

COURSES IN THE CREATIVE ARTS

STUDIO ARTS COURSES

All the Studio Arts courses are highly experiential at every level; see the Bulletin for a complete list. This list highlights introductory courses. Note studio fees generally apply

FA 3b Introduction to Drawing II

An introduction to the materials and methods of drawing, intended for both studio majors and non-majors as a topics-based course. Each section will offer basic drawing instruction through focus on a particular theme, such as figure drawing, watercolor, or printmaking.

(C) Ms. Lichtman, Mr. Downey, Mr. Wardwell

FA 4b Three-Dimensional Design

Exploration of three-dimensional aspects of form, space, and composition utilizing a variety of materials and sculptural techniques. Emphasizes students' inventing of images through the use of modern materials and contemporary ideas about sculpture. Assignments are based on abstract thought and problem solving. The intent of this course is to give students a rich studio experience and promote a fresh and meaningful approach to visual concepts.

(C) Mr. Baenziger, Ms. Bucher

FA 7b Life Painting

Prerequisite: Any studio art course.

A semester-long course dedicated to the practice and study of the human form. Students work in oil paint from live models for the duration of the course. Students explore historical and contemporary painting issues surrounding art making from the model.

(C) Mr. Downey

FA 116a - Intermediate Printmaking

Prerequisite: Previous drawing experience.

Seeks to develop a contemporary attitude toward printmaking. Familiarizes the intermediate printmaker with a range of printmaking techniques, such as intaglio, collagraph, relief, and lithography. Traditional and digital techniques are discussed.

(C) Mr. Gisholt

**FA 8a Sculpture in the Age of New Media:
Mutational Mayhem**

This course explores sculptural practices through new media techniques and materials, with an emphasis on projects inspired by science and technology. The course is organized to introduce the student to the very basics of 3D modeling with Cinema4D, rapid prototyping (3D printing with the Zcorp plaster printer), digital video with Final Cut Pro, basic electronics (soldering, motors, sensors) and some welding. Students will create projects that combine these media to produce performative sculptures and installations that draw from current developments in Alife, AI, biotechnology, and robotics.

(C) Ms. Bucher

FA 9a Introduction to Digital Photography

Prerequisite: One Brandeis studio art course.

An introduction to the visual forms and concepts of the photographic image. A range of digital techniques is covered along with aspects of the history of photography. Students must provide their own digital camera. Field trips and image presentations supplement the studio aspect of the course.

(C) Ms. Hechtman

**FA 10a Context is Everything: Site Sensitive
Photography**

An intermediate level studio course in digital photography, designed for students with pre-existing interest/experience in photography or other art media. Various materials and methods of image making are employed with a focus on context: environment, relationship with other images/objects, scale, and form. Students must provide their own digital camera.

(C) Ms. Hechtman

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MUSIC COURSES

Brandeis offers multiple options to perform in an ensemble for half-course credit: Chamber Choir, Early Music Ensemble, Jazz Ensemble, Orchestra, University Chorus and Wind Ensemble. These generally meet in the late afternoon and are open by audition. Sections labeled XC are non-credit

MUS 101b Theory and Musicianship I: Part 2

Prerequisite: MUS 101a. Corequisite: MUS 102b.

The second semester continues to introduce concepts of theory and begins the process of learning to write and analyze music. Students will gain experience in counterpoint, harmony, and formal analysis through writing and composition assignments. At the end of the semester, each student will compose a string quartet piece in a simple form, which will be played and recorded by the Lydian String Quartet in a public reading session at the Slosberg Recital Hall. The required ear-training and keyboard lab meets separately.

(C) Mr. Brown, Ms. Chang

MUS 103b Theory and Musicianship II

A continuation of MUS 103a.

Students study the work of great classical composers from the late 19 century to the present. They then compose and perform their own compositions.

(C) Mr. Rakowski

MUS 116b Inside the Piece: Chamber Music from the Player's Perspective

Continuation of MUS 116a

Applies theoretical knowledge to music-making through study and performance of chamber music in master class setting. Examines how performance practice, basic structural analysis, and historical context affect interpretation. Individual and ensemble preparation required.

(C) Ms. Eissenberg,

MUS 111b Private Instruction: Instrumentalists *Continuation of MUS 111a.*

Half-course credit. Placement auditions will be held at the start of the semester. Instrumentalists will take ten one-hour, private lessons per semester in the field of early music, jazz, or classical music while participating in a departmental ensemble on that instrument. Studio fees apply.

(C) Ms. Ray, Mr. Gordon, Mr. Stepner

MUS 112b Private Instruction: Voice

Continuation of MUS 112a

Half-course credit. Placement auditions will be held at the start of the semester. Ten one-hour, private lessons per semester. Fundamental skills of breathing, resonating, and relaxing will be taught along with repertory appropriate to the individual student. A ten-minute jury is required in second semester. Studio fees apply.

(C) Mr. Olesen

MUS 193a Instrumentation and Orchestration

Prerequisites: MUS 101a and b.

Technical projects in the art of writing for instruments and for groups of instruments, from chamber groups of various sizes to full orchestra. Score study of examples from 1770 to the present. Additional focus on notation and on rules for instrumental parts.

(C) Mr. Rakowski

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THEATER ARTS COURSES

The Theater Arts program is highly experiential and includes a set of advanced practica in every specialization: Acting, Dance & Movement, Directing, Design, Sound Design, and Stage Management. Two key prerequisite courses are 2A and 41A. This list highlights introductory courses

THA 2a Introduction to Theater: From the Page to the Stage

Corequisite: THA 41a.

An introduction to, and an investigation of, theater in its many aspects. Designed to acquaint the student with the theatrical elements of production and performance and to familiarize the student with the role of artist and audience. Contains a lab component designed to introduce the student to the practical aspects of theatrical production. The student will be placed on a production crew for the Brandeis Theater Company in the corequisite THA 41a.

(C) Ms. Chiu

THA 4a Acting I: The Vocal-Physical Connection

Prerequisite: THA 2a or permission of the instructor.

A beginning-level course incorporating theater games, improvisations, various movement techniques, relaxation, and vocal release work to open and expand the possibilities of vocal and physical expressiveness. The goal is to liberate the creative imagination, free the student to interact spontaneously with others, and develop relationships with the ensemble.

(C) Ms. Terry

THA 46a - Sound Design Practicum

Prerequisites: THA 2a and THA 41a.

A hands-on course providing exposure to and experience in the practical aspects of sound design. Under professional direction or supervision, students develop a working knowledge of sound design through either working as sound designers or as assistant sound designers on a production with the Brandeis Theater Company, or the Undergraduate Theater Collective, or as part of a preapproved project within or outside the university. Students will meet periodically with their advisers to report on their progress.

(C) Mr. Wilson

THA 41a Theater Practicum

Corequisite: THA 2a.

A hands-on production course, providing exposure to and experience in the practical aspects of theater production. Under professional direction, students develop a working knowledge of a specific theatrical area and learn how all areas come together in creating theater. Students work as crew members for the Brandeis Theater Company.

(C) Ms. Cleary and Staff

THA 101b Stage Management: Part II

A continuation of THA 101a.

An introduction to the field, treating the entire rehearsal and performance process and varying styles and levels of theatrical organization. Students stage-manage or assist on one department production.

(C) Ms. Cleary

THA 130a Suzuki

Prerequisite: THA 2a or permission of the instructor.

Developed by the Japanese theater artist Tadashi Suzuki, the Suzuki method of acting training develops physical strength, stamina, and agility while engaging the imagination and will of the actor. Through a series of walks, statues, and marches, students are taught to breathe and move from the core of their bodies. This training allows students to act from physical impulse, resulting in a deep and personal experience of language and the world of play.

(C) Mr. Hill

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COURSES IN THE HUMANITIES

ENG 60a Documentary Prose and Film

An introduction to documentary, covering major works of nonfiction prose and film. Focuses on the variety of documentary techniques in both media and controversies surrounding efforts to represent the real. In addition to studying influential films and works of nonfiction prose in the international documentary tradition, students will be asked to conclude the semester by documenting something on their own using techniques examined in the course.

(C) Ms. Irr

ENG 109b Directed Writing: Short Fiction

A workshop for motivated students with a serious interest in pursuing writing. Student stories will be copied and distributed before each class meeting. Students' stories, as well as exemplary published short stories, will provide the occasion for textual development.

(C) Ms. Nissen

ENG 119a Directed Writing: Fiction

An advanced fiction workshop for students primarily interested in the short story. Students are expected to compose and revise three stories, complete typed critiques of each other's work weekly, and discuss readings based on examples of various techniques.

(C) Ms. Nissen

ENG 119b Directed Writing: Poetry

For those who wish to improve as poets while broadening their knowledge of poetry, through a wide spectrum of readings. Students' poems will be discussed in a "workshop" format with emphasis on revision. Remaining time will cover assigned readings and issues of craft.

(C) Mr. Wright

HBRW 168b Proficiency-Based Instruction in Hebrew II

Prerequisite: Five semesters of Hebrew or permission of the instructor.

An advanced seminar that focuses on students' understanding of second languages, particularly the students of Hebrew, as well as understanding the foundations of curriculum development. The course is taught in Hebrew and in English and is a continuation of HBRW 168a. Students participate in teaching practicum through internship and learn how to apply their knowledge.

(IP) Ms. Ringvald

HISP 105a Spanish Conversation and Grammar

In addition to course readings and writing assignments, students work with a Spanish speaking member of the Waltham community in a weekly language exchange.

(CEL) Mr. Gravina

SOC 114b Utopian Communities

Explores historical and contemporary utopian ideals and the communities that have attempted to realize them, while encouraging imaginative thinking about future possibilities. Projects include changing an aspect of one's everyday life and writing about the effects, as well as designing a utopian community. Possible field trips to nearby communities.

(GI) Ms. Hewitt

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COURSES IN THE SCIENCES

COSI 2a Introduction to Computers

An introduction to the basic principles underlying computer hardware and software and to the implications of the wider use of computers in society. Topics will include hardware, software, Web page design, applet and servlet programming, the Internet, privacy and security issues, as well as a survey of current research directions, including artificial intelligence and parallel computing. Students will teach what they have learned through computer skills tutoring for local youth.

(CEL) Mr. Hickey

COSI 118a Computer-Supported Cooperation

Prerequisite: COSI 25a or the permission of the instructor.

Covers basic theory and concepts of computer-supported collaborative work and learning. Laboratory work enables the student to practice a set of basic techniques as they apply to the development of computer-mediated collaboration. The content and work of the course are specifically designed for an interdisciplinary class of students from computer science and the social sciences.

(SR) Mr. Alterman

BIOL 18a Sections 1-4 General Biology Laboratory

Prerequisites: CHEM 18a or 19a. BIOL 22b must be taken before or concurrently with this course.

Provides firsthand experience with a wide array of organisms and illustrates basic approaches to problem solving in cell biology.

(SR) Kosinski-Collins

BIOL 155a Project Lab in Genetics

This small, laboratory-based course provides a unique opportunity for students to pursue an independent research project. Each year we focus on a specific topic, such as bacterial genetics, epigenetic mechanisms of gene regulation, or microbial diversity, and design and carry out original experiments. Students learn basic molecular biology techniques, genetic and genomic analysis, and experimental design.

(SR) Ms. Lovett, Mr. Morris

PHYS 39a Advanced Physics Laboratory

Prerequisite: PHYS 20a.

Co-taught with graduate level course. Experiments in a range of topics in physics, possibly including selections from the following: wave optics, light scattering, Nuclear Magnetic Resonance, X-ray diffraction, scanning tunneling microscopy, numerical simulation and modeling, holography, electro-optics, phase transitions, rubber elasticity, laser tweezers, chaotic dynamics, and optical microscopy. Students work in depth on three or four experiments during the term.

(SR) Ms. Samadani

CHEM 59a Advanced Experimental Chemistry

Prerequisites: A satisfactory grade (C- or better) in CHEM 18b or equivalent; CHEM 141a, 142a or 143b (may be taken concurrently) or equivalent.

CHEM 59a and b form a two-semester sequence, either half of which may be taken independently. CHEM 59a introduces the student to a number of topics of current interest in physical chemistry and provides experimental verification of chemical principles in thermodynamics, kinetics, macromolecules, semiconductors, nanochemistry, photochemistry, and electrochemistry. The properties, reactions, and structure of compounds are understood by evaluating their physiochemical responses to changes in experimental conditions. The experiments use spectroscopy, chromatography, electrochemical and other instrumental methods employed in the modern chemical laboratory. The program includes the methodology of quantitative measurement, statistical data analysis, and report writing. Students conduct experiments of their own design at the end of the course.

(SR) Mr. Churchill

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COURSES IN THE SOCIAL SCIENCES

PSYC 52a Research Methods and Laboratory in Psychology

Prerequisites: PSYC 1a and 51a.

The laboratory/lecture offers supervised practice in experimental design, data analysis and interpretation, and formal presentation of experimental results.

(GI) Ms. Gutchess, Ms. Wolf

JOUR 15a Writing for Broadcast and the Internet

A hands-on workshop designed to teach basic broadcast news-writing skills, as well as techniques for gathering, producing, and delivering radio and television news. Stresses the importance of accuracy. Issues of objectivity, point of view, and freedom of the press are discussed.

(C) Ms. Melnicove

LING 140a Architecture of Conversation: Discourse and Pragmatics

Prerequisite: LING 100a or permission of the instructor.

"Take some more tea," the March Hare said to Alice. "I've had nothing yet," Alice replied: "so I can't take more." "You mean you can't take less," said the Hatter: "it's very easy to take more than nothing." (Lewis Carroll)

What's wrong with the Mad Hatter? Such questions will be raised (and answered!) in this course on language meaning in context. We'll be exploring how sentences are put together into texts and conversations, and how speakers and hearers cooperate (or fail to cooperate) in the process of communication. The course has two EL components: an independent research project, using real language data (text or conversations); and a class project in analyzing an English text to compare theory and practice of pragmatic analysis.

(GI) Ms. Malamud

LING 197a Language Acquisition and Development

The central problem of language acquisition is to explain what makes this formidable task possible. Theories of language acquisition are studied, and conclusions are based on recent research in the development of syntax, semantics, pragmatics, and phonology. The overall goal is to arrive at a coherent picture of the language learning process. The experiential component will involve observing children's language learning, while providing day care services. This is a Community-Engaged Learning course, in which we hope to collaborate with the community center at the Prospect Hill Terrace housing project .

(CEL) Ms. Malamud

ANTH 159a Museums and Public Memory

Explores the social and political organization of public memory, including museums, cultural villages, and memorial sites. Who has the right to determine the content and form of such institutions? Working with local community members, students will develop a collaborative exhibition project.

(CEL) Mr. Auslander

ANTH 182b Engaged Anthropology

Examine the historical, theoretical foundations and practical dimensions of socially-engaged and "applied" anthropology; structural relations between academic anthropology, international development and social activism; and ethics in "action anthropology." In a hands-on component, students in this course collectively partner with a community organization.

(CEL) Mr. Auslander

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Experiential Learning



Spring Courses 2009

HIST 171b Latino/a History

Examines the different Latino groups in the United States from the nineteenth century when westward expansion incorporated Mexican populations through the twentieth century waves of migration from Latin America. Explores the diversity of Latino experiences including identity, work, community, race, gender, and political activism. A CEL component includes working with a community organization serving Latinos in Waltham.
(CEL) Ms. Arrom

AMST 102a Women, the Environment, and Social Justice

This course focuses on the profound and unique roles that women have played in protecting and enhancing the natural environment and human health. We will explore a range of environmental and environmental health issues from the perspective of women, families and communities; and we will become involved first-hand with many of the topics studied through field trips and visiting speakers, discussions with the stakeholders, fieldwork, writing and reflection. This course also includes a significant "Community Engaged Learning" component. Students will become trained advocates for low income tenants in Waltham, meeting in teams with "clients" to hear concerns, advise on rights and provide assistance. In addition, student teams will plan and conduct other out-of-class environmental or environmental health activities with local community organizations.
(CEL) Ms. Goldin

ED 107a Teaching and Learning Reading in Elementary Schools

Examines theories and methods of teaching reading and language arts to children in elementary schools. Emphasizes competencies necessary for developmental reading. Explores strategies for literacy, including the interrelated aspects of writing and spelling. Requires a field experience of fifteen hours.
(FB) Ms. Moriarty and Staff

SOC 114b Utopian Communities

Explores historical and contemporary utopian ideals and the communities that have attempted to realize them, while encouraging imaginative thinking about future possibilities. Projects include changing an aspect of one's everyday life and writing about the effects, as well as designing a utopian community. Possible field trips to nearby communities.
(GI) Ms. Hewitt

SOC 193a Environment, Health, and Society

This course draws on sociological perspectives to examine two key questions: (1) How does social organization enter into the production of environmental health and illness? and (2) How do scientists, regulators, social movement activists, and people affected by illness seek to understand, regulate, and intervene in relationships between the environment and human health? Students will have an option of doing a CEL project.
(GI/FB) Ms. Shostak

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INTERNSHIP COURSES

BUS 89a - Work in the Global Business Environment: Internship and Seminar

Normally students arrange an internship placement prior to registration and the internship is concurrent with the seminar. Students wishing to fulfill the internship component during the summer must obtain approval from the instructor prior to the internship and then enroll in the following fall (or spring) semester. The course will meet every other week and a structured journal documenting the internship experience is required as a basis for seminar participation. The course encourages students to pool experiences and lessons drawn from various business environments and to analyze and discuss them in the context of related readings.

(IP) Mr. Suderow

ENVS 89a - Environmental Internship

The environmental studies internship provides the opportunity for students to experience firsthand actual environmental challenges in government, industry, public interest organizations, and scientific research institutions. Students tackle current environmental issues alongside professionals in the environmental field, experiencing the real-life context and application of their course work. Weekly discussion groups and assignments provide perspective and a substantive basis for the internship experience, and students present their work at the semi-annual Environmental Internship Symposium. Internship placements are individually tailored to support each student's academic goals and experience.

(IP) Ms. Goldin

LGLS 89a - Law and Society Internship and Seminar

Prerequisites: LGLS 10a and one other LGLS course or permission of the instructor.

A biweekly class, a supervised law-related internship in a public agency or nonprofit organization, and a related research paper. Examples of internship activities include investigating discrimination cases, negotiating between consumers and small business, and attending criminal and family courts. Internships must be arranged through the program administrator.

(IP) Ms. Stimell

SOC 89a - Internships for Community Action and Social Change

In this weekly three-hour seminar, students learn to become social change agents through eight-hour per week internships in community organizations, course readings, and class discussions. The course considers social change at the biographical, relational, organizational, community, society, and global levels.

(IP) Mr. Shields

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