

A graduate program

The Hornstein Program in Jewish Communal Service

Course of Study:
Master of Arts
Certificate Program (Post-Doc)

Objectives

The graduate programs leading to the Master of Arts degree in Jewish communal service integrate Jewish studies and professional education through courses, supervised internships, and cocurricular activities. The programs prepare students for leadership positions in a variety of settings, including federations, synagogues, community centers, Hillel foundations, schools, and other communal organizations.

There are four program options: a two-year program leading to the M.A. in Jewish communal service; a three-year joint degree program leading to the M.A. in Jewish communal service and the M.A. in Near Eastern and Judaic Studies (NEJS) (recommended for students interested in Jewish education); a 27-month (spans three summers) dual degree program with The Heller School for Social Policy and Management leading to the M.A. in Jewish communal service and the M.B.A. (human services); and a special one-year M.A. degree program that is available to students with graduate degrees in social work, Jewish studies, or a related field.

How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, as specified in an earlier section of this *Bulletin*, apply to candidates for admission to the Hornstein Program in Jewish Communal Service. In addition, applicants are expected to submit results of the Graduate Record Examination, a statement that describes the applicant's Jewish background and future professional plans and a sample of written material. Applicants are expected to arrange for a personal interview.

Faculty

Susan Shevitz, Director

Jewish education. Organizational behavior, planning, and leadership.

Sharon Feiman-Nemser

Jewish education. Teacher education.

Jon Levisohn

Philosophy of education.

Bernard Mehlman

Jewish traditional sources. Applied Judaica.

David Mersky

Philanthropy and fundraising.

Joseph Reimer

Jewish life cycle and identity. Jewish education.

Marlene Schultz

Fieldwork. Group work.

Carl Sheingold

American Jewish community and philanthropy. Organizational change.

Lawrence Sternberg

Jewish advocacy and community relations.

See the Department of Near Eastern and Judaic Studies and the catalog for The Heller School for Social Policy and Management for related faculty and course offerings.

Requirements for the Degree of Master of Arts

Course of Study

Students are expected to complete a minimum of 16 courses, at least 12 of which are Hornstein courses, in the following areas: professional studies, contemporary Jewish studies, and classical Jewish studies. Students may take courses at other Boston-area graduate schools (Boston University, Boston College, Tufts University, and The Heller School for Social Policy and Management). Students may concentrate in Jewish education or specialize in advocacy or fundraising and philanthropy. For the one-year M.A. program, students are required to successfully complete a minimum of eight courses as well as a fieldwork experience. In conjunction with a faculty advisor, course work is individually designed to meet the student's needs.

Supervised Internships

Students are required to successfully complete two supervised internships in Boston-area Jewish educational or communal service organizations. In the first year, fieldwork is 15 hours a week; in the second year, 20 hours. This schedule requires students to be in residence through the middle of May and to plan for a shorter winter intersession than indicated in the University's Academic Calendar.

Joseph and Esther Foster Seminar in Israel on Contemporary Jewish Life

This four-week program, held during May and June after a student's first year, is a combination of classes and field visits designed to provide an in-depth understanding of Israel and its relationship with diaspora communities. It is sponsored in cooperation with the Jewish Community Centers (JCC) Association of Israel. Costs are partially subsidized by scholarships provided by the Joseph and Esther Foster Fund, the Kraft Israel Initiative, and the Jewish Agency.

Summer Study in Israel Program (SSIP)

Required of Jewish education majors and open to other students. SSIP takes place at the conclusion of the Foster Seminar. This program, heavily subsidized by the Kraft Israel Initiative, affords students the opportunity of additional study in Judaica and Hebrew language in Israel.

Substantive Paper

In the second year students are required to submit a major substantive paper growing out of some aspect of their fieldwork experience. The paper analyzes a practical issue in Jewish communal service or education in light of the student's own experience and the relevant literature.

Residence Requirement

The residence requirement is two years of full-time study or the equivalent thereof in part-time study.

Language Requirement

All students are expected to know the Hebrew alphabet prior to beginning their studies. Fluency in Hebrew at a level comparable to two years of college training is required for graduation. Students not meeting this requirement upon entrance are required to enroll in courses in Hebrew language in their first year and, if necessary, during the summer after the first year. A preparatory program in the summer before enrollment is available through the Brandeis Hebrew Program and is highly recommended.

Cocurricular Requirements**Seminar on Contemporary Jewish Issues**

During the fall term this seminar meets once each week with guest speakers on a range of subjects on the contemporary Jewish agenda. Required of all first-year students.

Tisch and Brin Seminars

Students participate in special seminars focusing on professional skill development.

Betty Starr Colloquium

First-year students spend three days in New York City visiting the national offices of major Jewish organizations to explore aspects of the communal agenda with agency executives.

Milender Seminar in Jewish Communal Leadership

First- and second-year students participate in a three-day seminar on campus on Jewish communal leadership with an outstanding professional leader of the Jewish communal world.

Modules on International Jewish Communities

A series of modules that focus on intercultural work and the realities of other Diaspora communities.

Three-Year Joint Master's Program: Hornstein/NEJS**Program of Study**

This degree is for students accepted into the Hornstein Program who seek a more intensive level of Judaic studies than is normally available in the two-year curriculum. It is recommended for students interested in Jewish education. Students who enroll in the three-year program devote most of their first year to Judaic studies and must take at least one additional NEJS course in each of their remaining two years. These must be regular graduate (100- or 200-level) NEJS courses and HBRW courses, not courses primarily geared for Jewish communal service students, and only one of the courses may deal primarily with the contemporary period. NEJS and HBRW course selections must be approved by the NEJS faculty member overseeing this program.

In their first year, students complete six NEJS courses and one JCS course. In their second year, students complete one NEJS course and seven JCS courses and in the summer complete the Israel Seminar (JCS 350a, Foster Seminar in Israel on Contemporary Jewish Life), and individualized supplemental Judaica study in Israel (SSIP). In their third year, students complete one NEJS course (that may be a reading course to prepare for the comprehensive exam) and six JCS courses.

Admission

Applicants must submit a single application in duplicate to the Hornstein/NEJS joint master's degree program.

Residence Requirement

The residence requirement is two years of full-time study; in the third year the student has post-resident status.

Language Requirement

All candidates are required to demonstrate proficiency in biblical or modern Hebrew.

Advising

Students are assigned advisors from the Near Eastern and Judaic Studies department and from the Hornstein Program. Students must meet with their advisor(s) regularly, and before enrolling in courses, to ensure appropriate course coherency.

Twenty-Seven-Month Dual Master's Program: Hornstein/Heller

This program prepares professional leaders who combine a high level of management skills with broad knowledge of the contemporary Jewish world. The program blends The Heller School's management curriculum with the Hornstein Program's integrated approach to Jewish communal work. Graduates of the dual degree program receive two master's degrees: a Master of Arts in Jewish communal service from the Hornstein Program and the M.B.A. (human services) from The Heller School for Social Policy and Management. The dual degree program spans a 27-month period beginning in June.

Admission

Students applying to this program must demonstrate professional and academic capability and the capacity for sustaining an intensive program of study. Applicants must submit a single application in duplicate to the Graduate School of Arts and Sciences.

Program of Study

There are 27 required courses, 15 at Heller and 12 at Hornstein, including one in Israel. In addition students are required to successfully complete two supervised fieldwork experiences in Boston-area Jewish organizations and a team consulting project for a local nonprofit agency.

Residence Requirement

Spans a 27-month period starting in June.

Language Requirement

Candidates are expected to establish competence in Hebrew, as described above.

One-Year Certificate Program in Jewish Education

A one-year certificate program is offered to NEJS Ph.D. students who have completed their residence requirement and at least one comprehensive examination

Courses of Instruction

(200 and above) Primarily for Graduate Students

JCS 202b Jewish Identity and Learning Through the Life Cycle

Jews in North America develop their identities through every stage of the life cycle. For some this involves Jewish learning at varied times in their lives. Focuses on the development of Jewish identity through the lens of the life cycle and examines how Jewish learning changes from stage to stage. Usually offered every second year. Will be offered in the fall of 2003.

Mr. Reimer

JCS 206b Informal Education in Jewish Settings

Theory and skills of informal education as these would be applied in different types of programs and organizations in the Jewish community. Usually offered every second year. Last offered in the spring of 2003.

Mr. Reimer

JCS 213b Basic Jewish Literacy

Designed to familiarize students with some of the basic terms, concepts, and texts of traditional Judaism. Aims to give a deeper understanding of Judaism that would allow students greater effectiveness in dealing with a religiously diverse Jewish community. Usually offered every year. Last offered in the fall of 2002.

Mr. Mehlman

JCS 215a The Developing Learner in a Jewish Educational Setting

Focuses on the developing child, adolescent, and adult who come to learn about themselves and their world in a Jewish context. The main themes of the course are: developing a Jewish identity, gaining cognitive mastery of Jewish tradition, and balancing attachments to family, community, and society. Usually offered every second year. Last offered in the fall of 2002.

Mr. Reimer

JCS 216a Philosophy of Jewish Education

What should Jewish education be? What are its legitimate goals? What are the competing visions of an educated Jew, and how do these influence educational practice? How is Jewish education similar to and different from other kinds of religious education? Addresses these and other questions from a philosophical perspective, through the close reading and analysis of theoretical texts. Usually offered every second year. Will be offered in the fall of 2003.

Mr. Levinson

JCS 217b Issues in Contemporary Israel

Explores the rise of the Zionist movement in the 19th and 20th centuries, the early history of the State of Israel, and issues such as religion, ethnicity, women, and Arab-Jewish relations in contemporary Israeli culture. Usually offered every year. Last offered in the spring of 2003.

Staff

JCS 218b The Cycle of the Jewish Year: Text Studies

The Jewish calendar is almost totally mandated by the Hebrew Bible, yet the Sages gave shape and substance to the holiday celebrations. Focuses on the scriptural texts, taken from the Torah, the Prophets, and the Hagiographa, which the Sages assigned for reading on holidays and assess what the Sages wanted to communicate—historically, theologically, and spiritually. Uncovers the rabbinic agenda which has shaped the practice of Judaism. Usually offered every second year. Last offered in the spring of 2002.

Mr. Mehlman

JCS 222b Teaching Jewish Texts

Examines a variety of ways that Jewish educators and communal professionals teach and present Jewish texts to different audiences. Usually offered every second year. Last offered in the spring of 2002.

Staff

JCS 228b Jewish Communal Institutions in Transition: New Paradigms and New Structures

The environment of Jewish life is very different today than it was in times past. All Jewish institutions must respond to this fact. Explores this as a reflection of deeper and general paradigm shifts taking place in the relationship of individual Jews to the Jewish community. Explores the similarities and difference in the experiences, challenges, and responses in different sectors of the community — e.g. federation, center, synagogue, schools, etc. Reflects on some of the best thinking on organizational change as it relates to the specific dynamics of change in Jewish communal institutions. Also explores, in concrete terms, the implications for the roles and skills of Jewish professional working during a most interesting and challenging time in Jewish life. Usually offered every year. Will be offered in the spring of 2004.

Mr. Sheingold

JCS 229a The Structure and Agendas of the American Jewish Community

Examines the structure and function of the organized Jewish community, with special attention to key issues such as leadership, decision making, organizational culture, and the relations among the many elements of the community. Primary focus is on the American Jewish community with some attention to Israel/overseas organizations and other diaspora communities. Usually offered every year. Last offered in the fall of 2002.

Staff

JCS 234b Curriculum Theory and Development

Developing effective programs and courses requires an understanding of participants, concepts, contexts, and processes. Students gain an understanding of how programs and curricula are developed for formal and informal Jewish educational settings. Family education programming is used as the focus of the course. Usually offered every second year. Last offered in the fall of 2000.

Ms. Elkin

JCS 235a The Culture of Jewish Educational Settings

Open to undergraduate juniors and seniors with permission and signature of instructor. As there is a field component, students should consult the instructor prior to enrolling.

Provides models for understanding the culture of the fieldwork agency and the community in which it functions in order to understand the change process in formal and informal Jewish educational settings. Theoretical literature is applied to a series of cases that focus on educational change and leadership. Usually offered every second year. Last offered in the fall of 2002.

Ms. Shevitz

JCS 236a Teaching and Learning in Jewish Classrooms

Open to undergraduate juniors and seniors with permission and signature of instructor. As there is a field component, students should consult the instructor prior to enrolling.

Explores the intellectual, moral, and practical requirements of good teaching in Jewish classrooms. Through reading and writing, observations and investigations in the field, and practical experiments, students will develop skills to study and improve their teaching. Usually offered every year. Will be offered in the fall of 2003.

Ms. Feiman-Nemser

JCS 237b Organizational Theory and Behavior

Organizations, even when carefully designed to be effective and benign environments, have characteristics that sometimes confound and frustrate the most dedicated professional. This course examines major theories of organization, with special attention to the implications they hold for understanding and managing what goes on. By applying different analytic frameworks to real and simulated organizational dilemmas, students will gain perspectives and skills to help them productively work in communal institutions. Usually offered every year. Last offered in the spring of 2003.

Ms. Shevitz

JCS 239b History and Philosophy of Jewish Philanthropy and Fundraising

Utilizing classical texts to illuminate the history and values of *tzedakah*, this course explores different presentation techniques employed in the contemporary Jewish communal setting. Students learn how to bring enduring Jewish values to bear upon the different tasks involved in the process of fundraising and development in Jewish organizational life. Usually offered every second year. Last offered in the spring of 2003.

Mr. Mersky

JCS 240a Jewish Advocacy: History, Issues, and Trends

Using case studies, this course examines the Jewish community relations organizations in North America, their early development, changing agendas, and styles of operation. The major focus is on the current issues facing the American Jewish community and the strategies to address them. Usually offered every second year. Will be offered in the fall of 2003.

Mr. Sternberg

JCS 241a Skills and Techniques in Jewish Philanthropy and Fundraising

Provides a conceptual framework and develops a community organizational approach to organizing and implementing fundraising campaigns for Jewish communal organizations. Usually offered every fall. Will be offered in the fall of 2003.

Mr. Mersky

JCS 242a Applied Skills in Jewish Advocacy

This course uses case studies as a method of understanding the underlying concepts of advocacy and exploring and utilizing essential skills in the practice of advocacy. Skills developed include coalition building, the skill of politics (affecting public policy and influencing decision-makers), the skill of organization (mobilizing the Jewish community and the general community), and the skills of leadership. Usually offered every second year. Last offered in the fall of 2002.

Mr. Sternberg

JCS 243b Financial Resource Development for the Nonprofit Agency

Prerequisite: JCS 241a.

Explores the strategic approach to funding the nonprofit agency in the Jewish community with an emphasis on major gifts management. Students learn the process of planning, developing, and soliciting leadership support through readings, lectures, guest speakers, simulations, and role plays. Usually offered every second year. Last offered in the spring of 2002.

Mr. Mersky

JCS 248a Seminar in Professional Skill Development

Required of all first-year students.

Provides students with the opportunity to develop, examine, and integrate their individual professional styles and skills as they relate to an internship in a communal agency setting. The goal is to help students understand the range of skills needed to work within our increasingly diverse Jewish community. Usually offered every year. Will be offered in the fall of 2003.

Ms. Schultz

JCS 250d Seminar in Planning and Leadership

During the first semester a series of case studies to explore the processes of planning and the skills of community organization, politics, and planning at the organizational and communal levels is used. Students apply their knowledge of various communal organizations to revisit and reassess previous efforts as well as to envision and create new initiatives. Particular emphasis is given to the roles played and skills needed by professionals in the complex process of change. The second semester focuses on images of, requisite skills for, and diverse models of leadership, all of which provide paradigms for professional practice in the Jewish community. Usually offered every year.

Messrs. Sheingold and Sternberg

JCS 287a Methods in Jewish Community Research

Designed to help students understand the uses and limitations of social research in the Jewish community. Research examples from Jewish communal settings are used to learn the concepts, vocabulary, and methods of a variety of approaches—including demographic studies, needs assessments, market research, and program evaluation. Usually offered every second year. Last offered in the spring of 2003.

Staff

JCS 287b Management Modules for Jewish Communal Professionals

Provides an introduction to fundamental management skills, including managerial communication and supervision, budgeting, marketing, conflict resolution, and peer consultation in the context of Jewish communal service. Emphasis on theory, fundamental concepts, vocabulary, and practice in the application of the skills in Jewish communal work settings. Classes and assignments involve case analysis, skill practice, and application exercises as well as background reading. Usually offered every third year. Last offered in the fall of 2000.

Staff

JCS 301b Readings in Jewish Education

Ms. Feinman-Nemser

JCS 305a Readings in Child Development

Mr. Reimer

JCS 306a Readings in Informal Jewish Education

Mr. Reimer

JCS 350a Foster Seminar in Israel on Contemporary Jewish Life

An intensive examination of contemporary issues in Israel society and its relationship with Diaspora communities. Offered every year from mid-May through mid-June in Israel in cooperation with the Jewish Community Centers Association.

Staff

Required Seminars and Practica

Perspectives on Israel

Required of all first-year students who will be participating in the Foster Seminar on Contemporary Jewish Life. Not for credit.

Meets biweekly in the second semester.

Sets up a framework for exploring the dynamics of an effective learning group and examines the Israel-Diaspora relationship in relation to selected contemporary issues and to students' personal and professional commitments. Usually offered every year.

Staff

First-Years' Fieldwork Discussion

Required of all first-year students. Not for credit.

Sessions focus on fieldwork issues allowing for an exchange of ideas, where information is shared and mutual problems are discussed. These discussions offer an opportunity to learn how other agencies operate and how they approach common challenging problems.

Ms. Schultz

Affiliated Institutes

The Hornstein Program has affiliated institutes that promote research and continuing professional education in the field of Jewish communal service and Jewish education. Students have access to specific projects and professionals associated with:

Fisher-Bernstein Institute for Leadership Development in Jewish Philanthropy:

Works to strengthen the lay-professional partnership in North American Jewish organizations through research, education, and advocacy.

Mr. Sheingold

Genesis: A summer program for high school students empowering teens to relate their secular interests to Judaism by integrating their studies of the arts and humanities with social and political action. It provides a laboratory for work in informal Jewish education. For more information, please see www.brandeis.edu/genesis.
Mr. Solmsen

Institute for Informal Jewish Education: Dedicated to keeping Jewish youth involved with the North American Jewish community by strengthening the field of informal Jewish education through professional education, innovative programming, research, and advocacy.
Mr. Reimer

Nathan Perlmutter Institute for Jewish Advocacy: Serves as a resource for educating professionals in the field of Jewish advocacy through courses, continuing education and research.
Mr. Sternberg

Cross-Listed Courses

NEJS 163b
(formerly NEJS 138b)
Teaching American Jewish History

An interdepartmental program

Journalism

Courses of Study:
Minor

Objectives

The Journalism Program examines the place of the media in the American experience. The program offers students a unique, liberal-arts approach to the study of journalism. A diverse faculty of scholars and journalism professionals teach students about the role of the media in domestic and international affairs and train students in the skills necessary for the accomplished practice of journalism. In class and in professional environments, students wrestle with the challenges and responsibilities of communicating the essence of world events, domestic and human issues, in print and broadcast journalism.

The program is part of the University's larger effort to train students to be critical thinkers and forceful writers. While there are a few courses that teach specific journalistic skills, the Journalism Program is not a nuts-and-bolts communication program; rather it features a strong liberal arts curriculum that grounds students in an academic subject area and gives them the tools to translate and transmit knowledge to a general audience.

In the core courses and electives, students study the history and organization of media institutions; examine the ethical responsibilities of media practitioners; analyze the relationships among the media and other American social, political, and corporate institutions; and learn the reporting, writing, and editing skills needed by the print and broadcast media.

While some of our graduates advance directly to graduate programs in journalism and communications, and others take jobs in journalistic venues including public relations and advertising, many go on to other vocational areas where the skills and learning impacted by the program are found to be highly valuable.

How to Become a Minor

This minor is open to all Brandeis undergraduates, subject to limitations on appropriate class size. Students who complete the requirements of the program receive journalism certificates and notations on their transcripts.

Committee

Michael Socolow, Chair
(American Studies)

Jeffrey Abramson
(Politics)

John Burt
(English and American Literature)

Jacob Cohen
(American Studies)

Thomas Doherty
(American Studies)

Gordon Fellman
(Sociology)

Andrew Hahn
(The Heller School)

Caren Irr
(English and American Literature)

Martin Levin
(Politics)

Richard Parmentier
(Anthropology)

Peter Petri
(Brandeis International Business School)

Stephen Whitfield
(American Studies)

Requirements for the Minor

Students are expected to complete a minimum of six courses from the following options:

A. Students will be required to take (at least) two out of the following three core courses: AMST 15a (Writing for the Media), AMST 137b (Journalism in Modern America), and JOUR 120a (The Culture of Journalism).

B. Students will be required to complete one of the three following options: Internship (students serve in a pre-approved outside internship along with JOUR 92a [Contemporary Media: Internship and Analysis]); Senior Writing Project (students write a one-semester long paper as an independent study in the Journalism Program—JOUR 98a or b); or Honors Thesis (students write an honors thesis in their major that is on a topic relating to the media).

C. Students will be required to take three electives from the following five special areas of study, no more than two in any one department: Contemporary Affairs and the Media; Analytical and Research Methods; History, Principles, and Practice; Communications Theory; or Politics, Law, and Ethics. Students are strongly encouraged to choose their electives from different groups. Not every course will be offered every year.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

AMST 15a Writing for the Media

[ss]

Core course for Journalism Program.

Signature of the instructor required.

A hands-on workshop designed to teach basic broadcast newswriting 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. Writing assignments will be written on deadline.

Usually offered every year.

Staff

JOUR 92a Contemporary Media: Internship and Analysis

Prerequisite: AMST 15a, 137b, or 138b.

Signature of the instructor required.

This course brings together students who are independently engaged in various media internships and provides an opportunity for them to exchange their experiences with other students and to discuss and analyze related readings. Students who choose to satisfy the journalism minor's internship option must take this course. Usually offered every semester.

Staff

JOUR 98a Independent Study

Signature of the instructor required.

Usually offered every year.

Staff

JOUR 98b Independent Study

Signature of the instructor required.

Usually offered every year.

Staff

(100-199) For Both Undergraduate and Graduate Students

JOUR 103b Advertising and the Media

[ss]

This course introduces the advertising industry and its influence on various forms of the media. It examines the creative process in advertising, the use of advertising as propaganda, and the blurring of the line between advertising and editorial media. Usually offered every second year.

Will be offered in the fall of 2003.

Mr. Socolow

JOUR 104a Political Packaging in America

[ss]

Signature of the instructor required.

Examines the history of political marketing, image-making in presidential campaigns, the relationship between news and ads, and the growth of public-policy advertising by special-interest groups to influence legislation. Usually offered every third year. Last offered in the spring of 2003.

Staff

JOUR 107b The Media and Public Policy

[ss]

Signature of the instructor required.

This course examines the intersection of the media and politics, the ways in which each influences the other, and the consequences of that intersection for a democracy. Through analytic texts, handouts, and contemporaneous newspaper and magazine articles, this course will explore the relationship between policy decisions and public discourse. Usually offered every second year. Last offered in the fall of 2001.

Ms. McNamara

JOUR 110b Ethics in Journalism

[ss]

Enrollment limited to 20.

Should reporters ever misrepresent themselves? Are there pictures newspapers should not publish? Is it ever acceptable to break the law in pursuit of a story? Examines the media's ethics during an age dominated by scandal and sensationalism.

Usually offered every year. Last offered in the spring of 2002.

Ms. McNamara

JOUR 112b Literary Journalism: The Art of Feature Writing

[ss]

Signature of the instructor required.

Introduces students to signal works of literary journalism. Helps develop the students' own voices by honing and improving students' own work and by critiquing the work of professionals and colleagues. Usually offered every second year. Last offered in the spring of 2003.

Staff

JOUR 120a The Culture of Journalism

[ss]

Examines the social, cultural, political, and economic influences on the practice and profession of journalism. Provides the background and concepts for a critical analysis of American journalism. Usually offered every year. Will be offered in the fall of 2003.

Mr. Socolow

JOUR 125b Journalism of Crisis

[ss]

Analyzes the practice of journalism during times of crisis. Topics include the process of news gathering in a breaking news environment, the framing of news as it occurs, and the often conflicting agendas of the journalist and the actor involved in a crisis. Usually offered every year. Last offered in the spring of 2002.

Mr. Socolow

Elective Courses

The following courses are approved for the program. Not all given in any one year. Please consult the *Course Schedule* each semester.

Contemporary Affairs and the Media

AAAS 117a

Communications and Social Change in Developing Nations

AMST 132b

International Affairs and the American Media

AMST 134b

The New Media in America

AMST 139b

Reporting on Gender, Race, and Culture

AMST 143a

War and the American Imagination

JOUR 103b

Advertising and the Media

POL 102b

A Political Experience

Analytical and Research Methods**AMST 191b**

Environmental Research Workshop

SOC 181a

Quantitative Methods of Social Inquiry

History, Principles, and Practice**AMST 130b**

Television and American Culture

AMST 131b

News on Screen

AMST 135b

The History and Principles of Photojournalism

AMST 196d

Film Workshop: Recording America

ENG 9a

Advanced Writing Seminar

ENG 17a

The Alternative Press in the United States: 1910-2000

JOUR 112b

Literary Journalism: The Art of Feature Writing

Communication Theory**ANTH 26a**

Communication and Media

Politics, Law, and Ethics**JOUR 104a**

Political Packaging in America

JOUR 107b

The Media and Public Policy

LGLS 137a

Libel and Defamation, Privacy and Publicity

POL 110a

Media Politics and Society

POL 115a

Constitutional Law

POL 116b

Civil Liberties in America

 Additional courses at Wellesley College may be taken through cross registration.
Latin

See Classical Studies.