psychology</td>
<td></td>
</tr>
<tr>
<td>Hartley, Tucker Douglas</td>
<td>Environmental Studies</td>
<td></td>
</tr>
<tr>
<td>Hasz, Adam Russell</td>
<td>English Literature</td>
<td></td>
</tr>
<tr>
<td>Hazzan, Paige Laila</td>
<td>Comparative Literature</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Heist, Kathleen Connors</td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Heller, Emily Nicolle</td>
<td>Drama</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Hendel, Marc David</td>
<td>Anthropology</td>
<td></td>
</tr>
<tr>
<td>Henderson, Ashley Anguileque</td>
<td>Political Science</td>
<td></td>
</tr>
<tr>
<td>Henley, Sara Elizabeth</td>
<td>Philosophy-neuroscience-psychology</td>
<td></td>
</tr>
<tr>
<td>Hered, Katherine Grace</td>
<td>Political Science</td>
<td></td>
</tr>
<tr>
<td>Hessell, Ashli Alexis</td>
<td>Intl &amp; Area Studies / Latin American</td>
<td></td>
</tr>
<tr>
<td>Hetherington, Amelia Elizabeth</td>
<td>Biology: Neuroscience</td>
<td></td>
</tr>
<tr>
<td>Hill, Zachary Lee</td>
<td>Anthropology</td>
<td></td>
</tr>
<tr>
<td>Hinkle, Jalisa Shanelley</td>
<td>Political Science</td>
<td></td>
</tr>
<tr>
<td>Hirsch, Aaron Joel</td>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Hirsh, David A.</td>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Ho, Yueh</td>
<td>Anthropology</td>
<td></td>
</tr>
<tr>
<td>Hoffman, Stacey Ariel</td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Hogsten, Stephen Shin</td>
<td>Environmental Studies</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Holley, Rachael Elizabeth</td>
<td>Anthropology</td>
<td></td>
</tr>
<tr>
<td>Holzhauer, Kieran Elizabeth</td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>Homa, Kaitlin Elise</td>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Hong, Ali Sung-Soo</td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Hope, Austin Patrick</td>
<td>Art History And Archaeology</td>
<td></td>
</tr>
<tr>
<td>Horn, Julia Rose</td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Hsu, Chi Yao</td>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Huang, Ingold</td>
<td>Chemistry: Biochemistry</td>
<td></td>
</tr>
<tr>
<td>Huang, Vincent Jing-Ping</td>
<td>Biochemistry</td>
<td></td>
</tr>
<tr>
<td>Huang, Yi Ting</td>
<td>Neuroscience</td>
<td></td>
</tr>
<tr>
<td>Huelmann, Lore Riley</td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>Hunt, Rebecca Antoinette</td>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Huo, Jennifer Qin Yi</td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>Husa, Robyn Ann</td>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Hutner, Andrea Rubinstein</td>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Huttner, Melanie Ann</td>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Huxley, Samuel Benjamin</td>
<td>Anthropology</td>
<td></td>
</tr>
<tr>
<td>Hynes, Peter Michael</td>
<td>Biology: Biochemistry</td>
<td></td>
</tr>
<tr>
<td>Ice, Clark Logan</td>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td>Iffrig, David Michael</td>
<td>Anthropology</td>
<td></td>
</tr>
<tr>
<td>Iko, Chimaraoko Nne</td>
<td>English Literature</td>
<td></td>
</tr>
<tr>
<td>Igunas, Charles Stasys</td>
<td>Intl &amp; Area Studies/ International</td>
<td></td>
</tr>
<tr>
<td>Ilves, Eve</td>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td>Ingber, Michael Benjamin</td>
<td>Environmental Studies</td>
<td></td>
</tr>
<tr>
<td>Jackey, Erica Kathryn</td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>Jackson, Tyler Austen</td>
<td>Intl &amp; Area Studies/ International</td>
<td></td>
</tr>
<tr>
<td>Jacobowitz, Amanda Rebecca</td>
<td>Jacobs, Hilary Tess</td>
<td></td>
</tr>
<tr>
<td>Jager, Marieke Faye</td>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>James, Nolynanda Alicia</td>
<td>Biology: Biochemistry</td>
<td></td>
</tr>
<tr>
<td>Janssen, Matthew Kelly</td>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Jawitz, Sterling Tracy</td>
<td>Chinese</td>
<td></td>
</tr>
<tr>
<td>Jeffers, Jennifer Michelle</td>
<td>Intl &amp; Area Studies / Latin American</td>
<td></td>
</tr>
<tr>
<td>Jemilo, Stephanie Dunn</td>
<td>Women, Gender, And Sexuality Studies</td>
<td></td>
</tr>
<tr>
<td>Jeong, Sung Yeop</td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>Johnson, Brittany Andrea</td>
<td>Educational Studies</td>
<td></td>
</tr>
<tr>
<td>Johnson, Stephen Abraham</td>
<td>Anthropology</td>
<td></td>
</tr>
<tr>
<td>Johnson, Taylor Whitney</td>
<td>Intl &amp; Area Studies/ International</td>
<td></td>
</tr>
<tr>
<td>Johnston, Katherine Joan</td>
<td>English Literature</td>
<td></td>
</tr>
<tr>
<td>Jones, Benjamin Safford</td>
<td>Environmental Studies</td>
<td></td>
</tr>
<tr>
<td>Jones, Jessica Lynn</td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Joo, Jae Hyun</td>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Jordan, Brett Snyder</td>
<td>Political Science</td>
<td></td>
</tr>
<tr>
<td>Jordan, Elizabeth Helene</td>
<td>African And African American Studies</td>
<td></td>
</tr>
<tr>
<td>Joshi, Shweta Atul</td>
<td>Intl &amp; Area Studies/ International</td>
<td></td>
</tr>
<tr>
<td>Ju, Michelle Rayu</td>
<td>Anthropology</td>
<td></td>
</tr>
<tr>
<td>Jung, Dayeon</td>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>Juster, Maxwell Joseph</td>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>Justin, Daniel Jay</td>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Kacel, Aaron Joseph</td>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Kahn, Alexander Garry</td>
<td>Film And Media Studies</td>
<td></td>
</tr>
<tr>
<td>Kaitz, Alyssa Eve</td>
<td>Art History And Archaeology</td>
<td></td>
</tr>
<tr>
<td>Kalish, Ian Chaim</td>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Kallman, Joshua Ryan</td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>Kanarek, Robert Alleyn</td>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>Kanofsky, Jill Meredith</td>
<td>Anthropology</td>
<td></td>
</tr>
<tr>
<td>Kaplan, Julia Elaine</td>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>Kaplan, Simona Chava</td>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Karamustafa, Ali Aydin</td>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Kass, Jordan Evans</td>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>Kasson, Erin Michelle</td>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Kastelein, Michael Eric</td>
<td>English Literature</td>
<td></td>
</tr>
<tr>
<td>Katin-Grazzini, Lorenzo</td>
<td>Biology</td>
<td></td>
</tr>
</tbody>
</table>
Katz, Lauren Michelle
Kaufman, Johanna Rose
Kavanaugh, Michael Coyne
Keblusek, Lauren Marie
Kelley, Emily Rebecca
Kelton, James Winfield
Kembiyan, Preethi
Kennedy, Julie Ann
Kenny, Meghan Lee
Khan, Arnaan
Khan, Farid Mansoor
Kilborne, John Mercer Walker
Kilian, Jeffrey John
Kim, Bongjae Benjamin
Kim, Channa Saena
Kim, DoHun
Kim, Eun Jung
Kim, Lorraine Insun
Kim, Se-In
Kim, Yejin
Kim, Yewon
Kim, Yong
Kincaid, Caroline Sarah
King, George Gordon Crawford
Klagsbrun, Arielle Kalin
Klein, Allison Wylie
Klingenbery, Carson Andrew
Klotzman, Jill
Knopf, Elyse Fallon
Knott, Easton Michael
Knowles, Jasmine Nicole
Koche, Roger Alexander
Konigsberg, Matthew William
Korn, Abigail Kim-Soo
Korblau, Jonathan Louis
Korvaichuk, Sophia
Kosofsky, David Lawrence
Kovacs, Jonathan Lee
Kowal, Daniel Ryan
Kramer, Benjamin Jessup
Kramer, Sarah Lieber
Krantz, John R.
Krause, Kate
Kreimer, Artem Eugene
Krishnamurthy, Yamini
Kristovich, Erin Lorraine
Kupfer, Michaela Zoe
Kutat, Natalie Michelle
Lacerenza, Megan Clare
Intl & Area Studies / East Asian
Philosophy-neuroscience-psychology
Philosophy-neuroscience-psychology
Philosophy-neuroscience-psychology
Spanish
Art History And Archaeology
Environmental Studies
Anthropology
Economics
Intl & Area Studies / International
Anthropology
Chemistry: Biochemistry Concentratic
Economics
Mathematics
Chemistry: Biochemistry Concentratic
French
Economics
Economics
Comparative Literature
Biology
Philosophy-neuroscience-psychology
Art History And Archaeology
Mathematics
Environmental Studies
Anthropology
Major
Philosophy-neuroscience-psychology
Psychology
Mathematics
History
Urban Studies
Economics
Intl & Area Studies / International
Intl & Area Studies / Latin American
Economics
Anthropology
Philosophy-neuroscience-psychology
History
Mathematics
History
Psychology
Psychology
Anthropology
Mathematics
Biology: Biochemistry
English Literature
Anthropology
Educational Studies
Economics
Political Science
Biology: Biochemistry
Intl & Area Studies / International
Ladau, Ross Andrew
Lagunas, Brenda
Lai, Ka Yee
Lam, Hiu Mei
Lam, Hiu Yue Monatrice
Lamberta, Laura K.
Lamdany, Maia Leah
Langston, Kyle Curtis
Lapp, Jennifer Diane
Larson, Douglas Robert
Lauris, Paula Zoe
Lavin, Sarah Zahava
Leamy, Mary Kathryn
LeBental, Alexandra Paige
LeCompte, Courtney Gray
Lee, Brandon Matthew
Lee, Grace Christina
Lee, Hannah Jungeun
Lee, Matthew
Lee, Michael Sutherland
Lee, Ruth So-Young
Lee, Tobi Kirstan
Lee, Yun Kyung
Lefkoe, Brittany Irena
Lefkowitz, Jacob Gelbart
Lesser, Aaron Matthew
Leung, Ho-yn Nathan
Levenson, Charles Sidney
Levine, David Saul
Levine, Erica Bard
Levine, Kevin Max
Levine, Stefanie Michelle
Levinsky, Benjamin Adam
Levitch, Cara Felicia
Levy, Robert Alan
Levy, Taylor Alexa
Lewit, Ruth Arielle
Li, Adrienne Wing-Mong
Li, Allison Jinquan
Li, Anton
Lin, Binyan
Lin, Bryan Wang
Lin, Lawrence
Lin, Victor
Lind, Brendan Laflin
Lindblom, Michelle Anne
Lindquist, Glen
Liss, Emma Chomsky
Liu, Xiaoying
Lobell, Evan
Lock, Ying Jie
Locke, Jennifer Diane
<table>
<thead>
<tr>
<th>Name</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>London, Rachel Heather</td>
<td>Drama, Philosophy</td>
</tr>
<tr>
<td>Long, Nora Joanne</td>
<td>History</td>
</tr>
<tr>
<td>Longman, Adam Samuel</td>
<td>Elementary Education, Philosophy, Chemistry</td>
</tr>
<tr>
<td>Loomis, Caroline Grigg</td>
<td>Economics, Economics, Philosophy, Biology</td>
</tr>
<tr>
<td>Lou, Zachary Toby</td>
<td>English Literature</td>
</tr>
<tr>
<td>Louie, Lily Kay</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Low, Charles Harrison</td>
<td>Economics, Economics, Economics, Philosophy</td>
</tr>
<tr>
<td>Lozito, Lindsay</td>
<td>Women, Gender, And Sexuality Studies, Biology</td>
</tr>
<tr>
<td>Lu, Xiaoyu</td>
<td>Biology</td>
</tr>
<tr>
<td>Lucius, Brandon George</td>
<td>Economics, Economics, Economics, Philosophy</td>
</tr>
<tr>
<td>Luke, Charles Alexander</td>
<td>History</td>
</tr>
<tr>
<td>Lynford, Benjamin</td>
<td>English Literature</td>
</tr>
<tr>
<td>Lyon, Sarah Elizabeth</td>
<td>Psychology</td>
</tr>
<tr>
<td>Ma, Caiwei</td>
<td>Biology, Classics</td>
</tr>
<tr>
<td>Ma, Lisa</td>
<td>Biology, Classics</td>
</tr>
<tr>
<td>Mace, Aaron Carroll</td>
<td>Classics, Classics, Classics, Classics</td>
</tr>
<tr>
<td>MacMahon, Mara Margaret</td>
<td>Biology, Classics</td>
</tr>
<tr>
<td>Madris, Brandon Dean</td>
<td>Philosophy-neuroscience-psycho, Philosophy-neuroscience-psycho</td>
</tr>
<tr>
<td>Maguran, Brendan R. H.</td>
<td>Psychology, Int &amp; Area Studies / Latin American</td>
</tr>
<tr>
<td>Magraner, Gabriel Antonio</td>
<td>Chemistry, Biochemistry Concentration</td>
</tr>
<tr>
<td>Majid, Shahriyar Patrick</td>
<td>Psychology, Economics, Economics, Philosophy</td>
</tr>
<tr>
<td>Majumder, Anwesha</td>
<td>Psychology, Biology, Environmental Studies</td>
</tr>
<tr>
<td>Malik, Sienna Golden</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Mallya, Allyson Parsons</td>
<td>Classics, Anthropology</td>
</tr>
<tr>
<td>Mandelbaum, Rachel Sara</td>
<td>Classics, Anthropology</td>
</tr>
<tr>
<td>Manfredi, Jr., Juan José</td>
<td>Mathematics, History</td>
</tr>
<tr>
<td>Mao, Jimmy Jingli</td>
<td>Mathematics, Chemistry, Biochemistry Concentration</td>
</tr>
<tr>
<td>Marcinek, Phoebe Penelope</td>
<td>Women, Gender, And Sexuality Studies, Anthropology</td>
</tr>
<tr>
<td>Marcu, Ioana</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Marcus, Joseph Edward</td>
<td>Biological Science</td>
</tr>
<tr>
<td>Marinshaw, Jeffrey Michael</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Markovitz, Michele Dana</td>
<td>Anthropology, Philosophy</td>
</tr>
<tr>
<td>Marquis, Andrew McAuliffe</td>
<td>Anthropology, History</td>
</tr>
<tr>
<td>Marshall, Jack Thomas</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Mathai, Mariam</td>
<td>Anthropology, History</td>
</tr>
<tr>
<td>Matheson, Amanda Heather</td>
<td>English Literature, Environmental Studies, English Literature</td>
</tr>
<tr>
<td>Mathis, Cory Roger</td>
<td>Anthropology, Anthropology</td>
</tr>
<tr>
<td>Maurer, Amy L</td>
<td>Anthropology, Anthropology</td>
</tr>
<tr>
<td>Maurer, Kristin Alice</td>
<td>Anthropology, Anthropology</td>
</tr>
<tr>
<td>May, Abraham Charles</td>
<td>Anthropology, Anthropology</td>
</tr>
<tr>
<td>Mazhuvanchery, Suzanne Bobby</td>
<td>Anthropology, Anthropology, Anthropology, Anthropology</td>
</tr>
<tr>
<td>McArthur, Caitlin Marie</td>
<td>Anthropology, Education Studies, Jewish, Islamic &amp; Near East Studies</td>
</tr>
<tr>
<td>McCartney, Allison Nicole</td>
<td>Anthropology, Anthropology, Anthropology, Anthropology</td>
</tr>
<tr>
<td>McCord, Bethany Lynn</td>
<td>Anthropology, Anthropology, Anthropology, Anthropology</td>
</tr>
<tr>
<td>McCormick, Ryan Essig</td>
<td>Anthropology, Anthropology, Anthropology, Anthropology</td>
</tr>
<tr>
<td>McDonald, Sarah Elizabeth</td>
<td>Anthropology, Anthropology, Anthropology, Anthropology</td>
</tr>
<tr>
<td>McIntosh, Marcia Colette</td>
<td>Anthropology, Anthropology, Anthropology, Anthropology</td>
</tr>
<tr>
<td>McLamb, Christopher Carter</td>
<td>Anthropology, Anthropology, Anthropology, Anthropology</td>
</tr>
<tr>
<td>McLean, Megan Elizabeth</td>
<td>Anthropology, Anthropology, Anthropology, Anthropology</td>
</tr>
<tr>
<td>Meagher, Brenna Suzanne</td>
<td>Anthropology, Anthropology, Anthropology, Anthropology</td>
</tr>
<tr>
<td>Menard, Christopher Paul</td>
<td>Anthropology, Anthropology, Anthropology, Anthropology</td>
</tr>
<tr>
<td>Name</td>
<td>Major</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Ojo, Anthonia Bolanle</td>
<td>Psychology</td>
</tr>
<tr>
<td>O'Kelly, Neil Donal</td>
<td>Political Science</td>
</tr>
<tr>
<td>Okoruwu, Ehiamen Tolulope</td>
<td>Environmental Studies</td>
</tr>
<tr>
<td>Olens, Lauren Tracy</td>
<td>Political Science</td>
</tr>
<tr>
<td>Oliver, Mariana</td>
<td>Environmental Studies</td>
</tr>
<tr>
<td>Oliver, Laura Dominique Kilner</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Olswanger, Ariel Rose</td>
<td>Environmental Studies</td>
</tr>
<tr>
<td>Onken, Allison Michelle</td>
<td>Political Science</td>
</tr>
<tr>
<td>Onugha, Harris Ugochukwu</td>
<td>Environmental Studies</td>
</tr>
<tr>
<td>Orczyk, Michal Maciej</td>
<td>Political Science</td>
</tr>
<tr>
<td>Orescanin, Tijana</td>
<td>Romance Languages And Literatures</td>
</tr>
<tr>
<td>Orionzi, Bako Agnes</td>
<td>Philosophy-neuroscience-psychology</td>
</tr>
<tr>
<td>Orlofsky, Nicholas David</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Ostrofsky, Shelly Edith</td>
<td>Environmental Studies</td>
</tr>
<tr>
<td>Owings, Kyle Steven</td>
<td>Biology</td>
</tr>
<tr>
<td>Paine, Theresa Lynne</td>
<td>Psychology</td>
</tr>
<tr>
<td>Pan, Stephanie May</td>
<td>Political Science</td>
</tr>
<tr>
<td>Panfil, Victor Christopher</td>
<td>Political Science</td>
</tr>
<tr>
<td>Paradise, Phillip Joseph</td>
<td>Political Science</td>
</tr>
<tr>
<td>Parikh, Priya</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Park, Gibum Eric</td>
<td>Economics</td>
</tr>
<tr>
<td>Park, Stephanie Minji</td>
<td>Economics</td>
</tr>
<tr>
<td>Park, Sung Min</td>
<td>Economics</td>
</tr>
<tr>
<td>Parks, James Ronald</td>
<td>Economics</td>
</tr>
<tr>
<td>Parrish, Deanna Pantin</td>
<td>Economics</td>
</tr>
<tr>
<td>Paszkiewicz, Anna Christine</td>
<td>Dance</td>
</tr>
<tr>
<td>Patmore, Jacqueline Marie</td>
<td>Psychology</td>
</tr>
<tr>
<td>Paule, Kevin Christopher</td>
<td>Political Science</td>
</tr>
<tr>
<td>Pauszek, Andrew Christian</td>
<td>Political Science</td>
</tr>
<tr>
<td>Pazhanisamy, Amudha</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Pearlstein, Amanda Leigh</td>
<td>Inti &amp; Area Studies/International</td>
</tr>
<tr>
<td>Perille, Karen</td>
<td>Economics</td>
</tr>
<tr>
<td>Perlmutter, Lauren Elizabeth</td>
<td>Economics</td>
</tr>
<tr>
<td>Perten, Jacob Levine</td>
<td>Economics</td>
</tr>
<tr>
<td>Peter III, Phillips Smith</td>
<td>Economics</td>
</tr>
<tr>
<td>Peters, Robert Augustus</td>
<td>Economics</td>
</tr>
<tr>
<td>Peterson, Michelle Lynn</td>
<td>Economics</td>
</tr>
<tr>
<td>Pieper, Justin Andrew</td>
<td>Economics</td>
</tr>
<tr>
<td>Piering, Eliot Forest</td>
<td>Economics</td>
</tr>
<tr>
<td>Pinkerton, Alexander Xavier</td>
<td>Arabic</td>
</tr>
<tr>
<td>Pinnell, Anne Kenaston</td>
<td>Political Science</td>
</tr>
<tr>
<td>Piontek, Emily Rose</td>
<td>Political Science</td>
</tr>
<tr>
<td>Plotsky, Allie Samantha</td>
<td>Political Science</td>
</tr>
<tr>
<td>Plovnick, Amy Rebecca</td>
<td>Political Science</td>
</tr>
<tr>
<td>Pluard, Claire Elizabeth</td>
<td>Political Science</td>
</tr>
<tr>
<td>Plump, Gabriela Aviva Sciolino</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Plutzer, Alexander Jordan</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Pobee, Joseph Panyin</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Poindexter, Stephanie Ann</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Poon, Alexander Christopher</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Popeo, Anthony Vincent</td>
<td>Economics</td>
</tr>
<tr>
<td>Potter, Adam Gregory</td>
<td>Economics</td>
</tr>
<tr>
<td>Potter, Eric Matthew</td>
<td>Psychology</td>
</tr>
<tr>
<td>Prasanna, Prateek</td>
<td>Psychology</td>
</tr>
<tr>
<td>Prokop, Eliot Bryant</td>
<td>Psychology</td>
</tr>
<tr>
<td>Pruden III, Roy Daniel</td>
<td>Psychology</td>
</tr>
<tr>
<td>Puri, Avantika</td>
<td>Psychology</td>
</tr>
<tr>
<td>Putnam, Jr., William Shields</td>
<td>Psychology</td>
</tr>
<tr>
<td>Qais, Nisa</td>
<td>Psychology</td>
</tr>
<tr>
<td>Qi, Wenbo</td>
<td>Psychology</td>
</tr>
<tr>
<td>Quatrano, Alexander</td>
<td>Psychology</td>
</tr>
<tr>
<td>Quimby, Dakari</td>
<td>Psychology</td>
</tr>
<tr>
<td>Rabinowitz, Hannah Sarah</td>
<td>Earth &amp; Planetary Sci: Geophysics</td>
</tr>
<tr>
<td>Rafferty-Millet, Catherine</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Rahzt, David Jesse</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Ramachandran, Jyotsna Sita</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Rao, John Michael</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Rastogi, Suchita</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Rebord, Daniel Edward</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Reinemann, Emma Grace</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Rempel, Scott Lloyd</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Resnik, Allyson Brooke</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Rhyam, Corwin Nicholas</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Richardson, Michael Taylor</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Richler, Robert Mark</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Rickard, Matthew</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Riley, Booker Thomas</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Riley, Elizabeth Nicole</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Rippberger, Gregory Louis</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Rissman, Max Benjamin</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Robards, Christopher Scott</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Roberts, Andrea Christine</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Roberts, Zoe Nora</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Robinson, Breckyn MeJa</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Robinson, Daniel Joseph</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Robinson, Heather Kristine</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Robison, Alexandra Danae</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Robison, Trae Russell</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Roche, Lillian Armstrong</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Rogalski, Brandon Louis</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Roman, Dylan Andrew</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Rose, Jeremy Samuel</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Rosenberg, Chloe Freedman</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Ross, James Howard Brody</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Ross, Paige Alyce</td>
<td>Film And Media Studies</td>
</tr>
<tr>
<td>Rossman-Reich, Sydney Michelle</td>
<td>Educational Studies</td>
</tr>
<tr>
<td>Rotblatt, Alissa Ryan</td>
<td>Psychology</td>
</tr>
<tr>
<td>Roth, Benjamin Nathaniel</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Rothstein, Arielle Samantha</td>
<td>Women, Gender, And Sexuality Studies</td>
</tr>
<tr>
<td>Rubin, Arielle Samantha</td>
<td>Political Science</td>
</tr>
<tr>
<td>Rubin, Nicholas Alexander</td>
<td>Political Science</td>
</tr>
<tr>
<td>Ruiz, Eric Vicente</td>
<td>Political Science</td>
</tr>
<tr>
<td>Rusk IV, Daniel McDonald</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Poon, Alexander Christopher</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Poindexter, Stephanie Ann</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Popeo, Anthony Vincent</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Potter, Adam Gregory</td>
<td>Anthopology</td>
</tr>
</tbody>
</table>
Surick, Gabrielle Naomi
Sutter, Robert Michael
Swaminathan, Sidharth
Tang, Yina
Taylor, Christine Ann
Taylor, Joseph Gail
Taylor, William Justin
Temin, Joshua Benjamin
Teng, Eric
Thames, Elizabeth Carol
Thimmesch, Erin Louise
Thomas, Amanda Laine
Thomas, Amelia Rachel
Thomas, Desiree Corryn
Thomas, Katharine Ann
Thomas, Kristen Elizabeth
Timmons, Rachel Katelyn
Timonen, Miranda Arielle
Tingir, Natalie Sona
Tontillo, Peter Joseph
Tran, Mai Phuong
Trembath, Hannah Elizabeth
Trenche, Agnes Nathalia
Tsao, Tiffany
Tsevat, Rebecca Kate
Turner, Amy Anderson
Vachharajani, Punit Akshaya
Van Dyke, Lauren Prange
VanLishout, Amy Lynn
Vassiliades, Lauren Alexandra
Vemula, Sai Pavan Kumar
Venkatesan, Akhilesh Kumar
Vera-Vazquez, David Alberto
Vickstrom, Kyle Edward
Vivian, Michelle Nicole
Vogel, Lacey Elizabeth
Wagener, Sarah Elizabeth
Wal, Daniella Shoshanna
Waldenberg, Lindsey Deborah
Wallack, Eliana Matthews
Wang, Charles Yicong
Wang, Kainan
Wang, Lindsay Chian
Wang, Victoria Mengwei
Wang, Vivian
Wang, Yichen
Wang, Yixin
Watson, T'Sani Rochelle
Wawrzyniak, Molly Anne
Wazer, Annmarie Garrahan
Weber, Verena Lee
Interdisc Project In The Humanities
English Language
Economics
French
Germanic Languages & Literatures
Philosophy
Mathematics
Chemistry: Biochemistry Concentratic
African And African American Studies
Anthropology
Political Science
Philosophy
Psychology
Physics
Anthropology
Chemistry: Biochemistry Concentratic
English Literature
Classics
Biology: Biochemistry
Philosophy-neuroscience-psychology
Political Science
Biology
English Language
Anthropology
Chemistry: Biochemistry Concentratic
Earth & Planetary Sci, Geophysics
Environmental Studies
Philosophy-neuroscience-psychology
Mathematics
Biology
Economics
Biology
Environmental Biology
Psychology
Philosophy-neuroscience-psychology
Drama
Anthropology
History
Environmental Studies
Biology: Biochemistry
Biology: Neuroscience
English Language
Mathematics
Biology: Biochemistry
Int'l & Area Studies / Latin American
Biology
Psychology
Ancient Studies
English Literature
Al Arts
Weber, Verena Lee
Weinberg, Jordan Scott
Weingarten, Christine Ann
Weisser, Emilie Grace
West, Christina Marie
Weston, Jennifer Danielle
Westrich, Jr., David John
Wiener, Chelsea Helen
Williams, Matthew Stephen
Williams, Victoria Lee Cacho
Williamson, Katelyn Angeline
Willis, Veronica Katherine
Wilmot, Austin Evans
Wilson, Brandon R.
Wilson, Christopher MacDaniel
Wilson, Matthew Stratton
Winston, Benjamin Irvin
Witt, Jacob Samuel
Woff, Amanda Rachel
Wood-Doughty, Alexander Neil
Woodward, Kourtney Carruthers
Workman, Cayce Spencer
Wu, Vincent Wei
Wu, Youyou
Wymer, Sarah Catharine
Xiao, Laura
Xiao, Qi
Xu, Hailun
Yambert, Joel Aaron
Yang, David Boyang
Yang, Yijun
Yao, Julia
Yapp, Saidah Rae
Yard, Colleen Courtney
Yen, Eric
Yeon, HyeJin
Yeung, Jessica Wu
Yin, Stephanie Kuan
Yokota, Kana
Yoon, Jun Heong
York, John Harrison
Young, Jason Saul
Yuan, Yue
Zaim, Laura
Zekus, Kathryn Anne
Zemke, Rachel Elisheva
Zhang, Lindsey Ma
Zhao, Becky
Zhao, Dana Danfeng
Zhou, John
Zhou, Kevin Xingli
Ed Major
Political Science
Philosophy-neuroscience-psychology
Biology
Anthropology
Environmental Studies
Mathematics
Psychology
Physics
Urban Studies
English Literature
Mathematics
Biology
African And African American Studies
Political Science
Biology
Political Science
Biology
Environmental Studies
Economics
American Culture Studies
Biology: Neuroscience
Biology
Psychology
Psychology
Psychology
Chemistry
Mathematics
Mathematics
Psychology
Chemistry: Biochemistry Concentratic
Psychology
Psychology
Spanish
Economics
Mathematics
Psychology
Political Science
Environmental Studies
Political Science
Political Science
Environmental Studies
Economics
Anthropology
Psychology
Int'l & Area Studies/ International
Biology: Neuroscience
Anthropology
Psychology
Biology
Economics
Appendix A

RESOLUTION ON RESEARCH PROFESSORSHIPS
For Consideration at the October 28, 1988
Meeting of the Faculty of Arts and Sciences

WHEREAS:

1. The Faculty Senate on May 9, 1988, approved changes in the
tenure document (Washington University Policy on Academic
Freedom, Responsibility, and Tenure) to permit appointment of
Research Assistant Professor, Research Associate Professor, and
Research Professor (hereinafter all referred to as research
professor).

2. On October 7, 1988, the Educational Policy Committee of the
Board of Trustees approved the same changes.

3. At its December 1988 meeting the full Board will take up
these changes, and if the Board approves, the tenure document
will at that time stand as changed.

4. The Faculty of Arts and Sciences desires to implement the
appointment of research professors when its tenure document
permits.

BE IT RESOLVED that the following regulations shall apply to
appointments of research professors in Arts and Sciences.

1. The research professorships shall be governed by Part B of
Section III of the Washington University Policy on Academic
Freedom, Responsibility, and Tenure.

2. Initial Appointments

   Initial appointments as research professors shall be made to
individuals with academic qualifications that are equivalent to
the corresponding tenure and tenure-track positions in the
Faculty of Arts and Sciences in terms of promise and achievement
in research and scholarship.

   Initial appointments to the rank of Research Assistant
Professor shall be submitted by the Chairperson for the approval
of the Dean of the Faculty.

   Initial appointments to the ranks of Research Associate
Professor or Research Professor shall receive the same review
procedures as initial appointments to regular tenured faculty
position, including a review by the Advisory Committee on Tenure,
Promotion, and Personnel.
3. Reappointments

Research Assistant Professors may serve at that rank at Washington University for a maximum of seven years.

Research Associate Professors and Research Professors may be reappointed indefinitely.

4. Promotion

For promotion from Research Assistant Professor to Research Associate Professor, the individual must have shown significant progress in achieving an independent scientific or scholarly career, comparable to that expected of a regular Associate Professor. Recommendations for such promotions shall be forwarded to the Dean of the Faculty, who shall review the recommendation with the advice of the Advisory Committee on Tenure, Promotion, and Personnel.

For promotion to Research Professor, the candidate should have achieved a level of scholarship equivalent to that of the corresponding tenure rank. Recommendations for such promotions shall be forwarded to the Dean of the Faculty, who shall review the recommendation with the advice of the Advisory Committee on Tenure, Promotion, and Personnel.

5. Graduate Dissertation and Oral Committees

Faculty members on research appointments may not be used in place of tenure-track members on Dissertation and Oral Defense Committees for students in the Graduate School of Arts and Sciences. When recommended by the Major Department or program and approved by the Dean of the Graduate School, research-track personnel may be added to supplement the normal number of tenure-track faculty, except that research appointees may not serve as chairs of such committees.

6. Voting Rights

Research professors shall be nonvoting members of their Departments and the Arts and Sciences Faculty.
Appendix B

SCHOOL OF ARTS & SCIENCES REGULATIONS CONCERNING RESEARCH PROFESSORSHIPS

The following regulations shall apply to appointments of research professors of all ranks in the School of Arts and Sciences:

1. The research professorships shall be governed by Part B of Section III of the Washington University Policy on Academic Freedom, Responsibility, and Tenure.

2. Initial Appointments

   Initial appointments as research professors shall be made to individuals with academic qualifications that are equivalent to the corresponding tenure and tenure-track positions in the Faculty of Arts and Sciences in terms of promise and achievement in research and scholarship.

   Initial appointments to the rank of Research Assistant Professor shall be submitted by the Chairperson for the approval of the Dean of the Faculty.

   Initial appointments to the ranks of Research Associate Professor or Research Professor shall receive the same review procedures as initial appointments to regular tenured faculty position, including a review by the Advisory Committee on Tenure, Promotion, and Personnel.

3. Reappointments

   Research Assistant Professors may serve at that rank at Washington University for a maximum of seven years.

   Research Associate Professors and Research Professors may be reappointed indefinitely.

4. Promotion

   For promotion from Research Assistant Professor to Research Associate Professor, the individual must have shown significant progress in achieving an independent scientific or scholarly career, comparable to that expected of a regular Associate Professor. Recommendations for such promotions shall be forwarded to the Dean of the Faculty, who shall review the recommendation with the advice of the Advisory Committee on Tenure, Promotion, and Personnel.

   For promotion to Research Professor, the candidate should have achieved a level of scholarship equivalent to that of the corresponding tenure rank. Recommendations for such promotions shall be forwarded to the Dean of the Faculty, who shall review the recommendation with the advice of the Advisory Committee on Tenure, Promotion, and Personnel.
5. Graduate Dissertation and Oral Committees

Faculty members on research appointments may not be used in place of tenure-track members on Dissertation and Oral Defense Committees for students in the Graduate School of Arts & Sciences. When recommended by the Major Department or program and approved by the Dean of the Graduate School, research-track personnel may be added to supplement the normal number of tenure-track faculty.

6. Voting Rights

Research professors shall be nonvoting members of their Departments and the Arts & Sciences Faculty.

7. Directed Research

Section III.B.2 of the University’s Policy on Academic Freedom, Responsibility, and Tenure provides that research professors may give instruction, other than the teaching of courses, to graduate or undergraduate students on subjects in the area of his/her expertise. Consistent with that policy, research professors may supervise and serve as the primary instructor for students’ directed research in areas of their expertise, including on such projects for which the students may receive course credit.
RESOLUTION ON RESEARCH PROFESSORSHIPS
For Consideration at the April 20, 2012
Meeting of the Faculty of Arts & Sciences

WHEREAS:

1. On October 28, 1988, the Faculty of Arts and Sciences passed a resolution adopting regulations applicable to research professorships appointments in the School of Arts and Sciences (see Appendix A).

2. The Faculty of Arts and Sciences now desires to amend those regulations to permit research professors to serve as chairs of graduate dissertation and oral defense committees and to supervise students’ directed research.

BE IT RESOLVED that the regulations adopted pursuant to the 1988 resolution are hereby amended as follows:

1. Paragraph 5 of the 1988 resolution, entitled “Graduate Dissertation and Oral Committees,” is amended as follows:

   Faculty members on research appointments may not be used in place of tenure-track members on Dissertation and Oral Defense Committees for students in the Graduate School of Arts and Sciences. When recommended by the Major Department or program and approved by the Dean of the Graduate School, research-track personnel may be added to supplement the normal number of tenure-track faculty, except that research appointees may not serve as chairs of such committees.

2. A new paragraph 7, entitled “Directed Research,” is adopted as follows:

   Section III.B.2 of the University’s Policy on Academic Freedom, Responsibility, and Tenure provides that research professors may give instruction, other than the teaching of courses, to graduate or undergraduate students on subjects in the area of his/her expertise. Consistent with that policy, research professors may supervise and serve as the primary instructor for students’ directed research in areas of their expertise, including on such projects for which the students may receive course credit.

3. The School’s revised regulations, incorporating these amendments, are set out in Appendix B.
Postdoctoral Appointments in Arts & Sciences, Washington University

A. Introduction:
Postdoctoral appointments provide an important, preparatory phase for those entering the academic or professional arena. Postdoctoral appointees have the opportunity to hone their scholarly skills at a critical developmental stage in their careers under the tutelage of our best faculty mentors. Appointees may also receive ongoing training and practice in pedagogy and academic affairs. Just as importantly, postdoctoral appointments provide the time to explore career opportunities under the guidance of faculty. Moreover, these roles also provide Arts & Sciences the opportunity to advance Washington University’s mission to increase diversity across the campus.

B. University definition of a postdoctoral appointee:
In accordance with the Washington University Postdoctoral Education Policy, a postdoctoral appointee must:
1. possess a terminal degree
2. enter a preparatory position for training and transition
3. fill the role for a limited duration usually not to exceed five years
4. not be part of a clinical training program (i.e. residency)
5. hold either a “trainee” (non-employee) or “employee” role.

University practice has established that all postdoctoral appointments by their nature must be full-time. Part-time roles are not eligible for postdoctoral status or postdoctoral benefits.

C. Distinction between employee and non-employee:
The distinction between a non-employee postdoctoral appointee (labeled “postdoctoral trainee” or “postdoctoral research scholar” by HR) and an employee postdoctoral appointee (labeled “postdoctoral employee” or “postdoctoral research associate” by HR) is that the non-employee is conducting research solely for his/her own benefit (e.g. conducting research on an agency fellowship grant awarded to the postdoctoral fellow as PI from which he/she receives a stipend for living expenses), while the employee is likewise developing academic research skills in pursuit of his/her own research agenda but is also performing specific duties in exchange for compensation (e.g. working for PI paid by the funds controlled by the PI or the university, or teaching a class, for which he/she receives taxable wages from the university). Postdoctoral appointees in both of the employee and non-employee category should be developing their academic and research skills toward a goal of career development in the performance of their duties.

D. Types of postdoctoral appointees in A&S:
There are three general types of postdoctoral appointees in A&S. The first type includes those who primarily perform research and scholarship (most often in a laboratory), either funded by a Professor’s grants and research funding or with support from the appointee’s own training grant; these are generally found in the Natural Sciences and Psychology, and their appointments usually run in 12-month cycles. The second type includes those who combine scholarship and research endeavors (both collaborative and personal) with classroom teaching and pedagogical development. The third type is primarily concerned with the teaching experience, with an emphasis on pedagogical and curricular development (i.e., a “teaching fellow”). The latter two types are generally found in the Humanities, Mathematics, and the Humanistic Social Sciences, and most often their appointments run in nine-month cycles during each academic year.

E. Titles in use:
The scope and parameters of the appointment and the qualifications of the appointee determine the postdoctoral nature of the appointment. Postdoctoral appointees may be referred to by more detailed or specific titles by their hosting departments, principal investigators (PI), sponsoring agencies, and Human Resources (HR), e.g., postdoctoral fellow or early career fellow, but for the purposes of this document, the terms “postdoctoral appointee” and “postdoctoral appointment” will stand in general use, although a more descriptive title, as listed above, may be in use for a particular appointee. For the purposes of distinction, the third type of appointee identified in Section E, above, should include the word “Teaching Fellow” in his or her appointment title.

F. Nature of research duties:
The research component is essential to the first two types of postdoctoral appointment described in Section E, above - the appointment is intended to provide research training and development as part of a program for developing a future academic or professional career rather than to perform specific research tasks in the course of employment. The latter would not constitute a postdoctoral appointment but rather employment as a staff researcher. An appointee may collaborate with faculty in the role of a co-researcher and co-author, or an appointee may pursue his/her own research under the guidance of faculty, or combination of the two. Appointees or appointments lacking a clear research and career development agenda are not postdoctoral. A clear research and career development agenda needs to be established at the start of each postdoctoral appointment.

G. Nature of teaching duties:
From the pedagogical perspective, appointees functioning primarily as course lecturers or adjunct teachers are not postdoctoral. Postdoctoral appointments which include regular course teaching should not exceed a course-load of two classes per year (with the exception of teaching fellows, below). Any teaching load which exceeds this limit in any academic year should receive both the endorsement of the mentor and the approval of the Dean of Faculty of Arts & Sciences. This limit includes University College teaching.

Appointees in the role of teaching fellows are expected to have a course-load of three to four classes per year, with an emphasis on pedagogical and curricular development, which may include an interdisciplinary component. The appointee should receive strong mentorship to guide or expand his/her teaching repertoire and to learn to develop innovative and challenging courses.

H. Faculty mentor:
Every appointee must have a faculty mentor, often the PI, who should bring the appointee into the academic community. It is essential that the mentor ensure each postdoctoral appointee is included in departmental conversations and events. Over the course of the appointment, the mentor should assist the appointee to master the skills and disciplines being developed, to define, undertake, and complete research goals, and also to investigate and develop career opportunities.

I. Funding:
Positions funded through university funds are normally secure from appointment period to appointment period. Sponsor-dependent appointments rely upon the external, sponsored grants and awards for their continuation. In the event of loss of funding or external support, an appointment may be terminated on the basis of exigency with 30 days’ notice.

J. Minimum salary/stipend rate and increases:
A postdoctoral minimum salary or stipend will be determined annually by the dean's office as part of the annual budget and salary setting process. The amount will be set at a 12-month rate, which will be prorated for less-than-12-month, academic-year appointments. When extramural agencies
establish postdoctoral salaries or stipends at a rate less than the School-established minimum, the PI or department should provide additional funding to bring the pay level of the postdoctoral appointee up to at least the established minimum. The mentor is required to arrange the additional funding prior to the beginning date of an appointment.

Annual salary or stipend increases for appointees should be consistent with the overall salary and stipend recommendations by the department or school or as prescribed by the funding agency. The frequency and amount of salary increases should follow established school guidelines, regardless of the source of the funding.

K. Benefits:
The university has established a set of benefits for which appointees are eligible, including time-off benefits for postdoctoral employees. For employees with less-than-12-month appointment periods, the established sick and vacation times are prorated. Eligibility for postdoctoral benefits is on the basis of a full-time appointment at Washington University, and there are no provisions for part-time postdoctoral benefits.

Continuation of a postdoctoral appointment within each appointment period and any reappointment for a subsequent period will be contingent upon ongoing satisfactory performance and a successful annual review.

L. Appointment Process:
1. The position must be identified and presented to the Dean’s office to establish that it meets the postdoctoral criteria prior to any posting, search, or offer:
   a) strong research and scholarship component
   b) duties and activities are designed to enhance career development
   c) a mentor is available to oversee the appointee’s progress in teaching and research
   d) position is not a straight substitution to fulfill existing research or teaching duties

2. The appropriate funding must be clarified with the Dean’s office:
   a) grant/agency funding
   b) foundation/gift funding
   c) established internally sponsored funding
   d) other

3. The candidate must be reviewed by the department, program, mentor, or sponsor to establish that he/she meets the postdoctoral criteria:
   a) candidate will be in possession of PhD or appropriate terminal degree by the start of the appointment
   b) candidate will not exceed five years of postdoctoral experience by the conclusion of the appointment
   c) candidate has a clear agenda of research or scholarship training that can be fulfilled in the course of the postdoctoral appointment
   d) candidate is qualified and capable of fulfilling any teaching and research requirements for the appointment

4. The candidate must receive an initial appointment letter (which may be the same as an initial offer letter, or may be subsequent to the offer letter). This letter ordinarily comes from the faculty sponsor or mentor or the department chair or program director. This letter establishes:
a) duties of appointment  
b) duration and renewal of appointment  
c) financial support for appointment (i.e. amount of wages or stipend)  
d) the mentor for the duration of the appointment  
e) annual evaluation and review process for appointment  
f) career development opportunities

5. During any appointment period the appointee must receive an annual review, marking the progress of his/her efforts with relation to the duties, goals, and career development opportunities. This review ordinarily is given by the mentor or faculty sponsor.

6. For any reappointment period the appointee must receive a reappointment letter. This letter ordinarily is given by the mentor, sponsor, department chair, or program director.

7. Upon the successful completion and conclusion of the appointment, as determined by the mentor in the review process, the appointee must receive a letter of completion, from the mentor, sponsor, department chair, or program director.

8. Continuation of a postdoctoral appointment within each appointment period and any reappointment for a subsequent period will be contingent upon ongoing satisfactory performance and a successful annual review.
Guidelines for Utilization of Undergraduate TAs in Arts & Sciences Courses

The Curriculum Committee was tasked with gathering information on the use of undergraduates as teaching assistants (hereafter UTAs) in undergraduate courses in Arts & Sciences, and to recommend a policy that standardizes those procedures and avoids potential conflicts of interest. The committee solicited input on this matter from several departments across Arts & Sciences, inquiring in particular how UTAs were utilized and how they were compensated. In addition, we sought and received information from the Schools of Engineering and Business as to their utilization of UTAs. What follows below is a summary of our findings and of our recommendations.

I. Uses of UTAs

The Committee learned that the involvement of UTAs varies widely across Arts & Sciences, with some Departments using none and others using them extensively. UTAs have been utilized as graders of homeworks, oral and written classroom assignments, and written examinations in many forms. UTAs are also used as overseers of laboratory exercises and graders of laboratory assignments. In most cases, some sort of instruction has been given to UTAs in which their responsibilities and obligations are well-defined. Some Departments have UTAs sign a confidentiality form that further defines their responsibilities. In most cases, a backup system has existed whereby the grading done by a UTA was spot-checked by either a graduate teaching assistant or by the professor in charge of the course. One important issue recognized by nearly everyone was possible problems posed by peer pressure when UTAs are grading work of classmates.

II. Issues That Involve Grading

1. Grading of Oral Participation and/or Presentations

   This is a sensitive area because the material that is being graded cannot be assessed by a second instructor. Therefore, the Committee recommends that grades awarded by UTAs for oral presentations or class participation count for no more than 5% of the grade that a student receives in a given course.

2. Grading of Written Work

   In general, this is a less-problematic area because the material that is being graded can be assessed by a second instructor. This area can be divided roughly into three basic grading situations:
(a) Qualitative assessment of free-standing written work (for example, an essay or term paper). The Committee recommends that UTAs not grade essays or term papers that require a qualitative judgment;

(b) Qualitative-quantitative assessment of more-limited written work (for example, paragraph-long written answers to exam questions). The Committee recommends that in such situations grading by UTAs be carefully guided by detailed instructions from the professor in charge of the course. It might be desirable for the professor to select a couple of essays at random, have the UTAs grade them, and then discuss the outcome with the UTA so as to provide some guidance;

(c) Quantitative assessment of exams (for example, multiple-choice exams). The Committee regards this area, in general, not to be problematic and no further recommendations are made for this item;

(d) For all written assignments graded by UTAs, the Committee recommends one of the two following safeguards:
   - A robust, well-advertized, and clearly articulated appeals process be instituted for students who believe they have been graded unfairly (any grade changes must be made by the professor in charge of the course)
   - A system of moderation whereby the professor is required to review and approve (or correct) the initial grading performed by the UTA

3. Entering and Accessing of Grades
   No UTA should have the authority to enter a binding grade for his or her peers. All UTAs should have access only to that part of a student’s performance that they are responsible for grading.

III. Compensation

In general, UTAs should be compensated for their work either financially or by a pass-fail grade in a course at the 200-level (up to 3 units, depending on the amount of work involved). Academic credit for such a course should be excluded from the major. The level of financial compensation (payment) should be left up to the individual Department. No UTA should receive both payment and academic credit.

IV. Structure of Employment

1. The selection of UTAs ought to be rigorous, open, and fair.
2. Whenever possible, UTAs should have completed successfully the course for which they are the TA (or possess similar experience).
3. Whenever possible, UTAs should be a year ahead of the students whose work they are grading (i.e., juniors grading sophomores, or seniors grading sophomores).
4. Whenever possible, UTAs should attend lectures in the courses for which they are the TA in order that she or he be familiar with and up-to-date with actual course content.
5. The use of UTAs must be acknowledged in the course syllabus, and their duties outlined accordingly.

6. UTAs involved in a “personal relationship” with students whose work they are grading must acknowledge this fact and recuse themselves accordingly.

7. UTAs must be informed about the ethical responsibilities of their work and be made aware of the value of confidentiality, respect, tact, and fairness in interactions with their peers. Such instruction should take place in formalized training sessions.

V. Enforcement, Training, and Implementation

1. As part of its orientation for Graduate TAs, the College — in consultation with the Teaching Center — should develop a plan of orientation for UTAs to take place no later than the first week of each semester.

2. General goals for UTAs should be provided by an orientation within the home Department, whereas detailed expectations should be enumerated by the professor in charge of the course.

3. Training and other considerations for UTAs in Arts & Sciences should be commensurate with existing guidelines established by the Schools of Business and Engineering, and the Sam Fox School.

4. Professors in charge of courses should monitor and closely supervise the work of their UTAs on a continuing basis, and consult with their UTAs regularly.

5. UTAs should be required to sign a confidentiality agreement.

6. Course evaluation forms should provide a means of assessing the performance of UTAs.