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2006-07

Brandeis University  
Bulletin

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Course Offerings

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2006-07

Brandeis University  
Waltham, Massachusetts

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Programs, requirements, fees, and other information are set forth herein as they exist at the date of this publication. Brandeis University reserves the right to make changes without notice.

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# Brandeis University

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Brandeis University is a private, coeducational, nonsectarian institution of higher learning and research. Located in Waltham, Massachusetts, it has 3,200 students drawn from 50 states and 101 countries, and its faculty of 333 includes nationally and internationally recognized teachers, scholars, and researchers.

Founded in 1948 by the American Jewish community, Brandeis brings to American higher education a unique cultural perspective reflecting Jewish traditions of scholarship and community service and the commitment to social justice personified by Louis Dembitz Brandeis, the distinguished Supreme Court justice for whom the University is named. While Brandeis maintains a special relationship with the Jewish community, it is not affiliated with any religious organization, it offers no theological instruction, and it welcomes students and faculty of all backgrounds and beliefs.

Through a comprehensive curriculum and cocurricular activities, Brandeis presents students with a diverse array of issues and approaches to learning. The academic focus throughout is on the liberal arts and sciences and no professional training is conducted at the undergraduate level. Undergraduate courses are offered, however, in legal studies, education, business, premedical studies, journalism, and other areas that help prepare students for later professional training. At the graduate level, Brandeis University offers professional programs in social policy and management, international business, and Jewish communal service.

Brandeis is a member of the Association of American Universities, which represents the leading research institutions in North America, and is accredited by the New England Association of Schools and Colleges. The research interests of the faculty span a wide range of disciplines in the sciences, social sciences, humanities, and creative arts.

The University's principal components are the undergraduate College of Arts and Sciences, the Graduate School of Arts and Sciences, The Heller School for Social Policy and Management, the Lown School of Near Eastern and Judaic Studies, the Brandeis International Business School, and the Rabb School of Continuing Studies.

The College of Arts and Sciences is the core of the University. With an enrollment of approximately 3,200, it combines the intimacy of a small college with the breadth and depth of a major research institution. The curriculum is designed for maximum flexibility, choice, and interconnectedness. At its heart are programs that emphasize interdisciplinary and integrative perspectives: University Seminars in Humanistic Inquiries and non-Western and comparative studies. Other curricular components include courses that hone writing, quantitative reasoning, and foreign language skills. In addition, students select courses from 24 departments and 24 interdepartmental programs. They choose from among 41 majors and 46 minors and may also elect an independent interdisciplinary major.

The Graduate School of Arts and Sciences, established in 1953, offers master's and doctoral programs in 25 fields and postbaccalaureate programs in computer science, studio art, and premedical studies, as well as a diploma in Jewish studies. Current enrollment is about 800. Graduate study offers students in-depth, broad-based scholarly exposure while providing professional training in their chosen fields.

Founded in 1959, The Heller School for Social Policy and Management enrolls approximately 400 students. The School offers a Ph.D. in social policy and a master of business administration with concentrations in health policy and services; policies and services for children, youth, and families; sustainable development; and general human services. The School also offers a master of arts in sustainable international development, as well as a master of science in international health policy and management. Graduates of the Ph.D. program pursue careers in teaching, research, and high-level administration. Graduates of the M.B.A. program hold a variety of managerial positions in public, private, and nonprofit organizations with a social mission. Graduates of the programs in sustainable development hold positions in international agencies and local development organizations throughout the world. Faculty research focuses on major public policy issues surrounding the areas of children, youth, families, health, mental health, substance abuse, disabilities, aging, and inequalities.

The Lown School, one of the most comprehensive centers for Judaic studies outside Israel, reflects Brandeis's special commitment to scholarship that illuminates issues of concern to the Jewish community,

to scholars in religion, and to students of the ancient and modern Near East. It houses the Department of Near Eastern and Judaic Studies, the Maurice and Marilyn Cohen Center for Modern Jewish Studies, The Tauber Institute for the Study of European Jewry, The Jacob and Libby Goodman Institute for the Study of Zionism, the Bernard G. and Rhoda G. Sarnat Center for the Study of Anti-Jewishness, and the Benjamin S. Hornstein Program in Jewish Communal Service. The National Center for Jewish Film and the American Jewish Historical Society are affiliated with the Lown School.

The Brandeis International Business School (IBS) is the newest graduate school at the University, established in 1994. Formerly known as the Graduate School of International Economics and Finance, the School has expanded its mission to encompass all aspects of international business and economic interdependence. Its degree programs meet the growing need for international vision and expertise in the global economy by integrating skills, perspectives, and experiences in international business, economics, and finance. Several of the School's programs are offered in collaboration with the Department of Economics. The School's research addresses various dimensions of interdependence, including currency markets, asset prices, patents and technology flows, international strategic alliances, trade policy, central banking, international branding and marketing, and multicultural communication. Major research units address global finance and the Asia-Pacific economy.

The Rabb School of Continuing Studies extends the traditional excellence of a Brandeis education to the greater community with opportunities for professional development and lifelong learning. Including over 3,100 annual enrollments each year across all three divisions, college and adult students participate in its credit and noncredit undergraduate and graduate programs. These are offered by the Division of Graduate Professional Studies (part-time evening graduate study), the Division of the Brandeis University Summer School, and the Osher Lifelong Learning Institute at Brandeis.



In addition to the schools of the University, Brandeis has over thirty research institutes and centers that help define the unique identity of the University and make essential contributions to its academic life. Some of these are embedded within the schools. For example, the Schneider Institute for Health Policy; the Institute for Child, Youth, and Family Policy; the Institute on Assets and Social Policy; and the Center for International Development are all within The Heller School, while the Rosenstiel Basic Medical Sciences Research Center and the Benjamin and Mae Volen National Center for Complex Systems are within Arts and Sciences. Other

centers, such as the Mandel Center for Studies in Jewish Education; the International Center for Ethics, Justice and Public Life; the Women's Studies Research Center; the Maurice and Marilyn Cohen Center for Modern Jewish Studies; and the Crown Center for Middle East Studies, report to the provost and contribute to the mission of the University at large, rather than to a particular school.

Recreational facilities include the Shapiro Campus Center, Usdan Student Center, the Sherman Student Center, and the Gosman Sports and Convocation Center, one of the largest of its kind in the region. The

University has an active intramural and club program and fields intercollegiate teams in 10 men's and 10 women's sports. Brandeis is one of eight NCAA Division III schools that compete in the University Athletic Association.

Section 2B of Chapter 151C of the Massachusetts General Laws provides that: "Any student [...] who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be [so] excused...and shall be provided with an opportunity to make up such examination, study, or work requirement which he may



have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged...for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section."

Brandeis University does not discriminate on the basis of race, color, age, genetic information, religion, national origin, sex, sexual orientation, disability, or status as a veteran in its programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Associate Vice President of Human Resources/Employee Relations, Gryzmish 106, 781-736-3015.

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### Mission Statement

Brandeis University is a community of scholars and students united by their commitment to the pursuit of knowledge and its transmission from generation to generation. As a research university, Brandeis is dedicated to the advancement of the humanities, arts, and social, natural, and physical sciences. As a liberal arts college, Brandeis affirms the importance of a broad and critical education in enriching the lives of students and preparing them for full participation in a changing society, capable of promoting their own welfare, yet remaining deeply concerned about the welfare of others.

In a world of challenging social and technological transformation, Brandeis remains a center of open inquiry and teaching, cherishing its independence from any doctrine or government. It strives to reflect the heterogeneity of the United States and of the world community whose ideas and concerns it shares. In the belief that the most important learning derives from the personal encounter and joint work of teacher and student, Brandeis encourages undergraduates and postgraduates to participate with distinguished faculty in research, scholarship, and artistic activities.

Brandeis was founded in 1948 as a nonsectarian university under the sponsorship of the American Jewish community to embody its highest ethical and cultural values and to express its gratitude to the United States through the traditional Jewish commitment to education. By being a nonsectarian university that welcomes students, teachers, and staff of every nationality, religion, and political orientation, Brandeis renews the American heritage of cultural diversity, equal access to opportunity, and freedom of expression.

The University that carries the name of the justice who stood for the rights of individuals must be distinguished by academic excellence, by truth pursued wherever it may lead, and by awareness of the power and responsibilities that come with knowledge.

As adopted at the meeting of the Board of Trustees, December 6, 1984.

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### Accreditation Statement

Brandeis University is accredited by the New England Association of Schools and Colleges, Inc., a nongovernmental, nationally recognized organization whose affiliated institutions range from elementary schools to collegiate institutions offering postgraduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of the institutional quality periodically applied through a peer group review process. An accredited school or college is one that has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity also is addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered or the competence of individual graduates. Rather, it makes opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the Office of the Provost and Senior Vice President for Academic Affairs, Brandeis University, Mailstop 134, P.O. Box 549110, Waltham, Massachusetts 02454-9110. Individuals may also contact the association:

Commission on Institutions of Higher Learning  
New England Association of Schools and Colleges, Inc.  
209 Burlington Road  
Bedford, Massachusetts 01730-1433  
781-271-0022  
781-271-0950 Fax

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### Diversity Statement

Established in 1948 as a model of ethnic and religious pluralism, Brandeis University:

- considers social justice central to its mission as a nonsectarian university founded by members of the American Jewish community;
- aims to engage members of our community as active citizens in a multicultural world;
- seeks to build an academic community whose members have diverse cultures, backgrounds, and life experiences;
- believes that diverse backgrounds and ideas are crucial to academic excellence;
- recognizes the need to analyze and address the ways in which social, cultural, and economic inequalities affect power and privilege in the larger society and at Brandeis itself;
- honors freedom of expression and civility of discourse as fundamental educational cornerstones;
- seeks to safeguard the safety, dignity, and well-being of all its members;
- endeavors to foster a just and inclusive campus culture that embraces the diversity of the larger society.

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### Annual Notice to Students

#### Brandeis Graduation Rate

In compliance with federal law, the University makes available to students and prospective students information concerning the rate at which full-time, first-time degree seeking students complete requirements for the bachelor's degree within six years of entrance. In 2004-05, the graduation rate for students who entered Brandeis in 1999 was 88%.

#### Policies Regarding Educational Records

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. They are:

(1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

Students should submit to the University Registrar, Dean, Department Chair, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student's education records that the student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights.

To seek the amendment of a record believed to be inaccurate or misleading, students should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record, it will notify the student accordingly, advising of the right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided at that time.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Exceptions that permit disclosure without consent include but are not limited to: (a) disclosure to parents of students who are claimed as dependents for tax purposes; (b) disclosure to officials of another school in which a student seeks to enroll; (c) disclosures in compliance with certain subpoenas; (d) disclosures to university officials with legitimate educational interests. An official is a person employed by the University in an administrative, supervisory, academic, or support staff position; a person or company with whom the University has contracted (such as an attorney, the National Student Loan Clearinghouse, or a collection agent); a person serving on the Board of Trustees; or a student serving on an official committee or assisting another school official in performing his or her tasks. Such an official has a legitimate educational interest if information in the educational records is necessary to the maintenance of the academic enterprise and/or to the officers capacity to act responsibly in the students educational interest.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Brandeis University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605.

#### **Public Notice Designating Directory Information**

The University designates the following categories of student information as public "directory information." Such information may be disclosed by the institution for any purpose, at its discretion. The University makes student directory information available electronically (as an online directory) at the start of the fall semester. Currently enrolled students and newly matriculated students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974. Students may use the personal privacy settings within sage to restrict disclosure of directory information, all or in part. Changes to privacy settings may require up to 48 hours to take effect. Brandeis University assumes that failure on the part of any student to specifically request the withholding of public information indicates individual approval for disclosure.

#### **Category I**

Name, local addresses (including electronic address) and telephone number, home address and telephone number, date of birth, full-time/part-time status, class (i.e., freshman, sophomore, etc.), photograph, and digital likeness.

#### **Category II**

Dates of attendance and field of concentration at Brandeis, previous institution(s) attended and major field of study, awards and honors, degree(s) conferred and date(s) conferred.

#### **Category III**

Past and present participation in officially recognized sports and activities, physical factors (height, weight of athletes).

Notifications regarding directory information should be sent to:

Office of the University Registrar  
Mailstop 068, 124 Kutz Hall  
P.O. Box 549110  
Waltham, MA 02454-9110

#### **Sealing Student Records**

After students graduate from the University their records are sealed and no further changes are allowed. The correction of clerical mistakes is possible by petition to the University Registrar.

#### **Name Changes**

The transcript is the official, legal document that certifies a student's academic history. The name in which it is maintained will not be changed without a written request that must be accompanied by materials that prove that the requested new name has been assumed legally. Name changes will be accommodated at the discretion of the University Registrar. Name changes are no longer possible for students who entered Brandeis prior to 1986.

#### **Professional Education**

##### **The Heller School for Social Policy and Management**

The internationally renowned Heller School was founded in 1959. The School offers four degrees: a Ph.D. in social policy, a master of business administration (M.B.A.), a master of arts in sustainable international development (M.A./S.I.D.), and a master of science (M.S.) in international health policy and management. The Ph.D. program prepares individuals for advanced positions in teaching, research, and administration. Students may focus on policy issues in the areas of children, youth, families, health policy, and economic and social inequalities. Two federal training programs assist in preparing doctoral students to contribute original scholarly research to the field of social policy. Students in the M.B.A. program pursue a rigorous course of study that integrates management and social policy courses as well as an onsite team consulting project to prepare graduates for management careers in public, private, and nonprofit organizations pursuing social missions. Sustainable international development students pursue an interdisciplinary program that includes courses in public policy, development economics, and environmental management. Students also work with development professionals in the areas of project planning, implementation, and evaluation, as well as human rights and development, microfinance, and conservation and development. The M.S. degree combines the planning, management, and health policy expertise found at Heller in an international context, training young professionals to play

increasingly responsible roles in the health and well being of the world's poorest children and families by pursuing careers in health policy and planning, and policy implementation in government health ministries and planning agencies, development agencies, and NGOs.

The faculty represents a broad spectrum of expertise in the social sciences and related fields and conducts a multidisciplinary, policy-oriented research and management program on a wide range of health and human services issues. The Heller School provides research opportunities for students through its research institutes and centers, which are a major source of scholarly research at Brandeis. They include the Schneider Institutes, which include an Institute for Health Policy and an Institute for Behavioral Health; The Institute for Children, Youth and Family Policy, which incorporates The Center for Youth Development and the Nathan and Toby Starr Center for Mental Retardation as well as research on adolescent health; The Institute on Assets and Social Policy, which includes the Center for Hunger and Poverty; and The Center for International Development.

#### **Brandeis International Business School**

The Brandeis International Business School (formerly known as the Graduate School of International Economics and Finance) is a pioneering professional school dedicated to teaching and research in global finance, management, and economic policy.

Established in 1994, the School responds to the growing need for international vision and expertise by preparing exceptional individuals from around the world to become principled leaders of global companies and public institutions.

The School's degree programs address the complex challenges decision-makers face in the emerging global economy, in varied business and policymaking environments. They include the following.

The *Lemberg M.A. in International Economics and Finance*, offered in collaboration with the University's economics department, integrates analytical skills in economics and capital markets with management insights and global economic perspectives.

The *M.B.A. International* offers an internationally focused curriculum in all business and management functions, with special emphasis on finance and strategy.

The *M.S. in Finance* is a part-time program focused on the quantitative and analytical tools of modern finance with emphasis on applications in investments and corporate financial management.

The *Ph.D. in International Economics and Finance*, offered in collaboration with the University's economics department, provides advanced training in economic theory, research techniques, and creative problem solving.

The School's research covers fields ranging from currency markets, corporate financial signaling, and asset prices to patents and technology flows, international branding, multicultural communication, and many other fields. Its major research units are listed below.

*The Asper Center for Global Entrepreneurship* is Brandeis University's platform for exploring the contributions of entrepreneurship in different professions and across borders. The Center provides a wide array of learning experiences, brings entrepreneurs from across the world to the Brandeis campus, and conducts research on the structure and impact of global entrepreneurship.

*The Barbara and Richard Rosenberg Institute of Global Finance*, established in 2001 with a generous gift from Barbara and Richard Rosenberg, anticipates and addresses major trends and challenges in the global economy through research, public conferences and symposia, and teaching.

*The Center for Asia-Pacific Business and Economics* addresses trade, investment, finance, and development in the Asia Pacific as a whole, and in particular countries of the region. The Center is also an APEC Study Center.

Additional information on the School, its programs and activities, and its admissions policies may be obtained from the School's website, [www.brandeis.edu/global](http://www.brandeis.edu/global), or by contacting its administrative offices at Brandeis University.

#### **The Rabb School of Continuing Studies**

Through its three divisions, the Rabb School offers opportunities for lifelong learning, professional advancement, and personal enrichment. The School serves its learners by offering graduate degree programs for working professionals, courses for credit for college students and others during the summer, and noncredit enrichment courses for mature adult learners. Supporting the University in its mission of open inquiry and teaching in a world of challenging social and technological transformation, the School is dedicated to developing innovative educational paradigms and to providing a collegial community for its on-campus and distance learners.

*The Division of Graduate Professional Studies* provides a variety of distinctive niche master's degree programs that reflect current and future areas of graduate study for emerging professions. The division offers year-round, part-time graduate courses in the evenings for working professionals leading to:

- 1) Master's degrees in project and program management, software engineering, bioinformatics, and information technology management, as well as opportunities for sequential, multiple degrees;
- 2) Credit-bearing graduate certificates in project management, bioinformatics, software engineering, and information technology management; and
- 3) Online graduate certificates and master's degrees in software engineering and information technology management.

The division also works with companies in the greater Boston area to offer professionally oriented graduate courses on-site. Classes generally meet one night a week for 10 weeks; terms begin in September, January, and May.

*The Brandeis Summer School* is an open-admission program offering courses and special summer programs for college-level credit. Small classes taught by experienced and dedicated Brandeis faculty are the hallmark of summer offerings. Special programs and institutes include the Hebrew Language Summer Institute and the Lydian String Quartet Chamber Music Festival, as well as courses and programs developed specifically for the Hebrew day school community. Summer school provides the opportunity to experience innovative course formats, such as online offerings, or evening and extended sessions to accommodate work and other summer activities.



Brandeis Summer School courses do not have to be preapproved for transfer of credit to the Brandeis degree. Courses may be used to address the University's residency requirement and general requirements, as well as major and minor requirements. Grades received for Brandeis Summer School courses are included as part of any degree candidate's permanent academic record and in the calculation of GPAs.

*The Osher Lifelong Learning Institute* at Brandeis University is a learning community of mature adults that offers noncredit, peer-led study in a spirit of conviviality, on a wide range of topics, such as history, literature, art, music, religion, philosophy, science, and writing. Study groups meet one day a week; 10-week terms begin in late fall and late spring. At mid-day, the Lunch & Learn program features excellent speakers (e.g., journalists, academics, artists) on an eclectic array of topics. Each year in early June, the program offers an interim session, a one-week learning opportunity led by Brandeis faculty and focused on a single theme.

#### **Brandeis in the Berkshires: World Class Thinkers, World Class Ideas**

Brandeis in the Berkshires is a series of noncredit, interactive institutes and symposia that provides a forum for participants to engage actively in a dialogue about world affairs, society, and culture. Brandeis in the Berkshires is a dynamic extension of the University's notable commitment to excellent and accessible liberal education, social justice, and the open and thoughtful exchange of ideas and issues.

Brandeis in the Berkshires transforms our world by connecting new research and original thought produced at Brandeis University to a larger community of policy planners, business, community, and political leaders, writers, and thinkers.

Participants gather in the Berkshires with Brandeis faculty and other national and international experts to explore complex challenges facing the world now and in the future.

## **Research Centers and Institutes**

### **Bernard G. and Rhoda G. Sarnat Center for the Study of Anti-Jewishness**

The Bernard G. and Rhoda G. Sarnat Center for the Study of Anti-Jewishness aims to promote an understanding of the causes, nature, and consequences of anti-Jewish prejudice, as well as Jewish and non-Jewish responses in historical and contemporary perspectives. Organized on a multidisciplinary basis, the Sarnat Center initiates and supports research, conferences, publications, and teaching in the history of antisemitism.

### **Center for International Development (The Heller School for Social Policy and Management)**

The Center for International Development (CID) conducts research and policy analysis and provides technical assistance to promote sustainable development, eliminate poverty, and prevent illness. Through its faculty, researchers, and students, CID is engaged in partnerships with development organizations and universities abroad. These partnerships work in the areas of community resource management, poverty alleviation and resource distribution, gender and development, and nongovernmental organizations and civil society.

### **Community, Families, and Work Program**

Founded in 2001, the Community, Families, and Work Program (CFWP) conducts innovative, cutting-edge, policy-oriented research. The program's guiding premise is that well-functioning communities enhance the ability of families to meet their needs and promote the well-being of employees, their families, and their workplaces. The goal of CFWP is to enhance work-family balance by attending to the important role played by community. CFWP employs a research model that highlights the relationship among these three domains.

Our currently funded research projects include: (1) assessing the impact on employees' well-being and job performance of their concerns about their children's after-school time and about the welfare of adults and elders for whom they have responsibility; (2) developing a measure of the attributes of after-school programs that would reduce employed parents' concerns about their children's after-school time; and (3) understanding how one- and two-parent families with at least one school-age child

meet the conflicting demands of their work schedules, their children's school schedules, the school and public transportation systems, and the after-school care providers. We present our research results at professional conferences, referred journals, and in book chapters. CFWP is housed at the Brandeis Women's Studies Research Center.

### **Crown Center for Middle East Studies**

Established in the spring of 2005, the Crown Center for Middle East Studies was designed to expand study of the region, beyond Arab-Israeli tensions, to include economic development, ethnic relations, regional security, and social and geopolitical questions.

The Center's academic mission is to produce new insights on and understanding of the region while providing the highest level of training for future generations of scholars. The University envisions the Center as a vital national resource that will analyze Middle East economic, political, and cultural developments, generate policy ideas, and offer a forum for interaction between academia and the world of public policy.

### **The Fisher-Bernstein Institute**

The Fisher-Bernstein Institute, housed at the Cohen Center for Modern Jewish Studies, brings academic expertise to the study and practice of fundraising, philanthropy, and leadership in the American Jewish community. The Institute was established at Brandeis University in 1997 by a gift from Max M. Fisher of Detroit. Its approach includes research, policy analysis, and the dissemination of information and ideas through publications, conferences, and educational programming. The Institute's recent research projects include, for example, studies of Jewish professionals and studies designed to aid philanthropic decision making. The Institute is currently developing a series of management case studies of Jewish organizations.

### **Gordon Public Policy Center**

The Gordon Public Policy Center is the nation's first interdisciplinary, multi-university center for the study of public policy. Dedicated in 1987, the Center was founded by the James Gordon Foundation of Chicago. The Center's mission is to analyze domestic public policy from the perspective of a number of academic disciplines to improve the implementation of public programs through research and evaluation, publications, and direct practical service to those in government. It seeks to bridge the world of ideas and the world of action.

### **Hadassah-Brandeis Institute**

The Hadassah-Brandeis Institute (HBI) develops fresh ways of thinking about Jews and gender worldwide by producing and promoting scholarly research and artistic projects. Founded at Brandeis in 1997 by Hadassah, the Women's Zionist Organization of America, HBI is the world's first university-based research institute of its kind.

HBI provides research resources and community programs for scholars, students, and the public at large. The Institute sponsors the Brandeis Series on Jewish Women, a book series published by the University Press of New England. HBI also publishes *Nashim*, an international, interdisciplinary, academic journal, in partnership with the Schechter Institute of Jewish Studies, Jerusalem.

Each year, HBI convenes an international conference on Jewish and gender studies topics. Among the Institute's offerings for students and scholars are the Lily Safra Summer Internship Program, research and travel awards, and a Scholar-in-Residence program.

HBI is housed at the Brandeis Women's Studies Research Center.

### **Institute for Child, Youth, and Family Policy (The Heller School for Social Policy and Management)**

The Institute for Child, Youth, and Family Policy (ICYFP), which includes the National Scientific Council on the Developing Child and the Nathan and Toby Starr Center for Mental Retardation, focuses on policies and programs in the domains of child health and development and child welfare, with an emphasis on early childhood and adolescence. Building on its initial interest in gender roles and work/family issues, the Institute is directing increased attention to the health and development of children, particularly as they are threatened by the stresses of poverty, economic insecurity, and racial or ethnic discrimination. Central to this expanding agenda is closer scrutiny of the current national debate on the balance between public and personal responsibility for protecting the interests of our nation's children and their families and the devolution of authority from federal to state and local levels.

*The National Scientific Council on the Developing Child* was founded to close the gap between what we know and what we do to promote the healthy development of young children. An interdisciplinary group of the nation's leading neuroscientists, developmental scientists, economists, and communications specialists, the Council seeks to reframe the debate on early childhood issues by bringing sound and accurate science to the public policy arena.

*The Nathan and Toby Starr Center for Mental Retardation* was founded in 1985 and conducts research on the impacts on families of lifelong caregiving for a member with mental retardation, the influence of early intervention services on children and families, access to health care services for children with special health-care needs, and organizational and policy issues involving the expansion of community-based services for persons with disabilities.

### **Institute on Assets and Social Policy (The Heller School for Social Policy and Management)**

The Institute on Assets and Social Policy (IASP) is dedicated to the economic and social mobility of individuals and families, particularly those traditionally left out of the economic mainstream, and to the expansion of the middle class. Working in close partnership with state and federal policymakers, constituency organizations, grassroots advocates, private philanthropies and the media, IASP bridges the worlds of academic research and government policymaking and the interests of organizations and constituencies. IASP works to strengthen the leadership of policymakers, practitioners and others by linking the intellectual and program components of asset-building policies. The Center on Hunger and Poverty, Center for Youth and Communities, and National Program on Women and Aging are also affiliated with the Institute.

*The Center on Hunger and Poverty* (CHP) is a national research and policy organization that promotes policies and programs to reduce poverty and hunger in America. CHP conducts applied research and policy analysis, disseminates analytic information on poverty and hunger, carries out public education initiatives, and provides information to Congress and other policymakers as well as to organizations across the country on poverty and hunger-related issues.

*The Center for Youth and Communities* (CYC), begun in 1983, has established a national reputation as one of the nation's leading research, professional development, and policy organizations in youth and community development. CYC's ultimate goal is to "make knowledge productive." Connecting the knowledge gained from scholarly research and blending theory with practice, CYC is able to assist both policymakers and practitioners.

*The National Program on Women and Aging* focuses national attention on the special policy-related concerns of women as they age. The Center's activities are designed to promote security, health, and dignity of women in their later years. Current activities focus on promoting financial security and reducing poverty in old age; identifying barriers to preventive health care; and finding better ways to assist women providing care to family and friends.

### **International Center for Ethics, Justice and Public Life**

The International Center for Ethics, Justice and Public Life, founded in 1998, exists to develop effective responses to conflict and injustice by offering innovative approaches to coexistence, strengthening the work of international courts, and encouraging ethical practice in civic and professional life. Activities include fellowships for scholars, artists, and practitioners; internship opportunities for Brandeis undergraduates; seminars for professionals on values and ethics; courses; research projects; publications; conferences; and campus activities. One of the Center's core programs, the Slifka Program in Intercommunal Coexistence, explores the practical and ethical dimensions of work in historically divided communities through activities on the Brandeis campus and with partner organizations around the world. It includes a Master's Program in Coexistence and Conflict that teaches students both the theories of contemporary coexistence work and the professional skills to design and implement successful interventions that enable divided communities to live together more equitably, respectfully, and peacefully.

### **Jacob and Libby Goodman Institute for the Study of Zionism and Israel**

The Jacob and Libby Goodman Institute for the Study of Zionism and Israel sponsors research, symposia, and publications, as well as teaching, in the historical and ideological development of the Zionist movement, and the history, society, and culture of the State of Israel. The Institute is organized on a multidisciplinary basis under the auspices of the Tauber Institute for the Study of European Jewry.

### **Lown School of Near Eastern and Judaic Studies**

The Lown School, one of the most comprehensive centers for Judaic studies outside Israel, reflects Brandeis's special commitment to scholarship that illuminates issues of concern to the Jewish community, scholars in religion, and students of the ancient and modern Near East. It houses the Department of Near Eastern and Judaic Studies, the Maurice and Marilyn Cohen Center for Modern Jewish Studies, The Steinhardt Social Research Institute, The Tauber Institute for the Study of European Jewry, The Jacob and Libby Goodman Institute for the Study of Zionism, the Bernard G. and Rhoda G. Sarnat Center for the Study of Anti-Jewishness, and the Benjamin S. Hornstein Program in Jewish Communal Service. The National Center for Jewish Film and the American Jewish Historical Society are affiliated with the Lown School.

### **Mandel Center for Students in Jewish Education**

Founded in 2002 as the first academic center of its kind, the Mandel Center for Studies in Jewish Education is dedicated to transforming the quality of Jewish teaching and learning by supporting innovative research initiatives, pioneering new approaches to the education of Jewish educators, piloting fresh approaches to professional development, and partnering with Jewish educational institutions from across the community.

Broadly speaking, the Center's projects are constructed across two strands: projects and research focused on the educating of Jewish educators; and the study and development of pedagogies of Jewish studies.

### **Maurice and Marilyn Cohen Center for Modern Jewish Studies (Lown School)**

The Maurice and Marilyn Cohen Center for Modern Jewish Studies at Brandeis University is a multidisciplinary research center dedicated to the social scientific study of contemporary Jewry. The Center's research focuses on all facets of modern Jewish life and religious/ethnic identity. Studies are conducted of both individuals and institutions. Recent studies have examined questions relating to Jewish education, involvement of American Jews and Jews in Israel, synagogue change, intermarriage, religious life on college campuses, and the Jewish sector workforce. The Center works closely with two other research institutes: the Fisher-Bernstein Institute for Jewish Philanthropy and Leadership and the

Steinhardt Social Research Institute. Through these institutes, research is conducted on philanthropy, fundraising, leadership, and broad sociodemographic questions. The Center for Modern Jewish Studies was established at Brandeis in 1980. In 1986, the name of the Center was changed to reflect a generous endowment by Maurice and Marilyn Cohen. Researchers at the Center include scholars trained in psychology, sociology, and management. The Center collaborates with faculty and research scholars throughout the University. Undergraduate and graduate students from several departments and schools work at the Center as interns, research assistants and associates. The Center's research is disseminated to the scholarly community and general public through conferences, journal articles, monographs, and books.

### **Rosenstiel Basic Medical Sciences Research Center**

The Rosenstiel Basic Medical Sciences Research Center is one of the nation's leading centers for research programs in the basic medical sciences embracing work in biochemistry, biology, biophysics, molecular biology, immunology, and protein crystallography. Staff members hold joint faculty appointments with the Brandeis basic science departments. The Center offers hospitality to senior visiting scientists and to younger researchers at the graduate student and postdoctoral levels. It also sponsors symposia and colloquia.

The Center is well provided with sophisticated scientific equipment and facilities, and, through cooperative interactions with other departments, has broadened the scope of basic medical science research offerings at Brandeis. Grants from such agencies as the National Science Foundation, National Institutes of Health, American Cancer Society, and Muscular Dystrophy Association support research programs in the Rosenstiel Center. Basic medical research is also conducted in collaboration with several industrial sector biotechnical organizations.

The Center also sponsors the annual presentations of two prestigious scientific awards: The Lewis S. Rosenstiel Award for Distinguished Work in the Basic Medical Sciences and The Jacob Heskel Gabbay Award in Biotechnology and Medicine.

### **Schneider Institute for Health Policy (The Heller School for Social Policy and Management)**

The Schneider Institute for Health Policy (SIHP) is a leading health-care policy and research institute whose consistent strength is its capacity to analyze the causes of health-care challenges, formulate solutions, implement demonstration projects, and evaluate their impacts. These activities create a rich environment for graduate education and prepare Heller students for leadership roles both locally and internationally. SIHP is the home to two federally sponsored research training programs that provide three years of financial support to educate qualified doctoral students interested in research careers.

SIHP research expands into several key areas: acute and chronic health care, behavioral health, and international health. In addition, SIHP has established six specific areas where substantial expertise exists: financing, organizations, costs/value, quality, high-risk and costly populations, and technology. Within The Heller School, SIHP is the largest research institute, with more than 60 studies in its current health services research and policy study portfolio.

*The Center for Behavioral Health* at SIHP focuses on the intersection of health, behavior, and systems of care, believing that these systems can be better used to promote healthier lifestyles to assist individuals with adopting behaviors that lead to better health. Systems of care include primary and specialty health care, as well as criminal justice, education, and social services systems. Training and education remain at the core of the Center's mission, as does dissemination of the results of its research and policy studies.

### **Steinhardt Social Research Institute**

The Steinhardt Social Research Institute was established to collect, analyze, and disseminate unbiased data about the Jewish community and about religion and ethnicity in the United States. The Institute is collecting and analyzing existing sociodemographic data from private, communal, and government sources and will conduct local and national studies of the character of American Jewry and Jewish organizations. The Institute's work is done by a multidisciplinary staff of faculty and scholars, including social psychologists, demographers, and statisticians. Undergraduate and graduate students work with Institute faculty on a variety of research projects. The Steinhardt Social Research Institute was established in 2005 through a generous gift from Michael Steinhardt, chairman of the Jewish Life Network/

Steinhardt Foundation. It works in close collaboration with the Maurice and Marilyn Cohen Center for Modern Jewish Studies.

### **Tauber Institute for the Study of European Jewry**

The Tauber Institute for the Study of European Jewry seeks to study the history and culture of European Jewry in the modern period. It has a special interest in studying the causes, nature, and consequences of the European Jewish catastrophe and seeks to explore them within the context of modern European diplomatic, intellectual, political, and social history. The Tauber Institute for the Study of European Jewry is organized on a multidisciplinary basis with the participation of scholars in history, Judaic studies, political science, sociology, comparative literature, and other disciplines. The Institute is primarily engaged in research and publication; its monograph series is published by Brandeis University Press. Its government includes a distinguished Board of Overseers, which advises the director and works closely with the University. Members of the Institute include fellows, faculty advisors, associates, and graduate students.

### **The Women's Studies Research Center**

Established in 2001, the Brandeis University Women's Studies Research Center (WSRC), located in the Epstein Building at the edge of campus, is an interdisciplinary think-and-action tank of scholars, students, faculty, and community members.

Its three major components are the 70-person Scholars Program, the Feminist Arts Program, and the Hadassah-Brandeis Institute, each of which has its own library, staff and projects, which also function in combination. The Center provides independent researchers and artists with the opportunity to conduct studies, produce art, write books, and experiment with ideas that concern gender and women's lives. Programs include semiweekly noon-hour lectures, four annual art exhibits, concerts, book launches, and more. Undergraduate students participate in one-on-one, long-term paid research projects in the Student-Scholar-Partnership Program.

The WSRC is an environmentally aware, handicapped accessible, child welcoming, and aesthetically beautiful 10,000-square-foot space used by many groups.

As an integral part of Brandeis University, the WSRC is committed to furthering its mission of academic excellence and commitment to social justice.

The WSRC is a member of the National Council of Research Centers on Women and is guided and supported by the National Board for the Women's Studies Research Center at Brandeis University, the International Board of the Hadassah-Brandeis Institute, and many friends and donors. For further information please visit [www.brandeis.edu/centers/wsrc](http://www.brandeis.edu/centers/wsrc) or [www.brandeis.edu/hbi](http://www.brandeis.edu/hbi).

### **Volen National Center for Complex Systems**

The Volen National Center for Complex Systems is a multidisciplinary center dedicated to the study of nervous system function, cognition, and biological and artificial intelligence. The Center is composed of faculty members who specialize in a wide range of topics in neuroscience including experimental psychology, computational neuroscience, cellular and molecular neurobiology, and computer science. The Center is an interdisciplinary group with the ability to perform scientific analysis of the brain from the cellular and molecular levels to the cognitive and computational. The Center aims to increase knowledge within each of its individual component disciplines, as well as to foster interactions among the components, giving rise to new scientific initiatives. Interested students should concentrate in one of these component disciplines: biochemistry, biology, chemistry, computer science, neuroscience, physics, or psychology.

## **Major Academic Support Facilities**

### **Library and Technology Services (LTS)**

The University Libraries and Information Technology Services have joined in order to offer comprehensive library and technology support to the Brandeis community. For up-to-the-minute information on our services, please visit our website: <http://lts.brandeis.edu>.

### **Library Services**

Traditional information resource collections can be found in the Goldfarb Library, the Farber Library, and the Gerstenzang Science Library. We offer local collections of more than one million print volumes, more than 900,000 microforms, more than 500,000 U.S. government documents, and more than 35,000 music and film resources. In addition to our physical resources, we have more than 16,000 current serial and journal subscriptions in digital format and offer a wide variety of other digital resources. Check our online catalog, LOUIS, for information on books, databases, journals and other information resources. In addition to our

locally owned resources, members of the Brandeis community may take advantage of our membership in the Boston Library Consortium, which enables access to the collections of 18 academic and research libraries in New England. For information on Consortium activities, see <http://www.blc.org>.

The Brandeis Identification Card serves as your library card. You must present this card in order to check out library materials. You may manage your library account online, as well as request interlibrary loan materials via our online system. Articles will be delivered in electronic format whenever possible. Document delivery service is also available.

Assigned reading, listening, or viewing materials may be accessed in one of two ways: "traditional" reserve materials (print materials, music CDs, films) can be found in the library facilities for limited loan times. Electronic reserve materials (including streaming audio and video) are offered through the WebCT course management software. WebCT is used by over 500 classes and is supported by the staff of LTS.

LTS staff offers instruction in research skills through several programs customized for undergraduate, upper-level and graduate students. The Research Consultation Service is an in-depth research assistance service available to all students, faculty and staff. Professional reference librarian assistance is also available online 24 hours a day, seven days a week, 365 days a year via our BLC ASK 24/7 service, as well as via email. LTS staff also offers assistance with technology used in teaching and learning. Students, faculty, and staff interested in creating multimedia projects for their classes are invited to make use of the computers, equipment, and software in the Instructional Technology Resource Center. Staff can help with web pages, graphic design, image editing, video creation and editing, audio recording and editing, streaming media, media compression, animation, and more.

### **Technology Services**

Our networking services provide high-speed connections, wired as well as wireless, throughout the entire campus and to the Internet. High-speed communication with other members of educational and research communities is facilitated through membership in Internet2. We provide email services, host personal webpages, and offer centralized storage for staff, faculty, and student files.



Brandeis students have access to public computer labs with networked Dell computers, laser printers, flatbed scanners, CD-ROM burners, and other specialized peripherals. There are approximately 200 computers in eight classrooms and clusters located in the Libraries, the Shapiro Campus Center, and Shiffman. Most classrooms and clusters are open up to 15 hours per day, and some are open 24 hours. Email kiosks are available across campus for quick access to email.

All residential rooms have cable TV service. More than 70 channels are offered, including 11 foreign language channels. LTS also offers TV services over the campus network, allowing students to watch selected television programming on any computer linked to the campus network.

LTS provides telephone service via the campus network as well. Each student is assigned a phone number, a personal voice mailbox, and a personal billing number to place off-campus calls. The phone number and voice mail remain active whether the student lives on or off campus while attending Brandeis.

Desktop and laptop computing assistance is available for students, staff, and faculty through the LTS Help Desks. Assistance is available by phone, walk-in, or by appointment. LTS staff can help you with computer hardware and software issues, and help your computer stay secure and virus free.

### LTS Facilities

All LTS facilities are fully wired for Internet access and offer network connections for laptop use. Wireless networking is available in all buildings and in many outside locations. Most of the electronic resources subscribed to are available via the campus network. These resources may be accessed through the workstations provided as well as through any computer linked to the campus network.

The Main Library comprises three connected buildings: the Bertha and Jacob Goldfarb Library, the Leonard L. Farber Library, and the Rapaport Treasure Hall. The Goldfarb/Farber Libraries house resources and services supporting the humanities, the social sciences, Judaica, and creative arts. The Rapaport Treasure Hall is the site of many concerts and lectures during the academic year.

The main floor of the Goldfarb Library offers a variety of services. Students, faculty and staff interested in creating multimedia projects for their classes are invited to make use of the computers, equipment, and software in the Instructional Technology Resource Center. Research assistance services are located here, as well as computer help services, borrowing services and traditional reserves services.

The Judaica Library, located on the mezzanine level of the Goldfarb Library, contains one of the country's most important collections of reference materials and core texts in major areas of Judaic studies, the ancient Near East, and the modern Middle East. The Judaica book collection includes more than 150,000 titles in Hebrew, Arabic, and Western European languages.

The Robert D. Farber University Archives is located on the second level of the Farber Library. The Archives houses historical records documenting the origin, development, and achievements of the University and its faculty, staff, and alumni. The collection includes photographs, correspondence, rare film, and other documents.

The Media and Technology Services Department is located on the third level of the Goldfarb Library. This department maintains the University's technology rich classrooms and provides loaner equipment such as overhead projectors, computers, data projectors, TVs, and VCRs. Audio and video production, editing, and conversion services are also available.

The Norman and Rosita Winston Creative Arts Center is located on the third and fourth levels of the Farber Library. The Center houses over 15,000 music scores and more than 35,000 sound recordings.

The Leo Gerstenzang Science Library, located in the Science Complex, houses resources and services that support teaching and research in physics, chemistry, the life sciences, mathematics, and computing science.

The Feldberg Communications Center, also a part of the Science complex, houses the Computer Repair Shop. The Repair Shop is an authorized Dell Repair Center and Apple Service Provider. It also services IBM, Compaq, and other name-brand computers and printers. Dells and Apples may receive warranty service here. Products that are out of warranty are serviced for a labor fee plus the cost of parts. The shop is on the lower level of the Feldberg Communications Center.

### Brandeis University Press

Brandeis University Press is a member of the publishing consortium known as the University Press of New England, whose members include Brandeis University, Dartmouth College, Northeastern University, Tufts University, the University of New Hampshire, and the University of Vermont. Brandeis University Press has published under its imprint more than 100 titles in a variety of fields by distinguished scholars and writers within and outside the Brandeis community. The principal vehicles through which Brandeis University Press publishes are the Tauber Institute for the Study of European Jewry Series; the Brandeis Series in American Jewish History, Culture, and Life; and the Brandeis Series on Jewish Women. Brandeis University Press also publishes The Menachem Stern Jerusalem Lecture series sponsored by the Historical Society of Israel. In addition, Brandeis University Press publishes titles outside the series listed above. Recent and forthcoming books include: *Brandeis Modern Hebrew*; *Ethics at Work: Creating Virtue at an American Corporation*; *A Holocaust Controversy*; *American Dreams and Nazi Nightmares*; *Jewish Roots in Southern Soil*; and *The Songs That Fought the War: Popular Music and the Home Front, 1939-1945*.

### The Carl and Ruth Shapiro Admissions Center

In the modernist tradition of the International Style of architecture, the Carl and Ruth Shapiro Admissions Center provides a dedicated facility for welcoming and serving prospective students and their families. Located close to the campus entrance, the building includes offices for student interviews, a media presentation room, and computerized workstations for processing applications and related documentation.

### Fine and Performing Arts Facilities

#### The Rose Art Museum

The Rose Art Museum serves as New England's museum of modern and contemporary art. The Rose is a cultural and educational component of Brandeis that seeks to engage its communities in experiencing the significant art, artists, and ideas of our time. In the 2001-02 academic year, The Rose celebrated its 40th anniversary with the opening of the Lois Foster Wing. The new wing doubles the gallery space of The Rose and permits continuous displays of Brandeis University's excellent collection of modern and contemporary art, which includes

important works by William Kentridge, Willem de Kooning, Robert Rauschenberg, Cindy Sherman, Richard Serra, and Andy Warhol. Throughout the year, The Rose also hosts a series of dynamic contemporary art exhibitions. In the 2006-07 academic year, The Rose will present *Balance and Power: Performance and Surveillance in Video Art* and *Clare Rojas* (September 21–December 17); *Paper Trail Project* with artist Margaret Evangeline, an exhibition of works from the Brandeis permanent collection, and *Clare Rojas* (January 24–April 1); John Armleder, *Paper Trail Project* with a visiting artist, and *Minimal and Beyond* (April 18–July 29).

### Slosberg Music Center

Located near the approach to the campus, the Bessie Slosberg Music Center includes classrooms, practice rooms, and office facilities for the music department. The center houses the Brandeis Electro-Acoustic Music Studio (BEAMS) and a 225-seat recital hall with carefully designed acoustics. The foyer to the recital hall is used as exhibition space for works of student and visiting artists, as well as for pieces from the University's permanent collection. The Slosberg Recital Hall is home to the critically acclaimed Lydian String Quartet concert series, a professional concert series, and a myriad of student performances, from solo recitals to large ensemble concerts. It also houses the University's baroque-style organ.

### Spingold Theater Center

The Spingold Theater Center houses the Brandeis Theater Company's performance and production facilities and the Department of Theater Arts' classrooms and studio spaces. There are three theaters in the complex, the 750-seat Mainstage, used for larger performances and all-University events; the Laurie Theater, a 175-seat, three-quarter thrust theater; and the intimate, 108-seat Merrick Theater, used for smaller productions and class projects. All production facilities, including rehearsal rooms, dance studios, shops for scenery and costume construction, scenic painting, sound, and lighting areas, design studios, dressing rooms, and storage spaces, are contained within the complex. The Brandeis Theater Company, the performing ensemble comprised of the students, guest artists, faculty, and staff of the theater arts department, mounts five to six productions annually. These productions, which are open to all Brandeis University students, are noted for their high production values, challenging programming, and emphasis on the ideals of diversity and social justice. The Dreitzer Gallery, located off the main lobby, features work from our colleagues in the fine arts department.

## Residence Halls

There are ten campus residence areas. First-year students are assigned to double rooms or lofted triple rooms on corridors with shared bathrooms—in either Massell Quadrangle or North Quadrangle (Leon Court). The University cannot honor requests for a specific roommate or for a roommate with a particular religious or cultural background. Upperclass students choose accommodations at room selection held each spring. Students are guaranteed four consecutive semesters of on-campus housing, unless they are part of the entering midyear class. Members of the midyear classes are guaranteed three consecutive semesters of on-campus housing. In recent years, upperclass students not housed through the lottery, who remained patient and flexible, found off-campus housing, or were accommodated on campus through a waiting-list process. Entering transfer students are admitted with the understanding that they may not be eligible for campus housing.

### Charles River Apartments

This apartment complex houses upperclass students and graduate students. Each apartment is equipped with a full kitchen, common areas, bath, and a varying number of single bedrooms. Included in the facility is the Gornstein Commons Room, where community events are held. This area includes the Max and Ann Coffman Building, the Ollie A. Cohen Building, the Morton May Building, the George I. Lewis Building and 567 South Street.

### East Quadrangle

East Quadrangle houses undergraduate students in double- and single-student rooms, several offering views of the Boston skyline. Located in the Swig Student Center connected to East Quadrangle is the Intercultural Center with study space and computer connection to the main library. The East Quadrangle residence halls include the Henry and Marion Hassenfeld House, the Lawrence J. and Anne Rubenstein Hall, the Fred P. and Gerta Pomerantz Hall, the Hyman and Mary Krivoff House, and Shapiro Brothers Hall.

### Foster Student Living Center

This complex of undergraduate student housing features apartments built around a courtyard-duplex format. Each apartment can accommodate four to six students and is complete with living room, dining room, kitchen, bedroom-study areas, baths, and private entrances. The Foster Center is made up of four clusters of nine units apiece, including the Frank and Matilda Casty

Residences, the Ben Tobin Residence Hall, and the Norman and Adele Morris Residence Hall. These units provide a total of 35 individual apartments and living accommodations for 182 students.

### Massell Quadrangle

Massell Quadrangle consists of four buildings, overlooking a central quadrangle, with walks encircling the Anne J. Kane Reflecting Pool and the Albert Yakus Meditation Area. Each unit has fully equipped student rooms and common-area lounges for studying and community programs. Massell includes the Mr. and Mrs. Morris Shapiro Hall, the Helen L. Deroy Hall, the Anna Renfield Hall, the Edyth and Irving Usen Hall, and the George and Beatrice Sherman Student Center.

### North Quadrangle (Leon Court)

The Adolf and Felicia Leon Court, also known as North Quadrangle, contains four residence halls, in addition to the Milton and Hattie Kutz Hall, which houses administrative offices. Each residence unit contains fully equipped student rooms and common-area lounges. Residence halls in this quadrangle include the Ethel and A.W. Link Scheffres, the Maurice and Dorothy Gordon, the Robert P. and Fannie Cable, and the Mr. and Mrs. Frank H. Reitman halls.

### Ridgewood Quadrangle

Ridgewood Quadrangle houses 106 students in small townhouse-style units with kitchens. The Quadrangle is comprised of the Louis Emerman; Charles, Leonard, and Irwin Fruchtman; David, Dan, and Sadie Danciger; Sidney J. Allen, and Arthur and Sadie Rosen Residence Halls.

### Rosenthal Residence Halls

Adjacent to the Massell Quadrangle are three residence halls consisting of suites, accommodating a total of 181 students, which comprise the Anne and David Rosenthal Student Residence Halls. These buildings house upperclass students in eight-person suites with living rooms and private bathrooms.

### Usen Castle and Schwartz Residence Hall

An imposing structure designed after medieval architecture and completed a decade before Brandeis was founded, the Irving and Edyth Usen Castle has been remodeled into single and double rooms and suites. Its ground floor houses the student-operated coffee house, Cholmondeley's. On

the second level of the Usen Castle is the Usen Commons, a circular, conservatory-style lounge, used for dances and social functions. Greater Boston spreads out in a panoramic view from the windows of the Usen Commons. Connected to the Usen Castle, Schwartz Residence Hall is comprised primarily of single rooms. The Castle has been listed in the National Register of Historic Places.

### **The Village Quadrangle**

A state-of-the-art facility, the University's newest residence hall houses 220 undergraduate students. With community kitchens, spiral staircases and quaint living rooms nestled in the corners of the building, the Village boasts the best of both worlds— independent living in a community atmosphere. The Village includes a multipurpose room, a workout room, and a lecture room used for classes or study groups.

### **Ziv Quadrangle**

The Sy and Gladys Ziv Residence Quadrangle includes William Mazer Hall among the four residence halls and a common building. The four halls accommodate 330 undergraduate students in 55 suites. Each suite has six single bedrooms, a living room, and two bathrooms.

## **Student Facilities**

### **The Three Chapels**

The University's three chapels—the Leah and Mendel Berlin Chapel (Jewish), the Bethlehem Chapel (Catholic), and the C. Allen Harlan Chapel (Protestant)—serve the Brandeis community through services that take place here under the aegis of the Hillel Foundation, the Bethlehem Chapel Community, and the Harlan Chapel Christian Community. Traditional and innovative services are held regularly.

### **Hassenfeld Conference Center**

The Rita Dee and Harold Hassenfeld University Conference Center contains a banquet/lecture room seating 350 to 450 and six rooms for meetings and conferences.

### **Sherman Student Center**

The ground-floor dining hall of the George and Beatrice Sherman Student Center serves over 1,000 students daily and includes the University's kosher food preparation and dining facilities. The upper level includes The Stein, the campus restaurant, and the Feldberg Lounge.

### **Benjamin H. and Mae Swig Student Center**

The Swig Student Center is the home of Brandeis's vibrant Intercultural Center, with meeting rooms, offices for clubs and organizations, and a lounge shared with the residents of nearby East Quadrangle.

### **Usdan Student Center**

The Nathaniel H. and Suzanne Usdan Student Center complex incorporates student social, cultural, and recreational facilities, as well as student and some administrative services. It is located close to teaching and residence facilities and houses an assembly and banquet hall seating 1,000 people, post office, mailroom, campus cafeteria, lounges, and conference rooms for formal and informal student uses.

### **The Carl and Ruth Shapiro Campus Center**

The Carl and Ruth Shapiro Campus Center, which opened in fall 2002, is the center of campus for the University community— students, faculty, administration, alumni, and guests. Located adjacent to the Hassenfeld Conference Center and Massell Quad, the Center includes many group and individual study spaces, a state-of-the-art, 249-seat theater designated specifically for

undergraduate theater production, a technology library, a cafe, a television lounge, and the University Bookstore. This Center combines with the Usdan Student Center and the Intercultural Center in the Swig Student Center to represent a well-considered plan for community life at Brandeis.

The Division of Student Life maintains a broad program of cultural, social, and educational events. The Center also houses student clubs and organizations, social areas, Student Events (the major programming board), WBRS-FM (the radio station), the *Justice* (campus newspaper), the Waltham Group (community services organization), BTV (Brandeis Television), Student Union offices, and much more.

## **Athletic Facilities**

Opened in January of 1992, the Gosman Sports and Convocation Center is one of the largest multipurpose, indoor athletic facilities of its kind in New England. It is part of the Joseph F. and Clara Ford Athletic and Recreation Complex, which also includes the renovated Abraham Shapiro Athletic Center and the Joseph M. Linsey Sports Center.

The 70,000 square-foot Gosman Center houses the Red Auerbach Arena, seating approximately 2,500 for basketball and volleyball, as well as a 200-meter state-of-the-art running track, seven squash courts, three multipurpose rooms, two weight rooms, a trophy room, concession area, and department offices.

The Shapiro Center features three intramural/recreation courts as well as locker rooms, saunas, equipment, and training rooms to serve the entire Ford Complex.

This combination of athletic facilities serves varsity, intramural, and recreational needs of the Brandeis community, as well as providing space for concerts, Commencement, convocations, cultural events, and major conferences.

The Linsey Sports Center, which is attached to the Shapiro Center, houses a 25-yard, six-lane swimming pool with one- and three-meter diving boards, as well as two multipurpose rooms, racquetball courts, and locker rooms with steam and sauna. Outdoor athletic facilities include the Celia and Samuel Gordon Field and running track, the Abraham Marcus Playing Field, and the Goldie and Maurice H. Rieger Tennis Courts.

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## Division of Students and Enrollment

The Office of the Senior Vice President for Students and Enrollment serves the needs and interests of students and has broad responsibility for the services and activities that enhance the quality of student life outside the classroom. Among its areas of concern are undergraduate admissions, financial aid and student employment, academic advising and orientation, registrar, institutional research, student accounts, and student services, including residence life, career services, student activities, intercultural programs, counseling, health services, religious life, and athletics. The senior vice president serves as an advocate for students, strives to ensure the quality of their overall cocurricular experience at the University, and promotes opportunities for students to engage in leadership activities and to experience personal, social, and emotional growth and development.

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## Academic Services

### Office of Undergraduate Academic Affairs

The staff in the Office of Undergraduate Academic Affairs assist individual students in planning their undergraduate careers at Brandeis and in addressing their problems and concerns through the Committee on Academic Standing. Guidance is available in program planning and the selection of a major field of study. The office monitors the progress being made by all undergraduates toward completion of degree requirements. It coordinates academic accommodations for students with disabilities, cross registration, premedical/prehealth advising, and study abroad.

The office provides advising for Brandeis undergraduate students who seek to enrich their education through a period of study abroad. It also maintains a resource library of materials on available programs. The office provides information and assistance in obtaining international study grants available through Fulbright, Rhodes, Marshall, and other scholarship and fellowship programs, including the Sachar International Scholarships for Brandeis students.

### Academic Advising

Each first-year student is assigned a member of the faculty or staff to serve as a formal academic advisor during the first year. Upon declaring a major, students receive faculty advisors in their own disciplines. Each department designates an advising chair to serve the needs of all students interested in learning more about academic opportunities within the department.

## Office of Student Enrichment Services

Programs within Student Enrichment Services provide learning assistance and academic support. All services are designed to foster academic success and achievement.

### Brandeis University Group Study (BUGS):

Evening drop-in tutorial assistance is offered for more than 30 courses in the University, including the 10-, 20-, and 30-levels for languages, introductory courses for computer science, economics, and several introductory science courses.

**Academic Enrichment:** Workshops and individual appointments are offered on such learning strategies as time management, reading college texts, note-taking skills, and exam strategies. Workshops are generally offered at the beginning of the fall and spring semesters, and individual appointments are offered throughout the academic year.

**Student Support Services Program (SSSP):** The SSSP provides intensive academic advising, tutoring, mentoring, and career and graduate school counseling to students who are the first in their families to attend college. Students must meet certain federal eligibility criteria to enroll in this federally funded TRIO program.

**Posse Program:** Posse is a four-year leadership scholarship awarded to talented high school seniors from New York City. Scholars are selected in the fall of their senior year in high school and work together to promote teamwork, communication, and awareness of a diverse range of current issues on campus.

**Transitional Year Program:** The Transitional Year Program at Brandeis enrolls 20 promising students in a year-long academic program. Because these students have not had access to well-resourced high schools, the TYP gives them the opportunity to take both undergraduate courses and exclusive classes. These students become part of the Brandeis community upon joining the program and many stay at the University beyond the transitional year.

**Writing Center:** Consultants at the Writing Center assist students with their writing skills. Consultants work with students on areas such as focusing ideas, defining topics, preparing well-organized outlines, revising rough drafts, and improving stylistic elements. The Writing Center is located in the Goldfarb Library. Services are available on a drop-in basis. Students may also sign up for a session online at [www.brandeis.edu/departments/english/writingcenter/reg](http://www.brandeis.edu/departments/english/writingcenter/reg).

## Information and Services for Students with Disabilities

Brandeis University is committed to creating a diverse community that includes students with documented disabilities who may require reasonable accommodations in order to fully participate in the college experience and to develop their maximum academic potential. Since admission to the University is based on the academic qualifications of the applicant, admissions procedures remain the same for all applicants, regardless of disability. Once accepted, a student seeking reasonable accommodations must provide documentation of a learning or physical disability in order to receive appropriate services at Brandeis. Documentation of the disability should be submitted to the University Health Center or to the Psychological Counseling Center for review and evaluation. Following certification of a disability, the student should confer with the coordinator of disabilities services and support in the Office of Undergraduate Academic Affairs, or with the disability coordinator in each of the graduate schools, regarding academic accommodations. The student should confer with the Office of Residence Life for housing accommodations. Reasonable accommodations are determined on a case-by-case basis in consultation with the coordinator, the student, and, if appropriate, with the faculty. Services such as housing assistance, extra time on exams, note-takers, adaptive technology, and special parking arrangements are some of the possible accommodations that might be utilized.

### International Students and Scholars Office

The International Students and Scholars Office (ISSO), located in Kutz Hall, serves international graduate and undergraduate students as well as scholars (e.g., faculty, short-term lecturers, and researchers) who enter the United States on nonimmigrant visas. The staff members of the ISSO provide all necessary immigration documents and advise international students and scholars on matters concerning their legal status in the United States, including extensions of stay, employment, transfers to and from Brandeis, and leaves of absence. Advisors are available daily through drop-in visits or by appointment to counsel students and scholars on personal, academic, and immigration-related matters throughout the year, including the summer months.



The ISSO sponsors a range of programs, including workshops on employment and immigration issues, coordinates host/student matching programs, annual trips, and other events of international interest. The ISSO publishes a newsletter and maintains a website for the international community. The ISSO supports activities that allow students and scholars to share their cultures with the entire Brandeis community.

### **English as a Second Language Program**

Classes and tutorials are offered in written and spoken English to students for whom English is not their first language. These ESL services support students in their efforts to meet the English proficiency standards necessary for their success as students and teaching assistants. Certain students are required to have their oral and written English skills evaluated during Orientation, before the beginning of classes. These students are notified in advance. On the basis of the evaluation process, a student may be advised to enroll in the English as a Second Language Program.

International graduate students who are not exempted because of previous study in the United States or in other countries where the medium of instruction was English will be given an oral proficiency interview on which they must rank at least "advanced low." Graduate students who do not achieve this rank will be advised to take ESL 200a, English for Academic Purposes, an oral skills course, and/or have individual tutorials. Students who rank "advanced low" or higher may still take ESL 200a and/or have individual tutorials.

The English as a Second Language Program provides individual tutorial instruction to undergraduate students and individual and/or class instruction to graduate students throughout the academic year. Students do not earn course credit towards their degrees for this instruction.

### **Program in Library Research Strategies**

As the information environment becomes more complex, instruction in the effective use of information resources becomes an increasingly integral part of education at Brandeis. Reference librarians provide classroom sessions for students at various levels.

The First-Year Library Instruction Program is part of the University Seminar curriculum. Each first-year student participates in a formal session conducted by a librarian in basic library research skills and strategies. Students learn methods for analyzing and approaching research questions and gain some experience in using basic resources, such as the online catalog and general periodical indexes.

The Library Intensive Program serves the needs of students in more advanced courses. Selected upper-level and graduate courses incorporate library sessions geared specifically to the course or program content. These courses offer instruction in the use of more specialized resources, such as scientific databases, full-text electronic databases, specialized abstract and indexing services, archival resources, and Internet resources. Students are thus equipped to find and evaluate information from a wide variety of sources. A list of participating courses appears in the courses of instruction.

### **Office of the University Registrar**

The Office of the University Registrar, located in Kutz Hall, is the official repository of academic records. As such, it issues official transcripts of students' records upon written request, performs other certification functions of service to students, and audits the progress of students toward degree completion. The office conducts activities in which all students participate: registration and course enrollment at the beginning of each term, and pre-enrollment in advance of each term. Staff members in the office are useful sources of information concerning registration, course enrollment regulations, summer school and transfer of credit policies, and final examination procedures.

### **Student Life**

The dean of student life and associate vice president for student affairs is responsible to the senior vice president for coordinating the services of the following departments:

#### **Division of Student Life**

With offices located in the Shapiro Campus Center and in the Usdan Student Center, the Division of Student Life is responsible for campus programming; advising, supporting, and coordinating student groups and activities; residential programs and services; the smooth operation of the Shapiro Campus Center, Usdan Student Center, and Intercultural Center; a vibrant community service effort; and other campus programs such as Orientation and Family Weekend. The division offices include student

development and conduct, residence life, student activities, community service, the Intercultural Center, Orientation and First-Year Programs, Athletics, the Chaplaincy, Health Services, the Counseling Center, and the dean of student life. The division staff, in conjunction with students and faculty, provides integrated learning opportunities through a variety of social, cultural, and intellectual events during the academic year.

#### **Residence Life**

More than 85 percent of undergraduate students live in residence halls. As with all indoor space at the University, residence halls are smoke-free. First-year students are assigned to double rooms or lofted tripled rooms on corridors with shared bathrooms. The University cannot promise to assign entering students to specific roommates nor can the University honor requests for assignment with another student with a particular religious or cultural background. Returning students choose accommodations through a housing selection process held each spring.

With the exception of the entering midyear class, incoming students are guaranteed four (4) consecutive semesters of on-campus living. For the purposes of room selection, the midyear class is considered a part of the rising sophomore class and is guaranteed three (3) consecutive semesters of on-campus living. In recent years, upperclass students not housed through the lottery found off-campus housing or were eventually accommodated on campus through a waiting list process. The Department of Residence Life maintains landlord information and resources for students needing off-campus housing. Entering transfer students are admitted with the understanding that they may not be eligible for campus housing.

The Department of Residence Life is responsible for the effective administrative operation, as well as advising and programming activities, within all residence halls. Residence halls are grouped into ten living areas ranging in size from 200 to 500 students. Each area is under the supervision of a professional, full-time quadrangle director. In addition, student resident staff, known as community advisors, live in the residence halls and assist with the development of student-directed communities, as well as administrative tasks. Staff members are available to provide assistance to students on academic, personal, and social matters.

Brandeis University offers a limited number of housing units available for graduate students. The apartment units offered include two-, three-, and five-bedroom apartments. These units are designed to allow use as separate bedrooms with a shared kitchen and bath. Some of the larger units also have living rooms. All of the apartments come furnished.

Housing applications are sent to eligible graduate students by May 1 and must be returned to the Department of Residence Life by June 15.

In addition, the Department of Residence Life maintains a listing of available housing in the off-campus area. For additional information, please visit the Department of Residence Life office in the Usdan Student Center, call 781-736-5060, or consult the website at [www.brandeis.edu/studentlife](http://www.brandeis.edu/studentlife).

### **Intercultural Center**

The Intercultural Center (ICC), located in the Swig Student Center, fosters an atmosphere for learning about the histories and cultures of people of color; provides a healthy framework and meeting space for discovery and strengthening of cultural commonalities; enables the University to address issues of race; and provides a structure for the Brandeis community to interact from an intercultural perspective. With a student programming board and a faculty/staff/alumni/community advisory board, the ICC sponsors cultural, social, and intellectual programs open to all members of the Brandeis community. Some academic classes meet in the center.

### **The Department of Orientation and First-Year Programs**

The department develops, advises, manages and evaluates all elements of a comprehensive new student orientation program for the fall arrivals and the midyear students. The orientation program is designed, coordinated, and implemented by an orientation core committee of student leaders who are chosen through a selective process in the fall. They participate in leadership training and work during the year, as well as throughout the summer, to create a week-long series of educational and social programs that help new students with their transition into Brandeis. The orientation core committee also selects over 100 orientation leaders, who come back two weeks early for an orientation leader training program, to help implement the orientation program itself.

The First-Year Programs that extend from Orientation are a year-long series of programs that complement and extend the educational mission of the University and focus on first-year student development, transfer connections, and commuter involvement in the Brandeis community. First-Year programs provide opportunities for and encourage increased contact between first-year students, their advisors, faculty, staff, and the community as a whole. The programs specifically address the core values developed within the Division of Student Life and focus on developing the whole student. These programs prepare new students for the challenges of an intellectual and academically rigorous environment, as well as prepare them for living and learning in a pluralistic and diverse community.

The fall of 2006 continues the newest department initiative, First-Year Experience: Spirit, Mind, and Body, a course taught under the PE umbrella and offered to first-year students. This course is offered as two sections for 15 students each semester and fulfills one of their two PE requirements. It provides new students with the background and skills needed to become effective and engaged citizens in a variety of fields and disciplines; create positive relationships with students, faculty and staff; and exercise their spirit, mind and body. New students will be educated and empowered to transfer the skills learned in the classroom to the real world, to personal interactions, and will help them become contributing citizens of the Brandeis community and beyond throughout their lives.

### **Religious Life on Campus**

Religious activities and related programs are centered in the three chapels and are conducted by the student religious organizations: Berlin Chapel/Hillel at Brandeis University, the Bethlehem Chapel Community, and the Harlan Chapel Christian Community. Interfaith dialogue is an integral part of the programs of the three chapels.

Hillel, the foundation of the Jewish student community on campus, is a multifaceted and pluralistic undertaking that embraces and welcomes Jews of all persuasions and interests. Hillel actively seeks to engage Jewish students on their own terms: to provide them with opportunities to express themselves "Jewishly" that are meaningful and appealing to them. Students are empowered to take responsibility for their Jewish identity, whether they wish to participate in a community service project, express themselves artistically, participate in

a social event, engage in informal Jewish learning, or attend religious services. Any student may participate in Hillel—no membership is required. Hillel is committed to a pluralistic vision of Judaism that embraces all movements.

The Bethlehem Chapel Community serves the total Catholic community at Brandeis: students, faculty, and staff. There are Sunday and daily Masses, hours for private and group consultation, seminars, study groups, holy day and feast day programs, and other events.

The Harlan Chapel Christian Community serves the Protestant community at Brandeis and presents a variety of services and programs including religious services, poetry readings, films, and speakers. The Christian Fellowship and the Brandeis University Gospel Choir are under the sponsorship of Harlan Chapel Christian Community.

Brandeis has an active Muslim Students Association that works to meet the social and religious needs of our Muslim community on campus. With the leadership of a professional advisor, Friday Jumma Prayers, Islam Awareness Weeks, and other activities are planned to accommodate our Muslim community, while educating other members of the Brandeis community regarding Islam and Muslims. Today, there is a dedicated prayer room for the Muslim community which is also home to the Muslim Student Association.

The campus chaplains and the Muslim cleric serve as advisors to these groups and are available to all persons within the University community for personal and religious counseling and informal exchange.

### **Hiatt Career Center**

Centrally located in Usdan Student Center, the Hiatt Career Center serves as a link between current undergraduate and graduate students and Brandeis alumni from the business and professional world. The Hiatt Center staff assists students in assessing their interests and skills and exploring how these components will translate into a meaningful career path. Students are provided with individual counseling to identify specific career goals within the wide range of career options available for liberal arts graduates. A full career-resource center includes a wealth of current career information.

Brandeis students learn about careers in a variety of ways. An alumni speaker series and alumni network events are offered throughout the academic year featuring recent Brandeis graduates from many different career fields. Students are also encouraged to participate in two experiential programs: the Shadow and Internship programs.

The Shadow Program allows undergraduates to spend a day with a Brandeis alumna/us in the workplace. Beginning as early as the first year of their undergraduate career, students are matched with a Brandeis graduate who has volunteered to provide a glimpse into his or her field or work. The Internship Program offers students more than 22,000 nationwide opportunities throughout the academic year and summer months. These internships provide important experience, complementing liberal arts coursework, and some may be eligible for credit.

Brandeis alumni are involved in many of the Hiatt Center's programs. The Brandeis Career Alumni Network includes more than 3,000 graduates who volunteer to provide advice and share professional contacts in their field of expertise.

A range of programs is offered to support students in the job search. The Hiatt Center utilizes an online recruiting system to provide students with easy access to employers who are interested in hiring Brandeis students. Interviews with prospective employers are arranged through this system. The Hiatt Center hosts employer and graduate/professional school visits to campus throughout the academic year. Students are individually coached on resume writing, the job search, and interview skills.

All students are encouraged to make use of the resources in the Hiatt Career Center as early as possible in their Brandeis careers.

### **Athletics**

Recognizing the importance of physical activity in a sound educational program, Brandeis University offers a wide variety of competitive and recreational opportunities. The intercollegiate athletic program provides a challenging and enjoyable growth experience for Brandeis student-athletes, as well as providing a focus for campus spirit and pride. All full-time students may participate in annual varsity team tryouts after completing the required physical examination.

The University fields varsity teams for men in baseball, basketball, cross country, fencing, golf, indoor and outdoor track, sailing, soccer, swimming and diving, and tennis. Women compete in varsity basketball, cross country, fencing, indoor and outdoor track, sailing, soccer, softball, swimming and diving, tennis, and volleyball. The varsity squads compete against teams representing colleges and universities that regard athletics in the same spirit as Brandeis University. In addition, students have organized club teams in sports such as ice hockey and lacrosse. Brandeis is a

member of the NCAA (Division III), Eastern College Athletic Conference, and the University Athletic Association, which provides national competition among its eight-member private research universities. The University has fielded conference and national championship teams as well as many national caliber individual competitors.

Believing in the value of athletic participation for conditioning and relaxation, the University maintains a full array of intramural and recreation programs. The intramural program has included basketball, flag football, soccer, softball, squash, tennis, and volleyball. Recently, non-traditional sports such as dodge ball and whiffle ball have been added. The new lighted artificial turf athletic field has stimulated additional activity. Residence hall and commuter teams have been organized in these sports with the competitive aspects adding to the enjoyment of the game.

### **Health Center**

The Brandeis Health Center is operated by Beth Israel Deaconess Medical Center. A health center fee, mandatory for undergraduates and optional for graduate students, entitles students to medical services at the Golding Health Center without additional charge during the academic year. This annual health fee does not cover off-campus medical consultations, dental care, medications, laboratory tests, drugs, X-rays, reusable supplies, psychological testing, or hospital admission. These costs are billed to the student's insurer. Students are responsible for these charges if rejected by the insurer.

During the academic year, the Health Center is open Monday through Friday from 8:00 am to 8:00 pm and 10:00 am to 4:00 pm Saturday and Sunday. Hours of operation change during intersession, midterm, and spring recesses, as well as the summer months.

In addition, and separate from the health center fee, the Commonwealth of Massachusetts requires each student to have personal health insurance. Undergraduate students may elect to participate in the Student Health Insurance Plan (SHIP) offered through the University or may have private insurance. SHIP is an accident or illness plan. Graduate students may elect to participate in one of two different insurance plans offered through the University or may have private insurance. For additional information on SHIP please contact the Health Center at 781-736-3677.

Prospective students planning to matriculate in the college and graduate schools must submit a Health Examination Report (HER) completed by the personal physician prior to registration. In addition to information about previous health and details of the physical examination, evidence of immunization against tetanus, measles, mumps, rubella, hepatitis B, and meningococcal meningitis is required. A skin test for tuberculosis is recommended. Since students may not register for courses in the fall until the requirements have been satisfied, it is strongly recommended that the Health Examination Report be submitted by July 30.

### **Psychological Counseling Center**

Established in 1952 as one of the first university counseling centers in the United States, the Brandeis Psychological Counseling Center, located in Mailman House, has continued to serve as a model for others of its kind. Founded on the premise that the best learning occurs in an environment that supports individual growth, the Center strives to help students integrate new information and experiences and expand their understanding of themselves in the world.

The Center offers the services of a diverse and accomplished staff that endorses a two-fold approach to working with students. It promotes a "wellness" model of care, which is aimed at helping students anticipate times of stress and encourages them to ask for help with their most immediate concerns. No concern is too large or too small to be met with respect and care. In addition, the staff brings skill and expertise to the deeper developmental and psychological issues that confront our student population and is prepared to address these more difficult emotional conflicts. As an essential and integral aspect of our efforts to provide an environment where students are free to seek help, we maintain the strictest standards of privacy and confidentiality.

### **Student Conduct System**

The University establishes standards of student behavior and reserves the right to take appropriate disciplinary action, including suspension or dismissal, when a student's conduct warrants such action. The University will give notice and, if requested, a hearing before the appropriate body. The student conduct system is administered by the Department of Student Development and Conduct. Standards, policies, and procedures are published in the booklet *Rights and Responsibilities* and can be found online at [www.brandeis.edu/studentlife/sdc](http://www.brandeis.edu/studentlife/sdc).

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## Student Activities

Staff in the Department of Student Activities offers and provides leadership development, training, and guidance to student leaders and to clubs and organizations. The department is involved in supporting major programming efforts on campus, and in providing a number of leadership opportunities for Brandeis students.

### Student Organizations

A variety of student organizations exists for all who are interested. Organizations are open to any matriculated student on the basis of competency or interest. No exclusive or secret societies are recognized. Exclusive or secret societies are inconsistent with the principles of openness to which the University is committed. Therefore, social fraternities and sororities, in particular, are neither recognized nor permitted to hold activities on campus, use University facilities, or use the name of the University.

### Shapiro Campus Center

The Shapiro Campus Center acts as a focal point for cocurricular and extracurricular activities for students and others in the campus community. The Center provides office space and facilities for student government and a broad range of student clubs and organizations. Undergraduate students play a major role in the operation of the Center through collaboration with staff members in the Division of Student Life who are housed in the building.

### Usdan Student Center

The Usdan Student Center is also integral to the daily lives of students. Usdan houses the undergraduate mailroom, a gameroom, two cafeterias, a convenience store, and the Student Services Bureau. There are also meeting rooms, administrative offices, the Graduate Student Association, and other student organizations.

### Student Government

Brandeis students consider themselves part of a community dedicated to the advancement of liberal values, the enrichment of life experience, and the broadening of knowledge. Organized through the undergraduate Student Union and the Graduate Student Association, their prime responsibilities are to create a democratic student organization, increase the flow of new ideas, and provide enjoyable and creative recreational and cultural activities for all students.

The Student Union is the assembly of the entire undergraduate student body. The Student Senate, funded through the mandatory student activities fee, consists of elected officers and elected representatives from each class and each residence quadrangle, meeting regularly to conduct its business and supervise its programs. The student programming board, Student Events, has the responsibility for the allocation of a portion of the student activities fee to support social, cultural, and educational programs.

The Graduate Student Association (GSA) is the assembly of all graduate students. The Graduate Student Senate consists of elected officers and elected representatives from each academic department offering a graduate degree. Cultural, social, and educational programs are organized by the GSA throughout the year. There is a GSA lounge in the Usdan Student Center.

Students also serve as members of a variety of University committees, including the University Curriculum Committee, the Personal Safety Committee, the Parking Appeals Board, the Community Relations Committee, and the Conservation Committee. Two undergraduates and one graduate student also serve as representatives to the Board of Trustees and the National Alumni Association Board of Directors.

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## Public Safety

The Department of Public Safety is located at Stoneman. Responsibilities of this 25-member campus police force include campus-wide security/safety patrol, traffic control, and enforcement of University driving/parking regulations, protective custody of University offices, classroom/dormitory areas, and professional inquiry into incidents involving theft, trespassing, and related matters. The department places special emphasis on preventive and protective care for all members of the University community.

### Automobile Regulations

All students must register their vehicles with the Department of Public Safety. Students with motor vehicles must observe University traffic and parking regulations, copies of which are available from the Department of Public Safety. Due to limited space, the Brandeis Parking and Traffic Committee *strongly* recommends that students leave their motor vehicles at home.

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## Dining Facilities

Student dining facilities are located in the Sherman and Usdan Student Centers. Kosher meal service is available in the Sherman Student Center, which shares a dining area with nonkosher meal service. The Usdan Dining Center offers a number of dining options, including a snack shop and fast food operation in addition to the normal meal plan service. Light refreshments are also offered in Cholmondeley's, a coffeehouse operated by students in Usen Castle.

Graduate students should consult dining services for more details on the dining plan.

### The Stein

Located in the Sherman Student Center, The Stein is a restaurant that offers sandwiches, light meals, beer, and wine. The Stein also serves as the campus pub. It is a popular gathering place for students throughout the academic year.

### Faculty Club

The Brandeis University Faculty Club is located in the Wien Faculty Center. The club offers membership to all in the greater Brandeis community and serves as a central location for formal and informal gatherings. Luncheon is served Monday through Friday from noon to 2:00 pm during the academic year.

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## Bookstore

Located in the Shapiro Campus Center, the campus bookstore is operated by a private, non-Brandeis agency. The bookstore, through close association and coordination with academic departments and faculty members, offers students a comprehensive stock of textbooks and paperbacks related to the academic program. School supplies, computer supplies, clothing, health and beauty aids, and gift items may also be purchased at the bookstore.

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## Post Office and Student Mailroom

The campus mailroom is located in the Usdan Student Center. All undergraduate student mail is delivered to the campus post office, and a separate mailbox is maintained for each undergraduate student. All graduate student mail is delivered to the graduate department where a separate mailbox is maintained for each student. All U.S. postal services are provided, including the sale of stamps and money orders, registry of mail, handling of parcel post packages, and express mail delivery.



# The College of Arts and Sciences

The College of Arts and Sciences is the undergraduate core of the University. The College comprises 24 departments and 24 interdepartmental programs, which offer 41 majors (p.32) and 46 minors (p.38). Interdepartmental programs provide a structured, intellectually coherent opportunity to explore areas of study that are interdisciplinary in scope. The range of departments and interdepartmental programs offers students and faculty the opportunity and formal structure needed to explore fields in depth and across disciplines. The structure and offerings of the College encourage and inspire students and faculty to pursue a true liberal arts education through degrees and continuing research endeavors.

## Departments

African and Afro-American Studies  
 American Studies  
 Anthropology  
 Biochemistry  
 Biology  
 Chemistry  
 Classical Studies  
 Computer Science  
 Economics  
 English and American Literature  
 Fine Arts  
 German, Russian, and Asian Languages and Literature  
 History  
 Mathematics  
 Music  
 Near Eastern and Judaic Studies  
 Philosophy  
 Physical Education  
 Physics  
 Politics  
 Psychology  
 Romance and Comparative Literature  
 Sociology  
 Theater Arts

## Interdepartmental Programs

Biological Physics  
 Business  
 East Asian Studies  
 Education  
 Environmental Studies  
 European Cultural Studies  
 Film Studies  
 Health: Science, Society, and Policy  
 History of Ideas  
 International and Global Studies  
 Internet Studies  
 Islamic and Middle Eastern Studies  
 Italian Studies  
 Journalism  
 Language and Linguistics  
 Latin American and Latino Studies  
 Legal Studies  
 Medieval and Renaissance Studies  
 Neuroscience  
 Peace, Conflict, and Coexistence Studies  
 Religious Studies  
 Russian and East European Studies  
 Social Justice and Social Policy  
 Women's and Gender Studies

## The Liberal Arts at Brandeis University

Brandeis is a research university and a liberal arts college. As a research university, we are committed to the creation of new knowledge; as a small liberal arts college, we are committed to intense intellectual engagement of faculty with students. In the classroom, the lab, and the studio, these two aspects come together and are further enriched through the multitude of centers, institutes, and other academic resources on campus. Committed teachers as well as scholars, scientists, or artists at the cutting-edge of their fields, Brandeis faculty draw students into the continuing conversation of their disciplines and into the common conversation of educated persons.

A Brandeis education is characterized by both breadth and depth. The core of the undergraduate education is gained through exposure to the four schools of the College of Arts and Sciences—Creative Arts, Humanities, Science, and Social Science.

Students choose areas of study from the wide array of majors, minors, and interdisciplinary programs according to their developing interests, and are encouraged to make connections among different fields in the same and different schools. Most classes are small, and many students benefit from opportunities to work closely with faculty in research opportunities, internships, creative and studio work, senior theses, and other collaborations.

A liberal arts education at Brandeis prepares students for effective citizenship and leadership. We are deeply concerned with the uses to which knowledge is put. How does classroom learning translate into concrete practice? How can a college education prepare each student to make a difference in the world? How can an education remain true to the liberal arts while also enabling students to explore possible careers? These aspirations are fostered by a commitment to diversity and by experiential learning opportunities that connect the college classroom with the larger world, locally and globally. The founders of the University chose to name it after Louis Dembitz Brandeis, a great American lawyer and jurist, who put his keen intellect and legal skills to work in advancing social justice. The consciousness of this legacy permeates the University.

We see a liberal arts education as a process of self-scrutiny and self-transformation, developing each student's perception, reasoning, and oral and written expression. We expect all students to emerge changed, questioning basic beliefs and assumptions, engaging with other perspectives, and acknowledging uncertainty even while holding fast to bedrock convictions. This personal growth occurs not only through rigorous, formal learning, but through extracurricular activities and through a multitude of informal encounters and personal relationships with faculty, students, staff, and visiting scholars of different backgrounds, interests, and experiences—in short, through living in the vibrant, diverse, and stimulating community that is Brandeis University.

## Admission to the College of Arts and Sciences

The University selects new students each year on the basis of merit, admitting those individuals whom it believes to be best prepared academically and personally for the University's educational program and most likely to contribute to and profit from the life of the Brandeis community. Although it chooses a class varied in its interests, talents, and experience, it uses no quotas of any kind—geographic, racial, religious, or economic.

In its evaluation of candidates, the admissions office weighs evidence of accomplishment and development; school and teacher statements based on previous study and experience; relevance to the application of test results; and impressions gained through the application.

### Admission Requirements for Freshmen Candidates

To be considered for freshman admission a candidate should be enrolled in a college preparatory course of study. Students planning to enter college before the completion of their secondary school programs, veterans, or other persons with equivalency diplomas or special school backgrounds should write directly to the director of admissions regarding their interest and experience.

An adequate course in preparation for Brandeis should include four years of English; three years of a foreign language, including study during the senior year whenever possible (two years each of two languages is acceptable but less desirable); three years of college preparatory mathematics (prospective science concentrators should present a year of advanced mathematics); at least one year of science (chemistry, physics, or biology); and one year of history. The remaining courses should generally be in traditional college preparatory studies. It is recognized, however, that courses in the creative arts are of value to students intending to concentrate in these fields in college.

Standardized test scores (SAT, ACT, TOEFL) are regarded by the Committee on Admissions as one of several factors in one's candidacy and as a method of evaluating the qualifications of candidates from different schools and areas. All candidates must take either the SAT (given by the College Board) and two additional Subject Tests in two

different subject areas (e.g. one math and one language); or the ACT Assessment Test with writing section. All tests should be completed by the end of January of the senior year. The candidate should direct that the College Board or ACT report scores to the dean of admissions. The school code for Brandeis is 3092.

In addition, if English is not the native language of the student, the TOEFL (Test of English as a Foreign Language) exam should also be taken.

Full information concerning testing may be obtained from secondary school guidance counselors or directly from the agencies administering the exams. For information on the SAT and subject tests, contact the College Board Headquarters, 45 Columbia Avenue, New York, NY 10023, or go to their website at [www.collegeboard.com](http://www.collegeboard.com). For information on the ACT, write the American College Testing Program, 500 ACT Drive, P.O. Box 168, Iowa City, Iowa 52243 or go to their website at [www.actstudent.org](http://www.actstudent.org). For information on TOEFL, write to Educational Testing Service, Corporate Headquarters, Rosedale Road, Princeton, NJ 08541 or go to their website at [www.ets.org/toefl](http://www.ets.org/toefl).

### Early Decision

Freshmen candidates who, after careful consideration of various college options, have decided firmly that Brandeis is their first choice, are encouraged to apply for admission under the Early Decision Plan. Early decision candidates and their college counselors must sign a statement on the application indicating that they understand the implications of the Early Decision Plan and that the student will enroll if admitted. Although early decision candidates may file regular applications to other colleges, it is with the understanding that those applications will be withdrawn when candidates are offered admission to Brandeis under the Early Decision Plan. All applications and supporting credentials for early decision must be received no later than November 15 for Early Decision I and no later than January 1 for Early Decision II. Supporting credentials should include the SAT Reasoning Test and as many SAT Subject Tests as have been completed, or the ACT with Writing. Decisions will be mailed by December 15 for Early Decision I and by February 1 for Early Decision II.

## Admission Requirements for Transfer Candidates

The Committee on Admissions welcomes applications from individuals whose promise and prior attainment is in keeping with the opportunity for a continuation of concentrated scholarly study at Brandeis. Whenever desired, applicants will be granted a conference with a faculty member in the area of academic interest. Some financial aid is reserved annually for transfer candidates.

Transfer admission is granted solely in keeping with the University's degree requirement of a minimum of *two years* of full-time study. To be considered for admission, a candidate should present, in applying, evidence of good standing (academically and personally) in his or her preceding college and sound reasons for wishing to transfer.

In its selection of transfer candidates, the Committee on Admissions gives major consideration to the quality of college-level work completed and some consideration to further evidence of promise for achievement at Brandeis based on the secondary school record, personal evaluations by the appropriate dean and an instructor, and testing and information conveyed by the candidate. Candidates should submit either SAT or ACT scores from testing completed either during secondary school or by April of the year of application.

Transfer candidates apply by April 1 for the fall semester.

## Admission of International Students

International applicants should request application materials from the Office of Admissions. To be considered for admission as an international student, a candidate should have successfully completed a pre-university program (the duration of which was at least 12 years) with strong results on nationally administered examinations where applicable. Undergraduate applicants whose native language is English are required to take the SAT at centers throughout the world. Students may submit results from the American College Testing Program (ACT) in lieu of College Board testing. The TOEFL (Test of English as a Foreign Language) is required of applicants who are not native speakers of English.

The deadline for receipt of international applications is January 15 for enrollment the following September. The deadline for spring semester admission is November 1. Candidates for September admission may apply for financial aid. No financial aid is available for international candidates for spring semester admission.

*The Wien International Scholarship Program*, created in 1958 by Lawrence A. and Mae Wien, is designed to further global understanding, provide international undergraduate students with opportunities for study in the United States, and enrich the intellectual and cultural life of the Brandeis campus.

The program enables the University to offer a limited number of undergraduate awards to outstanding incoming students. Full Wien Scholarships cover the cost of tuition, required fees, and a stipend for books. The remainder of the full Wien award to cover the cost of room, board, and personal maintenance is based upon the student's eligibility and will be grant, loan, or on-campus employment. Wien Scholarships of less than full tuition are also awarded; on-campus employment and loan funds are often combined with these partial awards to meet demonstrated financial need. A limited number of partial-tuition Wien awards are based only on merit.

Wien Scholarships are awarded based on academic excellence and overall strength of the application. They are renewable through the completion of the undergraduate degree.

International applicants are also considered for other University funded need-based awards. Need-based awards are intended to assist as many students as resources permit through award packages of scholarship, on-campus employment, and loan funds covering part of the total cost. All applicants who want to be considered for either the Wien Scholarships or other University aid must submit the International Student Financial Aid Application.

### **Brandeis Adult Student Option**

The Committee on Admissions welcomes applications from adult students who are interested in pursuing their B.A. degree at Brandeis. For a candidate who has been out of high school or college for a number of years, the Committee on Admissions looks for evidence—recent course work (noncredit or credit), work, or volunteer experience—that the applicant has remained intellectually curious and highly motivated. Transcripts from recent course work are particularly helpful in providing documentation. Letters of recommendation from teachers, supervisors, or colleagues; a personal statement; and a personal interview give further evidence of promise for achievement at Brandeis. No standardized testing is required but a candidate may submit official testing if he or she desires.

Brandeis adult students may pay on a course-by-course basis taking as few as one or as many as five-and-a-half courses per semester (see "Tuition" section for the rate per course). In order to receive the baccalaureate, they must meet all degree requirements, except rate-of-work requirements, that apply to full-time students. Credit will be given for course work done elsewhere if it meets University transfer credit criteria.

Candidates interested in the Brandeis Adult Student Option should apply by April 1 for the fall semester and November 1 for the spring semester.

### **Special Student Status**

The University accepts as Special Students for the fall and spring semesters a small number of persons who are not candidates for a degree at Brandeis and who wish to elect one or more courses for which they are qualified and can demonstrate special need. This would include students who are degree candidates at another college or university wishing to attend Brandeis as visiting students. Special Student status is subject to approval on an individual and semester basis. Students whose academic performance does not meet Brandeis standards may be denied permission to register for a second semester.

Neither residence nor financial aid is available to Special Students, and no special student may take precedence over a degree candidate in any limited enrollment course. Please note that international students in Special Student status must enroll for a full course of study.

Persons interested in Special Student status should apply by July 15 for the fall semester and by November 1 for the spring semester.

### **Credit for College-Level Work Done While in High School**

Students may earn credit toward general education requirements (except academic residency) for college-level work taken during American high school study (grades 9-12) or before entering Brandeis as freshmen. Such courses must be offered by accredited post-secondary institutions; designed for and accessible to regular college students and taught by instructors whose institutional responsibilities are primarily at the post-secondary level; acceptable for degree credit at the host institution; and comparable to Brandeis courses in content, scope, and level of instruction, as judged by Brandeis faculty.

To receive credit for courses taken at institutions other than Brandeis, the student must achieve grades of B- or higher, as certified by an official college transcript received by Brandeis, and must not have applied the credit toward high school graduation requirements. For students in dual enrollment programs, elective courses exceeding the total number required for high school graduation will be considered for evaluation. Students must petition through the Office of the University Registrar. Courses that are considered credit-worthy by sponsoring and cooperating colleges and universities may not meet Brandeis requirements.

### **Advanced Placement**

Brandeis University participates in the Advanced Placement Program of the College Entrance Examination Board. Qualifying scores necessary to receive credit are recommended by the academic departments to their school councils and administered by the Office of the University Registrar.

Generally, especially in the sciences, advanced placement credit may not be applied toward satisfaction of requirements for a major or minor. It may, however, permit students to begin work in a field at a higher level. Advanced placement credit may be applied toward satisfaction of University degree requirements in the chart below.

Unlike some other languages, there is no advanced placement exam in Hebrew. Therefore, the Hebrew program at Brandeis offers students who are nonnative, have studied Hebrew as a second language in high school, have had no college-level courses, and have demonstrated advanced knowledge in the Brandeis Hebrew placement exam, an opportunity to take an additional exam for credit. Upon successful completion of that exam, a student will receive one course credit. This opportunity is available to students only at the time they first enter Brandeis University.

Students who receive qualifying scores and wish to apply eventually for Brandeis course credit must contact the College Board and request that their scores be reported to the Coordinator of Advanced Placement, Office of the University Registrar, Brandeis University, Mailstop 068, P.O. Box 549110, Waltham, Massachusetts 02454-9110. Brandeis University's school code number is 3092. Requests for additional information on the Advanced Placement Program should be addressed similarly.

Advanced placement credit is awarded during a student's first year. At that time students are invited by the Office of the University Registrar to submit the paperwork needed for the processing of the credits. Students who apply Advanced Placement credits to the Brandeis degree may not enroll in courses here or elsewhere that are regarded as equivalent without experiencing the revocation of the Advanced Placement credit. Course equivalents are determined by the academic departments and posted by the Office of the University Registrar.

<b>Examination</b>	<b>Accepted Scores</b>	<b>Requirement Met</b>	<b>Concentration Credit</b>	<b>Semester Course Credit</b>	<b>Equivalent Brandeis Courses</b>
Art History	5	School of Creative Arts	Yes	1	None
Biology	5	School of Science	No	1	None
Chemistry*	4, 5	School of Science Quantitative Reasoning	Yes	2	CHEM 11a, b, 18a, b
Computer Science AB	5	School of Science	No	1	COSI 11a
Economics: Macro	4,5	School of Social Science	No	1	None
Economics: Micro	4,5	School of Social Science Quantitative Reasoning	Yes	1	ECON 2a
Environmental Science	4,5	School of Science	No	1	None
English: Language	4,5	None	No	1	None
English: Literature	4,5	School of Humanities	No	1	None
European History	4,5	School of Social Science	No	1	None
French Language	4,5	Foreign Language	No	0	FREN 30-level
French Literature	4 5	Foreign Language Foreign Language	No No	0 1	None FREN 30-level
German Language	5	Foreign Language	No	1	GER 30-level
German Literature	None	None	No	0	None
Government: U.S.	5	School of Social Science	Yes	1	POL 14b
Italian Language	4,5	Foreign Language	No	1	ITAL 30-level
Italian Literature	None	None	No	0	None

*continued*



Examination	Accepted Scores	Requirement Met	Concentration Credit	Semester Course Credit	Equivalent Brandeis Courses
Latin: Literature	5	Foreign Language	Yes	1	LAT 30-level
Mathematics AB**	4 5	School of Science School of Science	No No	1 2	MATH 10a MATH 10a, b
Mathematics BC**	3 4,5	School of Science School of Science	No No	1 2	MATH 10a MATH 10a, b
Music Literature	5	School of Creative Arts	No	1	MUS 1a
Music Theory	5	School of Creative Arts	No	1	MUS 5b
Physics B**	4,5	School of Science Quantitative Reasoning	No	2	PHYS 10a, b
Physics C: Mechanical***	4,5	School of Science Quantitative Reasoning	Yes	1	PHYS 11a
Physics C: Electrical***	4,5	School of Science	Yes	1	PHYS 11b
Psychology	4,5	School of Social Science	No	1	PSYC 1a
Spanish Language	5	Foreign Language	No	0	SPAN 30-level
Spanish Literature	5	Foreign Language	No	1	SPAN 30-level
Statistics	4,5	Quantitative Reasoning School of Science	No	1	MATH 8a
U.S. History	4,5	School of Social Science	No	1	None
World History	4,5	School of Social Science	No	1	None

\*Students electing to receive AP credit for first-year chemistry cannot take CHEM 11a/b, CHEM 15a/b, CHEM 18a/b, or CHEM 19a/b for credit.

\*\*Students may elect to receive credit for either Mathematics AB or Mathematics BC, but not for both.

\*\*\*Students may elect to receive credit for either Physics B or Physics C (Mechanical or Electrical), but not for both.

A maximum of four semester-course credits may be applied toward the academic residency requirement from credit awarded for Advanced Placement exams. Additional course credits beyond the four semester-course credits can be awarded and can be used for placement purposes, general degree requirements, and major/minor requirements as allowed by individual departments. The award of advanced placement credit is determined by the policies in effect during the student's entry year into Brandeis; students should consult the AP chart published in the *Bulletin* for their year of entry.

Any questions about the use of Advanced Placement credit should be directed to the coordinator in the Office of the University Registrar.

#### **International Baccalaureate**

Brandeis recognizes the International Baccalaureate diploma and will award eight credits (two, four-credit courses) for each higher level examination with a score of five or better, for a maximum of 16 credits (four, four-credit courses). Numeric credits earned in this manner may be used toward the 128 credits required for graduation. Additional exams with scores of five or better can be awarded purpose credit. Requirement purpose credit has no numeric credit value.

#### **Credit for Foreign School-Leaving Examination**

International students are obliged to supply the results of their advanced secondary school examinations to the Office of the University Registrar for evaluation. Brandeis accepts credit toward the B.A. or B.S. degree for a number of such examinations, including the British Advanced Level examinations, the German *Abitur*, the French *baccalaureate*, and others; credit is contingent upon level of performance and details may be obtained from the Office of the University Registrar. Credit from such sources will not be applied to the Brandeis record until the student has completed two semesters at the University. Students may not enroll in courses deemed equivalent to the foreign work without loss of the foreign credit. A maximum of 16 credits (four, four-credit courses) credits may be used toward the 128 credits required for graduation.

#### **Transfer Credit Policies**

Transfer students are obliged to supply official transcripts documenting all previous college-level work. All such work is evaluated and each incoming transfer student is furnished by the registrar with an evaluation based upon existing faculty policies. The evaluation will indicate the number of course credits granted and the number of degree requirements that have been met. No more than 16 course credits may be granted because residence requirements specify that a minimum of 16 courses in four semesters must be successfully completed at Brandeis.

Courses must have been taken at accredited, degree-granting institutions from which an official transcript has been received. The courses must be generally equivalent to courses offered at Brandeis, and the grade received must be equivalent to at least a C-, though credit is usually awarded for a "pass" grade in a system allowing non-letter grades. Occasionally, credit may be awarded conditionally, pending successful completion of a year at Brandeis. Only selected overseas study programs are acceptable for Brandeis credit; for further details on the transfer of credit from overseas study sources, consult the Office of the University Registrar. Students may not be concurrently enrolled at Brandeis during a term in which transfer credit is sought, except as allowed under the provisions of cross-registration.

Credit is granted on an equivalent semester basis with four course credits being awarded for completion of a normal semester's work at the other institution. Normally, one quarter-course receives no credit, two quarter-courses are granted one course credit, and three quarter-courses are awarded two course credits.

Students who do not initially receive credit for a particular course taken at another institution may petition the registrar for reconsideration. Such a petition requires the signature of the appropriate Brandeis faculty member and must indicate the Brandeis course to which it is considered equivalent. In an unusual situation, the petition may be referred to the Committee on Academic Standing for final resolution.

In determining progress toward the requirements of a major, departments may consider only non-Brandeis courses that have been accepted for degree credit. Departments may limit the number of such courses that they will apply toward the major. Rules governing the application of transfer credit to majors may differ from department to department.

#### **Application and Admissions Procedures**

For the most current information regarding admissions procedures and deadline dates, prospective candidates should consult the instructions accompanying the application.

The address for the forwarding of all inquiries, materials, and test results is:

Brandeis University  
Office of Admissions  
Mailstop 003  
P.O. Box 549110  
Waltham, Massachusetts 02454-9110  
781-736-3500 or 800-622-0622  
781-736-8502 TTY/TDD

#### **Financial Aid**

Brandeis maintains a substantial aid program consisting of grants, loans, and work awards. More than 65 percent of the students enrolled at Brandeis receive University assistance. The staff of the Office of Student Financial Services is available to assist parents and students in planning to finance four years of undergraduate education.

Financial aid is awarded after a careful analysis of the family's ability to support the student's costs of education. The analysis is based on the information submitted by the family on the Free Application for Federal Student Aid (FAFSA), Financial Aid PROFILE, and if applicable, the Brandeis University financial aid application for continuing students, and federal income tax returns. The student's eligibility for assistance is determined according to federal government regulations and University policies governing financial aid programs. Included in the analysis is the ability of the parent(s) and the student to contribute from current and future income and assets. The difference between a family's ability to support the student and the actual costs of education is determined to be the student's financial need.

The Office of Student Financial Services reviews a number of factors in determining each student's financial aid award. Demonstrated financial need, academic achievement, and geographic and cultural diversity each play a role in the type and amount of scholarship assistance offered. Students should expect some combination of scholarship, loan, and/or work awards in their financial aid offer.

## Financial Aid Policy

1. Students receiving scholarship aid will usually be expected to assume loan and work obligations as part of a self-help package determined annually by the Office of Student Financial Services. Students may request increased loan and decreased work if loan funds are available.

2. Financial aid applicants are required to apply for the Federal Pell Grant and state scholarship programs, where available. Brandeis is unable to replace with University funds non-University aid that students are eligible to receive, but for which they fail to apply.

3. Outside awards received from federal and state programs may result in a dollar-for-dollar reduction in Alumni and Friends Scholarship and Trustee Scholarship funds. Outside awards received from non-governmental sources, even if based on criteria exclusive of need, will first be used to fulfill any unmet federal financial need. Any outside award amount in excess of unmet federal financial need will reduce the self-help (loan and work) and then grant components of the student's need-based award. Students receiving need-based or merit-based aid will not be permitted to keep outside awards in excess of the total cost of attendance.

The above policy will be applied to outside awards received by any Brandeis student regardless of class year. All awards should be reported in writing to the Office of Student Financial Services.

4. All students must reapply for financial aid each year. Students receiving any type of federal aid must file the Renewal Free Application for Federal Student Aid (FAFSA), which will be mailed to each student's permanent address during the winter intersession. Students receiving Alumni and Friends Scholarship or Trustee Scholarship funds must also complete the Brandeis University Financial Aid Application for Continuing Students and provide copies of student and parent tax returns. The University may also require verification of certain application items including, but not limited to, the student's academic year residence status and the enrollment of siblings at other post-secondary, undergraduate institutions. The priority filing date for applying for renewal of financial aid is April 12.

While it is expected that financial assistance will be continued each year of the student's undergraduate enrollment, the form and/or amount may change in subsequent years to reflect changes in financial need, federal and University funding, and other circumstances. An increase in the amount of loan in the financial aid package should be anticipated.

5. Upperclass students who wish to apply for financial aid for the first time must file the FAFSA and the CSS/Financial Aid PROFILE as well as submit copies of student and parent tax returns. The University may also require verification of certain application items including, but not limited to, the student's academic year residence status and the enrollment of siblings at other post-secondary, undergraduate institutions. The priority filing date for applying for financial aid is April 12.

6. First-year students who receive any type of federal aid must file the FAFSA before any aid can be credited to their student account. First-year students who receive Alumni and Friends Scholarship or Trustee Scholarship funds must also provide copies of student and parent tax returns. The University may also require verification of certain application items including, but not limited to, the student's academic year residence status and the enrollment of siblings at other post-secondary, undergraduate institutions.

7. If a student changes his or her academic program (i.e., taking less than 12 credit hours [which equals full-time status], studying abroad or elsewhere domestically, graduating in less than four years, graduating in more than four years, or taking a leave of absence), there may be implications for the amount and type of financial aid that the student can receive. If a student is considering any of the above options, they should consult a financial aid counselor first to discuss the impact on their financial aid eligibility.

8. Federal regulations require that a student receiving federal assistance make satisfactory academic progress in accordance with standards set by the University. Brandeis delegates the responsibility to monitor academic progress to the Committee on Academic Standing and charges it to make such determinations on the basis of individual merit, and not in relationship to some arbitrary numerical standard. The committee thoroughly reviews the records of students whose performance was unsatisfactory, i.e., more than one D and/or one or more E or F, at the conclusion of each semester. Students whose progress has been judged unsatisfactory and whose withdrawal has been required by the Committee on Academic Standing shall be accorded a

reconsideration by that body in the presence of new information, judged to be relevant by the dean of the college or his/her designee. Should a required withdrawal action be rescinded on appeal, financial aid eligibility shall be reinstated. Any student permitted by the committee to register for the following semester is considered to be making academic progress and is eligible for financial aid from federal and University sources. However, since an ability to complete the degree within eight semesters is a measure commonly applied by the committee in making these determinations, students are advised to consult the sections of the current *University Bulletin* pertaining to class standing (under "Academic Regulations").

## Loans

1. Federal Perkins Loan Program—Interest is not charged and repayment is not expected while the recipient is enrolled at least half-time. During repayment, interest is at a fixed rate of five percent per year, and repayment may be made over a ten year period. Cancellation of a portion of the aggregate loan is available for service as a teacher of the handicapped, or in a low-income school district. The number of Perkins Loans is limited and reserved for the most needy students.

2. Federal Direct Stafford Loan Program—This program enables eligible undergraduate students to borrow up to \$2,625 during the first year, \$3,500 in the second year, and \$5,500 in the third and fourth years. All students, regardless of family income, must submit a Free Application for Federal Student Aid (FAFSA) and a Verification Worksheet (if required) in order to be eligible for a Federal Direct Stafford Loan. Students are notified of their eligibility for this loan program on the financial aid award letter.

There are two different forms of this loan: the **Federal Direct Subsidized Stafford Loan** and the **Federal Direct Unsubsidized Stafford Loan**. Interest and repayment are deferred on the Federal Direct Subsidized Stafford Loan while the borrower attends college on at least a half-time basis. Although repayment is also deferred on the Federal Direct Unsubsidized Stafford Loan while the borrower is enrolled at least half time, interest accrues on this loan from the time the loan funds are disbursed. The interest may be deferred and capitalized. Six months after the cessation of half-time enrollment, the borrower begins a ten year repayment period (other repayment options are available) during which time interest is charged to the student. Contact the Office of Student Financial Services for current interest rate information.

Borrowers of both the Federal Direct Subsidized Stafford Loan and the Federal Direct Unsubsidized Stafford Loan must obtain and complete the required promissory notes, as well as any supplemental loan forms, at the beginning of their entering semester upon receipt of correspondence from the Office of Student Financial Services. Anticipated credits on a student's account will be cancelled if all required forms are not completed. The terms of the above loan programs are subject to federal legislation and may be changed.

#### **Title IV Cancellation**

If you have been awarded a student loan (Federal Direct Stafford, Perkins, CitiAssist or MEFA alternative loan) or parent loan (PLUS or MEFA), you have a right to cancel all or a portion of your loan or loan disbursement. To do so, please submit a written request to: Office of Student Financial Services, Brandeis University, Mailstop 027, P.O. Box 549110, Waltham, MA 02454-9110.

A request for loan cancellation or adjustment must be made before the end of the academic year or prior to leaving school—which ever comes first—and must state which loan(s) and what amount(s) you wish to cancel. Cancellation of your awarded student loan(s) will most likely create a balance due on your account. This balance would be due and payable upon receipt of the statement.

#### **Student Employment**

The student employment section of the Office of Student Financial Services seeks to provide work opportunities to students seeking work on campus and in the Waltham area. This service is available to students, regardless of whether or not they are receiving financial aid. Students who receive job allotments as part of their financial aid package will have priority for jobs but many non-aided students find campus employment. Potential job earnings *are not* deducted from billed charges from the University at the beginning of each term. Students receive weekly paychecks based on hours worked.

Listings of all on-campus and off-campus job opportunities are available on our website at [www.brandeis.edu/offices/sfs](http://www.brandeis.edu/offices/sfs).

#### **Financial Aid to Transfer Students**

Financial aid is available for students entering Brandeis as transfer students from other institutions of higher education. Applicants who cannot afford to attend Brandeis without financial assistance should submit the Free Application for Federal Student Aid (FAFSA), and a CSS/Financial Aid PROFILE. The application for financial aid is due at the same time as the application for admission.

## **Fees and Expenses**

### **Financial Regulations**

Any student with outstanding financial obligations will be denied the privileges of attending classes and using University facilities. Every student must satisfy his or her financial obligations in full to the University in order to receive certification of graduation. Official transcripts and certifications will be withheld until financial obligations to the University have been discharged. Failure to discharge financial obligations includes, but is not limited to, an overdue balance with the University or the delinquency of a borrower in repaying a loan administered by the Office of Student Financial Services and the inability of that office to collect such a loan because the borrower has discharged the indebtedness through bankruptcy proceedings.

A student who defaults in the payment of indebtedness to the University shall be subject to suspension, dismissal, and refusal of a transfer of credits or issuance of an official transcript. In addition, the University may refer the debt to an outside collection agency. The student is responsible for costs associated with the collection of the debt.

### **Application, Matriculation, and Orientation Fees**

Each application for first-year or transfer admission must be accompanied by a fee of \$55. All application fees are nonrefundable and cannot be credited toward other fees.

A nonrefundable matriculation deposit of \$500 must be filed by each candidate upon notification of acceptance. This deposit reserves a place in the class and the option of applying for first-year housing and is credited toward the first semester tuition bill. If the student fails to enroll or withdraws his or her application, the matriculation deposit is forfeited.

All new students are charged a mandatory \$183 orientation fee, which is nonrefundable.

### **Tuition**

The tuition fee for 2006-07 is \$32,951 and the fee for each semester course required for degree credit is \$4,119.

Library privileges and use of athletic facilities for the academic year are included in the full tuition fee.

Students who return to the University after withdrawing will pay the prevailing tuition and other fees. In view of the constantly increasing costs of education, students may expect tuition increases during their academic careers.

### **Financial Implications of Course Load Variation**

Extra tuition charges are not incurred when course loads exceed maximum rate of work limits, nor are charges reduced or refunds applied for course loads below the normal rate of work.

### **Room and Board Fee**

The total charges for a standard residence hall room (double occupancy) and a 14-meal per week board contract for the 2006-07 academic year are \$9,463. Other meal contract options are available.

For upperclass students, other living accommodations are available at annual rates ranging up to \$1,645 more than the standard residence hall room (double occupancy) rate of \$5,315.

Students residing in residence hall rooms must sign room licenses and board contracts binding for the full academic year. Students residing in either of the apartment complexes must sign room licenses binding for the full academic year; board contracts are available to, but not required of, these students.

Nonresident students may eat in the University dining halls on a cash basis.

### **Transcript Fee**

Students are entitled to 20 official transcripts of their academic work without charge. A charge of \$5 will be made for each subsequent transcript. The student will pay the transcript fee in advance at the Office of the University Registrar (Kutz Hall). Official transcripts will be issued only to those students whose financial records with the University are in order.

### **Other Fees**

The following are other mandatory annual fees for 2006-07:

1. Student activities fee, \$257.
2. Student events fee, \$73.
3. Student health service fee, \$537.
4. Technology fee, \$199.



5. Student Health Insurance Plan (single coverage), \$1,648 (estimated). Mandatory unless proof of other coverage is provided.

There are other University fees that a student may incur for specific services or failure to meet commitments. These fees include but are not limited to the following for 2006-07:

1. Laboratory fees, \$15-\$50.
2. Studio fees, \$10-\$80.
3. Medical school application processing fee, \$50.
4. Monthly payment plan fee, \$100.
5. Parking fees, \$35-\$150.
6. Off-campus study fee, \$400 per semester.
7. Senior fee, \$33.
8. Returned check fee, \$25.
9. International health and accident insurance, mandatory for students participating in study abroad programs, \$36 per month.
10. Late fee. A late fee will be assessed to all student accounts with outstanding balances after the stated due date. The amount of the late fee will be \$100, or 2% of the outstanding balance, whichever is greater.

## Payment Plans

### Semester Plan

The first semester bill will be issued during July and payment will be due on or before August 11, 2006; the second semester bill will be issued during November and payment will be due on or before January 5, 2007.

### Monthly Payment Plan

Tuition Management Systems (TMS) has contracted with Brandeis to administer the monthly payment plan. The application and a nonrefundable handling fee of \$100 must be returned to TMS by July 15, 2006. The payment plan electronic withdrawals will begin on August 1, 2006.

## Refund Policy

A student who leaves the University without the approval of the Office of Undergraduate Academic Affairs is not entitled to a refund.

For approved or required leaves, withdrawals, suspensions, or dismissals, the date of departure will be considered to be that which is approved by the Office of Undergraduate Academic Affairs.

All requests for refunds must be *in writing* and are subject to review and final approval by the Office of Student Financial Services.

Approved refunds follow this schedule:

### 1. Tuition Withdrawal

Before the opening day of instruction: 100% of semester tuition.

On or before the second Friday following the opening day of instruction: 75% of semester tuition.

On or before the fifth Friday following the opening day of instruction: 50% of semester tuition.

After the fifth Friday following the opening day of instruction: no refund.

### 2. Fees

There is no refund of any other fee on or after the first day of instruction of either semester.

### 3. Room and Board Charges

Refund of room and board contract charges are determined in accordance with the terms outlined in the contract.

### 4. Financial Aid

When a student withdraws during a period in which he or she is receiving federal financial aid, the amount of Title IV funds (other than FWS) that must be returned to the Title IV programs is based solely on the length of time the student was enrolled prior to withdrawing. A student's withdrawal date is defined as the date that the student began the withdrawal process prescribed by the school; the student otherwise provided the school with official notification of the intent to withdraw; or, for the student who does not begin the school's withdrawal process or notify the school of the intent to withdraw, the mid-point of the payment period of enrollment for which Title IV assistance was disbursed (unless the University can document a later date). The University has

additional latitude to determine the withdrawal date of a student who dropped out without notifying the University due to circumstances beyond the student's control, such as illness, accident, or grievous personal loss.

The amount of funds earned by the student is directly proportional to time enrolled, through 60% of the period of enrollment. After 60%, the student is considered to have earned all aid. Unearned Title IV aid must be returned to the programs. The University bears the responsibility of returning funds up to the lesser of the unearned amount or an amount determined by multiplying institutional costs by the unearned percentage. The student must return any unearned amount that is not the responsibility of the University to return. Unearned funds are returned first to Stafford Loans, then to Perkins Loans and then to PLUS Loans. Once loans are satisfied, remaining unearned funds are distributed to Pell Grant, then to FSEOG, then to other Title IV funds that require a refund. The student repays unearned funds owed to a loan program under the terms of the promissory note. Repayments to grant programs are made according to grant overpayment regulations. If a student received aid from other (private, state) sources, refunds to them will be made in accordance with the policy of the donor(s).

The refund remaining after any funds are returned to federal and outside programs will be divided between the student and University financial aid programs in the same ratio as these sources were credited to the student's account (e.g., if a student paid one-half of the bill, one-half of the remaining refund will be returned to the student and one-half will be returned to the University financial aid programs from which the student received assistance). For students whose financial aid awards exceed the University's charges (e.g., students who live off campus), funds that were dispersed to support educationally related expenses (e.g., room, board, books, etc.) must be repaid on a prorated basis determined by the University.

Further information on the refund policy for aided students and the calculation for any specific case is available from the Office of Student Financial Services.

# Requirements for the Undergraduate Degrees

## Refund Policy for Dropped Courses

A student who drops courses on the per-course tuition charge basis is allowed a refund following this schedule:

### 1. Full semester-long courses

Before the opening day of instruction through the last day of the registration period (see the Academic Calendar): 100% of the dropped course's tuition fee.

On or before the fifth Friday following the opening day of instruction: 50% of the dropped course's tuition fee.

After the fifth Friday following the opening day of instruction: no refund.

### 2. Module courses

On or before the second Friday of module instruction (see the Academic Calendar): 100% of the dropped course's tuition fee.

After the second Friday of module instruction: no refund.

Brandeis offers the Bachelor of Arts and the Bachelor of Science degrees. A student may earn only one undergraduate degree. Students who declare a major that offers a Bachelor of Science track must specify which degree is sought (the B.A. or B.S.) when the major is declared. Diplomas specify the degree earned, any honors awarded (Latin and/or departmental), and completed majors.

All candidates for a bachelor's degree, regardless of date of entrance to Brandeis, must satisfactorily complete a major, a writing requirement, a foreign language requirement, a group of courses designed to provide a strong foundation in general education, and the physical education requirement. No courses used to fulfill any general University requirement may be taken on the pass/fail grading option. No more than one course (and never the final one) in the foreign language sequence may be taken pass/fail if the language is being offered in satisfaction of the foreign language requirement.

Students will follow a curriculum that features requirements in foreign language, writing, quantitative reasoning, non-Western and comparative studies, and a program of general foundation courses; the section at the back of this *Bulletin* with the patterned edge contains the courses that will satisfy these requirements. Clarification regarding University degree requirements may always be obtained from the Office of the University Registrar.

## Academic Residency Requirement

Students entering Brandeis University as freshmen are required to complete a minimum of 128 credits (32 four-credit courses).

At least seven full-time semesters and a minimum of 112 credits (28 four-credit courses) must be completed in fall or spring semesters at Brandeis University or in an approved Study Abroad program.

Students who elect to study abroad for two semesters must complete eight full-time semesters and 128 credits in fall or spring semesters at Brandeis University or in an approved Study Abroad program.

For those not studying abroad for two semesters, the remaining 16 credits may be accumulated through additional Brandeis fall/spring courses or from credits awarded through non-resident numeric credit (see following page).

## Options for Fulfilling the Academic Residency Requirement

Option	Brandeis Fall/Spring Semesters	Study Abroad Semesters	Brandeis Fall/Spring Credits	Study Abroad Credits	Non-resident Numeric Credits
1	8	0	112 minimum		16 maximum
2	7	1	96 minimum	16 maximum	16 maximum
3	7	2	96 minimum	32 maximum	
4	6	0	112 minimum		16 maximum
5	6	1	96 minimum	16 maximum	16 maximum

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### Non-Resident Numeric Credit

A maximum of 16 credits in total may be applied toward the required 128 credits from the sources listed below. Note: these sources for numeric credit are not available to students who elect to study abroad for two semesters. Students may request numeric credit from these sources through the Office of the University Registrar.

1. Advanced Placement or International Baccalaureate exams.
2. Brandeis Summer School
3. Approved courses taken while on a leave of absence for medical reasons
4. For students who applied for fall term admission as freshmen, but who were accepted for the following spring term as members of the mid-year class:
  - a. approved college courses taken during the fall semester immediately prior to matriculation;
  - b. approved courses in General Chemistry I and II (plus labs) taken the summer prior to entering Brandeis University.

### Non-Resident Credit for Purpose

College courses taken while in high school, or summer courses taken outside of Brandeis University may be used for placement purposes, general degree requirements (e.g., school distribution, foreign language), and major/minor requirements as allowed by individual departments and programs. Advanced Placement and International Baccalaureate exams that are in excess of those allowed for numeric credit, may also be used for purpose credit. Credit awarded for purpose has no numeric credit value and will not count toward the 128 credits required for graduation. Students may request purpose credit from these sources through the Office of the University Registrar.

Students may request a waiver from the seventh semester of residency in only two situations: if they will complete all 128 credits in six Brandeis fall/spring semesters, or if they will complete 120 credits in six Brandeis fall/spring semesters and complete eight credits in an approved summer study abroad program.

Requests for waivers, with a detailed plan of study, may be submitted to the Committee on Academic Standing through the Office of the University Registrar, after the completion of four semesters at Brandeis.

While students may repeat, for the purpose of demonstrating a higher level of mastery, courses in which a passing grade already has been earned, such repeated courses do not yield additional credit toward the 128 credits required for graduation nor are they included in the calculation of the grade point average.

Off-campus study cannot be a student's final semester at Brandeis. In order to receive credit for work done abroad, students must return to Brandeis for at least one semester during the academic year at an eligible rate of work.

Students who have completed the academic residency requirement and all other requirements for the bachelor's degree may apply to enroll for one semester on senior reduced rate status.

Students who entered Brandeis as freshman prior to August 2003 should consult the *University Bulletin* published the year they entered.

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### The Schools of the University

Within the College of Arts and Sciences, courses are offered by academic departments to support educational programs and objectives that are departmental, interdisciplinary, and University-wide in scope. Academic departments reside in schools: the School of Creative Arts, the School of Humanities, the School of Science, and the School of Social Science. Because the organization of undergraduate degree requirements makes reference to this school structure, it is important that students familiarize themselves with it. The section below devoted to majors outlines the school membership of various academic departments. Most typically, the courses offered by a department will have membership in one school, that in which the department resides. Some courses, however, may have membership in more than one school. Also, some interdisciplinary areas do not fit neatly into a single school; individual courses within such areas may reside in different schools. The school membership of courses has been incorporated into the "requirement codes" appearing in the course listings. A legend for the codes may be found in the "Requirement Codes" section of this *Bulletin*. The course offering information published each fall and spring also indicates to which schools particular courses belong. If in doubt about the school membership of a particular course, consult the Office of the University Registrar.

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### Double Counting

In the undergraduate curriculum, it is intended that courses will serve multiple purposes in a student's program. Specifically, students are encouraged to satisfy some general University requirements (e.g., writing, quantitative reasoning, non-Western and comparative studies, and school distribution) in the context of completing a major or a minor.

Some majors, however, limit the degree of "double counting" between and among majors and minors. Students pursuing double majors, or other combinations of majors and minors, are advised to consult with all appropriate undergraduate advisors to come to a mutually acceptable degree of overlap. Between and among general University requirements, the limitations on double counting are as follows: University Seminars are interdisciplinary in character; generally they do not have membership in any specific school of the University. The three-course foreign language sequence may not be applied toward the school distribution in the humanities. No single course in a student's program may satisfy both the quantitative reasoning requirement and the science component of the school distribution requirement. No course numbered in the 90s may apply toward general University requirements. Finally, a single course may be used toward school distribution in only one school.

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### General University Requirements

A strong, general education foundation is built through work in a variety of interconnected elements. The fundamental goals of the program are to improve students' abilities to integrate knowledge from different fields; to provide opportunities for the acquisition and development of writing, linguistic, and quantitative skills; to introduce flexibility in the scheduling of degree requirements throughout the undergraduate career; and to expand students' opportunities to interact with faculty in small class settings in the first year of instruction.

**The basic outline of the requirement structure is as follows:**

**A. University Seminar**

All students in their first year will complete one semester course from this program. These courses enable participants to engage fundamental questions about human existence and meaning through the critical study of significant texts or artistic creations. This course may or may not be designated as a USEM+W course; those that are designated as USEM+W may be used to satisfy Option I of the first-year writing requirement (see “University Writing” below).

For students entering in the fall of 2007 and thereafter, USEM+W will no longer be offered.

**B. University Writing**

The writing requirement is satisfied by completing one of the following options:

Option I: **One** University Writing Seminar (UWS) taken in the first year, plus **one** writing intensive course, in addition to **one** University Seminar (USEM) (also taken in the first year—see [A] above). The UWS is a full-credit course specifically dedicated to writing as a subject in its own right; it treats writing as a multifaceted art and gives students an opportunity to study and experiment with a broad range of writing styles.

Option II: **One** University Seminar Plus Writing (USEM+W) taken in the first year, plus **two** writing-intensive courses. The USEM+W course has a fourth hour of instruction focusing on composition that is closely linked, thematically and stylistically, to the academic disciplines that define the context and content of the course.

For students entering in the fall of 2007 and thereafter, University Writing Option II will no longer be offered. All students must satisfactorily complete a UWS course and two writing intensive courses, one of which may be an oral communications course.

All first-year students will thus complete USEM and a UWS course. Both courses place special emphasis on forms of argumentation. Other areas of attention include critical reading, essay structure, revising, research skills, and proper documentation.

Some students may be notified that they must take a placement test to determine their level of writing proficiency. Upon evaluation of the test, some students may be placed in Composition, a course taken in their first semester. These students will then take either a USEM+W or a UWS and USEM in their second semester.

Certain students whose native language is not English may be required to have their English writing skills evaluated and to have an interview during Orientation, before the beginning of classes. On the basis of this evaluation, students may be advised to sign up for an individual, noncredit tutorial in the English as a Second Language Program to supplement their work in composition, the University Seminar, the University Writing Seminar, or other writing courses. Transfer students may have their credits evaluated to see if they have successfully completed the necessary course to satisfy the first-year writing requirement. If they have not, they should see the director of University writing, in the English department, for alternative ways to complete this requirement.

The writing-intensive component of the writing requirement is normally completed in a student’s second or third year. Writing-intensive courses, which are offered in departments throughout the University, are based in academic disciplines and include writing as an integral part of the coursework. They involve frequent writing assignments, opportunities for rewriting, and consultations with the instructor. Writing-intensive courses may serve multiple purposes, advancing students toward majors, minors, non-Western and comparative studies, or distribution requirements. Courses numbered in the 90s shall not be eligible for a writing-intensive designation.

**C. Quantitative Reasoning**

All students will take one course that is designated as meeting the quantitative reasoning requirement. These courses from various disciplines share a commitment to enabling students to understand, interpret, analyze, and evaluate numerical data and other quantitative information.

**D. Foreign Language**

The foreign language requirement is met by successful completion of a third semester course (normally numbered in the 30s) in the introductory language sequence. No more than one course (and never the final one) in the sequence may be taken on the pass-fail grading option.

The foreign language requirement at Brandeis reflects a belief in the importance of understanding language—our own and the language of others—as central to society and culture. The goal of the foreign language requirement, therefore, is to prepare students to understand better and to participate in a different culture by developing basic skills (speaking, listening, reading, and writing) in another language.

Alternatively, the requirement may be satisfied by achieving a score of 4 or 5 on an appropriate Advanced Placement Test, by a score of 620 or more on the appropriate CEEB SAT II test, or by a satisfactory score on a foreign language placement test administered on campus in the fall. Local placement exams may be taken only at the time of matriculation at Brandeis. Students for whom English is a second language may be exempted from this requirement. Students who satisfy the requirement by means of an advanced placement score shall be accorded, upon request, appropriate credit toward the Brandeis degree. Students may also fulfill this requirement by demonstrating proficiency in American Sign Language through testing at a site approved by Brandeis.

Individual placement decisions vary depending on the quality of high school training, the level of performance, and how recently the language was studied. Foreign language placements are valid for one year only; subsequent placements are based on the mandatory placement examinations and consultation with the appropriate language coordinator. Students are urged to begin fulfilling the foreign language requirement as soon as they matriculate and to complete the required sequence without interruption.

**E. Non-Western and Comparative Studies**

Students will complete one semester course that examines some particular culture, society, or region of the non-Western world, or that systematically makes comparisons across cultural barriers. This requirement aims to enlarge students’ understanding of human achievements and potentialities beyond the Western tradition.

**F. School Distribution**

Students will complete one semester course in each of the four Schools of the University: Creative Arts, Humanities, Science, and Social Science. Because “double counting” generally is encouraged, most students will satisfy the school distribution requirement in the context of others, e.g., in satisfying the requirements of a major or a minor. Between and among general University requirements, the only limitations on double counting are as follows: University Seminars are interdisciplinary in character and have membership in no specific school of the University. The three-course foreign language sequence may not be applied toward the humanities component of this requirement. No single course in a student’s program may satisfy both the quantitative requirement and the science component of this requirement. No courses numbered in the 90s may apply toward this component. Finally, a single course may be used toward school distribution in only one school.



## Majors

### General Requirements

To obtain a bachelor's degree in the College of Arts and Sciences, students must complete the requirements of a major. Students are encouraged to choose an intended major after consultation with a faculty advisor in that department or program by the end of the first year, and required to do so by the end of the sophomore year. Students who have not declared a major by the end of their sophomore year will have a registration hold placed on their records blocking registration for the fall term of their junior year.

Certain departments permit qualified students to offer a limited number of related courses in other fields toward their major requirements. This option is open to students able to present a purposeful and coherent course of study as judged by the department; such requests are subject to rigorous examination. Students should consult individual departmental listings.

Students may complete a second or a third major in addition to their primary major. Completion of the second or third major must take place within the normal time allotted for completion of the bachelor's degree (eight semesters for students entering as freshmen). The time to degree for transfer students is less and is determined based on the number of credits initially transferred upon entry. Students may declare a maximum of three majors. Declared majors appear on the student's transcript, and completed majors appear on the transcript and diploma.

### Completion of a Major

To enroll in courses fulfilling major requirements, students must have received a C- or better in prerequisite courses.

A 2.00 (C) average is normally required in courses offered for completion of requirements for a major.

### Majors

African and Afro-American Studies  
American Studies  
Anthropology  
Art History  
Biochemistry  
Biological Physics  
Biology  
Chemistry  
Classical Studies  
Comparative Literature  
Computer Science  
Creative Writing  
East Asian Studies

Economics  
English and American Literature  
European Cultural Studies  
French Language and Literature  
German Language and Literature  
Health: Science, Society, and Policy  
Hebrew Language and Literature  
History  
Independent Interdisciplinary Major  
International and Global Studies  
Islamic and Middle Eastern Studies  
Italian Studies  
Latin American and Latino Studies  
Language and Linguistics  
Mathematics  
Music  
Near Eastern and Judaic Studies  
Neuroscience  
Philosophy  
Physics  
Politics  
Psychology  
Russian Language and Literature  
Sociology  
Spanish Language and Literature  
Studio Art  
Theater Arts  
Women's and Gender Studies

### School of Creative Arts

Courses in the School of Creative Arts teach the history of the visual and performing arts, engage students in the creative process itself, and develop artistic skills and aesthetic sensibilities. Requirements for majors in each department are found in their respective sections.

Art History  
Music  
Studio Art  
Theater Arts

Candidates for honors must have the approval of the appropriate department.

### School of Humanities

The School of Humanities offers the undergraduate a systematic introduction to our literary and philosophical heritage. Requirements for majors and honors are found in their respective sections.

Classical Studies  
Comparative Literature  
Creative Writing  
English and American Literature  
European Cultural Studies  
French Language and Literature  
German Language and Literature  
Hebrew Language and Literature  
Islamic and Middle Eastern Studies  
Italian Studies  
Near Eastern and Judaic Studies  
Philosophy  
Russian Language and Literature  
Spanish Language and Literature

At Brandeis, the following ancient languages are offered: Akkadian (the Semitic language and literature of Assyria and Babylonia preserved in cuneiform), Greek, Biblical Hebrew, and Latin.

### School of Science

The School of Science provides the basic scientific training preparing students for entry into graduate school or for work at the intermediate level in their scientific fields. Students are encouraged to take such courses outside the School of Science as will best broaden and further their intellectual growth. Requirements for majors are found in their respective sections.

Biochemistry  
Biological Physics  
Biology  
Chemistry  
Computer Science  
Mathematics  
Neuroscience  
Physics

### School of Social Science

In addition to the basic coverage of the social sciences provided by the departmental disciplines noted below, the School of Social Science supports cross-disciplinary programs such as East Asian studies; education; environmental studies; film studies; health: science, society, and policy; history of ideas; Islamic and Middle Eastern studies; international and global studies; journalism; legal studies; medieval and renaissance studies; peace, conflict, and coexistence studies; Russian and East European studies; social justice and social policy; and women's and gender studies. The major in neuroscience is supported by various members of the psychology department. Requirements for majors are found in their respective sections.

African and Afro-American Studies  
American Studies  
Anthropology  
East Asian Studies  
Economics  
Health: Science, Society, and Policy  
History  
International and Global Studies  
Language and Linguistics  
Latin American and Latino Studies  
Politics  
Psychology  
Sociology  
Women's and Gender Studies

# Academic Regulations

A student in the School of Social Science who is a candidate for a degree with honors will, in addition to the designated requirements for the several fields, also enroll in Senior Research (99). Candidates for honors must have the approval of the appropriate department. One reader of a senior thesis must come from outside the department of the major.

## Physical Education

Physical education is an undergraduate degree requirement at Brandeis. This requirement is satisfied by successful completion of two, semester-long, noncredit activity courses, participation on a varsity athletics team, or by passing a fitness test taken during the first two years. Students should complete the physical education requirement by the end of their sophomore year.

Completion of one full season of participation on a varsity athletics team, as certified by the Department of Athletics, is equal to the completion of one, semester-long noncredit course. A student may satisfy the physical education requirement through the completion of two full seasons of participation on a varsity athletics teams.

Students may earn exemption from all or part of the physical education requirement by scoring well on a battery of physical fitness tests that are administered at the University each year. Participation in these exemption tests is voluntary, and the opportunity is available only during a student's first two years at the University. For additional details, see the introductory remarks in the "physical education" course offerings section. Transfer students may offer physical education courses that appear on the transcripts of their previous institutions.

## Academic Integrity

Academic integrity is central to the mission of Brandeis University. As stated in the *Rights and Responsibilities*, "Every member of the University community is expected to maintain the highest standards of academic honesty. A student shall not receive credit for work that is not the product of the student's own effort." Examples of penalties for a student found responsible for an infringement of academic honesty are: no credit for the work in question, failure in the course, and the traditional range of conduct sanctions from disciplinary warning through permanent dismissal from the University.

It is one of the chief obligations of each member of Brandeis's academic community to understand the University's policies regarding academic honesty and to uphold those standards.

Allegations of academic dishonesty by undergraduate or graduate students are reported to the Office of Student Development and Conduct for adjudication within the Student Judicial System.

## Rate of Work

The normal rate of work is defined as four courses per semester, each bearing four credit hours and each counting toward the 32 courses required as the graduation standard. Some courses, notably physical education courses, do not contribute toward the calculation of a legal course load or progress toward the graduation standard. Students enrolling in them do so as a supplement to an otherwise legal program of study.

The **minimum rate of work** is three semester courses per term and seven per academic year.

The **maximum rate of work** is 5.5 semester courses per term and 11 per academic year.

## Rate of Work Limits

	Number of Courses	Equivalent number of credits
Minimum per semester	3	12
Maximum per semester	5.5	22
Minimum per year	7	28
Maximum per year	11	44

## Exceptions to Rate of Work Provisions

Students may petition the Committee on Academic Standing for exceptions to the rate of work provisions. Exceptions are rarely made to the minimum rate of work limits. Students working below the minimum rate of work without permission will be placed on probation and may be subject to withdrawal.

Students may not petition to exceed the maximum rate of work during their first year at Brandeis.

The minimum course load for students in the Brandeis Adult Student Option is one course per semester. Students in this program pay tuition at the per-course rate.

Graduating seniors who will have earned 128 credit hours and met all degree requirements by the end of their final semester are allowed an exception to the minimum rate of work for the academic year for their final semester. Graduating seniors are still held to the minimum rate of work for the semester (12 credit hours).

With the permission of the University Registrar, a student may repeat a course previously completed with a passing grade; however, the repeated effort will not count toward the graduation standard of 32 courses nor contribute toward the grade point average.

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### Senior Reduced Rate Status

Senior reduced rate status enables seniors, who have completed all requirements and who wish to take additional courses in the spring term, to take one or more semester courses and to pay at the per-course rate. To qualify for this status seniors must have:

- A. Completed all general University requirements.
- B. Completed 32 semester courses and the academic residency requirement.
- C. Completed the requirements in at least one major.

Seniors petition through the Office of the University Registrar for this status. Such petitions must be approved before the first day of instruction in the spring term according to the deadlines promulgated by the Office of the University Registrar. Detailed information and petition forms may be obtained from the Office of the University Registrar. Seniors participating in a four-year B.A./M.A. program are not eligible for reduced rate status. Seniors should file their petitions no later than November 5.

Otherwise, permission to carry fewer courses than outlined above may be granted only by the Committee on Academic Standing and only on grounds of illness or personal hardship. Permission to work at the six-course per semester rate may be granted by the Committee.

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### Changes in Courses

Registration and course enrollment occur prior to the beginning of each semester. During the first two weeks of each term, students finalize their course selections in consultation with their faculty advisors. Final course enrollment materials are filed at the end of that period.

### Late Enrollment

Requests for program changes after the second week must be submitted to the Committee on Academic Standing. Petitions to add courses after the second week must be initiated in the Office of Undergraduate Academic Affairs; such requests are granted only in exceptional circumstances.

### Dropping Courses

Students who wish to drop a course, providing they adhere to the constraints of rate of work, may do so on or before the deadline announced in the University calendar, normally the Friday closest to the 50th day of instruction. Students who drop courses before the 25th day of instruction may drop without record. Students who drop courses between the 26th day of instruction and the 50th day of instruction will have the course appear on their permanent record with a "W" ("dropped") notation. Petitions to drop a course after the deadline must be initiated in the Office of Undergraduate Academic Affairs; such requests are granted only in exceptional circumstances. If granted, the Committee on Academic Standing will normally instruct the University Registrar to record a grade of "W" ("dropped") on the student's permanent record.

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### Elective Courses

Any course not used in the fulfillment of a specific degree requirement or fulfillment of major requirements is considered an elective. Students are strongly encouraged to take elective courses to complement a strong liberal arts foundation.

Independent study courses and senior research courses may also be considered electives if not used to complete a major. Enrollment in such courses requires the signature of the instructor and department chair.

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### Auditing

There is no formal audit status for undergraduate students. Students wishing to audit a course informally must secure the permission of the instructor.

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### Class Standing

The minimum number of semester courses required for advancement to each class is as follows: sophomore: 6; junior: 14; senior: 22. The minimum number of courses required for graduation is 32.

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### Attendance

All students are expected to attend classes regularly. Students on probation are compelled by University policy to attend every class meeting. In addition, an individual faculty member may establish attendance requirements for *all* students in the course, and may insist on the completion of all assignments even if a student was not in attendance for the period.

Classes begin at 10 minutes after the hour and end on the hour. Tardy students may be marked absent at the discretion of the instructor.

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### Grades

Grades are reported to the Office of the University Registrar four times a year. In arriving at these grades, faculty members are obliged to utilize the same criteria for all students in a course, and are at liberty to consider any and all components of the student's work in a course: written work, classroom participation, recitations, laboratory technique and reports, special reports or research, and all examinations. Grading in full-year courses is cumulative so that spring grades take into account the fall semester work and replace the midyear grades. The following grades will be used with plus or minus where appropriate:

<b>A</b>	High Distinction
<b>B</b>	Distinction
<b>C</b>	Satisfactory
<b>D</b>	Passing, but Unsatisfactory
<b>E</b>	Failure

The letters "S" (Satisfactory) or "U" (Unsatisfactory) may be used as the midsemester grades for undergraduates. At midyear there must be a regular letter grade, even in full-year courses. The only exception is that "S" or "U" may be used in a full-year reading course (usually numbered 99).

The numerical equivalents of the grades as determined by the faculty are:

<b>A+ or A</b>	4.00
<b>A-</b>	3.67
<b>B+</b>	3.33
<b>B</b>	3.00
<b>B-</b>	2.67
<b>C+</b>	2.33
<b>C</b>	2.00
<b>C-</b>	1.67
<b>D+</b>	1.33
<b>D</b>	1.00
<b>D-</b>	0.67
<b>E</b>	0.00

Final grades are available to students through the registration system upon posting by the University Registrar after the end of each semester.

### Credit/No Credit Grading

Certain courses, specifically ENG 19a, ENG 79a and b, ENG 109a and b, ENG 119a and b, ENG 139a and b, MUS 10a,b-15a,b, MUS 111a and b, MUS 112a and b, MUS 116a and b, and credit-bearing peer assistantships, do not utilize letter grades. For pedagogical reasons, the grades assigned in these courses are either Credit ("CR") or No Credit ("NC"), accompanied by written evaluations that are not included in the student's transcript. These grades are the equivalent of "pass" and "fail" for purposes of computing grade point averages. A student may take an unlimited number of semester courses graded CR/NC. However, a course utilizing this grading pattern may not be undertaken in a semester in which the student has fewer than two courses (eight credits) enrolled on a regular letter-graded basis.

### Degrees with Honors

Students whose grade point average at the end of the junior year is 3.00 or above in their major may petition the department concerned for permission to work for honors in their major. Please consult the individual department listings as the GPA required to petition may vary. Department distinction is awarded by each department or interdepartmental committee. The levels of distinction are "honors," "high honors," or "highest honors."

The awards of *cum laude* and *magna cum laude* require a cumulative grade point average of 3.500 and 3.700, respectively.

The award of *summa cum laude* requires a cumulative grade point average of 3.800 and the award of distinction in the major.

The University has a policy of depositing honors theses with the Library and making them available to future students and scholars for research purposes.

### Phi Beta Kappa

The University is host to a chapter of the Phi Beta Kappa Society. Each year, a highly select group of seniors and an even more limited group of juniors are elected to this national honor society. An extremely high level of academic achievement is necessary. Membership in this society is by invitation only.

### Pass/Fail Option

Undergraduate students may *enroll* in up to four semester courses pass/fail. Grades of "pass" ("P" for performance at the D- level or above) will not be used in computing grade point averages. *Grades of "fail" ("F" for performance below a D- level) will be converted to grades of "E" and will be used in computing grade point averages.*

The following constraints apply to the use of the P/F grading option:

- A.** No more than one course may be taken pass/fail during a single term.
- B.** No courses used to fulfill any general University requirement may be taken on the pass/fail grading option. No more than one course (and never the final one) in the foreign language sequence may be taken pass/fail if the language is being offered in satisfaction of the foreign language requirement.

**C.** Normally, courses taken pass/fail will not satisfy major requirements. (Some departments may allow courses in excess of those required for the major to be taken pass/fail; consult the undergraduate advising head for major-specific practices.)

**D.** In full-year courses the elected grading option (pass/fail or letter grade) applies to *both* semesters and may not be changed at midyear. (Such a course taken pass/fail would expend two of the allowable four pass/fail semesters.)

**E.** Selection of the pass/fail grading option for a course must be made on or before the deadline announced in the University calendar, normally the Friday closest to the 20th day of instruction. A course attempted on the pass/fail basis, in which the student received a passing grade, may be converted to a P grade after the end of the semester and before the announced deadline in the following semester, normally the Friday closest to the 20th day of instruction.

**F.** In an undergraduate's final semester, conversion of a course attempted on the pass/fail basis, in which the student received a passing grade, must be converted to a P grade before the deadline announced in the University calendar for the receipt of senior grades, normally three days after the last day of final examinations.

*Petitions will not be entertained for exception to the above constraints and deadlines.* Arrangements between students and instructors do not constitute official pass/fail enrollment. Instructors are not informed of the grading option that a student has chosen. Students taking courses pass/fail must complete all assignments and examinations. Undergraduate students elect the P/F option by completing, in person, an *Undergraduate Pass/Fail Form* at the Office of the University Registrar, 124 Kutz Hall, prior to the published deadline.

### Incompletes and Excused Absences from Final Exams

Students who are unable to take their final examinations for legitimate reasons and wish to request a make-up exam must obtain advance authorization from the Office of Undergraduate Academic Affairs.



Make-up exams may be scheduled for conflict resolution or the make-up exam period in the following semester with permission of the instructor. Arrangements cannot be made to take a final exam prior to the scheduled exam time. Students who have three exams in a row may, with permission of the instructor, reschedule one exam either during the conflict resolution or the make-up exam period in the following semester.

If a student is absent without excuse from a term-end examination and does not obtain authorization for a make-up examination, the student will be given a grade of zero on the exam. The instructor will be asked to supply a grade for the course. If the instructor fails to do so on or before the institutional deadline, the registrar will enter a failing grade on the student's record.

A student is expected to complete the work in each course before the beginning of the examination period. Students unable to complete the work in a course by this time for legitimate reasons may request an **Incomplete**. Application forms must be obtained from and returned to the Office of Undergraduate Academic Affairs by the last day of instruction. Approval of the instructor is required; students on probation will not be granted incompletes. The work must be completed by a date stipulated by the instructor and in no case later than two weeks after the beginning of the next semester. The grade for the course must be filed by the instructor no later than the third week of the next semester.

The record of a student will display an incomplete or absence until a permanent grade has been provided or until these designations expire. Upon expiration, if a permanent final grade has not been submitted to replace the temporary grade, the registrar is instructed to record an "E" for the course. Such a grade may be altered only by special petition to the Committee on Academic Standing.

When other required academic exercises, such as laboratory assignments, minor papers, or quizzes are not completed, and when such noncompliance is excused, instructors may, at their discretion, require the work to be made up or not count the assignment in determining a grade. When there is no satisfactory excuse for the incomplete work, instructors may record a failing grade.

## The Committee on Academic Standing

The Committee on Academic Standing (COAS) serves as the academic review board for undergraduate students in the College of Arts and Sciences. The Committee evaluates student records at the end of each semester to determine academic standing. Academic standing refers to whether a student has a satisfactory or unsatisfactory academic record (see the Academic Status section in following column for further details). The Committee also hears all cases of required withdrawal from and readmission to the University, and recommends to the faculty degrees and honors for undergraduates. The Committee meets monthly to evaluate student requests (petitions) for exceptions to University academic regulations and other cases that warrant special consideration. To ensure timely attention to requests, COAS has delegated the authority to address routine matters to the Executive Council (EXCO), which meets on a weekly basis.

The Committee consists of the dean of arts and sciences, or his/her designee, who serves as chair, eight members of the faculty selected by the dean in consultation with the Council of the Faculty Senate, the dean of student life, and the University registrar. Also in attendance as non-voting members are the class deans, associate registrar, director of the Transitional Year Program, and the associate dean of student enrichment services.

A student may petition the committee through his/her class dean, who will present the student's written petition to the committee. COAS may ask the class dean for clarification or additional information as necessary. COAS determines by majority vote whether to approve or deny the petition. COAS may, at its discretion, defer its decision and require additional information in support of the petition. The decision that COAS reaches is communicated to the student by the class dean.

A student may appeal a decision by COAS under certain circumstances. In cases of required withdrawal from the University the student may appeal the committee's decision to the dean of arts and sciences. The decision of the dean is final and no further appeals are possible. In all other cases students may request reconsideration by COAS only under the following circumstances: where the student has new evidence, not previously available, which could have materially affected the decision of COAS; or evidence of procedural error. Once COAS has ruled on the petition for reconsideration, a student may submit a written appeal to the dean of arts and sciences. The decision of the dean will be final.

For additional information about COAS and the process of petitioning COAS, please contact the Office of Undergraduate Academic Affairs.

## Academic Status

At the end of each semester the Committee on Academic Standing announces the Dean's List of honor students. Students are placed on the Dean's List when they have earned a grade point average in the preceding semester of 3.50 or higher and have not received a D, E, U, F, or NC (labs and physical education included) or more than one C; and have received a regular letter grade in at least three regular, four-credit courses. Seniors doing honors work in the fall may receive an "S" in that course (99) and still be eligible. Dean's List students receive formal acknowledgment of this achievement from the Office of Undergraduate Academic Affairs.

Degree eligibility normally requires a cumulative grade point average of at least 2.000.

Students who work below the minimum rate of work without permission will be considered to have an unsatisfactory record and will be placed on probation and may be subject to withdrawal from the University.

A satisfactory semester record contains no grades of E, F, or NC, no more than one grade of D, and requires a semester grade point average of at least 2.000. Students currently in good academic standing receiving a single grade of D, with a semester grade point average of at least 2.000, will be placed on advising alert; however, if the course is required for the major, the student may be placed on probation. Students currently on advising alert receiving a single grade of D, with a grade point average of at least 2.000, will be placed on probation. At the conclusion of each semester the Committee on Academic Standing shall review the records of students whose performance is unsatisfactory. Such students will be placed on probation or required withdrawal status according to the guidelines specified on the following chart:

Semester Record	Semester GPA <2.000	Semester GPA 2.000 or >	Leave of Absence	Extended Credit
1 D	Probation	Advising Alert Probation*	Any degree-seeking undergraduate student who has been in residence for two semesters, and who has a complete and satisfactory record from the preceding semester, is eligible for a leave of absence. A leave of absence is granted for one or two semesters and may be extended once only. Normally, leaves are arranged in advance through the Office of Undergraduate Academic Affairs.	A student who has completed eight semesters of study at Brandeis (or the equivalent in the case of transfer students) and who has earned a minimum of 120 semester-course credits (equivalent to 30 four-credit courses) is eligible for Extended Credit status. <i>This status allows completion of required coursework only.</i> Extended credit courses may be taken over the summer (at Brandeis or elsewhere) or during the academic year either at Brandeis with tuition being charged on a per-course basis, or at another university (if the student has not already transferred in the maximum number of courses allowed). <i>Students who complete their coursework on Extended Credit status are awarded their degrees at the first end of term following the evaluation and posting of the extended credit to their academic records.</i> The award and posting of extended credit is dependent upon the following: prior approval by the Office of the University Registrar of the courses to be taken; grades of the appropriate level (B- for summer courses, C- for courses during the academic year); and the receipt by the Office of the University Registrar of an official transcript from the school where any extended credit courses were completed.
1 E, F, or NC	Probation	Probation	On an exceptional basis, personal leave may be granted for a semester in progress, in which case permission must be secured from the Office of Undergraduate Academic Affairs no later than the 20th day of instruction. Students are required to inform the Office of Undergraduate Academic Affairs in writing of their intentions at a specified date prior to the beginning of the term in which they are scheduled to register. Credit will not be granted for academic work taken at other institutions during a leave of absence.	Students who do not meet the above criteria (eight semesters and 120 course credits) are not eligible for this option and must petition for a ninth semester in residence through the Office of Undergraduate Academic Affairs.
More than one unsatisfactory grade	Probation/Withdrawal	Probation	<b>Leave of Absence for Medical Reasons</b> A student may petition to take a Leave of Absence for Medical Reasons for up to one year for personal health or family health reasons. Petitions and supporting documentation are submitted to the Office of Undergraduate Academic Affairs. During a leave of absence for medical reasons, students may take two courses (eight credits) per semester for a maximum of four courses (16 credits). Courses must be approved by the Office of the University Registrar prior to enrollment. Course credits may count toward the 128 credits needed for graduation as defined in the academic residency requirement.	
* Probation occurs if a student was on advising alert in the immediately preceding semester or if the D is earned in a course in the student's major.			<b>Voluntary Withdrawal from the University</b> A student wishing to withdraw from the University may do so at any time up to and inclusive of the last day of instruction. Withdrawals requested after the last day of instruction must be approved by the Committee on Academic Standing. When a student withdraws during or at the end of a semester course enrollments are not expunged from his/her record, rather a grade of "W" ("dropped") is entered for each course. From students who withdraw in good standing, the Committee on Academic Standing will consider applications for readmission after one full semester of absence from the campus. Other students may apply for readmission after one calendar year has elapsed. Courses taken at other institutions while on withdrawal from the University are not eligible for transfer toward the Brandeis degree.	
To be restored to good standing, a student on probation must earn in the following semester a satisfactory record with no incomplete grades. Repeated semesters of unsatisfactory work may lead to required withdrawal for a period of one year. The University may require withdrawal <b>at any time</b> from a student whose academic performance is so profoundly deficient as to suggest an inability to meet academic requirements. Students are informed in writing of any change in academic status.				
Involuntary withdrawal from the University occasioned by academic deficiency requires the student to interrupt formal study for a minimum of one year. After that time the Committee on Academic Standing will consider application for readmission. Primary considerations in making readmission decisions are evidence of sustained and productive activity during the period of absence from the campus, evidence of serious academic purpose, and pertinent letters of recommendation attesting to the candidate's readiness to resume formal study. Courses taken for academic credit while on involuntary withdrawal from the University are not eligible for transfer toward the Brandeis degree.				

# Special Academic Opportunities

## Dual Bachelor's/Master's Degree Programs

The four-year Bachelor's/Master's Program is designed to enable exceptional or gifted undergraduates to earn two degrees **simultaneously** during their period of study at Brandeis University. If a student has not completed the requirements for the master's portion of the program at the end of the fourth year then only the bachelor's degree is awarded.

Any program offering graduate study is eligible to offer a four-year dual degree program. At present, participating programs are anthropology, biochemistry, biology, chemistry, history, mathematics, neuroscience, physics, and politics.

Requirements for the bachelor's degree, defined by the College of Arts and Sciences, remain unaffected by participation in the program. Students will be eligible for the simultaneous award of the bachelor's and master's degrees if, while completing undergraduate requirements, they can:

**A.** fulfill a minimum of three years' residence on campus

**B.** submit a master's thesis in departments requiring one (Whether such thesis may also be considered for undergraduate departmental honors may differ among programs, and will be addressed specifically in the program requirements.)

**C.** complete a total of 38 courses (152 semester-hour course credits), of which at least four must be at the graduate level and not counted toward undergraduate major requirements

**D.** complete all other departmental and University requirements that apply to earning a master's degree in the chosen department. Specifically, undergraduates should be aware that "B." is the minimal grade that yields progress toward a graduate degree.

A student must make formal written application for admission to this program on forms available at the Office of the Graduate School of Arts and Sciences. This must be done by May 1 of the student's junior year (usually the sixth semester at Brandeis). Transfer students should apply by the fourth semester in residence. (Interested transfer students are advised to consult with their advisors and the Graduate School of Arts and Sciences when they first enter Brandeis in order to plan their course of study.) All

applications must include a proposed course of study, specifying how all degree requirements will be met. Seniors participating in the four-year B.A./M.A. program are not eligible for senior reduced rate status.

Computer science, International Business School, and Near Eastern and Judaic Studies offer programs in which the bachelor's degree is conferred at the end of the fourth year, and the requirements for a master's degree are satisfied with one additional year of study at the graduate level. Consult the departments for details.

## Independent Interdisciplinary Major

An independent interdisciplinary major (IIM) offers students with interdisciplinary academic interests the opportunity to pursue a self-designed course of study with the support of appropriate Brandeis faculty members and the approval of the Undergraduate Curriculum Committee. Independent interdisciplinary major proposals include courses in at least two, and preferably more, departments at the University and form an integrated program focusing on some issue, theme, or subject area not available within the context of existing departmental majors. An independent interdisciplinary major must be declared before the end of the student's junior year. The faculty committee the student assembles for the IIM normally consists of three Brandeis faculty members, the chair of which must be from the faculty of arts and sciences.

Additional information and guidance in designing an independent interdisciplinary major may be obtained in the Office of Undergraduate Academic Affairs.

## Minors

In addition to a major, students have the opportunity to select a "minor." A minor consists of a coherent group of courses defined by a department or an interdepartmental program. Minors are either a limited version of a major, a more specialized subset of a particular field of study, or a structured opportunity to explore areas of study that are interdisciplinary in scope. Completion of the requirements of a minor is noted on a student's transcript. Students must declare their participation in minors and are limited to a maximum of three. The specific requirements of the minors may be found with the departmental or interdepartmental listings in this publication.

Student must declare any minors no later than February 5 of their senior year.

## Minors

African and Afro-American Studies  
 Anthropology  
 Art History  
 Business  
 Chemistry  
 Classical Studies  
 Comparative Literature  
 Computer Science  
 Creative Writing  
 East Asian Studies  
 Economics  
 Education  
 Education Studies  
 English, American, and Anglophone Literature  
 Environmental Studies  
 Film Studies  
 French Language and Literature  
 German Language and Literature  
 Health: Science, Society, and Policy  
 Hebrew Language and Literature  
 History  
 History of Ideas  
 International and Global Studies  
 Internet Studies  
 Islamic and Middle Eastern Studies  
 Italian Studies  
 Journalism  
 Language and Linguistics  
 Latin American and Latino Studies  
 Legal Studies  
 Mathematics  
 Medieval and Renaissance Studies  
 Music  
 Near Eastern and Judaic Studies  
 Peace, Conflict, and Coexistence Studies  
 Philosophy  
 Physics  
 Politics  
 Religious Studies  
 Russian and East European Studies  
 Russian Language and Literature  
 Social Justice and Social Policy  
 Spanish Language and Literature  
 Theater Arts  
 Women's and Gender Studies  
 Yiddish and East European Jewish Culture

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## Undergraduate Research Opportunities

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Brandeis offers special opportunities for undergraduates to engage in scholarly research under the guidance of the faculty. Funds are available on a competitive basis to support student research enterprises during the academic year and during the summer months. Further details about research opportunities for undergraduates may be obtained from the Office of Undergraduate Academic Affairs.

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## Internship for Credit

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Internships allow students to apply the liberal arts skills of research, writing, and analysis in work-world situations, thereby enhancing the development of these skills. A credit-bearing internship should have a significant academic component, provide a valuable learning experience for the undergraduate, and make a meaningful contribution to the student's program of study. It should require use of research, writing, and/or analytical skills and include a specific project to be accomplished in the designated time period.

Credit-bearing internships which meet weekly as a class are offered by departments with the course number "89." Internship courses which are individually arranged by a single student and instructor are offered with the course number "92" and the course title "Internship and Analysis." These courses are subject to the normal enrollment deadlines, but require manual enrollment, which must be done at the Office of the University Registrar. Participation is normally limited to juniors and seniors. A student may not receive credit for more than two such courses, the equivalent of eight credit hours. Students interested in pursuing an internship while on study abroad should contact the Office of Undergraduate Academic Affairs for further information on procedures and requirements specific to such opportunities.

## Expected Components of Academic Year Internships

Students should work the equivalent of at least ten and no more than 15 hours per week for at least ten weeks of a 13-week semester. Students should complete readings and written assignments considered appropriate by the instructor. Examples of assignments include submission of an annotated bibliography of readings relevant to the work site, several short papers (or one long paper), a journal or log of experiences, and papers completed for the internship. Faculty sponsors meet with interns at least once every two weeks to discuss learning objectives, research methodologies, the bibliography or other assignments, work-site experiences, etc. Faculty sponsors and site supervisors should communicate at the beginning, midterm, and end of the semester. The academic work related to the internship should contribute a significant portion of the final grade, but work performed at the internship may also be included in the grading process. The grade for the internship course is determined solely by the faculty member.

## Expected Components of Summer Internships

Credit for a summer internship may be earned during the following fall semester if the internship and appropriate academic work are successfully completed. Students should observe the guidelines established for academic year internships with the following adjustments. Arrangements with the faculty sponsor should be completed prior to the student's leaving Brandeis at the end of the spring term. Students should work the equivalent of at least six weeks and at least 100 hours during the summer internship (e.g., 10 hours per week for 10 weeks, 17 hours per week for six weeks, etc.). Faculty sponsors should meet with students at least six times during the fall semester to supervise readings and written assignments related to the internship. Although work performed at the internship site may be included in the grading process, the internship grade is determined solely by the instructor.

The Hiatt Career Center has established a list of internship sites that offer structured site supervision. Students are encouraged to complete post-internship evaluations at the center that will then be shared with other Brandeis students seeking internships.

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## Undergraduate Peer Assistantships for Credit

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Peer teaching yields many benefits to undergraduate teachers and learners. The University has established uniform standards for the utilization of undergraduate peer assistants and for the awarding of academic credit for such activities. Opportunities to serve as peer assistants are by invitation and generally limited to juniors and seniors who have demonstrated exceptional academic achievement. Undergraduates serving in this capacity may be compensated for their services or receive one, and only one, semester course credit for their assistance during their Brandeis career. Credit-bearing peer assistantships are enrolled under the course number "94" and the course title "Peer assistantship" and are subject to the normal enrollment procedures and deadlines. Peer Assistant courses are offered exclusively on a credit/no-credit grading basis and are not factored into the student's grade point average.

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## Tufts University School of Medicine Early Acceptance Program

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The Tufts University School of Medicine Early Acceptance Program is designed for academically strong undergraduate students who are pursuing a premedical curriculum. Successful completion of this program assures candidates of acceptance to Tufts University School of Medicine after graduation.

Interested candidates apply to the program in the spring of their sophomore year and are expected to have completed at Brandeis two semesters of general chemistry and biology with laboratories and one semester of organic chemistry with a grade point average of 3.50 or better, and a cumulative grade point average of at least 3.50 at the time of application. Students must apply by March 1 and will be notified of their acceptance in July. Accepted students are expected to complete one year of physics, mathematics, English and American literature, and requirements for graduation with a B+ average before entering Tufts University Medical School.





Once accepted to the program, students will have access to a faculty mentoring program at Tufts Medical School, and the opportunity to participate in special seminars. Accepted students will have until August 1 following their sophomore year to accept the offer via the AMCAS early decision process. If a student does not accept the offer, he or she has not jeopardized the chance to apply to any other medical school. For statistical purposes only, the MCAT is required for accepted students and must be taken prior to matriculation at the medical school.

### **Columbia University Law School's Accelerated Program in Interdisciplinary Legal Education**

Brandeis is affiliated with Columbia University Law School in a special program that allows two outstanding students to gain admission to the Law School after three years at Brandeis. Students must have completed 28 courses, have taken the Law School Admission Test, and have been nominated by Brandeis after a rigorous screening process. Students accepted by the Columbia University Law School will complete their four courses required for the completion of the Brandeis degree during their second and third years at the Law School. They will be awarded the Brandeis B.A. and the Columbia J.D. simultaneously.

Students interested in this program are advised to seek additional information at the outset of their fourth semester in the Office of Undergraduate Academic Affairs.

### **Columbia University School of Engineering Combined Degree Program**

Brandeis University and The Fu Foundation School of Engineering and Applied Science of Columbia University have established a dual degree program whereby students complete three years of coursework at Brandeis University, then spend two years at Columbia University to complete the requirements for an engineering degree. Students admitted to the program and completing it successfully would be awarded a B.A. in physics (or possibly some other science major) from Brandeis University and a B.S. in engineering from Columbia University.

Interested students should consult the program coordinator in the physics department as soon as possible in order to plan their curriculum to meet Columbia prerequisites. Each engineering department at Columbia has its own set of prerequisites that can be obtained from the program coordinator. Interested candidates must apply to the program prior to January 1 for admission to Columbia University in the subsequent fall semester. Before matriculating at Columbia, a typical physics major would have completed at Brandeis: the general University requirements and at least the following courses (or equivalents): PHYS 11a,b, 19a,b, 20a,b; MATH 10a,b, 21a,b, 37a; CHEM 11a,b, 18a,b; COSI 11a; and one course in economics. Students should also have earned a grade point average of 3.0 or above. Letters of recommendation from the Office of Undergraduate Academic Affairs and from the program coordinator at Brandeis are also required to apply.

### **Brandeis Summer School**

The Brandeis Summer School offers students a diverse selection of undergraduate courses in two, five-week sessions. Special summer programs on campus and abroad provide students with further opportunities for in-depth study.

The student has the opportunity to enroll in courses to meet University degree requirements, accelerate individual programs of study, work toward a double major, or take enrichment courses. A maximum of four courses may be used toward the academic residency requirement. The average summer program course has a small student enrollment, generating a rigorous but informal atmosphere for teacher-student interaction.

Of particular interest to students are the strong summer program offerings in the area of premedical education, intensive language study, computer science courses, the wide variety of liberal arts selections, and special programs in which academic work complements practical work experience.

A student may earn credit toward the Brandeis degree for no more than three semester courses in one summer.

Students entering Brandeis as freshmen must complete one semester at Brandeis before enrolling in Brandeis summer school courses.

For full information, see the *Summer School Bulletin* or contact The Rabb School of Continuing Studies, 781-736-3424.

## Preparation for Professional Training

The College of Arts and Sciences does not design courses of study with specific vocational goals in mind. In pursuing a broad education in the liberal arts and sciences, students develop a firm foundation for subsequent professional education.

### Architecture

Architectural schools are looking for solid experience in any major. It is not necessary to major in fine arts. There are several kinds of courses, however, that should be taken: basic calculus and basic physics; basic design, life drawing, and as many other fine arts studio courses as practicable; courses in architectural history; and principles of urban studies and other urban studies courses, if feasible.

In addition, past experience indicates that students should prepare an art portfolio consisting of studies prepared in conjunction with basic design or another studio course. Finally, summer employment in architectural offices, gained on the student's own initiative, remains useful.

### Business

Admission requirements for graduate schools of business typically include one or more years of full-time work experience in addition to rigorous academic training. Students seeking to go to business school after Brandeis should therefore take courses at Brandeis that prepare them for entry-level positions in business and related organizations. They should also follow a course of study that develops their skills in logical reasoning, critical reading, effective writing, quantitative analysis, library research, and oral expression. Business schools usually do not prescribe a specific undergraduate major; while many successful applicants to business school are social science majors, majors in natural sciences and humanities are also common. So the best advice is to exploit the liberal arts education that Brandeis offers, by following a course of study that is interesting and challenging while simultaneously providing exposure to business issues.

Brandeis offers an undergraduate minor in business that enables students to combine preparation for business with any major. This interdepartmental program is offered by the School of Arts and Sciences and the International Business School. It includes preparation in accounting, introductions to economics and to all the major functions of business, broad perspectives on business from related disciplines, elective courses in global business and entrepreneurship, and an optional internship experience. See further discussion under the business interdisciplinary program in this *Bulletin*.

### Law

Most law schools advise undergraduates to concentrate in what interests them since the later specific legal training will build on the advantages of a sound liberal arts education.

Although there is no prescribed program of study for prospective law school applicants, many concentrate in such social sciences as politics, economics, history, and American studies. Since law schools tend to look for evidence of a rigorous schedule of courses and high verbal competence, a background in logic, the natural sciences, and English is desirable. Although courses from the Legal Studies Program might familiarize the prospective law student with law school material, it is not necessary that such courses be taken as preparation for professional training.

Prospective applicants to law school should consult the Hiatt Career Center for law school catalogs and Law School Admissions Test (LSAT) registration materials. Also available in that office is the *Brandeis Prelaw Handbook*, which includes a survey of the experiences of recent Brandeis alumni in seeking admission to law school, as well as a more detailed description of law school application procedures. Several members of the faculty serve informally as advisors to prospective law school applicants. Students requesting a dean's certification should contact the Office of Undergraduate Academic Affairs.

### Medicine and Dentistry

The course of study for pre-health professionals at Brandeis is more than simply a collection of required courses. An assistant dean in the Office of Undergraduate Academic Affairs is available for advice and guidance throughout a student's undergraduate career. In the junior year, each student is assigned a faculty member on the Board of Premedical Advisors. These advisors provide ongoing guidance, aid in the application procedure, and participate in the preparation of letters of recommendation.

The basic requirements for pre-health professionals are satisfied by the following courses: two introductory courses (plus laboratory) in general chemistry, organic chemistry, physics, and biology.

*A Guide for Premedical Students at Brandeis University*, a comprehensive handbook that addresses all aspects of the premedical curriculum and the process of applying to medical schools, is available to all premedical students at [www.brandeis.edu/academaffairs/premed.htm](http://www.brandeis.edu/academaffairs/premed.htm).

### Teaching

While the University does not have a major in education, it offers a program that fulfills Massachusetts's requirements for teacher licensure and at least partially fulfills those of other states as well. Students interested in preparing for careers as teachers in preschool, primary, or secondary schools should inform themselves of certification requirements in the state where they plan to work and should consult the director of the Education Program.

## Off-Campus Study

### Study Abroad

Brandeis University permits students to apply credits earned if they enroll in specified programs abroad that provide a sound course of study to enrich and enhance the American collegiate experience. Students may receive credit toward their Brandeis degrees through participation in educational programs abroad that have been approved by the Undergraduate Curriculum Committee on the recommendation of the Office of Undergraduate Academic Affairs. This committee may permit eligible students to apply credits earned if they enroll in overseas programs of American universities, or in special cases, to pursue individual programs of study at international universities. Over 250 programs in 69 countries have been approved for Brandeis students' participation. The Office of Undergraduate Academic Affairs maintains a resource library of materials on approved programs and offers counseling to undergraduates interested in enriching their Brandeis experience with a period of international study. Students must apply to the Office of Undergraduate Academic Affairs for approval to study abroad. Application deadlines can be found on the study abroad website at [www.brandeis.edu/uaa/abroad](http://www.brandeis.edu/uaa/abroad). Eligibility criteria include appropriate class standing (usually junior), good academic and judicial standing, a minimum 2.800 GPA, the approval of the major department, a compelling academic reason, and a plan for completing all Brandeis degree and major requirements within eight semesters.

Credit for work completed abroad will be accepted from those programs previously approved for overseas study by Brandeis University, or from programs that receive special approval from the Undergraduate Curriculum Committee according to University guidelines. Such transfer of course credits will not necessarily imply that the work will be accepted for major credit by individual departments. Off-campus study can not be a student's final semester at Brandeis. In order to receive credit for work done abroad, students must return to Brandeis for at least one semester during the academic year at an eligible rate of work.

Outstanding students may apply for a limited number of special scholarship grants to aid them in completing their program of study abroad. The Abram L. Sachar International Fellowship Program awards stipends for international study to exceptional students

who plan to study abroad in the junior year, or who are graduate students undertaking pre-dissertation or dissertation research abroad. The Saul Epstein-Meyer Schindler Endowment for Overseas Study provides additional funding for humanities students, while the Helen Ke Scholarship provides funding for students studying abroad in China. These programs are competitive; awards are made on the basis of academic excellence and financial need. The Office of Undergraduate Academic Affairs provides information and assistance in applying for the Sachar scholarships, as well as for overseas study grants available through the Fulbright, Rhodes, Marshall, and DAAD competitions.

Students approved to study abroad will pay Brandeis tuition and certain fees, thereby maintaining their status as currently enrolled students, and as such, the Brandeis financial aid for which they are eligible will be portable. More information on this policy change is available on the study abroad website at [www.brandeis.edu/uaa/abroad](http://www.brandeis.edu/uaa/abroad).

### Domestic Off-Campus Study

Students in good standing may petition to undertake a full-time course of study, for one or two semesters, at an approved college or university located within the United States. To qualify for full-credit transfer upon return, a student must work at a full rate of work as defined by the host institution and earn grades of at least a C-. Applicants must be in good standing; must have a complete and satisfactory record in the most recent semester of Brandeis study; must have completed at least two semesters at Brandeis; and must have compelling academic reasons. Only in exceptional cases may the senior year be spent on domestic off-campus study.

Proposals for domestic off-campus study must be submitted **prior** to the period away, contain a detailed course of study for one or two semesters of full-time work of demonstrable academic merit, bear the approval of the applicant's faculty advisor, and develop a feasible plan for satisfying all degree requirements by the expected graduation date.

Students approved for domestic off-campus study will pay Brandeis tuition and certain fees, thereby maintaining their status as currently enrolled students, and as such, the Brandeis financial aid for which they are eligible will be portable.

Complete information on the regulations governing this program and assistance in preparing proposals may be obtained from the Office of Undergraduate Academic Affairs.

### Cross-Registration

Full-time Brandeis students enjoy cross-registration privileges with Babson, Bentley, and Wellesley Colleges, as well as with the Olin College of Engineering, and with the undergraduate schools of arts and sciences at Boston College, Boston University, and Tufts University. Under this program students may earn credit toward the Brandeis degree without payment of additional tuition through satisfactory completion of courses taken on these neighboring campuses. A cross-registration course may be the fourth or fifth course in a student's program—a student must be enrolled in a minimum of 12 credit-hours in Brandeis courses to be eligible to cross-register. Cross-registration courses do not count toward the courses required for academic residency. Cross-registration courses and grades appear on Brandeis transcripts. Grades earned in cross-registered courses are not used in the calculation of the grade point average. Additional information may be obtained from the Office of Undergraduate Academic Affairs.

### Summer School Credit

A student may complete courses at summer schools conducted by regionally accredited colleges and universities for placement purposes, general degree requirements (except academic residency), and major/minor requirements as allowed by individual departments/programs. In order to be assured that credit will be granted upon satisfactory completion, students should obtain approval in advance from the Office of the University Registrar. Courses must be taken at summer programs of at least five weeks in duration with a minimum of 37 contact hours. For summer work taken at institutions other than Brandeis, only grades of B- or higher will receive credit. A student may earn credit for no more than three semester courses in one summer.

Students seeking credit for a summer course conducted by accredited colleges and universities overseas should obtain approval in advance from the Office of Undergraduate Academic Affairs.

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## Field Study

During junior or senior year, undergraduates may undertake a substantial research project in certain majors in lieu of four semester courses. Research may be conducted either on campus or in the field—execution of the project may involve prolonged absence from the Brandeis campus—at another institution, government agency, etc. The field study project must have the approval of the student's department of major. The project will be supervised by a faculty advisor assigned by the department, and a second member of the faculty will participate in evaluation of the student's work and the assignment of a grade. Work in the project may occupy a full semester or it may be of two semesters' duration. In the latter case, the two semesters must be consecutive. Students may receive no more than four semester-course credits for field study, and may offer no more than two semester-course credits from the field study course toward the department's major requirements. Interested students should explore the possibility of field study in their majors with a faculty member in their major department. Through affiliation with the School for Field Studies, up to four semester course credits may be earned for work at one of five environmentally oriented study centers abroad. SIT Study Abroad also offers field study options off-campus.

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## Air Force Reserve Officer Training Corps

Air Force Reserve Officer Training Corps (ROTC) is an educational and leadership program designed to provide young men and women the opportunity to become Air Force officers while completing a bachelor's or master's degree. The Air Force ROTC program prepares students to assume challenging positions of responsibility and importance in the Air Force.

Through a cross-registered program with Boston University, interested Brandeis students may participate in the Air Force Reserve Officer Training Corps Program. Requirements include yearly aerospace studies classes, leadership laboratory classes, and physical fitness training. Mandatory weekly time commitments range from five to seven hours. Once students complete their degree, the Air Force offers a wide variety of career fields from which to choose, including flying opportunities as a pilot, navigator, or weapons controller.

In addition to the leadership and management training that cadets receive, they can also benefit from several scholarship programs.

High school seniors can apply for four- and three-year scholarships plus fees. The scholarships range includes full-tuition, \$15,000/year and \$9,000/year. Scholarship winners also receive a \$250-\$400 stipend per month, a \$600 book allowance, and uniforms. Applications for scholarships are due by December 1 of senior year.

Freshmen and sophomores already in college can compete for 2-, 3-, and 3.5-year scholarships, some of which cover full tuition, others cover \$15,000 per academic year. All scholarship winners receive a \$250-\$400 stipend per month, a \$600 book allowance and uniforms.

For more information, contact the Department of Aerospace Studies, Boston University, 118 Bay State Road Boston, MA 02215 at 617-353-6316 or 4705. Classes are held at Boston University. Additional information is also available at [www.bu.edu/af-rotc](http://www.bu.edu/af-rotc).



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# The Graduate School of Arts and Sciences

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## History and Organization

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The Graduate School of Arts and Sciences was formally established in 1953 when the University's Board of Trustees authorized graduate study in the Departments of Chemistry, Music, Psychology, and Near Eastern and Judaic Studies. The general direction of the Graduate School is vested in the Council of the Graduate School, comprised of a faculty representative of each graduate program and four graduate student representatives. The Council is chaired by the dean of arts and sciences. The functions of the Graduate Council, exercised in consonance with University policy, are to determine requirements for admission; provide programs of study and examination; establish and maintain requirements for graduate degrees; make recommendations for degrees; make recommendations for new areas of graduate study; establish such regulations as may be considered necessary or expedient for governing the Graduate School; and exercise a general supervision over its affairs. The dean of arts and sciences is the chair of the Graduate Council and the chief executive officer of the Graduate School.

## Objectives

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The underlying ideal of the Graduate School is to assemble a community of scholars, scientists, and artists, in whose company the student-scholar pursues study, research, training, and teaching. This objective is attained by individualizing programs of study, restricting the number of students accepted, maintaining continual contact between students and faculty, and fostering the intellectual potential of each student. The graduate programs are designed to educate broadly as well as train professionally, preparing graduates for successful careers in academia, government, and the private and non-profit sectors. Degrees are granted on the evidence of intellectual growth and development, rather than solely on the basis of formal course credits. Fulfillment of the minimum requirements cannot, therefore, be regarded as the sole requisite for degrees.

## Areas of Graduate Study

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During the academic year 2006-07, graduate programs will be offered in the following areas:

American History  
 Anthropology  
 Anthropology & Women's and Gender Studies  
 Biochemistry  
 Biophysics and Structural Biology  
 Chemistry  
 Coexistence and Conflict  
 Comparative History  
 Computer Science  
 Cultural Production  
 Education (Elementary)  
 English and American Literature  
 English and American Literature & Women's and Gender Studies  
 Genetic Counseling  
 Jewish Professional Leadership and Management of Human Services (The Heller School)  
 Jewish Professional Leadership and Near Eastern and Judaic Studies  
 Mathematics  
 Molecular and Cell Biology  
 Music  
 Music & Women's and Gender Studies  
 Near Eastern and Judaic Studies  
 Near Eastern and Judaic Studies and Sociology  
 Near Eastern and Judaic Studies & Women's and Gender Studies  
 Neuroscience  
 Physics  
 Politics  
 Politics and Social Policy (The Heller School)  
 Psychology  
 Sociology  
 Sociology and Social Policy (The Heller School)  
 Sociology & Women's and Gender Studies  
 Teaching of Hebrew  
 Theater Arts

The Graduate School also offers post-baccalaureate programs in computer science, studio art, and premedical studies, as well as a diploma in Jewish studies and a certificate in Ancient Greek and Roman studies. There are also joint degree programs for Ph.D. students at the master's and doctoral levels.

## Graduate School

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The Graduate School office is located on the second floor of Kutz Hall. All requests for information and application forms should be submitted through [www.brandeis.edu/gsas/apply](http://www.brandeis.edu/gsas/apply).

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# Admission

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As a rule, only well-qualified applicants who have completed at least the normal four-year program leading to the bachelor's degree will be considered for admission to the Graduate School. Graduates of schools outside the United States and others who have completed the equivalent of a bachelor's degree program may apply, describing in detail the educational program they have completed.

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## Testing

Applicants for admission to the graduate programs in American history, anthropology, biochemistry, biophysics and structural biology, chemistry, comparative history, English and American literature, genetic counseling, Jewish professional leadership, mathematics, molecular and cell biology, neuroscience, physics, politics, psychology, and sociology must submit official results of the Graduate Record Examination (GRE).

Applicants to the Hornstein Jewish Professional Leadership Program may submit the official results of the GMAT in lieu of the GRE. All other applicants are urged to take the GRE. Consult specific programs for additional test requirements. In order for the results of the GRE to be considered, the applicant should take the examination no later than January preceding the academic year for which application is made. Information concerning the GRE is available from the Educational Testing Service, Princeton, NJ 08541-6155.

Applicants whose native language is not English, regardless of the field of graduate study, are required to submit the official score of the Test of English as a Foreign Language (TOEFL). The minimum score for admission to the Graduate School is 600 (paper-based test), 250 (computer-based test), or 100 (web-based test). They are also advised to take the Test of Written English (TWE) and Test of Spoken English (TSE). Applications for admission to the test should be made to TOEFL, Educational Testing Service, Princeton, NJ 08541-6155, USA.

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## Application

Specific requirements for each graduate program are to be found under the appropriate headings in this *Bulletin* and on the information sheet with the application. Each applicant should consult these requirements before filing an application. Except in unusual circumstances, a student may apply to only one graduate program. Applicants may apply electronically from the University website or they may download the application for admission from the website. The application for admission should be completed and returned in duplicate as soon as possible.

Applications for admission for the spring term should be filed by December 1. Ph.D. candidates are rarely admitted at midyear, but those who do gain admission are eligible for financial aid. Master's degree candidates may be admitted and are eligible for financial aid.

All applicants must arrange to forward, in duplicate, official transcripts of all undergraduate and graduate work. In addition, they must submit at least two letters of recommendation, preferably from professors with whom they have studied in their proposed area of study. Applicants who have engaged in graduate study elsewhere should request at least one of the recommendations from a professor with whom they have done graduate work.

Many programs also require the submission of samples of work as well as the materials described above. Applicants should consult program requirements in a later section of this *Bulletin* for enumeration of additional materials to be submitted.

All applications must be accompanied by the application fee of \$55. The fee is payable by check or money order to Brandeis University or by credit card for applications submitted via our website. **No application will be processed until this fee is paid.** There is a one-time fee waiver for Brandeis students, alumni, and staff.

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## Admission Procedure

All applicants are considered on a competitive basis. The number of students admitted each year in each program is limited so that the Graduate School may operate effectively under its distinctive principles of individualized study and apprenticeship. Consequently, admission may sometimes be denied to qualified persons. Meeting the minimum standards of admission merely qualifies the applicant for a place in the group from which final selections will be made. Selections are based on the applicant's ability to do graduate work of high quality, as shown by the distinction of his or her previous record, particularly in the proposed area of study; the letters of recommendation submitted in support of the application; and his or her presumed adaptability to the particular graduate programs offered by Brandeis University. In addition, knowledge of foreign languages, relevant practical experience in the field, samples of work, the results of the GRE, and indications of character are considered.

Each application for admission with all supporting records is first examined by the appropriate program committee. The committee recommends to the dean of arts and sciences which applicants should be selected for admission and financial aid. The dean reviews all applications in the light of the program's recommendations.

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## Acceptance

A student who has been accepted for admission to the Graduate School will be notified by a letter specifying the date by which he or she must accept the offer of admission and awards, if any. A matriculation fee of \$300 must be filed by each master's degree, certificate, or diploma applicant upon notification of acceptance. This fee reserves a place in the class and is credited toward the first semester tuition bill. If the student fails to enroll or withdraws his or her application, the matriculation fee is not refunded. If a student selected for admission indicates that he or she does not intend to accept the offer or fails to reply by the date specified, the admission offer becomes void and another applicant may be accepted.



Brandeis University subscribes to the “Resolution Regarding Scholars, Fellows, Trainees, and Graduate Assistants” of the Council of Graduate Schools in the United States. The resolution states:

Acceptance of an offer of financial support (such as a graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year by a prospective or enrolled graduate student completes an agreement that both student and graduate school expect to honor. In that context, the conditions affecting such offers and their acceptance must be defined carefully and understood by all parties. Students are under no obligation to respond to offers of financial support prior to April 15; earlier deadlines for acceptance of such offers violate the intent of this Resolution. In those instances in which a student accepts an offer before April 15, and subsequently desires to withdraw that acceptance, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15

commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer. It is further agreed by the institutions and organizations subscribing to the above Resolution that a copy of this Resolution should accompany every scholarship, fellowship, traineeship, and assistantship offer.

Students must provide the Graduate School office with an official, final transcript of their undergraduate record, and, if required by the graduate program, any graduate work in process at the time of acceptance. In addition, students who are accepted **are required to complete and return a medical questionnaire and a health insurance form.** Registration is conditional upon receipt by University Health Services of these required forms.

If, after having been admitted, a student cannot attend, he or she should notify the Graduate School as soon as possible. If such a student wishes to be admitted in a subsequent academic year, he or she must request reactivation of the application at the appropriate time, and update it with a new statement of purpose and official transcripts, if applicable.

Applicants who have been denied admission may reapply in a later year, particularly if they have had further training that would strengthen their applications or if they can submit additional letters of recommendation.



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## International Students Requirements for the Degree

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### Academic Standing

Admission is valid only for one academic year. Graduate programs normally review students' academic progress annually. Satisfactory academic progress in a program also involves maintaining the professional and departmental standards expected in a particular discipline or program. Academic insufficiency or failure to make suitable progress toward the degree may require withdrawal. A student's record is reviewed annually and recommendations for readmission are made by the graduate programs. However, programs may review academic records at the end of each semester if a student is not making suitable academic progress. In these cases, academic probation or withdrawal may result. Admission to the Graduate School does not imply that the successful applicant will be accepted as a candidate for a graduate degree. Superior performance at Brandeis University is essential.

Graduates of international colleges and universities who have the equivalent of an American bachelor's degree and international students who have graduated from American universities may compete for admission and financial assistance at Brandeis, which is authorized under federal law to enroll nonimmigrant alien students.

### Entrance Examinations

All applicants whose native language is not English must submit the official score of the Test of English as a Foreign Language (TOEFL). Thorough competence in English is required for study at Brandeis. Applicants should consult specific programs for additional test requirements. For information concerning the administration of the TOEFL, write to the Educational Testing Service, Princeton, NJ 08541-6155.

### Financial Aid

Financial aid in the form of scholarships and fellowships is available to outstanding Ph.D. students. Limited tuition grants are available on the basis of need to master's degree students. However, the total assistance offered usually covers only a small portion of the student's expenses. Hence master's degree students, when applying for admission, should indicate a means of financial support.

### Employment

The regulations of the United States Department of Homeland Security limit strictly the amount of paid work that a student from abroad may do. The International Students and Scholars Office will provide further information regarding this issue.

The following general requirements apply to the awarding of graduate degrees in all areas of study. For specific program requirements students should consult the appropriate section of this *Bulletin*. Requirements for post-baccalaureate certificate and diploma programs are listed in the relevant program sections of this *Bulletin*.

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### Master of Arts and Master of Science

In order to qualify for a master's degree, the student must complete a minimum of one year's residency at Brandeis University, ordinarily computed as eight term courses of approved study. Some programs require a two-year residency. Please consult the appropriate program for detailed information. Programs offering master's degrees may require that the candidate demonstrate a reading knowledge of at least one foreign language and pass satisfactorily a general or qualifying examination which, at the program's discretion, may be in one or more parts and may be written, oral, or both. Where a thesis is required for the master's degree, two copies must be submitted to the program chair in final form by the date specified in the current academic calendar.

The master's degree must be earned within four years from the inception of graduate study at Brandeis University.

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### Master of Fine Arts

In order to qualify for the degree of Master of Fine Arts in music, the candidate must complete a two-year residency at Brandeis University, ordinarily computed as 12 term courses at the graduate level, and must meet the specific requirements for the degree as set forth under "Music, Requirements for the Master of Fine Arts Degree," in a later section of this *Bulletin*. Two copies of the thesis or composition must be submitted to the program chair in final form by the date specified in the current academic calendar.

In order to qualify for the degree of Master of Fine Arts in theater arts, the candidate must complete a three-year residency in design or acting, and meet the specific requirements for the degree as outlined under "Theater Arts, Requirements for the Master of Fine Arts Degree," in a later section of this *Bulletin*.

The Master of Fine Arts degree must be earned within five years from the inception of graduate study at Brandeis University.



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## Doctor of Philosophy

In order to qualify for the degree of Doctor of Philosophy, a student must ordinarily complete a minimum of four years of graduate study, including three full years of residence and a fourth year devoted to the preparation of a doctoral dissertation. Under certain conditions, credit for advanced standing will be granted for work taken in residence in graduate schools of other universities. Each program reserves the right to require prospective candidates for the degree to perform work in excess of its minimum standards to assure thorough mastery of the area.

Prospective candidates may be required to demonstrate proficiency in at least one foreign language. In all areas of study, the student must satisfactorily pass a general or qualifying examination which, at the program's discretion, may be in one or more parts and may be written, oral, or both. In addition, all prospective candidates must write a doctoral dissertation and defend it in a final oral examination.

Each student will have the opportunity to develop skills as a teacher through close supervision of progressive pedagogic experiences by assisting or teaching a course(s), as appropriate. Participation in ongoing discipline-specific as well as skill-specific training through department- and school-wide seminars during a student's teaching apprenticeship in the Graduate School of Arts and Sciences is expected.

To be eligible for the Ph.D. degree, the student must (1) complete all course, residence, and teaching requirements, (2) pass all language and qualifying examinations, (3) have written and successfully defended the doctoral dissertation, and (4) be otherwise in good standing.

Students entering Brandeis University with no previous graduate work must earn the doctorate within eight years from the inception of study. Students who are granted credit for a year of graduate work completed elsewhere must earn the degree within seven years from the inception of their study at Brandeis.

Students who have passed the terminal point for the degree must apply to the Graduate School for an extension no later than the final semester prior to the expiration of their time to degree.

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## Language Requirements

There is no University requirement for foreign language competency at either the master's or doctoral level.

Each program determines which languages are acceptable as satisfying its foreign language requirement. Some programs may not require foreign language competency, while others may set requirements that will vary within the subfields offered by those programs. In programs where languages are required, students are expected to satisfy the requirement as soon as possible.

For specific requirements of each program, consult the program listing in this *Bulletin*.

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## Joint Degrees

Interdisciplinary in design, the joint M.A. degree in women's and gender studies and a discipline aims to give M.A. and Ph.D. students a solid grounding in their discipline-specific program while offering them the tools with which to incorporate women's and gender studies into their areas of research. This joint master's option, which may be pursued as a terminal degree or along the way to the Ph.D., is available in several programs that are listed in the "Women's and Gender Studies" section of the catalog. Consult the relevant sections of this *Bulletin* regarding the joint Ph.D. degree programs in NEJS and sociology, politics and social policy, and sociology and social policy.

Students who are interested in designing a joint Ph.D. degree in two doctoral programs within the University may do so by petitioning the graduate school with their proposed program of study early in their graduate career. The admissions committees for both programs must approve the petition. It is understood that the student must satisfy all the requirements of both programs and defend one dissertation before a defense committee comprised of faculty from both programs. Students should consult the associate dean of graduate education for more specific information about applying for a joint doctoral degree.

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## Degrees in Passing

Students enrolled in a Ph.D. program are allowed to apply for a master's degree within that program if they have satisfied all the requirements for the particular master's degree. Students are limited to only one master's degree in passing. Students may not apply for a master's degree in passing if they already hold a master's degree from the University, unless there is no overlap (double counting) in the terms used to fulfill the residency requirements for the two degrees.

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## Application for Graduate Degrees and Post-Baccalaureate Certificates and Diplomas

Candidates for graduate degrees, certificates, and diplomas must file an application with the University Registrar per the specified dates in the academic calendar in the year in which the degree, certificate, or diploma is to be awarded. Upon written recommendation from a candidate's program or committee that the application be approved, the record will be reviewed by the Graduate Council, which recommends the student to the University's Board of Trustees for the award of the degree, certificate, or diploma. Post-baccalaureate certificate candidates must have a minimum of a B- grade point average to be eligible for a certificate. In case of failure or withdrawal from candidacy in any year, the student must reapply by filing a new application in a later year.

Under special circumstances, a student in the Post-Baccalaureate Studio Art Program may be given permission to return for continued studies. In this instance, the student would receive the certificate at the end of his or her extended course of study.

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## Dissertation and Final Oral Examination

When a student is ready to write the doctoral dissertation, a dissertation reading committee of no fewer than three faculty members, at least one of whom is a tenured member of the faculty and one of whom is outside of the student's program, will be appointed by the chair of the student's program. The student's principal advisor will serve as the chair of this committee. The dissertation reading committee will guide the research for and preparation of the dissertation. This

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## Academic Regulations

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committee, with the approval of the associate dean for graduate education and of the chair of the student's program, will appoint a dissertation examining committee to preside over the student's final oral examination and will notify the candidate of the time and place of the final oral examination at least two weeks prior to the scheduled date of the examination. A student must be registered and enrolled in the term(s) in which the dissertation is defended and submitted to the Graduate School office. Two copies of the dissertation, as well as an abstract of no more than 350 words, should be submitted to the dissertation reading committee for approval. The style and format of the dissertation is determined by each program.

The dissertation, when approved by the readers, must then be deposited in the program office, where it will be available for inspection by all interested members of the faculty for at least two weeks prior to the final oral examination.

The program will publish the time and place of the candidate's final oral examination and the title of the doctoral dissertation. The final oral examination will be open to any member of the faculty engaged in graduate instruction and invited faculty members from other institutions.

The dissertation examining committee, approved by the program chair and the associate dean for graduate education, must be comprised of a minimum of three faculty examiners, at least one of whom shall be a tenured member of the Brandeis faculty, and one of whom shall be either a Brandeis faculty member outside the student's program or an expert in the student's field of study from another institution. Normally, all members of the committee must have a Ph.D. degree, although the program chair, in consultation with the associate dean, may waive the requirement when a potential committee member has demonstrated a capacity to do research or be helpful in supervising a dissertation.

The examination may be restricted to a defense of the dissertation or may cover the whole field of the dissertation. The candidate will be notified by his or her program of responsibility for coverage prior to the examination.

A report, signed by the dissertation examining committee, certifying the candidate's successful performance on the final oral examination, will be submitted to the University Registrar.

If the dissertation examining committee requires substantial revisions of the dissertation text, the revisions must be completed and accepted by the committee within six months of the dissertation defense, otherwise the dissertation must be redefended.

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### Deposit and Publication of Dissertation

No later than the dates specified in the current academic calendar for February, May, and August degrees, the candidate must deposit in the Graduate School office one copy (paper or electronic) of the finished dissertation in a state suitable for microfilm and Xerox publication. The dissertation must have the signed approval of the dissertation supervisor and readers. Submission of the dissertation to, and acceptance by, the Graduate School constitutes the completion of degree requirements.

All students will receive a xerographic softbound copy of the dissertation; those wishing a hardbound copy of the original dissertation may order one through ProQuest/UMI. Softbound copies will also be distributed to the department and to the Library. The Library will also receive a microfiche copy. Dissertations submitted electronically will be processed through University Microfilms in the same manner as paper submissions; however, if a hardbound copy is desired, the student must also supply a paper copy to the Graduate School office. The University has a policy of depositing dissertations in the Brandeis Libraries and making them available to students and scholars for research purposes. The candidate must also submit one copy of an abstract of the dissertation, not to exceed 350 words, that has been approved by the dissertation supervisor.

Detailed instructions for submitting dissertations are available from the Graduate School office. See also the statement in this *Bulletin*, under "Fees and Expenses," on the final doctoral fee.

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### Registration

Every resident, post-resident, and continuation student must register at the beginning of each term, whether attending regular courses of study, carrying on research or independent reading, writing a thesis or dissertation, or utilizing any academic service or facility of the University.

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### Program of Study

Before enrolling, the student should plan a program of study in consultation with the chair or graduate advisor of the program.

Graduate students may not register for an undergraduate course (numbered below 100) for degree, certificate (except in premedical studies), or diploma credit unless they complete a special petition available in the Office of the University Registrar, which requires the signatures of the instructor of that course and their program chair or graduate advisor. Credit will not be given for undergraduate courses taken to make up deficiencies in the student's preparation for a program of graduate studies. Ordinarily a student may not receive credit toward completion of degree or residence requirements for courses undertaken to aid in the completion of language requirements. Students wishing to drop a full-year course at midyear must complete a special petition available in the Office of the University Registrar, which requires the signatures of the instructor of the course and the chair of their program.

At the end of the registration period (see "Academic Calendar" for specific date), all course enrollments are considered to be final.

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### Auditing Courses

The privilege of auditing courses without fee is extended to all regularly enrolled, full-time graduate students except special students. Special students may audit courses by paying for them at the same rate as those taken for credit. No courses may be audited without the permission of the instructor and the student's program chair. Auditors may not take examinations or expect evaluation from the instructor. No credit is given for an audited course.

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## Change of Program

Students are allowed to drop courses after the end of the registration period. To do so, an add/drop form is obtained from the registrar's website, the necessary signatures are obtained, and the form is returned to the Office of the University Registrar. Courses must be dropped no later than the published deadline in the Academic Calendar.

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## Absence from Examinations

Students who are absent from a midyear or final examination without an accepted excuse will receive a failing grade for that examination. No students may be excused from such examination unless for emergency or medical reasons, nor may they be excused if they were able to notify the instructor in advance and failed to do so. Cases involving absence are referred to the chair of the program who will decide whether a make-up examination shall be allowed and will notify the Office of the University Registrar of the decision. The examination must be taken within six weeks of the opening of the next term.

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## Grades and Course Standards

Graduate students are expected to maintain records of distinction in all courses. Letter grades will be used in all courses in which grading is possible. In readings or research courses, if a letter grade cannot be given at the end of each term or academic year, credit (CR) or no credit (NC) may be used.

NC and any letter grade below B- are unsatisfactory grades in the Graduate School. A course in which the student receives an unsatisfactory grade will not be counted toward graduate credit. Post-baccalaureate and diploma students must have at least a B-average to be eligible for the certificate or diploma.

Programs may review academic records at the end of each semester if a student is not making suitable academic progress. In these cases academic probation or withdrawal may result.

Final grades are available to students through the registration system upon posting by the University Registrar after the end of each semester.

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## Incompletes

A student who has not completed the research or written work for any course may receive an EI (incomplete) or a failing grade at the discretion of the course instructor. A student who receives an EI must satisfactorily complete the work of the course in which the incomplete was given in order to receive credit for the course and a letter grade. An incomplete, unless given by reason of the student's failure to attend a final examination, must be made up no later than the last day of classes of the term following the term in which the grade was received. Students are required to submit work to faculty in a timely manner to ensure completion of courses.

When failure to take a final examination has resulted in an EI, resolution of that EI to a letter grade must occur within six weeks of the beginning of the next term. An EI that is not resolved within the stated time limits will automatically become a permanent incomplete (I). A student may petition the associate dean for graduate education for a change in a permanent incomplete, provided the petition is signed by the instructor of the course and the program chair.

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## Credit for Work Done Elsewhere

Graduate-level courses taken prior to matriculation at Brandeis may not be applied to reduce a one-year residence requirement for the Master of Arts or Master of Science degrees, although a program may accept work taken elsewhere in partial fulfillment of specific course requirements for the degree. In that case, additional courses are designated to replace courses from which the student has been exempted. The post-baccalaureate and diploma programs do not accept transfer credit.

For the Master of Fine Arts degree and for master's degree programs that have a two-year residence requirement, a maximum of one term of residence credit for graduate-level courses may be counted toward fulfillment of the residence requirements.

Students admitted to Ph.D. programs may file an application to have graduate-level courses counted toward fulfillment of residence requirements at this institution. A maximum of one year of residence credit may be granted.

Applicants for transfer credit will not necessarily be granted the credit requested. Each program reserves the right to require of any student work in excess of its minimum standards to assure thorough mastery of the area of study. In all cases, courses being transferred must carry a grade of B or better and must have been earned at an appropriately accredited institution.

After completing one term of residence at a full-time rate or the equivalent at a part-time rate, students eligible to apply for transfer credit may do so. Forms are obtained from the Office of the University Registrar and submitted to the student's program for approval. The form is then returned to the Office of the University Registrar.

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## Graduate Cross-Registration

A full-time graduate student at Brandeis University may enroll in one graduate course each term at Boston College, Boston University, Tufts University, or the Graduate Consortium in Women's Studies at the Massachusetts Institute of Technology. Information on courses for cross-registration at each of the host institutions is available at the graduate school office of each institution.

A student who wishes to enroll in a course at one of these institutions should consult with the instructor in the particular course and should expect to satisfy the prerequisites and requirements normally required for admission to the course, including adherence to the academic calendar of that course.

A student at Brandeis University who wishes to enroll in a graduate course at one of the host institutions should obtain a registration permit from the Office of the University Registrar and should present this permit to the office of the registrar of the host institution.

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## Academic Residence Requirements

Residence requirements for all full-time graduate degrees are computed by determining the amount of registration for credit and the tuition charges.

### Master of Arts and Master of Science

The minimum residence requirement for most full-time master's degree students is one academic year in a full-time graduate credit program at full tuition. A few programs have a two-year residency requirement, so consult specific programs for this information. Transfer credit may not normally be applied to residence requirements for the M.A. and M.S. degrees.

There is no residence requirement for approved part-time master's programs.

### Master of Fine Arts

The minimum residence requirement for all M.F.A. students in music is four terms at a full-time rate, at the full tuition rate for each term. Residence may be reduced by a maximum of one term with approved transfer credit.

The minimum residence for students in design and acting is six terms at the full tuition rate for each term. Residence may be reduced by a maximum of one term with approved transfer credit.

There is no residence requirement for approved part-time M.F.A. programs.

### Doctor of Philosophy

The residence requirement for all students is three academic years in a full-time graduate credit program for each year, at the full tuition rate for each year, or the equivalent thereof in part-time study. A maximum of one year's approved transfer credit may be granted toward residence for the Ph.D. degree.

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## Full-Time Resident Students

A full-time student is one who devotes the entire time, during the course of the academic year, to a program of graduate work at Brandeis University. Full-time students should consult with their advisors before taking on any outside commitments that might interfere with their academic progress.

A full-time program may include a combination of teaching and research assistance; other work leading to the fulfillment of degree requirements, such as preparation for qualifying, comprehensive, and final examinations; supervised reading and research; and Ph.D. dissertations, as well as regular course work.

A full-time resident student may take as many courses for credit in any term as are approved by the program chair, but no student may receive credit for, or be charged for, more than a full-time program in any term. Thus, the minimum residence requirement for any degree may not be satisfied by an accelerated program of study or payment of more than the full-time tuition rate in any single academic year.

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## Part-Time Resident Students

A part-time student is one who devotes less than the entire time to a program of graduate work at Brandeis University and is enrolled in fewer than 12 credits.

Students who wish to change their status from full time to part time residency, must file with the Graduate School office a request to change to part time. Students are assumed to be full time until such a request is made.

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## Post-Resident Students

A graduate student who has completed residence requirements and who needs to utilize the full range of academic services and University facilities while completing degree requirements is a post-resident student and should register for CONT 500a/b (Graduate Research), or the appropriate courses required to complete their programs.

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## Continuation Students

A graduate student who has completed all degree requirements except the dissertation (and in some cases the teaching requirement) is eligible for continuation status. A student in this category enrolls on a full-time basis, and is eligible for University health insurance, borrowing privileges in the Library, a computer account, use of gym facilities, and purchase of a parking sticker. They are not normally eligible for fellowships or for leaves of absence, except for health reasons.

Continuation students must enroll before the end of the registration period each semester in CONT 500a/b (Graduate Research). For questions regarding these enrollments, please contact the Office of the University Registrar.

International students must enroll in CONT 500a/b (Graduate Research). Please contact the International Students and Scholars Office (ISSO) if there are special circumstances.

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## Post-Baccalaureate Students

A post-baccalaureate or diploma student is a graduate student who is working in an approved course of study. Normal tuition charges apply; see the "Fees and Expenses" section for program-specific fees.

Post-baccalaureate or diploma programs may not be pursued concurrently with other formal degree work. Students who subsequently become candidates for graduate degrees are subject to the Graduate School's policy regarding transfer credit towards graduate degrees.

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## Special Students

Properly qualified applicants who wish to audit or to take courses without working for a degree may be admitted. Special students are normally not eligible for University loans, scholarships, fellowships, or teaching or research assistantships. Special students who later wish to change their status to that of part-time or full-time students working for a degree must apply for admission as resident students. They must also file a special petition if they wish credit to be accepted for any courses taken at Brandeis as special students. Credit for such course work may be granted in exceptional cases. Normally, no more than two courses taken for credit may be transferable if the student is admitted to either the master's or doctoral program.



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## Leave of Absence

Students may petition for a leave of absence. The petition must have the approval of the chair of the program and the Graduate School. Leaves of absence up to one year will normally be granted to students in good academic standing who present compelling personal reasons. Returns from leave may be subject to conditions established at the inception of the leave. Time spent on authorized leaves of absence will not be counted toward the maximum time permitted to complete degree requirements.

If, for any reason, a student must extend a leave of absence, he or she must request such an extension in writing before the leave of absence expires. Failure to do so will result in involuntary withdrawal from the Graduate School. Students who extend their leaves of absence beyond one year may lose departmental funding. Should a student wish to return, the student will be considered for funding as part of the department's entering cohort of students.

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## Leave of Absence with Credit

Students enrolled in a Ph.D. or master's program with a two-year residency may apply to study abroad with credit. While this option does not affect the current regulation concerning the maximum amount of transfer credit for work done elsewhere, it does allow a student to receive transfer credit after matriculation.

To qualify for transfer credit upon return, a student must submit to his or her program prior to studying abroad a list of proposed courses to be approved by the graduate program chair. The courses must be at the graduate level and constitute a full-time course load. Since the University Registrar must certify full-time status for purposes of loan deferment and federal loan eligibility, the application must include documentation related to the formulation of full-time status at the host school as well as the name of the contact person at the host school. To receive credit upon return, a student must earn grades of at least B and submit an official transcript along with the Transfer for Credit petition to the Registrar's office.

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## Withdrawal

A student who wishes to withdraw voluntarily from the Graduate School during a semester must do so in writing to the program chair and the Graduate School on or before the last day of instruction in the term. Failure to notify the University in writing of a withdrawal may subject the student to loss of eligibility for refunds in accordance with the refund schedule outlined in the "Fees and Expenses" section. Permission to withdraw voluntarily will not be granted if the student has not discharged all financial obligations to the University or has not made financial arrangements satisfactory to the bursar.

Students who are obliged to register and fail to do so by the appropriate deadline or who fail to pay their bill will be administratively withdrawn. They may be readmitted (see below) for study in a subsequent term, but not for the term in which they were withdrawn for failure to register. Belatedly fulfilling financial obligations will not negate the effects of administrative withdrawal.

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## Readmission

A student who has not been enrolled in the Graduate School for more than one year and who did not obtain a leave of absence must file an application for readmission. The student's graduate program will determine in each case whether a student should be readmitted. If the program's requirements have changed during the student's absence or the student is not deemed current in his or her field of study, the program may require the student to repeat or supplement previous academic requirements, including foreign language or qualifying exams. When a student is reinstated, he or she will be informed of current status regarding credits and time to degree.

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## Graduate Summer Term

Graduate summer term exists to register students who are required to be on campus or at a related lab for the full year while engaged in taking classes and/or doing research germane to their field of study, and to enable students completing their degrees during the summer to have a registration status when classes are not in session. Students who are not required to be on campus during the summer but who are engaged in research to complete their degrees may also wish to enroll to become eligible for loans. Ph.D. students register for CONT 250b (Summer Research). Master's degree students register for CONT 500a. Details about graduate summer term are mailed to students each spring. This summer term will not be counted towards residency.

## Fees and Expenses

Payment of tuition and other fees is due on August 11, 2006, for the fall semester and January 5, 2007, for the spring semester. A student who has not paid such fees by the day of registration will be refused the privilege of registration. A late fee will be assessed to all student accounts with outstanding balances after the stated due date. The amount of the late fee will be \$100, or 2% of the outstanding balance, whichever is greater.

The monthly payment plan allows the year's charges to be paid in 10 equal monthly installments. Tuition Management Systems (TMS) has contracted with Brandeis to administer the monthly payment plan. The application and a nonrefundable handling fee of \$100 must be returned to TMS by July 15, 2006. For any applications returned by July 15, 2006, the payment plan electronic withdrawals will begin on August 1, 2006.

Contact the Office of Student Financial Services for further information.

A student who defaults in the payment of indebtedness to the University shall be subject to suspension, dismissal, and refusal of a transfer of credits or issuance of an official transcript. In addition, the University may refer the debt to an outside collection agency. The student is responsible for costs associated with the collection of the debt.

Such indebtedness includes, but is not limited to, an overdue balance owed to the University or the delinquency of a borrower in repaying a loan administered by the student loan office and the inability of that office to collect such a loan because the borrower has discharged the indebtedness through bankruptcy proceedings. If the student is a degree, certificate, or diploma candidate, his or her name will be stricken from the rolls.

A student who has been suspended or dismissed for nonpayment of indebtedness to the University may not be reinstated until such indebtedness is paid in full.

### **Application Fee: \$55.**

Payable by all applicants for admission at the time the application for admission is submitted. It is not refundable. Checks and money orders should be made payable to Brandeis University. No application for admission will be processed until this fee is paid. There is a one-time fee waiver for Brandeis students and alumni.

### **Matriculation Deposit: \$300.**

Payable by a master's degree, certificate, or diploma applicant upon notification of acceptance. This fee reserves a place in the class and is credited toward the first semester tuition bill. If a student fails to enroll or withdraws his or her application, the matriculation deposit is forfeited.

### **Tuition Fees**

The fees for tuition in the Graduate School for 2006-07 are as follows:

Full-time resident students: \$32,951 per year, or \$16,476 per term.

Post-resident students: \$2,058 per year.

Continuation Fee: \$1,031 per year.

Post-baccalaureate studio art students: \$17,500 per year.

Master of Arts in Teaching students: \$6,750 per term.

Master of Science in genetic counseling students: \$24,900 per year.

Special students, post-baccalaureate computer science and premedical students, and part-time resident students: \$3,942 per course, per term.

In view of the constantly increasing costs of education, students may expect one or more tuition increases during their academic careers.

### **Post-Baccalaureate Program Fees**

Medical school application processing fee: \$100, one-time fee payable on entrance.

### **Graduate Activity Fee: \$33.**

### **Orientation Fee: \$35.**

A one-time fee payable by students entering for the first time.

### **Technology Fee: \$199 per year.**

### **Final Doctoral Fee: \$235.**

This fee covers all costs for the year in which the Ph.D. degree will be conferred, including the costs for the full publishing services for the dissertation; publication of the abstract of the dissertation in *Dissertation Abstracts*; issuance of a Library of Congress number, appropriate library cards, and deposit of the dissertation in digital format at the Library of Congress; three xerographic softbound copies (for the author, department, and Library); and a microfiche for the Brandeis Library. The final doctoral fee also covers the cost of the diploma.

Note: All candidates for the Ph.D. degree must pay the \$235 final doctoral fee at the Office of Student Financial Services before they file their application for degree with the Office of the University Registrar.

### **Returned Check Fee: \$25.**

A bank service fee will be charged to a student's account if a payment or a check negotiated through Brandeis is returned by the bank for any reason.

### **Transcript Fee: \$5.**

Students, former students, and graduates should request official transcripts of their records from the Office of the University Registrar, Kutz Hall. Students are entitled to 20 formal transcripts of their academic work without charge. A charge of \$5 will be made for each subsequent transcript. Requests by mail for transcripts must be accompanied by a check in the correct amount payable to Brandeis University. Official transcripts will be issued only to those students whose University financial records are in order.

### **Student Health Services Fee: \$537 (optional).**

Entitles the full-time graduate student to use of Health Services.

### **Student Health Insurance Plan (single coverage): \$1,648 (estimated).**

All three-quarter or full-time students are required by state law to show certification of health insurance. Students without insurance of their own must purchase the Student Health Insurance Plan through the University. The fee is payable prior to registration and no portion is refundable. Student insurance is optional for special students. Additional insurance options, including family coverage, are described in *A Guide to University Health Services*, which is available from the Office of Health Services.

### **Parking Fee: \$35-\$150.**

Payable annually at fall registration for the privilege of parking an automobile on campus. Fee varies with assigned parking area.

### **Monthly Payment Plan Fee: \$100.**

### **Late Fee: \$100, or 2% of outstanding balance, whichever is greater.**

# Financial Assistance

## Refunds

The only fee that may be refundable, in part, is the tuition fee. No refund of the tuition fee will be made because of illness, absence, or dismissal during the academic year. A student who is withdrawing must notify the Graduate School in writing; refunds will be based on the date of notification and calculated in accordance with the following:

### 1. Tuition

#### Withdrawal

Before the opening day of instruction: 100% of the term's tuition.

On or before the second Friday following the opening day of instruction: 75% of the term's tuition.

On or before the fifth Friday following the opening day of instruction: 50% of the term's tuition.

After the fifth Friday following the opening day of instruction: no refund.

Requests for refunds should be addressed to the bursar's office.

### 2. Scholarship

In the case of a scholarship student who withdraws, the student's account will be credited with the same proportion of the term scholarship as charged for tuition: 75% if the student leaves on or before the second Friday; 50% on or before the fifth Friday and no refund thereafter.

### 3. Stafford Loans

In compliance with federal law, special refund arrangements apply to students receiving aid under Title IV. Contact the Graduate School financial aid officer for additional information.

## Refund Policy for Dropped Courses

A student who drops courses on the per course tuition charge basis, is allowed a refund following this schedule:

### 1. Full semester-long courses

Before the opening day of instruction through the last day of the registration period (see the Academic Calendar): 100% of the dropped course's tuition fee.

On or before the fifth Friday following the opening day of instruction: 50% of the dropped course's tuition fee.

After the fifth Friday following the opening day of instruction: no refund.

### 2. Module courses

On or before the second Friday of module instruction (see the Academic Calendar): 100% of the dropped course's tuition fee.

After the second Friday of module instruction: no refund.

## Housing

Ten-month living expenses in the Waltham area for a single individual on an economical budget are estimated to range from \$9,000–16,000. Limited housing is available in the University's graduate residence halls. Costs for on-campus housing range from approximately \$3,150–3,480 per semester for a single person. Graduate housing includes kitchen facilities, but students may also purchase University meal plans.

## Title IV Cancellations

If you have been awarded a student loan (Federal Stafford or Perkins) you have a right to cancel all or a portion of your loan or loan disbursement. To do so, please submit a written request to: The Graduate School of Arts and Sciences, Brandeis University, Mailstop 031, P.O. Box 549110, Waltham, MA 02454-9110.

A request for loan cancellation or adjustment must be made before the end of the academic year or prior to leaving school, whichever comes first, and must state which loan(s) and what amount(s) you wish to cancel.

Cancellation of your awarded student loan(s) will most likely create a balance due on your account. This balance would be due and payable upon receipt of the statement.

## Fellowships and Scholarships

Students receiving financial aid from Brandeis University, whether in the form of a fellowship or scholarship, are required to maintain a superior level of academic progress.

A fellowship is an academic award of honor to outstanding students to help them in furthering advanced study, research, and training in teaching. A fellowship recipient must pay tuition fees unless the award includes a scholarship in an amount covering tuition.

A scholarship is an award on grounds of scholarly ability that will be used exclusively for remission of tuition fees. Full scholarships and partial scholarships are available. Scholarship students are liable for all but tuition charges.

All awards are granted and accepted with the understanding that they may be revoked at any time for undesirable conduct or poor academic standing.

Ordinarily, no student may hold a fellowship or scholarship for more than two years of study for the master's degree, more than three years of study for the M.F.A. degree, or more than five years of study for the Ph.D. degree. Priority in making awards is given to full-time students.

A student's tuition scholarship, fellowship, and/or stipend are contingent on continued enrollment, as well as the conditions set out annually in the *Brandeis University Bulletin*, including, but not limited to, satisfactory academic progress. Changes in student status, such as leaves of absence, withdrawal, change of degree program, graduation, or similar circumstances, will normally result in the cessation of University stipends and fellowships effective as of the date of any such change in status.

All students contemplating outside employment that would require a significant portion of their time should discuss their intentions with their program advisor.

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## Research and Course Assistantships

Research and course assistantships are available in several programs, especially the science areas. Application should be made to the chair of the graduate program.

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## Dean's Fellowship

Brandeis University established the Dean's Fellowship in 1995. The fellowship was created to encourage students from groups whose underrepresentation in the nation's Ph.D. population has been severe and longstanding to pursue doctoral studies in the humanities, social sciences, and creative arts at the Graduate School of Arts and Sciences at Brandeis. The Dean's Fellowship provides four years of funding with a nine-month stipend, assuming satisfactory academic progress.

Factors considered eligibility include financial need, first generation status, and/or membership in a traditionally underrepresented group. In order to qualify for the Dean's Fellowship, applicants must be nominated by one of the following programs: American history, anthropology, comparative history, English and American literature, music, Near Eastern and Judaic Studies, psychology, politics, or sociology.

Students who wish to be considered for the Dean's Fellowship should express their interest in the statement of purpose included with their application.

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## Tuition Grants

A limited number of need-based grants are available for master's degree candidates who are enrolled at least half-time. Students may apply for need-based grants by completing the CSS financial aid PROFILE.

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## Loans

The **Perkins Loan** is a federal loan, awarded on a limited basis to the neediest students. Students may be considered for this loan only if unmet financial need remains after a subsidized Stafford Loan has been awarded. Interest is not charged and repayment is not expected while the borrower is enrolled at least half-time. During repayment, interest is charged at the fixed rate of 5% and repayment may be made over a 10-year period. Students must file a Free Application for Federal Student Aid (FAFSA) to be considered for this loan.

**Direct Subsidized Federal Stafford Loans** are available to U.S. citizens and permanent residents who are enrolled at least half-time in a degree, certificate, or diploma program and who demonstrate need by filing the Free Application for Federal Student Aid (FAFSA). Graduate students may borrow up to \$8,500 per year in subsidized money. Post-baccalaureate certificate and diploma students may borrow up to \$5,500 per year. The maximum aggregate limit for the program (including undergraduate borrowing) is \$65,500.

**Direct Unsubsidized Federal Stafford Loans** are available to students who are not eligible for subsidized Stafford Loans based on need. Applicants must still file the FAFSA. Graduate students may borrow up to a maximum of \$10,000 a year (\$5,000 for independent post-baccalaureate students) with an aggregate maximum of \$73,000 in unsubsidized money. Eligible students may borrow from the subsidized and the unsubsidized Stafford programs as long as the annual total does not exceed \$18,500.

Repayment of a Stafford Loan begins six months after the borrower ceases to be enrolled at least half-time. The repayment period is 10 years, during which time interest is charged. There is no interest charged during the in-school period for subsidized loans. However, students are required to pay the interest during the in-school period or have it capitalized and added to the loan balance for the unsubsidized loan.

The terms for the above loan programs are subject to federal legislation, regulations, and other guidance, and may change. Additional current information is available from the Graduate School.

Students wishing to apply for loans should contact the Graduate School for application materials.

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## Satisfactory Academic Progress

Federal regulations require that a student receiving federal assistance make satisfactory academic progress in accordance with standards set by the University. The Graduate School of Arts and Sciences delegates the responsibility to monitor academic progress to the individual graduate programs. Admission to the Graduate School is valid for one academic year. Graduate programs review students' academic progress and make recommendations for readmission annually. Any student who is readmitted for the following year is considered to be making satisfactory academic progress and is eligible for financial aid from federal sources.

Students who enter the Graduate School of Arts and Sciences must earn the doctorate within eight years, the master of arts within four years, the master of fine arts within five years, and the post-baccalaureate certificate and the diploma within two years from the inception of study exclusive of leaves of absence (pro-rated for part-time study). Students who have passed the terminal point for the degree may apply to the Graduate School of Arts and Sciences for an extension and, if approved, may be eligible for additional federal financial aid.



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## Courses of Instruction

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Listed on the following pages are undergraduate and graduate courses of instruction for the faculty of arts and sciences. Courses meet for three hours a week unless otherwise specified. Most courses are available to all students qualified to take them. Access to some courses is governed by the signature of the instructor. Other courses impose a numerical limit to preserve environmental conditions suitable to the pedagogy the instructor employs; students increase their chances of gaining enrollment in such courses by participating in pre-enrollment.

Each semester the University endeavors to ensure that numerous alternatives exist by which to make progress toward University requirements; however, it cannot guarantee access on demand to a particular course or to a particular section of a multisectioned course.

Generally, a course is offered with the frequency indicated at the end of its description. The frequency may be designated as every semester, every year, every second year, every third year, or every fourth year.

Courses numbered 1 to 99 are primarily for undergraduate students; courses numbered 100 to 199 are for undergraduate and graduate students; and courses numbered 200 and above are primarily for graduate students. Undergraduates may not enroll in courses numbered 200 or higher without the written permission of the instructor.

Among the courses numbered 200 and higher are courses in The Heller School for Social Policy and Management. Undergraduates may enroll only in those Heller School courses that are appropriate for an undergraduate arts and sciences degree. Such courses are listed in this *Bulletin*.

Suffixes after course numbers have the following meanings:

A or B	Semester course
C	Semester course meeting throughout the year
D	Full-year course
E	Intensive course, two semester course credits in one semester
F	Half-semester course, half-course credit
G	Quarter-course credit

A semester course carries one semester course credit (four semester-hour credits) while a year course carries two-semester course credits (eight semester-hour credits). Exceptions are noted under the individual course descriptions. Certain courses do not count for rate of work and do not carry course credit toward graduation. Occasionally, courses are awarded additional semester-hour credits, yet count as only one semester course toward graduation. All such courses are specifically identified in the course listing. Certain courses require a laboratory course taken concurrently.

A student may take either half of a full-year course with a D suffix for credit with the approval and consent of the course instructor on the appropriate form designated by the Office of the University Registrar. Students who enrolled in full-year courses in the fall term are continued in the spring term automatically.

The University reserves the right to make any changes in the offerings without prior notice.

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## Course Abbreviations

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AAAS	African and Afro-American Studies	HUM	Humanities
AMST	American Studies	IECS	Italian and European Cultural Studies
ANTH	Anthropology	IEF	International Economics and Finance
ARBC	Arabic	IGS	International and Global Studies
BCHM	Biochemistry	IIM	Independent Interdisciplinary Major
BCSC	Biochemical Science	INET	Internet Studies Program
BIBC	Biology and Biochemistry	IMES	Islamic and Middle Eastern Studies
BIOC	Bioorganic Chemistry	ITAL	Italian Studies
BIOL	Biology	JAPN	Japanese
BIOP	Biophysics and Structural Biology	JOUR	Journalism
BIPH	Biological Physics	LALS	Latin American and Latino Studies
BISC	Biological Science	LAT	Latin
BUS	Business	LGLS	Legal Studies
CHEM	Chemistry	LING	Language and Linguistics
CHIN	Chinese	MATH	Mathematics
CHIS	Comparative History	MEVL	Medieval Studies and Renaissance Studies
CHSC	Chemical Science	MUS	Music
CLAS	Classical Studies	NBCH	Neuroscience and Biochemistry
COEX	Coexistence and Conflict	NBIO	Neuroscience and Biology
COML	Comparative Literature	NEJS	Near Eastern and Judaic Studies
COMP	Composition	NEUR	Neuroscience
CONT	Continuation	NPHY	Neuroscience and Physics
COSI	Computer Science	NPSY	Neuroscience and Psychology
CP	Cultural Production	PAX	Peace, Conflict, and Coexistence Studies
EAS	East Asian Studies	PE	Physical Education
ECON	Economics	PHIL	Philosophy
ECS	European Cultural Studies	PHSC	Physical Science
ED	Education	PHYS	Physics
ENG	English and American Literature	POL	Politics
ENVS	Environmental Studies	PSYC	Psychology
ESL	English as a Second Language	QBIO	Quantitative Biology
FA	Fine Arts	RECS	Russian and European Cultural Studies
FECS	French and European Cultural Studies	REES	Russian and East European Studies
FILM	Film Studies	REL	Religious Studies
FIN	Finance	RUS	Russian Language and Literature
FREN	French Language and Literature	SAL	South Asian Literature
GECS	German and European Cultural Studies	SECS	Spanish and European Cultural Studies
GENC	Genetic Counseling	SJSP	Social Justice and Social Policy
GER	German Language and Literature	SOC	Sociology
GRK	Greek	SPAN	Spanish Language and Literature
HBRW	Hebrew Language and Literature	THA	Theater Arts
HIST	History	USEM	University Seminar
HOID	History of Ideas	UWS	University Writing Seminar
HRNS	Hornstein Jewish Professional Leadership Program	WMGS	Women's and Gender Studies
HS	The Heller School for Social Policy and Management	YDSH	Yiddish
HSSP	Health, Science, Society, and Policy		

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## Requirement Codes

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In the course listings that follow, some courses have been coded to indicate that they fulfill (or partially fulfill) particular University requirements. The legend below provides a key to the codes used. Note that not every requirement has been coded. Specifically, neither

the University Seminars nor the University Writing Seminars have been coded. The course abbreviations of USEM and UWS readily identify the University Seminars and the University Writing Seminars.

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### General University Requirements

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**ca** School of Creative Arts

**fl** Foreign Language

**hum** School of Humanities

**nw** Non-Western and Comparative Studies

**qr** Quantitative Reasoning

**sn** School of Science

**ss** School of Social Science

**wi** Writing Intensive

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Department of  
**African and Afro-American Studies**

Courses of Study:  
 Minor  
 Major (B.A.)

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### Objectives

The department welcomes all members of the student body who have an interest in Africa and/or African-America. The major is arranged through consultation with the departmental advisor or another professor. Majors may ask for guidance in the selection of elective courses with related content or approach within their chosen disciplines.

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### Faculty

#### Faith Smith, Chair

Literature and popular culture of the Caribbean, African-America, and African Diaspora.

#### Joan Bryant

African-American history. Reform movements. Race and ethnicity.

#### Lansine Kaba

History of West Africa, Francophone Africa, and history of Islam in Africa.

#### Mingus Mapps, Florence Levy Kay Fellow in Urban Politics

Urban politics. Race and American politics. Race, inequality, and public policy. Civil rights law and politics. Campaigns and elections.

#### Wellington Nyangoni

Africa: Economic development. Comparative Third World political economy.

#### Ibrahim Sundiata

Africa: Social history. Slavery. The African diaspora. Afro-Brazil.

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### Requirements for the Major

**A.** Required of all candidates: eight semester courses from among the AAAS and cross-listed courses below. One of the eight courses must be AAAS 5a (Introduction to African and Afro-American Studies), which should be taken as the first AAAS course, as it provides an introduction to themes and methods of analysis.

**B.** At least one course will be taken in each of the following areas: social science, humanities, and history.

**C.** At least four courses will be taken in one of the following disciplines as a field of specialization: literature, music, history, political science, sociology, and economics. A candidate may elect a five-course interdisciplinary focus on Africa or Afro-American affairs as a specialization. Always confirm your choice of specialization with the department academic advisor.

**D.** Five of the eight required courses must be from within the department (e.g., from the AAAS courses below). No course with a final grade below C- can count toward the major.

**E.** Candidates for departmental honors must satisfactorily complete AAAS 99d (Senior Research).

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### Requirements for the Minor

Five semester courses are required, including the following:

**A.** AAAS 5a (Introduction to African and Afro-American Studies). This should be taken as the first AAAS course, as it provides an introduction to themes and methods of analysis.

**B.** AAAS 70a (Introduction to Afro-American History) or AAAS 115a (Introduction to African History).

**C.** The remaining three courses will be selected from among the department's offerings in literature, history, political science, and music.

Students are required to declare the minor in AAAS no later than the beginning of their senior year. Each student will be assigned a departmental advisor by the undergraduate advising head.



## Courses of Instruction

### (1-99) Primarily for Undergraduate Students

#### AAAS 5a Introduction to African and Afro-American Studies

[ ss ]

An interdisciplinary introduction to major topics in African and Afro-American studies, providing fundamental insights into Africa, the Caribbean, and the Americas through approaches and techniques of social science and the humanities. Usually offered every year. Ms. Bryant

#### AAAS 18b Africa and the West

[ nw ss ]

Focuses on the relationship between Africa and the "West" from the time of the ancient Egyptians to the postcolonial period. It also assesses the dilemma neocolonialism poses for the West. Usually offered every second year.

Mr. Sundiata

#### AAAS 60a Economics of Third World Hunger

[ nw ss ]

Employs the tools of social science, particularly economics, to study causes and particular solutions to problems in production, trade, and consumption of food in the underdeveloped world. Usually offered every second year.

Mr. Nyangoni

#### AAAS 70a Introduction to Afro-American History

[ ss ]

A survey of the Afro-American experience from the era of slavery to the present. Topics include the rise of a distinct community and its institutions, Reconstruction and segregation, the contributions of blacks to American society, and the struggles for freedom and equality. Usually offered every second year. Ms. Bryant

#### AAAS 75b Hip Hop Culture

[ ss ca ]

An introduction to hip hop culture through exploration of cross-fertilizations of musical, social, political, and cultural characteristics to uncover unique approaches to expression, aesthetics, traditions, and contemporary life. Discussions include regional and stylistic differences, the music industry, youth culture, gender, class, and the role of the media. Special one-time offering, fall 2006. Mr. Price

#### AAAS 79b Afro-American Literature of the Twentieth Century

[ wi hum ss ]

An introduction to the essential themes, aesthetic concerns, and textual strategies that characterize Afro-American writing of this century. Examines those influences that have shaped the poetry, fiction, and prose nonfiction of representative writers. Usually offered every second year.

Ms. Smith

#### AAAS 80a Economy and Society in Africa

[ nw ss ]

Perspectives on the interaction of economic and other variables in African societies. Topics include the ethical and economic bases of distributive justice; models of social theory, efficiency, and equality in law; the role of economic variables in the theory of history; and world systems analysis. Usually offered every third year.

Mr. Nyangoni

#### AAAS 81b Religion in African-American History

[ ss wi ]

*Prerequisite or corequisite:* AAAS 70a.

Examines religious development in African-American history. Explores religious experience and identity, religion in popular culture, institutional developments, political activism among religious figures, theological innovations, and religious conflict in order to understand how religion has informed African-American life. Usually offered every second year.

Ms. Bryant

#### AAAS 82a Urban Politics

[ ss ]

Examines urban politics in the United States from the early 20th century to the present, focusing on topics such as urban political machines, minority political participation, the evolution of American suburbs, and racial, economic, and political inequities that challenge public policy-making. Usually offered every third year.

Mr. Mapps

#### AAAS 85a Survey of Southern African History

[ nw ss ]

Explores the roots of segregation and apartheid in South Africa, the development of a regional political economy dominated by South Africa, labor migrancy and land alienation in southern Africa, and the rise of African and Afrikaaner nationalisms. Usually offered every second year.

Mr. Sundiata

#### AAAS 98a Independent Study

Independent readings and research on a topic within the student's interest under the direction of a faculty supervisor. Usually offered every year.

Staff

#### AAAS 98b Independent Study

Independent readings and research on a topic within the student's interest under the direction of a faculty supervisor. Usually offered every year.

Staff

#### AAAS 99d Senior Research

Usually offered every year.

Staff

### (100-199) For Both Undergraduate and Graduate Students

#### AAAS 114b Race, Ethnicity, and Electoral Politics in the United States

[ ss ]

Explores the role racial and ethnic politics play in American political campaigns and elections. Readings provide historical, theoretical, and empirical overviews of racial and ethnic politics in four contexts: political parties, presidential elections, congressional campaigns, and state legislative contests. Usually offered every third year.

Mr. Mapps

#### AAAS 115a Introduction to African History

[ nw ss ]

The history of African societies from their earliest beginnings to the present era. Topics include African participation in antiquity and early Christianity and preindustrial political, economic, and cultural developments, among others. Usually offered every second year.

Mr. Sundiata

#### AAAS 117a Communications and Social Change in Developing Nations

[ ss ]

Examines the role of communications and information systems within and between developed and underdeveloped nations and addresses the larger perspective of global communications. Usually offered every third year.

Staff

#### AAAS 120b Race in African-American History

[ ss ]

*Prerequisite:* AAAS 70a (may be taken concurrently) or AAAS 145b.

Is race un-American? African-American racial thought provides a critical lens for understanding the meanings and functions of race. Analyzing primary sources from the antebellum period to the present, we ask: Is race racist? What is black culture? Does justice require "colorblindness?" Usually offered every third year.

Ms. Bryant

#### AAAS 122a Politics of Southern Africa

[ nw ss ]

Study of clashing nationalisms, alternative patterns of development, and internationalization of conflict in southern Africa. The political economy of South Africa in regional context and its effect on the politics of its neighbors, particularly Angola, Mozambique, Namibia, and Zimbabwe.

Mr. Nyangoni

**AAAS 123a Third World Ideologies**

[ nw ss wi ]

Analyzes ideological concepts developed by seminal Third World political thinkers and their application to modern political analysis. Usually offered every second year. Mr. Nyangoni

**AAAS 125b Caribbean Women and Globalization: Sexuality, Citizenship, Work**

[ ss wi ]

Utilizing perspectives from sociology, anthropology, fiction, and music to examine the relationship between women's sexuality and conceptions of labor, citizenship, and sovereignty. The course considers these alongside conceptions of masculinity, contending feminisms, and the global. Usually offered every second year. Ms. Smith

**AAAS 126b Political Economy of the Third World**

[ nw ss wi ]

Development of capitalism and different roles and functions assigned to all "Third Worlds," in the periphery as well as the center. Special attention will be paid to African and Afro-American peripheries. Usually offered every year. Mr. Nyangoni

**AAAS 131b American Freedom before Emancipation**

[ ss ]

*Prerequisite or corequisite: AAAS 70a or HIST 51a.*

What did it mean to be free in an age of slavery? The experiences of free African Americans focus our investigation of this founding myth of America. Explores what freedom meant to criminals, reformers, laborers, slaveholders, artists, abolitionists, soldiers, and statesmen. Usually offered every second year. Ms. Bryant

**AAAS 132b Introduction to African Literature**

[ hum nw ss ]

Examines the cultural production of African writers and filmmakers and their critiques of the post-colonial state; their exploration of gender, sexuality, language choice, the pressures placed on "authentic" identities by diasporic communities, and the conflicting claims of tradition and modernity. Usually offered every third year. Ms. Smith

**AAAS 133b The Literature of the Caribbean**

[ hum nw ss ]

An exploration of the narrative strategies and themes of writers of the region who grapple with issues of colonialism, class, race, ethnicity, and gender in a context of often conflicting allegiances to North and South America, Europe, Africa, and Asia. Usually offered every second year. Ms. Smith

**AAAS 134b Novel and Film of the African Diaspora**

[ hum nw ]

Writers and filmmakers, who are usually examined separately under national or regional canonical categories such as "(North) American," "Latin American," "African," "British," or "Caribbean," are brought together here to examine transnational identities and investments in "authentic," "African," or "black" identities. Usually offered every third year. Ms. Smith

**AAAS 143b History of Islam in West Africa: Tolerance, Spirituality, and Freedom**

[ ss ]

Examines the history of Islam and its diffusion in West Africa using medieval Arab travelers' accounts and 16th- and 19th-century African texts to show the process of conversion to Islam and its effects on education and use of power. Special one-time offering, spring 2006. Mr. Kaba

**AAAS 145b What Is Race?**

[ ss wi ]

What is race? How has it shaped what it means to be American? We explore 19th- and 20th-century interpretations of race in science, law, reform initiatives, and popular literature. Issues include eugenics, census categories, race loyalty, polygenesis, immigration, passing, and miscegenation. Usually offered every third year. Ms. Bryant

**AAAS 155a Slavery in America**

[ ss ]

Examines the rise of slavery in America, the formation of slave and free-black communities, the emergence of the planter class, the role of slavery in the economy and politics, the relationship between slavery and racism, and the legacy of slavery. Usually offered every second year. Ms. Bryant

**AAAS 156a The Civil Rights Movement**

[ ss ]

Explores the civil rights movement through primary readings and films. Includes an assessment of the consequences of the movement and the ongoing controversies over the best ways to achieve equality for black Americans. Usually offered every second year. Ms. Bryant

**AAAS 158a Theories of Development and Underdevelopment**

[ nw ss wi ]

Humankind has for some time now possessed the scientific and technological means to combat the scourge of poverty. The purpose of this seminar is to acquaint students with contending theories of development and underdevelopment, emphasizing the open and contested nature of the process involved and of the field of study itself. Among the topics to be studied are modernization theory, the challenge to modernization posed by dependency and world systems theories, and more recent approaches centered on the concepts of basic needs and of sustainable development. Usually offered every second year. Mr. Nyangoni

**AAAS 163b Africa in World Politics**

[ ss ]

Explores the impact of African states in world affairs; the African and Afro-Asian groups in the United Nations; relations with Eastern Europe, Western Europe, and the Americas; the Afro-Asian Movement; nonalignment; the Organization of African Unity; and Pan-Africanism. Usually offered every second year. Mr. Nyangoni

**AAAS 165b Literature, Society, and Identity in Francophone Africa Under Colonial Rule**

[ ss ]

Examines the advent of African nationalism in the 20th century from a literary perspective. The topic provides an understanding of a pivotal concept pertaining to history, politics, religion, culture, and personal identity that led to major change in history. Special one-time offering, spring 2006. Mr. Kaba

**AAAS 167a African and Caribbean Comparative Political Systems**

[ nw ss ]

Introduces students to the literature and method of comparative political analysis. Case studies central to the course will be Ghana, Tanzania, and Zimbabwe; and Puerto Rico, Jamaica, and Cuba. Usually offered every second year. Mr. Nyangoni

**AAAS 170b Seminar: Political Economy of Developing Countries**

[ ss ]

Analysis of political and economic issues in developing countries. Special emphasis on the major explanations for underdevelopment and alternative strategies for development. Topics include colonialism, nationalism, developing countries in the international system, state-building, rural development, and gender perspectives on underdevelopment. Usually offered every second year. Mr. Nyangoni

**AAAS 175a Comparative Politics of North Africa**

[ n w s s ]

Formation and development of political cleavages and cleavage systems, and of mass-based political groups. Analysis of the expansion of mass political participation, elections, the impact of the military on political groups, and international factors. Usually offered every third year.

Mr. Nyangoni

**Cross-Listed Courses****ANTH 112a**

African Art and Aesthetics

**ANTH 133a**

Culture and Power in Africa

**ENG 16a**

Nineteenth-Century African-American Literature: Texts and Contexts

**ENG 127b**

Migrating Bodies, Migrating Texts

**ENG 147b**

South African Literature and Apartheid

**ENG 167b**

The Postmodern African American Novel

**HIST 115a**

History of Comparative Race and Ethnic Relations

**HIST 116a**

Black Homeland: West Africa

**HS 120a**

Race and the Law

**PHIL 18a**

Philosophy of Race and Gender

**POL 140a**

Politics of Africa

**SOC 171a**

Women Leaders and Transformation in Developing Countries

Department of

**American Studies****Courses of Study:  
Major (B.A.)****Objectives**

American studies takes an interdisciplinary approach to the culture, society, politics, institutions, identities, thoughts, values, and behavior of Americans, in all their variety, and to the critical issues that confront the United States domestically and internationally. Using materials central to the disciplines of American studies—film, literature, popular and material culture, music, art and architecture, oral history, social and intellectual history—the major is designed to provide students with an educated awareness of the way the United States, viewed as a civilization, frames the lives, aspirations, and self-perceptions of its citizens, and how Americans are seen by people around the world. Typically, students who enroll anticipate careers in law, business, public service, communications, media, education, journalism, museum work, and teaching at all levels. As the sponsor of the programs in legal studies, film studies, journalism, and environmental studies, the American studies major aims to provide a broad background to those areas and welcomes students who seek active engagement with the contemporary world through firm grounding in a sound liberal arts education.

**How to Become a Major**

Normally, students declare their major in their sophomore year and attempt to complete the three required courses (see below) by the end of the first semester of their junior year, or at the latest, the end of their junior year. Working with a departmental advisor, students are urged to develop a coherent selection of electives tailored to their particular interests and gifts. Because of the close working relationship between the department and its resident programs (law, film, journalism, and environmental studies) students often offer several courses in joint satisfaction of their major (American studies) and their program. Courses in other departments that satisfy American studies elective requirements are listed on the departmental website. Students wishing to earn departmental honors must write a senior thesis in a full-year course, AMST 99d. Special opportunities are available for supervised internships (AMST 92a,b), one-on-one readings courses (AMST 97a,b), and individually directed research courses (AMST 98a,b). Many majors gain a valuable cross-cultural perspective on America by studying abroad in their junior year.

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**Faculty**


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**Stephen Whitfield (Chair)**

Modern political and cultural history.

**Joyce Antler (Undergraduate Advising Head)**

Women's history. Social history.

**Jacob Cohen**

American culture, politics, and thought.

**Shilpa Davé**

Race and ethnicity. Asian American studies.

**Thomas Doherty**

Film and culture.

**Brian Donahue**

American environmental studies.

**Maura Farrelly (Director, Journalism Program)**

American religion.

**Henry Felt**

Documentary film.

**Richard Gaskins (Director, Legal Studies; Director, Social Justice and Social Policy)**

Law, social policy, and philosophy.

**Laura Goldin**

Environmental studies.

**Tamar Morad**

Journalism.

**Daniel Terris**

Literature and intellectual history.

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**Requirements for the Major**

**A.** AMST 10a (Foundations of American Civilization). Normally, students will take 10a in their sophomore year and no later than the spring term of their junior year.

**B.** AMST 100a (Classic Texts in the American Culture to 1900). Normally, students will take 100a in their sophomore year and no later than in their junior year. Students may take 100a in their senior year only in the most unusual circumstances with the approval of the department chair.

**C.** AMST 100b (Twentieth-Century American Culture). After completing 100a, students must take 100b, normally in their junior or senior year.

**D.** Six (6) semester courses in American studies, chosen either from within the department or from other departments, with departmental approval.

**E.** To be eligible for departmental honors, seniors must enroll in AMST 99d (Senior Research) with departmental approval and participate in a year-long honors colloquium. AMST 99d does not satisfy other departmental requirements.

**F.** Not more than two courses satisfying a second major may be offered to complete the American studies major.

**G.** No course, whether required or elective, for which a student receives a grade below C- may be counted toward the major.

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**Courses of Instruction**


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**(1-99) Primarily for Undergraduate Students**


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**AMST 10a Foundations of American Civilization**

[ ss ]

Interpretations of the meaning of the myths, symbols, values, heroes and rogues, character ideals, identities, masks, games, humor, languages, expressive repertoire, and ideologies that are exhibited in the social, political, economic, and cultural history of the United States. Usually offered every year.

Mr. Cohen

**AMST 15a Writing for the Media**

[ ss ]

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

**AMST 20a Environmental Issues**

[ ss ]

An interdisciplinary overview of major environmental challenges facing humanity, including population growth; food production; limited supplies of energy, water, and other resources; climate change; loss of biodiversity; and waste disposal and pollution. Students examine these problems critically and evaluate different ways of thinking about their causes and solutions. Usually offered every year.

Mr. Donahue

**AMST 92a Internship in American Studies**

Off-campus work experience in conjunction with a reading course with a member of the department. Requires reading and writing assignments drawing upon and amplifying the internship experience. Only one internship course may be submitted in satisfaction of the department's elective requirements. Usually offered every year.

Staff

**AMST 92b Internship in American Studies**

See AMST 92a for special notes and course description. Usually offered every year.

Staff

**AMST 97a Readings in American Studies**

*Enrollment limited to juniors and seniors.* Independent readings, research, and writing on a subject of the student's interest, under the direction of a faculty advisor. Usually offered every year.

Staff

**AMST 97b Readings in American Studies**

*Enrollment limited to juniors and seniors.* Independent readings, research, and writing on a subject of the student's interest, under the direction of a faculty advisor. Usually offered every year.

Staff

**AMST 98a Independent Study**

Usually offered every year.

Staff

**AMST 98b Independent Study**

Usually offered every year.

Staff

**AMST 99d Senior Research**

Seniors who are candidates for degrees with departmental honors should register for this course and, under the direction of a faculty advisor, prepare a thesis. In addition to regular meetings with faculty advisors, seniors will participate in an honors colloquium, a seminar group bringing together the honors candidates and members of the American studies faculty. Usually offered every year.

Staff



## (100-199) For Both Undergraduate and Graduate Students

### AMST 100a Classic Texts in American Culture to 1900

[ ss wi ]

*Preference given to American studies majors.*

Various visions of America from the earliest colonization through the 19th century are explored. Of special concern will be the ways the individual's inner life is conceived or expressed in relation to the new society and nation-building of the 18th and 19th centuries. Usually offered every year.  
Staff

### AMST 100b Twentieth-Century American Culture

[ ss ]

*Prerequisite: AMST 100a.*

The democratization of taste and the extension of mass media are among the distinguishing features of American culture in the 20th century. Through a variety of genres and forms of expression, in high culture and the popular arts, this course traces the historical development of a national style that came to exercise formidable influence abroad as well. Usually offered every year.  
Staff

### AMST 101a American Environmental History

[ ss ]

Provides an overview of the relationship between nature and culture in North America. Covers Native Americans, the European invasion, the development of a market system of resource extraction and consumption, the impact of industrialization, and environmentalist responses. Current environmental issues are placed in historical context. Usually offered every second year.  
Mr. Donahue

### AMST 102a Women, the Environment, and Social Justice

[ ss ]

Focuses on the profound and unique roles women have played in preserving and enhancing the natural environment and protecting human health. Students explore a wide range of environmental issues from the perspective of women and examine how women have been a driving force in key efforts to improve our environment. Also further explores the legal, ethical, and social issues embodied in environmental racism and classism. Usually offered every second year.  
Ms. Goldin

### AMST 103a The American Experience: Approaches to American Studies

[ ss ]

Students examine the many meanings of the American experience by exploring the sources, subjects, and methodologies used in the practice of American studies. In the classroom and on field trips, students use such resources as fiction and poetry, photography and painting, oral history and music, and architecture and the natural landscape to enlarge their knowledge and understanding of American history and contemporary society. Highly recommended for students intending to write theses and those considering graduate school. Usually offered every fourth year.  
Staff

### AMST 104b Boston and Its Suburbs: Environment and History

[ ss ]

Advanced seminar follows the development of the cultural landscape of Boston, Waltham, and the western suburbs from glacial retreat to urban sprawl. Employs ecology and history to better understand and address contemporary environmental issues. Usually offered every second year.  
Mr. Donahue

### AMST 105a The Eastern Forest: Paleoecology to Policy

[ ss wi ]

Can we make sustainable use of the Eastern Forest of North America while protecting biological diversity and ecological integrity? Explores the forest's ecological development, the impact of human cultures, attitudes toward the forest, and our mixed record of abuse and stewardship. Includes extensive fieldwork. Usually offered every second year.  
Mr. Donahue

### AMST 106b Food and Farming in America

[ ss ]

American food is abundant and cheap. Yet many eat poorly, and some argue our agriculture may be unhealthy and unsustainable. Explores the history of American farming and diet and the prospects for a healthy food system. Includes extensive fieldwork. Usually offered every second year.  
Mr. Donahue

### AMST 111a Images of the American West in Film and Culture

[ ss ]

Explores how motion picture images of the West have reflected and shaped American identities, ideologies, and mythologies. Through a variety of films—silent, "classic," and "revisionist"—and supplementary readings, examines the intertwined themes of progress, civilization, region, nation, democracy, race, gender, and violence. Usually offered every fourth year.  
Staff

### AMST 112b American Film and Culture of the 1950s

[ ss ]

Traces the decline of classical Hollywood cinema and the impact of motion pictures on American culture in the 1950s, especially Hollywood's representations of the Cold War. Students learn methods of cinematic analysis to conduct cultural historical inquiry. Usually offered every fourth year.  
Mr. Doherty

### AMST 113a American Film and Culture of the 1940s

[ ss ]

Examines the nature of classical Hollywood cinema and the impact of motion pictures on American culture in the 1940s, especially Hollywood's representations of World War II. Students learn methods of cinematic analysis to conduct cultural historical inquiry. Usually offered every fourth year.  
Mr. Doherty

### AMST 113b American Film and Culture of the 1930s

[ ss ]

Traces the rise of Hollywood sound cinema and the impact of motion pictures on American culture in the 1930s, especially Hollywood's representations of the Great Depression. Students learn methods of cinematic analysis to conduct cultural historical inquiry. Usually offered every fourth year.  
Mr. Doherty

### AMST 114a American Film and Culture of the 1920s

[ ss ]

Traces the rise and fall of silent Hollywood cinema and the impact of motion pictures on American culture in the 1920s, especially Hollywood's role in the revolution in morals and manners. Students learn methods of cinematic analysis to conduct cultural historical inquiry. All films are screened with a music score or live piano accompaniment. Usually offered every fourth year.  
Mr. Doherty

### AMST 118a Gender and the Professions

[ ss ]

Explores gender distinctions as a key element in the organization of professions, analyzing the connections among sex roles, occupational structure, and American social life. Topics include work culture, pay equity, the "mommy" and "daddy" tracks, sexual discrimination and harassment, and dual-career families. Among the professions examined are law, medicine, teaching, social work, nursing, journalism, business, and politics. Usually offered every second year.  
Ms. Antler

**AMST 120b Film Theory and Criticism**

[ hum ss ]

A course for students with some preliminary background in film studies, providing a forum not only to see and to interpret films, but also to master the ways films are seen and interpreted. Classic Hollywood cinema will be examined. Usually offered every second year.

Mr. Doherty

**AMST 121a The American Jewish Woman: 1890-1990s**

[ ss ]

Surveys the experiences of American Jewish women in work, politics, religion, family life, the arts, and American culture generally over the last 100 years, examining how the dual heritage of female and Jewish "otherness" shaped their often conflicted identities. Usually offered every second year.

Ms. Antler

**AMST 123b Women in American History: 1865 to the Present**

[ ss ]

A historical and cultural survey of the female experience in the United States with emphasis on issues of education, work, domestic ideology, sexuality, male-female relations, race, class, politics, war, the media, feminism, and antifeminism. Usually offered every third year.

Ms. Antler

**AMST 124b American Love and Marriage**

[ ss ]

Ideas and behavior relating to love and marriage are used as lenses to view broader social patterns such as family organization, generational conflict, and the creation of professional and national identity. Usually offered every second year.

Ms. Antler

**AMST 127b Women and American Popular Culture**

[ ss ]

Examines women's diverse representations and participation in the popular culture of the United States. Using historical studies, advertising, film, television, music, and literature, discusses how constructions of race, gender, class, sexuality, ethnicity, and religion have shaped women's encounters with popular and mass culture. Topics include women and modernity, leisure and work, women's roles in the rise of consumer culture and relation to technology, representations of sexuality, and the impact of feminism. Usually offered every second year.

Ms. Davé

**AMST 130b Television and American Culture**

[ ss ]

An interdisciplinary course with three main lines of discussion and investigation: an aesthetic inquiry into the meaning of television style and genre; a historical consideration of the medium and its role in American life; and a technological study of televisual communication. Usually offered every second year.

Mr. Doherty

**AMST 131b News on Screen**

[ ss ]

Combines an investigation of the history of broadcast journalism in America with practical training exercises in broadcast writing and Web production. Examines changes in the media landscape over the years and the legal and ethical issues facing contemporary broadcast journalists. Usually offered every second year.

Staff

**AMST 132b International Affairs and the American Media**

[ ss ]

Analyzes and assesses United States media coverage of major international events, personalities, and perspectives. The course is designed to introduce students to the international events over the past three decades as they have been interpreted by American journalists and media instructors and to challenge students to evaluate the limitations and biases of this reportage. Usually offered every second year.

Staff

**AMST 134b The New Media in America**

[ ss ]

Analyzes the adaptation of new media in American society and culture. Examines the ways Americans have thought about and utilized new methods of mass communications in the 20th century. Usually offered every year.

Staff

**AMST 137b Journalism in Twentieth-Century America**

[ ss ]

Examines what journalists have done, how their enterprise has in fact conformed with their ideals, and what some of the consequences have been for the republic historically. Usually offered every year.

Mr. Whitfield

**AMST 138b Reporting Contemporary America**

[ ss ]

Introduces students to the practice of news reporting for print media and links theory and history to the working craft of journalism. Trains students in the fundamentals of newsgathering and writing and provides an opportunity to practice those skills in conditions simulating a newsroom. A concern for ethics, balance, and accuracy is stressed in all assignments. Usually offered every second year.

Staff

**AMST 139b Reporting on Gender, Race, and Culture**

[ ss ]

An examination of the news media's relationship to demographic and cultural change, and of how journalistic ideologies influence the coverage of women and various ethnic and cultural groups. Usually offered every second year.

Staff

**AMST 140b The Asian American Experience**

[ ss ]

An examination of the political, economic, social, and contemporary issues related to Asians in the United States from the mid-19th century to the present. Topics include patterns of immigration and settlement, and individual, family, and community formation. Course material includes a variety of sources from history, literature, personal essays, films, and other popular media. Usually offered every second year.

Ms. Davé

**AMST 141b The Native American Experience**

[ ss ]

Survey of Native American history and culture with focus on the social, political, and economic changes experienced by Native Americans as a result of their interactions with European explorers, traders, and colonists. Usually offered every third year.

Staff

**AMST 142b Love, Law, and Labor: Asian American Women and Literature**

[ ss ]

Explores the intersection of ethnicity, race, class, gender, and sexualities in the lives and literatures of diverse Asian American women. Discussion of the historical, social, political, and economic forces shaping those lives and how they are reflected in literature. Usually offered every second year.

Ms. Davé

**AMST 144b Signs of Imagination: Construction of Gender and Race in Popular Culture**

[ ss ]

Examines how men and women are represented and represent themselves in American popular culture. Discusses the cultural contexts of the terms "femininity" and "masculinity" and various examples of the visibility and marketability of these terms today. Usually offered every second year.

Ms. Davé

**AMST 149a On the Edge of History**

[ ss ]

Examines how visionaries, novelists, historians, social scientists, and futurologists in America, 1888 to the present, have imagined and predicted America's future and what those adumbrations—correct and incorrect—tell us about our life today, tomorrow, and yesterday when the predictions were made. Usually offered every second year.  
Mr. Cohen

**AMST 150a The History of Childhood and Youth in America**

[ ss ]

Examines cultural ideas and policies about childhood and youth, as well as child-rearing and parenting strategies, child-saving, socialization, delinquency, children's literature, television, and other media for children and youth. Usually offered every second year.  
Ms. Antler

**AMST 155a American Individualism**

[ ss ]

*This course may not be repeated for credit by students who have taken AMST 114b in previous years.*

Through various major works, two central dilemmas of the American experience are examined: the ambition to transcend social and personal limitations, and the tension between demands of self and the hunger for community. Usually offered every second year.  
Mr. Whitfield

**AMST 156b America in the World**

[ ss ]

Designed to elucidate how the United States—as a promise, as a dream, as a cultural projection—has interacted with the rest of the world (but primarily with Europe). Focuses less on the flow of people than on the flow of ideas, less on the instruments of foreign policy than on the institutions that have promoted visions of democracy, individual autonomy, power, and abundance. Usually offered every second year.  
Mr. Whitfield

**AMST 160a U.S. Immigration History and Policy**

[ ss ]

An examination of the economic, political, and ideological factors underlying immigration policy in U.S. history, especially since 1965. Analysis of contemporary immigration, refugee and asylum issues, and of problems of immigrant acculturation today. Usually offered every third year.  
Staff

**AMST 163b The Sixties: Continuity and Change in American Culture**

[ ss ]

Analysis of alleged changes in the character structure, social usages, governing myths and ideas, artistic sensibility, and major institutions of America during the 1960s. What were the principal causes and occasions for the change? Usually offered every second year.  
Mr. Cohen

**AMST 167b The Cultural Work of Religion in America**

[ ss ]

Examines the roles of religion in the adaptation of ethnic and racial cultures to one another in the United States and to the mainstream American culture. Topics include the ways in which Americans used their religious institutions to assimilate newcomers and to contain those they defined as the "other," the religions of immigrants, and the responses of immigrants and Americans to religious pluralism. Usually offered every year.  
Staff

**AMST 168b Religions in America**

[ ss wi ]

Exploration of the many religious traditions in modern America, their often contentious interactions, their varied cultural expressions, and their personal relevance. Analysis of various cultural "texts" including history, fiction, film, poetry, music, radio, television, oratory, and personal narrative. Usually offered every year.  
Ms. Hangen

**AMST 169a Ethnicity and Race in the United States**

[ ss ]

This course provides an introductory overview of the study of race, ethnicity, and culture in the United States. Focuses on the historical, sociological, and political movements that affect the arrival and settlement of African, Asian, European, American Indian, and Latino populations in the late 19th and 20th centuries. Utilizing theoretical and discursive perspectives, compares and explores the experiences of these groups in the United States in relation to issues of immigration, population relocations, government and civil legislation, ethnic identity, gender and family relations, class, and community. Usually offered every year.  
Ms. Davé

**AMST 170a The Idea of Conspiracy in American Culture**

[ ss ]

Consideration of the "paranoid style" in America's political and popular culture and in recent American literature. Topics include allegations of "conspiracy" in connection with the Sacco and Vanzetti, Hiss, and Rosenberg cases; antisemitism and anti-Catholicism; and Watergate and Irangate. Usually offered every second year.  
Mr. Cohen

**AMST 175a Violence (and Nonviolence) in American Culture**

[ ss ]

Studies of the use of terror and violence by citizens and governments in the domestic history of the United States. What are the occasions and causes of violence? How is it imagined, portrayed, and explained in literature? Is there anything peculiarly American about violence in America—nonviolence and pacifism? Usually offered every second year.  
Mr. Cohen

**AMST 180b Topics in the History of American Education**

[ ss ]

Examines major themes in the history of American education, including changing ideas about children, childrearing, and adolescence; development of schools; the politics of education; education and individual life history. Usually offered every second year.  
Ms. Antler

**AMST 183b Sports and American Culture**

[ ss ]

How organized sports have reflected changes in the American cultural, social, and economic scene, and how they have reflected and shaped the moral codes, personal values, character, style, myths, attachments, sense of work and play, fantasy, and reality of fans and athletes. Usually offered every second year.  
Mr. Cohen

**AMST 185b The Culture of the Cold War**

[ ss ]

Addresses American political culture from the end of World War II until the revival of liberal movements and radical criticism. Attention will be paid to the specter of totalitarianism, the "end of ideology," McCarthyism, the crisis of civil liberties, and the strains on the pluralistic consensus in an era of anti-communism. Usually offered every year.  
Mr. Whitfield

**AMST 186a Topics in Ethics, Justice, and Public Life**

[ ss ]

Introduces a significant international ethics or social justice theme and prepares students to integrate academic and community work during an internship. Special attention is given to comparative issues between the United States and other nations and regions. Usually offered every second year.  
Mr. Terris and Staff

**AMST 187a The Legal Boundaries of Public and Private Life**

[ ss ]

Confrontations of public interest and personal rights across three episodes in American cultural history: post-Civil War race relations, progressive-era economic regulation, and contemporary civil liberties, especially sexual and reproductive privacy. Critical legal decisions examined in social and political context. Usually offered every second year.  
Mr. Gaskins

**AMST 188b Justice Brandeis and Progressive Jurisprudence**

[ ss ]

Brandeis's legal career serves as model and guide for exploring the ideals and anxieties of American legal culture throughout the 20th century. Focuses on how legal values evolve in response to new technologies, corporate capitalism, and threats to personal liberty. Usually offered every second year.  
Mr. Gaskins

**AMST 189a Legal Foundations of American Capitalism**

[ ss ]

Surveys core legal institutions of property, contracts, and corporations. Examines how law promotes and restrains the development of capitalism and market society in America, from the era of mass production through the age of global trade and digital commerce. Usually offered every second year.  
Mr. Gaskins

**AMST 191b Greening the Ivory Tower: Researching and Improving the Brandeis Environment**

[ ss ]

Uses the Brandeis campus as a model laboratory for applied environmental study, research, and implementation of environmentally beneficial initiatives. Students analyze the environmental impact of human activities within the existing legal, political, and social structure; learn basic research strategies for auditing and assessing the effect of these activities; and contribute to the overall understanding of the environmental impact of the Brandeis community on its surroundings. Usually offered every year.  
Ms. Goldin

**AMST 196d Film Workshop: Recording America**

[ ss ]

*Admission by consent of the instructor on the basis of an interview. It is preferred that students concurrently take an American studies course.*

The training of students in video production to explore aspects of American urban society. Students should be prepared to create a documentary during this full-year course. Usually offered every year.  
Mr. Felt

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**Cross-Listed Courses**

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**ENG 6a**

American Literature in the Age of Lincoln

**ENG 187b**

American Writers and World Affairs

**HS 104b**

American Health Care

**JOUR 104a**

Political Packaging in America

**JOUR 107b**

Media and Public Policy

**JOUR 110b**

Ethics in Journalism

**JOUR 112b**

Literary Journalism: The Art of Feature Writing

**JOUR 125b**

Journalism of Crisis

**LGLS 10a**

Introduction to Law

**LGLS 114a**

American Health Care: Law and Policy

**LGLS 120a**

Sex Discrimination and the Law

**LGLS 121b**

Law and Social Welfare: Citizen Rights and Government Responsibilities

**LGLS 126b**

Marriage, Divorce, and Parenthood

**LGLS 127b**

Law and Letters in American Culture

**LGLS 129b**

Law, Technology, and Innovation

**LGLS 132b**

Environmental Law and Policy

**NEJS 164a**

Judaism Confronts America

**PHIL 74b**

Foundations of American Pragmatism



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Department of  
**Anthropology**

Courses of Study:  
Minor  
Major (B.A.)  
Combined B.A./ M.A.  
Master of Arts  
Doctor of Philosophy

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## Objectives

### Undergraduate Major

The Department of Anthropology offers courses covering the discipline's four major subfields: sociocultural anthropology, linguistic anthropology, biological anthropology, and archaeology. The major is structured to provide an introduction to the major concepts, methodologies, and theoretical issues of anthropology, while permitting each student sufficient latitude to pursue his or her own special interests.

### Graduate Program in Anthropology

The graduate program in anthropology, leading to the M.A. and Ph.D. degrees, is designed to produce scholars who will broaden our knowledge of culture and society. Graduate training is based on required courses in the history, theory, and method of anthropology and on elective courses in the subfields of anthropology (sociocultural anthropology, archaeology, biological anthropology, and linguistic anthropology). Some graduates of the program accept appointments at colleges and universities; a number take employment in government, private institutions, or foundations. Intensive training for independent research is stressed, with particular emphasis on fieldwork and comparative studies.

### How to Become an Undergraduate Major

Students who wish either to major in anthropology or to study for a minor in anthropology should see the undergraduate advisor, who will discuss specific interests and assign an advisor. This consultation is especially important for those interested in a particular subfield. ANTH 1a (Introduction to the Comparative Study of Human Societies) and ANTH 5a (Human Origins) [(or ANTH 1a and LING 100a (Introduction to Linguistics) for students on the linguistic anthropology track)] should be taken early in a student's academic career. Majors are encouraged to select honors research projects, particularly those students considering graduate study in anthropology or other professional training.

The department sponsors credit-bearing internships (ANTH 92a and b) for junior and senior majors and minors. Internships combine off-campus work that provides a significant anthropological learning experience and academic study supervised by a departmental faculty sponsor. Majors may substitute one internship for the ninth elective course option. Students doing summer internships register for course credit in the following fall semester. A minimum of a B+ grade point average in anthropology courses is required for eligibility. For information see *Guidelines for Anthropology Internships*, available from the undergraduate advisor.

### How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, specified in an earlier section of the *Bulletin*, apply to candidates for admission to graduate study in anthropology. Admission decisions are based primarily on the candidate's undergraduate academic record, letters of recommendation, writing sample, and the personal statement that is part of the application form. It is also advisable that the results of the Graduate Record Examination be submitted. A personal interview on campus is encouraged but not required.

Applicants to the master's program or for study towards the joint degree of master of arts in anthropology & women's and gender studies need not have completed an undergraduate major in anthropology or sociology-anthropology, although they may be required to make up deficiencies while they are enrolled as graduate students. Students enrolled in the Master of Arts program in anthropology or anthropology & women's and gender studies may, after having completed the equivalent of their first semester's coursework, apply for admission to the doctoral program. Their applications will be considered along with the pool of candidates from outside Brandeis seeking admission directly to the doctoral program. Candidates for the Master of Arts program in anthropology or in anthropology & women's and gender studies with demonstrated financial need may petition to the graduate school for partial tuition scholarships.

Students may apply for admission directly to the doctoral program in anthropology. Preference will be given to those with an undergraduate background in anthropology or in sociology-anthropology. In any case, applicants to the doctoral program must demonstrate that their anthropological interests are well defined and that these interests are congruent with and acceptable to those of the Brandeis anthropology department faculty. Full-tuition scholarships and cash fellowships may be awarded to students in the doctoral program. Assuming satisfactory progress in the doctoral program, scholarships and fellowships are renewable for five years.

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**Faculty**


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**Richard Parmentier, Chair**

Semiotic anthropology. Historical anthropology. Material culture. Language and communication. Oceania. Middle Ages. United States.

**Mark Auslander (Director, Cultural Production Program)**

Art and aesthetics. Museum studies. Religion. Kinship. Historical anthropology. Development. Africa. United States.

**Elizabeth Emma Ferry**

Economic anthropology. Political anthropology. Exchange, property, and value. Latin America.

**Charles Golden, Undergraduate Advising Head**

Archaeology of complex societies. Modern contexts of archaeological research. Mesoamerica. The Maya.

**David Jacobson**

Social anthropology. Urban social organization. Psychosocial transitions. Families and households. Computer-mediated communication. United States. Africa.

**Nina (Cornelia) Kammerer**

Cultural anthropology. Medical anthropology. Gender, sexuality, and AIDS. Southeast Asia. United States.

**Sarah Lamb, Women's and Gender Studies Liaison**

Social-cultural theory. Gender studies. Anthropology of aging. Medical anthropology. Immigrant and transnational communities. South Asia. United States.

**Sophia A. Malamud**

Linguistics. Formal semantics. Discourse functions of syntax. Game-theoretic approaches to language. Mathematical properties of linguistic formalisms.

**Janet McIntosh**

Linguistic anthropology. Cognitive anthropology. Psychological anthropology. Religion. East Africa.

**Ellen Schattschneider, Director of Graduate Studies**

Religion. War and memory. Anthropology of the body. Commodification. Psychoanalytic theory. East Asia. Japan.

**Javier Urcid (Chair, Latin American and Latino Studies)**

Archaeology. Bioarchaeology. Complex societies. Writing systems. Comparative aesthetics. Mesoamerica.

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**Requirements for the Undergraduate Major**

**A.** Required of all majors: A minimum of nine semester courses in anthropology, to include ANTH 1a, ANTH 5a, and ANTH 83a (or ANTH 1a, 83a, 186b, and LING 100a for students on the linguistic anthropology track).

**B.** A student may petition to have a course taken in another department replace one anthropology course requirement, provided that course is clearly related to the student's program. An approved internship in anthropology, completed for credit, may be counted as fulfilling one course requirement for the major in place of a course taken in another department.

**C.** A minimum of five of the nine courses required for the major must be taken from Brandeis anthropology faculty.

**D.** No course with a final grade below C- can count toward fulfilling the requirements for the major in anthropology.

**Honors candidates:** Admission to the honors program in anthropology requires a GPA of 3.5 or higher in courses counting toward the major, and completion of ANTH 1a and ANTH 5a by the end of the junior year. Students submit a thesis proposal to the departmental faculty for formal approval and, if accepted to the program, enroll in ANTH 99d. One semester course credit for this year-long, two-semester course may be counted towards the nine courses for the major.

**General Anthropology Track**

Anthropology majors who do not select the linguistic or archaeology track will be in the general anthropology program and can select a range of courses that fit their interests.

**Linguistic Anthropology Track**

The following alternative track is recommended to anthropology majors with a special interest in linguistics. The purpose of this program is to introduce major issues and ideas in the study of language, the study of sociocultural systems, and the study of relations between language, society, and culture. Students interested in linguistic anthropology should arrange their programs in consultation with Ms. McIntosh. Requirements for

the major for students who choose this track are as follows:

**A.** ANTH 1a and ANTH 83a.

**B.** ANTH 186b and LING 100a.

**C.** A minimum of four other anthropology courses chosen from those listed in the departmental offerings.

**D.** A minimum of one other linguistics course from the LING listing (selection to be approved by the student's faculty advisor in anthropology).

**E.** Candidates for a degree with honors must enroll in ANTH 99d during their senior year.

**Archaeology Track**

The following alternative track is designed to provide a coherent curriculum for anthropology students desiring to focus on archaeology. The curriculum is particularly recommended to those students considering the study of archaeology at the graduate level. Such students are encouraged to seek the advice of Mr. Urcid or Mr. Golden in designing their undergraduate programs.

**A.** Basic course requirements for the archaeological track are the same as those described under *Requirements for the Major* (above) and include ANTH 1a, ANTH 5a, and ANTH 83a.

**B.** Of the remaining courses required for the anthropology major, it is recommended (but not necessary) that students on the archaeology track include as many of the following as possible in their program: ANTH 60a, ANTH 60b, ANTH 110a, ANTH 115b, ANTH 116a, ANTH 123a, ANTH 136a, ANTH 141b, ANTH 147b, ANTH 149a, ANTH 153a, ANTH 168a, ANTH 187a, and ANTH 188b.

**C.** Candidates for a degree with honors must enroll in ANTH 99d during their senior year.

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## Requirements for the Undergraduate Minor

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Five semester courses are required, including the following:

- A.** ANTH 1a and ANTH 5a.
- B.** Three courses in anthropology to be chosen in consultation with the student's advisor in the department.
- C.** A minimum of three of the five courses required for the minor must be taken from Brandeis anthropology faculty.
- D.** No course with a final grade below C- can count toward fulfilling the requirements for the minor in anthropology.

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## Combined B.A./M.A. Program

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The four-year B.A./M.A. Degree Program in Anthropology is designed to enable exceptional undergraduates to earn two degrees simultaneously during their period of study at Brandeis University. The program provides a strong academic grounding for students who aspire to a professional career in anthropology. Applications are normally considered after six semesters of undergraduate study. The program is reserved for students who have already demonstrated the capacity to undertake sustained graduate-level academic work. Students must submit a 2-3 page proposal, discussing their planned thesis project, in which they demonstrate a high level of theoretical sophistication and serious engagement in relevant anthropological literatures. It is expected that a student accepted into this program will have already developed a close working relationship with one or more department faculty members who will serve as his or her mentor/advisor during this intensive year of graduate study.

Eligibility for the program is normally limited to anthropology majors who have maintained a minimum 3.5 grade point average overall and a 3.67 (A-) grade point average in anthropology courses for their first six semesters of undergraduate study. Students admitted to the program must fulfill all the requirements for a major in anthropology *with honors*, as well as the special requirements of the Department of Anthropology for the combined B.A./M.A. Specifically, they must complete:

- A.** a minimum of three years residence on campus, one of which is at the graduate level
- B.** a total of 38 courses (vs. the 32 required for the bachelor's degree)
- C.** six anthropology courses at the graduate level (100+ numbered courses), including ANTH 201a, beyond the nine (10 in honors) required for the major in anthropology, with a minimum grade of B- in each
- D.** a master's research paper/senior thesis awarded honors or higher, evaluated by the student's advisor, one additional anthropology faculty member, and a faculty member outside the department.

All candidates for the combined B.A./M.A. must complete all the requirements for the program by the end of their eighth semester (for entering freshmen). If the requirements for the M.A. portion are not complete at that time then the student is only eligible for the B.A. degree.

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## Requirements for the Degree of Master of Arts

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### Program of Study

Students admitted to the Master of Arts Program in Anthropology must fulfill the Graduate School residence requirement of one full year of coursework. Course requirements include the foundational course, ANTH 201a (History of Anthropological Thought). In addition to the above, all candidates for the Master of Arts degree in anthropology must meet the following requirements:

- A.** Complete a program consisting of seven elective courses designed around their anthropological interests, selected with the approval of a faculty advisor to be assigned to each student upon matriculation.
- B.** Submit an acceptable master's research paper, evaluated by the student's advisor and one additional faculty member. There is no foreign language requirement for the Master of Arts degree in anthropology.

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## Requirements for the Joint Degree of Master of Arts in Anthropology & Women's and Gender Studies

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### Program of Study

Candidates for the joint degree of Master of Arts in Anthropology & Women's and Gender Studies fulfill the residence requirement of one full year of coursework (eight semester courses), and complete the following course requirements:

- A.** The graduate foundational course in the history of anthropology (ANTH 201a).
- B.** Anthropology of Gender (ANTH 144a).
- C.** WMGS 205a or another course designated as a graduate foundational course in women's and gender studies.
- D.** A course in feminist research methodologies (WMGS 198a, the Feminist Inquiry course offered through the Graduate Consortium in Women's Studies, or an approved alternate)
- E.** Four elective graduate courses, including one in women's and gender studies from a field other than anthropology, selected with the approval of the student's faculty advisor.
- F.** Participation in a fall semester noncredit women's and gender studies graduate proseminar.
- G.** A thesis or substantial research paper (25-35 pages) on a topic related to the joint degree, approved by the student's faculty advisor and one additional faculty member.

### Language Requirement

There is no foreign language requirement for the joint master's degree.

Students interested in the joint degree program should consult with Ms. Lamb, the anthropology department women's and gender studies liaison.

## Requirements for the Degree of Doctor of Philosophy

### Program of Study

Flexibility in the curriculum allows doctoral students to organize a program of study around their particular anthropological interests. At the same time, the program is structured so that a broad familiarity with the anthropological discipline is achieved. Students entering through the Brandeis Master of Arts program will have already completed the two foundational courses in anthropology (ANTH 201a and ANTH 203b). All others must complete these two core courses during their first year of residence. These courses emphasize epistemological issues in cross-cultural research and the relationship between scientific and humanistic modes of inquiry. ANTH 202b (Designing Anthropological Research) is also required. Additional courses may be required as determined by the student's advisory committee. From their courses and outside reading, students must obtain a high level of competence in a specific topical field of anthropological research and in at least one culture area.

Graduate-level course offerings at Brandeis are augmented by the University's participation in a cross-registration program with Boston College, Boston University, Tufts University, and Wellesley College. Anthropology students are eligible to take courses at these institutions with the approval of their advisor. Students with an interest in archaeology may also take courses offered through the Center for Materials Research in Archaeology and Ethnology, a Boston-area consortium comprised of faculty from Brandeis, Boston University, Harvard University, Massachusetts Institute of Technology, the Museum of Fine Arts, Tufts University, University of Massachusetts, Boston, and Wellesley College. Students interested in gender and women's studies may enroll in interdisciplinary courses offered through the Graduate Consortium in Women's Studies.

Candidates for the doctoral degree work closely with an advisory committee consisting of two anthropology department faculty members, one of whom, the principal advisor, is in a field of specialization related to the interests of the student. The advisory committee has the following responsibilities: (1) to aid the student in constructing a coherent program of coursework leading to a high level of competency in one or more areas of anthropological theory and methodology; (2) to make certain that the courses selected include exposure to other areas within the discipline; (3) to ensure that a component of interdisciplinary study is included; and (4) to ensure that the student is knowledgeable in the anthropology of one or more of the world's culture areas. Each semester the department faculty as a whole meets to evaluate the progress of students in the doctoral program.

### Teaching Requirement

Students will be required to serve as teaching fellows as part of their Ph.D. training.

### Residence Requirement

Candidates for the degree of Doctor of Philosophy in anthropology are required to meet the residence requirement as set forth by the Graduate School.

### Qualifying Procedure

During the year following completion of residence (three full years) and course requirements (normally the end of the second year of full-time study) students must take a General Examination that tests their overall theoretical, topical, and area knowledge based on a reading list developed in consultation with their advisory committee. Subsequently, they engage in independent study in their areas of specialization and complete additional coursework, including reading courses and language training, as needed. Students then write an extended dissertation proposal that demonstrates mastery of relevant theoretical issues, historical and ethnographic material, and epistemological problems relevant to the proposed dissertation research. The proposal clearly articulates a research problem, specifies the kinds of data to be elicited, and proposes a cogent research design. Following preliminary approval by their advisory committee, students formally defend their proposals at a hearing before the department faculty. Students then normally apply for research grants to fund their project, engage in fieldwork and/or data gathering, and, finally, write and defend a doctoral dissertation.

### Language Requirement

A reading knowledge of at least one foreign language must be demonstrated by written examination prior to the third year of enrollment and, at some point before graduation, by the submission of a research paper (such as a course paper) or doctoral dissertation in which sources in the selected language contribute to the research.

### Dissertation and Defense

The completed dissertation must be successfully defended in an oral examination, as required by University regulations, before it can be formally accepted. At that point the department will recommend to the dean of arts and sciences that the degree of Doctor of Philosophy in anthropology be awarded to the candidate.

## Courses of Instruction

### (1-99) Primarily for Undergraduate Students

#### ANTH 1a Introduction to the Comparative Study of Human Societies

[ nw ss ]

Examines the ways human beings construct their lives in a variety of societies. Includes the study of the concept of culture, kinship and social organization, political economy, gender and sexuality, religion and ritual, symbols and language, social inequalities and social change, and globalization. Consideration of anthropological research methods and approaches to cross-cultural analysis. Usually offered every year. Ms. Lamb and Mr. Auslander

#### ANTH 5a Human Origins

[ ss ]

Major transformations of humanity from early hominids to civilizations. Fossils and archaeological evidence serve to highlight the origins of bipedalism and language, the shift from foraging to agricultural economies, and the inception of urban life and large-scale political centralization. Usually offered every year. Mr. Golden

#### ANTH 26a Communication and Media

[ ss ]

The exploration of human communication and mass media from a cross-cultural perspective. Examination of communication codes based on language and visual signs. The global impact of revolutions in media technology, including theories of cultural imperialism and indigenous uses of media. Usually offered every third year. Ms. McIntosh



**ANTH 55a Models of Development**

[ nw ss ]

Investigates models of development and their economic, political, social, and cultural consequences. We will begin with a discussion of the idea of progress in Euroamerican culture and thought and will then address four stages in the "development of development" as a particular application of the idea of progress: (1) modernization; (2) alternatives and modifications to modernization; and (3) recent reformulations, including participatory and sustainable development. In each phase of the course we will examine theories, applications, and cultural manifestations in detail. Usually offered every year.

Ms. Ferry

**ANTH 60a Archaeological Methods**

[ ss ]

A practice-oriented introduction to field methods, including surface-survey, mapping, and excavation of archaeological features. Other topics include principles of stratigraphy and relative/chronometric dating methods. Focuses on the exploration of archaeological sites on and near campus. Usually offered every year.

Mr. Golden

**ANTH 60b Archaeological Analysis**

[ ss ]

Introduction to techniques applied in the analysis of archaeological remains. Topics include cataloging, classification and taxonomy, conjoining and reconstruction of objects, electronic databases, quantitative and qualitative analysis, statistical techniques, spatial analysis, archaeological illustration, reporting, and exhibition of archaeological materials. Usually offered every second year.

Mr. Golden

**ANTH 61b Language in American Life**

[ ss ]

Examines the relations between language and some major dimensions of American social life: social groupings (the structures of ethnic, regional, class, and gender relations); social settings (such as courtrooms, workplaces, and homes); and social interaction. Usually offered every year.

Ms. McIntosh

**ANTH 80a Anthropology of Religion**

[ nw ss ]

An introduction to the anthropological study of human religious experience, with particular emphasis on religious and ritual practice in comparative perspective. Examines the relationship between religion and society in small-scale, non-Western contexts as well as complex societies, global cultures, and world historical religions. Usually offered every year.

Ms. Schattschneider

**ANTH 83a Anthropological Inquiry**

[ ss wi ]

*Prerequisite: ANTH 1a or 5a.*

An ethnographic and comparative survey of key paradigms of anthropological explanation. Examination of links between exemplary theoretical statements and empirical case studies. Relationship of anthropological models to contemporary social theory. Usually offered every year.

Ms. Ferry and Mr. Parmentier

**ANTH 83b Fieldwork**

[ ss ]

An introduction to the theory and practice of fieldwork. The course will include discussion of classical and contemporary accounts of doing ethnographic research. Students will conduct supervised fieldwork in a variety of local settings. Usually offered every third year.

Mr. Jacobson

**ANTH 90a Independent Fieldwork**

*Four semester course credits, of which a maximum of two may count toward the major. May not be taken by students who have taken either ANTH 90a or 90b in previous semesters.*

Students proposing to take this course are expected to work out a detailed plan of study for one semester with the help of two anthropology faculty members. This plan is to be submitted to the department for its consideration before the end of the semester preceding the one in which 90a would be taken. Approval depends on the department's resources for supporting the student's plan as well as on the student's competence and the excellence of the plan itself. Usually offered every year.

Staff

**ANTH 90b Independent Fieldwork**

See ANTH 90a for special notes. Usually offered every year.

Staff

**ANTH 92a Internship and Analysis**

*No more than one departmental internship for credit.*

The department sponsors internships for junior and senior majors and minors. Internships combine off-campus work that provides a significant anthropological learning experience and academic study supervised by a departmental faculty sponsor. Majors may substitute one internship for the ninth elective course option. Students doing summer internships register for course credit in the following fall semester. A minimum of a B+ grade point average in anthropology courses is required for eligibility. For information see Guidelines for Anthropology Internships available from the undergraduate advisor. Usually offered every year.

Staff

**ANTH 92b Internship and Analysis**

*No more than one departmental internship for credit.*

Usually offered every year.

Staff

**ANTH 98a Readings in Anthropology**

Separate sections are offered on demand for the subdisciplines of sociocultural anthropology, archaeology, linguistics, and physical/biological anthropology. Usually offered every year.

Staff

**ANTH 98b Readings in Anthropology**

Separate sections are offered on demand for the subdisciplines of sociocultural anthropology, archaeology, linguistics, and physical/biological anthropology. Usually offered every year.

Staff

**ANTH 99d Senior Research**

Usually offered every year.

Staff

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**(100-199) For Both Undergraduate and Graduate Students**


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**ANTH 105a Myth and Ritual**

[ nw ss ]

*Enrollment limited to advanced undergraduate and graduate students.* Myth and ritual studied as two interlocking modes of cultural symbolism. Theoretical approaches to myth are evaluated by looking at creation and political myths.

Performative, processual, and spatial models of ritual analysis are evaluated by study of initiation, sacrifice, and funerals.

Usually offered every second year.

Ms. Schattschneider

**ANTH 108b History, Time, and Tradition**

[ ss ]

Topics relating to the historical dimension of societies are explored in cross-cultural and interdisciplinary perspectives: the cultural construction of the past, temporal and calendrical systems, the invention of tradition, ethnohistorical narrative, cultural memory, and historical monuments.

Usually offered every third year.

Mr. Parmentier

**ANTH 110a Human Evolution**

[ qr ss ]

Evolutionary principles that shape human physical characteristics and generate variability of human groups around the world. Exploration of the fossil record, biological and behavioral relationships of humans and nonhuman primates, and current changes in the genetic composition of human populations. Usually offered every third year.

Mr. Golden

**ANTH 112a African Art and Aesthetics**

[ ca ss ]

The visual arts and aesthetics of sub-Saharan Africa and the African diaspora, with attention to the spiritual, social, and cultural dimensions of art and performance. Special emphasis on the historical dynamism and cultural creativity of "tradition-based" and contemporary African artists. Usually offered every third year.  
Mr. Auslander

**ANTH 114b Verbal Art and Cultural Performance**

[ ss ]

Cross-cultural and interdisciplinary study of genres of verbal art and oral performance. Complex social uses of verbal arts in festival, drama, ritual, dance, carnival, and spectacle. Difficulty of reconstructing original context of narrative, oratory, poetry, and epic. Usually offered every second year.

Mr. Parmentier

**ANTH 115b The Archaeology of Space and Landscape**

[ ss ]

Human behavior is framed by and creates the spaces and landscapes in which we live. Examines archaeological and ethnographic understandings of the relationships between culture, space, and landscapes through readings and technologies of spatial analysis such as GIS. Usually offered every second year.

Mr. Golden

**ANTH 116a Human Osteology**

[ sn ss ]

*Junior and senior majors have priority for enrollment.*

Skeletal anatomy and application of forensic techniques to archaeological problems. Hands-on laboratory sessions focus on methods of estimating age, determining sex, assessing variability, distinguishing bone disorders, and identifying cultural and natural modifications to bony tissue. Case studies exemplify bioarchaeological approaches. Usually offered every second year.

Mr. Urcid

**ANTH 118b Peoples and Societies of the Middle East**

[ ss ]

An anthropological introduction to the peoples and societies of the Middle East. Focus on Islam, family and kinship, communal identities, gender, and youth culture. Reading critical ethnographies develops sensitivities in understanding the variety of experiences in the Middle East. Usually offered every year.

Staff

**ANTH 123a Directions and Issues in Archaeology**

[ ss ]

An examination of concepts involved in the archaeological study of the human past. Selected readings will be discussed as illustrations of major theoretical and methodological issues. Usually offered every second year.

Mr. Golden and Mr. Urcid

**ANTH 124a Food and Culture in Past Societies**

[ ss ]

Examines the cultural role of food in ancient societies and explores the application of current approaches in cultural anthropology and ethnohistoric sources to the archaeological study of societies with no written records. Special one-time offering, fall 2006.

Ms. Allegretto

**ANTH 126b Symbol, Meaning, and Reality: Explorations in Cultural Semiotics**

[ ss ]

Provides a historical survey of the development of theories of signs and symbols; comparison of Peircean and Saussurean foundations of modern semiotics; the structure of cultural codes (language, art, music, and dress); and the possibility of cross-cultural typologies. Usually offered every third year.

Mr. Parmentier

**ANTH 127a Medicine, Body, and Culture**

[ nw ss ]

Examines main areas of inquiry in medical anthropology, including medicine as a sociocultural construct, political and economic dimensions of suffering and health, patients and healers in comparative medical systems, and the medical construction of men's and women's bodies. Usually offered every year.

Ms. Lamb and Ms. Kammerer

**ANTH 128a Meaning and Material Culture**

[ ss ]

An investigation of the relationship between cultural meaning and material objects. Central objects are emblems of social identity (fabric, houses, monuments), objectifications of value (money, valuables, commodities), and aesthetic representations (images, icons, statues). Usually offered every second year.

Mr. Urcid

**ANTH 129b Global, Transnational, and Diasporic Communities**

[ ss ]

Examines social and cultural dimensions of globalization from an anthropological perspective. Topics include the impact of global capitalism upon indigenous communities, global forms of popular culture and consumerism, transnational migration and diasporas, changing inequalities and gender systems, global sexual cultures, and the AIDS pandemic. Usually offered every second year.

Ms. Lamb

**ANTH 130b Visuality and Culture**

[ ss ]

Explores the nature of the visual image in sociocultural theory and in ethnographic representation. Topics include the history of ethnographic film, development of indigenous arts, visuality in popular culture and mass consumption, and film in postcolonial representation. Usually offered every second year.

Ms. Schattschneider

**ANTH 131b Latin America in Ethnographic Perspective**

[ ss wi ]

Examines issues in contemporary Latin America and the Spanish Caribbean from the perspective of sociocultural anthropology, based primarily on books and articles drawing on long-term ethnographic research. Topics may include: the Zapatista Rebellion in Mexico; tin mining and religion in Bolivia; mortuary cannibalism in the Amazon; the role of the Virgin of Guadalupe in Mexican national identity; love and marriage among young migrants between Mexico and the United States; weaving, beauty pageants, and jokes in Guatemala; and daily life in revolutionary Cuba. Usually offered every second year.

Ms. Ferry

**ANTH 132b Representing Ethnography**

[ ss ]

Drawing on classic and contemporary examples of ethnographic writing and ethnographic film, the class examines the representation of anthropological knowledge. The goal of the course is to enable students to comprehend and evaluate ethnographic accounts. Usually offered every third year.

Mr. Jacobson

**ANTH 133a Culture and Power in Africa**

[ nw ss ]

Explores the variety and richness of indigenous African social and cultural forms, such as the organization of the family; indigenous political systems; rank and slavery; traditional economics; ideas about magic, witchcraft, and religion; and the arts. Usually offered every third year.

Mr. Auslander

**ANTH 134a South Asia: Tradition and the Contemporary Experience**

[ nw ss ]

*May be repeated for credit if taught by different instructors.*

Examines the diversity and richness of the cultures and societies of South Asia, with a focus on India. Concentrates on the lived experiences of class, caste, gender, religion, politics, and region in people's everyday lives. Usually offered every third year.

Ms. Lamb

**ANTH 135a Paradoxes of Peoplehood in Contemporary Israel**

[ ss ]

*Prerequisite: ANTH 1a or permission of the instructor.*

Explores a wide range of materials about social experience in Israel, with a particular focus on marginalized or frequently overlooked social groups. Topics include women in Israeli society, critical perspectives on ethnicity and religion, the relationship between gender and citizenship, disability and identity, and nationalism and sexuality. Usually offered every fourth year.

Staff

**ANTH 135b Modern South Asia: Society and Politics**

[ nw ss ]

Examines the intricate relationship between politics and society in modern South Asia. Topics include colonial-era British institutional development, the role of religion in South Asian politics, the emergence of ethnic conflict, and the performance of post-colonial government. Usually offered every fourth year.

Staff

**ANTH 136a Kingdoms, Empires, and City-States: State Formation in Comparative Perspective**

[ ss ]

*Prerequisite: One course dealing with ancient societies.*

Comparative, multidisciplinary seminar examining the development of complex societies in the ancient world, and the significance of the state in modern society. Archaeological and ethnographic data from exemplary case studies are used to evaluate theoretical models of state formation. Usually offered every second year.

Mr. Golden

**ANTH 137b Violence and the Sacred in Asia**

[ ss ]

Ritual, violence, religion, and cultural creativity in Asia, especially East Asia and South Asia. Militant religious movements, sacrifice, and the ritualization of state power through religious imagery and institutions. Roles of religious leaders and spiritual movements in conflict resolution and peacemaking. Usually offered every second year.

Ms. Schattschneider

**ANTH 138a Social Relations in Cyberspace**

[ ss ]

Provides an introduction to various forms of computer-mediated communication (e.g. email, newsgroups, bulletin boards, and virtual communities) and the ways in which people interact in these different contexts of cyberspace. Students are expected to do online research. Usually offered every year.

Mr. Jacobson

**ANTH 139b Language, Ethnicity, and Nationalism**

[ ss ]

It is often assumed that language differences divide people, while a common language unites them. To what extent is this true? Taking cross-cultural and historical approaches, we examine concepts of "speech community," tribe, ethnicity, and nation. Explores what kinds of social groupings these terms might label; some ideologies connected with their use; and their relationship with communication systems. Usually offered every second year.

Ms. McIntosh

**ANTH 141b Engendering Archaeology: Exploring Women's and Men's Lives in the Past**

[ ss ]

*Prerequisite: ANTH 5a, 60a, or 110a recommended.*

Explores people's pasts through archaeology. Topics include theoretical foundations of creating engendered pasts, methodological aspects of "doing" engendered archaeology, and intersections between political feminism, knowledge production, and the politics of engendered archaeology. Usually offered every third year.

Staff

**ANTH 142a AIDS: Science, Society, and Policy**

[ ss ]

An examination of the AIDS pandemic from cross-cultural and anthropological perspectives; topics include biosocial approaches to disease, epidemiology of transmission, national and international institutions, prevention and treatment, and ethical issues; case studies from the Americas, Asia, and Africa. Usually offered every second year.

Ms. Kammerer

**ANTH 144a The Anthropology of Gender**

[ nw ss wi ]

An examination of gender constructs, sexuality, and cultural systems from a comparative perspective. Topics include the division of labor, rituals of masculinity and femininity, the vexing question of the universality of women's subordination, cross-cultural perspectives on homosexuality and transsexuality, the impact of globalization on women's lives, and the history of feminist anthropology. Usually offered every year.

Ms. Lamb and Ms. Schattschneider

**ANTH 145a Anthropology of the Body**

[ ss ]

Explores a range of theories that use the body to understand society, culture, and gender. Topics include how social values and hierarchies are written in, on, and through the body; the relationship between body and gender identity; and experiences and images of the body cross-culturally. Usually offered every second year.

Ms. Lamb and Ms. Schattschneider

**ANTH 147b The Rise of Mesoamerican Civilization**

[ ss nw ]

Traces the development of social complexity in pre-Columbian Mesoamerica, from initial colonization in the Late Pleistocene to the Spanish conquest in the 16th century. Review of major societal transformations like agriculture, the inception of village life, and the rise of civilizations. Usually offered every second year.

Mr. Golden and Mr. Urcid

**ANTH 149a Archaeology of Egypt and Canaan in Ancient Times**

[ ss ]

Surveys the major archaeological sites in Egypt and Asia from 2200 BCE to 600 BCE. Some 20 sites in modern-day Egypt, Israel, Jordan, Lebanon, and Syria form the focus of lectures and discussions. Particular attention is given to interpreting the cultural remains in light of historical and literary evidence. Usually offered every third year.

Staff

**ANTH 153a Writing Systems and Scribal Traditions**

[ nw ss ]

Compares graphic forms of communication, ranging from semasiographic to alphabetic systems, from archaeological and ethnographic perspectives. Explores the social functions of early writing systems, the linkage of literacy and political power, and the production of historical memory. Usually offered every second year.

Mr. Urcid

**ANTH 155b Psychological Anthropology**

[ ss ]

An examination of the relationship between sociocultural systems and individual psychological processes with a critical evaluation of selected theories and studies bearing on this problem. Usually offered every second year.

Ms. McIntosh

**ANTH 156a Power and Violence: The Anthropology of Political Systems**

[ nw ss ]

Political orders are established and maintained by varying combinations of overt violence and the more subtle workings of ideas. The course examines the relationship of coercion and consensus, and forms of resistance, in historical and in contemporary settings. Usually offered every second year.

Ms. Ferry

**ANTH 157a Families and Households**

[ ss ]

Describes and analyzes several family types and households in contemporary American life, interpreting them in their cultural contexts and comparing them with similar arrangements in other cultures. Usually offered every second year.

Mr. Jacobson

**ANTH 158a Urban Anthropology**

[ ss ]

Comparative study of strategies used in coping with the complexity of urban life. Attention will be given to analyzing and evaluating the theories, methods, and data anthropologists and others use in their studies of urban social organization. Usually offered every second year.  
Mr. Jacobson

**ANTH 159a Museums and Public Memory**

[ ss ]

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. Usually offered every second year.  
Mr. Auslander

**ANTH 161b Culture and Cognition**

[ ss ]

Explores the relationship between cognitive processes and cultural systems, cultural differences involving people's perception, classification process, memory or modes of problem solving, and their effect on the course of cognitive development. Usually offered every second year.  
Ms. McIntosh

**ANTH 163b Production, Consumption, and Exchange**

[ nw ss ]

*Prerequisite: ANTH 1a, or ECON 2a, or permission of the instructor.*

We read in newspapers and books and hear in everyday discussion about "the economy," an identifiably separate sphere of human life with its own rules and principles and its own scholarly discipline (economics). The class starts with the premise that this "commonsense" idea of the economy is only one among a number of possible perspectives on the ways people use resources to meet their basic and not-so-basic human needs. Using extensive cross-cultural case studies, looks at the satisfaction of these needs (which we might call economic activity) as they interact with other aspects of life: gender, kinship, ideas of morality and taste, spirit possession, politics, and so on. Usually offered every year.  
Ms. Ferry

**ANTH 168a The Maya**

[ ss ]

Explores the culture of the Maya in Mexico and Central American through nearly 3,000 years of history. Using archaeology, ethnohistory, and ethnography, studies their ancient past and their modern lives. Usually offered every second year.  
Mr. Golden

**ANTH 174b Virtual Communities**

[ ss ]

*Prerequisite: ANTH 138a or permission of the instructor.*

A research seminar dealing with a selected problem in the social organization of online communities. Possible topics include impression formation in cyberspace, social control in virtual communities, the concept of presence in computer-mediated communication, and the transition between online and offline relationships. Students will do online fieldwork. Usually offered every second year.  
Mr. Jacobson

**ANTH 178b Culture, Gender, and Power in East Asia**

[ nw ss ]

Explores the relevance of social theory to the dynamics of culture, gender, and power in East Asia. Topics include exchange, personhood, ideology, and historical consciousness. Students will read detailed ethnographic studies set in urban and rural East Asia and view several contemporary films. Usually offered every second year.  
Ms. Schattschneider

**ANTH 184b Cross-Cultural Art and Aesthetics**

[ ss nw ]

A cross-cultural and diachronic exploration of art, focusing on the communicative aspects of visual aesthetics. The survey takes a broad view of how human societies deploy images to foster identities, lure into consumption, generate political propaganda, engage in ritual, render sacred propositions tangible, and chart the character of the cosmos. Usually offered every second year.  
Mr. Auslander and Mr. Urcid

**ANTH 185a Archaeological Science**

[ ss ]

*Prerequisites: One year of college-level chemistry, biology, and physics, or the equivalent. Signature of Mr. Urcid, the Brandeis coordinator, required.*

A lecture course in which leading experts from the faculty of the seven major Boston-area universities and the Museum of Fine Arts that comprise the Center for Materials Research in Archaeology and Ethnology (CMRAE) consortium discuss how they apply scientific technology and engineering methods to archaeological analysis. Deals with topics such as radioactive and other methods of age determination, archaeological site formation and soil micromorphology, and the study of materials used in ancient building construction. Usually offered every second year.  
Staff

**ANTH 186b Linguistic Anthropology**

[ ss ]

Advanced topics in linguistic anthropology, including the study of linguistic meaning in context; pragmatics; the construction of social relationships through language; language and authority; language and religion; and linguistic ideologies. Usually offered every second year.  
Ms. McIntosh and Mr. Parmentier

**ANTH 187a Materials Research in Archaeology, I**

[ ss ]

*Enrollment limited to advanced undergraduate and graduate students. Signature of Mr. Urcid, the Brandeis coordinator, required. Topics vary from year to year, and the course may be repeated for credit.*

A series of courses, each focusing on a specific topic, such as archaeological analysis of animal or plant remains; the analysis of lithic materials, pottery, or metals; GPS; and statistical analysis. Courses are offered each semester, taught by faculty from the Center for Materials Research in Archaeology and Ethnology, a consortium including Brandeis, Boston University, Harvard, Massachusetts Institute of Technology, the Museum of Fine Arts, Tufts, University of Massachusetts, Boston, and Wellesley College. Usually offered every year.  
Staff

**ANTH 188b Materials Research in Archaeology, II**

[ ss ]

*Enrollment limited to advanced undergraduate and graduate students. Signature of Mr. Urcid, the Brandeis coordinator, required. Topics vary from year to year, and the course may be repeated for credit.*

See ANTH 187a for course description. Usually offered every year.  
Staff

**ANTH 191a Field School in Archaeology**

[ ss ]

Training in methods of archaeological fieldwork and analysis through participation in the excavation of an archaeological site. Students will normally assist in excavation, artifact analysis, and attend lectures. Offered on an irregular basis in the summer.  
Staff

**ANTH 196a Comparative Social Institutions**

[ ss ]

Introduces students to key anthropological conceptions of social institutions and their role in cross-cultural comparison. Included are examples such as status and role, household and family, lineage and descent group, network and alliance, and class and stratification. Usually offered every third year.  
Staff



**(200 and above) Primarily for Graduate Students**

**ANTH 201a History of Anthropological Thought**

[ ss ]

*This course may not be repeated by students who have taken ANTH 190a in previous years.*

A historical examination of major ideas and perennial problems in social thought that have led to the development of modern theory and method in anthropology.

Usually offered every year.

Mr. Parmentier

**ANTH 202b Designing Anthropological Research**

[ ss ]

Survey of principal methodological issues in anthropological fieldwork and analysis, including research design, technologies of data collection, household surveys and genealogies, comparative methods, and ethnographic representation. Usually offered every second year.

Mr. Jacobson

**ANTH 203b Contemporary Anthropological Theory**

*Prerequisite: ANTH 83a for undergraduate students and ANTH 201a for graduate students.*

Intensive survey of the major theoretical models in contemporary anthropology. Comparison of materialist, comparative, semiotic, feminist, cognitive, linguistic, reflexive, poststructuralist, and Marxist approaches. Evaluation of theories in terms of philosophical coherence and empirical adequacy. Usually offered every second year.

Mr. Auslander and Ms. Lamb

**ANTH 225a Readings and Research in Cultural Analysis**

Mr. Parmentier

**ANTH 226a Readings and Research in Archaeology**

Mr. Golden and Mr. Urcid

**ANTH 227a Readings and Research in Linguistic Anthropology**

Ms. McIntosh

**ANTH 228a Advanced Readings in Method and Theory**

Staff

**ANTH 228b Advanced Readings in Archaeological Method and Theory**

Mr. Golden and Mr. Urcid

**ANTH 231a Readings in Cognitive Culture**

Ms. McIntosh

**ANTH 232a Readings in Development**

Ms. Ferry

**ANTH 234b Readings and Research in Anthropology of Law**

Staff

**ANTH 235a Readings and Research in Latin American Cultures**

Staff

**ANTH 238a Readings and Research in Urban Anthropology**

Mr. Jacobson

**ANTH 241a Readings and Research in New World Ethnohistory**

Mr. Golden and Mr. Urcid

**ANTH 243a Readings and Research in Anthropology of Body**

Ms. Lamb and Ms. Schattschneider

**ANTH 247b Readings and Research in Human Development**

Ms. Lamb

**ANTH 252a Readings and Research in Anthropology of Art**

Mr. Urcid

**ANTH 253a Readings and Research in Economic Anthropology**

Ms. Ferry

**ANTH 254a Readings and Research in Southeast Asian Ethnography**

Mr. Appell

**ANTH 256a Readings and Research in Religion**

Ms. Schattschneider

**ANTH 257a Readings and Research in Families and Households**

Mr. Jacobson

**ANTH 258a Readings and Research in Computer-Mediated Communication**

Mr. Jacobson

**ANTH 259a Reading in Nilotic Ethnography and Arts**

Mr. Auslander

**ANTH 283a Readings and Research in Fieldwork**

Mr. Jacobson

**ANTH 284a Readings and Research in Archaeological Methods**

Mr. Golden and Mr. Urcid

**ANTH 285a Readings and Research in Gender and Sexuality**

Ms. Lamb and Ms. Schattschneider

**ANTH 286a Readings and Research in South Asia**

Ms. Lamb

**ANTH 287a Readings and Research in Medical Anthropology**

Mr. Jacobson or Ms. Lamb

**ANTH 288a Readings and Research in Immigrant and Transnational Communities**

Ms. Lamb

**ANTH 289a Readings and Research in Biological Anthropology**

Mr. Urcid

**ANTH 300a Master's Thesis Research**

Staff

**ANTH 304a Readings and Research in Anthropological Field Methods**

Staff

**ANTH 305d Anthropology Colloquium**

Staff

**ANTH 400d Dissertation Research**

Specific sections for individual faculty member as requested.  
Staff

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# Arabic Language and Literature

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## Faculty

See Near Eastern and Judaic Studies.

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## Courses of Instruction

### (1-99) Primarily for Undergraduate Students

#### ARBC 10a Beginning Literary Arabic

A first course in literary Arabic, covering essentials of grammar, reading, pronunciation, translation, and composition. Six class-hours per week. Usually offered every year.  
Staff

#### ARBC 20b Continuing Literary Arabic

*Prerequisite: ARBC 10a or the equivalent.* Continuation of ARBC 10a. Four class-hours per week. Usually offered every year.  
Staff

#### ARBC 30a Intermediate Literary Arabic

[ fl ]

*Prerequisite: ARBC 20B or the equivalent.* Readings in related classical and modern texts. Study of advanced grammatical and syntactical forms. Drills in pronunciation and composition. Four class-hours per week. Usually offered every year.  
Staff

#### ARBC 40b Advanced Intermediate Literary Arabic

[ fl hum ]

*Prerequisite: ARBC 30a or the equivalent.* Continuation of ARBC 30a. Three class-hours per week. Usually offered every year.  
Staff

### (100-199) For Both Undergraduate and Graduate Students

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#### ARBC 103a Advanced Literary Arabic

[ hum ]

*Prerequisite: ARBC 40b or the equivalent. This course may not be repeated for credit by students who have taken NEJS 103a in previous years.* Designed to help the student attain an advanced reading proficiency. The syllabus includes selections from classical and modern texts representing a variety of styles and genres. Usually offered every year.  
Staff

#### ARBC 103b Advanced Literary Arabic

[ hum ]

*Prerequisite: ARBC 103a (formerly NEJS 103a) or the equivalent. This course may not be repeated for credit by students who have taken NEJS 103b in previous years.* Continuation of ARBC 103a. Usually offered every year.  
Staff

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## Department of Biochemistry

Courses of Study:  
Major (B.A./B.S.)  
Combined B.S./M.S.  
Master of Science  
Doctor of Philosophy

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## Objectives

### Undergraduate Major

The biochemistry major is designed to equip students with a broad understanding of the chemical and molecular events involved in biological processes. The biochemistry major provides a foundation for careers in medicine, biotechnology, or research in all branches of the biological sciences.

The general aim of the major is to ensure that the students first learn the necessary chemical and physical chemical background and then the basic principles and observations of biochemistry and molecular biology. The department also offers a variety of introductory and advanced courses in more specialized subjects such as neurobiology, X-ray crystallography, and physical biochemistry. These courses sample the range of subjects that can be studied by biochemical methods and from a biochemical point of view.

### Graduate Program in Biochemistry

The Graduate Program in Biochemistry leading to the degree of Doctor of Philosophy is designed to provide students with a deep understanding of the chemical principles governing the workings of biological macromolecules. The bioorganic chemistry track of this program gives students the option of training in organic chemistry in addition to biochemistry. The emphasis in the graduate program is placed upon experimental research work to train students to carry out independent original research. Students are required, however, to complete formal coursework in advanced biochemistry and physical biochemistry. Students in the bioorganic chemistry track supplement this core curriculum with courses in organic synthesis and other topics in organic chemistry. Additional courses and seminars are available in a wide range of subjects, including enzyme regulation and mechanism, neurobiology, immunology, structural biochemistry, membrane biology, and molecular genetics. Students are encouraged to choose advanced courses and seminars according to their particular interests. Doctoral research topics are chosen in areas under investigation by the faculty; these include problems in

macromolecular structure and function, enzyme function and regulation, RNA processing, gene regulation, membrane transport and receptor function, molecular pharmacology, mechanisms of cell motility, microbial metabolism, and the biochemistry of cellular electrical excitability. A theme running through this research is the relationship of biochemical functions to underlying molecular structures and mechanisms.

The Graduate Program in Biochemistry leading to the degree of Master of Science is designed to give students a substantial understanding of the chemical and molecular events in biological processes and experience in research. The program is divided among formal coursework, biochemical techniques, and a research project. Additional courses and seminars are available in a wide range of subjects, as described above.

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## How to Become an Undergraduate Major

Students who are interested in majoring in biochemistry should speak with the department advising head.

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### Faculty

#### Jeff Gelles, Chair

Mechanisms of mechanoenzymes. Stochastic processes in single enzyme molecules. Light microscopy as a tool to study enzyme mechanisms.

#### Ulrich Genick

Structural investigation of signaling in the phytochrome system. Time-resolved X-ray crystallography.

#### Nikolaus Grigorieff

High Resolution electron cryo-microscopy of membrane proteins and channels.

#### Lizbeth Hedstrom

Enzyme structure-function studies. Protein engineering. Design of enzyme inhibitors.

#### Dorothee Kern (Chair, Biophysics and Structural Biology)

Dynamics of enzymes. Magnetic resonance methods.

#### John Lowenstein

Role of phospholipids in hormone action. Regulation of lipogenesis. Regulation and function of the purine nucleotide cycle. Regulation and function of adenosine production in the heart. Techniques of cloning and high-level expression of proteins.

#### Christopher Miller, Graduate Program Chair

Structure and function of ion channel proteins. Membrane transport and mechanisms of electrical excitation.

#### Melissa Moore, Undergraduate Advising Head

Pre-mRNA splicing. mRNA metabolism.

#### Daniel Oprian

Structure-function studies of visual pigments and other cell surface receptors.

#### Gregory Petsko (Director, Rosenstiel Center)

X-ray crystallographic analysis of protein structure and enzyme mechanisms.

#### Dagmar Ringe (Rosenstiel Center)

Structures of enzymes and enzyme-substrate complexes. X-ray crystallography.

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## Requirements for the Undergraduate Major

### Degree of Bachelor of Arts

One year of general chemistry with laboratory; one year of organic chemistry with laboratory; one year of physics taught using calculus (PHYS 11a,b or 15a,b) with laboratory; BIOL 22a (formerly BIBC 22a) with laboratory (Genetics and Molecular Biology); BIOL 22b with laboratory (Cell Structure and Function) (the above courses must be taken prior to the senior year); BCHM 100a (Introductory Biochemistry); one year of physical chemistry, CHEM 141a (Physical Chemistry, Lectures I) and either BCHM 104b (Chemical Thermodynamics) or CHEM 141b (Kinetics); and one elective consisting of a biochemistry-related 100-level course (excluding research courses) from any science department. The course used to fulfill the elective requirement must be approved in advanced by the biochemistry undergraduate advising head.

### Degree of Bachelor of Science

In addition to the degree requirements listed above for the Bachelor of Arts degree, the Bachelor of Science degree requires one year of BCHM 101a and 103b (Advanced Biochemistry).

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## How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, given in an earlier section of the *Bulletin*, apply here. Applicants for admission to the biochemistry Ph.D. program are also required to take the Graduate Record Examination. It is strongly suggested that the applicant take one of the advanced sections of this examination. The applicant's undergraduate curriculum should include fundamental courses in biology and chemistry.

Required of all students: No course offered for major requirements may be taken pass/fail. Grades below C- in upper-level courses (CHEM 141a and b, and any course numbered 100 or above) cannot be used to fulfill the requirements for the major. Furthermore, no more than one D will be allowed in any other course required for the major.

### Senior Honors Program

In addition to the degree requirements listed above, departmental honors require completion of two semesters of BCHM 99 (Research for Undergraduates), submission of an acceptable research thesis, and a final grade point average of 3.00 or better in the sciences and mathematics. Honors candidates are also expected to give a short oral presentation of their thesis research to members of the department at the end of their senior year. BCHM 99 may not exceed three semester credits. Petition to the department for participation in this program is made at the beginning of the senior year.

### Combined B.S./M.S. Program

In addition to all courses required for the Bachelor of Science degree, the B.S./M.S. degree requires completion of one additional elective (excluding research courses) approved in advance by the biochemistry undergraduate advising head, three semesters of research (one or two semesters of BCHM 99 plus one or two semesters of BCHM 150), a full-time (i.e., no concurrent coursework) summer research residency

lasting at least 10 weeks, submission of an acceptable thesis, a GPA of 3.00 or better in the sciences and mathematics, and grades of B- or better in all 100-level biochemistry and biology courses. This program requires completion of 38 courses; no more than four semesters of research (BCHM 99 or 150) can count toward this total. Application to this program is made to the department and Graduate School no later than May 1 preceding the senior year, and all work, including the thesis, must be completed by the time the B.S. is awarded. To qualify for the B.S./M.S. degree, the thesis must constitute a significant research contribution; if a thesis is found unacceptable under the B.S./M.S. program, it will automatically be considered under the honors program.

In order to complete the honors program or the combined B.S./M.S. program, it is advisable to gain exemption where possible from introductory courses in science and mathematics. This is especially important for the premedical students who must also fulfill the requirements imposed by medical schools.

## Requirements for the Degree of Master of Science

### Program of Study

Students must successfully complete an approved program of at least six courses. These courses are:

BCHM 101a	Advanced Biochemistry: Enzyme Mechanisms
BCHM 103b	Advanced Biochemistry: Information Transfer Mechanisms
BCHM 102a	Quantitative Approaches to Biochemical Systems
BCHM 104b	Physical Chemistry of Macromolecules
BCHM 300a,b	Biochemical Techniques (Lab rotations)

### Residence Requirement

The minimum residence requirement is one year.

### Language Requirement

There is no language requirement.

### Thesis

The student must complete an acceptable M.S. thesis describing original research.

## Requirements for the Degree of Doctor of Philosophy

### Program of Study: Biochemistry Ph.D.

Students must successfully complete the curriculum defined below.

#### A. The core curriculum consisting of:

BCHM 101a	Advanced Biochemistry: Enzyme Mechanisms
BCHM 103b	Advanced Biochemistry: Information Transfer Mechanisms
BCHM 102a	Quantitative Approaches to Biochemical Systems
BCHM 104b	Physical Chemistry of Macromolecules
BCHM 300a,b	Biochemical Techniques (Lab Rotations)

BCHM 401d Biochemical Research

CONT 300b Ethical Practices in Health-Related Sciences

**B.** Four advanced seminars (200-level) offered in the biochemistry or biophysics and structural biology programs. Other advanced (100- and 200-level) courses can be substituted with approval of the program chair.

**C.** Students in their third and higher years of study will have yearly progress meetings with a faculty committee of three for the purpose of maintaining a satisfactory trajectory towards completion of the thesis defense. Students will typically complete the core curriculum in the first year and complete the remaining requirements in subsequent years of the program.

### Program of Study: Bioorganic Chemistry Track

In order to receive a Ph.D. in biochemistry with a specialization in bioorganic chemistry, students must complete:

**A.** The core curriculum defined above

**B.** CHEM 134a Advanced Organic Chemistry: Synthesis

**C.** One other advanced chemistry course, chosen from the following:

CHEM 111a	Computational Chemistry
CHEM 130a	Advanced Organic Chemistry: Structure
CHEM 131a	Advanced Organic Chemistry: Topics in Structure and Reactivity
CHEM 132b	Advanced Organic Chemistry: Spectroscopy
CHEM 137b	The Chemistry of Organic Natural Products
CHEM 229b	Introduction to X-Ray Structure Determination
CHEM 235b	Advanced NMR Spectroscopy

**D.** Two advanced elective courses or seminars (100-200 level) offered in biochemistry, biophysics and structural biology programs. Other advanced courses can be substituted with approval of the chair. Students typically complete the core curriculum in the first year and complete the remaining requirements in subsequent years of the program. However bioorganic track students have the option of replacing BCHM 102a or BCHM 104b with CHEM 134a in the first year and completing the replaced course in the second year.

### Teaching Requirement

As a part of their Ph.D. training, students are required to assist with the teaching of two, one-semester courses.

### Residence Requirement

The minimum residence requirement is three years.

### Language Requirements

There is no foreign language requirement.

### Financial Support

Students may receive financial support (tuition and stipend) throughout their participation in the Ph.D. program. This support is provided by a combination of University funds, training grants, and individual research grants.

### Qualifying Examinations

An oral qualifying examination must be taken following the first year of coursework. In this examination, the student will be asked to present two propositions. The subject of one proposition will be assigned and the other will be an original proposition put forth by the student. In addition the student must successfully pass a comprehensive examination administered following the second year of coursework.



### Dissertation and Defense

A dissertation will be required that summarizes the results of an original investigation of an approved subject and demonstrates the competence of the candidate in independent research. This dissertation will be presented in a departmental lecture and defended in a final oral examination.

## Requirements for the Degree of Doctor of Philosophy in Biochemistry with Specialization in Quantitative Biology

### Program of Study

Students wishing to obtain the specialization must first gain approval of the graduate program chair. This should be done as early as possible, ideally during the first year of graduate studies. In order to receive the Ph.D. in Biochemistry with additional

specialization in quantitative biology, candidates must complete a) the requirements for the Ph.D. described above and b) the course requirements for the quantitative biology specialization that are described in the quantitative biology section of this *Bulletin*.

Any alteration to the quantitative biology course requirements must be approved by the graduate program chair and by the quantitative biology program faculty advisory committee.

### Special Note Relating to Graduate Students

In addition to the formal courses listed below, all graduate students are expected to participate in the department's research clubs and colloquia. Colloquia are general meetings of the department in which department and guest speakers present their current investigations. Research clubs are organized by various research groups of the department.

## Courses of Instruction

### (1-99) Primarily for Undergraduate Students

#### BHSC 1a Designer Genes

[ sn ]

*Does NOT satisfy the requirement for the major in biochemistry.*

We are living during a far-reaching biological revolution. Information stored in genes as DNA, the hereditary material of life, and the conversion of this information into proteins. Identifying undesirable mutations. Creating desirable mutations. Cloning of cells, organs, and animals in agriculture and medicine. Present and future applications. Usually offered every second year.

Mr. Lowenstein

#### BCHM 98a Readings in Biochemistry

*Prerequisites: BIOL 22a (formerly BIBC 22a), BCHM 100a, and one year of organic chemistry with laboratory. Does NOT satisfy the requirement for the major in biochemistry.*

Directed scholarship on selected topics in biochemistry for outstanding juniors or seniors. Regularly scheduled discussion and written assignments leading to a substantive term paper. The tutorial is arranged only by mutual agreement between a faculty mentor and student. Usually offered every year.

Staff

#### BCHM 99a Research for Undergraduates

*Prerequisites: BIOL 22a (formerly BIBC 22a), BCHM 100a, and one year of organic chemistry with laboratory. Requirement of BCHM 100a may be waived.*

Undergraduate research. A maximum of three course credits may be taken as BCHM 99a and/or 99b. At the discretion of the department, one semester may be taken for double credit (99e). Offered every year.

Staff

#### BCHM 99b Research for Undergraduates

See BCHM 99a for special notes and course description.

Staff

#### BCHM 99e Research for Undergraduates

See BCHM 99a for special notes and course description.

Staff

### (100-199) For Both Undergraduate and Graduate Students

#### BCHM 100a Introductory Biochemistry

[ qr ss ]

*Prerequisite: One year of organic chemistry with laboratory.*

Topics include chemistry, reaction, and metabolism of biologically important compounds; formation and utilization of "energy-rich" compounds; introduction to enzyme mechanisms; interrelation and comparison of basic biochemical and chemical processes; and metabolic regulation. Usually offered every year in multiple sections.

Mr. Oprian (fall) and Mr. Petsko (spring)

#### BCHM 101a Advanced Biochemistry: Enzyme Mechanisms

[ sn ]

*Prerequisites: One year of organic chemistry with laboratory and BCHM 100a or their equivalent.*

Describes the principles of biological catalysts and the chemical logic of metabolic pathways. Representative enzymes from each reaction class are discussed with an emphasis on understanding how mechanisms are derived from experimental evidence. Topics include serine proteases, phosphatases, isomerases, carboxylases, and dehydrogenases. Usually offered every year.

Ms. Hedstrom

#### BCHM 102a Quantitative Approaches to Biochemical Systems

[ sn ]

*Prerequisites: PHYS 11a, b and BCHM 100, or their equivalent.*

Introduces quantitative approaches to analyzing macromolecular structure and function. Emphasizes the use of basic thermodynamics and single-molecule and ensemble kinetics to elucidate biochemical reaction mechanisms. The physical bases of spectroscopic and diffraction methods commonly used in the study of proteins and nucleic acids will also be discussed. Usually offered every year.

Mr. Gelles and Mr. Miller

#### BCHM 103b Advanced Biochemistry: Information Transfer Mechanisms

[ sn ]

*This course may not be repeated for credit by students who have taken BCHM 101B in previous years. Prerequisites: One year of organic chemistry with laboratory and BCHM 100a or their equivalent.*

Addresses fundamental issues of gene expression and signal transduction at a molecular level. Discusses parallels between nucleic acid and protein biosynthesis, modification, transport, and degradation with an emphasis on understanding the mechanisms of specificity and regulation of these complex macromolecular processes. Usually offered every year.

Ms. Moore

#### BCHM 104b Physical Chemistry of Macromolecules

[ sn ]

*Prerequisite: CHEM 141a or equivalent and BCHM 100a or equivalent.*

Illustrates the basic principles on which biological macromolecules are constructed and by which they function. Overall structures of proteins, nucleic acids, and membranes are described in terms of the underlying molecular forces: electrostatics, hydrophobic interactions, and H-bonding. The energetics of macromolecular folding and of the linkage between ligand binding and conformational changes will also be discussed. Usually offered every year.

Mr. Genick

**BCHM 150a Research for B.S./M.S.****Candidates**

[ sn ]

*Prerequisites: BIOL 22a (formerly BIBC 22a) and BCHM 100a, one year of organic chemistry and laboratory, and BCHM 99.*

The final semester(s) of laboratory research under the B.S./M.S. program, to be pursued under the supervision of a faculty advisor. Usually offered every year.

Ms. Moore and Staff

**BCHM 150b Research for the B.S./M.S.****Candidates**

[ sn ]

See BCHM 150a for special notes and course description. Usually offered every year.

Ms. Moore and Staff

**BCHM 153b Methods in High-Resolution Electron Cyro-Microscopy**

[ sn ]

Transmission electron microscopy is introduced as a method in structural biology. Instrumentation, data collection, image processing, and interpretation of biological structures visualized by this method are discussed. Usually offered every second year.

Mr. Grigorieff

**BCHM 170b Bioinformatics**

[ sn ]

*Prerequisites: Familiarity with computing is necessary and a basic biochemistry course is recommended. A joint offering between Brandeis University and Wellesley College.*

Familiarizes students with the basic tools of bioinformatics and provides a practical guide to biological sequence analysis. Topics covered include an introduction to probability and statistics; sequence alignments; database searches; alignments and phylogenetic trees; sequence pattern discovery; structure determination by secondary structure prediction; and three-dimensional structure prediction by homology modeling. In all cases the strengths and limitations of the methods will be discussed. Usually offered every third year.

Ms. Ringe

**BCHM 171b Protein X-ray Crystallography**

[ sn ]

*This course may not be repeated for credit by students who have taken BCHM 217b in previous years.*

A practical guide to the determination of three-dimensional structures of proteins and nucleic acids by X-ray diffraction. Students learn the theory behind diffraction from macromolecular crystals and carry out all the calculations necessary to solve a protein structure at high resolution. Usually offered every second year.

Mr. Petsko

**(200 and above) Primarily for Graduate Students****BCHM 219b Enzyme Mechanisms**

Ms. Hedstrom

**BCHM 220a Proteases**

Ms. Hedstrom

**BCHM 223a Signal Transduction**

Mr. Oprian

**BCHM 224a Single-Molecule Biochemistry and Biophysics**

Mr. Gelles

**BIBC 224b The RNA World**

*Prerequisite: BCHM 100a, BIOL 105b (formerly BIBC 105b), or permission of the instructor.*

This course employs seminars and lectures to approach a wide range of topics in RNA research. Topics include RNA enzymes, RNA structure, protein-RNA interactions, pre-mRNA splicing, and RNA localization. Usually offered every third year.

Ms. Moore and Mr. Rosbash

**BCHM 225b Protein Dynamics**

*Prerequisite: BCHM 101a.*

Introduces the fundamental concept of atomic fluctuations in proteins and their relation to protein function. Protein dynamics on different timescales is discussed with emphasis on different experimental and computational approaches to this problem. Usually offered every third year.

Ms. Kern

**BCHM 251b Structure and Function of Membrane Proteins**

*This course may not be repeated for credit by students who took BCHM 151b in previous years.*

Considers the molecular properties of membrane transport proteins, including ion channels, aquaporins, solute pumps, and secondary active transporters. Readings focus on primary literature aimed at interpreting the mechanisms of transmembrane solute movements in terms of the structures of these integral membrane proteins. Specific subjects chosen vary depending upon the trajectory of recent advances in this fast-moving research area. Usually offered every third year.

Mr. Miller

**BCHM 300a Biochemistry Techniques**

*Prerequisite: BCHM 101. May be taken concurrently.*

Usually offered every year.

Staff

**BCHM 300b Biochemistry Techniques**

*Prerequisite: BCHM 101. May be taken concurrently.*

Usually offered every year.

Staff

**CONT 300b Ethical Practice in Health-Related Sciences**

*Required of all first-year graduate students in health-related science programs. Not for credit.*

Ethics is an essential aspect of scientific research. This course, taught by University faculty from several graduate disciplines, covers major ethical issues germane to the broader scientific enterprise, including areas or applications from a number of fields of study. Lectures and relevant case studies are complemented by public lectures during the course. Usually offered every year.

Ms. Press

**BCHM 401d Biochemical Research Problems**

*All graduate students beyond the first year must register for this course.*

Independent research for the M.S. and Ph.D. degrees. Specific sections for individual faculty members as requested.

Staff

**Cross-Listed Courses****CHEM 123b**

Bioinorganic Chemistry

**CHEM 129b**

Special Topics in Inorganic Chemistry: Introduction to X-Ray Structure Determination

**CHEM 130a**

Advanced Organic Chemistry: Structure

**CHEM 131a**

Advanced Organic Chemistry: Topics in Structure and Reactivity

**CHEM 132b**

Advanced Organic Chemistry: Spectroscopy

**CHEM 134b**

Advanced Organic Chemistry: Synthesis

**CHEM 137b**

The Chemistry of Organic Natural Products

**CHEM 143b**

Physical Chemistry: Kinetics, Dynamics, and Transport

**CHEM 144a**

Physical Chemistry: Computational Chemistry

**CHEM 146a**

Single Molecular Spectroscopy

**CHEM 147b**

Physical Chemistry - Mass Spectrometry

**CHEM 246b**  
Advanced NMR Spectroscopy

**PHYS 105a**  
Biological Physics

**QBIO 120b**  
Quantitative Biology Instrumentation  
Laboratory

**COSI 230a**  
Topics in Computational Biology

**QBIO 110a**  
Numerical Modeling of Biological Systems

An interdepartmental program

Courses of Study:  
Major (B.S.)

## Biological Physics

### Objectives

The undergraduate major in biological physics is designed to provide the quantitative skills and background in chemistry and biology for students interested in the study of the physics of biological systems, especially on the molecular scale. This program provides a strong foundation in the physical sciences that underpin much of the modern revolution in biology. It should be of particular interest to students wishing to pursue careers in fundamental or applied research in biophysics, quantitative biology, and biotechnology.

For a related graduate program, please see the Biophysics and Structural Biology Program elsewhere in this *Bulletin*.

### How to Become an Undergraduate Major

The major requires a large number of science courses, some of which are prerequisites for more advanced courses. Therefore, it is important to start taking these courses in the first year. Students are advised to meet with the biological physics chair as soon as possible to plan their schedule. It is most advantageous to take physics and math in the first year, but starting with chemistry and math in the first year is also adequate.

The Seminar in Biological Physics (BIPH 11a,b) is recommended for first-year students, but can be taken in the second year. Students interested in the honors program, involving a senior research thesis, should begin to seek a faculty mentor by the end of their second year, with the prospect of starting research as early as possible.

### Committee

**Robert Meyer, Chair**  
(Physics, Volen National Center for  
Complex Systems)

**Karl Canter**  
(Physics)

**Bulbul Chakraborty**  
(Physics)

**Seth Fraden**  
(Physics, Volen National Center for  
Complex Systems)

**Jeff Gelles**  
(Biochemistry)

**Anne Gershenson**  
(Chemistry)

**Dorothee Kern**  
(Biochemistry, Volen National Center for  
Complex Systems)

**Jané Kondev**  
(Physics)

**Gregory Petsko**  
(Biochemistry and Chemistry, and Director,  
Rosenstiel Center)

**Dagmar Ringe**  
(Biochemistry and Chemistry, and  
Rosenstiel Center)

### Requirements for the Undergraduate Major

#### Degree of Bachelor of Science

To satisfy the requirements for the major in biological physics leading to the degree of Bachelor of Science, students must successfully complete the foundation of this program, which is a set of required courses in the physical and life sciences. The **core courses**, divided by fields, are:

Physics: PHYS 11a,b or PHYS 15a,b, PHYS 19a,b, PHYS 20a,b, PHYS 30b, PHYS 39, PHYS 40

Mathematics: MATH 10 a,b

Chemistry: CHEM 11a,b and CHEM 18a,b or equivalents

Biology: BIOL 18a,b and BIOL 22a,b

Biological Physics: BIPH 11a,b

The Seminar in Biological Physics (BIPH 11a,b) should be taken in the first or second year. Students are encouraged to participate in the seminar a second year without credit for enrichment of their program.

Students with high enough Advanced Placement Examination scores may place out of some of the elementary courses. See the Advanced Placement Credit chart on page 23 for details concerning the equivalent Brandeis courses for sufficient scores in the tests in Mathematics (AB or BC), Physics (C), and Chemistry. Concentration credit is given for all these tests except for Physics C: Electrical. Students who take advanced placement credit for Physics 11b will be required to take Physics 30a, the intermediate level course in this subject.

Beyond the core curriculum students are expected to explore areas of further inquiry by taking at least two **elective courses**. Possible topics and related courses are listed below. Other courses can be taken as electives with approval of the program advisor.

*Molecular structure:* The use of physical techniques including X-ray diffraction, electron microscopy, nuclear magnetic resonance, to elucidate the structure of bio-molecules. Electives: BIOL 102b, BCHM 171b\*, BIOL 126b, BCHM 104b\*.

*Single molecule biophysics:* The study of biological processes on the single molecule scale, such as enzyme function, ion transport through membranes, protein folding, molecular motors.  
Electives: BIOL 25a, BCHM 101a\*.

*Modeling of biological structure and function:* The development and analysis of mathematical models for elucidating biological structure and function. Electives: CHEM 111a, PHYS 105a, NPHY 115a\*, NBIO 136b.

*Systems and networks:* Study of topics including bioinformatics, neural networks, and networks of genes and proteins. Electives: BCHM 170b\*, NBIO 140b.

\*Required prerequisites for this course are not included in the core curriculum.

A student starting the biological physics major in the first year, with no advanced placement, should follow the recommended sequence:

Year 1: BIPH 11a,b, MATH 10a,b, PHYS 11a,b, PHYS 19a,b  
Year 2: CHEM 11a,b, CHEM 18a,b, PHYS 20a,b  
Year 3: BIOL 18a,b, BIOL 22 a,b, PHYS 40a  
Year 4: PHYS 30b, PHYS 39a, two electives

A student with advanced preparation in math, physics, and chemistry, who wants to emphasize biochemistry might take the following program:

Year 1: BIPH 11a,b, MATH 15a, MATH 20b, PHYS 19b, PHYS 20a,b  
Year 2: BIOL 18a,b, BIOL 22a,b, CHEM 25a,b, CHEM 29a,b  
Year 3: BCHM 100a, PHYS 40a, one elective  
Year 4: PHYS 30a,b, PHYS 39a, one elective

Students with advanced preparation might choose additional courses in other areas, rather than organic and biochemistry. A student who has started as a premed and switched to biological physics (not completing the premed program) might have the following program:

## Courses of Instruction

### (1-99) Primarily for Undergraduate Students

#### **BIPH 11a Seminar in Biological Physics**

*Corequisite: PHYS 11a. May yield half-course credit toward rate of work and graduation.*

Introduction to recent experimental and theoretical advances in biological physics at the first year physics level. Examples of topics include the physics of DNA and proteins, molecular motors, principles of laser tweezers, and atomic force microscopy. Can be taken before or after BIPH 11b. Usually offered every year.  
Mr. Kondev

#### **BIPH 11b Seminar in Biological Physics**

*Corequisite: PHYS 11b. May yield half-course credit toward rate of work and graduation.*

Introduction to recent experimental and theoretical advances in biological physics at the first-year physics level. Examples of topics include the physics of DNA and proteins, molecular motors, principles of laser tweezers, and atomic force microscopy. Can be taken before or after BIPH 11a. Usually offered every year.  
Mr. Kondev

#### **BIPH 98a Reading in Biological Physics**

Open to students wishing to study a subject not available in the curriculum.  
Staff

#### **BIPH 98b Reading in Biological Physics**

Open to students wishing to study a subject not available in the curriculum.  
Staff

#### **BIPH 99d Senior Research**

Research and preparation of a report under the direction of an instructor. Open to students doing research in an approved topic in biological physics.  
Staff

Year 1: CHEM 11a,b, CHEM 18a,b, MATH 10a,b  
Year 2: BIOL 18a, BIOL 22a, BIPH 11a,b, PHYS 11a,b, PHYS 19a,b  
Year 3: BIOL 18b, BIOL 22b, PHYS 20a,b, one elective  
Year 4: PHYS 30b, PHYS 39a, PHYS 40a, one elective

In addition to the required courses, students are urged to learn the necessary topics in organic chemistry as preparation for biochemistry. This opens up additional options for undergraduate research and graduate programs in the life sciences. For medical school, a year of organic chemistry with laboratory, in addition to the required courses for biological physics, will complete the premed program requirements.

An important component of the program is the opportunity for students to participate in research. Opportunities exist for research in the laboratories of physics, chemistry, neuroscience, biochemistry, and biology faculty.

#### **Honors Program**

Graduation with honors requires completion of a senior research thesis. Students must enroll in BIPH 99d in their senior year to carry out a research project. Students wishing to join the honors program should apply to the honors advisor in the program in the spring of their junior year.

## Special Notes Relating to Undergraduates

Students majoring in biological physics may not count required courses toward a minor in physics. By completing other required courses, they can complete a second major in physics. However, for the preparation for a career in biological physics, it might be more valuable to devote extra science courses to deeper preparation in chemistry and biochemistry.

## Core Courses

#### **BIOL 18a**

General Biology Laboratory

#### **BIOL 18b**

General Biology Laboratory

#### **BIOL 22a**

Genetics and Molecular Biology

#### **BIOL 22b**

Cell Structure and Function

#### **CHEM 11a**

General Chemistry

#### **CHEM 11b**

General Chemistry

#### **CHEM 18a**

General Chemistry Laboratory I

#### **CHEM 18b**

General Chemistry Laboratory II

#### **MATH 10a**

Techniques of Calculus (a)



**MATH 10b**  
Techniques of Calculus (b)

**PHYS 11a**  
Basic Physics I

**PHYS 11b**  
Basic Physics II

**PHYS 15a**  
Honors Basic Physics I

**PHYS 15b**  
Honors Basic Physics II

**PHYS 19a**  
Physics Laboratory I

**PHYS 19b**  
Physics Laboratory II

**PHYS 20a**  
Modern Physics I

**PHYS 20b**  
Modern Physics II

**PHYS 30b**  
Quantum Theory

**PHYS 39a**  
Advanced Physics Laboratory

**PHYS 40a**  
Introduction to Thermodynamics and  
Statistical Mechanics

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### Elective Courses

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

**BCHM 101a**  
Advanced Biochemistry: Enzyme  
Mechanisms

**BCHM 104b**  
Physical Chemistry of Macromolecules

**BCHM 170b**  
Bioinformatics

**BIOL 25a**  
Molecular Motors

**BIOL 102b**  
Structural Molecular Biology

**BIOL 126b**  
Protein Structure and Disease

**CHEM 144a**  
Physical Chemistry: Computational  
Chemistry

**NBIO 136b**  
Computational Neuroscience

**NBIO 140b**  
Principles of Neuroscience

**NPHY 115a**  
Dynamical Systems, Chaos, and Fractals

**PHYS 105a**  
Biological Physics

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## Department of Biology

Courses of Study:  
Major (B.A./B.S.)  
Combined B.S./M.S.

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### Objectives

#### Undergraduate Major

The undergraduate program in biology, leading either to the B.A. or to the B.S. degree, is designed to give students an understanding of fundamental and current biological knowledge in a variety of fields. The program offers a wide array of courses to undergraduates, ranging from introductory courses to advanced, specialized, graduate-level courses in many of these areas. The biology department has 25 full-time faculty members with teaching and research interests in the fields of genetics, molecular biology, development, immunology, neurobiology, motility, cell biology, structural biology, and environment/ecology.

Since the interests and needs of our students vary, the major is designed to provide flexibility once the core courses have been completed. Students may elect undergraduate-level courses in a variety of areas of biology and biochemistry or may choose to obtain more advanced, in-depth training in one particular area. Students are also encouraged to take advantage of opportunities to become integral members of research laboratories in the department and to attend departmental colloquia.

A major in biology provides excellent preparation for students intent on careers in biological research who want to go to graduate school, for those seeking careers in medicine, veterinary medicine, and dentistry, and for those interested in the allied health professions such as public health, genetic counseling, physical therapy, or physician assistant. For those seeking courses concerned with ecology or environmental science, the biology department offers study in those areas. See "Special Note B" below for additional programs in those areas.

#### Graduate Programs in the Biological Sciences

For M.S. and Ph.D. degrees in the biological sciences, see the separate listings for molecular and cell biology, biophysics and structural biology, neuroscience, and genetic counseling programs in this *Bulletin*.

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#### How to Become an Undergraduate Major

Students wishing to major in biology should enroll in General Chemistry during their first year. Students may elect to take BIOL 15b, an introductory course in biology in the first year, or omit it and begin the biology series with Genetics and Molecular Biology or Cell Structure and Function (BIOL 22a or b). During their sophomore year, students typically enroll in Organic Chemistry, Cell Structure and Function, and Genetics and Molecular Biology, with associated labs. While other course schedules are possible, the one described above allows students ample time to complete the remaining requirements (calculus, physics, and biology electives) for the biology degree during the junior and senior years and leaves students the option of enrolling in Senior Research during the senior year. Exceptionally well-prepared students may enroll in Cell Structure and Function and/or Genetics in their first year.

To learn more about the biology major, students should attend one of the special departmental programs held each fall or consult with the undergraduate advising head.

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**Faculty**


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**Eve Marder, Chair (Volen National Center for Complex Systems)**

Neurotransmitter modulation of neural circuits.

**Susan Birren (Volen National Center for Complex Systems)**

Developmental neurobiology.

**Carolyn Cohen (Rosenstiel Center)**

Structural molecular biology.

**Paul Garrity (Volen National Center for Complex Systems)**

Neural development and behavior.

**Bruce Goode (Rosenstiel Center)**

Biochemistry and genetics of yeast cytoskeleton.

**Leslie Griffith (Volen National Center for Complex Systems)**

Biochemistry of synaptic plasticity.

**James Haber (Rosenstiel Center)**

Genetics and molecular biology of yeast meiotic and mitotic recombination. Mating-type switching. Repair of broken chromosomes.

**Jeffrey Hall (Volen National Center for Complex Systems)**

Neurogenetics and molecular neurobiology of higher behaviors in *Drosophila*.

**Kenneth Hayes (Director, Foster Animal Lab)**

Comparative nutritional pathophysiology in man and animals. Lipoprotein metabolism and atherogenesis, cholelithiasis.

**Elaine Hiller**

Human genetics.

**Melissa Kosinski-Collins**

Protein biochemistry.

**John Lisman (Volen National Center for Complex Systems; Chair, Neuroscience)**

Mechanisms of phototransduction. Molecular mechanism of memory storage.

**Susan Lovett (Rosenstiel Center)**

Genetics and molecular biology of bacteria and yeast. DNA repair. Recombination and mutagenesis.

**James Morris**

Evolution. Medicine. Epigenetics. History of science.

**Sacha Nelson (Volen National Center for Complex Systems)**

Synaptic integration in the visual cortex.

**Dan L. Perlman (Chair, Environmental Studies)**

Ecology, conservation biology, animal behavior.

**Joan Press, Undergraduate Advising Head (Rosenstiel Center)**

Developmental immunology and immunogenetics.

**Ruibao Ren (Rosenstiel Center)**

Signal transduction.

**Michael Rosbash (Volen National Center for Complex Systems)**

RNA processing and molecular neurobiology.

**Piali Sengupta (Volen National Center for Complex Systems)**

Developmental neurobiology in *C. elegans*.

**Neil Simister (Rosenstiel Center)**

Molecular immunology. Antibody transport.

**Judith Tsipis (Chair, Genetic Counseling)**

Genetic counseling.

**Gina Turrigiano (Volen National Center for Complex Systems)**

Activity-dependent regulation of neuronal properties.

**Lawrence Wangh**

Mammalian embryogenesis. Gene expression in single cells. DNA amplification and *in vitro* DNA diagnostics.

**Michael Welte (Rosenstiel Center)**

Regulation of motor-driven transport.

**Kalpana White, Senior Honors Coordinator (Volen National Center for Complex Systems)**

Developmental neurogenetics.

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**Requirements for the Undergraduate Major**

**A.** Required of all candidates: BIOL 22a, b; BIOL 18a,b lab; CHEM 10a,b or CHEM 11a,b or CHEM 15a,b; CHEM 18a,b or CHEM 19a,b lab; CHEM 25a,b; CHEM 29a,b lab; MATH 10a; PHYS 10a,b or PHYS 11a,b; PHYS 18a,b or PHYS 19a,b lab; and Option I or II below.

**Option I: The B.A. Degree in Biology**

The standard biology option that provides students with a general background in biology. In addition to the courses required of all candidates (listed above), students must complete five elective courses chosen from BIOL, BCHM, and NBIO offerings above the 22-level (excluding courses numbered 90-99). ANTH 116a, BIOL 15b, and BIOL 17b may serve as electives. CHEM 141a and either CHEM 142a or CHEM 143b may also serve as electives. One of the following math or quantitative methods courses may also serve as an elective: MATH 10b, MATH 15a, MATH 20a, NPHY 115a, NPSY 137b, HSSP 100b or PSYC 51a. Two semesters of BIOL 99 (or BCHM 99 or NEUR 99) can count as one elective for the B.A. in biology.

**Option II: The B.S. Degree in Biology**

The intensive biology option that provides students with a strong background in several areas of biology. In addition to the courses required of all candidates (listed above), students must complete BCHM 100a plus an additional course in calculus (MATH 10b) or quantitative methods (BIOL 51a, NBIO 136b, NPHY 115a, NPSY 137b, PSYC 51a or HSSP 100b). Students must also complete five elective courses chosen from BIOL, BCHM, and NBIO offerings above the 22-level (excluding courses numbered 90-99). ANTH 116a, BIOL 15b, BIOL 17b may serve as electives. CHEM 141a and either CHEM 142a or CHEM 143b may also serve as electives. BIOL 51a, NBIO 136b can be used either to satisfy the quantitative methods requirement or to count as one of the required electives; they cannot be used for both. Two semesters of BIOL 99 (or BCHM 99 or NEUR 99) can count as one elective for the B.S. in biology.

No course offered for major requirements in either Option I or II may be taken on a pass/fail basis. Satisfactory grades (C- or above) must be maintained in all biology and biochemistry courses offered for the major and in all elective courses offered for the major in biology. No more than one D will be allowed in any other course offered toward the requirements in this department.

**B. Senior Research**

Any senior, regardless of grade point average, may enroll in laboratory research (BIOL 99d and/or 99e). Students petition the department during the beginning of their senior year for participation in Senior Research. Petitions and information about Senior Research are available in the biology department office. See BIOL 99d course description for details.

### C. Senior Honors Program

Laboratory research is a major component of the senior honors program. Enrollment in BIOL 99 (Senior Research) is obligatory; students must fulfill the BIOL 99 requirements (see B above). At the conclusion of their second semester of BIOL 99 (Senior Research), candidates for senior honors will give an oral defense of their senior honors thesis to a designated faculty research committee. At the conclusion of their senior year, candidates for senior honors must either have a 3.30 grade point average in all courses offered for the biology major, or have a 3.00 grade point average in courses offered for the biology major and have achieved an average of B+ or better in three biology electives, not including BIOL 99. Petitions and information about the senior honors program are available in the biology department office.

### Combined B.S./M.S. Program

Candidates for departmental honors may be admitted to a special four-year B.S./M.S. program upon recommendation of the department and approval by the Graduate School. Application to the Graduate School must be made by May 1 preceding the senior year; applications should include a proposed course of study specifying how all degree requirements will be met, a transcript, a letter of recommendation from the research sponsor, and a brief description of the proposed research project. To qualify for the B.S./M.S. degree in biology, students must complete a total of 38 courses; these courses must include those needed to satisfy requirements A, option II, and B, as indicated above plus three additional electives in biology or biochemistry or as listed under requirement A, option II, above. Of the eight electives required for the B.S./M.S. degree, at least six must be at the graduate level (and completed with a grade of B- or above) and they must include courses from at least three of the research areas of the biology department. Research areas include genetics, molecular biology, cell biology, structural biology, immunology, and neurobiology. In addition, a substantial research contribution is required, and students must submit a research thesis to the biology department graduate committee for review. A thesis submitted for the master's degree may also be submitted to the biology department for departmental honors.

### Courses of Instruction

#### (1-99) Primarily for Undergraduate Students

##### BISC 2a Human Reproduction, Population Explosion, Global Consequences

[ sn ]

*Does NOT meet requirements for the major in biology.*

Appropriate for students interested in a broad range of fields including biology, environmental studies, and the social sciences. Progresses from the molecular and cellular biology of human reproduction, to a demographic view of human population explosion, to a consideration of some of the very complex problems arising from the presence of six billion people (and counting) on Earth today. Readings include scientific papers appropriate to students with high school backgrounds in biology and

chemistry, essays in the social sciences, and a wide variety of other texts. Usually offered every second year.

Mr. Wangh

##### BISC 2b Genes, Culture, History: A Case Study

[ sn ]

*Does NOT meet requirements for the major in biology.*

An interdisciplinary course with contributions from professors in three departments. Findings from the Human Genome Project are correlated with cultural and historical information about specific human populations. Usually offered every third year.

Mr. Wangh

### Special Notes Relating to the Undergraduate Program

#### A. Premedical and Predental Students

BIOL 18a,b (labs) and BIOL 22a, b will satisfy the general biology entrance requirements of most medical schools.

**B.** Biology majors wishing to study ecology, conservation, and marine studies may wish to look into the environmental studies program described in this *Bulletin*, as well as the following program. See Mr. D.L. Perlman for further information on these programs, including information on transferability of course credits as biology electives.

**Woods Hole Biological Laboratory:** Five courses are offered each fall as part of a residential Semester in Environmental Science. The program offers courses in the analysis of terrestrial and aquatic ecosystems, microbial and animal ecology, global issues, and ecological modeling. Every student must do an independent research project during the semester. Up to four semester course credits may be earned toward the Brandeis degree and three semester course credits may be counted toward the biology B.A. or B.S. elective requirement.

**Marine Studies Consortium:** The MSC, with which Brandeis is affiliated, offers a wide variety of courses on the marine environment. These courses are listed among the biology and environmental studies course offerings in this *Bulletin*.

**Denmark's International Studies Program:** DIS offers a range of programs in marine biology and ecology, environmental biology, medical practice and policy, and molecular biology and genetics.

**Organization for Tropical Studies:** OTS, a consortium of more than 50 universities, offers semester-long interdisciplinary programs covering tropical biology, Latin American culture, and Spanish; summer courses include field tropical ecology and field ethnobiology. Courses are offered in both Costa Rica and Africa.

**School for Field Studies:** SFS offers programs at a number of different sites around the world, including East Africa, Costa Rica, Baja Mexico, Australia, and the West Indies.

**School for International Training:** SIT offers programs around the world in ecology, conservation, and sustainable development.

**C.** Biology majors who wish to enroll in PHYS 11a,b (Basic Physics), rather than PHYS 10a,b (Physics for the Life Sciences), must complete *both* MATH 10a and b as prerequisites.

#### BISC 3a Paradigms of Biological Investigation

[ sn ]

*Does NOT meet requirements for the major in biology. May not be taken by students who have completed BIOL 22a or BIOL 22b.*

Examines the concepts and principles of scientific research with examples from its Greek beginnings to modern times. Topics from evolutionary biology, biophysics, molecular biology, and physics are used to describe the nature of scientific advances. Concepts related to experimental design and critical thinking are considered. Usually offered every year.

Mr. Farber

**BISC 3b Humans and the Environment**

[ sn ]

*Does NOT meet requirements for the major in biology.*

Explores a range of interactions between organisms and their environments. Focuses on human impacts on, and interactions with, the natural world. Usually offered every third year.

Mr. D.L. Perlman

**BISC 4a Heredity**

[ sn ]

*Does NOT meet requirements for the major in biology. May not be taken by students who have completed BIOL 22a.*

An exploration of what genes are and their functions. Examines how genes are inherited, how they work, and how changes in certain genes cause inherited diseases.

Also investigates recent biological developments such as Human Genome Project, genomics, gene therapy, stem cells, and the new medical and ethical challenges these developments pose in the 21st century. Usually offered every third year.

Ms. Sengupta

**BISC 5a Viruses and Human Disease**

[ sn ]

*Prerequisite: High school chemistry. Does NOT meet requirements for the major in biology. May not be taken by students who have completed BIOL 22a or BIOL 22b.*

Explores the biology of viruses that cause important human diseases such as HIV/AIDS, hepatitis, influenza, infectious mononucleosis, and cancer as well as emerging viruses like Ebola. Other topics include antiviral therapy, immune responses to viruses, and vaccine development. Usually offered every second year.

Staff

**BISC 6b Environmental Health**

[ sn ]

*Does NOT meet requirements for the major in biology.*

The impact on human health of environmental contamination with toxic, carcinogenic, or pathogenic agents. Tools of toxicology, epidemiology, and risk assessment are applied to specific environmental issues such as air and water quality, petroleum, metal, and other chemical contaminations. Usually offered every second year.

Staff

**BIOL 12a General Biology Lab I**

*Prerequisites: Must be taken concurrently with BIOL 14a. Does yield half-course credit toward rate of work and graduation.*

*Two semester hour credits. Laboratory fee: \$15 per semester. Does NOT meet requirements for the major in biology, biochemistry, or neuroscience, but does satisfy the general biology entrance requirement of most medical schools.*

Provides firsthand experience with a wide array of organisms and illustrates basic approaches to problem solving in biology. Usually offered every summer.

Staff

**BIOL 12b General Biology Lab II**

*Prerequisites: Must be taken concurrently with BIOL 14b. Does yield half-course credit toward rate of work and graduation.*

*Two semester hour credits. Laboratory fee: \$15 per semester. Does NOT meet requirements for the major in biology, biochemistry, or neuroscience, but does satisfy the general biology entrance requirement of most medical schools.*

See BIOL 12a for course description.

Usually offered every summer.

Staff

**BIOL 14a General Biology I**

[ sn ]

*Does NOT meet requirements for the major in biology.*

An introduction to the biology of organisms and populations. Topics include evolution of life, biological diversity, and the physiology of plants and animals. Usually offered every summer.

Staff

**BIOL 14b General Biology II**

[ sn ]

*Prerequisites: BIOL 14a, an introductory biology course, or high school AP biology.*

*Does NOT meet requirements for the major in biology.*

An introduction to the principles of modern cellular and molecular biology. Also includes selected topics in genetics, biochemistry, and developmental biology. Usually offered every summer.

Staff

**BIOL 15b Biology: Human Implications**

[ sn ]

*This course may not be taken for credit by students who have completed BIOL 22a or BIOL 22b. Core course for the HSSP program.*

The last half-century brought an unprecedented expansion of our knowledge of the living world. The effects of these discoveries on our lives and the effects of our lives on the rest of the living world are increasing. Recent developments in biology affect our healthcare choices, our consumer choices, and even our choices as parents.

This course is intended as an introduction to contemporary biology. It stresses the fundamentals of cell biology and genetics and explores the diversity of life, including microorganisms and plants. It emphasizes evolution, physiology, and ecology. The course is intended to prepare students to understand the biology of everyday life, and to provide a strong foundation for those who continue to study the life sciences. Usually offered every year.

Mr. Simister

**BIOL 17b Conservation Biology**

[ sn wi ]

*First- and second-year students should contact the instructor before enrolling in this writing intensive course.*

Considers the current worldwide loss of biological diversity, causes of this loss, and methods for protecting and conserving biodiversity. Explores biological and social aspects of the problems and their solutions. Usually offered every year.

Mr. D.L. Perlman

**BIOL 18a General Biology Laboratory**

[ sn wi ]

*Prerequisites: CHEM 18a or 19a, and BIOL 18b, or permission of the instructor. BIOL 22a must be taken before or concurrently with this course. Does yield full-course credit toward rate of work and graduation.*

*Laboratory fee: \$20 per semester. This lab is time-intensive and students will be expected to come in to lab between regular scheduled lab sessions.*

Provides firsthand experience with a wide array of organisms and illustrates basic approaches to problem solving in genetics and molecular biology. Usually offered every year.

Ms. Kosinski-Collins

**BIOL 18b General Biology Laboratory**

*Prerequisites: CHEM 18a or 19a. BIOL 22b must be taken before or concurrently with this course. Does yield half-course credit toward rate of work and graduation.*

*Laboratory fee: \$20 per semester.*

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

Ms. Kosinski-Collins

**BIOL 22a Genetics and Molecular Biology**

[ qr1 sn ]

*Prerequisite: CHEM 10a or 11a or 15a.*

An introduction to our current understanding of hereditary mechanisms and the cellular and molecular basis of gene transmission and expression. Usually offered every year.

Mr. Garrity

**BIOL 22b Cell Structure and Function**

[ sn ]

*Prerequisite: CHEM 10a or 11a or 15a.*

An introduction to the architecture and function of cells, organelles, and their macro-molecular components. Topics include fundamental processes that are common to all cells, and the functions of specialized cells. Usually offered every year.

Mr. Simister



**BIOL 23a Evolutionary Ecology**

[ sn ]

*Prerequisites: BIOL 22a or 15b, or a score of 5 on the AP Biology Exam, or permission of the instructor.*

Ecology is the study of organisms and the environments in which they live. This class, taught from an evolutionary perspective, focuses on the physical factors and intra- and inter-species interactions that explain the distribution and abundance of individual species. Usually offered every year.

Mr. D.L. Perlman

**BIOL 25a Molecular Motors**

[ sn ]

*Prerequisite: BIOL 22b.*

A discussion of movement at the cellular level. Analyzes how molecular motors generate motion and how their activity is controlled. Topics include intracellular transport, muscle contraction, rotary motion, enzymes moving along DNA, and cell division. Usually offered every second year.

Mr. Welte

**BIOL 27a Aquatic Ecology**

[ sn ]

*Prerequisites: BIOL 22a and BIOL 22b.*

*Students may not take this course and BIOL 17b for credit.*

Analysis of biotic and abiotic factors that govern life in lakes and streams. Topics include hydrology, food webs, special aquatic habitats, conservation and restoration, and principles of monitoring the health of fresh waters. Field and laboratory work is included. Usually offered every third year.

Staff

**BIOL 28a Marine Biology**

[ sn ]

*Prerequisites: BIOL 22a and BIOL 22b.*

*Offered under the auspices of the MSC and open to Brandeis students by petition.*

Survey of the basic biology, behavior, and life history of marine biota. Review of physical habitats from polar to tropical waters. Focus is on the evolution of adaptive responses to the physical and biological factors in marine communities. Weekly laboratory consists of field trips to different habitats and examination of specimens from several marine phyla.

Usually offered every fall (at Brandeis).

Mr. D.L. Perlman (Brandeis coordinator)

**BIOL 30b Biology of Whales**

[ sn ]

*Prerequisites: BIOL 22a and BIOL 22b, plus two upper-level biology electives. This limited enrollment course is offered under the auspices of the MSC and is open to Brandeis students by petition.*

Examines the biology and conservation of whales, dolphins, and porpoises. Topics include physiology, morphology, population biology, life history, molecular genetics, distributional ecology, and social behavior. Usually offered every year (at Brandeis).

Mr. D.L. Perlman (Brandeis coordinator)

**BIOL 31b Biology of Fishes**

[ sn ]

*Prerequisites: BIOL 22a and BIOL 22b, plus two upper-level biology electives. This limited enrollment course is offered under the auspices of the MSC and is open to Brandeis students by petition.*

Evolution, systematics, anatomy, physiology, and behavior of freshwater, marine, and anadromous fishes from temperate and tropical environments. Fish interactions in communities: predator/prey, host/symbiont relationships, and fish as herbivores. The ecology of fish populations. Usually offered every year (at the New England Aquarium).

Mr. D.L. Perlman (Brandeis coordinator)

**BIOL 32a Field Biology**

[ sn ]

Introduces students to the biodiversity of southern New England, emphasizing plants and insects. Course work primarily takes place on field trips to various terrestrial and aquatic habitats. Field trip scheduling will be discussed during the first meeting.

Usually offered every year.

Mr. D.L. Perlman

**BIOL 42a Physiology**

[ sn ]

*Prerequisite: BIOL 22b.*

Basic physiological principles will be introduced with an overview of neural and hormonal control mechanisms. Topics include physiology of cardiovascular and respiratory systems, electrolyte regulation, digestion and absorption, and the reproductive system. Usually offered every year.

Ms. Griffith

**BIOL 43b Human Anatomy**

[ sn ]

*Prerequisite: BIOL 22b.*

Designed to provide a sound basis for an understanding of human (mammalian) anatomy. The gross and microscopic morphology of each organ system is discussed in depth. Correlations between structure and function are emphasized. Usually offered every year.

Mr. Morris

**BIOL 50b Animal Behavior**

[ sn ]

*Prerequisites: BIOL 23a or BIOL 60b.*

Examines a wide range of animal behavior, including mating and reproductive tactics, territoriality, and social behaviors. The course employs an ecological framework to understand the evolution of behavior. Usually offered every second year.

Mr. D.L. Perlman

**BIOL 51a Biostatistics**

[ sn ]

*Prerequisite: MATH 10a.*

A basic introduction to methods of statistics, differential calculus, and mathematical analysis applied to problems in the life sciences. Topics include statistical analysis of experimental data, mathematical description of chemical reactions, and mathematical models in neuroscience, population biology, and epidemiology. Usually offered every year.

Staff

**BIOL 55b Diet and Health**

[ sn ]

*Prerequisite: BIOL 22b must be successfully completed prior to taking BIOL 55b.*

Reviews the current evidence concerning dietary impact on the chronic diseases of humans. Topics include genetics and nutrition, cardiovascular disease, obesity, diabetes, osteoporosis, and cancer. Students also examine the involvement of specific nutrients, e.g., fat and cholesterol, vitamins, minerals, fiber, and alcohol in these disease processes. Usually offered every second year.

Mr. Hayes

**BIOL 60b Evolution**

[ sn ]

*Prerequisite: BIOL 22a (formerly BIBC 22a).*

An introduction to evolution, with in-depth exploration of selected topics in evolutionary biology. Topics include phylogenetics and biogeography, natural and sexual selection, life-history evolution, inbreeding and the evolution of mating systems, the genetic basis of adaptation, the evolution of sociality, adaptation to variable environments, co-evolution, and speciation. Usually offered every year.

Mr. Morris

**BIOL 98a Readings in Biology**

*Prerequisites: BIOL 22a and BIOL 22b. Does NOT meet the requirement in biology. May not be taken for credit by students who have satisfactorily completed BIOL 98b.*

Open to exceptionally well-qualified students. This is a tutorial course with readings in a specified biological field. The student will be given a reading list, including current literature and reviews of the topic to be discussed. Course requirements include weekly discussions and the writing of several papers. Usually offered every year.

Staff

**BIOL 98b Readings in Biology**

*Prerequisites: BIOL 22a and BIOL 22b. Does NOT meet the major requirement in biology. May not be taken for credit by students who have satisfactorily completed BIOL 98a.*

See BIOL 98a for course description.

Usually offered every year.

Staff

**BIOL 99d Senior Research**

A year-long, two-semester course involving the student in an independent research project conducted under the supervision of a staff member and serving as an intensive introduction to specific methods of biological research. In cases where students are able to do unusually long, intensive work in the laboratory, they may request a third course credit during the petition process; if this request is approved by the senior honors coordinator, students should register for BIOL 99d (fall) followed by BIOL 99e (spring). The combined enrollments for Senior Research may not exceed three semester course credits. To fulfill the BIOL 99 requirements, students must (1) submit to their research sponsor, at the conclusion of their first BIOL 99 semester, a paper that reviews the literature pertinent to their field of research, and (2) submit to their research sponsor, at the conclusion of their second BIOL 99 semester, a senior thesis that includes an abstract, an introduction, a review of materials and methods, results, discussion, and references. Usually offered every year.

Staff

**BIOL 99e Senior Research**

See BIOL 99d for course description.

Usually offered every semester.

Staff

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**(100-199) For Both Undergraduate and Graduate Students**


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**BIOL 101a Molecular Biotechnology**

[ sn ]

*Prerequisites: BIOL 22a.*

A study of the molecular basis of DNA replication, RNA transcription, RNA processing and editing, protein synthesis, and structure function relationships with emphasis on DNA and protein manipulation and molecular biology techniques. Usually offered every year.

Ms. Kosinski-Collins

**BIOL 102b Structural Molecular Biology**

[ sn ]

*Prerequisites: BIOL 22a and BIOL 22b, or permission of the instructor.*

Cells are filled with machines that carry materials about the cell, that chemically transform molecules, that transduce energy, and much more. Our understanding of how these machines work depends on understanding their structures. This introduction to the structural basis of molecular biology examines the designs of proteins and nucleic acids, their assembly into macromolecular complexes, and the means whereby we visualize these structures. Considers the physical and chemical basis for specificity in molecular recognition. Usually offered every second year.

Staff

**BIOL 103b Mechanisms of Cell Functions**

[ sn ]

*Prerequisite: BIOL 22b or permission of the instructor.*

An advanced course focusing on a mechanistic understanding of cell biological processes and the methods by which these processes are elucidated. Papers are chosen to illustrate a variety of experimental approaches including biochemistry, genetics, and microscopy. Topics include cell cycle, signal transduction, cytoskeleton and cell movement, membrane traffic, and intercellular transport. Usually offered every year.

Mr. Welte

**BIOL 105b Molecular Biology**

[ sn ]

*Prerequisites: BIOL 22a and BIOL 22b.*

*Section 2 is open only to students in the Genetic Counseling Program. Class work for this section is supplemented by special readings and lectures with a clinical focus.*

Examination of molecular processes in replication and expression of genetic information and techniques by which this understanding has been achieved. Topics include recombinant DNA and other molecular biological techniques, structure and organization of DNA in chromosomes, DNA replication, transcription and regulation of gene expression, RNA structure and processing, mRNA stability, and other mechanisms of post-translational control. Usually offered every year.

Ms. Lovett and Mr. Rosbash

**BIOL 111a Developmental Biology**

[ sn ]

*Prerequisite: BIOL 22b.*

How do complex organisms build themselves starting from single cells? Examines how processes such as fertilization, embryogenesis, cell differentiation, and tissue-specific gene expression occur; what is known about the key molecules and genes that orchestrate these processes; and how genetic changes affecting these processes underlie the evolution of body form. Usually offered every second year.

Ms. Birren

**BIOL 122a Molecular Genetics**

[ sn ]

*Prerequisite: BIOL 22a.*

A lecture- and literature-based course emphasizing strategies of genetic analysis and the mechanisms that control genetic change and preserve genetic stability. Lectures cover the topics of mutation, recombination and repair of genetic damage, chromosome structure and transmission, analysis at the genomic level, and modern genetic and molecular biology approaches to study genes in action. Research papers of current and historical interest will be discussed. Usually offered every second year.

Ms. Lovett

**BIOL 125a Immunology**

[ sn ]

*Prerequisites: BIOL 22a and BIOL 22b.*

Topics include properties, functions of cells involved in immunity; genes, structure, function of immunoglobins and T cell receptors; cell interactions; antigen recognition; lymphokines; tolerance; lymphocyte differentiation; genetic regulation; viral immunity; autoimmunity; AIDS; vaccines. Usually offered every year.

Ms. Press

**BIOL 126b Protein Structure and Disease**

[ sn ]

*Prerequisites: BIOL 22a and BIOL 22b, or the equivalent, or permission of the instructor.*

Reviews the basic principles of protein structure, so that the functional aspects of different protein designs may be understood. Examines various protein mutations related to certain molecular diseases and the architecture of some key viruses and their infectivity. Consideration of drug design is an integral part of the course. Student presentations are essential to the course. Usually offered every second year.

Ms. Cohen

**BIOL 128a Human Genetics**

[ sn ]

*Prerequisites: BIOL 22a and BIOL 22b.*

Survey of topics including: mutation and polymorphism; molecular methodology; single-gene inheritance and complexities thereof; multifactorial conditions, risk assessment and Bayesian analysis; cytogenetics; hemoglobinopathies; population genetics; gene mapping; cancer genetics; ethical considerations in genetics; immunogenetics; pharmacogenetics; genetics of development; biochemistry of selected genetic diseases; gene therapy, genomics, proteomics, and bioinformatics. Usually offered every year.

Ms. Hiller

**BIOL 132a General Microbiology**

[ sn ]

*Prerequisites: BIOL 22a and BIOL 22b, CHEM 25a and 25b.*

A survey of the physiology of bacteria and other microorganisms. Concentrates on those aspects of cell structure and function that are important for diverse microbial lifestyles. In addition, pays special attention to the biology of disease-causing organisms and microbiological problems facing medicine today. Usually offered every second year.

Staff

**BIOL 134b Tropical Ecology**

[ sn ]

*Prerequisites: BIOL 23a or permission of the instructor.*

An in-depth look at tropical ecology with this as the central question: why are tropical regions ecologically so different from temperate and polar regions? Usually offered every second year.

Mr. D.L. Perlman

**NBIO 136b Computational Neuroscience**

[ sn ]

*Prerequisites: MATH 10a or PHYS 10a or approved equivalents.*

An introduction to concepts and methods in computer modeling of neural systems.

Topics include the basic biophysics of ion conduction, single- and multi-compartment neuron models, information representation and processing in the visual system, and models of synaptic plasticity, working memory and decision making. Usually offered every second year.

Staff

**NBIO 140b Principles of Neuroscience**

[ sn ]

*Prerequisite: BIOL 22b or permission of the instructor.*

Basic principles of neuroscience. Topics include resting potentials, action potentials, synaptic transmission, sensory systems, motor systems, learning, neural circuits underlying behavior, neurological diseases, and mental illness. Usually offered every year.

Ms. Turrigiano

**BIOL 141b Molecular Pathophysiology**

[ sn ]

*Prerequisite: BIOL 42a, BCHM 100a or NBIO 140b, or permission of the instructor.*

An in-depth investigation of the molecular mechanisms by which the body's organ systems maintain health/homeostasis and succumb to genetic diseases (e.g. Cystic Fibrosis, Parkinson's Disease, ALS), with additional emphasis on understanding how the body adapts to physical exertion and exercise. Usually offered every second year.

Mr. Dore

**NBIO 143b Developmental Neurobiology**

[ sn ]

*Prerequisite: BIOL 22b or permission of the instructor.*

Discusses the mechanisms used in the development of the nervous system. Topics include determination of neuronal cell fates, neuronal differentiation and pattern formation, neuron survival and growth, and mechanisms responsible for generation of connectivity in the nervous system.

Usually offered every second year.

Ms. Sengupta

**NBIO 145b Systems Neuroscience**

[ sn ]

*Prerequisite: NBIO 140b.*

A fundamental question in neuroscience is how our brains extract and compute features and functions—such as direction of motion from visual stimuli—and how experience allows the microcircuits within our brains to become better tuned to such features. Understanding these processes requires insight into the cellular and network mechanisms that give rise to them. We will begin by examining the classical literature, and then we will move on to recent advances in understanding the cellular and network properties of brain microcircuits. The course emphasizes reading from original papers, and extensive class discussion. Usually offered every year.

Ms. Turrigiano

**NBIO 146a The Neurobiology of Human Disease**

[ sn ]

*Prerequisite: NBIO 140b.*

A lecture- and literature-based overview of the neurobiological underpinnings of neurological and psychiatric disorders including autism, mental retardation, schizophrenia, bipolar disorder, Alzheimer's Disease, Parkinson's Disease, and other neurodevelopment and neurodegenerative disorders. Usually offered every second year.

Mr. Nelson

**NBIO 147a Neurogenetics**

[ sn ]

*Prerequisites: BIOL 18a and BIOL 22a.*

Development and function of the nervous system and responses of excitable cells studied in neurological and behavioral mutants. Characterization and manipulation of genes, defined by these mutations and using molecular biological tools. Organisms: microbes, roundworms, fruit flies, mammals. Neurobiological areas: embryonic neural development, nerve cell differentiation and pattern formation, membrane excitability, responses to visual and chemical stimuli, biological rhythms, and reproductive behavior. Usually offered every third year.

Mr. Hall

**NBIO 148b Cellular Neuroscience**

[ sn ]

*Prerequisite: NBIO 140b or permission of the instructor. May be taken concurrently with NBIO 140b.*

Focuses on cellular mechanisms of excitability and synaptic plasticity. Students examine classic experiments on action potentials and synaptic transmission and the original research literature dealing with the cellular mechanisms of developmental and learning-related plasticity. Usually offered every year.

Mr. Lisman

**BIOL 149b Molecular Pharmacology**

[ sn ]

*Prerequisites: BIOL 22b and CHEM 25a and b. NBIO 140b strongly recommended.*

Covers the essentials of pharmacology and the study of the actions of chemical agents (drugs, toxins, neurotransmitters, and hormones) that interact with living systems. Emphasizes molecular mechanisms of neuropharmacology. Topics include pharmacokinetics, hormone action, autonomic pharmacology, and the psychopharmacology of drugs of abuse and mental disorders. Usually offered every third year.

Ms. Griffith

**NBIO 150a Autism and Human Developmental Disorders**

[ sn ]

*Prerequisite: BIOL 22b.*

Autism and other developmental disorders are characterized by abnormal brain development resulting in cognitive and behavioral deficits. Takes an integrative approach to investigate the biological, behavioral, medical, and social aspects of human developmental disorders. Usually offered every second year.

Ms. Birren

**BIOL 155a Project Laboratory in Genetics and Genomics**

[ sn ]

*Prerequisites: BIOL 18a,b and 22a,b.*Genetic analysis through laboratory research. Projects include genome-wide analysis of genes of the bacterium *E. coli*, and comparative genomic analysis using genomic databases and other computer resources. Students develop tools for genetic analysis and evaluate their usefulness. Usually offered every year.

Ms. Lovett and Mr. Morris

**BIOL 160b Human Reproductive and Developmental Biology**

[ sn ]

*Prerequisites: BIOL 22a and BIOL 22b.*

Course deals with hormonal, cellular, and molecular aspects of gametogenesis, fertilization, pregnancy, and birth. Pathological and abnormal variations that occur and the available medical technologies for intervention, correction, and facilitation of these processes are discussed. Usually offered every year.

Ms. Jackson

**BIOL 172b Growth Control and Cancer**

[ sn ]

*Prerequisites: BIOL 22a and BIOL 22b.*

Covers the fundamental rules of behavior of cells in multicellular organisms. Examines cellular and molecular mechanisms that govern cell growth, differentiation and survival in normal cells, as well as how this regulation is disrupted in cancer. Usually offered every second year.

Mr. Ren

**BIOL 174b Stem Cells**

[ sn ]

*Prerequisites: BIOL 22a and BIOL 22b.*

Stem cells are cells that can both undergo self-renewal and give rise to all cells or special cell types of the body. They have the potential for the restoration of lost organ function that cannot be achieved through traditional drug therapies. Covers stem cell biology, cell differentiation and transdifferentiation, cell lineage commitment, gene expression regulation, signal transduction, cell identity memory and cell therapies. Provides a unique way to gain insights into developmental biology, molecular and cell biology, cancer biology, biology of aging, regenerative medicine, as well as bioethics and health and public policies. Usually offered every second year.

Mr. Ren

**BIOL 175b Advanced Immunology: Topics in Infectious Disease**

[ sn ]

*Prerequisite: BIOL 125a and permission of the instructor.*

An advanced lecture- and literature-based course that will focus on a select group of microorganisms (bacteria, viruses, etc.) considered important in human disease. Topics include mechanisms/determinants of pathogenicity, organism-specific immune responses, immune evasion, vaccines, public health issues, bioterrorism agents. Usually offered every second year.  
Ms. Press

**Cross-Listed Courses****QBIO 110a**

Numerical Modeling of Biological Systems

**ANTH 116a**

Human Osteology

**QBIO 120b**

Quantitative Biology Instrumentation Laboratory

**NBIO 150a**

Autism and Human Developmental Disorders

**COSI 230a**

Topics in Computational Biology

## Bioorganic Chemistry

See Biochemistry

A graduate program

## Biophysics and Structural Biology

Courses of Study:  
Master of Science  
Doctor of Philosophy

### Objectives

**Graduate Program in Biophysics and Structural Biology**

The interdepartmental Graduate Program in Biophysics and Structural Biology, leading to the degree of Doctor of Philosophy, is designed to develop the student's capacity for independent research. The program is focused on the application of the physical sciences to important problems in molecular and cellular biology. It offers opportunities for study and research in a variety of fields, including protein crystallography and magnetic resonance spectroscopy, molecular microscopy, biophysical chemistry, neuroscience, sensory transduction, and chemomechanical energy transduction. Applicants are expected to have strong backgrounds in physical sciences with undergraduate majors in any related field, such as biology, biochemistry, chemistry, engineering, mathematics, or physics. The course requirements for the Ph.D. degree are formulated individually for each student to complement the student's previous academic work with the goal of providing a broad background in the physics and chemistry of biological processes.

Research for the Ph.D. dissertation is carried out under the personal supervision of a faculty advisor; advisors can be from any department within the School of Science. Prospective applicants should obtain the complete list of faculty research interests and recent publications from the program or view this information at: [www.bio.brandeis.edu/biophysics](http://www.bio.brandeis.edu/biophysics).

### How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School are given in an earlier section of this *Bulletin*. Applications should include, in addition to letters of reference, a personal statement describing the reasons for the applicant's interest in the field and previous research experience, if any. Applicants are required to take the Graduate Record Examination and are encouraged to visit Brandeis for interviews, if possible.

**Faculty Advisory Committee**

**Dorothee Kern, Chair**  
(Biochemistry)

**Jeff Agar**  
(Chemistry)

**Jeff Gelles**  
(Biochemistry)

**Jané Kondev**  
(Physics)

**Christopher Miller**  
(Biochemistry)



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## Requirements for the Degree of Master of Science

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### Program of Study

This graduate program does not normally admit students to pursue the M.S. degree. In special cases, however, the M.S. degree may be awarded upon completion of an approved program of study consisting of at least six graduate-level courses in biology, physics, biochemistry, or chemistry with a grade of B- or better. Generally, the courses include BIOP 200b, BIOP 300a, and BIOP 300b.

### Residence Requirement

The minimum residence requirement is one year.

### Language Requirement

There is no language requirement.

### Thesis

To qualify for the M.S., a student must submit a thesis reporting a substantial piece of original research carried out under the supervision of a research advisor or advisors.

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## Requirements for the Degree of Doctor of Philosophy

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### Program of Study

The Ph.D. Program in Biophysics and Structural Biology is designed to accommodate students with previous academic majors in a wide range of fields, including biology, physical chemistry, engineering, and physics. Consequently, the course requirements for the Ph.D. degree are tailored to the needs of the particular student. In consultation with each entering student, the program chair formulates a program of study for the student based on the student's previous academic accomplishments and scientific interests. Successful completion of the courses listed in the program of study fulfills the course requirements for the Ph.D. degree. The required program of study consists of seven one-semester courses, of which six are completed in the student's first year. The first year courses include BIOP 200b and two courses of laboratory rotations (BIOP 300a,b). In addition to the seven courses, the noncredit course CONT 300b (Ethical Practice in Health-Related Sciences) is required of all first-year students. All students beyond the first year must register for BIOP 401d. Students in their third and higher years of study will have yearly progress meetings with a faculty committee of three for the purpose of maintaining a satisfactory trajectory towards completion of the thesis defense.

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## Courses of Instruction

### (200 and above) Primarily for Graduate Students

#### BIOP 200b Biophysics and Structural Biology Graduate Seminar

*Required for first-year Biochemistry and Biophysics and Structural Biology graduate students.*

Introduces students to chemical and physical approaches to biological problems through critical evaluation of the original literature. Students analyze scientific papers on a wide range of topics in the fields of biochemistry and biophysics. Discussion focuses on understanding of the scientific motivation for and experimental design of the studies. Particular emphasis is placed on making an independent

determination of whether the author's conclusions are well justified by the experimental results. In consultation with the instructor, each student also develops a research proposition based on independent reading and prepares a research plan in the form of a mock-grant proposal. Usually offered every year.  
Mr. Miller

#### BIOP 300a Introduction to Research in Biophysics

*Students must consult with the program chair prior to enrolling in these courses.* Students carry out four nine-week projects in the research laboratories of biological and physical science faculty members.  
Ms. Kern and Staff

#### BIOP 300b Introduction to Research in Biophysics

A continuation of BIOP 300a.  
Ms. Kern and Staff

#### BIOP 401d Biophysical Research Problems

Independent research for the M.S. or Ph.D. degrees. All graduate students beyond the first year must register for this course. Usually offered every semester.  
Staff

### Teaching Requirement

As part of their Ph.D. training, students are required to assist with the teaching of two, one-semester courses.

### Residence Requirement

The minimum residence requirement is three years.

### Language Requirement

There is no language requirement.

### Financial Support

Students may receive financial support (tuition and stipend) throughout their participation in the Ph.D. program. This support is provided by a combination of University funds, training grants, and faculty research grants.

### Qualifying Examinations

To qualify for the Ph.D. degree, each student must write and defend in oral examinations three propositions related to research in biophysics or structural biology. The subject of the second proposition must be outside the immediate area of the student's dissertation research.

### Dissertation and Defense

The dissertation must report the results of an original scientific investigation into an approved subject and must demonstrate the competence of the Ph.D. candidate in independent research. The dissertation research must be presented and defended in a final oral examination.

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## Requirements for the Degree of Doctor of Philosophy in Physics and Structural Biology with Specialization in Quantitative Biology

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### Program of Study

Students wishing to obtain the specialization must first gain approval of the graduate program chair. This should be done as early as possible, ideally during the first year of graduate studies. In order to receive the Ph.D. in Biological Physics and Structural Biology with additional specialization in quantitative biology, candidates must complete a) the requirements for the Ph.D. described above and b) the course requirements for the quantitative biology specialization that are described in the quantitative biology section of this *Bulletin*. Any alteration to the quantitative biology course requirements must be approved by the graduate program chair and by the quantitative biology program faculty advisory committee.

**Cross-Listed Courses****BCHM 101a**

Advanced Biochemistry: Enzyme Mechanisms

**BCHM 102a**

Quantitative Approaches to Biochemical Systems

**BCHM 103b**

Advanced Biochemistry: Information Transfer Mechanisms

**BCHM 104b**

Physical Chemistry of Macromolecules

**PHYS 105a**

Biological Physics

**QBIO 110a**

Numerical Modeling of Biological Systems

**QBIO 120b**

Quantitative Biology Instrumentation Laboratory

**Courses of Related Interest****BCHM 170b**

Bioinformatics

**BCHM 171b**

Protein X-ray Crystallography

**BCHM 219b**

Enzyme Mechanisms

**BCHM 220a**

Proteases

**BCHM 223a**

Signal Transduction

**BCHM 224a**

Single-Molecule Biochemistry and Biophysics

**BIOL 102b**

Structural Molecular Biology

**BIOL 103b**

Mechanisms of Cell Functions

**BIOL 224b**

The RNA World

**CHEM 129b**

Special Topics in Inorganic Chemistry: Introduction to X-ray Structure Determination

**CHEM 132b**

Advanced Organic Chemistry: Spectroscopy

**CHEM 143b**

Physical Chemistry: Kinetics, Dynamics, and Transport

**CHEM 144a**

Physical Chemistry: Computational Chemistry

**CHEM 246b**

Advanced NMR Spectroscopy

**NBIO 140b**

Principles of Neuroscience

**NBIO 145b**

Systems Neuroscience

**PHYS 104a**

Soft Condensed Matter

**PHYS 110a**

Mathematical Physics

**PHYS 163a**

Statistical Physics and Thermodynamics

**PHYS 169b**

Advanced Laboratory

**Required First-Year Graduate Health-Related Science Programs Course****CONT 300b Ethical Practice in Health-Related Sciences**

*Required of all first-year graduate students in health-related science programs. Not for credit.*

Ethics is an essential aspect of scientific research. This course, taught by University faculty from several graduate disciplines, covers major ethical issues germane to the broader scientific enterprise, including areas or applications from a number of fields of study. Lectures and relevant case studies are complemented by public lectures during the course. Usually offered every year.  
Ms. Press

An interdepartmental program

Courses of Study:  
Minor

## Business

### Objectives

The Business Program (BUS) introduces undergraduates to the functions and problems of business enterprise and helps them to acquire skills and perspectives essential to a business career. Administered and staffed by the Brandeis International Business School and the School of Arts and Sciences, the curriculum allows students to combine ideas and methods from liberal arts disciplines with an intensive education in business thinking and practice.

### How to Become a Minor

The Business Program is designed to be accessible to any Brandeis undergraduate and to serve students with a broad range of interests. It welcomes all students who wish to augment their liberal arts education with a brief but sophisticated overview of business issues. Economics majors may complete this program, but students in the International Business Program (IB) may not. Students who entered Brandeis before fall 2003 may elect to complete either the IB or the BUS program; for other students, this program replaces the IB. Satisfactory completion of BUS is noted on the student's permanent record and transcript.

### Committee

**Benjamin Gomes-Casseres, Chair**

(Economics; International Business School)

**F. Trener Dolbear**

(Economics; International Business School)

**Richard Gaskins**

(American Studies; Legal Studies)

**Andrew Molinsky**

(International Business School; Psychology)

**Paroma Sanyal**

(Economics)

**Dessima Williams**

(Sociology; The Heller School)

**Xin Wang**

(Economics; International Business School)

### Faculty

**Benjamin Gomes-Casseres, Chair**

(Economics; International Business School)

**Brenda Anderson**

(International Business School)

**Edward Bayone**

(International Business School)

**Alfonso Canella**

(International Business School)

**F. Trener Dolbear**

(Economics; International Business School)

**Richard Keith**

(International Business School)

**Charles Reed**

(International Business School)

**Xin Wang**

(Economics; International Business School)

### Requirements for the Minor

**A.** Two core courses in economics and in business: ECON 2a and BUS 10a (formerly ECON 37b).

**B.** One core course in accounting and statistics: BUS 4a or BUS 6a. Students who take a statistics course in another department (e.g., ECON 83a, PSYC 51a, MATH 36a, b, or another statistics course approved by the program advising head) should take BUS 6a. Students who do not take any statistics course should take BUS 4a.

**C.** One course providing an alternative perspective on business: Any cross-listed course (e.g., not BUS), except for ECON courses.

**D.** Two electives: One should be a BUS course (except BUS 89a or BUS 98a) and the other can be any BUS or cross-listed course, including ECON courses (but not including statistics courses).

**E.** No course with a final grade below C can count toward fulfilling the requirements for the minor in business.

### Special Notes Relating to Undergraduates

No more than two courses may be double-counted for another major or minor. Upon approval of the program advising head, more advanced BUS courses in the International Business School or courses taken during a Brandeis-approved study abroad may be used as substitutes for BUS electives in the program.

Students may elect to specialize in various fields, such as globalization and business, finance, entrepreneurship, business and society, and business and government. The program advising head will advise on appropriate courses for specialization. This specialization does not appear on the student's transcript. Students interested in taking a BUS internship for credit should consult the description and enrollment information for BUS 89a (below) or the website for business internships: [www.brandeis.edu/programs/internships/pages/bus.html](http://www.brandeis.edu/programs/internships/pages/bus.html). Normally BUS 92a (independent academic internship) is not offered; BUS (or ECON) students who wish to do internship courses should enroll in BUS 89a. BUS 89a is a 4-credit course and can satisfy the second category of BUS electives under D. (above). Most BUS 89a students do their internships in the same semester they enroll for the classes (usually spring), but internships can also be done during a prior academic semester or summer. Searching the University's main website for "internships" will lead to information on availability of courses, guidelines, and requirements.

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## Courses of Instruction

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### (1-99) Primarily for Undergraduate Students

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#### BUS 4a Introduction to Accounting and Statistics

[ ss ]

*Prerequisite: ECON 2a. A core course for the business minor. Open only to students in the business minor who are not economics majors.*

An introduction to the accounting and quantitative skills that are central to business decision making. Includes financial statement preparation and analysis, accounting ethics, and basic statistical methods. Usually offered every year.

Ms. Anderson

#### BUS 6a Financial Accounting

[ ss ]

*Prerequisite: ECON 2a. This course may not be repeated for credit by students who have taken FIN 212a (formerly IEF 204a) or ECON 12a in previous years.*

Develops basic concepts and accounts and applies them to income measurement, capital values, and costs. Through the use of cases, develops the basis for rational choice and control of business activity. Usually offered every semester.

Mr. Keith

#### BUS 10a Functions of the Capitalist Enterprise

[ ss ]

*Prerequisite: ECON 2a (may be taken concurrently) or permission of the instructor. This course may not be repeated for credit by students who have taken ECON 37b in previous years.*

Introduces the internal complexity of modern businesses and the various roles they play in society. First examines the internal workings of firms—marketing, operations, finance, and other functions. Subsequently, the relationships between businesses and their context—the economy, social issues, and government are studied. Usually offered every semester in multiple sections.

Mr. Bayone and Mr. Reed

#### BUS 30a Entrepreneurship and Innovation

[ ss ]

*Prerequisite: ECON 2a. An elective course for the business minor. This course may not be repeated for credit by students who have taken IEF 135b or IEF 235b in previous years.*

Explores why, when, and how to start a new business venture. Includes identifying opportunities, gaining access to resources, and assembling a team with key skills. Uses lectures, case discussions, and outside speakers to introduce issues in both theory and practice. Usually offered every year.

Mr. Reed

#### BUS 40a Business and the Internet

[ ss ]

*Prerequisite: ECON 2a. An elective course for the business minor. This course may not be repeated for credit by students who have taken IEF 148a in previous years.*

The Internet is changing business and reshaping competition. Which rules of business economics will apply to the Net Economy and which new ones will arise? These issues are explored, but as there are yet few clear answers, students are expected to be actively involved in shaping our collective learning. Usually offered every year.

Mr. Gomes-Casseres

#### BUS 70a Business in the Global Economy

[ ss ]

*Prerequisite: ECON 2a. This course may not be repeated for credit by students who have taken ECON 33a in previous years.*

Modern firms frequently cross national borders to find new markets and resources. Their strategies are then shaped by the international economy and by the policies of national governments. Using case discussion, students explore why and how United States, Japanese, and European firms operate outside their home countries. Usually offered every year.

Staff

#### BUS 75a Issues in Business and Management

[ ss ]

*Seniors will have priority for admission. Students must complete all other required business minor courses before taking BUS 75a. This course may not be repeated for credit by students who have taken ECON 19b in previous years.*

Explores issues central to the success of American business. Representative issue: Why have some companies developed strong export markets while others focus almost exclusively on domestic sales? Special attention is given to ethical issues and the role of the corporation and its employees as citizens of their own nation and of the world of nations. Although the topics may vary from year to year, the course may NOT be repeated for credit. Usually offered every year.

Mr. Canella

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

*Normally students must arrange an internship placement prior to registration and the internship is concurrent with the seminar. Students wishing to fulfill the internship component of the course in a semester when the seminar is not offered or during the summer must obtain approval from the instructor prior to the internship. A structured journal documenting the internship experience is required as a basis for seminar participation.*

Encourages students to pool experiences and lessons drawn from various business environments and to analyze and discuss them in the context of related readings. Usually offered every spring.

Mr. Dolbear

#### BUS 98a Independent Study

Normally available for a student who has taken a course and wishes to pursue further reading or research in that field or study a subject not listed among the department course offerings. Usually offered every year.

Staff

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## Core Courses

#### BUS 4a

Introduction to Accounting and Statistics

#### BUS 6a

Financial Accounting

#### BUS 10a

Functions of the Capitalist Enterprise

#### ECON 2a

Introduction to Economics

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## Elective Courses

#### BUS 30a

Entrepreneurship and Innovation

#### BUS 40a

Business and the Internet

#### BUS 70a

Business in the Global Economy

#### BUS 75a

Issues in Business and Management

#### BUS 89a

Work in the Global Business Environment: Internship and Seminar

#### BUS 98a

Independent Study

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## Cross-Listed Courses

#### ECON 8b

The Global Economy

#### ECON 57a

Environmental Economics

#### ECON 71a

Introduction to Finance

#### ECON 74b

Law and Economics

#### ECON 76b

Labor Economics

#### ECON 77a

Introduction to Regulation and Public Policy

#### ECON 80a

Microeconomic Theory



<b>ECON 135a</b> Industrial Organization	The following courses are eligible as “alternative perspectives on business” (refer to requirement item C on previous page):	<b>JOUR 103b</b> Advertising and the Media
<b>ECON 161a</b> International Finance	<b>AAAS 126b</b> Political Economy of the Third World	<b>LGLS 129b</b> Law, Technology, and Innovation
<b>ECON 171a</b> Financial Economics	<b>AMST 188b</b> Justice Brandeis and Progressive Jurisprudence	<b>PHIL 13b</b> The Idea of the Market: Economic Philosophies
<b>ECON 172b</b> Money and Banking	<b>AMST 189a</b> Legal Foundations of American Capitalism	<b>POL 166b</b> Seminar: Issues in International Political Economy
<b>ECON 174a</b> Corporate Finance	<b>ANTH 163b</b> Production, Consumption, and Exchange	<b>POL 172b</b> Introduction to International Political Economy
<b>ECON 177b</b> Economic Regulation and Deregulation	<b>COSI 33b</b> Internet and Society	<b>PSYC 150b</b> Organizational Behavior
	<b>HIST 160b</b> American Legal History II	<b>SOC 107a</b> Global Apartheid and Global Social Movements
	<b>HS 104b</b> American Health Care	<b>SOC 117a</b> Sociology of Work
	<b>HS 110a</b> Wealth and Poverty	

## Department of Chemistry

Courses of Study:  
Minor  
Major (B.A./B.S.)  
Combined B.A./M.S.  
Master of Science  
Doctor of Philosophy

### Objectives

#### Undergraduate Major

The chemistry major offers a broad training in modern chemistry, covering the major subfields—biochemistry, inorganic, organic, and physical—and at the same time allowing students to pursue their special interest(s). Chemistry is the central science and the chemistry major provides a solid preparation for professional work in chemistry and allied fields; for study at the graduate level in chemistry and in other related fields (biochemistry, environmental science, pharmacology, polymer science, etc.); for professional schools (e.g., medicine, dentistry); and for developing an understanding of the technological and scientific issues challenging our society today—useful professionally in law and business, as well as in everyday life. Chemistry majors are given the opportunity to develop extensive, practical experience through laboratory courses using macro- and microscale techniques. Chemistry majors are encouraged to participate in independent research, which is an important part of a scientific education.

#### Graduate Program in Chemistry

The Graduate Program in Chemistry, leading to the M.S. and Ph.D. degrees, includes coursework, seminar participation, research, and teaching, and is designed to lead to a broad understanding of the subject. Entering students may be admitted to either the master’s or the doctoral program. The Ph.D. is offered with specializations in inorganic, organic, and physical chemistry. All students will be required to demonstrate knowledge in advanced areas of inorganic, organic, and physical chemistry. The doctoral program is designed to be flexible so that individual programs of study may be devised to satisfy the particular interests and needs of each student. In each case this

program will be decided by joint consultation between the student, the graduate studies committee, and the thesis supervisor, when selected. The doctoral program will normally include a basic set of courses in the student’s own area of interest, to be supplemented by advanced courses in chemistry and, where appropriate, biochemistry, biology, mathematics, and physics.

#### How to Become an Undergraduate Major

The most important qualification for becoming a chemistry major is interest in and enjoyment of chemistry. In chemistry, as in other sciences, courses build on each other; therefore, it is important to begin early. Most students (but not all) take general chemistry and calculus in their first year. The chemistry major requires PHYS 11a,b (Basic Physics I,II), which is a prerequisite for physical chemistry and advanced experimental chemistry. Completing PHYS 11a,b by the end of the sophomore year (strongly recommended) will allow students to take physical chemistry and advanced experimental chemistry during their junior year. During the fall term, interested students meet with chemistry faculty and majors at a “meet the majors” gathering called to discuss the major in chemistry. Students should consult with their faculty advisors to develop a program of courses to shape their needs and interests. To apply for the honors program, a student must select a research advisor and submit a proposed plan to the department by September 15 of his or her senior year.

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## How to Be Admitted to the Graduate Program

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The general requirements for admission to the Graduate School, given in an earlier section of this *Bulletin*, apply to candidates for admission to the Graduate Program in Chemistry. In addition, the undergraduate curriculum of applicants should include courses in inorganic, organic, and physical chemistry.

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### Faculty

**Peter Jordan, Chair**

Statistical mechanics of membranes and of membrane transport. Modeling of ion and water pores. Molecular dynamics. Modeling peptide-membrane interaction.

**Jeffrey Agar**

Development of mass spectrometry methods for the comprehensive identification of proteins and their post-translational modifications. Current projects involve the role of protein modification in memory and neurodegeneration.

**Iu-Yam Chan**

Magnetic resonance and optical spectroscopy under pressure. Dynamics of quantum tunneling reactions.

**Li Deng**

Asymmetric catalysis and asymmetric synthesis. Solid phase synthesis and combinatorial chemistry. Chiral recognition. Chemical approaches towards understanding protein functions.

**Milos Dolnik**

Pattern formation in reaction-diffusion systems. Mathematical modeling of complex chemical reactions and gene networks. Deterministic chaos.

**Irving Epstein**

Nonlinear chemical dynamics. Spatial pattern formation, oscillations and chaos in reaction-diffusion systems. Mathematical modeling of biochemical kinetics and neural systems. Networks.

**Bruce Foxman, Undergraduate Advising Head**

X-ray structure determination. Coordination polymers. Chemical, physical, and crystallographic studies of solid-state reactions. Automatic solution of crystal structures using novel computer techniques.

**Anne Gershenson**

Protein dynamics, stability, and folding. Optical spectroscopy of single molecules. Protein engineering and directed evolution.

**Judith Herzfeld**

Solid-state NMR studies of the structure and functional mechanisms of membrane proteins. Statistical thermodynamics of spontaneous order in crowded solutions of self-assembling proteins and surfactants.

**Philip Keehn**

Synthetic methods, organic synthesis of strained rings, and theoretically interesting molecules. Host-guest complexes. Plant medicinals. Applications of NMR spectroscopy to organic systems. Photooxidation.

**Oleg Ozerov**

Organometallic chemistry. Structure, bonding, and reactivity relationships. Catalytic applications of organotransition metal complexes. Ligand promoted reactivity at transition metal centers.

**Gregory Petsko (Director, Rosenstiel Center)**

Protein crystallography, especially direct observation of transient species by low-temperature and Laue methods. Signal transduction in the process of quiescence. Protein dynamics. Protein engineering. Structure/function of proteins involved in Parkinson's disease. Yeast genetics.

**Thomas Pochapsky**

Biological redox enzymes structure and mechanism. Transient interactions in solution by NMR. NMR structures of proteins.

**Arthur Reis**

Forensic Science and DNA Replication. Single mtDNA molecule amplification for Single Nucleotide Polymorphism (SNP) determination in human biological samples that impact our understanding of aging, and use in forensic assays.

**Dagmar Ringe (Rosenstiel Center)**

Protein crystallography and structural enzymology. Structure and function of PLP dependent enzymes, DNA binding proteins, and enzymes that utilize bimetallic centers for catalysis. Evolution of metabolic pathways. Rational drug design.

**Timothy Rose**

Physical and environmental chemistry, materials science, electrochemistry, photochemistry; undergraduate laboratory development.

**Barry Snider**

Development of new synthetic methods. Mechanisms of synthetically important reactions. Total synthesis of natural products.

**Thomas Tuttle**

Chemistry of liquid solutions. Composition and structures of species in metal solutions in polar solvents. Application of spectroscopy, e.g., magnetic resonance, optical and spectropolarimetry, to elucidation of the composition and structure of solutions. Theory of chemical species in solution.

**Jinquan Yu**

Asymmetric activation of  $sp^3$  C-H bonds and synthetic methods, biomimetic catalysis of iron containing systems and chemical probes for life processes.

**Anatol Zhabotinsky**

Oscillating chemical reactions and pattern formation in reaction-diffusion systems. Mathematical modeling of biochemical kinetics and neural systems.

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## Requirements for the Undergraduate Major

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### Degree of Bachelor of Arts

**A.** Two semesters of general chemistry lectures (CHEM 11a,b; or 15a,b) with laboratory (CHEM 18a,b; 19a,b).

**B.** Five semester lecture courses, at least four of them in CHEM, chosen from among CHEM 25a,b and courses in CHEM or BCHM numbered 30 or higher (including BIOL 105b and NBIO 148b). Courses must include at least one in each of the following three groups: inorganic chemistry (CHEM 121a, 122b, 123b), organic chemistry (CHEM 25a,b), physical chemistry (CHEM 141a, 142a, 143b).

**C.** CHEM 29a plus three laboratory courses chosen from CHEM 29b, 39b, 59a, or 59b.

**D.** MATH 10a,b and PHYS 11a,b or 15a,b, which are prerequisites for physical chemistry and advanced experimental chemistry. *Students are urged to complete PHYS 11 a,b by the end of their sophomore year.* Students with AP credit for MATH 10a,b are advised to take at least one additional MATH course at Brandeis, as is generally expected by professional schools. A recently-taken math course may also strengthen preparation for physical chemistry. MATH 15a, 20a, or 21a are suitable for either the medical school requirements or preparation for physical chemistry.

**E.** Additional requirements for degree with departmental honors: Two semesters of CHEM 99d (Senior Research); grade point average of 3.00 or higher in all courses taken to meet the major requirements, including laboratories. Students must petition the department by September 15 of their senior year to enter the senior honors program. Students interested in taking a program of study approved by the American Chemical Society should consult their faculty advisors.

**F.** Students planning to pursue graduate study in chemistry should be sure that their program of study includes at least two semesters each of organic chemistry lectures (CHEM 25a,b) and laboratory (CHEM 29a,b), physical chemistry lectures (CHEM 141a, 142a or 143b) as well as BCHM 100a. Degree requirements can be satisfied by any combination of physical chemistry courses (CHEM 141a, 142a, or 143b; however, in general, thermodynamics (CHEM 141a) should be one of them. Students should discuss their choice of a second physical chemistry course with the undergraduate advising head. Physics laboratory (PHYS 19a,b) is also advisable.

**G.** All transfer students must pass satisfactorily a minimum of three chemistry or biochemistry courses at Brandeis at a level of CHEM 25 or higher with one of the three being CHEM 39b, 59a, or 59b.

**H.** A student may graduate with a double major in biology and chemistry if the major requirements in each department are fully met.

**I.** A student may graduate with a double major in chemistry and biochemistry if the major requirements in each department are fully met.

### Degree of Bachelor of Science

**A.** Two semesters of general chemistry lectures (CHEM 11a,b; or 15a,b) with laboratory (CHEM 18a,b; or 19a,b).

**B.** Two semesters of organic chemistry lectures (CHEM 25a,b) with laboratory (29a,b).

**C.** Two semesters of physical chemistry lectures (CHEM 141a, 142a, or 143b).

**D.** One semester of inorganic chemistry lectures (CHEM 121a, 122b, or 123b).

**E.** Three, four-credit laboratory courses (CHEM 39b; 59a,b; or one arranged with a laboratory instructor).

**F.** Two additional 100-level CHEM courses. (Either CHEM 33a or a 100-level BCHM course may be substituted for one of the two 100-level CHEM courses.)

**G.** MATH 10a,b and PHYS 11a,b or 15a,b, which are prerequisites for physical chemistry and advanced experimental chemistry. *Students are urged to complete PHYS 11a,b by the end of their sophomore year.* Students with AP credit for MATH 10a,b are advised to take at least one additional MATH course at Brandeis, as is generally expected by professional schools. A recently-taken math course may also strengthen preparation for physical chemistry. MATH 15a, 20a, or 21a are suitable for either the medical school requirements or preparation for physical chemistry.

**H.** Additional requirements for degree with departmental honors: Two semesters of CHEM 99d (Senior Research) and a grade point average of 3.00 or higher in all courses taken to meet the major requirements, including laboratories. Students must petition the department by September 15 of their senior year to enter the senior honors program. Students interested in taking a program of study approved by the American Chemical Society should consult their faculty advisors.

**I.** For students planning to pursue graduate study in chemistry, BCHM 100a and physics laboratory (PHYS 19a,b) are also advisable. Degree requirements can be satisfied by any combination of physical chemistry courses (CHEM 141a, 142a, or 143b); however, in general, thermodynamics (CHEM 141a) should be one of them. Students should discuss their choice of a second physical chemistry course with the undergraduate advising head.

**J.** All transfer students must pass satisfactorily a minimum of three chemistry or biochemistry courses at Brandeis at a level of CHEM 25 or higher with one of the three being CHEM 39b, 59a, or 59b.

**K.** Provisions H and I of the Bachelor of Arts requirements also apply to B.S. degrees.

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## Combined B.A./M.S. Program

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Candidates for departmental honors may be admitted to a special four-year B.A./M.S. program upon recommendation of the department and the Graduate School. Application must be made by May 1 preceding the senior year. Students must complete requirements A-E as described in the requirements for degree of Bachelor of Arts. Additionally, a 130-level organic course, another 140-level physical course chosen from among CHEM 141a, 142a and 143b, and two other 100-level courses from the School of Science must be taken. The above four courses may not also be counted toward the major requirement. Grades of B- or better are required in the 100-level science courses. Candidates should read the section "Dual Bachelor's/Master's Degree Programs" under the heading "Special Academic Opportunities," which appears earlier in this *Bulletin*. Most notable are the three-year residence requirement and the required total of 38 courses.

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## Requirements for the Undergraduate Minor

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The minor in chemistry consists of the equivalent of six full-credit (four-semester-hour) courses and three half-credit (two-semester-hour) courses:

CHEM 11a and 11b (or CHEM 15a and 15b)  
 CHEM 18a and 18b (or CHEM 19a and 19b)  
 CHEM 25a  
 CHEM 29a

Three additional full-credit (four semester-hour) chemistry courses that meet the major requirements. BCHM 100a, 101a, 103b, or 104b may count as one of the three courses.

### Special Notes Relating to Undergraduates

*Either* CHEM 11a,b lecture and CHEM 18a,b laboratory, *or* CHEM 15a,b lecture and CHEM 19a,b laboratory will satisfy the general chemistry requirements of most medical schools. The organic chemistry requirements of most medical schools will be satisfied by CHEM 25a,b lecture and CHEM 29a,b laboratory.

### Special Notes Relating to Graduate Students

Chemistry colloquia are lectures given by faculty and invited speakers. Participation in this noncredit activity is required of all graduate students.

### Requirements for the Degree of Master of Science

#### Program of Study

Each candidate is required to successfully complete one year of study at the graduate level in chemistry, or, with prior permission of the graduate studies committee, in related fields. The program will include laboratory work and, normally, six term courses at the graduate level. The detailed program of study will be chosen jointly by the candidate and the graduate studies committee to reflect the candidate's area of interest as well as a perspective of other areas.

#### Library Training Requirement

All graduate students are required to complete a designated library training program in their first year.

#### Placement and Evaluation of Progress

Each student is expected to demonstrate a satisfactory knowledge of undergraduate chemistry in placement examinations in physical, organic, and inorganic chemistry. These examinations are set twice a year, before the start of each term. The results of these examinations will determine the student's initial program of coursework and will be considered by the graduate studies committee in evaluating the student's progress.

#### Residence Requirement

The minimum residence requirement for the M.S. degree is one year.

#### Teaching Requirement

It is required that all graduate students participate in undergraduate teaching during the course of their studies.

### Requirements for the Degree of Doctor of Philosophy

#### Program of Study

A balanced program of study will be prepared by the student and the graduate studies committee. In general, students will be required to take a minimum of seven graduate-level courses, of which two must be outside the student's field of research. If a student fails to pass a placement examination after two attempts, a graduate course must be taken in that area of chemistry before the end of the second year. A list of courses appropriate for this purpose is available upon request. For students entering with a master's degree or the equivalent, two to four courses may be transferred for credit. It is expected that doctoral students will choose a research advisor during the first year.

#### Placement and Evaluation of Progress

Each student is expected to demonstrate a satisfactory knowledge of undergraduate chemistry in placement examinations in physical, organic, and inorganic chemistry. These examinations are set twice a year, before the start of each term. The results of these examinations will determine the student's initial program of coursework and will be considered by the graduate studies committee in evaluating the student's progress.

Readmission to the Ph.D. degree program will be based on the student's record in coursework during the first year and his or her performance on the placement examinations. Further progress will be evaluated on a yearly basis by the graduate studies committee.

#### Qualifying Examinations

The graduate student must demonstrate proficiency by taking the doctoral qualifying examinations in his or her major field: organic, physical, or inorganic chemistry. In the organic chemistry program, a cumulative examination procedure is used. Each year, six one-hour examinations (on unannounced topics) are given. The qualifying examination requirement is satisfied by passing six cumulative exams. In physical chemistry and inorganic chemistry, the student is assigned a set of propositions generally during the third term of graduate work. In physical chemistry the set consists of three propositions; the student takes a written examination on one proposition and is examined orally on all three. In inorganic chemistry the student is assigned two propositions. The student takes a written examination on one proposition and is examined orally on a research proposal (supplied either by the student or faculty) and the remaining proposition. Students in all fields must maintain satisfactory progress by passing these examinations.

#### Residence Requirement

The minimum residence requirement is three years.

#### Seminar

Each student in residence is required to attend and participate in the seminar in their chosen major throughout the period of graduate study. Each student is expected to present two seminars during their residence.

#### Teaching Requirement

It is required that all graduate students participate in undergraduate teaching during the course of their studies.

#### Library Training Requirement

All graduate students are required to complete a designated library training program in their first year.

#### Language and Computer Programming Requirements

Students in the organic and inorganic Ph.D. programs are required to complete a French and German translation exercise in their first year. Each student in the physical chemistry Ph.D. program must demonstrate a working knowledge of Fortran, Basic, or C.

#### Dissertation and Defense

A dissertation is required that describes the results of an original investigation and demonstrates the competence of the candidate in independent investigation, critical ability, and effectiveness of expression. The student must successfully defend the dissertation in a final oral examination.



## Requirements for the Degree of Doctor of Philosophy in Chemistry with Specialization in Quantitative Biology

Any alteration to the quantitative biology course requirements must be approved by the graduate studies committee and by the quantitative biology program faculty advisory committee.

### Program of Study

Students wishing to obtain the specialization must first gain approval of the graduate studies committee. This should be done as early as possible, ideally during the first year of graduate studies. In order to receive the Ph.D. in chemistry with additional specialization in quantitative biology, candidates must complete a) the requirements for the Ph.D. described above and b) the course requirements for the quantitative biology specialization that are described in the quantitative biology section of this *Bulletin*.

### Courses of Instruction

#### (1-99) Primarily for Undergraduate Students

##### CHSC 3b Solving Environmental Challenges: The Role of Chemistry

[ sn ]

*Does not meet the requirements for the major in chemistry.*

Provides a basic understanding of the chemistry of natural environmental cycles, and how these cycles are adversely affected by society. Student teams develop case studies on "hot topics" such as mercury, brominated flame retardants, MBTE, perchlorate, dioxin, and others. Usually offered every second year.

Mr. Peavey

##### CHSC 5a The Magnitude of Things and How on Earth They Matter

[ qr sn ]

*Does NOT meet requirements for the major in chemistry.*

Four statements concerning the age, condition, and destiny of Earth as affected by humans are used to implement examinations of relevant issues. These examinations require knowledge in several scientific disciplines that will be provided as the substance of the course. Usually offered every third year.

Mr. Tuttle

##### CHSC 6a Forensic Science: Col. Mustard, Candlestick, Billiard Room

[ sn qr ]

*Prerequisites: High school chemistry and biology. Does NOT meet requirements for the major in chemistry.*

Examines the use of chemical analytical instrumentation, pathology, toxicology, DNA analysis, and other forensic tools. Actual and literary cases are discussed. Error analysis, reliability, and predictability of results are considered. Usually offered every year.

Mr. Reis

##### CHSC 8b Chemistry and Art

[ qr sn ]

*Does NOT meet requirements for the major in chemistry. Lab fee: \$25.*

Topics include a scientific description of the materials and methods used in making works of art; light and color; pigments and dyes; restoration and conservation; scientific examination of artworks: the identification of fakes; and scientific probes of influence and style. Usually offered every second year.

Mr. Henchman

##### CHEM 11a General Chemistry

[ sn qr ]

*This course may not be taken for credit by students who have passed CHEM 10a or 15a in previous years.*

A basic course in chemical principles, with examples drawn from the chemistry of living systems as well as from environmental chemistry and materials science. Topics covered include stoichiometry, acid-base chemistry, chemical equilibrium, atomic structure and periodicity, molecular structure and bonding, and states of matter. Three class hours and one 90-minute recitation per week. In addition, daily tutoring sessions will be available for students seeking extra help. The corresponding lab is CHEM 18a. Usually offered every year.

Mr. Epstein

##### CHEM 11b General Chemistry

[ qr sn ]

*Prerequisite: A satisfactory grade (C- or better) in CHEM 11a or the equivalent. This course may not be taken for credit by students who have passed CHEM 10b or 15b in previous years.*

A basic course in chemical principles, with examples drawn from the chemistry of living systems as well as from environmental chemistry and materials science. Topics covered include kinetics, properties of solutions, thermodynamics, electrochemistry, coordination compounds, nuclear chemistry, and descriptive chemistry. Three class hours and one 90-minute recitation per week. In addition, daily tutoring sessions will be available for students seeking extra help. The corresponding lab is CHEM 18b. Usually offered every year.

Mr. Petsko

##### CHEM 15a Honors General Chemistry Lectures I

[ sn qr ]

*This course may not be taken for credit by students who have passed CHEM 10a or 11a in previous years.*

An advanced version of general chemistry for students with good preparation in math and chemistry in high school. Topics include chemical stoichiometry, chemical bonding from a classical and quantum mechanical perspective, introduction to spectroscopy, and properties of matter. Real world examples are used to demonstrate the concepts. Three class hours and one recitation per week. The corresponding laboratory is CHEM 19a. Usually offered every year.

Mr. Rose

##### CHEM 15b Honors General Chemistry Lectures II

[ qr sn ]

*Prerequisite: a satisfactory grade (C- or better) in CHEM 15a or the equivalent. This course may not be taken for credit by students who have passed CHEM 10b or 11b in previous years.*

A continuation of CHEM 15a. Topics include an introduction to thermodynamics, chemical equilibria, including acid-base and solubility equilibria, electrochemistry, chemical kinetics, nuclear chemistry, and special topics. Three class hours and one recitation per week. The corresponding laboratory is CHEM 19b. Usually offered every year.

Mr. Foxman

**CHEM 18a General Chemistry Laboratory I**

*Corequisite: CHEM 11a. Dropping CHEM 11a necessitates written permission from the lab instructor to continue with this course. May yield half-course credit toward rate of work and graduation. Two semester hour credits. Laboratory fee: \$45 per semester. This course may not be taken for credit by students who have passed CHEM 19a in previous years.*

Introduction to methods for characterizing pure substances and methods of qualitative and quantitative analyses. Included in the analytical methods are gas chromatography-mass spectroscopy and infrared measurements. A synthesis project that includes analyzing the product by titration. Analysis of the metal content of substances by visible absorbance and atomic absorption. One laboratory lecture per week. One afternoon of laboratory per week. Usually offered every year.  
Mr. Dolnik

**CHEM 18b General Chemistry Laboratory II**

*Prerequisites: A satisfactory grade (C- or better) in CHEM 18a and CHEM 11a. Corequisite: CHEM 11b. Dropping CHEM 11b necessitates written permission from the lab instructor to continue with this course. May yield half-course credit toward rate of work and graduation. Two semester hour credits. Laboratory fee: \$45 per semester. This course may not be taken for credit by students who have passed CHEM 19b in previous years.*

The second semester of the general chemistry laboratory program. Continued use of probes interfaced with computers to monitor pH and electrical conductivity changes in titrating amino acids, to monitor pressure changes as part of a kinetics study, and to monitor voltage changes of electrochemical cells with temperature so as to establish thermodynamic parameters for redox reactions. Also microscale syntheses of coordination compounds is included followed by characterization of the compounds. Usually offered every year.  
Mr. Dolnik

**CHEM 19a Honors General Chemistry Laboratory I**

*Corequisite: CHEM 15a. Dropping CHEM 15a necessitates written permission from the lab instructor to continue with this course. May yield half-course credit toward rate of work and graduation. Two semester hour credits. Laboratory fee: \$45 per semester. This course may not be taken for credit by students who have taken CHEM 18a in previous years.*

An advanced version of CHEM 18a. One afternoon of laboratory per week. One laboratory lecture per week. Usually offered every year.  
Mr. Dolnik

**CHEM 19b Honors General Chemistry Laboratory II**

*Prerequisite: A satisfactory grade (C- or better) in CHEM 19a. Corequisite: CHEM 15b. Dropping CHEM 15b necessitates written permission from the lab instructor to continue with this course. May yield half-course credit toward rate of work and graduation. Two semester hour credits. Laboratory fee: \$45 per semester. This course may not be taken for credit by students who have taken CHEM 18b in previous years.*

Continuation of CHEM 19a. An advanced version of CHEM 18b. Usually offered every year.

Mr. Dolnik

**CHEM 25a Organic Chemistry, Lectures**

[ sn ]

*Prerequisite: A satisfactory grade (C- or better) in CHEM 10b, 11b, 15b, or the equivalent.*

Structure, reactions, preparations, and uses of the compounds of carbon. Three class hours and one 90-minute recitation per week. Usually offered every year.

Mr. Snider

**CHEM 25b Organic Chemistry, Lectures**

[ sn ]

*Prerequisite: A satisfactory grade (C- or better) in CHEM 25a or its equivalent.*

A continuation of CHEM 25a. Three class hours and one, 90-minute recitation per week. Usually offered every year.

Mr. Pochapsky

**CHEM 29a Organic Chemistry Laboratory I**

*Prerequisite: A satisfactory grade (C- or better) in CHEM 18b or 19b or the equivalent. Corequisite: CHEM 25a.*

*Dropping CHEM 25a necessitates written permission from lab instructor to continue with this course. May yield half-course credit toward rate of work and graduation. Two semester hour credits. Laboratory fee: \$45.*

Gives experience in the important techniques of organic chemical laboratory practice of isolation and purification of organic compounds by crystallization, distillation, and chromatography, and their characterization using analytical and instrumental methods. One afternoon of laboratory per week. One 90-minute laboratory lecture per week. Usually offered every year.

Mr. Keehn

**CHEM 29b Organic Chemistry Laboratory II**

*Prerequisite: A satisfactory grade (C- or better) in CHEM 29a or the equivalent. Corequisite: CHEM 25b. Dropping CHEM 25b necessitates written permission from lab instructor to continue with this course. May yield half-course credit toward rate of work and graduation. Two semester hour credits. Laboratory fee: \$45.*

A continuation of CHEM 29a with an emphasis on the synthesis of typical organic compounds. One afternoon of laboratory per week. One 90-minute laboratory lecture per week. Usually offered every year.

Mr. Deng

**CHEM 33a Environmental Chemistry**

[ sn ]

*Prerequisite: A satisfactory grade (C- or better) in CHEM 10b, 11b, or 15b, or the equivalent.*

The course surveys the important chemical principles and reactions that determine the balance of the molecular species that exists in the environment and how human activity affects this balance. Topics include the critical role of energy resources and production on energy sustainability, climate change, and pollution and the chemistry controlling the composition, acidity, and nutrients in the hydrosphere and lithosphere. Factors leading to changes in the natural equilibrium such as acid rain, excessive fertilization, and release of toxic metals and pesticides are presented. The class evaluates current issues of environmental concern such as ozone depletion, global warming, radioactivity, green chemistry, gasoline additives, and chemical pollutants to develop a balanced view between the rewards achieved and the risks posed to the environment and man by current technology. The goal is to provide the background and tools necessary for assessing the chemistry of the environment for use in seeking optimal solutions to complex environmental problems. Usually offered every third year.

Mr. Rose

**CHEM 39b Intermediate Chemistry Laboratory**

[ sn wi ]

*Prerequisites: Satisfactory grades (C- or better) in CHEM 121a or 122b, or permission of the instructor. Four semester-hour credits. Laboratory fee: \$45 per semester.*

In this lab the emphasis is on synthetic inorganic chemistry. Compounds are synthesized and characterized by a wide range of instrumental methods of analysis (including GC-MS, IR, NMR.) The lectures cover the appropriate background for synthetic experiments and the use of instrumental methods. One afternoon of lab per week and one one-hour lecture per week. Usually offered every second year.

Mr. Ozerov

**CHEM 59a Advanced Experimental Chemistry**

[ sn wi ]

*Prerequisites:* A satisfactory grade (C- or better) in CHEM 18b or equivalent; CHEM 141a, 142a or 143b (may be taken concurrently) or equivalent. Laboratory fee: \$45 per semester.

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 as well as providing 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. One one-hour lecture and one afternoon of laboratory per week. Usually offered every second year.

Mr. Rose

**CHEM 59b Advanced Experimental Chemistry**

[ sn ]

*Prerequisites:* A satisfactory grade (C- or better) in CHEM 18b or equivalent; CHEM 141a, 142a or 143b (may be taken concurrently) or equivalent. Laboratory fee: \$45 per semester.

CHEM 59a and b form a two-semester sequence, either half of which may be taken independently. CHEM 59b exposes students to a variety of physiochemical phenomena, but with a strong central theme in spectroscopy. Starting with a general discussion of interaction of radiation with matter, it develops into fluorescence spectroscopy leading to rotational relaxation of proteins in solution, Raman scattering by vibrating molecules, laser spectroscopy of molecular iodine, nanosecond kinetics of excimer formation, and circular dichroism investigation of a helix-coil transition of a polypeptide. One, one-hour lecture and one afternoon of laboratory per week. Usually offered every second year.

Mr. Chan

**CHEM 95a Directed Studies in Chemistry**

*Prerequisites:* CHEM 25a and 29a, or equivalent. Does not meet the major requirements in chemistry. Laboratory fee: \$45 per semester. May not be repeated for credit. A designated library training component must be completed as soon as it is offered.

Readings and/or independent laboratory work. Periodic conferences with advisor and a final written report. CHEM 95a and 95b may be taken individually as one-semester courses or together as a year-long sequence. Usually offered every year.

Staff

**CHEM 95b Directed Studies in Chemistry**

*Prerequisites:* CHEM 25a and 29a, or equivalent. Does not meet the major requirements in chemistry. Laboratory fee: \$45 per semester. May not be repeated for credit. A designated library training component must be completed as soon as it is offered.

Readings and/or independent laboratory work. Periodic conferences with advisor and a final written report. CHEM 95a and 95b may be taken individually as one-semester courses or together as a year-long sequence. Usually offered every year.

Staff

**CHEM 99d Senior Research**

*Prerequisites:* CHEM 41a, 59a or 59b, or equivalent, which may be taken concurrently. Open only to senior honors candidates. Does not meet the major requirements in chemistry. Laboratory fee: \$45 per semester. A designated library training component must be completed as soon as it is offered. At the end of the first semester, the introduction to the research thesis with extensive bibliography is due.

A year-long course focused on a research project with a member of the department. Successful completion of the course will involve the writing of a detailed report on the project. Usually offered every year.

Staff

**(100-199) For Both Undergraduate and Graduate Students****CHEM 110b Instrumental Analytical Chemistry**

[ sn ]

*Prerequisite:* Satisfactory grade(s) in CHEM 41a and b, CHEM 59a and b, or equivalent. Laboratory fee: \$45.

Techniques of instrumental chemical analysis. Application of instrumental methods to the separation and analysis of complex mixtures. Students rotate through ongoing research laboratories. Data treatment includes computers in the analytical chemistry laboratory. Two afternoons per week; approximately two hours of laboratory lecture and six hours of laboratory per week. Offered on request.

Staff

**CHEM 121a Inorganic Chemistry I, Lectures**

[ sn ]

*Prerequisite:* A satisfactory grade in CHEM 25a and b.

Simple bonding theory. Symmetry, structure, and bonding in inorganic compounds. Solid-state chemistry; ionic and electronic conductors. Applications of group theory and bonding theory to main group compounds and transition metal complexes. Coordination chemistry: isomerism, structure, and reactions. Usually offered every year.

Mr. Foxman

**CHEM 122b Inorganic Chemistry II, Lectures**

[ sn ]

*Prerequisite:* A satisfactory grade in CHEM 25a and b.

Molecular orbital theory in organometallic chemistry. Acid-base concepts. Introduction to the synthesis, structure, and applications of organotransition metal compounds.

Usually offered every year.

Mr. Ozerov

**CHEM 123b Bioinorganic Chemistry**

[ sn ]

*Prerequisite:* A satisfactory grade in CHEM 25a and b.

Bioinorganic chemistry involves the study of metal species in biological systems. Nearly one-third of proteins contain a metal cofactor. These cofactors catalyze an enormous breadth of chemical reactions, including many not yet accessible through conventional syntheses. Usually offered every second year.

Mr. Agar

**CHEM 129b Special Topics in Inorganic Chemistry: Introduction to X-Ray Structure Determination**

[ sn ]

Topics include basic diffraction and space group theory, practical manipulations of crystals and X-ray diffraction equipment, solving crystal structures, and interpretation of structural chemistry. Course features self-paced exercises on PCs. Usually offered every second year.

Mr. Foxman

**CHEM 130a Advanced Organic Chemistry: Structure**

[ sn ]

*Prerequisite:* A satisfactory grade in CHEM 25a and b, or the equivalent.

Chemical bonding and structure, stereochemical principles and conformational analysis, organic reaction mechanisms, structures and activities of reactive intermediates, and pericyclic reactions. Usually offered every year.

Mr. Yu

**CHEM 131a Advanced Organic Chemistry: Topics in Structure and Reactivity**

[ sn ]

*Prerequisite:* A satisfactory grade in CHEM 25a and b, or the equivalent.

Broad coverage of a variety of transformations involving additions, eliminations, substitutions, oxidations, reductions, and rearrangements. Usually offered every year.

Staff

**CHEM 132b Advanced Organic Chemistry: Spectroscopy**

[ sn ]

*Prerequisite:* A satisfactory grade in CHEM 25a and b, or the equivalent.

Application of spectroscopy to the elucidation of structure and stereochemistry of organic compounds, with emphasis on modern NMR and MS methods. Usually offered every year.

Mr. Snider



**CHEM 134b Advanced Organic Chemistry: Synthesis**

[ sn ]

*Prerequisite: A satisfactory grade in CHEM 25a and b, or the equivalent.*

Modern synthetic methods are covered, with an emphasis on mechanism and stereochemical control. Formation of carbon-carbon single and double bonds and carbocycles and procedures for oxidation, reduction, and functional group interchange are discussed. Selected total syntheses are examined. Usually offered every year.

Mr. Deng

**CHEM 135a Advanced Organic Chemistry: Synthesis II**

[ sn ]

*Prerequisite: CHEM 25b or permission of the instructor.*

The application of asymmetric and catalytic methods in organic synthesis is illustrated, with an emphasis on metal catalysts and stereoselectivity. Examples of trial-and-error discoveries and rational design of superior catalysts in a wide range of important reactions including hydrogenation, epoxidation, dihydroxylation, C-H activation, and C-C bond forming reactions are covered. Usually offered every second year.

Mr. Yu

**CHEM 137b The Chemistry of Organic Natural Products**

[ sn ]

*Prerequisite: A satisfactory grade in CHEM 25a and b, or the equivalent.*

Natural products chemistry is surveyed within a biosynthetic framework. Occurrence, isolation, structure elucidation, biosynthesis, and biomimetic synthesis are covered with an emphasis on modern methods of establishing biosynthesis and biomimetic syntheses. Usually offered every second year.

Mr. Snider

**CHEM 141a Physical Chemistry: Thermodynamics and Statistical Thermodynamics**

[ sn ]

*Prerequisite: Satisfactory grade in CHEM 11a/15a and CHEM 11b/15b or equivalent. MATH 10a,b or equivalent. PHYS 11a,b or 15a,b or equivalent. Organic chemistry is also recommended.*

Classical and statistical thermodynamics; principles, tools, and applications in chemistry and biology. Usually offered every year.

Staff

**CHEM 142a Physical Chemistry: Quantum Mechanics and Spectroscopy**

[ sn ]

*Prerequisite: A satisfactory grade in CHEM 11a/15a and CHEM 11b/15b or equivalent; Math 10a,b or equivalent, Phys 11a,b or 15a,b or equivalent. Organic chemistry is also recommended.*

Solutions to the Schrodinger equation of relevance to spectroscopic methods such as UV/visible spectroscopy, nuclear magnetic resonance and infrared spectroscopy; introduction to quantum mechanical calculations and computational methods, density matrix and operator formalisms. Usually offered every year.

Staff

**CHEM 143b Physical Chemistry: Kinetics, Dynamics, and Transport**

[ sn ]

*Prerequisite: A satisfactory grade in CHEM 11a/15a and CHEM 11b/15b or equivalent; Math 10a,b or equivalent, Phys 11a,b or 15a,b or equivalent. Organic chemistry is also recommended.*

Macroscopic kinetics: elementary reactions and rate laws. Kinetic study of reaction mechanisms: techniques for kinetic measurements, fast reactions, treatment of kinetic data. Microscopic kinetics: molecular dynamics, transition state theory, reactions in the gas phase and in solution. Catalytic and chain reactions, enzyme kinetics. Nonlinear dynamics: chemical oscillations and waves. Usually offered every other year.

Staff

**CHEM 144a Physical Chemistry: Computational Chemistry**

[ sn ]

*Prerequisite: A satisfactory grade in CHEM 11a/15a and CHEM 11b/15b or equivalent; Math 10a,b or equivalent, Phys 11a,b or 15a,b or equivalent. Organic chemistry is also recommended.*

Topics in computational chemistry: applications of quantum mechanics to structural and spectroscopic analysis of small molecules; molecular dynamics and Monte Carlo simulations of biomacromolecules. Standard computational programs are used by students to perform homework exercises. Usually offered every other year.

Mr. Jordan

**CHEM 146a Single Molecular Spectroscopy**

[ sn ]

*Prerequisite: A satisfactory grade in CHEM 11a/15a and CHEM 11b/15b or equivalent; MATH 10a,b or equivalent, PHYS 11a,b or PHYS 15 a,b, or equivalent.*

Studies single molecule spectroscopy techniques including fluorescence microscopy experiments, laser tweezers, magnetic tweezers, and atomic force microscopy, along with their applications to chemical and biological systems. Usually offered every second year.

Ms. Gershenson

**CHEM 147b Physical Chemistry - Mass Spectrometry**

[ sn ]

*Prerequisite: A satisfactory grade in CHEM 11b/15b or equivalent or permission of the instructor. Organic chemistry is also recommended.*

The process of ionization, ion separation, and ion detection is taught at the theoretical level, and applied to the understanding of modern mass spectrometry. Usually offered every second year.

Mr. Agar

**CHEM 150b Special Topics in Chemistry**

[ qr sn ]

Topics vary from year to year. Usually offered every third year.

Staff

**(200 and above) Primarily for Graduate Students****CHEM 200a Advanced Chemistry Laboratory I**

Usually offered every year.

Staff

**CHEM 200b Advanced Chemistry Laboratory II**

Usually offered every year.

Staff

**CHEM 220c Inorganic Chemistry Seminar**

Required of graduate students in inorganic chemistry every semester.

Staff

**CHEM 224b Chemistry of Organometallic Compounds**

The chemistry of organo-transition metal complexes, including their structures, bonding, reactivity, and use in industrial processes and organic synthesis. Usually offered every second year.

Mr. Ozerov

**CHEM 230c Organic Chemistry Seminar**

Required of graduate students in organic chemistry every semester.

Staff

**CHEM 240c Physical Chemistry Seminar**

Required of graduate students in physical chemistry every semester.

Staff

**CHEM 243b Statistical Thermodynamics**

Elementary statistical mechanics of ensembles of molecules and applications to thermodynamic systems. Usually offered every third year.

Mr. Jordan



**CHEM 245a Ultrafast Spectroscopy**

Ultrafast laser-based spectroscopy techniques and their applications to chemical and biological systems are presented. Topics include the generation of femtosecond laser pulses, pump-probe spectroscopy, time and frequency domain spectroscopy, and ultrafast dynamics of chemical reactions and biomolecular motions. Usually offered every third year. Ms. Gershenson

**CHEM 246b Advanced NMR Spectroscopy**

A detailed discussion of modern NMR methods will be presented. The course is designed so as to be accessible to nonspecialists, but still provide a strong background in the theory and practice of modern NMR techniques. Topics include the theory of pulse and multidimensional NMR experiments, chemical shift, scalar and dipolar coupling, NOE, spin-operator formalism, heteronuclear and inverse-detection methods, Hartmann-Hahn and spin-locking experiments. Experimental considerations such as pulse sequence design, phase cycling, and gradient methods will be discussed. Guest lecturers will provide insight into particular topics such as solid-state NMR and NMR instrumental design. Usually offered every third year. Mr. Pochapsky

**CHEM 298a Independent Study**

Usually offered every year. Staff

**CHEM 401d Dissertation Research**

Independent research for the Ph.D degree. Specific sections for individual faculty members as requested. Staff

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**Chemistry Colloquium**

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Lectures by faculty and invited speakers. Required of all graduate students. Noncredit.

**Courses of Related Interest**

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**BCHM 100a**

Introductory Biochemistry

**BCHM 101a**

Advanced Biochemistry: Enzyme Mechanisms

**BCHM 102a**

Quantitative Approaches to Biochemical Systems

**BCHM 103b**

Advanced Biochemistry: Information Transfer Mechanisms

**BCHM 104b**

Physical Chemistry of Macromolecules

**QBIO 110a**

Numerical Modeling of Biological Systems

**QBIO 120b**

Quantitative Biology Instrumentation Laboratory

**NBIO 136b**

Computational Neuroscience

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# Chinese

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## Faculty

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### Qun Ao

(German, Russian, and Asian Languages and Literature)

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## Courses of Instruction

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### (1-99) Primarily for Undergraduate Students

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#### CHIN 10a Beginning Chinese

Mandarin and the "Pin Yin" systems are taught in this intensive training course, intended for students with no previous knowledge of Chinese. Class meets four days per week plus one section of individual conversation. Offers training in basic Chinese grammar, speaking, aural comprehension, reading, and writing. Usually offered every fall.  
Staff

#### CHIN 20b Continuing Chinese

*Prerequisite: CHIN 10a.*

Continuation of CHIN 10a. Usually offered every spring.  
Staff

#### CHIN 29b Pathways for Chinese Literacy

For students who have significant bilingual background in Chinese Mandarin or a non-Mandarin dialect (e.g., Cantonese), namely listening and speaking abilities acquired in the home. Reading and writing skills are emphasized, but standard Mandarin pronunciation and grammatical structure are also stressed. Students who successfully complete this course can take an exemption test to fulfill the foreign language requirement. Usually offered every year.  
Staff

#### CHIN 30a Intermediate Chinese

[ fl ]

A continuation of CHIN 20b. Development of skills in speaking, reading, and writing, including the writing of short essays. Usually offered every fall.  
Staff

#### CHIN 40b Advanced Intermediate Chinese

[ fl hum ]

Continuation of CHIN 30a. Usually offered every spring.  
Staff

#### CHIN 98a Readings in Modern Chinese

*Prerequisite: CHIN 40b or equivalent.*

A continuation of CHIN 40b. Includes an introduction to readings in modern Chinese literature. Usually offered every year.  
Staff

#### CHIN 98b Readings in Modern Chinese

*Prerequisite: CHIN 40b or equivalent.*

A continuation of CHIN 98a. Usually offered every year.  
Staff

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### (100-199) For Both Undergraduate and Graduate Students

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#### CHIN 105a Advanced Conversation and Composition I

[ hum wi fl ]

*Prerequisite: CHIN 40b or equivalent.*

Designed for advanced students who wish to enhance and improve their skills in speaking, reading, and writing through reading and discussions of Chinese texts on various topics. Speaking and listening skills will be developed through audiotapes, guided conversation, and oral presentation. Usually offered every year.  
Staff

#### CHIN 105b Advanced Conversation and Composition II

[ hum wi fl ]

*Prerequisite: CHIN 40b or equivalent.*

Designed for advanced students who wish to enhance and improve their speaking proficiency and writing skill. Speaking skills will be developed through guided conversation, discussion of texts and films and oral presentation. Exercises and essays will be used to improve students' writing skills. Usually offered every year.  
Staff

#### CHIN 106b Business Chinese and Culture

[ fl hum ]

*Prerequisite: CHIN 40b or equivalent.*

An advanced Chinese course, where students will develop their language proficiency and cultural knowledge in professional settings such as the work place. The course is conducted entirely in Chinese and is designed for students who want to sharpen their language skills and reach a higher level of proficiency in which they are able to read newspapers, magazines or professional documents, as well as to improve their communicative ability, and to enhance their self-confidence in Chinese work places. Usually offered every year  
Ms. Ao

#### CHIN 130b China on Films: The Changes of Chinese Culture

[ hum nw ]

*Open to all students. Conducted in English and all films viewed have English subtitles.* Focuses on the enormous changes underway in Chinese society, politics, and culture. Helps students to identify and understand these fundamental transformations through a representative, exciting selection of readings and films. Usually offered every year.  
Ms. Ao

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Department of  
**Classical Studies**

Courses of Study:  
Minor  
Major (B.A.)

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**Objectives**

The Department of Classical Studies offers courses in the languages, literatures, history, and archaeology of ancient Greece and ancient Rome, two cultures that are the intellectual, social, political, legal, scientific, and artistic origin of Western civilization. Along with the Hebrew Bible, the scholarly study of these cultures, which goes back to the death of Alexander the Great, is the original subject of university study. Their brilliance and beauty have not ceased to beguile and inform students for more than 2,000 years.

A major in classical studies offers the opportunity to learn about all aspects of life in Greece and Rome. Aside from its aesthetic, spiritual, moral, and intellectual value, that study can have practical use as well: for example, the study of Latin is a proven key to communication skills in English and in the Romance languages; moreover, Latin and Greek have long been, and continue to be, sources of technical concepts and vocabulary in all fields of study, from cybernetics to political economy by way of astronomy and zoology.

A major in classical studies also enhances preparation for a wide number of professional fields, including law and medicine, as well as for the graduate study of literature, history, fine arts, archaeology, anthropology, philosophy, religion, and classics itself. The requirements for the major are designed to be flexible, so that individual students can focus their program around a particular interest like art and archaeology, history, or literature.

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**How to Become a Major**

Many of the courses in the Department of Classical Studies fulfill general University requirements: school distribution requirements (in three of the schools), writing intensive course requirements, and foreign language proficiency. Classical studies affords students many opportunities to explore interdisciplinary connections between Greece and Rome and with many other civilizations, both ancient and modern. Besides the intense study of two ancient languages and literatures, the department offers comprehensive courses in the art, archaeology, and history of the Greeks and Romans. We encourage students who have had some background in Greek and Latin to resume their study of those languages as soon as possible after entering Brandeis, as those skills are more difficult to retrieve after a passage of time. Brandeis has a placement test to determine the level of instruction at which a student should begin his/her study of Latin. The test, which cannot be "self-scored," can be downloaded from the website of the Office of the University Registrar; follow the submission directions indicated. Students who have had no background in Greek or Latin languages should try to begin one of them as soon as possible after entering Brandeis. Each is a window on an entire civilization.

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**Faculty**

**Ann O. Koloski-Ostrow, Chair**

Roman and Greek art and archaeology.  
Latin texts. Pompeii. Ancient technology.  
Mythology in classical art.

**Patricia A. Johnston**

Latin and Greek language and literature.  
Vergil. Ancient religion. Mystery cults.

**Leonard C. Muellner**

Greek and Latin language and literature.  
Homeric texts. Ancient poetics. Linguistics.  
Mythology.

**Cheryl L. Walker, Undergraduate Advising Head**

Roman and Greek history. Caesar.  
Alexander the Great. Medieval literature  
and culture.

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**Requirements for the Major**

**A.** Required of all majors: A minimum of nine semester courses in classical studies, to include one course in Greek or Latin, level 30 or higher; one course in history appropriate for the language chosen (for Greek, CLAS 100a; for Roman, HIST 103a); one course in the art and archaeology of the appropriate culture (for Greek, CLAS 133a; for Roman, CLAS 134b).

**B.** Graduation with honors in classical studies may be achieved by completing a senior essay in one semester (CLAS 97a or b; LAT 97a or b; or GRK 97a or b) or by taking a year-long course (CLAS 99d or LAT 99d or GRK 99d) culminating in a senior thesis. One semester course credit from this year-long two-semester course may be counted towards the nine required courses with the consent of the thesis advisor.

**C.** We strongly urge classical studies majors to work in both Greek and Latin languages since both define our field of study. In special circumstances students may petition for exemptions within the spirit of the disciplines of classical studies. We encourage students to think creatively about their programs. An

approved summer archaeological excavation, study tour, or museum internship, completed for credit, may be counted as fulfilling one course requirement for the major. The Education Program (q.v.) can provide licensure (formerly certification) for teaching Latin and classical humanities in high schools in Massachusetts and several other states, including Connecticut and New York. Such licensure can be obtained concurrently with the Brandeis bachelor's degree by additionally completing approved courses in the Education Program. Interested students should meet with the Director of the Education Program early in their course of study to ensure sufficient time to take the course sequence.

Classical studies majors must choose one of three tracks of study. The track in classics includes both Greek and Latin languages and literatures, whereas the track in Greek or Latin literature requires just one core language and literature. The track in classical archaeology and ancient history places less emphasis on language and more upon courses in ancient history, ancient art, and archaeology. With departmental approval, various archaeological excavation programs may be substituted for some required courses.

**Classics Track**

**A.** Five additional language courses numbered 30 or higher with at least two in each language (Greek and Latin).

**B.** A second survey in Greek or Roman history. If CLAS 100a (Greek History) completed the core requirement, HIST 103a (Roman History) must also be taken, and *vice versa*.

**Greek or Latin Literature Track**

**A.** Three semester courses in Greek or Latin numbered 30 or higher.

**B.** A combination of three semester courses selected from courses taught in or cross-listed by the Department of Classical Studies, where such courses have a significant classical component, as approved by the student's departmental advisor.

**Classical Archaeology and Ancient History Track**

**A.** A second survey in Greek or Roman history. If CLAS 100a (Greek History) completed the core requirement, HIST 103a (Roman History) must also be taken, and *vice versa*.

**B.** A second survey in the art and archaeology of Greece or Rome. If CLAS 133a (Greek Art) completed the core requirement, CLAS 134b (Roman Art) must also be taken, and *vice versa*.

**C.** A topics course (CLAS 115b, 145b, etc.).

**D.** A combination of three semester courses selected from courses taught in or cross-listed by the Department of Classical Studies, where such courses have a significant classical component, as approved by the student's departmental advisor.

**Independent Concentration in Classical & English Literature**

A student interested in an independent major in classical and English literature may petition for such through the Office of Undergraduate Academic Affairs. Generally, an independent major in classical and English literature requires a minimum of five courses in English, five courses in Greek and/or Latin at level 30 or higher, and a senior essay.

**Minor in Classical Studies**

Five courses are required. These may be any combination of ancient language courses at level 30 or higher and any CLAS or cross-listed courses. Three of the five courses in the minor must be taught by members of the Department of Classical Studies.

*Note: All classical studies courses (CLAS) are taught in English, and assigned reading materials are in English.*

**Courses of Instruction****HUM 10a The Western Canon**

[ hum ]

*This course may not be taken for credit by students who have taken ENG 10a.*

Foundational texts of the Western canon: Bible, Homer, Virgil, and Dante. Thematic emphases and supplementary texts vary from year to year.  
Mr. Flesch

**CLAS 98a Directed Reading**

Usually offered every year.  
Staff

**CLAS 98b Directed Reading**

Usually offered every year.  
Staff

**CLAS 99d Senior Research**

Majors will be guided by their thesis advisor as they write their honors paper. Usually offered every year.  
Staff

**CLAS 100a Survey of Greek History: Bronze Age to 323 B.C.E.**

[ hum ]

The political and social development of the Greek city-states from Bronze Age origins to the death of Alexander. Usually offered every second year.  
Ms. Walker

**CLAS 115b Topics in Greek and Roman History**

[ hum wi ]

Topics vary from year to year and the course may be repeated for credit with permission of the instructor; see the Schedule of Classes for the current topic. Usually offered every year.  
Ms. Walker

**CLAS 120a Age of Caesar**

[ hum wi ]

*This course may not be repeated for credit by students who took CLAS 115b in spring 2005.*

The life and times of Gaius Julius Caesar (100-44 B.C.E) viewed through primary texts in a variety of genres: from Caesar himself to contemporaries Cicero and Catullus and biographers Plutarch and Suetonius. Usually offered every third year.  
Ms. Walker

**CLAS 133a The Art and Archaeology of Ancient Greece**

[ ca hum ]

Surveys the main forms and styles of Greek art and architecture from the Bronze Age through the Hellenistic period in mainland Greece and on the islands of the Aegean. Archaeological remains and ancient literary evidence help explore the relationships between culture, the visual arts, and society. Usually offered every second year.  
Ms. Koloski-Ostrow

**CLAS 134b The Art and Archaeology of Ancient Rome**

[ ca hum ]

Surveys the art and architecture of the ancient Romans from the eighth century B.C.E. to the end of the empire in Sicily, mainland Italy (with focus on Rome, Ostia, Pompeii, and Herculaneum), and in the Roman provinces. Usually offered every second year.  
Ms. Koloski-Ostrow

**CLAS 135a The Greek World and Egypt**

[ hum ]

A survey of the relationship between Egypt and the Aegean World from the Bronze Age until the Roman conquest. Over the centuries of interaction, the cultures themselves changed and so did the nature of the relations. Looks at clear-cut evidence from contacts not only in the archaeological record but also in the literary accounts of both the Greeks and the Egyptians. Also explores less tangible evidence for culture transfer in such areas as art and religion. Special one-time offering, spring 2006.  
Ms. Hussein

**CLAS 145b Topics in Greek and Roman Art and Archaeology**

[ ca hum ]

Topics vary from year to year and course may be repeated for credit. Topics include Women, Gender, and Sexuality in Greek and Roman Text and Art; Daily Life in Ancient Rome; Ancient Technology; and Athens and The Golden Age of Greece. See Schedule of Classes for current topic and description. Usually offered every second year.  
Ms. Koloski-Ostrow

**CLAS 150b Pompeii: Life in the Shadow of Vesuvius**

[ hum ca ]

*This course may not be repeated for credit by student who took CLAS 145b in spring 2003 or spring 2005.*

Examines Pompeii and Herculaneum, buried by Vesuvius in 79 C.E., using the ancient cities' art, architecture, and wall writings to understand the social, political, economic, and religious realities of Roman life on the Bay of Naples, especially in the first century C.E. Usually offered every third year.  
Ms. Koloski-Ostrow



**CLAS 165a Roman Decadence: Latin Literature in Translation**

[ hum ]

Famous Roman texts (200 B.C.E.-200 C.E.) are read from social, historical, psychological, literary, and religious viewpoints. The concept of "Roman Decadence" is challenged both by the Roman literary accomplishment itself and by its import on subsequent periods. Usually offered every third year.  
Ms. Koloski-Ostrow

**CLAS 166a Medieval Literature: A Millennium of God, Sex, and Death**

[ hum wi ]

A survey of medieval Latin literature in translation, beginning with the fourth century church Fathers and ending with the early Renaissance. Includes Augustine, Ambrose, Jerome, Egeria, Jordanes, Gregory of Tours, Isidore of Seville, Bede, Alcuin, Einhard, Hroswitha, Geoffrey of Monmouth, Hildegard, Anselm, and others. Usually offered every fourth year.  
Ms. Walker

**CLAS 170a Classical Mythology**

[ hum ]

An introduction to Greek and Roman mythology. Considers ancient song cultures, the relationship between myth, drama, and religion. Also explores visual representations of myth. Usually offered every second year.  
Mr. Muellner

**CLAS 171a Greek Epic and Athenian Drama**

[ hum ]

Surveys Greek epic poetry and the tragic and comic drama produced in the city-state of Athens (Aeschylus, Sophocles, Euripides, and Aristophanes). The intention is to convey the place of these works in the social, political, religious, and intellectual life of ancient Greece as well as their enduring universality. Usually offered every fourth year.  
Mr. Muellner

**Greek and Latin Courses**

All Greek and Latin courses numbered 40 or higher require reading knowledge of the respective language.

**GRK 10a Beginning Ancient Greek**

The basics of Ancient Greek language and an initiation into the artistic, religious, social, political, and psychological dynamics of Ancient Greece. After taking its sequel, GRK 20b, students can read Homer or Plato in the original. Usually offered every year.  
Mr. Muellner

**GRK 20b Continuing Ancient Greek***Prerequisite: GRK 10a.*

Fundamentals of Greek grammar through reading. Usually offered every year.  
Mr. Muellner

**GRK 30a Intermediate Ancient Greek: Literature**

[ fl ]

*Prerequisite: GRK 20b or equivalent (consult instructor).*  
Readings from Plato's *Apology* and Herodotus's *Histories* in Greek. Usually offered every year.  
Ms. Walker

**GRK 98a Directed Reading**

Generally reserved for those students who have exhausted regular course offerings. Usually offered every year.  
Staff

**GRK 98b Directed Reading**

Generally reserved for those students who have exhausted regular course offerings. Usually offered every year.  
Staff

**GRK 99d Senior Research**

For seniors writing an honors thesis under direction. Usually offered every year.  
Staff

**GRK 110b Greek Epic**

[ fl hum ]

*Prerequisite: GRK 20b or equivalent (consult instructor).*  
Selections from Homer's *Iliad* or *Odyssey*, in Greek. Usually offered every third year.  
Mr. Muellner

**GRK 115b Ancient Greek Drama**

[ fl hum ]

The plays of Aeschylus, Aristophanes, Euripides, and Sophocles in Greek. A different playwright is studied each year. See Schedule of Classes for current topic. Usually offered every fourth year.  
Mr. Muellner

**GRK 120b Greek Prose Authors**

[ hum fl ]

Selections from Herodotus, Thucydides, Plato, Aristotle, Demosthenes, and other prose authors, in Greek. See Schedule of Classes for current topic. Usually offered every third year.  
Mr. Muellner

**LAT 10a Beginning Latin**

An introduction to Latin grammar, based on Latin authors. Usually offered every year.  
Ms. Johnston

**LAT 20b Continuing Latin**

*Prerequisite: LAT 10a or permission of the instructor.*  
See LAT 10a for course description. Usually offered every year.  
Ms. Johnston

**LAT 30a Intermediate Latin: Literature**

[ fl ]

*Prerequisite: LAT 20b or permission of the instructor.*  
An introduction to Latin literature; selections of Latin prose and verse from various periods. Usually offered every year.  
Ms. Koloski-Ostrow

**LAT 98a Directed Reading**

Generally reserved for those students who have exhausted regular course offerings. Usually offered every year.  
Staff

**LAT 98b Directed Reading**

Generally reserved for those students who have exhausted regular course offerings. Usually offered every year.  
Staff

**LAT 99d Senior Research**

For seniors writing an honors thesis under direction. Usually offered every year.  
Staff

**LAT 110b Advanced Latin Composition**

[ fl hum ]

Poetry and prose composition. Offered on request.  
Ms. Johnston

**LAT 114b Latin Prose Authors**

[ hum fl ]

A close study of Cicero and other prose authors. Offered on request.  
Staff

**LAT 115a Roman Drama**

[ fl hum ]

Selected plays of Plautus and Terence in Latin. Usually offered every fourth year.  
Ms. Johnston

**LAT 116b Roman Satire**

[ hum fl ]

The satires of Horace and Juvenal in Latin. Usually offered every fourth year.  
Ms. Johnston

**LAT 117a Lucretius, De Rerum Natura**

[ fl hum ]

Close reading (in Latin) and discussion of poetic and philosophical dimensions of the poem. Usually offered every fourth year.  
Ms. Johnston

**LAT 118a Latin Lyric and Elegiac Poetry**

[ fl hum ]

Selections from Catullus, Horace, Propertius, Tibullus, and Ovid in Latin. Usually offered every third year.  
Ms. Johnston

**LAT 118b Roman Historians**

[ fl hum ]

Selections from the histories of Julius Caesar, Sallust, Livy, and Tacitus, in Latin. Usually offered every fourth year.  
Ms. Walker

**LAT 119b Ovid: Metamorphoses**

[ fl hum ]

Selections from Ovid's mythological-poetic history of the universe in Latin. Usually offered every fourth year.  
Ms. Johnston

**LAT 120a Vergil**

[ hum fl ]

Selections from Vergil's *Eclogues*, *Georgics*, and *Aeneid* in Latin. Usually offered every third year.  
Ms. Johnston

**LAT 125a Medieval Latin**

[ fl hum ]

Surveys Medieval Latin prose and poetry, from the fourth to the 14th centuries, and their influence on subsequent English, French, and Italian literature. Materials will be studied in the original Latin and English. Offered on request.

Ms. Walker

**Courses of Related Interest****ANTH 1a**

Introduction to the Comparative Study of Human Societies

**ANTH 60a**

Archaeological Methods

**ANTH 60b**

Archaeological Analysis

**FA 17a**

History of Art I: From Antiquity to the Middle Ages

**FA 41a**

Art and the Origins of Europe

**HUM 10a**

The Western Canon

**NEJS 9a**

The World of the Ancient Near East

**NEJS 116a**

Ancient Near Eastern Religion and Mythology

**NEJS 128b**

History of Jewish and Christian Women in the Roman Empire

**THA 1a**

The Theater in History I

**THA 160a**

History of Theater Design: Classical Period to 1900

**Cross-Listed Courses****HIST 103a**

Roman History to 455 C.E.

A graduate program

**Coexistence and Conflict**

Courses of Study:  
Master of Arts

**Objectives****Graduate Program in Coexistence and Conflict**

Managing intercommunal conflict and violence is ever more important to national and international security in today's world. Societies are becoming much more diverse, and the globalization of conflicts around issues of ethnicity, religion, and culture is increasing. The Master's Program in Coexistence and Conflict has been designed to suit the requirements of people and organizations working in divided and conflicted societies, at local, national, and international levels, who want to learn how to more effectively prevent, manage, and resolve such conflicts.

Participants reflect upon the different kinds of ethnic, religious, and cultural conflicts that have been emerging around the world, particularly since the end of the Cold War, and the reasons for such emergence. They will also look at the theories of contemporary intercommunal conflict as well as strategic interventions to such conflicts including political, meditative, cultural, legislative, and developmental approaches. The program also offers students the opportunity to develop dialogue and mediation skills for use in situations of intercommunal conflict. The program is particularly geared towards early and mid-career professionals who are working, or who aspire to work, within governments or international agencies. It is also useful for those who are working in related fields such as security and diplomacy, aid and development, human rights, and education, as well as democracy and civil society work.

**How to Be Admitted to the Graduate Program**

The general requirements for admission to the Graduate School, given in an earlier section of this *Bulletin*, apply to candidates for admission to this area of study. Candidates must also submit a personal statement that discusses their reasons for applying for the M.A. and their career objectives and relevant experience. In addition, a curriculum vitae or resumé is required with three letters of recommendation, one of which should be from a supervisor in the institution in which the candidate is employed or recently employed. An interview, either in person or by telephone, may be required for admission.

**Faculty Committee****Mari Fitzduff, Director**

(Coexistence and Conflict)

**Steven Burg**

(Politics)

**Cynthia Cohen**

(Coexistence and Conflict)

**Daniel Terris**

(American Studies)

## Requirements for the Degree of Master of Arts

### Program of Study

The 16-month program involves one academic year in residence at Brandeis in which students complete seven courses, followed by a three-month field placement and a master's paper by December. In their second academic year, students will have nonresident status.

### Required Core Courses (four courses)

COEX 210a	Coexistence and Conflict: Theory and Analysis
COEX 220a	Strategies for Coexistence Interventions
POL 127b	Managing Ethnic Conflict
COEX 230a	Coexistence Research Methods (half-credit course)

The program's core courses are designed to introduce students to theoretical and practical approaches to conflict and the resolution of conflict and promotion of coexistence at local, regional, and national levels. COEX 210a (Coexistence and Conflict: Theory and Analysis) and POL 127b (Managing Ethnic Conflict) are open to qualified undergraduates and graduate students from other departments. COEX 220a (Strategies for Coexistence Interventions) is open only to those who have completed COEX210a. COEX 230a (Coexistence Research Methods) is open only to students who are undertaking the complete master's degree program.

### Elective Courses (three courses)

In addition to the core courses that will be obligatory, students will be encouraged to take advantage of the wide range of other courses available at Brandeis which focus either on particular areas in conflict, or on related issues such as ethnicity and nationalism, race and ethnic relations, comparative human rights perspectives, global civil society, American foreign policy, social movements, aid and development, economics, gender issues, organizational development, or governance. In addition, participants may choose to pursue a language course. Students will make choices from these electives based on their perceived relevance to their own apparent learning needs in relation to the field, the particular needs of their existing or prospective fields of work, and the focus of their M.A. project.

All course selections and their relevance must be discussed with, and approved by, the program director.

### Master's Project and Paper

All students are required to complete an internship or independent field work, with a concluding paper written under the supervision of a faculty mentor. Students must develop an M.A. project designed to test their application of theory to practice, to expand their policy and practical experience, and, under supervision, to increase their security and comfort levels at working in what is usually a contentious and sometimes dangerous field. In addition, the field project is planned to test and improve the width and depth of student's professional skills, and to significantly increase their networks of collaboration.

The project will consist of either:

**A.** An internship of at least three months in a governmental or nongovernmental organization assisting with the development and implementation of a policy or a program of coexistence intervention. Students will 1) identify an intervention or their particular part of an intervention; 2) set objectives and time lines; 3) secure partners where necessary for its implementation; 4) ensure that appropriate monitoring and evaluating techniques are built into the program design; and 5) write a final report on the intervention.

**B.** Independent fieldwork for at least three months in a conflict area. Such fieldwork will be designed to assist the generation and development of new coexistence and conflict management intervention options, and must be undertaken in partnership with policy makers or practitioners who are already working in the area. The report of this fieldwork includes feedback and evaluations from prospective partners already working in the area. Students who are on a sabbatical from their place of employment, and whose courses of study are funded by that employer, may carry out their project either within, or on behalf of, their sponsoring organization with the approval of the program director.

The M.A. project will be undertaken under the direction and supervision of the program director or other Brandeis faculty members. Students are required to submit the master's paper to the director by December of their continuation year in the program. Satisfactory completion of this report will be an essential part of accreditation for the M.A. degree.

A typical student's program will be as follows:

#### Academic Year 1, Fall Semester

COEX 210a Coexistence and Conflict: Theory and Analysis  
POL 127b Managing Ethnic Conflict  
One elective course

#### Academic Year 1, Spring Semester

COEX 220a Strategies For Coexistence Interventions  
COEX 230a Coexistence Research Methods  
Two elective courses

#### Academic Year 1, Summer

Master's Project Field Work

#### Academic Year 2, Fall Semester

Field work continued  
Master's paper submitted by December

#### Residence Requirement

The residence requirement for this program is one year of full-time study.

#### Language Requirement

There is no foreign language requirement for the master's degree.

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## Courses of Instruction

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### (200 and above) Primarily for Graduate Students

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#### **COEX 210a Coexistence and Conflict: Theory and Analysis**

*Open only to students enrolled in the M.A. program in coexistence and conflict. Other students considered with permission of the instructor.*

Addresses the current and emerging context of intercommunal conflict around the world and the varying and developing theoretical approaches to the emergence and resolution of such conflicts. Usually offered every year.

Ms. Fitzduff

#### **COEX 220a Strategies for Coexistence Interventions**

*Open only to students enrolled in the M.A. program in coexistence and conflict. Other students considered with permission of the instructor.*

Studies the utilization of a variety of multifaceted approaches to policy and practice in coexistence and conflict interventions as well as the strategic design and evaluation of such interventions. Usually offered every year.

Ms. Fitzduff

#### **COEX 230a Coexistence Research Methods**

*Open only to students enrolled in the M.A. program in coexistence and conflict. May yield half-course credit toward rate of work and graduation. Two semester hour credits. Preparation for the research necessary for the required field project in the Master's program in coexistence and conflict. Usually offered every year.*

Staff

#### **COEX 240a Dialogue and Mediation Skills**

*Open only to students enrolled in the M.A. program in coexistence and conflict. Other students considered with permission of the instructor.*

Addresses the theoretical and practical approaches to mediation and facilitation skills for people and organizations working in areas of intercommunal conflict. Usually offered every year.

Staff

#### **COEX 250a The Arts of Building Peace**

How can music, theatre, poetry, literature, and visual arts contribute to community development, coexistence, and non-violent social change? In the aftermath of violence, how can artists help communities reconcile? Students explore these questions through interviews, case studies, and projects. Usually offered every year.

Ms. Cohen

#### **COEX 297a Field Project**

*Prerequisite: Two semesters as master's student in coexistence and conflict or permission of program director.*

Offers students an opportunity to apply the theories and key themes covered in the core courses in a real-life setting. Requires completion of at least three months of a paid or unpaid internship or field project approved and monitored by a faculty advisor. The project could involve a research or consulting assignment or a structured internship in the fields of coexistence and conflict. Offered every year.

Staff

#### **COEX 298a Independent Study**

Ms. Fitzduff

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## Comparative History

See History.



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# Comparative Literature

Courses of Study:  
 Minor  
 Major (B.A.)

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## Objectives

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In comparative literature we explore literatures and cultures within and across national boundaries. We extend our study of “texts” beyond traditional literary genres to include visual arts and media, social discourses and practices, and other forms of cultural expression. These forms pre-exist us—we are born into a certain culture, which consists of a set of discourses and practices—and can be changed or modified by us. Our study of cultural differences, diversities, and similarities, today and in the past, will promote an understanding of our rapidly changing globe; it will also develop the student’s critical perspective on his or her own culture.

## How to Become a Major or Minor

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All students are welcome to enroll in any course in the program unless prerequisites are stipulated. Students interested in learning more about the comparative literature major or minor are encouraged to speak with the undergraduate advising head for comparative literature. Keep in mind that three literature courses must be taken in a language other than English. Students are strongly encouraged to spend at least one semester abroad, preferably in a country whose primary language is not English.

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## Core Faculty

**Richard Lansing, Chair and Undergraduate Advising Head**  
 (Romance and Comparative Literature)

**Roxanne Dávila**  
 (Romance and Comparative Literature)

**Dian Fox**  
 (Romance and Comparative Literature)

**Jane Hale**  
 (Romance and Comparative Literature)

**Edward Kaplan**  
 (Romance and Comparative Literature)

**Susan Lanser**  
 (Comparative Literature; English and American Literature; Women’s and Gender Studies)

**James Mandrell**  
 (Romance and Comparative Literature)

**Michael Randall**  
 (Romance and Comparative Literature)

**Esther Ratner**  
 (Romance and Comparative Literature)

**Lucia Reyes de Deu**  
 (Romance and Comparative Literature)

**Patricia Johnston**  
 (Classical Studies)

**Thomas A. King**  
 (English and American Literature)

**Robin Feuer Miller**  
 (German, Russian, and Asian Languages and Literature)

**Harleen Singh**  
 (German, Russian, and Asian Languages and Literature; Women’s and Gender Studies)

**Faith Smith**  
 (African and Afro-American Studies; English and American Literature)

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## Affiliate Faculty

**Mary Campbell**  
 (English and American Literature)

**Jonathan Decter**  
 (Near Eastern and Judaic Studies)

**Stephen Dowden**  
 (German, Russian, and Asian Languages and Literature)

## Requirements for the Major

The major in comparative literature requires nine courses, distributed as follows:

- A.** ECS 100a or ECS 100b should be taken as early as possible in the student's academic career.
- B.** Three upper-level literature courses (numbered 110 and above) taught in a language other than English. The three courses may be drawn from more than one language tradition.
- C.** Two upper-level COML courses and two courses drawn from a list of approved COML or COML cross-listed electives. Courses not listed may count toward the major if approved by the undergraduate advising head.
- D.** COML 97a (Senior Essay). All majors are required to enroll in and complete one of the following options in the senior year: COML 97a (Senior Essay, a one-semester course, preferably taken in the fall), or COML 99d (Senior Thesis, a full-year course). Students who wish to be considered for departmental honors must elect the thesis option. Honors will be awarded on the basis of cumulative excellence in all courses taken in the major, including the senior thesis. Departmental honors will be awarded on the basis described above.

Not more than four courses may double count toward both the COML major and another major or minor.

## Requirements for the Minor

The minor in comparative literature requires five courses, distributed as follows:

- A.** ECS 100a or ECS 100b should be taken as early as possible in the student's academic career.
- B.** Four electives, among them two upper-level literature courses, each taught in a language other than English, and one COML course. All electives will be selected in consultation with the undergraduate advising head.

## Courses of Instruction

### (1-99) Primarily for Undergraduate Students

#### COML 97a Senior Essay

Offers students an opportunity to produce a senior essay under the direction of an individual instructor. Usually offered every fall.  
Staff

#### COML 98a Independent Study

*May be taken only by majors with the written permission of the advising head and the chair of the department.*  
Readings and reports under faculty supervision. Offered as needed.  
Staff

#### COML 98b Independent Study

*May be taken only by majors with the written permission of the advising head and the chair of the department.*  
Reading and reports under faculty supervision. Offered as needed.  
Staff

#### COML 99d Senior Thesis

*May be taken only with the permission of the advising head.*  
This is a full-year course that must be taken by all senior majors in comparative literature who wish to undertake honors work. Usually offered every year.  
Staff

### (100-199) For Both Undergraduate and Graduate Students

#### COML 102a Love in the Middle Ages

[ hum ]  
A study of the conventions of courtly love and other forms of love, sacred and erotic, in medieval literature. Readings include Dante's *Vita Nuova*, Boccaccio's *Decameron*, Chaucer's *Canterbury Tales*, *Sir Gawain and the Green Knight*, and Chretien's *Yvain*. Usually offered every second year.  
Mr. Lansing

#### COML 103b Madness and Folly in Renaissance Literature

[ hum ]  
A study of the theme of madness and folly as exemplified by the major writers of the Renaissance, including Erasmus, Rabelais, Montaigne, Boccaccio, Ariosto, Shakespeare, Petrarch, and Cervantes. Usually offered every second year.  
Mr. Lansing

#### COML 108a Creating New Histories and Identities beyond the Nation: Transnational Female Voices in the U.S.

[ hum ]  
*Readings are in English.*  
An examination of literature (prose, poetry, memoirs) written by first- and second-generation immigrant women exploring the ways in which the experience of immigration shaped a new identity that at the same time incorporates and rejects national boundaries. Usually offered every second year.  
Ms. Reyes de Deu

#### COML 120b Dangerous Writers and Writers in Danger

[ hum ]  
Examines the works of modern, 20th-century writers from different areas of the world who have suffered exile, imprisonment or death for their free thinking. Writers include: Alexandr Solzhenitsyn, Wole Soyinka, Gao Xinjan, Breyten Breytenbach, Reynoldo Arenas, and Salman Rushdie. Special one-time offering, fall 2006.  
Ms. Ratner

#### COML 122b Writing Home and Abroad: Literature by Women of Color

[ hum nw ]  
Examines literature (prose, poetry, and memoirs) written by women of color across a wide spectrum of geographical and cultural sites. Literature written within the confines of the "home country" in the vernacular, as well as in English in immigrant locales, is read. The intersections of race, ethnicity, sexuality, gender, and class as contained by the larger institutions of government, religion, nationalism, and sectarian politics are examined.  
Ms. Singh

#### COML 130a Poetic Voices of Protest

[ hum ]  
Poets are citizens, lovers, artists. Major poems and prose by Whitman, Baudelaire, Rilke, T.S. Eliot, Anna Akhmatova, Abraham Heschel and others celebrating American nationhood, protesting world war, moral chaos, or Soviet dictatorship are discussed. Topics include myth, self-assertion, love and intimacy, decadence, ethics, despair and faith, a mother's voice. Students present a poetry slam. Usually offered every third year.  
Mr. Kaplan

**COML 144b The Outsider as Artist and Lover**

[ hum ]

Baudelaire, Kierkegaard, Kafka, and Simone Weil exemplify the struggle to achieve meaning through literature, but they believed that art or God required them to renounce love and marriage. Buber's analysis of "dialogue" will clarify the interrelation of creativity, faith, and human intimacy in their short stories, prose poems, essays, and philosophical and autobiographical writings. Usually offered every third year.

Mr. Kaplan

**COML 165a Reading, Writing, and Teaching across Cultures**

[ hum wi ]

Contemporary literary representations of literacy, schooling, and language from a cross-cultural perspective. Students also analyze their own educational trajectories and experiences with writing and reading. Usually offered every year.

Ms. Hale

**COML 179a Life Stories, Spiritual and Profane**

[ hum ]

Examines modern life stories (such as biographies, autobiographies, journals, fiction) concerning personal identity in relation to the search for God, mysticism and anguish, conversion, moral action, and intimate love. Augustine's *Confessions* and Teresa of Avila's *Life* provide models for contemporary writers such as Thomas Merton and Dorothy Day. Usually offered every third year.

Mr. Kaplan

**COML 185a Dickens and Dostoevsky**

[ hum ]

Considers such issues as narrative, literary realism, and the manipulation of the grotesque and the sublime in representative works of Dickens and Dostoevsky. Because Dostoevsky was an avid reader of Dickens, class addresses questions of influence, particularly with regard to their shared thematic interests. Usually offered every second year.

Ms. Miller

**Cross-Listed Courses****AAAS 133b**

The Literature of the Caribbean

**AAAS 134b**

Novel and Film of the African Diaspora

**AAAS 145b**

What Is Race?

**AAAS 165b**

Literature, Society, and Identity in Francophone Africa Under Colonial Rule

**ANTH 105a**

Myth and Ritual

**CLAS 170a**

Classical Mythology

**EAS 175a**

Masterpieces of Chinese Literature

**ECS 100a**

European Cultural Studies Proseminar: Modernism

**ECS 100b**

European Cultural Studies Proseminar: Making of European Modernity

**ENG 77b**

Literatures of Global English

**ENG 107a**

Caribbean Women Writers

**ENG 111b**

Post-Colonial Theory

**ENG 114b**

Gender and the Rise of the Novel in England and France

**ENG 121a**

Sex and Culture

**ENG 127a**

The Novel in India

**ENG 127b**

Migrating Bodies, Migrating Texts

**ENG 128a**

Alternative Worlds: Modern Utopian Texts

**ENG 144b**

The Body as Text

**ENG 147b**

South African Literature and Apartheid

**ENG 181a**

Making Sex, Performing Gender

**FA 20b**

Introduction to Visual Culture

**FA 40b**

The Formation of Jewish, Christian, and Islamic Art

**GECS 167a**

German Cinema: Vamps and Angels

**GECS 180b**

European Modernism and the German Novel

**HBRW 170a**

Israeli Cinema

**HUM 10a**

The Western Canon

**NEJS 175b**

Responses to the Holocaust in Literature

**NEJS 180a**

Love and Passion in Medieval Jewish Literature and Thought

**SECS 169a**

Travel Writing and the Americas: Columbus's Legacy

**THA 115b**

The Avant-Garde

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Department of  
**Computer Science**

Courses of Study:  
Minor  
Major (B.A./B.S.)  
Post-Baccalaureate (P.B.)  
Combined B.A./M.A.  
Combined P.B./M.A.  
Master of Arts  
Doctor of Philosophy

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## Objectives

### Undergraduate Major

The undergraduate program in computer science teaches the fundamentals of theoretical and practical aspects of computing, preparing students for creative jobs in the computer industry and/or for graduate school. In addition, our curriculum is a stimulating and useful preparation for a number of indirectly related professions, such as law, medicine, and economics.

### Post-Baccalaureate Program in Computer Science

The computer science department offers a post-baccalaureate certificate program for students with a bachelor's degree in a different field who wish to prepare for graduate school or a career in computer science. Students who complete the program may apply to the combined post-baccalaureate/M.A. program.

### Graduate Program in Computer Science

The Graduate Program in Computer Science is concerned with the fundamental concepts arising in the development and use of computing systems, including the study of computational complexity and information theory, the design and analysis of serial and parallel algorithms, the design of programming languages, systems, and artificial intelligence.

A normal program of study in computer science at Brandeis starts with two years of basic graduate coursework. At the completion of this coursework, students are eligible for a master's degree. During this initial two-year period, candidates for the degree of Doctor of Philosophy select a thesis topic and advisor. Dissertation research typically requires two to three additional years.

## How to Become an Undergraduate Major

Previous experience in computer programming is helpful, but not necessary (students lacking such knowledge may take COSI 11a [Programming in Java and C] in their first year). As a rule, our course sequence should not be started later than the sophomore year.

## How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, given in an earlier section of the *Bulletin*, apply here. Applicants for admission to the computer science program must submit three letters of recommendation and are encouraged to take the Graduate Record Examination and the advanced test in computer science. Funds from research grants and fellowships are available to provide financial support for well-qualified students.

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## Faculty

### Timothy Hickey, Chair and Undergraduate Advising Head

Analysis of algorithms. Logic programming and parallel processing. Symbolic manipulation. Groupware.

### Richard Alterman

Artificial intelligence. Cognitive modeling. Natural language processing. Memory-based reasoning and everyday activity.

### Mitch Cherniack

Databases. Software engineering. Programming languages.

### Jacques Cohen

Compiler design. Analysis of parallel algorithms. Logic programming. Data structures. Bioinformatics.

### Ira Gessel

Combinatorics.

### Pengyu Hong

Computational biology. Image processing. Statistical machine learning.

### Harry Mairson

Logic in computer science. Lambda calculus and functional programming. Type theory and constructive mathematics. Complexity theory. Algorithmics.

### Jordan Pollack

Artificial intelligence. Neural networks. Machine learning. Evolutionary computation. Dynamical systems.

### James Pustejovsky, Graduate Advising Head

Artificial intelligence. Computational linguistics. Machine learning.

### Liuba Shrira

Operating systems. Distributed systems. Multi-cache computing.

### James Storer

Data compression and image processing. Computational geometry. Parallel computing. Algorithms.



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## Requirements for the Undergraduate Major

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### Degree of Bachelor of Arts

The minimum requirements for the computer science major are 12 full courses plus two half-credit lab courses:

**A.** Core courses: COSI 21a and 22a, 21b and 22b, 29a, 30a, 31a, and 101a.

**B.** Mathematics courses: MATH 10a, 15a.

**C.** Electives: At least four additional COSI courses, excluding 2a, 11a, and 99d. At most, two electives can be cross-listed courses.

### Degree of Bachelor of Science

The minimum requirement for the computer science major are 17 full courses and two half-credit lab courses:

**A.** Core courses: COSI 21a and 22a, 21b and 22b, 29a, 30a, 31a, and 101a.

**B.** Mathematics courses: MATH 10a, 10b, and 15a.

**C.** Two cross-listed courses from other departments (students should consult the individual course entries for prerequisites, corequisites, and special notes)

**D.** Electives: At least six additional COSI courses, excluding COSI 2a, 11a, and 99d. At most, two of these can be cross-listed courses.

### Honors

Graduation with honors in computer science requires completion and defense of a senior honors thesis; students considering this option should take note of the prerequisites for enrollment in COSI 99d (Senior Research).

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## Combined B.A./M.A. Program

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Available only to Brandeis students who have completed all requirements for the undergraduate B.A. degree and have performed well in the computer science major. Students should apply in their senior year, at which time they should propose a course of study for the fifth year that typically consists of six graduate-level courses, which may include independent study.

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## Requirements for the Minor in Computer Science

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**A.** COSI 21a and 22a.

**B.** Five additional computer science courses, one of which may be a cross-listed course, or another course approved by the undergraduate advising head.

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## Special Notes Relating to Undergraduates

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Students may submit a written request to count a course from another department to satisfy one of the required computer science electives. Approval of such a request is based on the relationship of this course to the student's other computer science electives.

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## Requirements for the Post-Baccalaureate Certificate in Computer Science

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**A.** Introductory courses: COSI 11a, 21a.

**B.** Core courses: COSI 21b, 22b, 29a, 30a, and 31a.

**C.** Electives: At least four additional COSI courses, excluding 2a and 99d. At most, two electives can be cross-listed courses.

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## Combined Post-Baccalaureate/M.A. Program

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Available only to Brandeis students who have completed all requirements for the post-baccalaureate certificate. Students should propose a course of study that typically consists of six graduate-level courses, which may include independent study.

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## Special Notes Relating to Post-Baccalaureate Students

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Post-baccalaureate students with a programming background may ask to be exempted from the introductory courses COSI 11a, 21a. They may also submit a petition to replace core courses (in which they have previous work experience or study) with electives. Students with no previous background are encouraged to take the introductory courses in Summer School and then complete the remaining core and elective courses during the following academic year.

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## Requirements for the Degree of Master of Arts

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### Course Requirements

Satisfactory completion of an approved schedule of nine courses numbered 100 or above, which generally must include at least two courses from each of the following groups:

**A.** AI Group: COSI 111a, 112a, 113b, 114b, 120a, 200a, 200b, 210a, 210b, 215a, 216a, 217a, 300a, 300b.

**B.** Languages and Systems Group: COSI 120a, 127b, 140a, 146a, 147a, 150a, 155b, 200a, 200b, 210a, 210b, 220a, 227b, 300a, 300b.

**C.** Algorithms and Theory Group: COSI 120a, 160a, 170a, 171a, 175a, 180a, 188a, 190a, 200a, 200b, 210a, 210b, 240b, 300a, 300b.

### Residence Requirement

The minimum residency requirement is one and a half years.

### Language Requirement

There is no foreign language requirement.

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## Requirements for the Degree of Doctor of Philosophy

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### Advisor

By the end of the first year the student must obtain the consent of a computer science faculty member to serve as advisor and dissertation committee chair.

### Course Requirements

The same as that for the Master of Arts.

**Teaching Requirement**

The mentoring, training, and evaluation of teaching fellows is an ongoing and important component of the Graduate Program in Computer Science. Students normally teach one course per year, beginning as graders of problem sets and assignments, and move progressively to higher levels of involvement with teaching in courses across the curriculum. They participate in the design and delivery of course lectures and each year, under the guidance of their faculty, they present several lectures. Whether students are preparing for an academic and research career or an industry position, the teaching fellow experience is valuable training in course preparation and technical communication.

**Thesis Committee and Proposal**

1. Establishment by the advisor and the director of graduate studies of a thesis committee consisting of the advisor, two other Brandeis faculty, and one appropriate external member from outside Brandeis.

2. An approved, written thesis proposal by the candidate that surveys the relevant literature and states the goals of the dissertation and topics to be investigated (including aspects already completed or underway), along with an oral presentation to the thesis committee that is open to computer science faculty who wish to attend.

**Thesis Defense**

Public defense of a completed dissertation will be announced three weeks in advance. Copies of the complete thesis will be available to the faculty during these three weeks.

**Residence Requirement**

The minimum residency requirement is three years.

**Language Requirement**

There is no foreign language requirement.

**Courses of Instruction****(1-99) Primarily for Undergraduate Students****COSI 2a Introduction to Computers**

[ sn ]

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. Usually offered every year. Mr. Hickey

**COSI 11a Programming in Java and C**

[ sn ]

A general introduction to structured programming and problem solving using C and Java in the context of the World Wide Web. Students also learn GUI programming and advanced HTML authoring. There are weekly programming assignments. Computer science majors with adequate programming skills may wish to take COSI 21a directly. Usually offered every year. Staff

**COSI 21a Data Structures and the Fundamentals of Computing**

[ qr1 sn ]

*Prerequisite: COSI 11a or programming facility in C. Corequisite: COSI 22a. This course satisfies the quantitative reasoning requirement only when taken with the corresponding lab.*

An introduction to the fundamental concepts of computation: discrete structures (sets, relations, functions, sequences, graphs), the fundamental data structures and algorithms for sorting and searching (lists, queues, dequeues, heaps, hashing, binary trees, tries), and the analysis of algorithms (predicate logic, termination and correctness proofs, computational complexity). The associated laboratory course is COSI 22a. Usually offered every year. Mr. Storer

**COSI 21b Structure and Interpretation of Computer Programs**

[ qr1 sn ]

*Prerequisites: COSI 21a, 22a. Corequisite: COSI 22b. This course satisfies the quantitative reasoning requirement only when taken with the corresponding lab.*

An introduction to the fundamental models of computation: functional programming, abstract data types, imperative programming, object-oriented programming, data-driven programming, meta-linguistic abstraction, and logic programming. The associated laboratory course is COSI 22b. Usually offered every year. Mr. Mairson

**COSI 22a Fundamentals of Programming**

[ qr2 ]

*Corequisite: COSI 21a. May yield half-course credit toward rate of work and graduation. Two semester hour credits.* An introduction to the tools and techniques needed to design, construct, verify, analyze, and maintain programs. One afternoon a week and one one-hour lecture a week. Usually offered every year. Mr. Storer

**COSI 22b Programming Paradigms**

[ qr2 ]

*Prerequisites: COSI 21a, COSI 22a. Corequisite: COSI 21b. May yield half-course credit toward rate of work and graduation. Two semester hour credits.* A practical introduction to the use of appropriate computational paradigms and programming methodologies to solve complex problems. Problem domains vary from year to year but typically include numerical programming, symbolic computation, natural language processing, simulation of physical systems, interpretation and compilation of programming languages. One afternoon a week and one one-hour lecture a week. Usually offered every year. Mr. Mairson

**COSI 25a Human-Computer Interaction**

[ sn ]

*Prerequisite: COSI 2a, or COSI 11a, or permission of the instructor. This course may not be repeated for credit by students who have taken COSI 125a in previous years.*

Covers the basic theory and concepts of human-computer interaction. Topics include methodologies for designing and testing user interfaces, interaction styles and techniques, design guidelines, intelligent user interfaces, hypermedia, adaptive systems, information search and visualization, and computer supported cooperative work. The laboratory work is designed to give the student practice in a set of basic techniques used in the area of human-computer interaction. Usually offered every second year.

Mr. Alterman

**COSI 29a Discrete Structures**

[ sn ]

Covers topics in discrete mathematics with applications within computer science. Some of the topics to be covered include graphs and matrices; principles of logic and induction; number theory; counting, summation, and recurrence relations; discrete probability. Usually offered every year.

Mr. Gessel

**COSI 30a Introduction to the Theory of Computation**

[ sn ]

*Prerequisites: COSI 21a,b; COSI 22a,b; COSI 29a.*

Formal treatment of models of computation: finite automata and regular languages, pushdown automata and context-free languages, Turing machines and recursive enumerability. Church's thesis and the invariance thesis. Halting problem and undecidability, Rice's theorem, recursion theorem. Usually offered every year.

Mr. Mairson

**COSI 31a Computer Structures and Organization**

[ sn ]

*Prerequisites: COSI 21a,b; COSI 22a,b.*

Processors, memories, and peripherals and their interactions. Fundamental structures of computers from logic gates and circuits, through machines and assembly language, to the overall structure of operating systems. Usually offered every year.

Ms. Shrira

**COSI 33b Internet and Society**

[ sn ]

*Prerequisite: COSI 2a or COSI 21a.*

An interdisciplinary survey of the Internet. Taught by a team of professors from several different departments, the course content will vary from year to year. Some particular topics to be covered are the architecture of the Internet (and the implications this has on its regulation), intellectual property, privacy, censorship, e-commerce, online education, and research. Usually offered every year.

Mr. Hickey

**COSI 65a Introduction to 3D Animation**

[ sn ]

Covers the fundamental concepts of 3D animation and teaches both the theory underlying 3D animation as well as the skills needed to create 3D movies. Students demonstrate their understanding of the concepts by creating several short animated movies. Usually offered every third year.

Mr. Hickey

**COSI 98a Independent Study**

Open to exceptional students who wish to study an area of computer science not covered in the standard curriculum. Usually offered every year.

Staff

**COSI 98b Independent Study**

Open to exceptional students who wish to study an area of computer science not covered in the standard curriculum. Usually offered every year.

Staff

**COSI 99d Senior Research**

*Prerequisites: Open only to seniors. A grade point average of 3.50 or higher in the major after completing spring semester of the junior year. Submission of a thesis proposal during the spring semester of the junior year. This proposal must be signed by a faculty member who has agreed to supervise the thesis.*

Research assignments and preparation of a report under the direction of an instructor. Usually offered every year.

Staff

**(100-199) For Both Undergraduate and Graduate Students****COSI 101a Fundamentals of Artificial Intelligence**

[ sn ]

*Prerequisites: COSI 21a,b; 22a,b; COSI 29a. This course may not be repeated for credit by students who have taken COSI 35a in previous years.*

Survey course in artificial intelligence. Introduction to Lisp and heuristic programming techniques. Topics include problem solving, planning natural language processing, knowledge representation, and computer vision. Usually offered every year.

Mr. Pollack

**COSI 111a Topics in Computational Cognitive Science**

[ sn ]

*Prerequisite: COSI 35a, COSI 101a, or COSI 125a or permission of the instructor.*

Focuses on the cognitive aspects of computer-mediated group problem-solving. Topics include computer-supported cooperative work, the role of convention in the coordination of activity, problem-solving and skill acquisition, adaptive systems, distributed cognition, and discourse. The laboratory work is designed to give the student practice with the ideas and techniques under discussion. Usually offered every year.

Mr. Alterman

**COSI 112a Theory and Models of Intelligent Behavior**

[ sn ]

*Prerequisites: COSI 21b or 29a; COSI 35a or COSI 101a.*

Topics include logics for world modeling, representation of goals and plans, action theory, models of shared knowledge, learning theories for environmental modeling, and the social construction of concepts. Usually offered every third year.

Mr. Pustejovsky

**COSI 113b Machine Learning**

[ sn ]

*Prerequisite: COSI 35a or COSI 101a.*

A seminar on genetic algorithms, genetic programming, evolutionary programming, blind watchmaking, and related topics, ultimately focusing on co-evolutionary spirals and the automatic construction of agents with complex strategies for games. Usually offered every second year.

Mr. Pollack

**COSI 114b Topics in Computational Linguistics**

[ sn ]

*Prerequisites: COSI 21b or 29a; COSI 35a or COSI 101a.*

Provides a fundamental understanding of the problems in natural language understanding by computers, and the theory and practice of current computational linguistic systems. Of interest to students of artificial intelligence, algorithms, and the computational processes of comprehension and understanding. Usually offered every year.

Mr. Pustejovsky

**COSI 118a Computer Supported Cooperation**

[ sn ]

*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. Usually offered every second year.

Mr. Alterman

**COSI 120a Topics in Computer Systems**

[ sn ]

*Prerequisite: COSI 21a.*

Content will vary from year to year. May be repeated for credit. Prerequisites may vary with the topic area; check with instructor for details. Usually offered every third year.

Staff

**COSI 123a Statistical Machine Learning**

[ sn ]

*Prerequisite: MATH 10a, 15a or familiarity with basic concepts in probability and statistics and differential calculus.*

Focuses on learning from data using statistical analysis tools and deals with the issues of designing algorithms and systems which automatically improve with experience. This course is designed to give students a thorough grounding in the methodologies, technologies, mathematics, and algorithms currently needed by research in learning with data. Usually offered every year.

Mr. Hong

**COSI 127b Database Management Systems**

[ sn ]

*Prerequisites: COSI 21a, 22a, and 29a.*

Introduces database structure, organization, and languages. Studies relational and object-oriented models, query languages, optimization, normalization, file structures and indexes, concurrency control and recovery algorithms, and distributed databases. Usually offered every second year.

Mr. Cherniack

**COSI 128a Modern Database Systems**

[ sn ]

*Prerequisite COSI 127b.*

Covers advanced topics in database systems such as concurrency control, recovery, security, and data mining. Usually offered every fourth year.

Mr. Cherniack

**COSI 140a Logic Programming**

[ sn ]

*Prerequisite: COSI 31a*

Studies the relationship of Prolog to predicate calculus, horn clauses, unification algorithms, intelligent backtracking, infinite trees, inequalities, implementation issues, and concurrent Prolog. Usually offered every second year.

Mr. Cohen

**COSI 146a Fundamentals of Operating Systems**

[ sn ]

*Prerequisites: COSI 21a,b; 22a,b; 31a; MATH 10a (MATH 10b recommended).*

*This course may not be repeated for credit by students who have taken COSI 46a in previous years.*

Design of systems that share resources. Specific topics: naming, binding, protection, reliability, synchronization, scheduling, storage allocation, interprocess communication. Usually offered every second year.

Staff

**COSI 147a Networks and Distributed Computing**

[ sn ]

*Prerequisite: COSI 31a or the equivalent, 146a, C/C++/UNIX programming skills.*

Introduces state-of-the-art networking technologies, architectures, and protocols, with an emphasis on the Internet and the World Wide Web. Specific topics include naming and RPC at the application level, TCP/IP and UDP/IP at the transport/network levels, and Ethernet, ATM, FDDI, and wireless technologies at the physical level. Usually offered every second year.

Ms. Shrira

**COSI 155b Computer Graphics**

[ sn ]

An introduction to the art of displaying computer-generated images and to the design of graphical user interfaces. Topics include graphic primitives; representations of curves, surfaces, and solids; and the mathematics of two- and three-dimensional transformations. Usually offered every third year.

Staff

**COSI 160a Parallel Computing and Programming**

[ sn ]

*Prerequisites: COSI 29a and 31a.*

An introduction to parallel computation at the levels of architecture, communication, data structures, algorithms, analysis, programming models, and programming languages. Usually offered every second year.

Staff

**COSI 170a Information Theory and Coding**

[ sn ]

*Prerequisites: COSI 29a and 30a, MATH 10a.*

Information theory as applied to the problems of rewriting digital data to be more concise, more error-resistant, or more appropriate to physical environments. Usually offered every second year.

Staff

**COSI 171a Cryptology: Cryptography and Cryptanalysis**

[ sn ]

*Prerequisites: COSI 21a and 29a.*

The study of data secrecy, privacy, and security. How can information be encoded so that an adversary can neither alter it, forge it, nor gain any knowledge of it? Usually offered every second year.

Staff

**COSI 175a Data Compression and Multimedia Processing**

[ sn ]

*Prerequisites: COSI 21a, 29a, 30a, and 31a.*

Selected topics in data compression and image and video processing, including adaptive lossless compression, lossy image and video compression, transformations on image and video, multimedia retrieval problems, parallel algorithms. Usually offered every second year.

Mr. Storer

**COSI 178a Computational Molecular Biology**

[ sn ]

*Prerequisites: COSI 11a and COSI 30a.*

*COSI 30a must be taken before or concurrently with this course.*

An overview of basic concepts in molecular biology, algorithmic coverage of pattern matching, strings, graphs, fragment assembly of DNA, physical mapping of DNA, phylogenetic tree reconstruction, detection of introns and exons, formal language view of DNA, and biological computers. Usually offered every third year.

Mr. Cohen

**COSI 180a Algorithms**

[ sn ]

*Prerequisites: COSI 21a,b, and 29a. This course may not be repeated for credit by students who have taken COSI 30b in previous years.*

Basic concepts in the theory of algorithm design and analysis, including advanced data structures and algorithms, parallel algorithms, and specialized topics. Usually offered every second year.

Staff



**COSI 190a Introduction to Programming Language Theory**

[ sn ]

*Prerequisite: COSI 21a or familiarity with a functional programming language, set theory, and logic.*

Lambda calculus and combinatory logic: Church-Rosser theorem, continuity and computability, denotational semantics, model theory. Typed lambda calculi: strong normalization, representability, completeness of equational reasoning, Curry-Howard isomorphism. Introduction to ML: polymorphism and type inference, module system. Category theory: categorical combinators and compilation, continuations, monads. Usually offered every second year.

Mr. Mairson

**(200 and above) Primarily for Graduate Students****COSI 200a Readings**

Specific sections for individual faculty members as requested.

Staff

**COSI 200b Readings**

Specific sections for individual faculty members as requested.

Staff

**COSI 210a Independent Study**

Usually offered every year.

Staff

**COSI 215a Advanced Topics in Artificial Intelligence**

Topics vary from year to year. The course may be repeated with the approval of the instructor. Usually offered every second year.

Staff

**COSI 216a Topics in Natural Language Processing**

*Prerequisite: COSI 35a or COSI 101a.*

Reviews recent trends in computational approaches to linguistics, semantics, knowledge representation for language, and issues in parsing and inferences. Usually offered every fourth year.

Mr. Pustejovsky

**COSI 217a Topics in Adaptive Systems**

*Prerequisite: COSI 35a or COSI 101a.*

In nature, systems with greater complexity than any designed by humans arise without a designer. The central question explored is: How can complex modular organization arise without an intelligent designer? Class reads about theories of organization in different settings and scales (cells, brains, minds, behavior, society, economies), and study papers, models, and algorithms from a variety of fields that might shed light on the issue. Usually offered every third year.

Mr. Pollack

**COSI 227b Advanced Topics in Database Systems**

*Prerequisite: COSI 127b.*

An in-depth treatment of advanced topics in database management systems. Topics vary from year to year and may include distributed databases, query processing, transaction processing, and Web-based data management. Usually offered every second year.

Mr. Cherniack

**COSI 230a Topics in Computational Biology**

This course aims to transcend traditional departmental boundaries and facilitate communications between experimental biologists and computational scientists. Through reading literature and small research projects, students will be introduced to problems in computational biology and learn the methods for studying them.

Mr. Hong

**COSI 240b Computational Logic**

*Prerequisite: Some previous exposure to logic, computation theory, and functional programming.*

An introduction to logic in computer science. Propositional and first-order logic: completeness, compactness, unification and resolution theorem proving, and circuit and query complexity. Intuitionistic logic: Curry-Howard isomorphism, normalization, Kripke models, and double-negation embeddings. Higher-order logic: Godel's "dialectica" theorem, program synthesis, and decision problems. Usually offered every second year.

Mr. Mairson

**COSI 300a Master's Project**

Usually offered every year.

Staff

**COSI 300b Master's Project**

Usually offered every year.

Staff

**COSI 310a Seminar in Artificial Intelligence**

Usually offered every second year.

Staff

**COSI 315b Current Topics in Learning and Neural Nets**

Usually offered every second year.

Staff

**COSI 340a Seminar in Programming Languages**

Usually offered every second year.

Staff

**COSI 390a Seminar in Theory of Computation**

Usually offered every second year.

Staff

**COSI 400d Dissertation Research**

Specific sections for individual faculty members as requested.

Staff

**Cross-Listed Courses****ANTH 138a**

Social Relations in Cyberspace

**ANTH 174b**

Virtual Communities

**BCHM 170b**

Bioinformatics

**CHEM 144a**

Physical Chemistry: Computational Chemistry

**LING 130a**

Semantics: The Structure of Concepts

**MATH 30a**

Introduction to Algebra, Part I

**MATH 30b**

Introduction to Algebra, Part II

**MATH 36a**

Probability

**MATH 38b**

Number Theory

**MATH 39a**

Introduction to Combinatorics

**PHIL 106b**

Mathematical Logic

**PHYS 29a**

Electronics Laboratory I

**PHYS 29b**

Electronics Laboratory II

**PHYS 32b**

Microprocessor Laboratory

A graduate program

Courses of Study:  
Master of Arts

# Cultural Production

## Objectives

### Interdisciplinary M.A. Program in Cultural Production

The graduate program in Cultural Production, leading to the M.A. degree, provides students with theoretical perspectives and practical experience for analyzing the dynamic intersections of art, imagination, technology, politics, and public spheres. The courses in the program investigate how historical, expressive, and aesthetic representations are generated, circulated, and interpreted in both local and global contexts. Incorporating humanistic, artistic, and social scientific perspectives, the program permits students to explore their varied interests in, for example, ethnic festivals, verbal arts, social memory, aesthetic creativity, museum exhibitions, public history, cultural heritage, historical preservation, archival documentation, digital technologies, and visual media. In addition to mastering analytical and comparative skills necessary for the study of cultural forms and their public spheres, students gain practical expertise, through credit-earning internships, in developing and coordinating cultural productions, ranging from museum installations and heritage festivals to civic memorials and historical archives.

Students may complete the program's degree requirements of eight courses in two semesters; however, it is expected that many students will enroll part-time, while keeping jobs at local-area institutions and organizations. Enrollment will also be open on a course-by-course basis for interested professionals or professionals-in-training.

## How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, given in an earlier section of this *Bulletin*, apply to candidates for admission to this area of study. Candidates must also submit a personal statement that discusses their reasons for applying for this M.A., and their academic training, career objectives, relevant experience, and current institutional affiliation (if any). Three letters of recommendation are required. Students are encouraged, though not required, to visit the campus and to talk to the director and other members of the Faculty Committee.

## Faculty Committee

**Mark Auslander, Director**  
(Anthropology)

**Cynthia Cohen**  
(Coexistence and Conflict)

**Judith Eissenberg**  
(Music)

**Jane Hale**  
(Romance and Comparative Literature)

**Eric Hill**  
(Theater Arts)

**Paul Jankowski**  
(History)

**Allan Keiler**  
(Music)

**Thomas King**  
(English and American Literature)

**James Mandrell**  
(Romance and Comparative Literature)

**Charles McClendon**  
(Fine Arts)

**Laura J. Miller**  
(Sociology)

**Richard J. Parmentier**  
(Anthropology)

**Jonathan Sarna**  
(Hornstein Jewish Professional Leadership Program; Near Eastern and Judaic Studies)

**Harleen Singh**  
(German, Russian, and Asian Languages and Literature; Women's and Gender Studies)

**Ellen Schattschneider**  
(Anthropology)

**Nancy Scott**  
(Fine Arts)

**Faith Smith**  
(English and American Literature; African and Afro-American Studies)

## Requirements for the Degree of Master of Arts

### Program of Study

This graduate program involves one academic year in residence at Brandeis in which students complete eight semester courses, including an internship course and a master's research paper course. In consultation with the director, each entering student selects an area of concentration from one of the three clusters listed below.

Eight semester courses, including:

- A. CP 201a Making Culture: Theory and Practice.
- B. CP 202b Internship in Cultural Production.

C. CP 203a Directed Research in Cultural Production for M.A. Students.

D. Two courses in the student's concentration cluster, one of which is identified as a core course in that cluster.

E. Two elective courses, one from each of the other two clusters.

F. One additional course from the program's electives or another Brandeis course approved by the director.

### Residence Requirement

The residence requirement for this program is one year of full-time study.

### Language Requirement

There is no foreign language requirement for the master's degree.

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**Courses of Instruction**


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**(200 and above) Primarily for Graduate Students**


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**CP 201a Making Culture: Theory and Practice**

Examines theories of mass, public, popular, and elite culture. The social dynamics of remembrance, visibility, and performance. How culture forms emerge in "high" and "low" contexts, from media conglomerates and major museums to "outsider" artists, indigenous communities, and street performers. Usually offered every year. Mr. Auslander

**CP 202b Internship in Cultural Production**

Interning in a cultural institution (such as a museum, a heritage site, or national park), the student participates in the development of a specific project or cultural production, such as an exhibition or public program. Students write a report on their experiences and give a presentation on their internship work at an annual workshop/conference. We anticipate the development of summer practicum or internship courses on museums and cultural production to be held alternately in South Africa, Mississippi, and Scotland. Usually offered every semester. Mr. Auslander

**CP 203a Directed Research in Cultural Production for M.A. Students**

Independent research on a topic approved by the director and mentored by the student's advisor, leading to a written master's paper. Usually offered every semester. Staff

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**Cluster 1: Performance: Object/Body/Place**


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**Core Courses**

**ANTH 105a**  
Myth and Ritual

**ANTH 114b**  
Verbal Art and Cultural Performance

**ENG 151b**  
Theater/Theory: Investigating Performance

**ENG 181a**  
Making Sex, Performing Gender

**THA 130a**  
Suzuki

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**Elective Courses**

**ANTH 112a**  
African Art and Aesthetics

**ANTH 115b**  
The Archaeology of Space and Landscape

**ENG 144b**  
The Body as Text

**ENG 177b**  
American Popular Music and Contemporary Fiction

**ENG 280a**  
Making it Real: Tactics of Discourse

**FREN 142b**  
City and the Book

**HIST 140a**  
A History of Fashion in Europe

**MUS 209a**  
Seminar in Psychoanalysis and Biography: The Psychoanalytic Study of the Artist

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**Cluster 2: Visuality: Image/Media/Signs**


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**Core Courses**

**AMST 130b**  
Television and American Culture

**ANTH 126b**  
Symbol, Meaning, and Reality: Explorations in Cultural Semiotics

**ANTH 130b**  
Visuality and Culture

**ANTH 184b**  
Cross-Cultural Art and Aesthetics

**FA 102a**  
American Avant-Garde Film and Video

**FILM 100a**  
Introduction to the Moving Image

**JOUR 103b**  
Advertising and the Media

**PHIL 113b**  
Aesthetics: Painting, Photography, and Film

**SOC 120b**  
Globalization and the Media

**SOC 146a**  
Mass Communication Theory

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**Elective Courses**

**AMST 120b**  
Film Theory and Criticism

**ANTH 128a**  
Meaning and Material Culture

**ENG 101b**  
Cyber-Theory

**ENG 280a**  
Making it Real: Tactics of Discourse

**GECS 150a**  
From Rapunzel to Riefenstahl: Real and Imaginary Women in German Culture

**GECS 167a**  
German Cinema: Vamps and Angels

**SOC 221b**  
Sociology of Culture

**THA 155a**  
Icons of Masculinity

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**Cluster 3: Memory: Museums/Preservation/Archives**


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**Core Courses**

**ANTH 108b**  
History, Time, and Tradition

**ANTH 159a**  
Museums and Public Memory

**HIST 204b**  
Narrative Strategies: Writing History in a Post-Modern Age

**NEJS 181b**  
Film and the Holocaust

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**Elective Courses**

**COEX 250a**  
The Arts of Building Peace

**ENG 127b**  
Migrating Bodies, Migrating Texts

**ENG 147b**  
South African Literature and Apartheid

**ENG 211a**  
Psychoanalytic Theory

**GECS 160a**  
In the Shadow of the Holocaust: Global Encounters

**HIST 169a**  
Thought and Culture in Modern America

**HIST 170a**  
Italian Films, Italian Histories

**NEJS 133a**  
Art, Artifacts, and History: The Material Culture of Modern Jews

**NEJS 190a**  
Describing Cruelty

**NEJS 291a**  
History and Memory in the Middle East

**SAL 140a**  
We Who Are at Home Everywhere: Narratives from the South Asian Diaspora

An interdepartmental program

## East Asian Studies

Courses of Study:  
Minor  
Major (B.A.)

### Objectives

East Asian studies is an interdisciplinary program that seeks to give the student broad yet intimate knowledge of East Asian civilization. It can be taken either as a major or a minor. At the crux of the program is the language requirement of an East Asian language, providing the basis for postgraduate study or careers dealing with East Asia.

### How to Become a Major or a Minor

To enroll in the program, either as a major or a minor, students must see the program chair. Together they will select as an advisor a faculty member who seems best suited to that student's interest and area of future work.

### Committee

**Ralph Thaxton, Chair**  
(Politics)

**Qun Ao, Co-Undergraduate Advising Head**  
(German, Russian, and Asian Languages and Literature)

**Hiroko Sekino, Co-Undergraduate Advising Head**  
(German, Russian, and Asian Languages and Literature)

**Ellen Schattschneider, Colloquium Director**  
(Anthropology)

**Matthew Fraleigh**  
(German, Russian, and Asian Languages and Literature)

**Donald Hindley**  
(Politics)

**Gary Jefferson**  
(Economics)

**Richard Lyman**  
(History)

**Lee Pennington**  
(History)

**John Schrecker**  
(History)

**Yuanyuan Shen**  
(Economics)

**Aida-Yuen Wong**  
(Fine Arts)

### Requirements for the Major

**A.** Satisfactory completion of at least 10 semester courses from among the EAS and cross-listed offerings. No course with a grade below C- can count towards the major requirement of 10 courses. It is expected that at least five of the courses used to fulfill the major will be taken in residence at Brandeis.

**B.** Completion of the 40 level or its equivalent in Chinese or Japanese. Students who can demonstrate this level of competence in another East Asian language may use it to fulfill the requirement. Note that in a student's first East Asian language, no course below the 40 level may count toward the 10 required courses for the major. However, if a student has achieved the 40 level in one language, courses in additional East Asian languages at or above the 20 level may count toward the 10. For further information on these language requirements, see the undergraduate advising head.

**C.** The EAS core course, HIST 80a (Introduction to East Asian Civilization).

**D.** From the EAS or cross-listed offerings: At least one course in the social sciences (in addition to HIST 80a) and at least one course in the humanities or creative arts. An additional course in either the social sciences (other than HIST 80a) or in the humanities or creative arts.

**E.** Candidates for honors are required to register for EAS 99d or for a 99d in an appropriate department and to prepare an honors thesis on a topic relating to East Asia. If completed successfully, the 99d (a year-long two-semester course) can be counted as two of the 10 courses of the major.

### Requirements for the Minor

**A.** At least five courses are required for the minor. Students without East Asian language skills equivalent to a 20-level course will complete a total of six courses.

**B.** CHIN 10a and CHIN 20b or JAPN 10a and JAPN 20b. These courses must be taken in residence at Brandeis (or abroad with approval of the undergraduate advising head prior to commencement of the language study program), or their equivalents in another approved East Asian language. Students with demonstrated language skills at an equivalent level may be exempted from this requirement. For further information on the language requirement, see the undergraduate advising head.

**C.** The EAS core course, HIST 80a (Introduction to East Asian Civilization).

**D.** At least three additional courses from the EAS or EAS cross-listed offerings. These three courses must be in at least two different departments. Students who are exempted from the language requirement for the EAS minor must complete a fourth elective course from the EAS or cross-listed offerings for a total of five courses. Only East Asian language courses at the 100-level or higher may be used as electives for the minor.



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**Courses of Instruction**


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**(1-99) Primarily for Undergraduate Students**


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**EAS 98a Independent Study**

Usually offered every year.  
Staff

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**EAS 98b Independent Study**

Usually offered every year.  
Staff

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**EAS 99d Senior Research**

Seniors who are candidates for degrees with honors in East Asian studies must register for this course and, under the direction of a faculty member, prepare an honors thesis on a suitable topic. Usually offered every year.  
Staff

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**(100-199) For Both Undergraduate and Graduate Students**


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**EAS 130a Comparative Modern East Asian Literature**

[ hum ]

Explores the origins of modern East Asian literature, focusing on its master narratives of nationalism and revolutions, its search for "authentic" history, its cinematic representations, its use as an instrument of cultural criticism of official history, and its role in mediating Asian and Asian-American identities in a multicultural and transnational world. Focuses on the literature of China, Japan, and Korea. Special one-time offering, spring 2006.  
Ms. Luo

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**EAS 175a Masterpieces of Chinese Literature**

[ hum ]

*This course may not be repeated for credit by students who have taken COML 175a in previous years.*

Surveys Chinese literature from the classical era through the 18th century. Readings are in English translation and include a wide range of genres, with particular emphasis on the great Chinese novels. Usually offered every third year.  
Staff

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**Core Courses**


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**CHIN 10a**

Beginning Chinese

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**CHIN 20b**

Continuing Chinese

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**CHIN 30a**

Intermediate Chinese

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**CHIN 40b**

Advanced Intermediate Chinese

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**HIST 80a**

Introduction to East Asian Civilization

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**JAPN 10a**

Beginning Japanese

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**JAPN 20b**

Continuing Japanese

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**JAPN 30a**

Intermediate Japanese

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**JAPN 40b**

Advanced Intermediate Japanese

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**Elective Courses**

The following courses are approved for the program. Not all are given in any one year. Please consult the Schedule of Classes each semester. Additional courses may be approved by the chair on a case by case basis.

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**ANTH 178b**

Culture, Gender, and Power in East Asia

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**CHIN 98a**

Readings in Modern Chinese

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**CHIN 98b**

Readings in Modern Chinese

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**CHIN 105a**

Advanced Conversation and Composition I

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**EAS 175a**

Masterpieces of Chinese Literature

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**ECON 29a**

The Economy and Legal System of China

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**ECON 64a**

East Asia's Economies

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**ECON 175a**

Introduction to the Economics of Development

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**FA 12a**

History of Asian Art

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**FA 181b**

The Art of Japan

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**FA 184a**

Studies in Asian Art

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**HIST 176a**

The Emergence of Modern Japan

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**HIST 180b**

Topics in Modern Chinese History

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**HIST 181a**

Seminar on Traditional Chinese Thought

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**HIST 182a**

Sino-American Relations from the Eighteenth Century to the Present

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**HIST 182b**

The Samurai

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**HIST 184a**

Nation and Empire in Modern East Asia

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**JAPN 98a**

Readings in Japanese

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**JAPN 98b**

Readings in Japanese

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**JAPN 105a**

Advanced Conversation and Composition I

---

**PHIL 119b**

Chinese Philosophy

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**POL 147a**

The Government and Politics of China

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**POL 148a**

Seminar: Contemporary Chinese Politics

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**POL 150a**

Politics of Southeast Asia

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**POL 167a**

United States and China in World Politics

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Department of  
**Economics**

Courses of Study:  
Minor  
Major (B.A.)

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**Objectives**

Majors in economics receive broad yet rigorous training in the core subjects of the discipline: general principles, micro and macroeconomic theory, statistics, and econometrics. They learn to use skills developed in the core courses to analyze a variety of economic problems, social issues, and economic institutions. These skills are applied and reinforced in four elective courses chosen from a list that includes most of the subfields of interest to economists, e.g., international economics, financial markets, industrial organization, institutional economics, the regulation of economic activity, the public sector, technology, growth, and development.

The department stresses the development and use of analytic and quantitative approaches for analyzing and understanding human choice and economic behavior, the functioning of the economic system, and specific subject areas and economic issues. (As a result we expect that students will develop analytic and quantitative skills in the economics major that are useful, not only for economics, but for other subjects as well.) Theoretical and applied courses are available. Upon completion of the major, students are expected to be familiar with the scholarship associated with a variety of economic subjects; majors learn to read books and articles written for the general economist.

The major in economics provides background for many positions in business or government. A few graduates pursue advanced degrees in economics while others enroll in professional schools of business, law, and other fields. Programs of study can be designed to match the interests of the student (see the list of courses that follows).

Qualified seniors are invited to participate in the department's honors program, which involves research and writing a thesis under the supervision of a member of the faculty. Before the senior year, Brandeis undergraduates can apply for admission as "five-year students" to the Lemberg Master's Program in International Economics and Finance (see Brandeis International Business School section of this *Bulletin*). The department offers a minor in economics; a business minor is also available (see the Program in Business section of this *Bulletin*).

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**How to Become a Major**

The major has a single entry point, ECON 2a (Introduction to Economics). (This course is also an option in the quantitative reasoning component of the General University Requirements.) Most majors begin their study in the first or second year with ECON 2a followed by a second principles course, ECON 8b (The Global Economy). Six core courses are required. The two principles courses are followed by four intermediate theory courses: microeconomic theory, macroeconomic theory, statistics, and econometrics (which builds on statistics), plus four electives. It is important to begin the study of economics early because upper-level electives, a requirement for the major, build on intermediate courses and have from three to six prerequisites. Also, some calculus is used in intermediate theory courses.

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**Faculty**

**Rachel McCulloch, Chair**

International economic theory and policy, industrial organization.

**Chad P. Bown**

International economics, economic development, and industrial organization.

**Linda Bui**

Environmental economics, public finance, applied microeconomics, and industrial organization.

**Laarni Bulan**

Corporate finance, corporate governance, and real options.

**Anne Carter**

Technological change. Input/output analysis.

**Stephen Cecchetti**

Advanced macroeconomic theory, monetary economics, and financial economics.

**H. Michael Coiner**

Economics of higher education, macroeconomics, and international economics.

**F. Trenery Dolbear**

Macroeconomics and public sector.

**Can Erbil**

Economic development, international trade, and public finance.

**Benjamin Gomes-Casseres**

International business and international political economy.

**George J. Hall**

Macroeconomics.

**Jens Hilscher**

Asset pricing, corporate finance, international finance.

**Adam Jaffe, Dean of Arts and Sciences**

Technological change, economics of regulation, and industrial organization.

**Gary H. Jefferson**

Economics of innovation, institutional economics, development, industrial organization, and China.

**Blake LeBaron**

Macroeconomics, international finance, and microeconomics.

**Hong Li**

Time series econometrics, macroeconomics, monetary economics.

**Catherine L. Mann**

International finance, outsourcing, technology, and U.S economic policy.

**Nidhiya Menon**

Empirical microeconomics, economic development, econometrics, and economic demography and labor.

**Carol Osler**

International finance, financial markets, open economy, and macroeconomics.

**Peter Petri**

International trade, development, Japan, and Korea.

**Paroma Sanyal**

Industrial organization, regulation, and microeconomics.

**Rashmi Shankar**

Macroeconomics and international finance.

**Patricia Tovar**

International trade, political economy, development, microeconomics, behavioral economics.

**Xin Wang**

Pricing auctions in marketing; consumer behavior, international marketing, market research.

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**Requirements for the Major**

**A.** ECON 2a (Introduction to Economics) and ECON 8b (The Global Economy). A grade of C or higher is required in these courses.

**B.** ECON 80a, 82b, and 83a. Students receiving less than a C- for any of these courses must retake the course and earn a C- or better before enrolling in any upper-level elective.

**C.** ECON 184b or ECON 185a.

**D.** Four elective courses in economics, at least two of which must be upper-level. Upper-level electives are courses that have as prerequisites ECON 80a, ECON 82b, or ECON 83a. Note: Not all 100-level courses meet this criterion. ECON 170a and ECON 175a are lower-level electives. Lower-level electives can be any course in economics other than the required courses, except that ECON 98a,b, ECON 99a,b, and BUS 89a do not count as electives for the major. Only one course that does not include ECON 2a as a prerequisite can be accepted as a lower-level elective. Eligible courses include cross-listed courses and certain other courses that contain significant economics content offered by IBS, Heller, and other departments in the social sciences. Any student who intends to offer an economics-oriented course in another department or school toward the economics major should obtain approval of the undergraduate advising head in advance.

**E.** A passing letter grade must be obtained in each course taken for credit toward the major. (Pass/Fail courses are not allowed.) Students must also achieve a grade point average of at least 2.00 in the major courses; students close to this average should consult the undergraduate advising head before enrolling in economics courses for the senior year.

**F.** Any exception to the above rules requires department approval by petition. See the department academic administrator or the undergraduate advising head for a petition; for example, a student must petition to get credit toward the major for an economics course taken at another university.

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**Requirements for the Undergraduate Minor**

**A.** Successful completion of ECON 2a (Introduction to Economics) and ECON 8b (The Global Economy) with a grade of C or higher.

**B.** Three additional economics courses of which all but one must include a prerequisite of at least ECON 2a. As with the major, courses offered by IBS, Heller, and other institutions may be substituted if their content is primarily economics, but such substitution requires the permission of the undergraduate advising head.

**C.** Students undertaking the economics minor and the business minor are subject to additional restrictions to minimize the overlap in content. Consult your advisor for approval of such combined programs.

**D.** A grade point average of 2.00 or higher is required in courses offered for the minor.

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**Special Notes Relating to Undergraduates**
**Business Minor**

Students interested in pursuing a formal program in business should consult the description given in the business program section of this *Bulletin*.

**Mathematic**

The required intermediate theory courses (80a, 82b, 83a) assume a knowledge of calculus at the level taught in MATH 10a (Techniques of Calculus). (Students with a limited mathematics background should begin with MATH 5a [Precalculus Mathematics].) Every student taking Economics 80a must have either: a) completed MATH 10a with a grade of C- or better, or b) scored at least 4 on the AP Mathematics AB test or at least 3 on the AP Mathematics BC test, or c) passed a placement exam which the economics department administers at the beginning of each semester. For some more advanced courses, additional calculus and linear algebra provide a useful background. Students unsure of the adequacy of their mathematics preparation should consult their advisor.

**Academic Advisor and Selection of Courses**

Students are strongly advised to choose courses with well-considered educational objectives in mind. Course offerings in economics can be grouped roughly into four categories (see below). Some students will wish to take at least one course from each of the four groups and thereby obtain a broad exposure to the discipline. Others will find a more narrow focus with in-depth study in only a few groups more appropriate. Each major should discuss educational objectives and course selections and sequencing with his/her academic advisor.

**Internships**

Students interested in taking an internship for credit should consult the description and enrollment information for BUS 89a in the business section of the *Bulletin* or the website for business internships: [www.brandeis.edu/programs/internships/pages/bus.html](http://www.brandeis.edu/programs/internships/pages/bus.html).

There is no separate economics internship course; generally economics internship students enroll in BUS 89a. BUS 89a does not provide credit toward the ECON major or minor, but it is a four-credit course that counts as one of a student's 32 courses and as one of the BUS electives. Internships can be done during an academic semester or during the summer. Searching the University's main website for "internships" will lead to information on availability of courses, guidelines, and requirements.

**ECON Course Offering Groups**

## 1. Core Analytical Courses

2a	Introduction to Economics
8b	The Global Economy
80a	Microeconomic Theory
82b	Macroeconomic Theory
83a	Statistics for Economic Analysis
184b	Econometrics
185a	Econometrics with Linear Algebra

2. International and Comparative	134b	Public Sector Economics
26a Latin America's Economy	135a	Industrial Organization
29a The Economic and Legal System of China	171a	Financial Economics
60b The Economics of International Trade Disputes	172b	Money and Banking
64a East Asia Economies	174a	Corporate Finance
141b Economics of Innovation	177b	Economic Regulation and Deregulation
160a International Trade Theory	181b	Game Theory and Economic Applications
161a International Finance	4. Analytical Methods	
175a Introduction to the Economics of Development*	162a	Game Theory
176a The Household, Health, and Hunger in Developing Countries	170a	Mathematics of Economics and Finance*
178b Monetary and Fiscal Policy		
3. The U.S. Economy: Analysis, Institutions, Policy		
56b Social Priorities and the Market		
57a Environmental Economics		
59b The Economics of Education		
71b Introduction to Finance		
74b Law and Economics		
76b Labor Economics		
77a Introduction to Regulation and Public Policy		
129b Economics for the New Economy		
133a The Economics of Discrimination and Inequality		

Several first-year Brandeis International Business School courses may be appropriate analytical electives for advanced undergraduates. These include courses in the Ph.D. Program in International Economics. See your advisor or the undergraduate advising head.

\*This course is considered a lower-level elective.

## Courses of Instruction

### (1-99) Primarily for Undergraduate Students

#### **ECON 2a Introduction to Economics**

[ qr ss ]

*Common final exam.*

A one-semester introduction to economic analysis with policy applications. The economist's approach to social analysis is systematically elaborated. Usually offered every semester in multiple sections.  
Staff

#### **ECON 8b The Global Economy**

[ wi ss ]

*Prerequisite: ECON 2a. Common final exam.*

The basic tools and models of economic analysis are applied to a wide range of topics in micro, macro, and international economics. Usually offered every semester in multiple sections.  
Staff

#### **ECON 26a Latin America's Economy**

[ ss nw ]

*Prerequisite: ECON 2a. This course may not be repeated for credit by students who have taken ECON 25a in previous years.*

Introductory survey of economic, financial, and institutional problems, distortions, and reforms in Latin America. Topics include the role of government, privatization, liberalization of trade and capital flows, pension funds reforms, inflation, stabilization, and international debt crisis. Current and future trends will be discussed. Usually offered every second year.  
Staff

#### **ECON 29a The Economy and Legal System of China**

[ ss ]

Examines the role of China's legal system in shaping China's economic transformation and the issues associated with China's emergence as one of the world's major trading powers. Usually offered every year.

Ms. Shen

#### **ECON 56b Social Priorities and the Market**

[ ss ]

*Prerequisite: ECON 2a.*

Examines the strengths and limitations of free markets in promoting major social goals: efficiency, equity, and technological advance. Usually offered every year.

Ms. Carter

#### **ECON 57a Environmental Economics**

[ ss ]

*Prerequisite: ECON 2a.*

Investigates the theoretical and policy problems posed by the use of renewable and nonrenewable resources. Theoretical topics include the optimal pricing of resources, the optimal use of standards and taxes to correct pollution problems under uncertainty, and the measuring of costs and benefits. Usually offered every year.

Staff

#### **ECON 59b The Economics of Education**

[ ss ]

*Prerequisite: ECON 2a.*

An introduction to economic analysis of the education sector. Topics include the concept of human capital, private and social return to investment in education, cost-benefit analysis of special educational programs, and issues in the financing of education. Usually offered every second year.

Mr. Coiner

#### **ECON 60b The Economics of International Trade Disputes**

[ ss ]

*Prerequisite: ECON 8b.*

Analyzes economic issues involved in a set of recent international trade disputes at the frontier of disagreement and conflict in international economic relations from the perspective of directly and indirectly affected participants such as firms, workers, consumers, policy makers, and NGOs. Usually offered every year.

Mr. Bown

#### **ECON 61a The Economics of Reprivatization in the New Europe**

[ ss ]

*Prerequisite: ECON 2a. Course to be taught at Brandeis summer program in Berlin.*

An analysis of the process and problems of economic reform in Central and Eastern Europe. Examines the reforms from a national and international perspective and considers the cross-border linkage of economies and the reintegration of Central and Eastern Europe in the economic world. Usually offered every summer.

Mr. Heinsohn

#### **ECON 64a East Asia's Economies**

[ ss ]

*Prerequisites: ECON 2a.*

Examines the post-war economic performance of the East Asian countries, especially Japan, China, Korea, and Taiwan. Emphasizes the public policies, institutional features, and historical conditions that accounted for the performance of these four economies. Also explores differences between the East Asian models of economic development and those of the Western economies, particularly the United States. Usually offered every second year.  
Staff



**ECON 65a The Economics of Globalization**

[ ss ]

*Prerequisite: Successful completion of ECON 2a with a grade of C+ or higher.*

Examines the phenomenon of globalization, using economic analysis to explore controversial themes of the globalization debate—offshoring, sweatshops, child labor, environmental standards and a race to the bottom, intellectual property protection, cultural diversity, economic development, immigration, and others. Special one-time offering, fall 2006.

Mr. Bown with Mr. Friedman

**ECON 71a Introduction to Finance**

[ ss ]

*Prerequisite: ECON 2a. This course should not be taken concurrently with ECON 171a. This course may not be taken for credit by students who have previously taken ECON 171a.*

Designed to give students an overview of the issues involved in modern finance. Topics include random walks, bubbles, derivative markers, online trading, hedge funds, foreign exchange markets, and recent international crises. Usually offered every year.

Mr. LeBaron

**ECON 74b Law and Economics**

[ ss ]

*Prerequisite: ECON 2a.*

A study of economic foundations of American law in selected areas of interest. Topics include the role of property rights and liability rules in the control of externalities, controlling the cost of accidents, the control of criminal behavior, product failure and damage, medical malpractice. Usually offered every second year.

Staff

**ECON 76b Labor Economics**

[ ss ]

*Prerequisite: ECON 2a.*

Topics include: Analysis of competitive and less-than-competitive markets. Rationale for alternate methods of paying workers (e.g., hourly wages, piece rates, bonuses). Sources of wage differentials among jobs and workers. The U.S. labor movement, the process of collective bargaining, and the economic effects of unions. Effects of government interventions in the labor market, such as the minimum wage and occupational safety regulation. Extent and effects of discrimination in the labor market. Inequality in the distribution of wages.

Mr. Coiner

**ECON 77a Introduction to Regulation and Public Policy**

[ ss ]

*Prerequisite: ECON 2a. This course may not be repeated for credit by students who have taken ECON 177b in previous years.*

Economic rationale behind government intervention in markets. Theoretical, practical, and historical aspects of regulation. Recent trends toward deregulation or regulatory reform. Specific case studies such as telecommunications, electric utilities, environment, transportation, drugs, and workplace safety. Usually offered every second year.

Ms. Sanyal

**ECON 80a Microeconomic Theory**

[ ss ]

*Prerequisite: ECON 8b. Intermediate theory courses (ECON 80a, 82b, 83a) assume a knowledge of calculus at the level taught in MATH 10a.*

Analysis of the behavior of economic units within a market economy. Emphasis upon individuals' decisions as demanders of goods and suppliers of resources, and firms' decisions as suppliers of goods and demanders of resources under various market structures. Usually offered every semester.

Staff

**ECON 82b Macroeconomic Theory**

[ ss ]

*Prerequisites: ECON 8b. ECON 80a and 83a would be helpful.*

Models of the determination of economic aggregates—such as national income, consumption, investment, government spending, exports, imports, and international capital flows—and economy-wide variables—such as the interest rate, the exchange rate, the price level and inflation, and the unemployment rate. The influence of fiscal and monetary policies on these aggregates and variables is examined. Usually offered every semester.

Staff

**ECON 83a Statistics for Economic Analysis**

[ qr ss ]

*Prerequisite: ECON 2a.*

A first course in statistical inference. Topics include descriptive statistics, probability, normal and binomial distributions, sampling distributions, point and interval estimation, properties of estimators, hypothesis testing, regression, and analysis of variance. Usually offered every semester.

Staff

**ECON 98a Independent Study**

*Signature of the instructor required. Does not count toward the major in economics.*

Normally available for a student who has taken a course and wishes to pursue further reading or research in that field or study a subject not listed among the department course offerings. Usually offered every year.

Staff

**ECON 98b Independent Study**

*Signature of the instructor required. Does not count toward the major in economics.*

See ECON 98a for course description. Usually offered every year.

Staff

**ECON 99a Senior Research**

*Signature of the instructor required. Does not count toward the major in economics.*

A senior whose grade point average in economics courses is 3.50 or above and has completed or is currently enrolled in ECON 184b or equivalent may petition to be admitted to the Senior Honors Program and to enroll in this course. Usually offered every year.

Staff

**ECON 99b Senior Thesis**

*Prerequisite: Satisfactory completion of ECON 99a. Signature of the instructor required. Does not count toward the major in economics.*

Normally seniors who wish to complete a senior honors thesis enroll in this course.

Usually offered every year.

Staff

**(100-199) For Both Undergraduate and Graduate Students****ECON 129a Economics for the New Economy**

[ ss ]

*Prerequisites: ECON 80a, ECON 82b and ECON 83a, or permission of the instructor.*

A study of the economic issues particular to the "new economy" within the framework of economic theory. Topics include causes and consequences of increasing returns, productivity and economic growth, skill-based technological progress and the wage gap, network economics, and human capital. The objective is to enable a student to use economic theory to understand these issues. Usually offered every year.

Staff

**ECON 133a The Economics of Discrimination and Inequality**

[ ss ]

*Prerequisite: ECON 80a and ECON 83a or permission of the instructor.*

This course uses economics and statistical analysis to explore the extent and consequences of discrimination in U.S. labor markets, as well as other determinants of income inequality in the U.S. Proposed policy options are analyzed and evaluated. Usually offered every year.

Ms. Lee

**ECON 134b Public Sector Economics**

[ ss ]

*Prerequisite: ECON 80a and ECON 83a or permission of the instructor.*

The effect of tax and expenditure policies on economic efficiency and equity. Topics include externalities and public goods, public choice, cost-benefit analysis, income redistribution, social security, and health care. Also discussion of U.S. tax system, public debt, and state and local finance. Usually offered every year.

Mr. Dolbear

**ECON 135a Industrial Organization**

[ qr ss ]

*Prerequisite: ECON 80a and ECON 83a or permission of the instructor.*

Microeconomic analysis of firm behavior under alternative market structures and implications for market outcomes. Topics include strategic interaction, entry and exit, collusion, predation, price discrimination, product differentiation, vertical relations, imperfect information, advertising, and patents and innovation. Usually offered every year.

Ms. McCulloch

**ECON 141b Economics of Innovation**

[ ss ]

*Prerequisite: ECON 80a and ECON 83a or permission of the instructor.*

Technological change as the central focus of modern economies. Topics include changing industrial and international specialization, economics of research and development, innovation, diffusion and technology transfer, appropriability, patents, information markets, productivity, intersectoral effects, and global competitiveness. Usually offered every year.

Mr. Jefferson

**ECON 160a International Trade Theory**

[ ss ]

*Prerequisite: ECON 80a and ECON 83a or permission of the instructor.*

Causes and consequences of international trade and factor movements. Topics include determinants of trade, effects on welfare and income distribution, trade and growth, protection, foreign investment, immigration, and preferential trading. Usually offered every year.

Staff

**ECON 161a International Finance**

[ ss ]

*Prerequisite: ECON 80a and ECON 83a or permission of the instructor.*

Applications of international economic theory—regarding trade, the balance of payments, investments, and exchange rates—to the management of import/export firms and multinational corporations. Usually offered every year.

Staff

**ECON 170a Mathematics of Economics and Finance**

[ ss ]

*Prerequisite: ECON 2a and ECON 8b. Does not count toward the upper-level elective requirement for the major in economics.*

An introduction to linear algebra and calculus with the stress on their applications in economics and finance. Topics covered include sequences and limits, derivatives, constrained and unconstrained optimization, matrix algebra and systems of linear equations, techniques of integration, and first-order differential equations.

Staff

**ECON 171a Financial Economics**

[ ss ]

*Prerequisites: ECON 80a and 83a. May not be taken for credit by students who have previously taken IEF 205a.*

An introduction to financial economics. Topics include the selection of assets, portfolio choice under uncertainty, equilibrium asset pricing models, the efficient markets hypothesis, futures, and options markets. Usually offered every year.

Mr. Hilscher

**ECON 172b Money and Banking**

[ ss ]

*Prerequisites: ECON 80a and ECON 83a or permission of the instructor.*

Considers the operation of banks and other financial institutions in a money- and capital-market setting. The role of central banks in the control of the quantity of money is examined in relation to the performance of the national economy. Supervision of banks, insurance of deposits, reform of banking legislation, as well as the internationalization of banking are also studied. Usually offered every year.

Mr. Cecchetti

**ECON 174a Corporate Finance**

[ ss ]

*Prerequisites: ECON 171a and BUS 6a or permission of the instructor. May not be taken for credit by students who are currently taking or have previously taken FIN 202a (formerly IEF 210b).*

An introductory course in corporate finance and financial management. Covers the theory and application of capital budgeting techniques and capital structure choice of firms. Usually offered every year.

Ms. Bulan

**ECON 175a Introduction to the Economics of Development**

[ ss ]

*Prerequisite: ECON 2a or permission of the instructor. Does not count toward the upper-level elective requirement for the major in economics.*

An introduction to various models of economic growth and development and evaluation of these perspectives from the experience of developing and industrial countries. Usually offered every year.

Mr. Jefferson

**ECON 176a The Household, Health, and Hunger in Developing Countries**

[ ss ]

*Prerequisites: ECON 80a and ECON 83 or permission of the instructor. ECON 175a is recommended. Primarily recommended for juniors and seniors.*

Examines aspects of poverty and nutrition that are confronted by households in low-income countries. Examines these issues primarily from a microeconomic perspective, although some macroeconomic angles are explored as well. Usually offered every year.

Ms. Menon

**ECON 177b Economic Regulation and Deregulation**

[ ss ]

*Prerequisites: ECON 80a and ECON 83a, or permission of the instructor.*

Rate regulation of natural monopolies, antitrust regulation of horizontal and vertical mergers and contracts, and the deregulation movement. Focus on the peak-load pricing problem, vertical restraints, and case histories of airlines and savings and loan institutions. Usually offered every third year.

Staff

**ECON 178b Monetary and Fiscal Policy – Theory and Applications**

[ ss ]

*Prerequisites: ECON 82b and 83a, or permission of the instructor.*

Studies the relation of monetary and fiscal policy to inflation, to aggregate employment, and to the financing of the public sector. Explores both the theoretical debates and the practical issues faced by policy makers. The theoretical analysis is applied to several contemporary and historical developments including the economic expansion of the 1990s, the financial crises in developing economies, inflation targeting, credit channels, and the implications of the Euro. Usually offered every year.

Staff

**ECON 181b Game Theory and Economic Applications**

[ ss ]

*Prerequisites: ECON 80a, ECON 83a, MATH 10a or equivalent.*

Analysis of decision making in multiperson settings. Studies models of equilibrium and various kinds of games under perfect and imperfect information. The applications include competition, auctions, voting, risk sharing, bargaining. Usually offered every year.

Staff

**ECON 184b Econometrics**

[ qr ss ]

*Prerequisites: ECON 80a, 82b, and 83a.*

An introduction to the theory of econometric regression and forecasting models, with applications to the analysis of business and economic data. Usually offered every year.

Ms. Li

**ECON 185a Econometrics with Linear Algebra**

[ ss ]

*Prerequisites: ECON 80a, 82b, 83a and MATH 15a. A working knowledge of linear algebra is required.*

Students are first exposed to the necessary background in advanced probability theory and statistics. Then statistical theory for the linear regression model, its most important variants, and extensions to nonlinear methods including Generalized Method of Moments (GMM) and Maximum Likelihood Estimation (MLE) are covered. Theoretical analysis is accompanied by the study of empirical economic examples. Usually offered every second year.

Ms. Li

**Cross-Listed Courses****AAAS 60a**

Economics of Third World Hunger

**BUS 6a**

Financial Accounting

**BUS 10a**

Functions of the Capitalist Enterprise

**BUS 70a**

Business in the Global Economy

**BUS 75a**

Issues in Business and Management

**HS 104b**

American Health Care

**HS 110a**

Wealth and Poverty

**HSSP 104b**

Health Economics

**PHIL 13b**

The Idea of the Market: Economic Philosophies

## Interdepartmental programs in Education

Courses of Study:  
Minors  
Master of Arts in Teaching

### Objectives

Four central themes define the Brandeis education programs. These themes are woven throughout our courses.

**Knowing Students as Learners:** Good teachers work actively to know their students as individuals and learners. They use their knowledge of child development and learning, and their knowledge of individual students, to inform their planning and teaching. They modify their instruction to support students' academic learning and social progress.

**Teaching for Understanding:** The Brandeis Education Program strives to prepare teachers to narrow the achievement gap among students through the use of standards-based, learning-centered curricula. Good teachers communicate high standards and expectations for student learning, and draw on a repertoire of approaches, using instructional strategies to make knowledge accessible and interesting to diverse learners. They check for understanding and use multiple forms of assessment, including performance assessments, to guide planning and instruction.

**Inquiry:** Effective teachers continually assess and reflect on their own teaching practices and stay aware of current resources and information related to teaching and learning. Teachers need to have a firm grounding in educational research, theory, and practice and understand the ways in which inquiry and reflection on research, including their own classroom research, can inform practice.

**Social Justice:** Issues of social justice and injustice affect schools. Teachers need to work toward greater equity and access to knowledge for all students, while creating multicultural, democratic classrooms that celebrate respect and diversity.

For a more complete description of the Education Program consult the program's website, [www.brandeis.edu/programs/education](http://www.brandeis.edu/programs/education).

#### Undergraduate Teaching Minor

The undergraduate education program leading to licensure is designed to prepare undergraduates for teaching at the preschool, elementary, or secondary level, and is taken in addition to the student's major. Those interested in this minor should meet with an education program advisor to develop a plan for teacher education courses, which begin in the sophomore year, and other required courses. Please see the education program website for course requirements. This minor is also valuable for those planning careers in related fields such as special education.

Students who successfully complete the elementary, middle, or high school program, including the requirements set by the state of Massachusetts, may be recommended by Brandeis for initial licensure to teach in Massachusetts, which has reciprocal arrangements with 36 other states. Requirements include passing appropriate portions of the Massachusetts Test for Teacher Licensure (MTEL). More information on licensure requirements may be found on the Education Program website.

Students who want to be licensed to teach in Massachusetts must pass a Massachusetts Communication and Literacy Skills Test, and demonstrate subject-matter knowledge as well. Of the students who completed the Education Program and who took these tests in 2003-04, 100% passed the Communications and Literacy Skills test, and 100% passed the Subject Matter Knowledge tests.

#### Undergraduate Education Studies Minor

The education studies minor is designed for students seeking an understanding of some of the diverse issues related to education in the United States and other societies. This minor examines issues in education theory, research, and practice within a general liberal arts perspective. The goals are to enable students to investigate educational history and policy, human learning and development, and/or the place of education and schooling in families and societies, from a variety of disciplinary perspectives. The minor's interdisciplinary approach will enable students to examine the impact of political, historic, psychological, economic, and social forces that shape education and public expectations for schools.

The education studies minor encourages students to think critically and creatively about questions such as: How can we better understand and guide learning? How do various political, economic, and social forces shape education and public expectations for schools? What kinds of cultural understandings form the basis for educational expectations and school systems? What kinds of learning, schools, and teachers do young people need and deserve?

This minor is suitable both for students interested in the broad social and cultural contexts of education and for those interested in educational careers. Please note, however, that the education studies minor does not lead to a teaching license. Students interested in becoming licensed as teachers need to enroll in the Education Program that leads to licensure.

#### Master of Arts in Teaching (Elementary)

In the Master of Arts in Teaching Program we conceive of teaching as practical intellectual work dedicated to enlargement of human capacity at the individual and societal level. Two concentrations are offered: Public Education at the Elementary Level and Jewish Day Schools. Successful completion leads to the degree and to the initial license to teach grades 1-6 in Massachusetts, which has reciprocity agreements with 36 other states.

A coherent one year/four semester course of study integrates sustained guided-teaching practice in area schools with challenging coursework and analysis of educational problems and issues at macro and micro levels. A small cohort of students works closely with peers, mentors, and faculty in an atmosphere that is collegial and open to risk-taking. Inquiry is a theme across the year: as the culminating project, students design, conduct, and report on a classroom-based, action-research project. All graduates are expected to demonstrate strong conceptual and practical command of the field, commitment to children as learners and thinkers, and habits of reliance on reason, evidence, and values in pedagogical decision making.

One exceptional feature of the M.A.T. is the early career support provided to graduates who teach in the Greater Boston area. Social support, reflection on teaching challenges, and individual advising are offered in monthly meetings and in one to one conferences.



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## How to Become a Minor

### Education Program

Any undergraduate at Brandeis may begin fulfilling requirements of the minor at any time, without formal admission. Candidates for the elementary or secondary teaching license must achieve a grade of at least B- in all required education program courses. Satisfactory grades and permission of the education program advisor (elementary) or director (secondary) are required in order to proceed to the final semesters of the program (ED 101a and b, ED 105a, and ED 111e; or ED 102a, ED 104a, and ED 110e; or ED 112e). Students must pass specified portions of the Massachusetts Test for Educator Licensure (MTEL) prior to student teaching (consult program office for further information).

### Education Studies

Any undergraduate enrolled at Brandeis can begin fulfilling requirements of the minor at any time, without formal admission. A grade of at least B- is required in each course taken for credit in the minor. Pass/Fail courses are not allowed. Permission of the director is required to enroll in the education studies minor and should be sought no later than when a student has completed the two core courses.

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## Program Committee

### Joyce Antler

(American Studies)

### Marc Brettler

(Near Eastern Jewish Studies)

### Joseph Cunningham

(Psychology)

### Jane Hale

(Romance and Comparative Literature)

### Andrew Hahn

(The Heller School)

### Susan Parker

(Mathematics)

### Joseph Reimer

(Hornstein Jewish Professional Leadership Program)

### Daniel Terris

(American Studies; International Center for Ethics, Justice and Public Life)

## Faculty

### Marya Levenson, Director

Teacher education. Education policy. Education studies.

### Dirck Roosevelt, Director of the M.A.T./ Assistant Director

Elementary education. Teacher education. Democracy and education.

### Marcie Abramson

Mathematics.

### Robin Dash

Arts and Education.

### Sharon Feiman-Nemser

Elementary education. Jewish education. Teacher education.

### Tom Heyman

Elementary Science.

### Robert Lange

Science teaching.

### Jon Levisohn

Philosophy of education. Jewish education.

### Catherine Marchant

Preschool education.

### Deborah Moriarty

Reading and Literacy.

### Edward Rossiter

Secondary curriculum and instruction.

### Theodore Sizer

Public education.

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## How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, given in an earlier section of this *Bulletin*, apply to candidates for admission to this program. Applicants to the MAT program apply to the concentration of interest, Public Education at the Elementary Level or Jewish Day Schools. Admission to the Jewish Day School concentration is currently restricted to successful completers of the DeLeT program.

Strong liberal arts preparation with depth in an appropriate discipline and/or a record of professional accomplishment in an appropriate field is expected. Applicants should be able to demonstrate possession of the knowledge necessary to teach the four subjects comprising the core of the elementary school curriculum: mathematics, literacy/English language arts, science, and the social studies. Program faculty are available for consultation and transcript review prior to application, with respect to this or other admissions criteria. Prior experience with children is strongly advised. Applications should include three letters of reference, the results of the GRE general exam, a transcript, and a statement of purpose explaining their reasons for pursuing this degree.

Further information about application processes and criteria, scholarship opportunities, and program requirements is available on the MAT website and in the Education program office.

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## Requirements for the Minors

### Education Programs Leading to Licensure

#### Secondary

PSYC 36b (note that PSYC 1a is a prerequisite for PSYC 36b), ED 100b (sophomore year), and ED 102a (junior year), are prerequisites for practice teaching. ED 104a and ED 110e are taken in the senior year or ninth semester. Students must consult the director of the program for other requirements. It is recommended that students take ED 100b in their sophomore year and ED 102a in their junior year. Students must pass the Massachusetts Communication and Literacy Skills Test before enrolling in ED 110e.

#### Elementary

PSYC 33a (note that PSYC 1a is a prerequisite for PSYC 33a); ED 100a followed by ED 107a (sophomores who have taken ED 100a are advised to take ED 107a as juniors); ED 101a and b and ED 105a, always begun the semester before student teaching; and ED 111e (student teaching). Math 3a unless waived upon education program and math department review. Students must consult the education program faculty advisor for elementary candidates regarding these and other program requirements. It is strongly recommended that, whenever possible, students consult the advisor during the freshman year. The education program website lists significant additional liberal arts courses required for licensure by the Massachusetts Department of Education. Students must pass specified portions of the Massachusetts Test for Educator Licensure (MTEL) before enrolling in ED 111e (student teaching).

**Preschool**

Practice teaching at the Lemberg Children's Center is possible (ED 112e). Prerequisites are PSYC 33a and ED 103a. These courses, plus one other, will fulfill the Massachusetts Office of Child Care Services requirements for teachers in nursery school or day care. For further information, consult the director of the Lemberg Children's Center.

**Education Studies**

**A.** Core Course: ED 155b Education and Social Policy

**B.** A second core course to be selected from the following electives:

AMST 180b	Topics in the History of American Education
COML 165a	Reading, Writing, and Teaching across Cultures
ECON 59b	Introduction to the Economics of Education
ED 157b	Psychology of Student Learning
ED 158b	Creative Inquiry, Critical Analysis
ED 159b	Philosophy of Education
SOC 104a	The Sociology of Education

**C.** At least four additional program electives, no more than two of which can be taken in the same department or interdepartmental program. Program electives are listed below under "Electives".

Students may substitute successful completion of an essay, thesis, or internship, as described below, for the sixth elective course option:

1. Essay: an approved research or honors essay, usually taken in the senior year. Students would receive credit for this essay through their department major, or ED 98a (Individual Readings and Research in Education), or an independent study, or research course approved by the director of the education program.
2. Honors Thesis: a senior thesis in the student's major that has an emphasis on some aspect of education.
3. Internship: an internship (ED 92) approved by the director of the education program. (Students who are doing student teaching in the education program will also be eligible to receive internship credit if they are concurrently pursuing an education studies minor.) Students who choose this option will keep a journal about their experiences and produce a final paper.

**D.** Students must achieve a grade of B- or higher in each course taken for credit in the minor. (Pass/Fail courses are not allowed).

**E.** Students may have only two cross-over courses that meet requirements for both the education (licensure) minor and the education studies minor.

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## Requirements for the Degree of Master of Arts in Teaching (Elementary)

This is a full-time, summer/fall/spring/summer in-residence program. Within a coherent, sequenced course of study, students examine theories and cases of human learning, study principles and practices of teaching specific subjects, and engage some of the big questions and debates that characterize the field. Guided teaching practice begins in the summer and continues through a year-long internship in a nearby classroom. Working closely with an experienced mentor teacher, students gradually assume increasing instructional responsibility and begin functioning as junior colleagues in the school community. Over the course of

the year, students learn how to establish and manage a balanced literacy program and inquiry-oriented instruction in mathematics, science, social studies, and the arts. They study formal and informal methods of assessment, learn how to interpret and adapt curricular standards, and practice engaging families in meaningful conversation about children's educational accomplishments and needs. As a culminating project, they design, conduct, and report on a classroom-based inquiry.

**Course of Instruction****Public School Concentration****Summer One**

ED 107a	Teaching and Learning Reading in Elementary Schools
ED 262a	Teaching Mathematics
ED 264a	Foundations of Education

**Fall**

ED 101a	Elementary School Curriculum and Teaching: Literacy, Social Studies, and Other Topics
ED 157b	The Psychology of Student Learning
ED 265a	Field Internship
ED 267a	Fundamentals of Teaching
	Graduate-level elective (as advised)

**Spring**

ED 261a	Inquiry-based Science Teaching and Learning
ED 265b	Field Internship
ED 267b	Fundamentals of Teaching

**Summer Two**

ED 260a	Special Education: Teaching for Inclusion
ED 266a	Teachers as Researchers

**Jewish Day School Concentration\*****Fall**

ED 263a	Reflective Teaching
ED 265a	Field Internship

**Spring**

ED 263b	Reflective Teaching
ED 265b	Field Internship

**Summer Two**

ED 260a	Special Education: Teaching for Inclusion
ED 266a	Teachers as Researchers
NEJS 235b	Philosophy of Jewish Education

\* At present only students who have successfully completed the DeLeT program are eligible for admission to the Jewish day school concentration in the M.A.T.; as M.A.T. students they have full-time appointments in a Jewish day school and receive induction support. The following DeLeT courses will be accepted for credit in the M.A.T. program: Teaching Mathematics (ED 262a), Teaching and Learning Reading in Elementary Schools (ED 107a), Psychology of Student Learning (ED 157b).

**Internship/Field Experience**

Intensive internships are an integral part of the M.A.T. program. Duration ranges from two to five days a week; students are responsible for their own transportation. The program arranges placements in public elementary or Jewish Day schools, in districts such as Waltham, Newton, Watertown, Wellesley, Boston, and Providence (RI). The field experience is supported by regular mentoring from school personnel and a weekly reflective teaching seminar that examines such topics as curriculum development, classroom environment, teaching strategies, and assessment.

**Inquiry Project**

As a culminating project, students design, conduct, and report on a classroom-based inquiry project, often a form of “action research.” Successful completion of the project is a requirement for the degree. In the second summer semester, students present their findings to faculty, friends, and colleagues.

**Induction Year**

M.A.T. graduates whose initial teaching positions are in the Greater Boston area are provided on-going professional development in their first year. Social support, reflection on teaching challenges, and individual advising are offered in monthly meetings and in one to one conferences.

**Courses of Instruction****(1-99) Primarily for Undergraduate Students****ED 92a Education Internship and Analysis**

Usually offered every year.  
Staff

**ED 92b Education Internship and Analysis**

Usually offered every year.  
Staff

**ED 98a Individual Readings and Research in Education**

Usually offered every year.  
Staff

**ED 98b Individual Readings and Research in Education**

Usually offered every year.  
Staff

**(100-199) For Both Undergraduate and Graduate Students****ED 100a Exploring Teaching (Elementary)**

[ ss ]

*Not open to first year students. Three hours per week of field experience (participant observation in an elementary school classroom), arranged by the education program, are required in addition to regular class time.*

Examines the relationship of teaching and learning, the purposes of elementary schooling, and the knowledge requirements for elementary school teaching. Through readings, analysis of videotapes, and guided observations, students investigate classroom culture, student thinking, and curriculum standards. Usually offered every fall semester.

Ms. Feiman-Nemser

**ED 100b Exploring Teaching (Secondary)**

[ ss wi ]

*Not open to first year students. Three hours per week of field experience (participant observation in a secondary classroom), arranged by the education program, are required in addition to regular class time.*

Examines the relationship of teaching and learning, the purposes of secondary schooling and the knowledge requirements for middle and high school teaching.

Through readings, analysis of videotapes and guided observations, students investigate classroom culture, student thinking, and curriculum standards.

Usually offered every spring semester.  
Ms. Levenson

**ED 101a Elementary School Curriculum and Teaching: Literacy, Social Studies, and Other Topics**

[ ss ]

*Limited to students enrolling in ED 111e spring semester. Permission of education program advisor required. Weekly field experience, arranged by the education program, is required in addition to regular class time. Contact the program for further information.*

Focuses on principles and effective procedures for teaching literature and social studies in elementary classrooms.

Emphasizes the cognitive, social, and cultural dimensions of literacy learning as well as strategies for reading and writing nonfiction and critical approaches to the teaching of social studies. Usually offered every year.

Ms. Moriarty and Mr. Roosevelt

**ED 101b Elementary School Curriculum and Teaching: Arts, Multiculturalism, and Other Topics**

[ ss ]

*Limited to students enrolling in ED 111e spring semester. Signature of the education program director or assistant director required.*

Focuses on principles and effective procedures for teaching elementary students. Examines how art, creative drama, multicultural education, special education, and physical education affect teaching and learning. Usually offered every year.

Staff

**ED 102a Secondary Curriculum, Instruction and Assessment**

[ ss ]

*It is strongly recommended that juniors who are planning to student teach (ED 110e) in their senior year enroll in ED 102a in their junior year. ED 102a is a prerequisite for ED 110e. Signature of the education program director required.*

Principles of curriculum, instruction, and assessment in secondary schools. Two hours per week of participant observation in a secondary classroom are required. Usually offered every fall semester.

Mr. Rossiter

**ED 103a Teaching Strategies for Early Childhood**

[ ss ]

Provides classroom experience, principles, and methods for teaching young children. Students plan and analyze early childhood learning experiences, based on current theory and best practices, as well as study positive approaches to classroom management and developmentally appropriate curricula. Related field placement required, once a week, at Lemberg Children’s Center, 8:00 am-12:00 pm or 2:00-6:00 pm. Usually offered every spring semester.

Ms. Marchant

**ED 104a Secondary School: Theory into Practice**

[ ss ]

*Must be taken concurrently with ED 110e.* Principles and methods of teaching in specific subject areas in secondary schools. Usually offered every fall semester.

Ms. Levenson and staff

**ED 105a Elementary School Curriculum and Teaching: Mathematics and Science**

[ ss ]

*Limited to students enrolling in ED 111e spring semester. Must be taken concurrently with ED 101a in the fall semester.*

Principles and strategies of teaching mathematics and science in elementary classrooms. Emphasizes understanding mathematical and scientific concepts needed by elementary teachers, effective teaching procedures, and recommended materials. Usually offered every year.

Ms. Abramson and Mr. Heyman

**ED 107a Teaching and Learning Reading in Elementary Schools**

[ ss ]

*Summer session open only to M.A.T. students.*

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 15 hours. Usually offered every year. Ms. Moriarty and Staff

**ED 110e Practice Teaching: Secondary School**

[ ss ]

*Prerequisites: ED 100b, ED 102a (must be taken the year before ED 110e), and ED 104a (must be taken concurrently with ED 110e). Enrollment limited to students in the education program. Students must pass the Massachusetts Communication and Literacy Skills Test before enrolling in ED 110e.*

Full-time student teaching under supervision of qualified teachers; regular conferences to discuss and evaluate the teaching experience. Includes at least one after-school meeting most weeks, covering such topics as multicultural education, special education, and reading. Usually offered every fall semester. Staff

**ED 111e Practice Teaching: Elementary School**

[ ss ]

*Prerequisites: ED 100a, ED 101a, ED 101b, ED 105a, and ED 107a. Enrollment limited to students in the education program. Students must pass the Massachusetts Communication and Literacy Skills Test before enrolling in ED 111e.*

Full-time student teaching under supervision of qualified teachers; regular conferences to discuss and evaluate the teaching experience. Includes at least one after-school meeting per week. Usually offered every spring semester. Staff

**ED 112e Practice Teaching: Preschool**

[ ss ]

*Prerequisites: PSYC 33a and ED 103a. Enrollment limited to students in the education program. Signature of the education program director required.*

Teaching under supervision of qualified head teachers at the Lemberg Children's Center with toddlers, preschoolers, and kindergartners. Thirty-five hours per week includes 30 hours teaching, five hours planning and meeting time. Regular conferences to discuss and evaluate the teaching experience. Usually offered every year. Staff

**ED 155b Education and Social Policy**

[ ss ]

Examines the various functions schools perform in a community, with special attention to the intended and unintended consequences of contemporary policies such as special education, desegregation, charter schools, and the standards/accountability movement. Usually offered every year. Ms. Levenson

**ED 157b The Psychology of Student Learning**

[ ss ]

*Open only to M.A.T. students.*

How do children learn? Topics in this survey course include models of learning, cognitive and social development, creativity, intelligence, character education, motivation, complex reasoning, and learning disabilities. Course methods include contemporary research analyses, case studies, group projects, short lectures, and class discussions. Mr. Reimer

**ED 158b Creative Inquiry, Critical Analysis**

*Does not satisfy a school distribution requirement—for education studies core course credit only.*

Inquiry and exploration in the visual arts have the capacity to develop the creative problem solving essential to both teaching and learning. Students will work in different media, examine interpretations of art, reflect in journals, and teach children about contemporary art at the Rose Art Museum. Students will complete a 12-hour practicum as part of this course. Usually offered every year. Ms. Dash

**ED 159b Philosophy of Education**

[ ss ]

Explores several major issues in philosophy of education through close examination and discussion of recent theoretical texts. Issues include the goals of education; the rights of the state to foster civic virtue; multiculturalism; moral education; the problem of indoctrination; education for autonomy, rationality, critical thinking, and open-mindedness. Usually offered every second year. Mr. Levisohn

**(200 and above) Primarily for Graduate Students****ED 221b Readings in Education**

Staff

**ED 260a Special Education: Teaching for Inclusion**

Examines specific learner characteristics of students with disabilities as well as modifications (program, instructional, environmental) and strategies that facilitate a more successful learning experience for these students. Usually offered every summer. Ms. Brumach

**ED 261a Inquiry-Based Science Teaching and Learning***Open only to M.A.T. students.*

Focuses on the learning and exploration of scientific concepts and strategies needed to teach inquiry-based science in elementary classrooms. Usually offered every year. Mr. Lange

**ED 262a Teaching Mathematics in Elementary Classrooms***Open only to M.A.T. students.*

Focuses on the learning, discovery, and exploration of the skills and strategies needed to teach mathematical concepts and skills in elementary school classrooms. Usually offered every summer. Ms. Ruopp

**ED 263a Reflective Teaching***Open only to M.A.T. students.*

A weekly seminar closely coordinated with the Internship in Elementary Teaching (ED 265a). Students explore and evaluate approaches to classroom organization and management, instructional planning, and assessment. They form habits of critical collegueship and develop skills to study their teaching and their students' learning. Students also assemble a teaching portfolio that documents their learning in relation to program standards. Usually offered every year. Staff

**ED 263b Reflective Teaching***Open only to M.A.T. students.*

A weekly seminar closely coordinated with the Internship in Elementary Teaching (ED 265b). Students explore and evaluate approaches to classroom organization and management, instructional planning, and assessment. They form habits of critical collegueship and develop skills to study their teaching and their students' learning. Students also assemble a teaching portfolio that documents their learning in relation to program standards. Usually offered every year. Staff

**ED 264a Foundations of Education***Open only to M.A.T. students.*

Explores the philosophical, sociological, historical, and political perspectives of elementary schools in the United States, including legal issues and concerns, teaching concerns, and current issues and trends. Emphasizes curriculum theory and the link between the developing child and instruction. Usually offered every summer. Mr. Roosevelt and Staff



**ED 265a Field Internship (Elementary)**

*Open only to M.A.T. students.*

The first semester of the internship in elementary classroom teaching; designed to help connect theory and practice. Students gradually build proficiency in teaching, adding responsibilities and skills over time. Students have guided opportunities to observe, plan, and teach core subjects, to manage classrooms, to get to know students and families, and to participate fully in the life of the school. Interns receive regular mentoring from school and University personnel.  
Staff

**ED 265b Field Internship (Elementary)**

*Open only to M.A.T. students.*

The second semester of the internship in elementary classroom teaching; designed to help connect theory and practice.  
Staff

**ED 266a Teachers as Researchers**

*Open only to M.A.T. students.*

Besides discussing examples of teacher research, students design and carry out an investigation or plan of action addressing a question or problem arising in their practice. Students present their inquiry projects to fellow students, mentor teachers, and faculty in a teacher research colloquium held during the summer session. Usually offered every year.  
Ms. Feiman-Nemser

**ED 267a Fundamentals of Teaching**

*Open only to M.A.T. students.*

Central seminar for students in the public education concentration, taught in conjunction with the internship (ED 265a). Explores and evaluates approaches to instructional planning, formative and summative assessment, classroom culture and management, and emergent issues. Also policy and regulatory issues at national, state, district and building level as they impinge on daily practice. Reflective practice, inquiry and critical collegiality are themes. Portfolio requirement.  
Mr. Roosevelt

**ED 267b Fundamentals of Teaching**

*Open only to M.A.T. students.*

A continuation of ED 267a, the central seminar for students in the public education concentration, taught in conjunction with the internship (ED 265b).  
Mr. Roosevelt

**Electives**

The following courses are approved for the education program leading to licensure as well as the education studies minor. Not all courses are given in any one year. Please consult the Schedule of Classes each semester.

Note: Education studies minors will be required to focus their independent research and writing in any of the following courses on educational topics.

**AMST 150a**

The History of Childhood and Youth in America

**AMST 180b**

Topics in the History of American Education

**ANTH 61b**

Language in American Life

**COML 165a**

Reading, Writing, and Teaching across Cultures

**ECON 59b**

The Economics of Education

**ED 100a**

Exploring Teaching (Elementary)

**ED 100b**

Exploring Teaching (Secondary)

**ED 103a**

Teaching Strategies for Early Childhood

**ED 155b**

Education and Social Policy

**ED 157b**

The Psychology of Student Learning

**ED 158b**

Creative Inquiry, Critical Analysis

**ED 159b**

Philosophy of Education

**HIST 153a**

Americans at Home: Families and Domestic Environments, 1600 to the Present

**HRNS 215a**

The Developing Learner in a Jewish Educational Setting

**HRNS 235a**

The Culture of Jewish Educational Settings

**HS 373a**

Minority Children and Families

**HSSP 192b**

Sociology of Disability

**LING 197a**

Language Acquisition and Development

**PAX 186a**

Introduction to Intercommunal Coexistence

**PHIL 148b**

Philosophy of the Humanities

**PHYS 22a**

The Science in Science Teaching and Learning

**PSYC 33a**

Developmental Psychology

**PSYC 36b**

Adolescence and the Transition to Maturity

**PSYC 169b**

Disorders of Childhood

**SOC 104a**

Sociology of Education

**SOC 108a**

Youth and Democracy

**SOC 154a**

Community Structure and Youth Subcultures

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Department of  
**English and American Literature**

Courses of Study:  
 Minor  
 Major (B.A.)  
 Master of Arts  
 Doctor of Philosophy

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## Objectives

### Undergraduate Major in English and American Literature

The English major is designed to train students in the analysis of literary texts and to introduce them to the various literary and cultural traditions that influence creative work in the English language.

### Undergraduate Major in Creative Writing

The major in creative writing is designed to help students explore and develop their creative writing and their understanding of literary and cultural traditions.

### Graduate Program in English and American Literature

The Graduate Program in English and American Literature is designed to offer training in the interpretation and evaluation of literary texts in their historical and cultural contexts.

## How to Become an Undergraduate Major

### Literature

There are no prerequisites for declaring the English major, and students may declare the major at any time. Prospective majors are encouraged to take two or three courses in the department in their first and second years. ENG 11a (Introduction to Literary Method) focuses on the basic skills needed for studying literature and is required for the major. Courses with numbers below 100 are especially suitable for beginning students.

### Creative Writing

Students interested in the Creative Writing Program should consult the pamphlet, *Creative Writing at Brandeis*, obtainable from the main office of the department. The pamphlet is also available at [www.brandeis.edu/departments/english/creativewriting\\_brochure.html](http://www.brandeis.edu/departments/english/creativewriting_brochure.html).

## How to Be Admitted to the Graduate Program

Candidates for admission should have a bachelor's degree, preferably with a major in English and American literature, and a reading knowledge of French, Italian, Spanish, German, Greek, or Latin. They are required to submit a sample of their critical writing not to exceed 35 pages; the 35-page maximum may consist of a single critical essay or two shorter essays of approximately equal length. All applicants are required to submit scores on the Graduate Record Examination Verbal Aptitude Test. The GRE Advanced Test in Literature is also required for Ph.D. applicants and recommended for terminal M.A. and joint M.A. applicants. The general requirements for admission to the Graduate School, as specified in an earlier section of this *Bulletin*, apply to candidates for admission to this area of study.

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## Faculty

### Michael Gilmore, Chair

Puritanism. Literature of the American Revolution. American Renaissance. Film studies.

### Aliyyah Abdur-Rahman

Nineteenth- and twentieth-century African American literature and culture. Gender, queer theory, and sexual politics. Critical race theory. Multiethnic feminisms.

### Olga Broumas, Director of Creative Writing

Poetry.

### John Burt

American literature. Romanticism. Composition. Philosophy of education. Literature of the American South. Poetry.

### Mary Baine Campbell

Medieval literature. Poetry. Renaissance literature.

### Patricia Chu

Modernism. American literature. Asian-American literature.

### William Flesch, Undergraduate Advising Head

Poetry. Renaissance. Theory.

### Caren Irr

Twentieth-century American literature. Theory. Cultural studies.

### Thomas King

Performance studies. Gender studies. Gay studies. Seventeenth- and eighteenth-century drama.

### Susan S. Lanser

Eighteenth- and nineteenth-century British and French studies. Women writers. The novel. Women's studies and lesbian/gay studies. Comparative literature.

### Ralph Lombreglia

Fannie Hurst Writer-in-Residence.

### Stephen McCauley

Writer-in-Residence.

### Paul Morrison

Modernism. Literary criticism and theory.

### John Plotz

Victorian literature. The novel. Politics and aesthetics.

### Laura Quinney

Romanticism. Literature and philosophy. Eighteenth-century literature.

### Dawn Skorczewski, Director of University Writing

Twentieth-century poetry. Psychoanalysis and pedagogy. Composition studies.

### Faith Smith

African and Afro-American literature. Caribbean literature.

### Ramie Targoff, Graduate Advising Head

Renaissance literature. Shakespeare. Religion and literature.

### Michaele Whelan

Contemporary Anglophone literature. American literature. Theory.

### Franz Wright

Jacob Ziskind Visiting Poet-in-Residence.

## Course Numbers

Except for courses in the 90-99 range, English department courses are numbered systematically. The final digit for any course number identifies the subject, as follows:

- 0 - Courses in a literary genre
- 1 - Courses in literary theory and literary criticism
- 2 - Medieval British literature (roughly before 1500)
- 3 - Renaissance British literature (circa 1500-1660)
- 4 - Restoration/18th-century British literature
- 5 - 19th-century British literature
- 6 - 19th-century American literature
- 7 - 20th-century literature
- 8 - Miscellaneous literary subjects
- 9 - Writing courses

## Requirements for the Undergraduate Major

### Literature Major

Nine semester courses are required, including the following:

- A.** A semester course in literary method, ENG 11a.
- B.** Three semester courses dealing primarily with literature in English written before 1850. All courses ending in 2, 3, or 4 fulfill this requirement, as well as certain courses ending in 5 or 6. For specific information about whether a particular course fulfills the pre-1850 requirement please consult the instructor or the undergraduate advising head. A listing is provided below and is also available from the department's main office.
- Pre-1850 courses: ENG 3a, 4a, 23a, 28b, 33a, 43a, 44a, 53a, 63a, 64b, 103a, 104a, 114b, 115b, 122a, 124a, 125a, 125b, 132b, 133a, 134a, 142b, 143a, 144b, 152b, 173a, 174b.
- The following courses usually fulfill the pre-1850 requirement, however, students must check with the instructor and the undergraduate advising head for final approval: ENG 105a, 105b.
- C.** One semester course in world literature (exclusive of the United States and England) from the list given below. For the purposes of this requirement, world literature includes literature written in English in places outside the United States and England (e.g., Irish, Canadian, Australian, Indian, African, or Caribbean literature). Courses in foundational texts (ENG 10a or HUM 10a) or certain cross-listed courses also fulfill this requirement. Other courses may also be suitable; students with questions should consult the undergraduate advising head.

Selected world literature courses: ENG 10a, 17b, 77b, 107a, 111b, 127a, 147b, 197b, HUM 10a. See cross listed courses as well.

- D.** Four elective semester courses, which may include any course offered, or cross-listed, in the department, with the following exceptions: no more than one creative writing workshop may be counted as an elective; USEM, COMP, and UWS courses do not count toward the major requirements in English and American literature. Cross-listed courses are considered to be outside the department and are subject to the restriction in (F) below.
- E.** No course with a final grade below C- can count toward fulfilling the major requirements in English and American literature.

**F.** A maximum of three courses taught by persons other than members of the faculty of the English and American literature department may be counted toward the major. This restriction includes courses taken while studying abroad, cross-listed courses, and transfer credits.

**G.** Advanced Placement credits do not count toward the major.

**Honors Track:** Consideration for graduation with honors in English requires a GPA of 3.50 or higher in courses counting toward the major, and satisfactory completion of a senior honors essay (one-semester ENG 99a or 99b), which counts as a tenth course. In rare cases, students may elect instead to complete the senior honors thesis (two-semesters ENG 99d). To write an honors essay or thesis, students must arrange to be advised by a faculty member in the department who has agreed to direct the essay or thesis. The undergraduate advising head can assist students in finding appropriate directors. Departmental honors are awarded on the basis of excellence in all courses applied to the major, as well as all courses taken in the department, including the senior essay or thesis, as determined by the department faculty. Students in the creative writing major who complete ENG 96d will be considered to have completed a senior honors thesis.

A student majoring in literature may double-major or minor in creative writing.

### Creative Writing Major

This major may be declared upon the completion of three courses in directed writing and of ENG 11a (Literary Method). Ten semester courses are required, including the following:

- A.** A semester course in literary method, ENG 11a, which should be taken as early as possible.
- B.** Four semester courses in directed writing (poetry, prose, or both): ENG 19a, ENG 19b, ENG 39a, ENG 109a, ENG 109b, ENG 119a, ENG 119b, ENG 129a, ENG 129b, THA 104a; one of these courses may be fulfilled by an independent study (ENG 98a or b) in the student's senior year. At least one course in directed writing must be completed before the end of the sophomore year. A student may take as many workshops as she or he might like, but two must be concluded before the beginning of the senior year. No more than one course in directed writing can be taken in any semester in the same genre. Two such courses may be taken in different genres. Such courses facilitate writing under direction in a creative and critical community and are offered exclusively on a Credit/No Credit basis with the exception of THA 104a. All directed writing courses are by instructor's signature and require a manuscript submission. Majors cannot be guaranteed entry to such courses outside the selection process of each.
- C.** One course in foundational texts, either ENG 10a or HUM 10a.
- D.** One course in world Anglophone literature taught in the English language. For the purpose of this requirement, world literature includes literature written in English outside the United States and England (e.g., Irish, Canadian, Australian, Indian, African, or Caribbean literature). Other courses may also be suitable; students with questions should consult the director of creative writing. Selected world literature courses: ENG 17b, 77b, 107a, 111b, 127a, 147b, 197b, AAAS 133b. See cross-listed courses as well. Please note: ENG 10a and HUM 10a do not count as world literature courses for this major.
- E.** Two English electives.
- F.** An elective course in a studio or performing art.
- G.** Advanced placement credits do not count toward the major.
- H.** A maximum of three courses taught by persons other than members of the faculty of the English and American literature department may be counted toward the major, of which only one may be a workshop. This restriction includes courses taken while studying abroad, cross-listed courses, and transfer credits.
- I.** No course with a final grade below C- can count toward fulfilling the major requirements in creative writing.

**Poetry or Fiction Thesis Option:** Eleven semester courses are required. The directed writing requirement is reduced to a minimum of three semester courses in directed writing (poetry, prose, or both): ENG 19a, ENG 19b, ENG 39a, ENG 109A, ENG 109b, ENG 119a, ENG 119b, ENG 129a, ENG 129b, THA 104a, and the satisfactory completion of two semesters of Senior Creative Writing Thesis (ENG 96d) is added.

ENG 96d (Senior Creative Writing Thesis). The student will produce, under the direction of his or her advisor, a body of writing (usually a book of poems, collection of stories, or a novel) of appropriate scope (two semesters). The Poetry or Fiction Thesis Option major also requires an essay on a tutorial bibliography—a list of 8-12 books chosen by the candidate in collaboration with the thesis advisor and/or the director of creative writing. The essay will be due at the end of the senior year, along with the thesis.

Admission to the Poetry or Fiction Thesis Option in Creative Writing is by application only. Admission will be decided by the creative writing faculty on completion by the student of at least one course in directed writing. The deadline for admission is at the end of April. Students are notified by the end of the spring examination period.

Recommendations for honors in the creative writing major will be made to the English department by the creative writing faculty, based on the student's work as exemplified by the senior thesis.

A student majoring in creative writing may double-major in English and American literature, or may minor in English, American, and Anglophone literature.

#### **English and American Literature/Creative Writing Double Major**

This major may be declared upon the completion of three courses in directed writing and of ENG 11a (Literary Method). 14 semester courses are required, 15 if pursuing honors in literature or the Poetry or Fiction Thesis Option, including the following:

- A.** A semester course in literary methods (ENG 11a).
- B.** One course in foundational texts, either ENG 10a or HUM 10a.
- C.** Three courses dealing primarily with literature in English written before 1850. All courses ending in a 2, 3, or 4 fulfill this requirement. Some courses ending in a 5 or 6 will fulfill this requirement. If you are in doubt, check with the professor or the undergraduate advising head.
- D.** One course in world Anglophone literature taught in the English language. For the purpose of this requirement, world literature includes literature written in English outside the United States and England (e.g., Irish, Canadian, Australian, Indian, African, or Caribbean literature). Other courses may also be suitable; students with questions should consult the undergraduate advising head or the director of creative writing. Selected world literature courses ENG 17b, 77b, 107a, 111b, 127b, 197b. See cross-listed courses as well. Please note: ENG 10a and HUM 10a do not count as world literature courses for this major.
- E.** Three electives, which may include any course offered by faculty in the department. This requirement cannot be fulfilled by creative writing workshops.
- F.** An elective course in a studio or performing art.

**G.** A minimum of four semester courses in directed writing (poetry, prose, or both): e.g., ENG 19a, ENG 19b, ENG 39a, ENG 109a, ENG 109b, ENG 119a, ENG 119b, ENG 129a, THA 104a, or three semester courses in directed writing and one semester course as an independent study (ENG 98a or b) in the student's senior year. At least one course in directed writing must be completed before the end of the sophomore year. Such courses facilitate writing under direction in a creative and critical community and are offered exclusively on a Credit/No Credit basis with the exception of THA 104a. See "B" in Creative Writing Major.

For those students pursuing the Poetry or Fiction Thesis Option, these requirements are as follows: a minimum of three semester courses in directed writing, plus two semesters of ENG 96d (Senior Creative Writing Thesis), in which the student will produce, under the direction of his or her advisor, a body of writing (usually a book of poems, a collection of stories, or a novel) of appropriate scope. The Poetry or Fiction Thesis Option also requires an essay on a tutorial bibliography: a list of 8-12 books, chosen by the candidate in collaboration with the thesis advisor and/or the director of creative writing. The essay will be due at the end of the senior year. This option is by application only.

**H.** A maximum of three courses taught by persons other than members of the faculty of the English and American literature department may be counted towards the major, of which only one may be a workshop. This restriction includes courses taken while studying abroad, cross-listed courses, and transfer credits. No course with a final grade below C- can count toward fulfilling requirements for the major in English and American literature. Advanced Placement credits do not count toward the double major.

#### **Requirements for the Undergraduate Minor**

##### **Minor in English, American, and Anglophone Literature**

Five courses are required, including the following:

- A.** ENG 11a (Introduction to Literary Methods).
- B.** Any four additional courses in the Department of English and American Literature, with the following exception: only one creative writing workshop may count toward the minor.
- C.** Advanced placement credits do not count toward the minor.
- D.** Transfer credits and cross-listed courses do not count toward the minor.
- E.** Students are encouraged to take courses on related topics; the undergraduate advising head can assist students in grouping courses appropriately. For instance, students may wish to take courses in one national literature: ENG 6a (American Literature from 1832 to 1900), ENG 16a (19th-Century African-American Literature), ENG 7a (American Literature, 1900-2000), ENG 8a (21st-Century American Literature). Alternatively, students might elect to take a sequence of courses in a single genre: e.g., ENG 63a (Renaissance Poetry), ENG 125a (Romanticism I), ENG 157a (Contemporary Poetry), and ENG 109a (Directed Writing: Poetry). Or, students might take courses clustered around a particular topic, such as gender: ENG 46a (19th-Century American Women Writers), ENG 107a (Caribbean Women Writers), ENG 114b (Gender and the Rise of the Novel in England and France), and ENG 131b (Feminist Theory). Students may also wish to select courses that concentrate on a particular historical period (such as the 18th century) or a methodological approach (such as postcolonial studies). These options are not exhaustive.

No course with a final grade below C- can count toward the requirements for the minor in English, American, and Anglophone literature.



**Minor in Creative Writing**

Five semester courses are required, including the following:

**A.** Three semester courses in directed writing (poetry, prose, or both): ENG 19a, ENG 19b, ENG 39a, ENG 109a, ENG 109b, Eng 119a, ENG 119b, ENG 129a, Eng 129b, THA 104a. Such courses facilitate writing under direction in a creative and critical community and are offered exclusively on a Credit/No Credit basis with the exception of THA 104a.

**B.** Two electives in the Department of English and American Literature.

**C.** Transfer credits, cross-listed courses, and Advanced Placement credits do not count toward the minor.

**Creative Writing Major/English, American, and Anglophone Literature Minor**

13 courses are required, including the following:

**A.** A semester course in literary method, ENG 11a, which should be taken as early as possible.

**B.** One course in foundational texts, either ENG 10a or HUM 10a.

**C.** One course in world Anglophone literature taught in the English language. For the purpose of this requirement, world literature includes literature written in English outside the United States and England (e.g., Irish, Canadian, Australian, Indian, African, or Caribbean literature). Other courses may also be suitable; students with questions should consult the director of creative writing.

Selected world literature courses: ENG 17b, 77b, 107a, 111b, 127a, 147b, 197b. See cross-listed courses as well. Please note: ENG 10a and HUM 10a do not count as world literature courses for this major.

**D.** An elective course in a studio or performing art.

**E.** A minimum of four semester courses in directed writing (poetry, prose, or both): e.g. ENG 19a, ENG 19b, ENG 39a, ENG 109a, ENG 109b, ENG 119a, ENG 119b, ENG 129a, THA 104a, or three semester courses in directed writing and one semester course as an independent study (ENG 98a or b) in the student's senior year. At least one course in directed writing must be completed before the end of the sophomore year. A student may take as many workshops as she or he might like, but two must be concluded before the beginning of the senior year. No more than one course in directed writing can be taken in any semester in the same genre. Two such courses may be taken in different genres. Such courses facilitate writing under direction in a creative and critical community and are offered exclusively on a Credit/No Credit basis with the exception of THA 104a.

For those students pursuing the Poetry or Fiction Thesis Option, these requirements are as follows: a minimum of three semester courses in directed writing, plus two semesters of ENG 96d (Senior Creative Writing Thesis), in which the student will produce, under the direction of his or her advisor, a body of writing (usually a book of poems, a collection of stories, or a novel) of appropriate scope. The Poetry or Fiction Thesis Option also requires an essay on a tutorial bibliography—a list of 8-12 books chosen by the candidate in collaboration with the thesis advisor and/or the director of creative writing. The essay will be due at the end of the senior year. This option is by application only.

**F.** Any five additional courses in the Department of English and American Literature, with the following exception: a fifth directed writing course can serve as one elective.

**G.** Advanced placement credits do not count toward the major/minor.

**H.** For the literature minor, students are encouraged to take courses on related topics; the undergraduate advising head can assist students in grouping courses appropriately. For instance, students may wish to take courses in one national literature: ENG 6a (American Literature from 1832 to 1900), ENG 16a (19th-Century African-American Literature), ENG 7a (American Literature, 1900-2000), ENG 8a (21st-Century American Literature). Alternatively, students might elect to take a sequence of courses in a single genre: e.g., ENG 63a (Renaissance Poetry), ENG 125a Romanticism I (Blake, Wordsworth, and Coleridge), ENG 157a (Contemporary Poetry), and ENG 109a (Directed Writing: Poetry). Or students might take courses clustered around a particular topic, such as gender: ENG 46a (19th-Century American Women Writers), ENG 107a (Caribbean Women Writers), ENG 114b (Gender and the Rise of the Novel in England and France), and ENG 131b (Feminist Theory). Students may also wish to select courses that concentrate on a particular historical period (such as the 18th century) or a methodological approach (such as postcolonial studies). These options are not exhaustive.

**I.** A maximum of three courses taught by persons other than members of the faculty of the English and American literature department may be counted toward this major/minor, of which only one may be a workshop. This restriction includes courses taken while studying abroad, cross-listed courses, and transfer credits.

No course with a final grade below C- can count toward these requirements.

**English and American Literature Major/Creative Writing Minor**

13 semester courses are required, including the following:

**A.** A semester course in literary method, ENG 11a.

**B.** Three semester courses dealing primarily with literature in English written before 1850. All courses ending in 2, 3, or 4 fulfill this requirement, as well as certain courses ending in 5 or 6. For specific information about whether a particular course fulfills the pre-1850 requirement please consult the instructor or the undergraduate advising head. A listing is provided below and is also available from the department's main office.

Pre-1850 courses: ENG 3a, 4a, 23a, 28b, 33a, 43a, 44a, 53a, 63a, 64b, 103a, 104a, 114b, 115b, 122a, 124a, 125a, 125b, 132b, 133a, 134a, 142b, 143a, 144b, 152b, 173a, 174b.

The following courses usually fulfill the pre-1850 requirement; however, students must check with the instructor and the undergraduate advising head for final approval: ENG 105a, 105b.

**C.** One semester course in world literature (exclusive of the United States and England) from the list given below. For the purpose of this requirement, world literature includes literature written in English in places outside the United States and England (e.g., Irish, Canadian, Australian, Indian, African, or Caribbean literature). Courses in foundational texts (ENG 10a or HUM 10a) or certain cross-listed courses also fulfill this requirement. Other courses may also be suitable; students with questions should consult the undergraduate advising head.

Selected world literature courses: ENG 10a, 17b, 77b, 107a, 111b, 127a, 147b, 197b, HUM 10a. See cross-listed courses as well.

**D.** Three semester courses in directed writing (poetry, prose, or both): ENG 19a, ENG 19b, ENG 39a, ENG 109a, ENG 109b, Eng 119a, ENG 119b, ENG 129a, ENG 129b, THA 104a. Such courses facilitate writing under direction in a creative and critical community and are offered exclusively on a Credit/No Credit basis with the exception of THA 104a.

**E.** Five elective semester courses, which may include any course offered or cross-listed in the department, with the following exceptions: USEM, COMP, and UWS courses do not count toward the major/minor requirements in English and American literature. Cross-listed courses are considered to be outside the department and are subject to the restriction in (G) below. A fourth directed writing course can serve as one elective.

**F.** No course with a final grade below C- can count toward fulfilling the major/minor requirements in English and American literature.

**G.** A maximum of three courses taught by persons other than members of the faculty of the English and American literature department may be counted toward this major/minor, of which only one may be a workshop. This restriction includes courses taken while studying abroad, cross-listed courses, and transfer credits.

**H.** Advanced Placement credits do not count toward the major/minor.

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### Special Notes Relating to Undergraduates

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This department participates in the European cultural studies major and, in general, its courses are open to ECS majors. Transfer credit toward the major: Application for the use of transfer credit (awarded by the Office of the University Registrar) toward the major requirements must be accompanied by a Requirement Substitution Form provided by the English and American literature department office. The student may be asked to provide a syllabus, a transcript of grades, and in some cases examples of written work for which credit is being sought. The number of major requirements that can be satisfied with transfer credit is at the discretion of the undergraduate advising committee.

More detailed descriptions of the courses offered each semester will be available in the English and American literature department office.

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### Requirements for the Degree of Master of Arts (terminal degree)

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To earn the terminal Master of Arts in English (as distinct from the master's in passing), students must complete the following requirements.

#### Course Requirement

Seven courses in the Department of English and American Literature, one of which will be ENG 200a (Methods of Literary Study, taken in the fall term); at least three courses must be 200-level seminars. One course will be the Master's Thesis (ENG 300a).

#### Residence Requirement

Students may enroll on a full- or part-time basis. Students must complete the M.A. program within four years; the department strongly encourages M.A. students to complete the program within two years.

#### Language Requirement

A reading knowledge of a major foreign language (normally modern European, classical Greek, or Latin) must be demonstrated by passing a written translation examination. The completion of the language requirement at another university does not exempt the student from the Brandeis requirement.

#### Symposium Requirement

M.A. students will present a paper at the First Year Symposium in the spring term.

#### Thesis Requirement

This project must be 25 to 35 pages long. Papers written for course work, papers presented at conferences, and papers written specifically for the M.A. degree are all acceptable. Each paper will be evaluated by a reader for whom the paper was not originally written. The paper must satisfy the reader's standard for excellence in M.A. degree-level work.

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### Requirements for the Degree of Master of Arts (earned in passing, as part of the Ph.D. Program)

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Students admitted to the doctoral program are eligible to apply for an M.A. degree in passing upon completion of the following requirements. (For information about the terminal M.A. in English, see above. For information about the joint degree of Master of Arts in English and American literature & women's and gender studies, see below).

#### Course Requirement

Six courses, one of which will be ENG 200a (Methods of Literary Study); two other courses must be 200-level seminars.

#### Residence Requirement

The minimum residence requirement is one year, though students with inadequate preparation may require more.

#### Language Requirement

A reading knowledge of a major foreign language (normally modern European, classical Greek, or Latin) must be demonstrated by passing a written translation examination. The completion of the language requirement at another university does not exempt the student from the Brandeis requirement.

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### Requirements for the Joint Degree of Master of Arts in English and American Literature & Women's and Gender Studies

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#### Program of Study

**A.** ENG 200a (Methods of Literary Study).

**B.** WMGS 205a, the foundational course in women's and gender studies. Under certain circumstances, an alternative course may be substituted for WMGS 205a. See advisor and women's and gender studies program administrator for approval.

**C.** One course in feminist research methodologies (WMGS 198a or the Feminist Inquiry course offered through the Graduate Consortium in Women's Studies).

**D.** Four additional courses in the English and American literature department selected from 100-level courses and graduate seminars (200-level courses). At least two of these courses must be at the 200 level. One of these four courses must be listed as an elective with the women's and gender studies program.

**E.** One women's and gender studies course in a department other than the English and American literature department.

**F.** Participation in a fall semester noncredit women's and gender studies graduate proseminar.

**G.** Language requirement: reading knowledge of a major foreign language (normally modern European or classical Greek or Latin) must be demonstrated by passing a written translation examination. The completion of the language requirement at another university does not exempt the student from the Brandeis requirement.

**H.** First-year students must present a paper at the first-year symposium in the spring term.

**I.** Thesis requirement: This project must be 25-35 pages long. Papers written for course work, papers presented at conferences, and papers written specifically for the M.A. degree are all acceptable. The paper must engage a feminist perspective or deal with literary subjects appropriate to women's and gender studies. The paper must satisfy the reader's standards for excellence in M.A.-degree-level work. Each paper will be evaluated by a reader for whom the paper was not originally written. For further information, contact the women's and gender studies advisor in the English and American literature department.

## Requirements for the Degree of Doctor of Philosophy

Each student must complete three years in residence as a full-time student and a minimum of 13 term courses. A student who comes to Brandeis with a B.A. degree is required to take 13 courses for the Ph.D. degree. A student who comes to Brandeis with an M.A. degree in English and American Literature may apply to the director of graduate studies, at the end of the first year of study, to transfer up to four graduate-level courses from the institution granting the M.A. Of the nine additional courses required for the Ph.D. degree, at least seven are normally taken within the department. The program reserves the right to require additional courses to assure thorough mastery of the area of study.

### Program of Study: First-Year Students

First-year students normally take six courses in the English department. Each student (including those who entered with a master's degree) will take ENG 200a (Methods of Literary Study) in the fall semester; this seminar includes attention to methods of analysis and research. In addition to satisfying these core requirements, each student will design a program of study in light of the strengths and weaknesses of his or her previous preparation and in accord with his or her own interests. First-year students are encouraged to meet with their faculty advisors to discuss curricular offerings, departmental expectations, and the nature of the academic career.

First-year students select other courses from departmental offerings at the 100 and 200 level, although at least two of these electives must be 200-level seminars. Any course taught at the Graduate Consortium in Women's Studies at Radcliffe College by a faculty member in the department, and approved by the department, shall be deemed the equivalent of a 200-level course within the English department for the purposes of meeting degree requirements. First-year students may apply to the director of graduate studies for permission to take courses offered in other departments at Brandeis and by the Graduate Consortium in Women's Studies at Radcliffe College, but not taught by department faculty members, and through consortium arrangements with Boston College, Boston University, and Tufts University.

First-year students attend departmental events, such as guest lectures, and participate in monthly workshops on teaching and research methods and other career skills. At the annual First Year Symposium, held in the spring, the first-year students present a paper to an audience of graduate students and faculty. First-year students should demonstrate reading knowledge of a major foreign language by passing a written translation examination. (See "Language Requirements.") The department meets at the end of every academic year to discuss the progress of its graduate students, particularly first- and second-year students. (See "Readmissions Criteria and Probation.")

### Program of Study: Beyond the First Year

Students who come to Brandeis with a B.A. degree normally take two courses during each term of their second year and complete their coursework during their third year. Students who come with a M.A. degree complete their coursework during their second year. All second year students take ENG 299b (Pedagogy) in the spring semester. Students are encouraged to take or audit additional courses during their third year. Students have an obligation to review their preparation in the field with their advisors and to ensure that they are acquiring a comprehensive knowledge of the various historical periods and genres of English and American literature and a deeper knowledge of the particular period or field they propose to offer as a specialty. In addition to choosing courses within the department, students may take courses offered in other departments at Brandeis, through the Graduate Consortium in Women's Studies at Radcliffe College, and through consortium arrangements with Boston College, Boston University, and Tufts University.

In their third year, students must generally pass a second foreign language examination if they have not done so earlier (see "Language Requirement" below). No later than the end of the third year students should have prepared a reading list for the field examination and submitted it to a committee of three faculty members for approval. The examination must be taken no later than the first of November during the fourth year. The department encourages students to complete all requirements for the Ph.D. except the prospectus review and dissertation by the end of the third year.

Second- and third-year students continue to participate in monthly workshops on teaching and research methods and other career skills. Other workshops, targeted to third- and fourth-year students, focus on such topics as publication, the field exam, and the dissertation prospectus. The job placement officer offers annual workshops for doctoral candidates and recent graduates on the job search and serves as a mentor for job seekers. Advanced graduate students have opportunities to present their work to other scholars in their field by participating in various national and international conferences, for which some travel funds are available. Each year graduate students organize colloquia, at which they present their work, and invite faculty members to speak on their current research. In 2005, graduate students organized "Reimagining Power," the second Brandeis University Graduate Student Conference in English and American Literature, sponsored by the department and GSAS.

### Teaching Requirements and Preparation

Teaching is a core requirement of the Ph.D. program in English and American Literature and is integral to the professional development of all graduate students. Training in teaching is provided through assistantships in department courses and participation in the Brandeis University Writing Program, which conducts instruction in the Brandeis Writing Center, and in two key first-year courses, the University Writing Seminars (UWS) and the University Seminars (USEM). Together these programs train students in writing and rhetoric. Both UWS and USEM are topics courses in which instructors create their own syllabi.

During their years at Brandeis, doctoral candidates will participate in a broad range of instructional activities, all of which are preceded by extensive training. Many first- and second-year graduate students will start their professional instructional development when they receive training to serve as tutors in the Writing Center or in Brandeis's large ESL program. All second-year graduate students take ENG 299b, a course in composition pedagogy offered by the director of university writing in the spring.

First-year graduate students have no teaching responsibilities; instead they devote themselves to coursework. Teaching assignments after the first year vary according to the pedagogical needs of the individual student, the curricular needs of the department, and enrollments. In recent years, typical assignments have been as follows. Second-year students have had two teaching assignments, typically serving as a teaching fellow in two department courses, one each semester. Third-year and fourth-year students have had two teaching assignments, typically two sections of first-year writing, one each semester. Fifth-year students receiving Advanced Teaching Fellowships have had two teaching assignments, typically serving as an advanced fellow in a department course and teaching one section of writing. The University reserves the right to change these assignments as necessary.

Teaching fellows in department courses consult with the relevant professor before the beginning of the term to discuss the course and the precise nature of the fellow's responsibilities. Faculty provide each teaching fellow with opportunities to deliver one or more lectures and/or hold discussion sections (lectures may be videotaped at student's request), advice on grading practices, a written evaluation of her/his performance, and an exit interview. The department aims to expose each graduate student to a variety of pedagogical styles. Teaching in first-year writing courses is supported by a two-day Composition Training Session, regular staff meetings, and a program of workshops, invited lectures, and extensive classroom visits. As instructors of first-year writing courses, students have responsibility for creating syllabi, assigning and grading papers, holding office hours, lecturing, and leading discussions. All instructors receive formal letters of evaluation. With the Brandeis program of professional development, students are fully prepared to teach writing in any college setting.

#### **Residence Requirement**

The minimum residence requirement is two years beyond the master's degree or three years beyond the bachelor's degree.

#### **Language Requirement**

In addition to the first language requirement, the student must (1) demonstrate a reading knowledge of a second major foreign language; or (2) demonstrate an advanced competence in the first foreign language and a knowledge of its literature; or (3) take a graduate course, ordinarily a seminar, in a field closely related to research on the dissertation. Approval of the graduate committee must be sought before such a course is taken; the student must demonstrate the relevance of the proposed course to the dissertation. Students must have completed all language requirements in order to hold the dissertation prospectus conference and defense (see below) and establish candidacy.

#### **Field Examination**

All candidates for the Ph.D. are required to pass an oral examination in the historical period in which the candidate expects to write a dissertation. This examination is taken no later than the first of November during the fourth year and must be passed by the unanimous vote of the committee members. Expectations for the field exam are published annually in the department brochure. Beginning in January 2005, at the discretion of the examiners, students taking the field exam may be asked to retake one portion of their exam. If a student is asked to retake a portion of the exam, the time frame for the second examination will be set by the examiners in consultation with the student.

Fourth-year students should allow sufficient time beyond the field exam to prepare a dissertation prospectus and hold the dissertation prospectus conference and defense (see below), which are necessary to establish eligibility in the annual competition for Advanced Teaching Fellowships in years when full stipends can only be provided to a limited number of fifth-year graduate students. The number of awards and deadline for applications are announced annually; in recent years this deadline has required that students successfully pass the dissertation prospectus conference and defense by early April of their fourth year. The department encourages students to complete all requirements for the Ph.D. except the prospectus review and dissertation by the end of the third year.

#### **Dissertation Prospectus Conference and Defense**

No later than six months after passing the field exam, and in time to establish eligibility in the annual competition for Advanced Teaching Fellowships, students must hold a prospectus conference and defense, which both first and second readers will attend. The prospectus must be signed by both readers in order to be approved by the department. The specific length and design of the prospectus will be agreed upon by the doctoral candidate and her/his first and second readers. A prospectus typically describes the topic, the questions to be explored, the method of research, and reasons for believing the dissertation will be an original contribution to knowledge. The student's director and/or second reader may also require a chapter outline and/or bibliography.

Students must have completed all language requirements in order to hold the dissertation prospectus conference and defense (see below) and establish candidacy.

Students who do not establish candidacy by completing coursework and language requirements, and by passing the field exam and dissertation prospectus conference and defense according to these deadlines will be placed on probation and will be ineligible to apply for an Advanced Teaching Fellowship. Students who do not demonstrate satisfactory progress during the probationary year will be withdrawn from the program.

Each student will submit a dissertation in a form approved by his/her dissertation director and by a committee appointed by the director of graduate studies. One member of this committee must be from a graduate department at Brandeis outside the Department of English and American Literature or from another university. The student will defend the dissertation at a final oral examination.

#### **Readmission Criteria and Probation**

Continuation in and the annual readmission to the doctoral program in English and American Literature depends upon showing suitable academic progress. Suitable academic progress is defined as follows. Students are expected to maintain an A- average. Students may take no more than two incompletes in any semester. All fall incompletes must be made up by the end of the following spring semester, and all spring incompletes must be made up by the end of the following fall semester. Students who require incompletes must apply for them from the relevant instructor in advance. Incompletes will not be automatically granted.

Full-time doctoral students are expected to complete course requirements and pass all language exams no later than the end of the third year, pass the field exam no later than November 1 during the fourth year, and present the dissertation proposal for review and approval by the first and second readers within six months of the field exam and in time to establish eligibility in the annual competition for Advanced Teaching Fellowships.



To qualify for A.B.D. status, all doctoral students must satisfy the department's requirements for training in teaching. Accordingly all doctoral students will be given a variety of teaching assignments and will be expected to attend the pedagogical workshops offered by the director of writing and the director of graduate studies.

The department reviews each student's progress toward the degree annually, at the end of the spring semester. Following this meeting the director of graduate studies will notify any student not meeting departmental expectations that s/he must demonstrate satisfactory progress toward the degree by the end of the subsequent year. The student must meet with the director of graduate studies to review her/his standing in the program at the end of the fall semester during this probationary year. If the student fails to meet departmental expectations for progress toward the degree by the end of the probationary year, s/he will be withdrawn from the program.

#### Funding Opportunities for Advanced Graduate Students

In recent years fourth-year graduate students who have completed all course and language requirements and passed the field exam and prospectus conference have been eligible to compete for Advanced Teaching Fellowships, which normally provide opportunities to work more closely with faculty members in the design and teaching of a course. Advanced Teaching Fellows receive full funding and are given two teaching assignments; fellows normally assist once in a department course and teach one section of first-year writing. Doctoral candidates who have passed the field exam may apply for University Prize

Instructorships; these competitive awards allow recipients to design and teach their own courses. Students expecting to complete their dissertations in the next academic year may enter the University-wide competition for Dissertation Year Fellowships and the departmental competition for the Milton Hindus Memorial Endowed Dissertation Fellowship. Additional opportunities are available in the University Writing Center and in the program for teaching English as a second language.

#### Completion of Degree

Students entering the Ph.D. program with a B.A. must earn the degree within eight years. Students entering the Ph.D. program with an M.A. must earn the degree within seven years. A student requesting an extension must demonstrate significant progress toward completing the dissertation by submitting a prospectus (or equivalent, including a chapter outline) and at least one chapter to the student's advisor. If the student's advisor agrees to support the requested extension, the advisor will refer the case to the graduate committee for approval.

#### Special Notes Relating to the Graduate Program

Students should also consult the general degree requirements and academic regulations found in an earlier section of this *Bulletin*.

### Courses of Instruction

#### (1-99) Primarily for Undergraduate Students

For a description of University Writing Seminars (UWS ##a and ##b) please consult the University Writing section of this Bulletin.

#### COMP 1a Composition

*Prerequisite: Placement by the director of university writing. Successful completion of this course does NOT satisfy the first-year writing requirement.*

A course in the fundamentals of writing, required as a prerequisite to the first-year writing requirement for selected students identified by the director of university writing. Several sections will be offered in the fall semester.  
Staff

#### ENG 4a The Restoration and the Eighteenth Century

[ hum ]

1660-1800: The age of reason and contradiction, enlightenment, and xenophobia. Surveys literary, critical, philosophical, political, and life writing, investigating the emergence of a literary public sphere, a national canon, and the first professional women writers. Usually offered every second year.

Mr. King

#### ENG 5a Nineteenth-Century Survey

[ hum ]

Offers general coverage of the major literary genres in the 19th century. The course studies the cultural context forged by the interaction of fiction, prose, and poetry. Usually offered every third year.

Mr. Plotz

#### ENG 6a American Literature in the Age of Lincoln

[ hum ]

The transformation of our literary culture: the literary marketplace, domestic fiction, transcendentalism, slavery and the problem of race. Emerson, Fuller, Poe, Thoreau, Hawthorne, Stowe, Whitman, and Melville. Usually offered every year.

Mr. Burt or Mr. Gilmore

#### ENG 7a American Literature from 1900 to 2000

[ hum ]

Focuses on literature and cultural and historical politics of major authors. Prose and poetry. May include Eliot, Frost, Williams, Moore, Himes, Cather, and Faulkner as well as contemporary authors. Usually offered every year.

Mr. Burt, Ms. Chu, or Ms. Irr

#### ENG 8a Twenty-First Century American Literature

[ hum ]

An introductory survey of trends in recent American literature. Focus on prose. Readings vary yearly but always include winners of major literary prizes such as the Pulitzer, National Book Award, PEN/Faulkner Award, Pushcart Prize, O. Henry Award, or the Nobel Prize. Usually offered every second year.

Ms. Irr

#### ENG 10a Canonical Precursors: Genesis, Homer, Sappho, Ovid, Virgil

[ hum ]

*This course may not be repeated for credit by students who have taken HUM 10a in previous years.*

Helps prepare majors for study of most premodern and even modern literature in English through readings of major texts central to a literary education for writers in English from the Middle Ages through Modernism. *Genesis, Iliad, Odyssey, Sappho's lyrics, Aeneid, Metamorphoses.* Usually offered every second year.

Ms. Campbell or Mr. Flesch

#### ENG 10b Poetry: A Basic Course

[ hum ]

Designed as a "first" course for all persons interested in the subject. It is intended to be basic without being elementary. The subject matter will consist of poems of short and middle length in English from the earliest period to the present. Usually offered every fourth year.

Staff

#### ENG 11a Introduction to Literary Method

[ hum ]

The course's purpose is to train students in the critical reading of literary texts. There will be frequent assignments of writing that involve literary analysis. Multiple sections. Usually offered every semester.

Staff

**ENG 16a Nineteenth-Century African-American Literature: Texts and Contexts**

[ hum ]

Examines some of the major 19th-century texts of African-American literature and why they are at the center of often heated debates about the canon today. Considers why the issues raised by these texts—gender and sexuality, race and ethnicity, the limits of democracy, and the relationship of African-Americans to the United States and other national spaces—resonate so profoundly in literary and cultural studies, and in national life. Usually offered every third year.

Ms. Smith

**ENG 17a The Alternative Press in the United States: 1910-2000**

[ hum ]

A critical history of 20th-century American journalism. Topics include the nature of journalistic objectivity, the style of underground and alternative periodicals, and the impact of new technologies on independent media. Usually offered every third year.

Ms. Irr

**ENG 18b For Better or Worse?: Marriage in Renaissance Drama**

[ hum ]

Love or Money? Personal or Political? English Renaissance drama questions what marriage should be about and what makes a relationship succeed or fail. Nine plays are read, and how each imagines wedlock is examined. Includes works by Shakespeare, Jonson, and Middleton. Special one-time offering, fall 2006.

Ms. Farren

**ENG 19a Introduction to Creative Writing**

[ hum ]

*Offered exclusively on a credit/no credit basis. Students will be selected after the submission of a sample of writing, preferably 4-7 pages. Samples should be submitted to the department office (Rabb 144) no later than two days before the first class meeting.*

A workshop for beginning writers. Practice and discussion of short literary and oral forms: lyric, poetry, the short story, tales, curses, spells. Usually offered every year.

Ms. Broumas or Ms. Campbell

**ENG 19b The Autobiographical Imagination**

[ hum wi ]

*Offered exclusively on a credit/no credit basis. This course may not be repeated for credit by students who have taken ENG 117b in previous years. Students will be selected after the submission of a sample of writing, preferably 4-7 pages. Samples should be submitted to the department office (Rabb 144) no later than two days before the first class meeting.*

Combines the study of contemporary autobiographical prose and poetry with intense writing practice arising from these texts. Examines—as writers—what it means to construct the story of one's life, and ways in which lies, metaphor, and imagination transform memory to reveal and conceal the self. Usually offered every second year.

Ms. Broumas

**ENG 21a Adolescent Literature from Grimm to Voldemor**

[ hum ]

Literature for adolescents can't afford any self-indulgences: its audience is too impatient. So it's a great place to see what's essential to story-telling. Authors include Shelley, Twain, Salinger, Pullman, and Rowling, whom we'll use to test basic narrative theory. Usually offered every second year.

Mr. Flesch

**ENG 23a Domains of Seventeenth-Century Performance**

[ hum ]

17th-century London performance investigated through the domains of its production—the court, the city, and the emerging "town," center of a new leisure class. Drama, masques, and music drama studied as modes of representation negotiating class mobility, changing concepts of state authority and personal identity, and shifts in gender and sexual relations.

Mr. King

**ENG 26a Detection and Analysis: Deciphering Theories of Madness**

[ hum wi ]

The expert reader is a detective, a gatherer of clues and intimations. The field of detection will range from poems to short stories, from novels to drama and span five centuries. First-person narrators, poetic speakers, and soliloquizers characterized as marginal, "Other," distressed, disturbed, meandering, and even "mad" will unite our reading and critical thinking. Usually offered every second year.

Ms. Whelan

**ENG 27a Page, Stage, and Screen**

[ hum ]

Addresses the relation of form to content, or medium to message, within and among three different genres: novel, drama, and film. Investigates: what modes of human subjectivity and sensory perception does each genre presuppose and promote? Why? What values can and cannot be expressed in any given genre? Why do certain genres achieve cultural dominance while others become residual? Usually offered every third year.

Mr. Morrison

**ENG 27b Classic Hollywood Cinema**

[ hum ]

A critical examination of the history of mainstream U.S. cinema from the 1930s to the present. Focuses on major developments in film content and form, the rise and fall of the studio and star system, the changing nature of spectatorship, and the social context of film production and reception. Usually offered every second year.

Mr. Morrison

**ENG 28b Queer Readings: Before Stonewall**

[ hum ]

*This course may not be repeated for credit by students who have taken TUTR 21b in the spring of 2002.*

Students read texts as artifacts of social beliefs, desires, and anxieties about sexed bodies and their pleasures. Readings may include Plato, Virgil, Spenser, Marlowe, Shakespeare, Phillips, Behn, Gray, Tennyson, Lister, Whitman, Dickinson, Wilde, Freud, Woolf, Barnes, Stein, Larsen, Genet, and Baldwin. Usually offered every second year.

Mr. King

**ENG 33a Shakespeare**

[ hum ]

A survey of Shakespeare as a dramatist. From nine to 12 plays will be read, representing all periods of Shakespeare's dramatic career. Usually offered every year.

Mr. Flesch or Ms. Targoff

**ENG 35a Detectives, Criminals, and Monsters**

[ hum ]

19th-century literature was beset by criminals and haunted by monsters. To catch both of these foes it invented one hero, the detective. Gothic novels and detective stories reveal how similar criminals and monsters really are and how close the detective is to becoming one himself. Special one-time offering, spring 2006.

Mr. Horowitz

**ENG 37a Postimperial Fictions**

[ hum ]

In what ways, and for what purposes, has postcolonial Britain sought imaginatively to recreate its imperial past? Discusses recent literary and cinematic representations of empire, in which critique, fascination, and nostalgia are, often problematically, blended. Authors include Paul Scott, Rushdie, Ishiguro, and Zadie Smith. Usually offered every fourth year.  
Mr. Worth

**ENG 37b Modern Drama**

[ hum ]

An intensive study of British, U.S., and European drama of the last hundred years. Topics to be considered: new definitions of tragedy; changing sex/gender roles and the stage; the well-made play; the "angry" play; theater of the absurd.  
Mr. Morrison

**ENG 39a Poetry: Beginner's Ear**

[ hum wi ]

*Offered exclusively on a credit/no credit basis. Students will be selected after the submission of a sample of writing, preferably 4-7 pages. Samples should be submitted to the department office (Rabb 144) no later than two days before the first class meeting.*

For students considering poetry as beginners or those wishing to begin again. Reading and writing in many contemporary idioms, looking for the tone, voice, style, and posture that most closely resembles each of our individual gifts. Usually offered every year.  
Ms. Broumas

**ENG 43a Major English Authors, Chaucer to Milton**

[ hum ]

A survey of major English authors from the Middle Ages through the Renaissance, including Chaucer, Wyatt, Spenser, Marlowe, Shakespeare, Sidney, Donne, Herbert, Marvell, Milton. No prior experience in medieval or Renaissance literature is required. Usually offered every third year.  
Ms. Targoff

**ENG 45a The Pain of Progress**

[ hum ]

The industrial revolution generated problems that no society had encountered before, opening up new possibilities of progress but also new forms of misery. Novels, poems, social criticism, and philosophy reveal how writers understood those problems and what solutions they tried to imagine. Special one-time offering, spring 2006.  
Mr. Horowitz

**ENG 46a Nineteenth-Century American Women Writers**

[ hum ]

How did American women writers engage with the social, political, and economic changes of the 19th century? Focuses on gendered rhetorics of industrialization, imperialism, immigration, and abolition, as well as concepts of national identity. Examines how these writers related themselves to literary movements of the period. Usually offered every second year.  
Ms. Chu

**ENG 47a Asian-American Literature**

[ hum ]

Examines literature in English by North American writers of Asian descent from the 19th century to the present. Focuses on issues of literary collectivity based on national origin and race, and how gender, sexuality, and class have affected critical approaches to this literature. Usually offered every second year.  
Ms. Chu

**ENG 47b Modern English Fiction**

[ hum ]

A survey of English fiction written during the first half of the 20th century, including works by Joseph Conrad, E. M. Forster, Katherine Mansfield, and Virginia Woolf. Usually offered every fourth year.  
Staff

**ENG 48b Anime**

[ hum ]

Introduction to the major genres of Japanese animation: sci-fi/cyberpunk/mech, apocalypse, erotica/hentai, gothic/noir, romantic comedy, and epic. We will discuss anime's distinctive paradigms, its narrative and visual styles, its development and circulation in postwar Japanese culture and its contemporary commercial and cultural globalization. Special one time offering, spring 2006.  
Ms. Chu

**ENG 57a Modern British and Irish Fiction**

[ hum ]

20-century British and Irish fiction in its worldwide context. Begins with the Modernism of Woolf, Beckett, and O'Brien; usually includes Iris Murdoch, Caryl Phillips, Commonwealth writers Salman Rushdie, George Lamming, Peter Carey, and Kazuo Ishiguro. Includes comparisons with contemporary British films such as *Trainspotting* and *My Beautiful Launderette*. Usually offered every second year.  
Mr. Plotz

**ENG 58b AIDS, Activism, and Representation**

[ hum ]

Selected topics in the cultural construction and representation of AIDS. Usually offered every third year.  
Mr. Morrison

**ENG 63a Renaissance Poetry**

[ hum ]

Examines lyric and narrative poetry by Wyatt, Surrey, Marlowe, Sidney, Spenser, Shakespeare, Jonson, Donne, and Herbert. Usually offered every second year.  
Mr. Flesch or Ms. Targoff

**ENG 64b From Libertinism to Sensibility: Pleasure and the Theatre 1660-1800**

[ hum ]

*This course may not be repeated for credit by students who have taken ENG 164b in previous years.*

Investigates the exchange between performance texts and contemporaneous discussions of class, nationality, and political party. Emphasizes the emergence of modern gender and sexual roles and the impact of the first professional women actors. Usually offered every second year.  
Mr. King

**ENG 67a Art of the Screenplay**

[ hum ]

Examines the screenplay as a unique literary genre and illustrates how it has evolved, from early silents to the contemporary feature. Delves into the mythology of plot and character, breaks down the structure of scripts, and explores how novels are adapted to the screen. Usually offered every year.  
Mr. Weinberg

**ENG 67b Modern Poetry**

[ hum ]

A course on the major poets of the 20th century. Usually offered every third year.  
Mr. Morrison

**ENG 68a The Political Novel**

[ hum ]

How do novels change and how are they changed by politics? From the satires of Eastern Europe (Kafka and Milan Kundera, Koestler's *Darkness at Noon*) to fiery American calls to action on racial issues (*Uncle Tom's Cabin* and Ralph Ellison's *Invisible Man*); from utopia to postcolonial disaster (*Things Fall Apart*). Film screenings included. Usually offered every third year.  
Mr. Plotz

**ENG 75b The Victorian Novel**

[ hum ]

The rhetorical strategies, themes, and objectives of Victorian realism. Texts may include Eliot's *Middlemarch*, Thackeray's *Vanity Fair*, Bronte's *Villette*, Gaskell's *Mary Barton*, Dickens' *Bleak House*, and Trollope's *The Prime Minister*. Usually offered every fourth year.  
Staff

**ENG 77b Literatures of Global English**

[ hum ]

Survey of world Anglophone literatures, as well as in translation, with attention to literary responses of writers to aspects of English as a global language with a colonial history. Focus on Indian subcontinent, Africa, the Caribbean, North America. Writers may include Rushdie, Devi, Coetzee, Kincaid, Atwood, Anzaldúa. Usually offered every year.  
Staff

**ENG 78b Speak of the Devil: A Survey of the Diabolical in English Literature**

[ hum ]

Surveys the devil from antiquity to the present, with emphasis on the literature of early modern England. Topics include: the genesis of Milton's Satan, witchcraft and possession in early America, and the treatment of evil in contemporary film. Special one-time offering, spring 2007.  
Ms. Neelakanta

**ENG 79a Directed Writing: Beginning Screenplay**

[ hum ]

*This course may not be repeated by students who have taken ENG 129b in previous years. Offered exclusively on a credit/no credit basis. Students will be selected after the submission of a sample of writing of no more than 5 pages. Samples should be emailed to the instructor no later than one week before the first class meeting.*

Fundamentals of screenwriting: structure, plot, conflict, character, and dialog. Students read screenwriting theory, scripts, analyze files, and produce an outline and the first act of an original screenplay. Usually offered every third year.  
Mr. Weinberg

**ENG 79b Writing Workshop: From Memory to Craft**

[ hum ]

*Prerequisite: ENG 19b is recommended. This course may not be repeated by students who have taken ENG 129a in previous years. Offered exclusively on a credit/no credit basis. Students will be selected after the submission of a sample of writing of no more than 5 pages. Samples should be emailed to the instructor no later than one week before the first class meeting.*

This combination workshop and contemporary literature course explores the process by which written work moves from simple accounting into art. Texts include poetry and prose by writers such as Grace Paley, Jamaica Kincaid, Donald Hall, and Annie Dillard. Usually offered every second year.  
Ms. Braverman

**ENG 87b Queer Readings: Beyond Stonewall**

[ hum ]

*Prerequisite: ENG 28b is recommended.*

How have LGBTQ writers explored the consolidation, diaspora, and contestation of lesbian, gay, bisexual, transgendered, and queer personhoods since the 1960s? Texts include fiction, poetry, drama, memoirs, and film. Usually offered every second year.  
Mr. King

**ENG 96d Senior Creative Writing Thesis**

Required for creative writing majors fulfilling the thesis option. Usually offered every year.  
Staff

**ENG 97a Senior Essay**

For seniors interested in writing an essay outside of the honors track. Usually offered every year.  
Staff

**ENG 97d Senior Thesis**

For seniors interested in writing a thesis outside of the honors track. Usually offered every year.  
Staff

**ENG 98a Independent Study**

Usually offered every year.  
Staff

**ENG 98b Independent Study**

Usually offered every year.  
Staff

**ENG 99a The Senior Honors Essay**

For seniors interested in qualifying for departmental honors when combined with a tenth course for the major. Usually offered every year.  
Staff

**ENG 99b The Senior Honors Essay**

For seniors interested in qualifying for departmental honors when combined with a tenth course for the major. Usually offered every year.  
Staff

**ENG 99d The Senior Honors Thesis**

For seniors interested in qualifying for departmental honors with a thesis. Usually offered every year.  
Staff

**HUM 10a The Western Canon**

[ hum ]

*This course may not be taken for credit by students who have taken ENG 10a.*

Foundational texts of the Western canon: Bible, Homer, Vergil, and Dante. Thematic emphases and supplementary texts vary from year to year.  
Mr. Flesch

**(100-199) For Both Undergraduate and Graduate Students****ENG 101a Studies in Popular Culture**

[ hum ]

A critical analysis of contemporary culture, including television, film, video, advertising, and popular literature. Combines applied criticism and theoretical readings.  
Mr. Morrison

**ENG 101b Cyber-Theory**

[ hum ]

How has the Internet changed the practice of writing? How can writing map cyberspace? What happens to the personnel of writing (author, reader, publisher) in context of cybernetics? Immerses students in critical and utopian theories of cyber textuality. Usually offered every second year.  
Ms. Irr

**ENG 103a John Donne and the Metaphysical Poets**

[ hum ]

Examines the poetry of Donne and his contemporaries, including George Herbert, Richard Crashaw, and Andrew Marvell. These "metaphysical poets" will be read alongside critical accounts by Samuel Johnson, T.S. Eliot, and others. Usually offered every third year.  
Ms. Targoff

**ENG 105b Nineteenth-Century Novel**

[ hum ]

Focuses on Jane Austen, Emily Bronte, Charles Dickens, George Eliot, Thomas Hardy, and Joseph Conrad. Explores the relationship between the novel, the era's most popular culture, and our own popular culture. It examines desire, concealment, sex, and romance, as well as the role that literature plays in creating and upsetting communities, defining racial and ethnic categories. Film screenings. Usually offered every third year.  
Mr. Plotz

**ENG 106b American Utopias**

[ hum ]

Introduction to utopian fiction of 19th-century America. Readings include classic sources and utopian novels by major authors (Melville, Hawthorne, Twain). Some consideration will also be given to actually existing successful utopian communities. Usually offered every third year.  
Ms. Irr

**ENG 107a Caribbean Women Writers**

[ hum ]

About eight novels of the last two decades (by Cliff, Cruz, Danticat, Garcia, Kempadoo, Kincaid, Mittoo, Nunez, Pineau, Powell, or Rosario), drawn from across the region, and read in dialogue with popular culture, theory, and earlier generations of male and female writers of the region. Usually offered every third year.  
Ms. Smith



**ENG 108a Literature and Heresy**

[ hum ]

A study of major texts of British literature through the lens of religious heresy. Does literature provide a refuge for heresy? Or is there something about literature that encourages heretical thinking? These questions are considered in light of dissident works by Milton, Blake, Shelley, James Hogg, and others. Special one-time offering, spring 2007.

Ms. Quinney

**ENG 109a Directed Writing: Poetry**

[ hum ]

*Offered exclusively on a credit/no credit basis. Students will be selected after the submission of a sample of writing, preferably 4-7 pages. Samples should be submitted to the department office (Rabb 144) no later than two days before the first class meeting. May be repeated for credit.* A workshop for poets willing to explore and develop their craft through intense reading in current poetry, stylistic explorations of content, and imaginative stretching of forms. Usually offered every year.

Ms. Broumas or Visiting Poet

**ENG 109b Directed Writing: Short Fiction**

[ hum wi ]

*Offered exclusively on a credit/no credit basis. Students will be selected after the submission of a sample of writing, preferably 4-7 pages. Samples should be submitted to the department office (Rabb 144) no later than two days before the first class meeting. May be repeated for credit.* 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 criticism in class. Usually offered every year.

Visiting Writer

**ENG 111b Post-Colonial Theory**

[ hum ]

Seminar in postcolonial theory with relevant background texts, with an emphasis on the specificity of its theoretical claims. Readings from Spivak, Said, Bhabha, Appiah, Mudimbe, Marx, Lenin, Freud, Derrida, Cesaire, and Fanon, among others. Usually offered every second year.

Staff

**ENG 114b Gender and the Rise of the Novel in England and France**

[ hum ]

Explores the emergence of the novel as a modern genre in the 18th century, asking why the novel arises first in England and France, and what the new genre's preoccupations with women and gender can teach us about European society, culture, and literature. Usually offered every second year.

Ms. Lanser

**ENG 118a Stevens and Merrill**

[ hum ]

Intensive study of two major American poets of the 20th century. Readings include Stevens' *Collected Poems* and Merrill's *Collected Poems* as well as his epic *The Changing Light at Sandover*. Usually offered every third year.

Ms. Quinney

**ENG 119a Directed Writing: Fiction**

[ hum wi ]

*Offered exclusively on a credit/no credit basis. Students will be selected after the submission of a sample of writing, preferably 4-7 pages. Sample should be submitted to the department office (Rabb 144) no later than two days before the first class meeting. May be repeated for credit.* 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. Usually offered every year.

Visiting Writer

**ENG 119b Directed Writing: Poetry**

[ hum wi ]

*Offered exclusively on a credit/no credit basis. Students will be selected after the submission of a sample of writing, preferably 4-7 pages. Sample should be submitted to the department office (Rabb 144) no later than two days before the first class meeting. May be repeated for credit.* 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. Usually offered every year.

Visiting Poet

**ENG 121a Sex and Culture**

[ hum ]

An exploration of the virtually unlimited explanatory power attributed to sexuality in the modern world. "Texts" include examples from literature, film, television, pornography, sexology, and theory. Usually offered every second year.

Mr. Morrison

**ENG 125a Romanticism I: Blake, Wordsworth, and Coleridge**

[ hum ]

*This course may not be repeated for credit by students who have taken ENG 25a in previous years.*

Examines the major poetry and some prose by the first generation of English Romantic poets who may be said to have defined Romanticism and set the tone for the last two centuries of English literature. Usually offered every second year.

Mr. Burt or Ms. Quinney

**ENG 125b Romanticism II: Byron, Shelley, and Keats**

[ hum ]

*This course may not be repeated for credit by students who have taken ENG 135b in previous years. ENG 125a (Romanticism I) is not a prerequisite for this course.*

The "younger generation" of Romantic poets. Byron, Shelley, and Keats continue and react against poetic, political, and philosophical preoccupations and positions of their immediate elders. Examines their major works, as well as Mary Shelley's *Frankenstein*. Usually offered every second year.

Mr. Burt, Mr. Flesch, or Ms. Quinney

**ENG 126a American Realism and Naturalism, 1865-1900**

[ hum ]

Focuses on how some of the central American Realists and Naturalists set about representing and analyzing American social and political life. Topics include the changing status of individuals, classes, and genders, among others. Usually offered every third year.

Mr. Burt or Ms. Chu

**ENG 127a The Novel in India**

[ hum nw ]

Survey of the novel and short story of the Indian subcontinent, their formal experiments in context of nationalism and postcolonial history. Authors may include Tagore, Anand, Manto, Desani, Narayan, Desai, Devi, Rushdie, Roy, Mistry, and Chaudhuri. Usually offered every second year.

Staff

**ENG 127b Migrating Bodies, Migrating Texts**

[ hum ]

Beginning with the region's representation as a *tabula rasa*, examines the textual and visual constructions of the Caribbean as colony, homeland, backyard, paradise, and Babylon, and how the region's migrations have prompted ideas about evolution, hedonism, imperialism, nationalism, and diaspora. Usually offered every second year.

Ms. Smith

**ENG 128a Alternative Worlds: Modern Utopian Texts**

[ hum ]

*Prerequisite: ENG 11a.*

British, European, and American works depicting alternate, often "better" worlds, including More's *Utopia*, Margaret Cavendish's *The New Blazing-World*, Voltaire's *Candide*, Casanova's *Icosameron*, selections from Charles Fourier, Alexander Bogdanov's *Red Star*, Octavia Butler's *Xenogenesis: Dawn*, and Wolfgang Becker's *Goodbye Lenin!* Usually offered every second year.

Ms. Campbell

**ENG 129a Writing Workshop**

[ hum wi ]

*Offered exclusively on a credit/no credit basis. Students will be selected after the submission of a sample of writing, preferably 4-7 pages. Samples should be submitted to the department office (Rabb 144) no later than two days before the first class meeting.*

A workshop for writers. Usually offered every second year.

Ms. Braverman or Mr. Coroniti

**ENG 129b Understanding the Screenplay: A Workshop**

[ hum wi ]

*Offered exclusively on a credit/no credit basis. Students will be selected after the submission of a sample of writing of no more than 5 pages. Samples should be emailed to the instructor no later than one week before the first class meeting.*

Covers the fundamentals of screenwriting: structure, plot, conflict, character, and dialog. Students are required to read scripts and a book on screenwriting, analyze films, and produce an outline and the first act of an original screenplay. Usually offered every fourth year.

Mr. Coroniti or Mr. Weinberg

**ENG 131b Feminist Theory**

[ hum ]

Introduces students to critical feminist thought by focusing closely each year on a different specific "problem," for example: 19th- and 20th-century modernity as manifested in the development of globalizing capitalism, the racialized democratic citizen and wage work; our understanding of cultural production; debates about the nature, applications, and constitution of feminist theory. Usually offered every second year.

Ms. Chu

**ENG 132b Chaucer I**

[ hum ]

*Prerequisite: ENG 10a or ENG 11a.*

In addition to reading Chaucer's major work, *The Canterbury Tales*, in Middle English, pays special attention to situating the tales in relation to linguistic, literary, and social developments of the later Middle Ages. No previous knowledge of Middle English required. Usually offered every second year.

Ms. Campbell

**ENG 133a Advanced Shakespeare**

[ hum ]

*Prerequisite: ENG 33a or equivalent.*

An intensive analysis of a single play or a small number of Shakespeare's plays. Usually offered every second year.

Mr. Flesch

**ENG 134a The Woman of Letters, 1600-1800**

[ hum ]

Women writers from Behn to Austen; novels, plays, pamphlets, diaries, and letters. The culture's attitudes toward women writers; women's attitudes toward literary achievement and fame, women's resistance to stereotypes, and women's complicity in the promulgation of images of the "good woman." Usually offered every fourth year.

Staff

**ENG 135a Major British Novelists: Emily Bronte, Charles Dickens, and George Eliot**

[ hum ]

Examines classic works from the 19th century, when the novel was at once popular entertainment and moral/spiritual guide. How do they reach us today? The heart of the course is intense, close reading, coupled with comparisons to visual art and other literature of the period, including short works by Dostoyevsky and Melville. Film screenings help trace how these texts resonate with contemporary aesthetic forms. Novels: *Wuthering Heights*, *Bleak House*, and *Middlemarch*. Usually offered every year.

Mr. Plotz

**ENG 137a Primal Pictures**

[ hum wi ]

*Students wishing to enroll should submit a writing sample consisting of fiction, a film or book review, or critical writing on contemporary fiction.*

Novels to be read feature finely etched portrayals of change within the primal family structure, specifically death or loss of a parent and resulting transformation in the family gestalt. Films of four of the novels read will be screened. Usually offered every third year.

Staff

**ENG 137b Studies in Modernism**

[ hum ]

An attempt to explore the concept of "modernism" through an intensive reading of seminal poems, novels, and plays. Focuses on the formal innovations of modernism and their relation to various ideological and political issues. Usually offered every second year.

Ms. Chu or Mr. Morrison

**ENG 139b Intermediate Screenwriting**

[ hum ]

*Prerequisites: ENG 129b or ENG 79a.*

*Offered exclusively on a credit/no credit basis. Students will be selected after the submission of a sample of writing of no more than 5 pages. Samples should be emailed to the instructor no later than one week before the first class meeting.*

In this writing-intensive course, students build on screenwriting basics and delve more deeply into the creative process.

Participants read and critique each other's work, study screenplays and view films, and submit original written material on a bi-weekly basis. At the conclusion of the course each student will have completed the first draft of a screenplay (100-120 pages). Usually offered every second year.

Mr. Weinberg

**ENG 140a Satire and its Uses**

[ hum ]

Examines the forms and methods of satirical fiction and poetry, with emphasis on writers from classical Greece and Rome, Britain, and the United States.

Staff

**ENG 143a Elizabethan and Jacobean Drama**

[ hum ]

A study of the revenge tradition in the work of Shakespeare and his contemporaries. The problem of blood-revenge will be looked at as a historical phenomenon in Renaissance society and as a social threat transformed into art in such dramatists as Shakespeare, Marlowe, Kyd, Marston, Tourneur, Chapman, and Webster. Usually offered every fourth year.

Staff

**ENG 144b The Body as Text**

[ hum wi ]

How are our bodies the material for our presentations of self and our interactions with others? Examines contemporary theories and histories of the body against literary, philosophical, political, and performance texts of the 16th through the 18th centuries. Usually offered every third year.

Mr. King

**ENG 145b Jane Austen: Gender, Art, and History**

[ hum ]

Explores Austen's writings from multiple perspectives, with particular attention to the historical and aesthetic dimensions of her work. Considers divergent interpretations of her novels and the impact of gender, not only on her novels but on their reception. Usually offered every second year.

Ms. Lanser

**ENG 147a Film Noir**

[ hum ]

A study of classics of the genre (*The Killers*, *The Maltese Falcon*, *Touch of Evil*) as well as more recent variations (*Chinatown*, *Bladerunner*). Readings include source fiction (Hemingway, Hammett) and essays in criticism and theory. Usually offered every third year.

Mr. Flesch or Ms. Quinney

**ENG 147b South African Literature and Apartheid**

[ hum ]

Survey of South African literature, its engagement with apartheid and its aftermath: fiction, drama, poetry. Authors may include Paton, Millin, Louw, Gordimer, Fugard, Head, Serote, Sepamla, Matshoba, Coetzee, and Wilcomb. Usually offered every second year.

Staff

**ENG 151a Queer Studies**

[ hum ]

*Prerequisite: an introductory course in gender/sexuality and/or a course in critical theory.*

Historical, literary, and theoretical perspectives on the construction and performance of queer subjectivities. How do queer bodies and queer representations challenge heteronormativity? How might we imagine public spaces and queer citizenship? Usually offered every second year.

Mr. King

**ENG 151b Theater/Theory: Investigating Performance**

[ hum ]

*Prerequisite: A course in dramatic literature and familiarity with theatrical production.*

The theater, etymologically, is a place for viewing. Theory, etymologically, begins with a spectator and a viewing. Reading theories of theater and performance against paradigmatic dramatic texts and documents of social performance, speculation and spectatorship are reviewed. Usually offered every second year.

Mr. King

**ENG 152b Arthurian Literature**

[ hum ]

*Prerequisite: ENG 10a or HUM 10a or ENG 11a.*

A survey of (mostly) medieval treatments of the legendary material associated with King Arthur and his court, in several genres: bardic poetry, history, romance, prose narrative. Usually offered every second year.

Ms. Campbell

**ENG 155a Literature and Empire**

[ hum ]

Explores ideas about the local, regional, national, international, and cosmopolitan in Empire-era "Greater Britain." What role does literature play in the global movement of British and "colonized" culture? Includes Emily Eden, R.D. Blackmore, Hardy, Flora Steel, Conrad, Woolf, Waugh, and E.M. Forster. Usually offered every second year.

Mr. Plotz

**ENG 157a Contemporary Poetry**

[ hum ]

An introduction to recent poetry in English, dealing with a wide range of poets, as well as striking and significant departures from the poetry of the past. Looks, where possible, at individual volumes by representative authors. Usually offered every third year.

Ms. Quinney

**ENG 157b American Women Poets**

[ hum ]

*Prerequisite: ENG 10a or HUM 10a or ENG 11a.*

Students imagine meanings for terms like "American" and "women" in relation to poetry. After introductory study of Anne Bradstreet, Phillis Wheatley, and Emily Dickinson, readings of (and about) women whose work was circulated widely, especially among other women poets, will be selected from mainly 20th-century writers. Usually offered every second year.

Ms. Campbell

**ENG 165b Victorian Poetry and its Readers**

[ hum ]

Studies how poetry was written and read during the last time poetry held a prominent role in England's public life. The course centers on Tennyson's career as poet laureate, but also gives full attention to Robert Browning's work. The course also surveys the work of E. B. Browning, the Pre-Raphaelites, and others, and concludes with the poetry of Hardy and of the early Yeats. Usually offered every fourth year.

Staff

**ENG 166b Whitman, Dickinson, and Melville**

[ hum ]

Poetry of Whitman, Dickinson, Emerson, and Melville, with representative poems of Whittier, Bryant, Longfellow, Poe, Sigourney, and Tuckerman. Usually offered every third year.

Mr. Burt

**ENG 167b The Postmodern African American Novel**

[ hum ]

A study of experimental fiction of prominent 20th-century African American authors. Investigates features of postmodern novel including disruptive chronologies, the representation of fragmented identities, intertextual play and parody, and the critique of Western modernity as longstanding practices in black writing. Usually offered every third year.

Ms. Abdur-Rahman

**ENG 171a History of Literary Criticism**

[ hum ]

*This course may not be repeated for credit by students who have taken ENG 71a in previous years.*

Explores major documents in the history of criticism from Plato to the present. Texts will be read as representative moments in the history of criticism and as documents of self-sufficient literary and intellectual interest. Usually offered every second year.

Mr. Morrison or Ms. Quinney

**ENG 173a Spenser and Milton**

[ hum ]

A course on poetic authority: the poetry of authority and the authority of poetry. Spenser and Milton will be treated individually, but the era they bound will be examined in terms of the tensions within and between their works. Usually offered every second year.

Mr. Flesch

**ENG 176a American Gothic and American Romance**

[ hum ]

Examines Gothic fiction as a method of exploring the capacities of the imagination, disclosing its power, and meeting its threat. Beginning with the 19th century founders of the genre in America, the second half of the course deals with some 20th century masters. Usually offered every third year.

Mr. Burt

**ENG 177a Hitchcock's Movies**

[ hum ]

A study of 13 films covering the whole trajectory of Hitchcock's career, as well as interviews and critical responses. Usually offered every second year.

Mr. Flesch

**ENG 177b American Popular Music and Contemporary Fiction**

[ hum ]

Explores writing by novelists, journalists, and historians who react to the global spread of American popular music (mainly "rock"). Themes include race relations, technology, sound effects, the mystique of the star, and the globalization of the music industry. Usually offered every third year.

Ms. Irr

**ENG 180a The Modern American Short Story**

[ hum ]

Close study of American short fiction masterworks. Students read as writers write, discussing solutions to narrative obstacles, examining the consequences of alternate points of view. Studies words and syntax to understand and articulate how technical decisions have moral and emotional weight. Usually offered every second year.

Staff

**ENG 181a Making Sex, Performing Gender**

[ hum wi ]

*Prerequisite: an introductory course in gender/sexuality and/or a course in critical theory.*

Gender and sexuality studied as sets of performed traits and cues for interactions among social actors. Readings explore the possibility that differently organized gender and sexual practices are possible for men and women. Usually offered every third year.

Mr. King

**ENG 187a American Fiction since 1945**

[ hum ]

Readings of contemporary post-realist and post-modernist fiction. Authors and themes vary but always include major figures such as Nabokov, Pynchon, DeLillo. Usually offered every second year.

Ms. Irr

**ENG 187b American Writers and World Affairs**

[ hum ]

An exploration of early 20th century American prose (mainly novels). Examines bold innovations in literary form made by authors such as Hemingway, Faulkner, and James. Considers how American works responded to and participated in world affairs. Usually offered every second year.

Ms. Irr

**(200 and above) Primarily for Graduate Students****ENG 200a Methods of Literary Study**

*Required of all first-year graduate students.* Usually offered every year.

Ms. Irr or Mr. Morrison

**ENG 201a Gender Studies**

Investigates sex assignment, genders, and sexualities as categories of social knowledge and modes of social production. Reading recent critical discussions and crossing disciplinary boundaries, analyzes how gender is performed in domains of cultural production including, but not limited to, the "textual." Usually offered every fourth year.

Mr. King

**ENG 203a Religion and Literature in Renaissance England**

Explores the relationship between religion and literature from the English Reformation through the Civil War. Readings include poetry by Wyatt, Donne, Herbert, Milton, and Marvell; plays by Marlowe and Shakespeare; and religious tracts by St. Augustine, Luther, Calvin, and Hooker. Usually offered every third year.

Ms. Targoff

**ENG 204a American Romanticism in Poetry and Fiction**

Romanticism as a philosophical movement, a poetic movement, and a fictional style.

Essays and poetry of Emerson and Thoreau's *Walden*. Major poetry of Whitman and Dickinson (and some Melville). *The Scarlet Letter*, selected stories of Poe, *Moby Dick*. Fuller's *Woman in the Nineteenth Century*. Alcott's *Transcendental Wild Oats*. Usually offered every third year.

Mr. Burt

**ENG 206a Language and Power in the American Renaissance**

Focuses on the clash between verbal agency and state power in antebellum America. Explores the themes of race and slavery, the rise of capitalist enterprise, imperialist expansion, and the growing demand for women's rights. Usually offered every third year.

Mr. Gilmore

**ENG 207b Fiction of the American South**

Examines fiction of the era of modernization and desegregation. Readings include novels by Robert Penn Warren, Flannery O'Connor, Eudora Welty, Ernest Gaines, Margaret Walker, Caroline Gordon, Ellen Glasgow, and William Faulkner. Usually offered every fourth year.

Mr. Burt

**ENG 208a American Fins de Siecles**

Centuries' ends have always been periods of intense cultural ferment, with great expectations often vying with apprehension and despair. Considers works produced in the United States in the 1790s, 1890s, and 1990s. Authors include Franklin, Crane, Jewett, Morrison, Updike. Usually offered every third year.

Mr. Gilmore

**ENG 208b Dreaming and Meaning, 1200-1750**

A study of the dream, in its transcription, collection and circulation, as signifying object. Discusses the full gamut of public and private dreams and dream-visions—actual, legendary, and literary—recorded and theorized 1200-1750 in Western Europe, with emphasis on early modern England. Usually offered every third year.

Ms. Campbell

**ENG 211a Psychoanalytic Theory**

A basic grounding in psychoanalytic theory, and its influences on critical theory. Texts by Freud, Lacan, Klein, Derrida, Fanon, and others. Topics include mourning, trauma, and the ethics and politics of the globalization of psychoanalysis. Usually offered every third year.

Staff

**ENG 213a Milton**

Milton's poetry and selected prose, with particular attention to *Paradise Lost* and its intellectual, historical, and literary contexts. Usually offered every third year.

Mr. Flesch

**ENG 213b Alternative Worlds: Utopia, Science, and Gender**

*This course may not be repeated for credit by students who have taken it as part of the Radcliffe Women's Consortium.*

Explores the intersections between two early modern developments: the new genre of Utopia, and the new ideas about the goals and methods of natural inquiry identified with the "Scientific Revolution." Authors include Christine de Pizan, Raleigh, Bacon, Campanella, Catalina de Erauso, Cyrano de Bergerac, Margaret Cavendish, Octavia Butler, Thomas More, Francis Godwin. Usually offered every third year.

Ms. Campbell

**ENG 215a Representation, Embodiment, and Portability in Victorian Literature**

What is the relationship between aesthetics and cultural authority? Places major 19th-century writers in the context of the rise of realism, capitalism, empire, and emerging democratic debates about representation. Will include Scott, Carlyle, Dickens, Marx, Bronte, Mill, Eliot, and Conrad; theoretical texts include Habermas, Foucault, Kittler, and Arendt. Usually offered every third year.

Mr. Plotz

**ENG 215b Blake and Shelley**

Study of the major works of Blake and Shelley, with attention to the critical history. Usually offered every fourth year.

Ms. Quinney

**ENG 216b The James Siblings**

Focuses on the powerful and competing ideas of human nature and social interaction that Henry, William and Alice James articulated and embodied, in their writing considered on its own and in the intense familial interaction that so affected their thinking. Works may include *Ivy Tower* and *Sacred Font*. Usually offered every third year.

Mr. Flesch

**ENG 217b Copyright and Contemporary American Writing**

A study of how changes to the United States' copyright regime since 1979 has influenced the themes, style, and climate for American writing. Special one-time offering, spring 2007.

Ms. Irr

**ENG 218b The Modern Novel: Public, Private, and Social**

Traces the shifting relationship between ideas of intimacy, sociability, solidarity, and publicity in the Anglo-American novel, 1850-1950. Explores how the novel reacts to crises in the relationship between the individual and such larger groupings as society, nation, gender, race, or species. Marxist, psychoanalytic, Frankfurt School, deconstructive, and New Historicist theory are examined. Authors include Melville, Dickens, Eliot, Hardy, Conrad, James, Stein, Cather, and Beckett. Usually offered every fourth year.

Mr. Plotz



**ENG 220b A Novel Nation: The Making of English Fiction 1680-1860**

Explores the forms and functions of the novel as it emerges in tandem with both European modernity and British national identity, paying particular attention to the aesthetic, intellectual, social, cultural, and political implications of changing fictional practices. Usually offered every third year.  
Ms. Lanser

**ENG 226a Race and Reconstruction in American Literature**

Examines the struggles over race and sectional reconciliations that convulsed American culture in the long era of Reconstruction (1865-1905). Works by white and black authors, including Tourgee, Twain, Cable, Jewett, Douglass, Hopkins, and Chesnut. Usually offered every third year.  
Mr. Gilmore

**ENG 227a Studies in Modernism**

An exploration of the concept of the modern through an intensive reading of *The Waste Land*, *Ulysses*, *Between the Acts*, and *Endgame*. Usually offered every third year.  
Mr. Morrison

**ENG 230b Feminist Theory**

This course, primarily devoted to literary theory, will also pay some attention to feminist scholarship in related disciplines, including history, anthropology, and legal studies. Usually offered every second year.  
Ms. Chu

**ENG 232b Chaucer**

A survey of the historically pivotal literary career of Chaucer, with emphasis on *The Canterbury Tales*. Chaucer's works as social analysis and critique, from the point of view of a bourgeois outsider in an aristocratic milieu; Chaucer's medieval genres and their transformation into vehicles of early modern sensibility; medieval relations of secular literature to its audience(s); orality, literacy, and the book. Usually offered every fourth year.  
Ms. Campbell

**ENG 233a Shakespeare Seminar**

An intensive reading of Shakespeare's work from a theoretical and historical viewpoint. Usually offered every third year.  
Mr. Flesch

**ENG 234a Writing British Women 1660-1800: Critical Inquires**

Through an engagement with women's writing, with social configurations of gender, and with 21st-century practices, explores new issues in 18th-century literary and cultural studies and grapples with thorny problems in feminist theory and scholarship. Usually offered every fourth year.  
Ms. Lanser

**ENG 237a Reading the Black Transnation**

Fiction, theory, film of what is variously termed the African diaspora or the Black Atlantic. Acquaints students with major and lesser-known figures, concepts, and strategies. Usually offered every third year.  
Ms. Smith

**ENG 240b The Ethics of Representation in Nineteenth- and Twentieth-Century Fiction**

Examining exemplary works of 19th- and 20th-century fiction, the class studies the ways in which narrative construction (plotting, rhetoric, narrative voice, ideological motivation) represent personal and social reality. Raises questions about the relationship between the real and the ethical, between what is and what ought to be, and how our own ethical concerns complicate our understanding of the novels we read. Usually offered every third year.  
Mr. Morrison

**ENG 243b Renaissance Tragedy**

This course examines the genre of tragedy in the English Renaissance. Readings include plays by Marlowe, Kyd, Shakespeare, Tourneur, Jonson, Middleton, Webster, philosophical texts by Aristotle, Nietzsche, and Benjamin, among others. Usually offered second year.  
Ms. Targoff

**ENG 247b Contemporary Poetry**

A study of major recent poetry in English. Authors include Merrill, Ashbery, Heaney, Ammons, and Gluck. Usually offered every third year.  
Ms. Quinney

**ENG 257a The Superpower Novel: 20th Century American Fiction and Geopolitics**

How does American fiction reflect, criticize, or contribute to the United States' position as a superpower? Reading major American writers (Dos Passos, Mailer, Silko, DeLillo, and others), together with critical and theoretical essays, the class investigates Americanization and questions of cultural imperialism. Usually offered every third year.  
Ms. Irr

**ENG 280a Making it Real: Tactics of Discourse**

An investigation of the discursive realization of bodies and agents. Queries representational practices as modes of agency, problematizing identity and differences and negotiating hegemony. Our lenses: performance and cultural studies, visual studies, literature and theory, and historiography. Usually offered every fourth year.  
Mr. King

**ENG 299b Classroom Pedagogy and the Teaching of Writing**

An introduction to the theory and practice of teaching college-level writing courses. Usually offered every second year.  
Ms. Skorzewski

**ENG 300a Master's Thesis**

This course entails revising a seminar paper or other writing under the direction of a faculty member. Usually offered every semester.  
Staff

**ENG 352a Directed Research**

Specific sections for individual faculty members as requested. Permission of the director of graduate studies required.  
Staff

**ENG 352b Directed Research**

Staff

**ENG 402d Dissertation Research**

Specific sections for individual faculty members as requested.  
Staff

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**Cross-Listed Courses**

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**Pre-1850 Courses****CLAS 166a**

Medieval Literature: A Millennium of God, Sex, and Death

**COML 102a**

Love in the Middle Ages

**COML 103b**

Madness and Folly in Renaissance Literature

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**World Literature Courses****AAAS 132b**

Introduction to African Literature

**AAAS 133b**

The Literature of the Caribbean

**AAAS 134b**

Novel and Film of the African Diaspora

**CLAS 165a**

Roman Decadence: Latin Literature in Translation

**CLAS 171a**

Greek Epic and Athenian Drama

**COML 122b**

Writing Home and Abroad: Literature by Women of Color

**JAPN 120a**

The World of Early Modern Japanese Literature

**JAPN 125b**

Putting away Childish Things: Coming of Age in Modern Japanese Literature and Film

**RECS 130a**

The Russian Novel

**SAL 101a**

South Asian Women Writers

**SAL 110b**

South Asian Postcolonial Writers

**SAL 140a**We Who Are at Home Everywhere:  
Narratives from the South Asian Diaspora**SAL 170b**

South Asia in the Colonial Archive

**Directed Writing Workshops****THA 104a**

Playwriting

**Elective Courses**

The following courses are approved for the program. Not all are given in any one year. Please consult the Schedule of Classes each semester. COML courses not indicated as a cross-listed course under pre-1850 or world literature courses, may also be considered as an elective course.

**AAAS 79b**

Afro-American Literature of the Twentieth Century

**LING 8b**

Structure of the English Language

**NEJS 172a**

Women in American Jewish Literature

**RECS 154a**

Nabokov

**THA 150a**

The American Drama since 1945

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## English as a Second Language

**Undergraduate Students**

Undergraduate students may arrange an individual or group tutorial to support their academic courses by improving their language skills.

The ESL undergraduate program director and instructor is Nancy Nies.

**Graduate Students**

Graduate students may enroll in ESL 200a (English for Academic Purposes). Tutorials are also available. Each semester a special course is offered for non-native speakers of English who will be teaching assistants.

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### Courses of Instruction

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#### (200 and above) Primarily for Graduate Students

**ESL 200a English for Academic Purposes**

This noncredit course addresses all skills necessary for proficiency in English, but concentrates on vocabulary development, pronunciation, listening comprehension, speech fluency, and, in some cases, teaching. A grammar review includes the use of articles, prepositions, the tense system, modals, conditionals, and more. Audio and video tapes are used. Regular attendance is mandatory. There are no grades given. Usually offered every semester.

Staff

An interdepartmental program

Courses of Study:  
Minor

## Environmental Studies

### Objectives

Awareness of the mutual impact of human activity and the natural environment is rapidly growing. On scales as different as personal hygiene and international trade agreements, decisions increasingly reflect environmental concerns and understanding. This broad range of issues can be successfully approached from the vantage point of several traditional disciplines. Yet no single field is truly representative of, or adequate for, the study of "the environment." Accordingly, the Brandeis Environmental Studies Program aims to expand disciplinary training in the social and natural sciences to assure adequate grounding in environment-related subfields, but also to complement such training with similarly relevant courses outside a student's major. This combination is designed to provide a broad, transdisciplinary base for employment or future professional training.

### How to Become a Minor

The program is open to students from any major. The requirements may be met with elective courses in the sciences, the social sciences, and the humanities, and must also include a practical component of an environmental problem, and an environmental internship or a senior research paper (that may serve as a thesis in the student's major.) The environmental internships are tailored to each student's academic goals, and cover a broad range and extensive network of placements in the Brandeis area and beyond. Some students may elect to receive field training in specialized subjects, e.g., marine biology, sustainable development, tropical ecology. The program maintains extensive files of such off-campus opportunities. Students may register for the minor, seek guidance in course selection, off-campus training, and paper topics by contacting the Environmental Studies Program faculty advisor as early in their Brandeis career as possible. Registered participants will receive information on courses and campus events.

### Committee

**Dan L. Perlman, Chair**  
(Biology)

**Brian Donahue**  
(American Studies)

**Richard Gaskins**  
(American Studies; Legal Studies)

**Laura Goldin**  
(American Studies)

**Timothy Rose**  
(Chemistry)

### Requirements for the Program

- A.** Two semester courses chosen from Group I (Environment and Society).
- B.** Two semester courses chosen from Group II (Environment and the Natural World).
- C.** Successful completion of AMST 20a (Environmental Issues).
- D.** Successful completion of ENVS 89a, the Environmental Internship. Alternatively, students may complete ENVS 97a or b (Senior Essay) (or an approved senior honors thesis submitted to any department.)

### Special Note on Off-Campus Courses

Through our membership in the Marine Biological Laboratory (MBL) Consortium, competitively selected students may satisfy some of the above requirements by participating in the Semester in Environmental Science offered each fall at the MBL in Woods Hole, Massachusetts. Brandeis is also affiliated with the School for Field Studies and the Marine Studies Consortium (MSC). Both offer programs of special interest to those enrolled in the Environmental Studies Program. *(MSC courses are sometimes over-subscribed and enrollments must be redistributed among member schools. Enrolling through Brandeis does **not** guarantee final acceptance into MSC courses. Students taking MSC courses through cross-registration at Brandeis must pay MSC through their home institution.)*

### Courses of Instruction

#### (1-99) Primarily for Undergraduate Students

##### **ENVS 11b Water Resources Management and Policy**

*Offered under the auspices of the MSC and open to Brandeis students by petition. Please see the special note in printed Bulletin on off-campus courses.*  
An advanced interdisciplinary seminar examining past and current water supply issues and exploring the uncertain future of our water supply. The Boston metropolitan area water supply system is used as a case study. Water is looked at from scientific,

historical, and political viewpoints. Usually offered every year.  
Mr. Donahue (Brandeis coordinator)

##### **ENVS 12b Introduction to Marine Mammals**

[ sn ]  
*Prerequisite: A college-level biology course. Offered under the auspices of the MSC and open to Brandeis students by petition. Please see the special note in printed Bulletin on off-campus courses.*  
Designed to familiarize students with the biology and natural history of marine mammals, with an emphasis on whales, dolphins, and seals of the western North Atlantic. Topics include evolution, anatomy, behavior, field identification, the history of whaling, and contemporary conservation issues. Usually offered every second year.  
Mr. D.L. Perlman (Brandeis coordinator)

##### **ENVS 13b Coastal Zone Management**

*Offered under the auspices of the MSC and open to Brandeis students by petition. Please see the special note in printed Bulletin on off-campus courses.*  
Introduction to the coastal environment, its resources, and its uses; impact of human activities; scope of the Federal Coastal Zone Management Act; collaborative planning efforts by federal, state, and local governments; and international applications of coastal management. Course includes case studies, guest speakers, and student presentations. Usually offered every year.  
Mr. Donahue (Brandeis coordinator)

**ENVS 14b The Maritime History of New England**

*Offered under the auspices of the MSC and open to Brandeis students by petition. Please see the special note in printed Bulletin on off-campus courses.*

The sea has shaped New England. Surveys the sea's legacy from the earliest Indian fishery to the shipbuilding and commerce of today. Examines historical, political, and economic developments. Particular attention is given to insights gleaned from the investigation of shipwrecks, time capsules of discrete moments from New England's past. Classes will include visits to museums, a field session at a maritime archaeology site, and guest lectures on current research projects. Usually offered every year.

Mr. Donahue (Brandeis coordinator)

**ENVS 15a Reason to Hope: Managing the Global Commons for Peace**

[ sn ]

Explores global security arrangements that would tend towards peace within the objective constraints that delimit our options; the laws of physics, energy and food availability, human population, global wealth, geography, weather, and the presence of nuclear weapons. Usually offered every year.

Mr. Tsipis

**ENVS 16b People, Places, and Environment: The Geography of World Regions**

[ ss ]

Examines the world's geographic diversity, its places, and its people. Explores how human-environment interactions shape the landscapes we inhabit, and how these in turn affect our prospects for leading healthy, meaningful, and sustainable lives. Usually offered every year.

Mr. Havlick

**ENVS 17b Global Warming and Nuclear Winter**

[ sn ]

*Prerequisite: high school-level math and science coursework.*

Global climate change is the biggest challenge now facing the planet, equal to the nuclear war threat of the past half-century. This course examines the characteristics of these two major threats and looks for possible responses to climate change. Usually offered every year.

Mr. Tsipis

**ENVS 28a Wetlands: Hydrology, Ecology, Restoration**

[ sn ]

*Prerequisite: Two semesters of introductory science (biology or chemistry or physics).*

*Offered under the auspices of the MSC and open to Brandeis students by petition.*

*Please see the special note in printed Bulletin on off-campus courses.*

Role of wetlands in the global landscape. Functioning of inland and coastal marshes and flood plains; water and nutrients cycles, biodiversity of organisms from microbes to vertebrates. Biological links between wetlands and human activities. Protection and restoration of endangered wetlands. Usually offered every second year.

Mr. Klein and Mr. Waterman

**ENVS 89a Environmental Internship**

*Early registration (April and October) encouraged.*

Students work in environmental internship placements tailored to the students' academic program, interests, and skills. Internships are in public and private organizations focused on environmental policy, research, regulation, enforcement, and education. A classroom component is designed to provide an opportunity for analysis and discussion of the internship experience. Usually offered every semester.

Ms. Goldin

**ENVS 97a Senior Essay**

Usually offered every year.

Staff

**ENVS 97b Senior Essay**

Usually offered every year.

Staff

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**Core Courses****AMST 20a Environmental Issues**

[ ss ]

An interdisciplinary overview of major environmental challenges facing humanity, including population growth; food production; limited supplies of energy, water, and other resources; climate change; loss of biodiversity; waste disposal and pollution. Students examine these problems critically and evaluate different ways of thinking about their causes and solutions. Usually offered every year.

Mr. Donahue

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**Electives**

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**Group I: Environment and Society****AMST 101a**

American Environmental History

**AMST 102a**

Women, the Environment, and Social Justice

**AMST 104b**

Boston and its Suburbs: Environment and History

**AMST 106b**

Food and Farming in America

**AMST 191b**

Greening the Ivory Tower: Researching and Improving the Brandeis Environment

**ANTH 55a**

Models of Development

**ECON 57a**

Environmental Economics

**ECON 175a**

Introduction to the Economics of Development

**ENVS 11b**

Water Resources Management and Policy

**ENVS 13b**

Coastal Zone Management

**ENVS 14b**

The Maritime History of New England

**HIST 100a**

Fire and Ice: An Ecological Approach to World History

**LGLS 132b**

Environmental Law and Policy

**POL 180b**

Sustaining Development

**SOC 175b**

Civic Environmentalism

**SOC 193a**

Environment, Health, and Society

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**Group II: Environment and the Natural World**

Please note that some courses in this group have multiple prerequisites.

**AMST 105a**

The Eastern Forest: Paleoecology to Policy

**BIOL 17b**

Conservation Biology

**BIOL 23a**

Evolutionary Ecology

**BIOL 28a**

Marine Biology

**BIOL 30b**

Biology of Whales



**BIOL 31b**  
Biology of Fishes

**BIOL 32a**  
Field Biology

**BIOL 60b**  
Evolution

**BIOL 134b**  
Tropical Ecology

**BISC 2a**  
Human Reproduction, Population  
Explosion, Global Consequences

**BISC 3b**  
Humans and the Environment

**BISC 6b**  
Environmental Health

**CHEM 33a**  
Environmental Chemistry

**CHSC 3b**  
Solving Environmental Challenges:  
The Role of Chemistry

**ENVS 12b**  
Introduction to Marine Mammals

**ENVS 15a**  
Reason to Hope: Managing the Global  
Commons for Peace

**ENVS 17b**  
Global Warming and Nuclear Winter

**ENVS 28a**  
Wetlands: Hydrology, Ecology, Restoration

**SOC 193a**  
Environment, Health, and Society

An interdepartmental program

## European Cultural Studies

Courses of Study:  
Major (B.A.)

### Objectives

European cultural studies (ECS) offers students the opportunity to study English and continental literature *in translation* in conjunction with one or more related disciplines: fine arts, history, music, philosophy, politics, sociology, and theater arts.

Students will be able to count appropriate courses taken in clusters toward the ECS major.

ECS is for those students who feel intellectually adventurous, who want to explore the interrelationships of literature with various other disciplines in order to gain a broader perspective of what constitutes "culture." With the advent of an ever-changing Europe, students in ECS will be better prepared, in all areas, to keep abreast with current and future events.

Many of our students spend some time abroad to get a feel for the cultures in which they are most interested. ECS majors have gone on to graduate school (in history, politics, English, and other fields), have entered law school, business school, and advanced programs in international studies.

### How to Become a Major

It is highly advisable that students make a decision no later than the middle of their sophomore year in order to take full advantage of the ECS major.

Normally, students will choose to focus on either the early period (from the Middle Ages to the mid-1700s) or the modern period (from mid-1700s to the present day). Variations within the scheme can be worked out with the coordinator.

Each major will plan a program in consultation with the coordinator.

### Committee

**Stephen Dowden, Coordinator and Undergraduate Advising Head**  
(German, Russian, and Asian Languages and Literature)

**Rudolph Binion**  
(History)

**Dian Fox**  
(Romance and Comparative Literature)

**Jane Hale**  
(Romance and Comparative Literature)

**Gila Hayim**  
(Sociology)

**Arthur Holmberg**  
(Theater Arts)

**Edward Kaplan**  
(Romance and Comparative Literature)

**Jytte Klausen**  
(Politics)

**Richard Lansing**  
(Romance and Comparative Literature)

**Robin Feuer Miller**  
(German, Russian, and Asian Languages and Literature)

**Paul Morrison**  
(English and American Literature)

**Antony Polonsky**  
(Near Eastern and Judaic Studies)

**Michael Randall**  
(Romance and Comparative Literature)

**Jerry Samet**  
(Philosophy)

**Nancy Scott**  
(Fine Arts)

## Requirements for the Major

The major consists of 10 semester courses (11 if the student elects to write a thesis).

**A.** ECS 100a (The Proseminar), to be completed, if possible, *no later* than the junior year.

**B.** Two comparative literature seminars, or HUM 10a (The Western Canon) and one comparative literature seminar. The student is particularly encouraged to select this second course from COML 102a through COML 106b. Any COML offering is acceptable, however, as long as its subject matter is European and it is otherwise relevant to the student's program.

**C.** Three courses in European literature. The six European literatures offered are English, French, German, Italian, Russian, and Spanish. The foreign literature courses listed below have been specifically designed for use in the ECS curriculum and *are taught in translation*. Courses in English literature may be used to fulfill this requirement. For courses in comparative literature consult the appropriate section of this *Bulletin*.

**D.** Three courses selected from the following seven related disciplines: fine arts, history, history of ideas, music, philosophy, politics, sociology, and theater arts. In consultation with the coordinator, students may be able to use courses from additional departments (e.g., NEJS, anthropology, etc.) so long as such courses are appropriate to the student's program in ECS.

**E.** Students who elect to write a senior thesis will enroll in ECS 99d. Before enrolling, students should consult with the coordinator. An appropriate GPA is required to undertake the writing of a thesis. Honors are awarded on the basis of cumulative GPA in the major and the grade on the honors thesis.

**F.** All seniors **not** enrolling in ECS 99d (that is, not electing to write a senior thesis) have a choice of electing *one* additional course in any of the three segments of the major: either an additional course in comparative literature, or an additional course in any of the six European literatures, or an additional course in any of the seven related areas.

## Special Notes Relating to Undergraduates

Courses in the seven related disciplines are generally available for ECS majors. Any questions should be addressed directly to the appropriate representative of the department (fine arts, Ms. Scott; history, Mr. Binion; music, Ms. Owens; philosophy, Mr. Samet; politics, Ms. Klausen; sociology, Ms. Hayim; theater arts, Mr. Holmberg).

ECS majors are encouraged to pursue study abroad, either in England or on the continent. Credit will be applied for appropriate equivalent courses. Interested students should consult with the coordinator and the Office of Undergraduate Academic Affairs.

## Special Note About Courses

The following courses are appropriate for the ECS major and his or her respective foreign literature majors: French, German, Russian, and Spanish. The course abbreviations have the following values:

FECS = French and European Cultural Studies

GECS = German and European Cultural Studies

IECS = Italian and European Cultural Studies

RECS = Russian and European Cultural Studies

SECS = Spanish and European Cultural Studies

## Courses of Instruction

### (1-99) Primarily for Undergraduate Students

#### ECS 98a Independent Study

*May be taken only by majors with the written permission of the ECS program coordinator.*

Usually offered every year.  
Staff

#### ECS 98b Independent Study

*May be taken only by majors with the written permission of the ECS program coordinator.*

Usually offered every year.  
Staff

#### ECS 99d Senior Thesis

Independent research under the supervision of the thesis director. Usually offered every year.  
Staff

### (100-199) For Both Undergraduate and Graduate Students

#### ECS 100a European Cultural Studies Proseminar: Modernism

[ hum wi ]  
Explores the interrelationship of literature, music, painting, philosophy, and other arts in the era of high modernism. Works by Artaud, Baudelaire, Benjamin, Mann, Mahler, Schoenberg, Stravinsky, Kandinsky, Schiele, Beckett, Brecht, Adorno, Sartre, Heidegger, and others. Usually offered every fall semester.  
Mr. Dowden

#### ECS 100b European Cultural Studies Proseminar: Making of European Modernity

[ hum wi ]  
*May not be repeated for credit by students who took ECS 100a in the spring semester with Mr. Randall in prior years.*  
Investigates how the paradigm of what we know as modernity came into being. We will look at the works of writers and philosophers such as Descartes, Aquinas, Dante, Ockham, Petrarch, Ficino, Rabelais, and Montaigne. Artwork from the Middle Ages and the Renaissance will be used to understand better what 'the modern' means. Usually offered every spring semester.  
Mr. Randall

**French****FECS 143a French Existentialism: An Introduction**

[ hum ]

*Open to all students. Conducted in English. Readings and essays in French for French majors.*

Sartre and Camus are known as the founders of French existentialism, a philosophy of the absurd, loneliness, freedom, and responsibility. Novels, plays, and essays are read on moral commitment and on black, Jewish, female identities in light of war, colonialism, and the Holocaust. Usually offered every third year. Mr. Kaplan

**FECS 147a Jewish Identities in France since 1945**

[ hum ]

*Open to all students. Conducted in English with readings in English translation with French originals available.*

After the Holocaust, French thinkers such as Sartre, Levinas, and Memmi provided a foundation for reconstructing Jewish life. Topics include assimilation, Sephardic and Ashkenazi Jews, Muslim, black, and Jewish identity, the role of women, secularism, ethics, and religious faith. Usually offered every third year.

Mr. Kaplan

**German****GECS 118a Seduction and Enlightenment**

[ hum ]

*Open to all students. Conducted in English with readings in English translation.*

Explores the dialectic of reason and the irrational from the late 18th century in Germany and Austria until their collapse in World War I. Works by Beethoven, Kant, Mendelssohn, Goethe, Lessing, Mozart, Heine, Novalis, Schopenhauer, Nietzsche, Thomas Mann, and others. Usually offered every third year.

Ms. von Mering

**GECS 119b Nietzsche to Postmodernism**

[ hum ]

*Open to all students. Conducted in English with readings in English translation.*

Explores the dialectic of reason and the irrational from the late 19th century in Germany and Austria to the present. Works by Adorno, Benjamin, Brecht, Celan, Habermas, Heidegger, Junger, Kiefer, Thomas and Heinrich Mann, Nietzsche, Schoenberg, Spengler, and Expressionist painting and film. Usually offered every second year.

Mr. Dowden

**GECS 150a From Rapunzel to Riefenstahl: Real and Imaginary Women in German Culture**

[ hum ]

*Open to all students. Conducted in English with readings in English translation.*

Exploring German cultural representations of women and real women's responses. From fairy-tale princess to Nazi filmmaker, from 18th-century infanticide to 20th-century femme fatale, from beautiful soul to feminist dramatist, from revolutionary to minority writer. Readings include major literary works, feminist criticism, and film. Usually offered every third year.

Ms. von Mering

**GECS 155a Modern German Jewish History**

[ hum ]

*Course to be taught at Brandeis summer program in Berlin.*

Study of Germany and the European Jews from the period of emancipation in the late 18th and early 19th century to the present. Examines the role of German Jews in German politics, economic life, and culture; the rise of anti-Semitism in the 19th century; the Nazi government's anti-Jewish policies to the postwar period. Usually offered every year.

Ms. von Mering

**GECS 160a In the Shadow of the Holocaust: Global Encounters**

[ hum ]

Traces the experience of German exiles in different parts of the world. Addresses issues of identity, linguistic displacement, problems of integration, (post) colonial encounters, anti-Semitism and xenophobia, nostalgia, and the experience of those who eventually returned to Germany. Usually offered every third year.

Ms. von Mering

**GECS 167a German Cinema: Vamps and Angels**

[ hum ]

*Open to all students. Conducted in English with readings in English translation.*

From silent film to Leni Riefenstahl and Nazi cinema, from postwar cinema in the East and West to new German film after unification, this course traces aesthetic strategies, reflections on history, memory, subjectivity, political, cultural, and film-historical contexts with an emphasis on gender issues. Usually offered every second year.

Ms. von Mering

**GECS 170a Viennese Modernism, 1890-1938**

[ hum ]

*Open to all students. Conducted in English with readings in English translation.*

An interdisciplinary exploration of cultural and intellectual life in Vienna from the end of the Habsburg era to the rise of Nazism: film, music, painting, theater, fiction, philosophy, psychology, and physics. Works by Berg, Broch, Canetti, Freud, Hofmannsthal, Klimt, Kraus, Mach, Mahler, Musil, Schoenberg, Webern, Wittgenstein, and others. Usually offered every fourth year.

Mr. Dowden

**GECS 180b European Modernism and the German Novel**

[ hum ]

*Open to all students. Conducted in English with readings in English translation.*

A study of selected novelists writing after Nietzsche and before the end of World War II. Explores the culture, concept, and development of European modernism in works by Broch, Canetti, Doblin, Junger, Kafka, Mann, Musil, Rilke, and Roth. Usually offered every second year.

Mr. Dowden

**GECS 182a Franz Kafka**

[ hum ]

*Open to all students. Conducted in English.*

A detailed exploration of Kafka's works, life, and thought. Emphasis is given to his place in the larger scheme of literary modernism. Usually offered every third year.

Mr. Dowden

**GECS 185b Contemporary German Fiction**

[ hum ]

*Open to all students. Conducted in English with readings in English translation.*

Explores the postmodernist rejection of the German tradition in fiction after World War II, a multifaceted confrontation with German history and organized amnesia that has continued into the present. Works by Koeppen, Grass, Johnson, Bernhard, Handke, Bachmann, Seghers, Treichel, Sebald, and others. Usually offered every year.

Mr. Dowden

**GECS 190b German Masterworks**

[ hum ]

Offers students the opportunity to immerse themselves in the intensely detailed study of a single masterpiece of pivotal importance. Any one of the following works, but only one, is selected for study in a given semester: Goethe's *Faust* (parts I and II); Nietzsche's *Thus Spake Zarathustra*; Kafka's *Castle*; Musil's *Man Without Qualities*; Thomas Mann's *Doctor Faustus*; Walter Benjamin's *Origin of German Tragic Drama*; Celan's *Sprachgitter*. Usually offered every year.

Mr. Dowden

**Italian****IECS 135a Shifting Grounds: Social Change in Italian Fiction and Film**

[ hum ]

*Open to all students. Conducted in English with readings in English translation.*

Charts various aspects of social change in Italian society and culture through close readings and discussions of literary and cinematic texts by Manzoni, Verga, Pirandello, Silone, Morante, Calvino, Rossellini, de Sica, Fellini, Pasolini, and Bertolucci, among others. Usually offered every third year.

Mr. Mandrell

**IECS 140a Dante's Divine Comedy**

[ hum ]

*Open to all students. Conducted in English with readings in English translation.*

A close study of the entire poem—*Inferno*, *Purgatorio*, *Paradiso*—as a symbolic vision of reality reflecting the culture and thought—political, philosophical, theological—of the Middle Ages. Readings will include two minor works, the *Vita Nuova* and *World Government*. Usually offered every second year.

Mr. Lansing

**Russian****RECS 130a The Russian Novel**

[ hum wi ]

*Open to all students. Conducted in English. Students may choose to do readings either in English translation or in Russian.*

A comprehensive survey of the major writers and themes of the 19th century including Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, and others. Usually offered every second year.

Ms. Miller

**RECS 131a Nature, Man, and Machine: Twentieth-Century Russian Literature**

[ hum ]

*Open to all students. Conducted in English. Students may choose to do readings either in English translation or in Russian.*

An introduction to the major works and authors of Modernist, Soviet, and post-Soviet eras, including the Emigration. Readings include works by Mayakovsky, Bely, Babel, Bulgakov, Nabokov, Akhmatova, Solzhenitsyn, and Pelevin. Usually offered every second year.

Mr. Powelstock

**RECS 134b Chekhov**

[ hum ]

*Open to all students. Conducted in English. Students may choose to do readings either in English translation or in Russian.*

Offers a detailed investigation of the evolution of Chekhov's art, emphasizing the thematic and structural aspects of Chekhov's works. Attention paid to methods of characterization, use of detail, narrative technique, and the roles into which he casts his audience. Usually offered every second year.

Ms. Miller

**RECS 135a From Pushkin to Chekhov: The Short Story in Russia**

[ hum ]

*Open to all students. Conducted in English. Students may choose to do readings either in English translation or in Russian.*

Focuses on the great tradition of the short story in Russia. This genre has always invited stylistic and narrative experimentation, as well as being a vehicle for the striking, if brief, expression of complex social, religious, and philosophical themes. Usually offered every second year.

Ms. Miller

**RECS 137a Women in Russian Literature**

[ hum ]

*Open to all students. Conducted in English. Students may choose to do readings either in English translation or in Russian.*

Examines questions of female representation and identity and of female authorship. Readings include portrayals of women by men and women authors. Usually offered every second year.

Staff

**RECS 146a Dostoevsky: Gods and Monsters**

[ hum ]

*Open to all students. Conducted in English. Students may choose to do readings either in English translation or in Russian.*

A comprehensive survey of Dostoevsky's life and works, with special emphasis on the major novels. Usually offered every second year.

Ms. Miller

**RECS 147b Tolstoy: Freedom, Chance, and Necessity**

[ hum ]

*Open to all students. Conducted in English. Students may choose to do readings either in English translation or in Russian.*

Studies the major short stories and novels of Leo Tolstoy against the backdrop of 19th-century history and with reference to 20th-century critical theory. Usually offered every second year.

Ms. Miller

**RECS 148a Russian Drama**

[ hum ]

*Open to all students. Conducted in English. Students may choose to do readings either in English translation or in Russian. This course may not be repeated for credit by students who have taken RUS 148a and RUS 148b in previous years.*

Examines the rich tradition of Russian drama and theater. Readings include masterpieces of the 19th and 20th centuries, including those by Chekhov, Pushkin, Gogol, Ostrovsky, Mayakovsky, Erdman, and others. Usually offered every second year.

Mr. Powelstock

**RECS 149b The Rise and Fall of Russian Modernism: Cultural and Political Revolutions, 1900-1934**

[ hum ]

*Open to all students. Conducted in English. Students may choose to do readings either in English translation or in Russian.*

An interdisciplinary immersion in the period, emphasizing the connections between historical and artistic trends, and employing prominent theories of culture. Focuses on major figures, works and events in film, literature, the performing and visual arts, and political, philosophical, and religious thought. Usually offered every second year.

Mr. Powelstock

**RECS 154a Nabokov**

[ hum ]

*Open to all students. Conducted in English. Students may choose to do readings either in English translation or in Russian.*

A concentrated study of Vladimir Nabokov, the most noted Russian author living in emigration and one of the most influential novelists of the 20th century. Focuses on the major novels. Usually offered every second year.

Mr. Powelstock

**RECS 155a From Witches to Wood Spirits: Russian Culture Past and Present**

[ hum ]

*Open to all students. Conducted in English. Students may choose to do readings either in English translation or in Russian.*

Explores the relationship of culture to society and religion in Russia through the 18th century. Examines the interactions of diverse forms of artistic expression, presenting examples from visual art, music, architecture, and popular culture, giving special attention to Russia's rich folk heritage. Usually offered every second year.

Ms. Chevalier



**RECS 160a Contemporary East European Literature**

[ hum ]

*Open to all students. Conducted in English.* Examines works of major East European (Polish, Czech, Russian, and other) authors in the historical context of late Communist and post-Communist experience. Special attention to reading for artistic qualities and engagement of historical and political problems. Usually offered every second year.

Mr. Powelstock

**Spanish****SECS 150a Golden Age Drama and Society**

[ hum ]

*Open to all students. Conducted in English with readings in English translation.*

The major works, comic and tragic, of Spain's 17th-century dramatists. Texts may include Cervantes's brief witty farces, Tirso's creation of the "Don Juan" myth, Lope's palace and "peasant honor" plays, and Calderon's Baroque masterpieces, which culminate Spain's Golden Age.

Usually offered every second year.

Ms. Fox

**SECS 169a Travel Writing and the Americas: Columbus's Legacy**

[ hum ]

*Open to all students. Conducted in English with readings in English translation.*

Following the arrival of Columbus, the continent later known as America engaged with other continents in a mutual process of cultural, historical, geographical, and economic representation. The development of some of those representations is explored, beginning with travel writing and ending with recent images of the Encounter. Usually offered every second year.

Ms. Perez

**Cross-Listed Courses****A Selected List of Courses**

For comparative literature, consult the comparative literature offerings in this Bulletin; for English literature, consult the offerings under the Department of English and American Literature.

The following courses from the various departments associated with ECS represent, in most instances, a mere selection from among the total courses in that department that "count" toward the completion of the ECS major. For full descriptions consult the appropriate department. Be sure to consult the offerings under the Department of Theater Arts for ECS courses although they are not cross-listed. Check with the coordinator for a listing.

**FA 40b**

The Formation of Jewish, Christian, and Islamic Art

**FA 58b**

High and Late Renaissance in Italy

**FA 60a**

Baroque in Italy and Spain

**FA 70a**

Paris/New York: Revolutions of Modernism

**FA 71a**

Modern Art and Modern Culture

**FA 170b**

Nineteenth-Century European Painting and Sculpture

**FA 177b**

Twentieth-Century European Art and Architecture in Berlin

**HIST 52b**

Europe from 1789 to the Present

**HIST 132a**

European Thought and Culture: Marlowe to Mill

**HIST 132b**

European Thought and Culture since Darwin

**HIST 133b**

Rights and Revolutions: History of Natural Rights

**MUS 42a**

The Music of Johann Sebastian Bach

**MUS 45a**

Beethoven

**MUS 56b**

Romanticism and Music

**MUS 57a**

Music and Culture: From Romanticism to the Modern Era

**MUS 65a**

Music, the Arts, and Ideas in Fin-de-Siecle Vienna

**PHIL 113b**

Aesthetics: Painting, Photography, and Film

**PHIL 138a**

Metaphysics

**POL 11b**

Introduction to Comparative Government: Europe

**POL 156b**

West European Political Systems

**POL 194a**

Politics and the Novel

**SOC 10b**

Introduction to Sociological Theory

**SOC 141a**

Marx and Freud

**SOC 164a**

Existential Sociology

An interdepartmental program

Courses of Study:  
Minor

## Film Studies

### Objectives

Film studies is an interdisciplinary liberal arts program offering insight into motion picture media. Broadly understood to encompass inquiry into the aesthetics, history, and cultural meanings of the moving image, the Film Studies Program has two primary goals: to offer an informed background in motion picture history and to develop a critical appreciation of the cultural meanings of film. It is not a preprofessional program emphasizing technical skills but a humanities-based course of study stressing the study of film style and content, film history, and the relationships between film and culture.

The curriculum is designed to provide a broad overview of the history of the moving image, to develop expertise in cinematic style and cultural meaning, to lend theoretical sophistication to an understanding of the moving image, and to ensure some appreciation of the practical and technical side of motion picture production. A field especially congenial to interdisciplinary inquiry, film studies is a practical complement to a range of established majors for which an expertise in visual style and motion picture history is becoming ever more important—American studies, English and American literature, fine arts, history, politics, sociology, and theater arts.

### How to Become a Minor

The program is open to all Brandeis undergraduates. To enroll in the program, consult with a member of the film studies committee and fill out declaration forms from the Office of Academic Affairs. Students who complete the requirements of the program receive film studies certificates and notations on their transcripts.

### Committee

**Alice Kelikian, Chair**  
(History)

**Scott Edmiston**  
(Office of the Provost)

**Michael Rush**  
(Rose Art Museum)

**Matthew Fraleigh**  
(German, Russian, and Asian Languages and Literature)

**Sabine von Mering**  
(German, Russian, and Asian Languages and Literature)

**Paul Morrison**  
(English and American Literature)

### Requirements for the Program

Students must complete six courses:

**A.** Core course: FILM 100a (Introduction to the Moving Image).

**B.** An approved film studies seminar or research project usually taken in the senior year. The senior seminar or research project, which requires permission of the instructor, is designed to function as a capstone experience to the Film Studies Program, an occasion to demonstrate a sophisticated mastery of the history, style, and cultural impact of the moving image.

**C.** Four additional courses from the approved film studies curriculum, which must include one course in a non-American cinema and one course in some creative aspect of film production.

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**Courses of Instruction**


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**(1-99) Primarily for Undergraduate Students**
**FILM 92a Internship in Film Studies**

Usually offered every year.  
Staff

**FILM 92b Internship in Film Studies**

Usually offered every year.  
Staff

**FILM 98a Independent Study**

Usually offered every year.  
Staff

**FILM 98b Independent Study**

Usually offered every year.  
Staff

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**(100-199) For Both Undergraduate and Graduate Students**


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**FILM 100a Introduction to the Moving Image**

[ ca hum ]

An interdisciplinary course surveying the history of moving image media from 1895 to the present, from the earliest silent cinema to the age of the 500-channel cable television. Open to all undergraduates as an elective, it is the introductory course for the minor in film studies. Usually offered every year.  
Staff

**Electives**

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

**AMST 112b**

American Film and Culture of the 1950s

**AMST 113a**

American Film and Culture of the 1940s

**AMST 113b**

American Film and Culture of the 1930s

**AMST 114a**

American Film and Culture of the 1920s

**AMST 130b**

Television and American Culture

**AMST 131b**

News on Screen

**ANTH 26a**

Communication and Media

**ENG 27a**

Page, Stage, and Screen

**ENG 27b**

Classic Hollywood Cinema

**ENG 147a**

Film Noir

**ENG 177a**

Hitchcock's Movies

**NEJS 181a**

Jews on Screen

**NEJS 181b**

Film and the Holocaust

**NEJS 182a**

Jewish Life in Film and Fiction

**SPAN 193b**

Topics in Cinema

**THA 155a**

Icons of Masculinity

**Courses in Non-American Cinema**
**ENG 48b**

Anime

**GECS 167a**

German Cinema: Vamps and Angels

**HBRW 170a**

Israeli Cinema

**HIST 170a**

Italian Films, Italian Histories

**RECS 149b**

The Rise and Fall of Russian Modernism: Cultural and Political Revolutions, 1900-1934

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**Courses in Creative Aspects of Film Production**
**AMST 196d**

Film Workshop: Recording America

**ENG 67a**

Art of the Screenplay

**ENG 79a**

Directed Writing: Beginning Screenplay

**ENG 129b**

Understanding the Screenplay: A Workshop

**ENG 139b**

Intermediate Screenwriting

**MUS 107a**

Introduction to Electro-Acoustic Music

**THA 50b**

Sound for Theater, Film, and Television

**THA 52b**

Fundamentals of Lighting

**THA 125a**

Acting for the Camera

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**Senior Seminars**
**AMST 120b**

Film Theory and Criticism

**FA 102a**

American Avant-Garde Film and Video

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# Finance

See International Business School.

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## Department of Fine Arts

Courses of Study:  
Minor  
Major (B.A.)  
Post-Baccalaureate Program

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### Objectives

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#### Undergraduate Major

The fine arts department offers programs in studio art and art history for the undergraduate student who wishes to study the visual arts as a creative artist or as a humanist.

#### Art History

Art is the visual record of human history (and the expression of our finest aspirations). The history of art is a discipline that critically examines that record and achievement in the broadest cultural and intellectual context. The art history program offers a wide array of courses. Some courses provide a survey of major developments in Western and Asian art, while others examine in greater detail major themes or movements in art (such as Impressionism and Post-Impressionism, the Age of Cathedrals, and the History of Photography). Students are able to complement these offerings by taking advantage of the proximity of The Rose Art Museum and the wealth of other art museums and cultural institutions in the surrounding area. This comprehensive program exemplifies the ideals of a liberal arts education and thereby enhances any individual course of study. It also prepares students to enter graduate programs in art history, museum studies, and arts administration, or to begin careers in the arts.

#### Studio Art

Art is a language of its own making and as such, a student is educated in visual thinking and creativity through the fundamental process of direct experience. The studio department offers diverse approaches in painting, sculpture, printmaking, design, and drawing. The studio program fosters a student's ability to make an informed judgment; and it is supplemented through a distinguished visiting artist program, a strong pedagogical link with The Rose Art Museum, and trips to important museums and galleries in New York City, Washington, D.C., and the Boston area. Through the core of studio classes the student is able to realize, with excellence, his or her potential for expression and informed vision. Studio is an appropriate vehicle for an intellectual experience within the liberal arts context, and students are assisted in the preparation for B.F.A. and M.F.A. graduate programs.

#### Post-Baccalaureate Program in Studio Art

The fine arts department offers a post-baccalaureate certificate program for students with a bachelor's degree who are interested in extending their experience in studio art. The program's structure emphasizes independent work with assistance achieved through critical interaction with faculty and visiting artists. Students can prepare portfolios for admission to graduate school, or achieve the self-sufficiency necessary for continued studio work outside an academic environment.

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#### Mortimer-Hays Brandeis Traveling Fellowship

The department administers the Mortimer-Hays Brandeis Traveling Fellowship, which provides support to students in the visual and fine arts, including art history, conservation, studio art, and photography for travel and living expenses outside the continental United States, Alaska, and Hawaii. Support is provided only in accordance with a program of study or other activities approved by the fellowship selection committee. Brandeis is one of 10 colleges and universities that participate in this program.

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#### How to Become a Major or Minor

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##### Art History

The art history major is offered a variety of courses in ancient to contemporary Western art and Asian art. The student may specialize in a given area and choose a faculty advisor who will guide his or her work. The honors program in art history requires the completion of a senior thesis written under the close supervision of an advisor and a faculty committee. Students may also receive academic credit for internships taken in off-campus museums and art galleries.

##### Minor in Art History

A minor in art history is offered in addition to the major. This gives the student majoring in another department the opportunity to flexibly construct a program of six art history courses that reflect his or her own personal or academic interests. Studio art majors may not minor in art history.

##### Studio Art

It is recommended that students considering a studio art major enroll in a beginning painting or sculpture course in their sophomore year to allow time to develop their work in a sequence of courses taken over a period of three years. Studio majors are expected to take art history classes as an important component of their major requirement and to deepen their creative experience. Majors are encouraged to extend their intellectual and creative involvement through summer art programs and participation in full studio faculty reviews of their work during sophomore, junior, and senior years.

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#### How to Be Admitted to the Post-Baccalaureate Program

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An undergraduate major in studio art is **not** required of applicants, but students should be working beyond the beginning level in painting or sculpture. Applicants will be required to submit a group of slides of their work. GMAT or GRE scores are **not** required. (For more information, applicants should contact the fine arts department.)



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**Faculty**


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**Charles McClendon, Chair**

Medieval art and architecture.

**Christopher Abrams**

Media.

**Markus Baenziger**

Sculpture.

**Graham Campbell, Director of Studio Art**

Painting.

**Tory Fair**

Sculpture.

**Alfredo Gisholt**

Printmaking.

**Peter Kalb**

20th Century/ Contemporary art.

**Susan Lichtman, Undergraduate Advising**

Head (Studio Art)

Painting.

**Timothy Orwig**

Modern/contemporary architecture.

**Mary Schneider-Enriquez**

Latin American art.

**Nancy Scott, Undergraduate Advising Head (Art History)**

European and American art, from the French Revolution to World War II.

**Jonathan Unglaub (Chair, Medieval and Renaissance Studies)**

Renaissance and Baroque art.

**Joseph Wardwell, Post-Baccalaureate Coordinator**

Drawing and painting.

**Aida Yuen Wong**

Asian art.

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**Requirements for the Major**

Students may major in either studio art or art history. A minimum of 12 semester courses is required to fulfill each major. Students may also double major in studio art and art history if the requirements of each major are fully met with a minimum of 18 semester courses total.

**Studio Art**

Studio majors are required to take:

**A.** Two semesters of drawing or printmaking courses: FA 1b, 3a, 3b, 4a, 4b, 5b, 7b, 103a, 103b, 104a, 104b, 105a, 105b, 109a, 109b, 116a, in any combination.

**B.** Four semesters of beginning and intermediate courses in painting or sculpture, or a combination of two consecutive semesters in both painting and sculpture, selected by students in consultation with their department advisor, and completed by the end of the junior year.

**C.** Two semesters of Senior Studio, FA 110a/b, in painting or sculpture.

**D.** Four semesters of art history, from among the fine arts and cross-listed courses, consisting of one course in ancient or medieval art, one course in Asian art, and two courses in Renaissance to Modern art. Studio majors may take either FA 76a or FILM 100a for an elective, but not both.

**Art History**

Art history curriculum general requirements: 10 required courses from among the FA and cross-listed course offerings, plus two electives.

**A.** FA 17a or one course each in ancient and medieval. Students who take FA 17a must take one additional elective from the fine arts and cross-listed courses to fulfill 10 required courses.

**B.** FA 18b plus two electives in Renaissance through Modern or three courses selected from the following four fields: Renaissance, Baroque, Modern, and Architecture/American.

**C.** One course in Asian art.

**D.** FA 197b (Seminar in Methods and Approaches in the History of Art).

**E.** One research seminar. (FA 98a or FA 98b [Independent Study in Art History] may be substituted in certain cases with permission of the instructor).

**F.** Two semesters of studio work.

**G.** The remaining elective courses may be selected from other art history (not studio art) and cross-listed offerings for this department; or, with permission of the faculty advisor and the art history undergraduate advising head, courses may be taken in related areas outside of the department.

Prospective graduate students in the history of art are advised to acquire skills in foreign languages, which are necessary for graduate study.

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**Studio**

The studio faculty has developed the studio courses listed in the catalog in the belief that the artist-teacher stands at the center of the syllabus of the studio courses. Their presentation is structured through interaction with the individual student. In the best interest of the students' development it is advised that they utilize all the studio faculty, so as to enrich their educational experience through the diverse offerings of the department. In the event that a student wishes to enter a full-year course at mid-year and feels that work previously accomplished evidences a competency that is equivalent or superior to that course, the student may request that his or her work be viewed by the instructor. Enrollment prerequisite is the consent of the instructor.

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**Requirements for the Minor in the Art History**

Department majors in studio art cannot also minor in the art history, due to the overlapping core requirements of the major. In corollary manner, studio courses are not considered part of the art history minor.

To fulfill the minor, all courses must receive a final grade of C- or better. No more than two courses taken in programs abroad, or as transfer credit, can be counted toward the minor.

Six courses are required in art history:

**A.** One must be taken in pre-Renaissance or Asian art history.

**B.** Five additional art history courses.

No more than two courses taken in programs abroad, or as transfer credit, can be counted toward the minor.

To fulfill the minor, all courses must receive a final grade of C- or better. Studio courses are not considered part of the art history minor, and studio art majors may not minor in art history.

## Requirements for the Post-Baccalaureate Program in Studio Art

A. Students enroll in two courses each semester:

1. FA 200d: A studio tutorial with faculty advisors.
2. One advanced course in drawing, printmaking, or sculpture.

B. Students receive a full studio faculty review of their work mid-year and at the end of the academic year. The post-baccalaureate program culminates in a special student exhibition in a gallery on campus.

C. There is a one-year residency requirement that may be extended to an additional year with permission of the program chair.

## Courses of Instruction

### Studio Art Courses

#### FA 1a Basic Visual Concepts in Painting

[ ca ]

*Beginning-level course. Preference to first-year students and sophomores. Studio fee: \$30 per semester.*

An exploration of two-dimensional visual concepts using oil paint. A semester-long course (intended for the beginner) in which students explore concepts of color, composition, drawing, and expression. Observations from still-lives, models, and landscapes are translated into traditional and contemporary ideas as students learn the basic techniques of oil painting. Usually offered every year.  
Mr. Wardwell

#### FA 1b Elements of Design in Art

[ ca ]

*Beginning-level course. Preference to first-year students and sophomores. Studio fee: \$30 per semester.*

The theoretical and visual study of pictorial form in non-representational drawing. This is a beginning-level practical studio course. Usually offered every year.  
Ms. Fair

#### FA 3a Introduction to Drawing I

[ ca ]

*Beginning-level course. No previous drawing experience necessary. Preference to first-year students and sophomores. May be repeated once for credit if taught by different instructors. Studio fee: \$20 per semester.*

A studio class that introduces a range of drawing materials and methods, intended for both studio majors and non-majors. Students will draw from direct observation of still-life, landscape, and the human figure. Drawing media may include graphite, charcoal, ink, and collage as well as watercolor and pastel. The drawings of great artists throughout history will be studied to provide examples of what is possible within this broad and expressive visual language.  
Mr. Downey, Ms. Fair, Mr. Gisholt, and Ms. Lichtman

#### FA 3b Introduction to Drawing II

[ ca ]

*Beginning-level course. No previous drawing experience necessary. Preference to first-year students and sophomores. May be repeated once for credit if taught by different instructors. Studio fee: \$20 per semester.*

A studio class that introduces a range of drawing materials and methods, intended for both studio majors and non-majors. Students will draw from direct observation of still-life, landscape and the human figure. Drawing media may include graphite, charcoal, ink, and collage as well as watercolor and pastel. The drawings of great artists throughout history will be studied to provide examples of what is possible within this broad and expressive visual language.  
Mr. Downey, Ms. Fair, Mr. Gisholt, and Ms. Lichtman

#### FA 4a Three-Dimensional Design I

[ ca ]

*Beginning-level course. Preference to first-year students and sophomores. May be repeated once for credit if taught by different instructors. Studio fee: \$25 per semester.*

Exploration of three-dimensional aspects of form, space, and composition utilizing a variety of materials and sculptural techniques. Emphasizes students inventing 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. Usually offered every semester.  
Mr. Abrams, Mr. Baenziger, and Ms. Fair

#### FA 4b Three-Dimensional Design II

[ ca ]

*Beginning-level course. Preference to first-year students and sophomores. May be repeated once for credit if taught by different instructors. Studio fee: \$25 per semester.*

See FA 4a for course description. Usually offered every semester.  
Mr. Abrams, Mr. Baenziger, and Ms. Fair

#### FA 5b Blurring the Boundaries

[ ca ]

*Studio fee: \$25 per semester.*

This studio course is an opportunity to work both in painting and in sculpture. Students are expected to create a dialogue between methods of collage, drawing, monotype, painting, and methods of constructing three dimensional objects including mixed media and installation. We use paintings as a source for sculpture, and sculpture as a source for painting. There will be an additional two hours of monitored shop time required to attend weekly outside of scheduled class time. Usually offered every year.  
Ms. Fair

#### FA 6a Implicating the Body in Sculpture

[ ca ]

*Prerequisite: FA 4a. Studio fee: \$25 per semester.*

Explores how the body can be involved in the subject of making sculpture. Examines different ways in which the body is used as a source including observation, process, fragmentation, narrative, and performance. Projects are introduced through slides from contemporary artists implementing the concepts put forth. Usually offered every year.  
Ms. Fair

#### FA 7b Life Painting

[ ca ]

*Prerequisite: Any studio art course. Studio fee: \$25 per semester.*

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. Usually offered every spring.  
Mr. Wardwell

#### FA 98a Independent Study in Studio Art

*Prerequisites: Normally open only to studio majors in their junior and senior years. Appropriate prerequisites. As the number of times FA 98a may be taken is limited by department regulations, the interested student should consult the department studio advising head and his or her advisor. Appropriate studio fees will be charged. Usually offered every year.*  
Staff

**FA 99b Senior Research in Studio Art**

*Prerequisites: A grade point average in fine arts courses of 3.00. Interested studio students must take FA 98a in the fall semester of their senior year, in addition to FA 110a and 110b. At the beginning of the spring semester, students wishing to pursue honors will have their artwork reviewed by studio faculty. Based on this review, eligible students will be given permission to enroll in FA 99b for the spring semester. Appropriate studio fees will be charged for studio courses.*

Usually offered every year.

Staff

**FA 103a Intermediate Drawing I**

[ ca ]

*Recommended for students who have had previous drawing experience. Studio fee: \$30 per semester.*

Intended for students seeking drawing experience beyond FA 3a and for studio art majors. Various materials and methods of drawing are used, as historical and contemporary works are studied through slides and museum strips. Students hone basic skills, and use drawing as an increasingly personal language.

Mr. Wardwell

**FA 103b Intermediate Drawing II**

[ ca ]

*Recommended for students who have had previous drawing experience. Studio fee: \$30 per semester.*

See FA 103a.

Mr. Wardwell

**FA 104a Advanced Drawing I**

[ ca ]

*Prerequisites: FA 103a and 103b or permission of the instructor. Studio fee: \$30 per semester.*

Offers a wide range of experience in drawing. Perceptual and conceptual issues will be pursued, and students will be encouraged to concentrate on the more complex personal and creative aspects of drawing. Course may be repeated for one semester. Usually offered every year.

Mr. Campbell

**FA 104b Advanced Drawing II**

[ ca ]

*Prerequisites: FA 103a and 103b or permission of the instructor. Studio fee: \$30 per semester.*

See 104a for course description. A continuation of FA 104a. Course may be repeated for one semester. Usually offered every year.

Mr. Campbell

**FA 105a Introduction to Printmaking:****Intaglio**

[ ca ]

*Prerequisite: Previous drawing experience. Studio fee: \$50 per semester. This course may not be repeated for credit by students who have taken FA 106a (Workshop in Printmaking: Intaglio) in previous years.* An introduction to intaglio printmaking. Students develop a portfolio of prints using fundamental techniques for drawing on a metal plate. Class demonstration will be supplemented with slide lectures and trips to museums to look at prints in person. Usually offered every second year.

Mr. Gisholt

**FA 105b Introduction to Printmaking: Woodcut and Relief**

[ ca ]

*Prerequisite: Previous drawing experience. Studio fee: \$50 per semester.* Introduction to relief printmaking using linoleum and woodblock. Students become familiar with working in a print shop, how to use color in printmaking, planning images, direct drawing on wood, and how to critique printmaking in a group setting. Usually offered every second year.

Mr. Gisholt

**FA 107a Beginning Painting**

[ ca ]

*Prerequisites: Previous drawing experience. Studio fee: \$40 per semester.*

FA 107a and 107b are two parts of a yearlong experience, intended to be entered in the fall, and continued in the spring. This is a six hour per week studio class recommended for freshman and sophomore studio art majors or other students desiring an in-depth painting course. Color theory and various methods of oil painting will be introduced while working from landscape, still life and the figure. Museum trips and slide lectures will augment studio work.

Ms. Lichtman

**FA 107b Beginning Painting II**

[ ca ]

*Prerequisites: FA 107a or permission of the instructor. Studio fee: \$40 per semester.*

FA 107a and 107b are two parts of a yearlong experience, intended to be entered in the fall, and continued in the spring. This is a six hour per week studio class recommended for freshman and sophomore studio art majors or other students desiring an in-depth painting course. Color theory and various methods of oil painting will be introduced while working from landscape, still life and the figure. Museum trips and slide lectures will augment studio work.

Ms. Lichtman

**FA 108a Intermediate Painting**

[ ca ]

*Prerequisite: FA 107a and FA 107b or permission of the instructor. Studio fee: \$40 per semester.*

An intermediate-level painting course, emphasizing the plastic and formal means necessary to create work that will become an increasingly personal statement. Usually offered every year.

Mr. Gisholt

**FA 108b Intermediate Painting II**

[ ca ]

*Prerequisite: FA 108a or permission of the instructor. Studio fee: \$40 per semester.* An intermediate-level painting course, emphasizing the plastic and formal means necessary to create work that will become an increasingly personal statement. Usually offered every year.

Mr. Gisholt

**FA 109a Introduction to Printmaking: Lithography**

[ ca ]

*Prerequisite: Previous drawing experience. Studio fee: \$50 per semester.* Focus on using lithography to create fine art prints. Students start with direct drawing on plates using lithographic crayon and then move on to digitally generated images. Specific assignments are given to explore the visual possibilities of lithography. Usually offered every second year.

Mr. Gisholt

**FA 109b Introduction to Printmaking: Silkscreen**

[ ca ]

*Prerequisite: Previous drawing experience. Studio fee: \$50 per semester.* Explores silkscreen using photographic stencil techniques. Students learn how to generate stencils that are handmade and computer-generated. The relationship between fine art and commercial printing is discussed. Usually offered every second year.

Mr. Gisholt

**FA 110a Senior Studio**

[ ca ]

*Prerequisite: FA 108a and b, 112a and b, or permission of the instructor. Studio fee: \$40 per semester.*

FA 110a and FA 110b are considered two halves of a full year experience required for studio art majors. Heuristic in nature, this course culminates in a final studio faculty review of the work produced. Review will take the form of an exhibition. Student work can be undertaken in sculpture or painting or a combination of both. Usually offered every year.

Mr. Campbell or Mr. Baenziger

**FA 110b Senior Studio II**

[ ca ]

*Prerequisite: FA 108a and b, 112a and b, or permission of the instructor. Studio fee: \$40 per semester.*

FA 110a and FA 110b are considered two halves of a full year experience required for studio art majors. Heuristic in nature, this course culminates in a final studio faculty review of the work produced. Review will take the form of an exhibition. Student work can be undertaken in sculpture or painting or a combination of both. Usually offered every year.

Mr. Campbell or Mr. Baenziger

**FA 112a Intermediate Sculpture**

[ ca ]

*Prerequisites: FA 4a or FA 4b or FA111a or FA 111b or permission of the instructor. Studio fee: \$50 per semester.*

Offers an in-depth examination of sculptural concepts ranging from objects to installations, site specific works, and more. Students will be encouraged to develop their own visual vocabulary and to understand their ideas in the context of contemporary sculpture.

Mr. Baenziger

**FA 112b Intermediate Sculpture II**

[ ca ]

*Prerequisites: FA 112a. Studio fee: \$50 per semester.*

Exploration of diverse sculptural concepts utilizing various materials and techniques. Emphasis on personal motivation and development. Usually offered every year.

Mr. Baenziger

**FA 116a Intermediate Printmaking**

[ ca ]

*Prerequisite: previous drawing experience. This course may not be repeated for credit by students who have taken FA 106a as Intermediate Printmaking in previous years. Studio fee: \$50 per semester.*

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. Intended for students who have taken FA 105a or b, 109a or b or post-baccalaureate students in studio art. Usually offered every semester.

Mr. Gisholt

**FA 117b Sculpture in the Age of New Media**

[ ca ]

*Studio fee: \$50 per semester.*

Explores emerging technologies to visualize and fabricate sculpture. Equal emphasis is placed on lab and studio study of possible applications of digital video, 3-D modeling, etc., in the generation of three-dimensional objects both virtual and physical. Usually offered every year.

Mr. Abrams

**FA 118b Drawing upon Literature**

[ ca ]

*Studio fee: \$20 per semester.*

An interdisciplinary team-taught course bringing together the practice of studio art and the study of literature. Students use Russian fiction and poetry (and some critical theory) as source material for the creation of visual images: drawings in various media, watercolors, prints, and photographs. Usually offered every third year.

Ms. Lichtman and Ms. Miller

**FA 200d Post-Baccalaureate Tutorial/Independent Study**

Mr. Campbell or Ms. Lichtman

**History of Art Courses****FA 12a History of Asian Art**

[ ca nw ]

A selective survey of the art of the three major Asian areas: India, China, and Japan. Usually offered every year.

Ms. Wong

**FA 13b Buddhist Art**

[ ca nw ]

The history of Buddhist art on the Silkroad. Usually offered every third year.

Ms. Wong

**FA 15b Arts of the Ming Dynasty**

[ ca nw ]

Examines a broad array of arts from the Ming Dynasty (1368-1644). The first half of the course focuses on activities in and around the Chinese court. The second half concentrates on monuments related to literati and popular cultures. Usually offered every three years.

Ms. Wong

**FA 17a History of Art I: From Antiquity to the Middle Ages**

[ ca ]

A survey of major styles in architecture, sculpture, and painting from prehistoric times to the Gothic cathedral. Usually offered every year.

Mr. McClendon

**FA 18b History of Art II: From the Renaissance to the Modern Age**

[ ca ]

*Open to first-year students and sophomores.* A study of the major styles in architecture, painting, and sculpture of the West from the Renaissance to the early 20th century. Usually offered every year.

Mr. Unglaub

**FA 19b Lives of the Artists**

[ ca ]

Integrates the study of works of art with the literature of artists' lives, which serves as the foundation to understanding the genesis of human creativity. Diverse historical periods and varying levels of fame will be reflected in the choice of artists to be studied. Usually offered every third year.

Ms. Scott

**FA 20b Introduction to Visual Culture**

[ ca ]

Analyzes the visual culture from the 19th century to the present, including the material culture of design and fashion, as well as the image culture of photography, television, and cyberspace. Usually offered every second year.

Staff

**FA 21b Survey of Western Architecture**

[ ca ]

*Especially recommended for first-year students, sophomores, and fine arts majors.* A historical survey of Western architecture from prehistoric times to the present.

Traces the various stages of architectural development in Europe and America in a chronological format. Usually offered every third year.

Staff

**FA 22b History of Boston Architecture**

[ ca ]

A survey of the history of Boston architecture and urban planning from the first settlement in 1630 to the contemporary city. The presentation will be chronological and divided into four sections: Colonial, Federal, Victorian, and Modern. Usually offered every second year.

Mr. Orwig

**FA 24b Twentieth-Century and Contemporary Latin American Art**

[ ca nw ]

This course is a selective survey of the outstanding figures and movements that have made significant contributions to the history of Latin American art. Special focus will be on Mexican, Puerto Rican, Argentinean, Guatemalan, and Cuban artists. Usually offered every third year.

Staff

**FA 39b Islamic Art and Architecture**

[ ca nw ]

Introduces arts of the Islamic lands from seventh-century Syria to 16th-century Turkey, Iran, and India. Provides an overview of major themes and regional variations, and their socio-historical context.

Staff

**FA 40b The Formation of Jewish, Christian, and Islamic Art**

[ ca ]

The origins and development of the synagogue, church, mosque, and related arts in the first millennium C.E. Emphasis on the debate among these three great religions about the proper form and function of art and architecture. Usually offered every third year.

Mr. McClendon

**FA 41a Art and the Origins of Europe**

[ ca ]

Architecture, sculpture, and painting in Eastern and Western Europe from the decline of the Roman Empire to the Crusades. Usually offered every second year.

Mr. McClendon

**FA 42b The Age of Cathedrals**

[ ca ]

Architecture, sculpture, and painting (including stained glass) in Western Europe from the 12th to the 15th century with particular attention to the great churches of medieval France. Usually offered every second year.

Mr. McClendon



**FA 43a The Art of Medieval England**

[ ca ]

A survey of art and architecture from the end of the Roman Empire to the Renaissance. Particular concern for the synthesis of native and foreign cultures and their artistic styles, resulting from the barbarian invasions, the Norman conquest, and political rivalry with France. Usually offered every fourth year.

Mr. McClendon

**FA 45a St. Peter's and the Vatican**

[ ca ]

The history, growth, and development of Christendom's most famous shrine, with particular concern for the relationship between the design and decoration of the Renaissance/Baroque church and palace complex and their early Christian and medieval predecessors. Usually offered every second year.

Mr. McClendon

**FA 51a Art of the Early Renaissance in Italy**

[ ca ]

Major painters, sculptors, and architects in Rome, Florence, and Venice from Masaccio to Leonardo da Vinci. Usually offered every second year.

Mr. Unglaub

**FA 54b Renaissance Art in Northern Europe**

[ ca ]

A survey of the art of the Netherlands, Germany, and France in the 15th and 16th centuries. Cultural developments such as the invention of printing, the Protestant Reformation, and the practices of alchemy and witchcraft will be considered through the work of major artists. Usually offered every fourth year.

Mr. Unglaub

**FA 58b High and Late Renaissance in Italy**

[ ca ]

A study of 16th-century painting, sculpture, and architecture from Leonardo da Vinci to Tintoretto. Usually offered every year.

Mr. Unglaub

**FA 60a Baroque in Italy and Spain**

[ ca ]

The artistic spectacle of Papal Rome and Hapsburg Spain is explored. The works of Caravaggio, Bernini, and Velazquez capture the contradictions of the age: sensuality/spirituality, ecstasy/piety, degradation/deliverance, realism/idealism, exuberance/restraint, and statecraft/propaganda. Usually offered every second year.

Mr. Unglaub

**FA 61b Inventing Tradition: Women as Artists, Women as Art**

[ ca ]

The role of women in the history of art, as creators of art, and as the subject of it. Issues of gender and representation will be discussed, using the lives and art of women from the Renaissance to contemporary art. Usually offered every third year.

Staff

**FA 63a The Age of Rubens and Rembrandt**

[ ca ]

Explores the major figures of 17th-century painting in the Netherlands and Flanders: Rubens, Van Dyck, Rembrandt, and Vermeer. During this time, the ideal of Renaissance painter/courtier gives way to the birth of the modern artist in an open market, revolutionizing the subjects, themes, and styles of painting. Usually offered every second year.

Mr. Unglaub

**FA 70a Paris/New York: Revolutions of Modernism**

[ ca ]

A chronological survey of painting and sculpture from the French Revolution to World War II. Emphasis on the rise of modernism with Manet and the Impressionists, Picasso and the language of Cubism, and the Abstract Expressionist generation in America. Usually offered every second year.

Ms. Scott

**FA 71a Modern Art and Modern Culture**

[ ca ]

A thematic study of the modernism in 20th-century painting and sculpture, emphasizing three trends: primitivism, spiritualism, and the redefinition of reality. Individual artists and art movements will be examined in the context of literature, politics, and aesthetic theory. Artists include Picasso, Matisse, Kandinsky, and Duchamp. Usually offered every third year.

Staff

**FA 75a High Art/Low Art: Modern Art and Popular Culture**

[ ca ]

Examines the relationship between high, or elite, culture and popular culture in the 20th century. How have major modernist movements such as Impressionism, Cubism, and Pop Art been influenced by mass culture? What happens to traditional definitions of art in the age of mass communication? Topics include caricature, comics, advertising, and "the image world" of film and television. Usually offered every second year.

Staff

**FA 76b History of Photography**

[ ca ]

The history of photography from its invention in 1839 to the present, with an emphasis on developments in America. Photography is studied as a documentary and as an artistic medium. Topics include Alfred Stieglitz and the photo-secession, Depression-era documentary, Robert Frank and street photography, and post-modern photography. Usually offered every second year.

Staff

**FA 92a History of Art: Internship and Analysis**

Students may apply in the spring semester for internships, of one- and two-semester commitment, for the following academic year at the Rose Art Museum. Focus may center in the areas of education, registrar, exhibition installation, or curatorial work. All student applications, with preference given to upperclassmen, must be endorsed by a faculty recommendation. The Rose Art Museum staff interviews and decides upon the interns. Usually offered every semester.

Staff

**FA 98b Independent Study in Art History**

*Prerequisites: Normally open only to art history majors in their junior and senior years. As the number of times FA 98b may be taken is limited by department regulations, the interested student should consult the art history advising head and his or her advisor.*

Usually offered every year.

Staff

**FA 99d Senior Research in History of Art**

*Prerequisites: A grade point average in fine arts courses of 3.00. Art history students petition at the beginning of their senior year.*

Usually offered every year.

Staff

**FA 102a American Avant-Garde Film and Video**

[ ca ]

*Prerequisite: FILM 100a.*

The tradition of independent film and video art in the United States from 1920 to the present. Artists include Maya Deren, Stan Brakhage, Bill Viola, and Yvonne Rainer. Usually offered every second year.

Staff

**FA 120a Modern Architecture**

[ ca ]

Survey of 19th- and 20th-century architecture. Usually offered every second year.

Staff

**FA 121a Contemporary Architecture**

[ ca ]

A study of stylistic and technological developments in post-World War II architecture. Usually offered every second year.

Staff

**FA 123a American Painting**

[ ca ]

A survey of American painting from the colonial period to the present. Usually offered every third year.

Staff

**FA 130a Twentieth-Century American Art**

[ ca ]

A chronological survey of American art from 1900 to 1990. Movements studied include social realism, abstract expressionism, and pop art. Usually offered every third year.

Staff

**FA 170b Nineteenth-Century European Painting and Sculpture**

[ ca ]

A survey of movements in painting and sculpture from the French Revolution through the periods of Romanticism, Realism, and Impressionism. Usually offered every second year.

Ms. Scott

**FA 171a Impressionism: Avant-Garde Rebellion in Context**

[ ca wi ]

Focuses on the major artists from the period 1863-86, from the time of Manet and the Salon des Refuses, through the eight group exhibitions of Monet, Renoir, Degas, Cezanne, Pissarro, Morisot, and Cassatt and company. The antithesis of Impressionism, its academic rivals, the backdrop of the sociopolitical context, the Second Empire, and the Third Republic, will be provided, as well as the roots of the movement's dissolution. Usually offered every third year.

Ms. Scott

**FA 171b Contemporary Painting and Sculpture**

[ ca ]

Survey of developments in painting and sculpture since World War II, with emphasis on American art. Consideration of major trends of the period, including Abstract Expressionism, Pop Art, Minimalism, Color Field Painting, and Realism. Usually offered every third year.

Mr. Kalb

**FA 172a History of Modern Sculpture: Statue, Structure, and Site**

[ ca ]

Charts the development of sculpture for 19th-century practice, best exemplified by the work of Auguste Rodin, to the conceptual art projects of contemporary times. Focus is on monumental sculpture, especially expressions of public art from statue to structure, up to site (environmental art and earthworks) and installation art. Usually offered every third year.

Ms. Scott

**FA 173a Georgia O'Keeffe and Stieglitz Circle**

[ ca ]

The focus of this lecture course will be the art of Georgia O'Keeffe, her stylistic evolution, sources, and collaboration with contemporaries, especially Stieglitz, Strand, Dove, Demuth, Marin, and Hartley. Their collective aesthetic aspirations will be set against early 20th-century Modernism and important recent trends from Europe. Usually offered every second year.

Ms. Scott

**FA 173b Picasso and Matisse**

[ ca ]

Examines the major contributions of all periods of Picasso's career, with special focus on the development of Cubism, counterbalanced with the color expression of Matisse and the Fauves. The larger circle of artists, poets, and patrons associated with both these masters—from Juan Gris, Fernand Leger, and especially Georges Braque to Gertrude Stein and Guillaume Apollinaire—forms the core subject matter. Usually offered every second year.

Ms. Scott

**FA 174b Post-Impressionism and Symbolism 1880-1910**

[ ca wi ]

The course curriculum covers Post-Impressionist artists Seurat, Cezanne, Van Gogh, and Gauguin, and more broadly, Symbolist trends, Expressionism, and art nouveau at the end of the 19th century. These trends are followed through chronologically to the early 20th century in the art of Matisse and the Fauves, and in German Expressionism. Usually offered every fourth year.

Ms. Scott

**FA 175b Avant-Garde Art in the Twentieth Century**

[ wi ca ]

*Prerequisite: FA 18b.*

The avant-garde tradition has always explored the boundaries between art and non-art through unconventional use of materials and media. Examines the movements of Dadaism, Surrealism, and Pop Art and focuses on selected artists such as Duchamp, Magritte, Warhol, Sherman, and Barney. Usually offered every third year.

Staff

**FA 177b Twentieth-Century European Art and Architecture in Berlin**

[ ca ]

*Course to be taught at Brandeis summer program in Berlin.*

Survey and analysis of the most important trends in 20th-century German and European art and architecture with an emphasis on the modernist period.

Presented within their respective historical contexts with special emphasis on the role of Berlin. Usually offered every second year.

Ms. Berkin

**FA 181b The Art of Japan**

[ ca nw ]

A survey of Japanese art from antiquity to the modern period. Usually offered every second year.

Ms. Wong

**FA 182a The Art of China**

[ ca nw ]

A survey of Chinese art from antiquity to the Ch'ing dynasty. Usually offered every second year.

Ms. Wong

**FA 184a Studies in Asian Art**

[ ca nw ]

Usually offered every third year.

Ms. Wong

**FA 191b Studies in Renaissance and Baroque Art**

[ ca wi ]

Usually offered every third year.

Mr. Unglaub

**FA 192a Studies in Modern Art**

[ ca ]

*Topics may vary from year to year and the course may be repeated for credit.*

An undergraduate seminar, open to concentrators and minors, that analyzes artists, stylistic movements, and the cultural and social background of various artistic periods from the 19th and 20th centuries. Usually offered every second year.

Mr. Kalb or Ms. Scott

**FA 194b Studies in American Art**

[ ca ]

Usually offered every third year.

Staff

**FA 197b Methods and Approaches in the History of Art**

[ ca wi ]

Usually offered every year.

Ms. Scott

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**Cross-Listed Courses**

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**ANTH 112a**

African Art and Aesthetics

**CLAS 133a**

The Art and Archaeology of Ancient Greece

**CLAS 134b**

The Art and Archaeology of Ancient Rome

**CLAS 145b**

Topics in Greek and Roman Art and Archaeology

**CLAS 150b**

Pompeii: Life in the Shadow of Vesuvius

**FILM 100a**

Introduction to the Moving Image

**PHIL 113b**

Aesthetics: Painting, Photography, and Film

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# French Language and Literature

Courses of Study:  
 Minor  
 Major (B.A.)

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## Objectives

As Michel de Montaigne wrote, “learning to speak, read, write, and think a new language teaches us to knock off our rough corners by rubbing our minds against other people’s.” The French program puts Montaigne’s maxim to use by allowing students to study the historical development of French culture in Europe and Francophone culture throughout the world. The cultural capital represented by French language and culture played a crucial role both in the creation of a French national identity and in the response to it in many Francophone countries and in modern France today. The French curriculum is designed to teach students to express themselves clearly and effectively in written and oral French, as well as to acquaint them with the historical depth and geographical breadth of literary and cultural expression in French.

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## How to Become a Major or a Minor

Students considering a French major should complete the language requirement as soon as possible. Students who complete a 30-level French course or earn an AP French score of 4 or an SAT II score of 620 in French are advised to enroll in FREN 104b and/or FREN 105a. Students with an AP French score of 5 should enroll in FREN 105a or FREN 106b. Normally, students should take FREN 106b, and FREN 110a, and/or FREN 111a before taking courses numbered above FREN 111. Students interested in learning more about the major, the minor, or about studying abroad are encouraged to speak with the undergraduate advising head in French. Please note: many French majors and minors choose to study abroad for all or part of their junior year.

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## Faculty

See Romance and Comparative Literature.

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## Requirements for the Major in French

The major consists of nine semester courses:

- A. FREN 106b (The Art of Composition).
- B. FREN 110a (Cultural Representations) or FREN 111a (The Republic).
- C. Six additional French courses numbered above 111a.
- D. FREN 97a (Senior Essay—fall semester). After completing FREN 97a in the fall, students who have a 3.5 GPA in French courses seeking to fulfill requirements for departmental honors can petition to take FREN 99b, the senior thesis, in the spring. Honors are awarded on the basis of cumulative excellence in all courses taken in the major, including the senior thesis.

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## How to Fulfill the Language Requirement

The foreign language requirement is met by successful completion of a third semester course (numbered in the 30s) in the language program.

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## How to Choose a Course at Your Level

To choose the appropriate course, you need to take a placement exam. It is a self-graded exam that you can access online at [www.brandeis.edu/registrar/frentest.html](http://www.brandeis.edu/registrar/frentest.html). After finishing the exam, complete the questionnaire online. A faculty member will then contact you to discuss your placement. Students who fail to take the placement exam will not be permitted to enroll.

If you have a score of 620 or above on the French SAT II, or a score of 4 or 5 on the French AP exam, these scores will automatically fulfill the language requirement, and you are eligible to enroll in 100-level courses. See above under “How to Become a Major or a Minor.”

Students seeking credit toward the French major for French courses cross-listed under European Cultural Studies should do all reading and writing assignments in French. (The abbreviation FECS denotes French and European Cultural Studies courses.) Majors may receive credit for the major for related courses taken outside the department with written permission of the undergraduate advising head.

All students pursuing a French major will be assigned an advisor in the department.

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## Requirements for the Minor in French

The minor consists of five semester courses:

- A.** FREN 106b (The Art of Composition).  
**B.** FREN 110a (Cultural Representations) or FREN 111a (The Republic).

C. Three additional courses in French numbered above 100. One of these may be an FECS (French and European Cultural Studies) course, provided that all reading and writing assignments are completed in French. Normally, two courses from study abroad will be accepted toward the minor.

All students pursuing a French minor will be assigned an advisor in the department.

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## Special Notes Relating to Undergraduates

Students may take two 30-level French courses for credit with permission of the director of language programs.

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## Courses of Instruction

### (1-99) Primarily for Undergraduate Students

#### FREN 10a Beginning French

*Prerequisite: Students enrolling for the first time in a French course at Brandeis must take the online placement exam*  
[www.brandeis.edu/registrar/frentest.html](http://www.brandeis.edu/registrar/frentest.html).  
 For students with no previous knowledge of French and those with a minimal background. Intensive training in the basics of French grammar, listening, comprehension, speaking, reading, and writing within the context of French and Francophone cultures. Usually offered every semester.  
 Staff

#### FREN 20b Continuing French

*Prerequisite: FREN 10a or the equivalent.*  
*Prerequisite: Students enrolling for the first time in a French course at Brandeis must take the online placement exam*  
[www.brandeis.edu/registrar/frentest.html](http://www.brandeis.edu/registrar/frentest.html).  
 Continued work in French grammar, listening comprehension, speaking, reading, and writing within the context of French and Francophone cultures. Usually offered every semester.  
 Staff

#### FREN 32a Intermediate French: Conversation

[ fl ]  
*Prerequisite: FREN 20b or the equivalent.*  
*Prerequisite: Students enrolling for the first time in a French course at Brandeis must take the online placement exam*  
[www.brandeis.edu/registrar/frentest.html](http://www.brandeis.edu/registrar/frentest.html).  
 Focuses on improving the speaking ability of students who wish to develop greater fluency in conversation while discussing contemporary French and Francophone cultures. Students continue to improve their skills in listening, comprehension, reading, and writing. Usually offered every year.  
 Staff

#### FREN 33a Intermediate French: Reading

[ fl ]  
*Prerequisite: FREN 20b or the equivalent.*  
*Prerequisite: Students enrolling for the first time in a French course at Brandeis must take the online placement exam*  
[www.brandeis.edu/registrar/frentest.html](http://www.brandeis.edu/registrar/frentest.html).  
 Focuses on improving the reading ability of students who wish to develop greater competence in reading comprehension. Selections from modern literature, political essays, and newspaper articles, etc., form the basis for examining various topics in French and Francophone cultures. Students continue to improve their skills in listening comprehension, speaking, and writing. Usually offered every year.  
 Staff

#### FREN 34a Intermediate French: Topics in French and Francophone Cultures

[ fl ]  
*Prerequisite: FREN 20b or the equivalent.*  
*Prerequisite: Students enrolling for the first time in a French course at Brandeis must take the online placement exam*  
[www.brandeis.edu/registrar/frentest.html](http://www.brandeis.edu/registrar/frentest.html).  
 Focuses on increasing the knowledge of students who wish to develop greater understanding of fundamental principles of French and Francophone cultures, such as education, identity, and so on. Students continue to improve their skills in listening comprehension, speaking, reading, and writing. Usually offered every year.  
 Staff

#### FREN 97a Senior Essay

*Students should consult the undergraduate advising head before enrolling.*  
 FREN 97a offers students an opportunity to produce a senior essay under the direction of an individual instructor. Students normally enroll in FREN 97a in the fall. Only under exceptional circumstances will students enroll in FREN 97a in the spring. Offered every fall.  
 Staff

#### FREN 98a Independent Study

*May be taken only with the written permission of the undergraduate advising head and the chair of the department.*  
 Reading and reports under faculty supervision. Offered as needed.  
 Staff

#### FREN 98b Independent Study

*May be taken only with the written permission of the undergraduate advising head and the chair of the department.*  
 Reading and reports under faculty supervision. Offered as needed.  
 Staff

#### FREN 99b Senior Thesis

*Students should consult the undergraduate advising head before enrolling.*  
 Usually offered every year.  
 Staff

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## (100-199) For Both Undergraduate and Graduate Students

All courses are conducted in French unless otherwise noted. The abbreviation FECS denotes French and European Cultural Studies courses, which are taught in English.

#### FREN 104b Advanced Language Skills through Culture

[ fl hum ]  
*Prerequisite: A 30-level French course or the equivalent.*  
 For students who would like to continue studying French beyond the foreign language requirement. Topics will vary, but all investigate aspects of French and Francophone cultures, such as French history through film, French Impressionism, issues of immigration, or understanding contemporary France. Reinforces the acquired skills of speaking, listening, comprehension, reading, and writing. Usually offered every year.  
 Staff



**FREN 105a France Today: French Conversation**

[ hum fl ]

*Prerequisite:* A 30-level French course or the equivalent, or permission of the instructor.

For students who have acquired knowledge of conversational French and wish to develop greater fluency in conversation. Role playing, vocabulary building, and guided speaking and writing activities will develop conversational skills for various situations. Discussions of contemporary texts and films assist in vocabulary building. Usually offered every semester. Staff

**FREN 106b The Art of Composition**

[ hum wi fl ]

*Prerequisite:* FREN 104b or FREN 105a or the equivalent, or permission of the instructor.

For students who want to improve their knowledge of written French and develop greater competence in examining and interpreting texts in order to better understand how to think *a la française*. Focuses on writing *résumés*, analyzing *récits* and portraits, and composing *explications de texte* and dissertations. Usually offered every semester. Staff

**FREN 110a Cultural Representations**

[ fl hum ]

*Prerequisite:* FREN 106b or the equivalent, or permission of the instructor.

A foundation course in French and Francophone culture, analyzing texts and other cultural phenomena such as film, painting, music, and politics. Usually offered every year. Staff

**FREN 111a The Republic**

[ hum ]

*Prerequisite:* FREN 106b or the equivalent, or permission of the instructor.

The "Republic" analyzes how the republican ideal of the citizen devoid of religious, ethnic, or gender identity has fared in different Francophone political milieux. Course involves understanding how political institutions such as constitutions, parliaments, and court systems interact with reality of modern societies in which religious, ethnic, and gender identities play important roles. Usually offered every year. Mr. Randall

**FREN 113a French Fiction**

[ hum wi ]

*Prerequisite:* FREN 106b or the equivalent or permission of the instructor.

Power, passion, creativity in the French novel. Major novels of the 19th and early 20th centuries by Balzac, Stendhal, George Sand, Flaubert, Zola, and Proust reflect France's social and political upheavals. Topics include psychological analysis, revolution and class conflicts, male and female relationships, the creative process. Usually offered every second year. Mr. Kaplan

**FREN 114b Quest for the Absolute**

[ hum ]

*Prerequisite:* FREN 106b or the equivalent, or permission of the instructor. Readings, discussions, and papers in French, with some translation.

Imagination, the drug experience, even madness can convey absolute meaning. We read creative journeys in prose and poetry by Balzac, Baudelaire, Rimbaud, Maria Krysinska, Senghor, Bonnefoy to explore topics of good and evil; racial and gender identity; love and intimacy; spiritual faith. Usually offered every third year. Mr. Kaplan

**FREN 120a The French Middle Ages: Before France Was France**

[ hum ]

*Prerequisite:* FREN 106b or the equivalent, or permission of the instructor.

Before the creation of the French nation-state in the 16th century, what we know as France today was a tapestry of feudal and post-feudal states. The strangeness of this culture can confound modern understanding as much as many foreign cultures. Studies works such as 11th-century hagiographies, *Le Roman de la Rose*, the knightly romances of Chretien de Troyes, as well as the poetry of the troubadours, Christine de Pizan and Francois Villon. Usually offered every second year. Mr. Randall

**FREN 122b The Renaissance: When France Became France**

[ hum wi ]

*Prerequisite:* FREN 106b or the equivalent, or permission of the instructor.

The creation of the modern nation-state in the 16th century was inextricably linked to the literature and art of the period. The defense of French language and culture was the battle cry of the cultural vanguard of the Renaissance. The political and religious turmoil of the period is matched only by the intensity and beauty of its artistic creations. Works studied include Rabelais's *Gargantua*, Montaigne's *Essays*, Marguerite de Navarre's *Heptameron*, as well as the poetry of Ronsard, Du Bellay, and Louise Labe. Usually offered every second year. Mr. Randall

**FREN 130a The Seventeenth Century: Reason and Passion**

[ hum ]

*Prerequisite:* FREN 106b or the equivalent, or permission of the instructor.

Heart and mind in French Classicism. The combat of passion and reason in 17th-century masterpieces of comedy, tragedy, Pascal's *Pensees*, and the psychological novel, *La princesse de Cleves*. Topics include the conflict of love and duty, social class, skepticism and religious faith, gender roles. Usually offered every third year. Mr. Kaplan

**FREN 133b Visions of Change in Eighteenth-Century French Literature**

[ hum ]

*Prerequisite:* FREN 106b or the equivalent, or permission of the instructor.

An examination of how 18th century French literature generated new frames of thinking and how these visions influenced contemporary values in such areas as religion, politics, society, education, and the family. Readings from Voltaire, Montesquieu, Rousseau, Diderot. Special one-time offering, spring 2007. Ms. Voiret

**FREN 135a The Nineteenth Century**

[ hum ]

*Prerequisite:* FREN 106b or the equivalent, or permission of the instructor.

Liberation and selfhood in 19th-century France: short stories, novels, poetry, and theater. Topics include love and intimacy, the struggle for identity, gender roles, myth and folklore, religion and secularization. Authors may include Lamartine, Hugo, Desbordes-Valmore, Musset, Nerval, Sand, and Balzac. Usually offered every second year. Mr. Kaplan

**FREN 137a The Twentieth and Twenty-First Centuries: Plague, War, and Human Power**

[ hum ]

*Prerequisite:* FREN 106b or the equivalent, or permission of the instructor.

Compares literary responses written in French to humanitarian and political crises of the last century to those written in response to today's crises. Authors may include Boris Diop, Giraudoux, Camus, Beckett, Sebbar, Sartre, and Sijie Dai. Usually offered every year. Ms. Hale

**FREN 142b City and the Book**

[ hum ]

*Prerequisite: FREN 106b or the equivalent, or permission of the instructor.*

Analyzes the symbolic appearance of the city in French literature and film from the Middle Ages to the present day. The symbolic representation of the city in literature and film will be contextualized in theoretical writings by urbanists and philosophers. The symbolic and theoretical depictions of the city will be used to understand the culture in which they were produced. Usually offered every second year.

Mr. Randall

**FECS 143a French Existentialism: An Introduction**

[ hum ]

*Open to all students. Conducted in English. Readings and essays in French for French majors.*

Sartre and Camus are known as the founders of French existentialism, a philosophy of the absurd, loneliness, freedom, and responsibility. Novels, plays, and essays are read on moral commitment and on black, Jewish, female identities in light of war, colonialism, and the Holocaust. Usually offered every third year.

Mr. Kaplan

**FECS 147a Jewish Identities in France since 1945**

[ hum ]

*Open to all students. Conducted in English with readings in English translation with French originals available.*

After the Holocaust, French thinkers such as Sartre, Levinas, and Memmi provided a foundation for reconstructing Jewish life. Topics include assimilation, Sephardic and Ashkenazi Jews, Muslim, black, and Jewish identity, the role of women, secularism, ethics, and religious faith. Usually offered every third year.

Mr. Kaplan

**FREN 155b French Drama of the Twentieth Century**

[ hum ]

*Prerequisite: FREN 106b or the equivalent, or permission of the instructor.*

A study of plays corresponding to the following movements, era, and styles: Jarry's *Ubu Roi* revolutionized what could happen on stage, announcing the absurdist theater of such authors as Ionesco, Genet, and Beckett. Sartre, Camus, and Yourcenar wrote neo-classical plays in the same years. Francophone theater in the Caribbean, Quebec, and Africa (Schwarz-Bart, Farhoud, Mbia) borrowed from and adapted esthetic principles from the French dramatists to dramatize colonial and postcolonial experiences. Students may choose to perform a play as a final class project.

Ms. Hale

**FREN 165b Francophone Literature of Africa**

[ hum nw ]

*Prerequisite: FREN 106b or the equivalent, or permission of the instructor. May be repeated for credit with permission.*

A survey of Sub-Saharan African literature written in French. Topics include Negritude, French and African language(s), gender, tradition, education, oral and written literature, Islam, and film. Usually offered every second year.

Ms. Hale

**FREN 186b French Literature and Politics**

[ hum ]

*Prerequisite: FREN 106b or the equivalent, or permission of the instructor.*

A historical analysis of the development of political theory and literature. The class analyzes how a literary work relates to the political culture in which it was produced. Usually offered every third year.

Mr. Randall

**FREN 190b Advanced Seminar**

[ hum ]

May be repeated for credit with permission. Refer to the University Writing section of this Bulletin for information regarding applicability to the writing intensive requirement.

Staff

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**Cross-Listed Courses**

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**ECS 100a**

European Cultural Studies Proseminar: Modernism

**ECS 100b**

European Cultural Studies Proseminar: Making of European Modernity

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An interdepartmental program

Courses of Study:  
Major (B.A./B.S.)

## General Science

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### Objectives

The general science program is designed for students planning to enter interdisciplinary fields; teach science in secondary schools; enter medicine, public health, dentistry, veterinary medicine, and their allied fields; enter the optometry profession or the field of biomedical engineering; or undertake other programs requiring a general scientific background or a particular mixture of science courses. Joint majors with other departments in the sciences are also possible. Students who intend to do graduate work in a specific scientific field are advised to fulfill the undergraduate requirements for the major in that field.

### How to Become a Major

Only students who entered Brandeis prior to the fall of 2003 are eligible to apply for the general science major.

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### Committee

**Robert Meyer, Chair**  
(Physics)

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### Requirements for the Major

**A.** Only students who entered Brandeis prior to the fall of 2003 are eligible to apply for the general science major.

**B.** Required of all candidates: BIOL 22a (formerly BIBC 22a); BIOL 22b; BIOL 18a,b; CHEM 10a or 11a with 18a, or CHEM 15a with 19a, and CHEM 10b or 11b with 18b, or 15b with 19b. MATH 10a,b or 11a,b and PHYS 10a,b or 11a,b with 18a,b or 19a,b. Satisfactory grades (C- or above) must be maintained in all of these required courses.

**C.** Elective courses: With the approval of the program's advising head, a candidate in the general science program must also offer the equivalent of six advanced semester courses from the offerings of the School of Science. Such courses must be selected from at least two and not more than four fields within the School of Science. The following courses may not be elected: all courses designed exclusively for the University Studies Program in Science and Mathematics such as biological science (BISC), physical science (PHSC), etc.; all courses numbered below 20 (except that BIOL 15b, COSI 10a and 11b, and MATH 8a and 15a may serve as electives), or 90 through 99; or NPSY above 100 but without a prerequisite within the School of Science that meets these general science requirements; or neuroscience courses below 100; or courses outside the School of Science. Candidates offering elective courses having laboratories (except physical chemistry) are required to enroll in any laboratories accompanying the course, e.g., students offering CHEM 25a must also complete CHEM 29a in order to fulfill one elective in organic chemistry, or a student offering COSI 21a must complete the associated lab course, COSI 22a, to fulfill one elective in computer science.

**D.** No course offered for the major requirements in general science may be taken pass/fail. No more than one unsatisfactory passing grade (below C-) in a semester course will be accepted among the elective courses offered to fulfill the requirements for this major.

**E.** Honors program: Majors in general science who wish to earn a degree with honors must satisfactorily complete an honors program. No later than September of the year in which honors are to be earned, the candidate petitions the general science committee to devise an honors program consisting of laboratory research, special courses, or both. Approval of this petition is required to admit a student to the honors program. Laboratory research is conducted under the sponsorship of a faculty member of the School of Science; the student enrolls in the 99 course offered by the department to which the sponsor belongs. If a student wishes to work with a research director outside the School of Science or outside of Brandeis, a faculty member of the Brandeis School of Science must consent to act as the local sponsor. On completion of the thesis, the sponsor (or outside research director and local sponsor) makes a recommendation for honors to the general science committee to accompany the submission of the thesis. The general science committee will then determine whether the student has successfully completed the honors program and will recommend the level of honors to be awarded.

A graduate program

Courses of Study:  
Master of Science

# Genetic Counseling

## Objectives

### Graduate Program in Genetic Counseling

The Master's Degree Program in Genetic Counseling is a two-year course of study integrating coursework with clinical experience in an environment that encourages close student/faculty interaction. The program places a strong emphasis on human molecular genetics while providing in-depth coursework in counseling theory and technique as well as extensive clinical training. Graduates of the program are expected to have a clear understanding of human and medical genetics, recombinant DNA technology, gene mapping, and developmental biology; a familiarity with many genetic diseases and birth defects and the various techniques used to detect and/or treat them; a familiarity with a variety of counseling theory and techniques that work in short-term counseling settings; an understanding of how genetic counselors function in a variety of work settings and their roles and responsibilities within a medical team; the ability to present relevant genetic information to individuals and families from diverse cultural backgrounds in an informed, compassionate manner and to help families obtain the medical and social services they may need; a sensitivity to the needs and options of children and adults (including parents and potential parents) with mental retardation, developmental disabilities, and other genetic disorders; an awareness of the legal, ethical, and public policy issues raised as a result of new DNA and reproductive technologies and the Human Genome Project; an understanding of research methodology, experience in the design and execution of research projects, and in the preparation of completed projects for professional publication and presentation; and finally a familiarity with the relevant scientific literature and computer-based tools.

Ordinarily the program is completed in two academic years and the intervening summer. The program is accredited by the American Board of Genetic Counseling and prepares graduates for the certification examination in genetic counseling and employment as genetic counselors.

## How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, given in an earlier section of this *Bulletin*, apply to candidates for admission to this area of study. The specific requirements for admission to this program are: one year of general chemistry, one year of biology, and one semester each of genetics (course should include Mendelian and molecular genetics), organic chemistry, biochemistry, psychology, and statistics. Applicants lacking one or more of these courses are invited to consult the program's director on how to fulfill these requirements. Volunteer or work experience in an area related to counseling, developmental disabilities, or genetics is recommended.

Applications should include three letters of reference, the results of the General Graduate Record Examination, and a personal statement describing your interest in the field of genetic counseling. After initial review of applications, potential candidates will be invited to Brandeis for a personal interview.

Partial scholarship assistance is available for a limited number of exceptional applicants.

## Faculty Advisory Committee

**Judith Tsipis, Chair and Graduate Advising Head**  
(Biology)

**Joseph Cunningham**  
(Psychology)

**James Haber**  
(Biology)

**Elaine Hiller**  
(Biology)

**Judith Jackson**  
(Genetic Counseling)

**Marty Wyngaarden Krauss**  
(The Heller School)

**Nathalie McIntosh**  
(Biology)

**David Rintell**  
(Biology)

**Beth Rosen Sheidley**  
(Genetic Counseling)

**Gretchen Schneider**  
(Genetic Counseling)

**Joan Stoler**  
(Genetic Counseling)

**Lawrence Wangh**  
(Biology)

**Kalpana White**  
(Biology)



## Requirements for the Degree of Master of Science

### Program of Study

The academic component of the curriculum consists of the following: graduate-level courses in molecular biology, human genetics, medical genetics, human reproductive biology, counseling skills, research methodology, and biomedical law and ethics; two seminars in genetic counseling; and one or two electives chosen from the biological sciences, medical sociology, psychology, and health policy. Student participation in a proseminar and journal club are required as well.

Fieldwork and clinical internships are an important, integral part of the program. First-year students carry out rotations in genetics clinics, with genetic research teams and in clinical genetics laboratories. Students also participate in community-based education and healthcare programs and meet periodically with a family raising a child with a genetic disorder. Starting in the summer following the first year and continuing through the second year, students participate in three intensive clinical internships at prenatal, pediatric, general, cancer, or specialty genetic clinics. Satisfactory completion of the three clinical internships is required for graduation from the program. Attendance at two professional meetings is also required in the second year. Funds are available to defray costs.

## Courses of Instruction

### BIOL 105b Molecular Biology

[ sn ]

*Prerequisites:* BIOL 22a and BIOL 22b.

*Section 2 is open only to students in the Genetic Counseling Program. Class work for this section is supplemented by special readings and lectures with a clinical focus.*

Examination of molecular processes in replication and expression of genetic information and techniques by which this understanding has been achieved. Topics include recombinant DNA and other molecular biological techniques, structure and organization of DNA in chromosomes, DNA replication, transcription and regulation of gene expression, RNA structure and processing, mRNA stability, and other mechanisms of post-translational control. Usually offered every year.

Ms. Lovett and Mr. Rosbash

### BIOL 128a Human Genetics

[ sn ]

*Prerequisites:* BIOL 22a and BIOL 22b.

Survey of topics including: mutation and polymorphism; molecular methodology; single-gene inheritance and complexities thereof; multifactorial conditions, risk assessment and Bayesian analysis; cytogenetics; hemoglobinopathies; population genetics; gene mapping; cancer genetics; ethical considerations in genetics; immunogenetics; pharmacogenetics; genetics of development; biochemistry of selected genetic diseases; gene therapy, genomics, proteomics, and bioinformatics. Usually offered every year.

Ms. Hiller

### BIOL 160b Human Reproductive and Developmental Biology

[ sn ]

*Prerequisites:* BIOL 22a and BIOL 22b.

Course deals with hormonal, cellular, and molecular aspects of gametogenesis, fertilization, pregnancy, and birth.

Pathological and abnormal variations that occur and the available medical technologies for intervention, correction, and facilitation of these processes are discussed. Usually offered every year.

Ms. Jackson

### BIOL 202d Introduction to Genetic Counseling

A two-semester sequence that provides the historical and theoretical foundations for the practice of genetic counseling and the role of genetic services within the healthcare delivery system. Introduces students to some of the practical aspects of genetic counseling, including case preparation, pedigree construction/interpretation, and medical documentation. Usually offered every year.

Ms. McIntosh

### BIOL 203a Proseminar: The Molecular Basis of Genetic Diseases

Covers the molecular basis of muscular dystrophy, fragile X syndrome, cystic fibrosis, Huntington disease, and several inherited cancer syndromes. A historical perspective is used for each topic; molecular diagnostics and genetic counseling issues are addressed as well. Usually offered every year.

Ms. Tsipis

### Residence Requirement

The residence requirement for this program is two years of full-time study.

### Language Requirement

There is no foreign language requirement for the master's degree.

### Project

A master's project is required. Students may work with a genetic counselor to design and evaluate an innovative educational tool or counseling strategy relevant to their clinical work. Or, should their interest lean toward basic research, they may pursue either a laboratory-based project or a qualitative or quantitative study in the field.

### BIOL 204b Clinical Genetics I

Introduction to basic concepts of biochemical genetics, cytogenetics, and clinical molecular genetics. Makes use of clinical cases ranging from single gene disorders to multifactorially determined conditions and includes problems in dysmorphology, inborn errors of metabolism, and cancer genetics. A problem-solving approach is emphasized. Usually offered every year.

Ms. Schneider and Ms. Stoler

### BIOL 205b Counseling Theory and Technique

A comprehensive overview of counseling theory and practice. Topics include listening, observation, and interview skills and strategies; family dynamics and development; coping and adaptation processes; referral and consultation procedures; and ethical principles. Students are provided an opportunity to integrate clinical experiences with the coverage of topics. Usually offered every year.

Mr. Rintell

### BIOL 206d Genetic Counseling Journal Club

*Noncredit.*

Informal biweekly meeting of students and faculty at which recent papers are discussed. Usually offered every year.

Staff

**BIOL 207a Genetic Counseling: Case Conferences and Family Counseling**

Taught by a team of health care professionals. Case studies provide the basis for discussion of a variety of genetic disorders and the application of counseling modalities. Students have an opportunity to share experiences gained during clinical internships. Discussions emphasize the interplay of medical, psychological, ethical, legal, social, and cultural factors in genetic counseling. Usually offered every year. Ms. McIntosh and Mr. Rintell

**BIOL 211a Genetic Counseling Fieldwork Placement: Part I**

Students work one day per week in a community-based health service organization, school, clinic, or public health agency to develop awareness of disability-related issues and the variety of community-based services for individuals with special needs. Students also observe in a genetics clinic 20-30 hours over the course of the semester to gain exposure to concepts learned in BIOL 202d (Introduction to Genetic Counseling). Periodic course discussions supplement the fieldwork experience. Ms. Lerner

**BIOL 211b Genetic Counseling Fieldwork Placement: Part II**

To begin preparing for clinical genetics internships, students participate in a variety of experiences that serve to foster and integrate the concepts introduced in courses and presentations. Students are exposed to procedures in clinical labs through lectures, site visits, and/or lab work. In addition, students continue observations in a genetics clinic and meet several times with a family with a child with a disability. Periodic course discussions supplement the fieldwork experience. Ms. Lerner

**BIOL 212a Genetic Counseling Internship I**

Starting in the summer and continuing through the fall semester, students work two to three days a week under the supervision of a genetic counselor or clinical geneticist in a prenatal, pediatric, general, cancer, or specialty genetics clinic. Usually offered every year. Ms. McIntosh

**BIOL 212e Genetic Counseling Internship II**

Students work two to three days a week under the supervision of a genetic counselor or clinical geneticist in a prenatal, pediatric, general, cancer, or specialty genetics clinic and meet once a week to discuss cases and develop counseling protocols for some common genetic disorders. Usually offered every year. Ms. McIntosh

**BIOL 213d Genetic Counseling Research Project**

Students are introduced to the basic techniques of social science research and their grounding principles in a series of seminars. In consultation with the program's research coordinator, each student designs and carries out a project under the supervision of a research committee. Usually offered every year. Ms. Lerner

**BIOL 214c Genetic Counseling Process Group**

In this small group setting, students can share and learn from their collective experiences in their field placements, courses, and individual lives and have the opportunity to process and integrate the experience of becoming a genetic counselor. Usually offered every semester. Mr. Cunningham

**BIOL 215b Readings in Molecular Biology**

A combination of readings and clinical laboratory work to provide students with an in-depth understanding of the molecular biology of several human genetic diseases and the techniques used for their diagnosis. Usually offered every year. Ms. Tsipis

**BIOL 220a Clinical Genetics II**

*Prerequisite: Completion of BIOL 204b or permission of the instructor.* Continuation of BIOL 204b with emphasis on the genetic and developmental disorders of most major organ systems. A case-based, problem-solving approach is emphasized. Usually offered every year. Mr. Korf or Staff

**BIOL 236b Genetics, Law, and Social Policy**

Explores advances in human genetics, the clinical and economic benefits promised by new tests, problems generated by our new ability to manipulate our biological future. Analyzes the role of government in regulating technological development and the legal doctrines of privacy, informed consent, and professional liability. Usually offered every second year. Ms. Roche

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# German Language and Literature

Courses of Study:  
 Minor  
 Major (B.A.)

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## Objectives

The German section of the Department of German, Russian, and Asian Languages and Literature offers instruction in the German language and literature aimed at providing access to many aspects of the culture, past and present, of Germany, Austria, and parts of Switzerland. German has always been one of the prime languages of international scholarship, and the reunification of Germany in 1990 has drawn renewed attention to the European and worldwide importance of that country. German majors have gone on to graduate school in German literature to prepare for a career of teaching and research or to professional schools in law, medicine, or business, entered government work, or found employment with publishing companies or business firms with international connections.

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## Faculty

See German, Russian, and Asian Languages and Literature.

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## Requirements for the Major in German

**A.** ECS 100a (European Cultural Studies: The Proseminar) to be completed no later than the junior year.

**B.** Advanced language and literature study: Required are: GER 103a, GER 104a, and GER 105a, plus any five German literature/culture courses above GER 105b, at least two of which must be conducted in German.

**C.** Majors wishing to graduate with departmental honors must enroll in and complete GER 99d (Senior Thesis), a full-year course. Before enrolling, students should consult with the coordinator. Candidates for departmental honors must have a 3.50 GPA in German courses previous to the senior year. Honors are awarded on the basis of cumulative excellence in all courses taken in the major and the grade on the honors thesis. One semester of the Senior Thesis may be counted towards the six required upper-level courses.

A major in German may obtain the Massachusetts teaching certificate at the high school level by additionally completing requirements of the Education Program. Interested students should meet with the program director.

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## How to Become a Major

The department welcomes all students who wish to become majors in German language and literature. Non-majors and majors are offered computer-aided instruction in German, and work in the classroom is supplemented with regular German-speaking events. Majors in German literature are encouraged to spend their junior year in Germany or any other German-speaking country. Students are especially encouraged to participate in the Brandeis Berlin Summer Program, a six-week intensive program taught in the center of the German capital. See Scott Van Der Meid in the Study Abroad office for more details.

In addition to the major in German literature, the section offers a minor in German literature and participates in the program in European Cultural Studies. (The abbreviation GECS denotes German and European Cultural Studies courses.)

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## Requirements for the Minor in German Literature

GER 103a or GER 104a and GER 105b are required, plus two German literature/culture courses above GER 105b. Successful completion of GER 30a or a departmental language exemption exam is a prerequisite for the minor.

## Courses of Instruction

### (1-99) Primarily for Undergraduate Students

#### GER 10a Beginning German

Intended for students with little or no previous knowledge of German. Emphasis is placed on comprehending, reading, writing, and conversing in German and the presentation of basic grammar. Class work is enhanced by various interactive classroom activities and is supplemented by extensive language lab, video, and computer-aided exercises. Usually offered every year in the fall.

Ms. von Mering

#### GER 20b Continuing German

*Prerequisite: GER 10a or the equivalent.* Continuation of comprehending, reading, writing, and conversing in German, with an emphasis on basic grammar concepts. Special attention is paid to the development of speaking skills in the context of cultural topics of the German-speaking countries. Extensive language lab, video, and computer-aided exercises supplement this course. Usually offered every year in the spring.

Ms. Geffers Browne

#### GER 30a Intermediate German

[ fl ]

*Prerequisite: GER 20b or the equivalent.* In concluding the development of the four language speaking skills—comprehending, writing, reading, and speaking—this course focuses on finishing up the solid grammar foundation that was laid in GER 10a and GER 20b. It also presents additional audio and video material, films, radio plays, and newspaper and magazine articles, as well as a variety of extensive interactive classroom activities. Usually offered every year in the fall.

Ms. Geffers Browne

#### GER 98a Independent Study

*May be taken only with the permission of the chair or the advising head.*

Readings and reports under faculty supervision. Usually offered every year.

Staff

#### GER 98b Independent Study

*May be taken only with the permission of the chair or the advising head.*

Readings and reports under faculty supervision. Usually offered every year.

Staff

#### GER 99d Senior Thesis

*Students should consult advising head.*

Usually offered every year.

Staff

### (100-199) For Both Undergraduate and Graduate Students

The abbreviation GECS denotes German and European cultural studies courses which are taught in English.

#### GER 103a What You Always Wanted to Know

[ fl hum ]

*Prerequisite: GER 30a*

Why is 1870 an important date in German history? What/who is Wilhelm Tell of Switzerland? What exactly is the Weimar Republic? Why was it so easy for Hitler to seize power? Was Hitler German or Austrian? What is "Zwölftonmusik?" What is Dadaism? Is Wagner's music anti-Semitic? What was the relation between "Bauhaus" and the Nazi regime? What is the "new German film?" The "Ossies" and the "Wessies" and their trouble in getting along—why is that? What made Falco an internationally renowned pop singer? All that and much more are elaborated in this cultural overview course that aims to cover German, Swiss, and Austrian history and culture, while at the same time strengthening and enhancing German language proficiency.

Ms. Geffers Browne

#### GER 104a Let's Talk!! Shall We?

[ fl hum ]

*Prerequisite: GER 30a.*

Designed to focus on fostering students' oral skills. Numerous mock situations and role plays provide students with the opportunity to develop and polish oral proficiency in the German language. Social gatherings of various kinds like student outings and parties, festive family events, romantic dates, academic and professional interview situations, the know-how for interns to be successful and gain the most out of their experience abroad, travel and restaurant "language," and also a certain amount of business German. All this and more are practiced in this course.

Ms. Geffers Browne

### GER 105a Learning Language through Literature—Learning Literature through Language

[ fl hum wi ]

*Prerequisite: GER 30a or the equivalent.*

*This course may not be repeated for credit by students who have taken GER 50a in previous years.*

Provides broad introduction to contemporary German literature while further enhancing various language skills through reading, writing, student presentations, class discussion, and partner and group activities. "Covers" the entire 20th century, examining ways in which literature reflects culture, history, and politics, and vice versa. Focuses on a significant expansion of vocabulary as well as ironing out some subtle grammar traps. Students' writing skills improve by means of numerous creative writing assignments. Speaking skills are challenged in every class, since the course is designed as an interactive language/literature course. Usually offered every year.

Ms. Geffers Browne

#### GER 110a Goethe

[ hum ]

Intensive study of many of Goethe's dramatic, lyric, and prose works, including Goetz, Werther, Faust I, and a comprehensive selection of poetry. Usually offered every third year.

Ms. von Mering

#### GECS 118a Seduction and Enlightenment

[ hum ]

*Open to all students. Conducted in English with readings in English translation.*

Explores the dialectic of reason and the irrational from the late 18th century in Germany and Austria until their collapse in World War I. Works by Beethoven, Kant, Mendelssohn, Goethe, Lessing, Mozart, Heine, Novalis, Schopenhauer, Nietzsche, Thomas Mann, and others. Usually offered every third year.

Ms. von Mering

#### GECS 119b Nietzsche to Postmodernism

[ hum ]

*Open to all students. Conducted in English with readings in English translation.*

Explores the dialectic of reason and the irrational from the late 19th century in Germany and Austria to the present. Works by Adorno, Benjamin, Brecht, Celan, Habermas, Heidegger, Junger, Kiefer, Thomas and Heinrich Mann, Nietzsche, Schoenberg, Spengler, and Expressionist painting and film. Usually offered every second year.

Mr. Dowden



**GER 120a German Enlightenment and Classicism**

[ hum ]

*Prerequisites: GER 39a, A- or better in GER 30a, or the equivalent.*

Careful reading and discussion (in German) of some of the most moving dramatic scenes and lyrical poems written by Lessing, Klopstock, Lenz, Goethe, Schiller, Hölderlin, and others will provide an overview of those fertile literary and intellectual movements—Enlightenment, Storm and Stress, and Idealism—that eventually culminated in German Classicism. Usually offered every third year.

Ms. von Mering

**GER 121a Der Eros und das Wort: Lyrik seit Goethe**

[ hum ]

Focuses on poets, poems, and cycles of poems in the German lyric tradition since Goethe, and introduces the various forms of poetry. Acquaints the student with some important critics of German lyric, including Adorno, Bann, Gadamer, Heidegger, Heller, Hofmannsthal, Kommerell, Szondi, and others. Usually offered every third year.

Mr. Dowden

**GER 130b Die Prinzessin und der Golem: Märchen**

[ hum ]

*Prerequisite: GER 30a. Conducted in German.*

An introduction to the genre of fairy tale in German literature, focusing especially on the narratives collected by Jakob and Wilhelm Grimm, but also exploring the Kunstmärchen and calendar stories composed by German writers from Romanticism into the 20th century. Usually offered every third year.

Mr. Dowden

**GER 140a Bertolt Brecht und das Theater des 20. Jahrhunderts**

[ hum ]

*Prerequisite: GER 103a or equivalent. Conducted in German.*

Examines the role of theater and drama as “moral institution” and entertainment. How does theater hold postwar Germans accountable for remembering the past and promoting social justice? Students will also work collaboratively on a performance project. Usually offered every second year.

Ms. von Mering

**GER 145a Berlin in Literature – Literature in Berlin**

[ hum ]

*Prerequisites: GER 103a, 104a, or 105a.*

*Course to be taught at Brandeis summer program in Berlin.*

Berlin as the covert capital of the 20th century and newly revitalized modern metropolis has served as background to many literary masterpieces. Follows the life and work of Berlin authors, both male and female, including site visits. Usually offered every summer.

Ms. Opitz-Weimars

**GECS 150a From Rapunzel to Riefenstahl: Real and Imaginary Women in German Culture**

[ hum ]

*Open to all students. Conducted in English with readings in English translation.*

Exploring German cultural representations of women and real women’s responses. From fairy-tale princess to Nazi filmmaker, from 18th-century infanticide to 20th-century femme fatale, from beautiful soul to feminist dramatist, from revolutionary to minority writer. Readings include major literary works, feminist criticism, and film. Usually offered every third year.

Ms. von Mering

**GECS 155a Modern German Jewish History**

[ hum ]

*Course to be taught at Brandeis summer program in Berlin.*

Study of Germany and the European Jews from the period of emancipation in the late 18th and early 19th century to the present. Examines the role of German Jews in German politics, economic life, and culture; the rise of anti-Semitism in the 19th century; the Nazi government’s anti-Jewish policies to the postwar period. Usually offered every year.

Ms. von Mering

**GECS 160a In the Shadow of the Holocaust: Global Encounters**

[ hum ]

Traces the experience of German exiles in different parts of the world. Addresses issues of identity, linguistic displacement, problems of integration, (post) colonial encounters, anti-Semitism and xenophobia, nostalgia, and the experience of those who eventually returned to Germany. Usually offered every third year.

Ms. von Mering

**GECS 167a German Cinema: Vamps and Angels**

[ hum ]

*Open to all students. Conducted in English with readings in English translation.*

From silent film to Leni Riefenstahl and Nazi cinema, from postwar cinema in the East and West to new German film after unification, this course traces aesthetic strategies, reflections on history, memory, subjectivity, political, cultural, and film-historical contexts with an emphasis on gender issues. Usually offered every second year.

Ms. von Mering

**GECS 170a Viennese Modernism, 1890-1938**

[ hum ]

*Open to all students. Conducted in English with readings in English translation.*

An interdisciplinary exploration of cultural and intellectual life in Vienna from the end of the Habsburg era to the rise of Nazism: film, music, painting, theater, fiction, philosophy, psychology, and physics. Works by Berg, Broch, Canetti, Freud, Hofmannsthal, Klimt, Kraus, Mach, Mahler, Musil, Schoenberg, Webern, Wittgenstein, and others. Usually offered every fourth year.

Mr. Dowden

**GECS 180b European Modernism and the German Novel**

[ hum ]

*Open to all students. Conducted in English with readings in English translation.*

A study of selected novelists writing after Nietzsche and before the end of World War II. Explores the culture, concept, and development of European modernism in works by Broch, Canetti, Doblin, Junger, Kafka, Mann, Musil, Rilke, and Roth. Usually offered every second year.

Mr. Dowden

**GER 181a Franz Kafka’s Erzählungen**

[ hum ]

*Prerequisites: B- or better in GER 39a, or the equivalent. GER 103b is recommended.*

A detailed exploration of Kafka’s works, life, and thought. Emphasis will be given to his place in the larger scheme of literary modernism. Usually offered every third year.

Mr. Dowden

**GECS 182a Franz Kafka**

[ hum ]

*Open to all students. Conducted in English.*

A detailed exploration of Kafka’s works, life, and thought. Emphasis is given to his place in the larger scheme of literary modernism. Usually offered every third year.

Mr. Dowden

**GECS 185b Contemporary German Fiction**

[ hum ]

*Open to all students. Conducted in English with readings in English translation.*

Explores the postmodernist rejection of the German tradition in fiction after World War II, a multifaceted confrontation with German history and organized amnesia that has continued into the present. Works by Koeppen, Grass, Johnson, Bernhard, Handke, Bachmann, Seghers, Treichel, Sebald, and others. Usually offered every year.

Mr. Dowden

**GECS 190b German Masterworks**

[ hum ]

Offers students the opportunity to immerse themselves in the intensely detailed study of a single masterpiece of pivotal importance. Any one of the following works, but only one, is selected for study in a given semester: Goethe's *Faust* (parts I and II); Nietzsche's *Thus Spake Zarathustra*; Kafka's *Castle*; Musil's *Man Without Qualities*; Thomas Mann's *Doctor Faustus*; Walter Benjamin's *Origin of German Tragic Drama*; Celan's *Sprachgitter*. Usually offered every year.  
Mr. Dowden

**Cross-Listed Courses****MUS 65a**

Music, the Arts, and Ideas in Fin-de-Siecle Vienna

**ECS 100a**

European Cultural Studies Proseminar: Modernism

**ECS 100b**

European Cultural Studies Proseminar: Making of European Modernity

**FA 177b**

Twentieth-Century European Art and Architecture in Berlin

## Department of German, Russian, and Asian Languages and Literature

Courses of Study:  
See German Language and Literature.  
See Russian Language and Literature.  
See Chinese.  
See East Asian Studies.  
See European Cultural Studies.  
See Japanese.

**Faculty****Robin Feuer Miller, Chair**

Dostoevsky and Tolstoy. Nineteenth-century Russian literature and comparative literature. The novel. Reader-response criticism.

**Qun Ao, Language Coordinator (Chinese)**

Chinese.

**Joan Chevalier**

Foreign language pedagogy. Second language acquisition. Slavic linguistics. Sociolinguistics.

**Stephen Dowden, Chair, European Cultural Studies**

German modernism. Romanticism. The Novel: Kafka, Bernhard, Thomas Mann, Broch, Musil, Goethe. Austrian literature.

**Christine Geffers Browne, Language Coordinator (German)**

Second language acquisition. German realism. Christianity and literature. German-Jewish identity.

**David Powelstock, Undergraduate Advising Head (Russian); Chair, Russian and East European Studies**

Nineteenth- and 20th-century Russian literature. Romanticism. Modernism. Czech literature. Poetry. Translation. Literary theory.

**Hiroko Sekino, Language Coordinator (Japanese)**

Japanese.

**Harleen Singh**

South Asian Studies. Comparative literature. Postcolonial theory and studies.

**Sabine von Mering, Undergraduate Advising Head (German)**

Eighteenth- and 19th-century German literature. German women writers. Feminist theory. Language pedagogy. Drama.

**Greek**

See Classical Studies.

An interdepartmental program

## Health: Science, Society, and Policy

Courses of Study:  
Minor  
Major (B.A./B.S.)

### Objectives

The major in health: science, society, and policy (HSSP) is designed to provide interdisciplinary study of health and health care. The major has three objectives: (1) to expand students' understanding of the biological, behavioral, social, and environmental factors that promote health or cause illness; (2) to introduce students to the political, economic, legal, public health, and organizational dimensions of health care systems in the United States and throughout the world; (3) to provide students with "hands on" experience in either an internship (in a health care delivery, public health, or advocacy organization), a laboratory (studying the biological basis of health, behavior, or disease), or a field-based research project (investigating aspects of health or illness in a social context). This major draws upon courses in the social sciences, life sciences, and the fields of policy and management and is especially appropriate for students preparing for careers or further study in health and medicine as well as students who want to examine the issues and concerns of this important sector in society. The major can be completed with either a B.A. or B.S. degree.

The minor in HSSP is designed to provide an introduction to interdisciplinary study of health and medicine and to supplement a student's major.

### How to Become a Major or Minor

Students can begin study in the HSSP major or minor with virtually any course in the program (except the internship, Senior Research, or HSSP 100a or HSSP 110b). The requirements and all the options are listed below. Students are encouraged to take the four required courses early in their pursuit of the major, but may take electives concurrently as well. Students interested in majoring or minoring in HSSP should make an appointment with the program chair to declare their major and be assigned an advisor. Those interested in lab experience and senior research should contact prospective mentors about these opportunities.

### Faculty

**Peter Conrad, Chair**  
(Sociology)

**Elizabeth Goodman, Associate Chair**  
(The Heller School)

**Sarita Bhalotra**  
(The Heller School)

**Sarah Lamb**  
(Anthropology)

**Sacha Nelson**  
(Biology)

**Aurora Sherman**  
(Psychology)

**Judith Tsipis**  
(Biology)

### Requirements for the Major

**A.** All students will be required to take four core courses plus a "hands-on experience" and senior seminar. The core courses are: SOC 191a, HS 104b, HSSP 100b, and BIOL 15b, BIOL 22b, and BIOL 42a. Students must also complete HSSP 92b, HSSP 98a or b, HSSP 99d or WMNS 92a, as the "hands-on experience" requirement. HSSP 110a is the capstone course, generally taken in the senior year. LGLS 114a may be substituted for HS 104b. Students working towards a B.S. degree must take BIOL 42a as a core course.

Students must choose one of the two tracks described below—Option I leading to a B.A. in HSSP or Option II leading to a B.S. in HSSP.

Among courses offered to fulfill the requirements for this major, no course may be taken pass/fail and all grades in major courses must be at least a C-.

#### Option I: The B.A. Degree in HSSP

All students must complete all the requirements listed in A above, plus four elective courses, including one each from "focal areas" A, B, and C. The B.A. option requires 10 courses to complete.

#### Option II: The B.S. Degree in HSSP

Students wishing to obtain a Bachelor of Science degree in HSSP must take three of the five electives from focal area A and all must be at the 22-level or above. Students must also enroll in all laboratories that accompany electives used to satisfy these requirements (i.e., BIOL 18a must be taken with BIOL 22a) but no additional credit for the major will be received. All students must complete the requirements listed in point A above, plus a total of five elective courses, including one each from "focal areas" A, B, and C, and six additional basic science or math courses at the 10-level or above.

PSYC 51a or Math 10b may count as one of the six additional basic science courses.

#### B. Honors Program

In order to enroll for Honors courses, a student must have a 3.25 overall GPA or a 3.5 GPA from a minimum of five HSSP electives and three HSSP core courses. Students wishing to graduate with honors in HSSP will be required to take HSSP 99d, for which the formation of a three-faculty member committee and a formal defense before that committee is required. The committee will consist of the student's advisor as well as two members decided upon by the student and the advisor, and must be approved by the chair of HSSP.

## Requirements for the Minor

To complete the minor students must complete the four required courses as noted in part A above (BIOL 15b or BIO 22b; SOC 191a; HS 104b\*; HSSP 100b) and two additional elective courses from different focal areas listed below for a total of six courses.

\* LGLS 114a can be substituted for HS 104b

## Courses of Instruction

### (1-99) Primarily for Undergraduate Students

#### HSSP 89a Internship and Analysis

*Prerequisite: Open only to HSSP majors.*  
A supervised internship in a health care or policy organization. Internship placement must be approved by the HSSP internship instructor and should focus on some aspect of health and public service. This could include work in a department of public health, hospital or health care agency, health advocacy organization, or other appropriate government or private-sector organization. Students are required to attend a biweekly internship course and submit a 20-to-25 page research paper relating to their internship. Usually offered every year.  
Ms. Gonsalves

#### HSSP 98a Independent Research in Health: Science, Society, and Policy

Under the direction of a member of the HSSP faculty or faculty sponsor approved by HSSP Chair, students conduct an intensive laboratory or field based project that culminates in a 20-25 page research paper. Usually offered every year.  
Staff

#### HSSP 98b Readings in Health: Science, Society, and Policy

Under the direction of a member of the HSSP faculty, students conduct a semester-long original health-related research project (laboratory- or field-based) and write a 20-25 page paper. Usually offered every year.  
Staff

#### HSSP 99d Senior Research

Under the direction of a member of the HSSP faculty, students conduct an original, year-long, health-related research project (laboratory- or field-based) and write a thesis.  
Staff

### (100-199) For Both Undergraduate and Graduate Students

#### HSSP 100b Introduction to Epidemiology, Biostatistics, and Population Health

[ qr ss ]  
*Core course for the HSSP major and minor.*  
Provides an orientation to the science of epidemiology, the quantitative foundation for public health policy. As a comprehensive survey course, students from varying academic backgrounds are introduced to biostatistics, major epidemiological concepts, and provided training in their application to the study of health and disease in human populations. Case studies examine how environmental, physical, behavioral, psychological, and social factors contribute to the disease burden of populations. Usually offered every year.  
Ms. Goodman

#### HSSP 102a Global Perspectives on Health

[ ss ]  
A primer on major issues in health care in developing nations. Topics include the natural history of disease and levels of prevention; epidemiological transitions; health disparities; and determinants of health including culture, social context, and behavior. Also covers: infectious and chronic disease incidence and prevalence; the role of nutrition, education, reproductive trends, and poverty; demographic transition including aging and urbanization; the structure and financing of health systems; and the globalization of health. Usually offered every year.  
Ms. Bhalotra

#### HSSP 104b Health Economics

[ ss ]  
*Prerequisites: ECON 2a and ECON 8b.*  
Emphasizes the concepts and tools of health economics applicable to both developed and developing countries. Topics include: cost-benefit and cost-effectiveness analysis, the demand for health services, insurance and risk, managed care, provider reimbursement, national health insurance, and an overview of health care systems in other countries. Usually offered every second year.  
Mr. Hodgkin

## Special Notes Relating to Undergraduates Interested in Premedical Studies

The HSSP major is not meant to fulfill premedical requirements, but HSSP students could satisfy the pre-requisites for medical school in one of two ways: (1) By majoring in one of the life or physical sciences and choosing HSSP as a minor, or (2) By majoring in HSSP and selecting the B.S. option of HSSP. To assess their options premed students should consult the website [www.brandeis.edu/uaafys/premed/](http://www.brandeis.edu/uaafys/premed/).

#### HSSP 106a Managing Medicine

[ ss ]  
*Prerequisite: HS 104b or LGLS 114a.*  
Overview of the principles of management within healthcare organizations. Through case studies of real hospitals, insurers, and firms, the class examines choices of clinicians and managers aimed at improving quality, containing costs, driving technology adoption, or promoting new ventures. Usually offered every second year.  
Mr. Zinner

#### HSSP 110a Integrative Seminar on Health

[ ss ]  
*Prerequisite: Senior status in the HSSP major.*  
The capstone course is designed to bring all HSSP seniors together to integrate their academic coursework and fieldwork/ laboratory experiences across a range of health-related disciplines. Each year the course focuses on a single issue that lends itself to examination from a variety of perspectives. Topics vary from year to year at the discretion of the faculty who teach the course. Refer to the Schedule of Classes for specific topics. Course is usually team-taught by faculty in different disciplines. Usually offered every year.  
Mr. Conrad and Ms. Lamb

#### HSSP 112b Public Health Perspectives on Child Well-Being

[ ss ]  
*Enrollment limited to junior and senior HSSP majors, and others by permission of the instructor.*  
Provides students with information about the health of children and their families from a public health perspective. Usually offered every year.  
Ms. Klerman

#### HSSP 192b Sociology of Disability

[ ss ]  
*May not be repeated for credit by students who have taken SOC 192b in previous years.*  
In the latter half of the 20th century, disability has emerged as an important social-political-economic-medical issue, with its own distinct history, characterized as a shift from "good will to civil rights." Traces that history and the way people with disabilities are seen and unseen, and see themselves. Usually offered every third year.  
Mr. Gulley and Ms. Krauss



**Core Courses****BIOL 15b**

Biology: Human Implications

**HS 104b**

American Health Care

**HSSP 100b**

Introduction to Epidemiology, Biostatistics, and Population Health

**HSSP 110a**

Integrative Seminar on Health

**SOC 191a**

Health, Community, and Society

**Electives**

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

**Focal Area A: Biological Dimensions of Health and Illness****BCSC 1a**

Designer Genes

**BIOL 22a**

Genetics and Molecular Biology

**BIOL 22b**

Cell Structure and Function

**BIOL 42a**

Physiology

**BIOL 43b**

Human Anatomy

**BIOL 55b**

Diet and Health

**BIOL 125a**

Immunology

**BIOL 126b**

Protein Structure and Disease

**BIOL 128a**

Human Genetics

**BIOL 132a**

General Microbiology

**BIOL 149b**

Molecular Pharmacology

**BIOL 160b**

Human Reproductive and Developmental Biology

**BIOL 172b**

Growth Control and Cancer

**BISC 2b**

Genes, Culture, History: A Case Study

**BISC 4a**

Hereditry

**BISC 5a**

Viruses and Human Disease

**BISC 6b**

Environmental Health

**LGLS 114a**

American Health Care: Law and Policy

**NBIO 140b**

Principles of Neuroscience

**NBIO 145b**

Systems Neuroscience

**NBIO 146a**

The Neurobiology of Human Disease

**NBIO 150a**

Autism and Human Developmental Disorders

**NPSY 199a**

Human Neuropsychology

**Focal Area B: Social and Behavioral Dimensions of Health and Illness****ANTH 127a**

Medicine, Body, and Culture

**ANTH 142a**

AIDS: Science, Society, and Policy

**BISC 2a**

Human Reproduction, Population Explosion, Global Consequences

**ENG 58b**

AIDS, Activism, and Representation

**PHIL 23b**

Biomedical Ethics

**PHIL 107a**

Contested Commodities: Ethics, Bodies, and the Market

**PHIL 123b**

Topics in Biomedical Ethics

**PSYC 33a**

Developmental Psychology

**PSYC 101b**

The Psychology of Adult Development and Aging

**PSYC 130b**

Life Span Development: Middle Adulthood

**PSYC 131b**

Seminar in Health Psychology

**PSYC 145b**

Aging in a Changing World

**PSYC 164b**

Social Relations and Health across the Lifespan

**PSYC 169b**

Disorders of Childhood

**SOC 177b**

Aging in Society

**SOC 189a**

Sociology of Body and Health

**SOC 190b**

Caring in the Health Care System

**SOC 193a**

Environment, Health, and Society

**Focal Area C: Health Care Policy and Practice**

Undergraduates in the HSSP program may be admitted to the graduate-level courses below (numbered above 200) with the permission of the instructor.

**HS 124a**

Dilemmas of Long-Term Care

**HS 412b**

Substance Use and Societal Consequences

**HS 518a**

Management of Health Care Organizations

**HS 519a**

Health Economics

**HS 520a**

Payment and Financing of Health Care

**HS 521a**

Political and Organizational Analysis in Health Policy

**HSSP 102a**

Global Perspectives on Health

**HSSP 104b**

Health Economics

**HSSP 106a**

Managing Medicine

**HSSP 192b**

Sociology of Disability

**LGLS 114a**

American Health Care: Law and Policy

**LGLS 121b**

Law and Social Welfare: Citizen Rights and Government Responsibilities

**LGLS 129b**

Law, Technology, and Innovation

**LGLS 131b**

Patient Autonomy: Law, Medicine, and Ethics

**LGLS 132b**

Environmental Law and Policy

**SOC 176a**

Nature, Nurture, and Public Policy

**LGLS 138b**

Science on Trial

**WMGS 106b**

Women in the Health Care System

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## Hebrew Language and Literature

Courses of Study:

Minor

Major (B.A.)

Master of Arts in Teaching Hebrew

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### Objectives

The Hebrew Language Program of the Department of Near Eastern and Judaic Studies offers instruction in Hebrew language and literature and in the teaching of Hebrew language. The Hebrew program is the largest in the United States, averaging 600 students per year and offering a range of 40 courses. Our program allows students to acquire an advanced level of proficiency and a strong background in Hebrew culture and literature. Courses are taught by faculty whose fields of specialization include Biblical studies, post-Biblical and Talmudic literature, modern Hebrew literature and culture, Hebrew language, and Hebrew language education.

**Undergraduate Major and Minor**

Undergraduate students are welcome to participate in the Hebrew program as majors, minors, or to simply take individual courses, as well as to fulfill University language requirements. An undergraduate major in Hebrew will prepare students for graduate school and professions in education, business, journalism, diplomacy, and other fields.

**Graduate Program in Hebrew**

The degree of Master of Arts in teaching Hebrew is offered to provide teachers and students with the knowledge and training to become teachers of the Hebrew language at all levels, i.e., elementary, secondary, post-secondary, and adult education. This program emphasizes the different areas that any Hebrew teacher should master to teach in a variety of frameworks. These include the theoretical knowledge of learning and teaching Hebrew, as well as hands-on experience in teaching. We are committed to equipping each student with the necessary tools to confront the challenges of teaching Hebrew at a variety of levels. This program is the first of its kind in the United States and addresses the urgent need for qualified Hebrew teachers in Jewish education.

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### How to Become an Undergraduate Major

Students who wish to major in Hebrew must complete the language requirement no later than by the end of their second year at Brandeis. In addition, they must complete the following three prerequisites: (1) Any fourth semester Hebrew course excluding HBRW 41a (formerly HBRW 42a). Exemptions will be granted only to those students who place out on the basis of the Hebrew placement test administered by the Hebrew program at Brandeis. (2) One course in classical Hebrew: HBRW 122a (formerly 101a), 122b (formerly 101b), or NEJS 10a (formerly 72a). (3) One course in modern Hebrew literature: HBRW 123a (formerly 110a), 123b (formerly 110b), 143a (formerly 111a), or 143b (formerly 111b). Any course taken to fulfill the prerequisites may NOT count toward the major. Students are required to meet with the undergraduate advising heads in NEJS and Hebrew to develop a course of study in order to fulfill the program requirements and personal interests.

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### How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School of Arts and Sciences, as specified in an earlier section of this *Bulletin*, apply to candidates for admission to this program.

In addition, applicants must have achieved at least advanced-mid level in Hebrew language, according to the American Council on the Teaching of Foreign Languages (ACTFL) guidelines. Advanced-mid competence is defined as the ability to function successfully and effectively in most formal and informal settings, with ease and accuracy. This ability must be reflected in the four skills of reading, writing, speaking, and listening comprehension.

Applicants must present two letters of recommendation and a statement of purpose and must be interviewed by the director of the program.

**Program of Study**

Our two-year program focuses on different skills that we believe professional Hebrew educators should master. Theoretical and methodological learning, as well as hands-on experience and rigorous field training, are emphasized. The curriculum consists of 12 courses and two semesters of practicum training. Seven of the 12 required courses focus exclusively on different aspects of teaching and learning the Hebrew language. Such courses focus on theories of language acquisition, instructional methodologies, curriculum development, development of teaching materials, learner assessment, classroom management, and conducting research. The remaining course requirements include enrichment courses such as biblical texts, modern Hebrew literature, and the history of the Hebrew language, as well as courses that prepare students to teach specifically in Jewish settings.

The practicum training component of the curriculum, which closely accompanies the coursework, provides students an opportunity to practice their teaching, in formal and informal education, as well as in different settings such as day schools, afternoon schools, elementary, and high schools.

## Faculty

See Near Eastern and Judaic Studies.

## Requirements for the Undergraduate Major

The major consists of seven semester courses, which may not overlap with courses taken to fulfill the language requirement and additional prerequisites. These seven courses are to include the following:

- A.** NEJS 5a (formerly NEJS 1a) (Foundational Course in Judaic Studies).
- B.** Two Advanced Composition and Grammar Study. HBRW 161b (formerly HBRW 106b) (Advanced Hebrew Conversation) and HBRW 167b (formerly HBRW 108b) (The Revival of Modern Hebrew).
- C.** Two NEJS courses (in addition to those courses listed above) with at least one from each of the following categories:
1. Biblical and Rabbinic Hebrew: NEJS 10a (formerly 72a), 25a (formerly 53b), 114a, 114b, 115a, 117b, 118b, 121b (formerly 131b), 122b, 123b, 126a (formerly 120b), 126b, 127b, and 170a (formerly 125b).
  2. Modern Hebrew literature: NEJS 177a (formerly 139b), 178a, and 180b.
- D.** At least one additional elective from the following courses: HBRW 121a (formerly 103a), 121b, 123a (formerly 110a), 123b (formerly 110b), 141a (formerly 105a), 143a (formerly 111a), 143a (formerly 111a) or 143b (formerly 111b), 144a (formerly 109a), 146a (formerly 107a), 164b (formerly 104b), 166b (formerly 107b), 168a (formerly 119a), 168b (formerly 119b), or 170a (formerly 104a), or any of the NEJS courses listed above.
- E.** Either HBRW 97a or b (Senior Essay) or HBRW 99d (Senior Thesis—a full-year course) count toward the eight required courses; *the essay or thesis must be written in Hebrew*. Candidates for departmental honors must have a 3.50 GPA in Hebrew courses prior to the senior year.

## Evaluation of Transfer Credits

- A.** No more than two courses taken at special programs for overseas students may be applied toward the major. Students are encouraged to seek advanced approval from the department's undergraduate advising head for all courses intended for transfer credit.
- B.** Credit will not be granted for Ulpan courses, but students may take the Hebrew Placement Test to place out of the Hebrew language requirement.

## Requirements for the Minor

The minor consists of a sequence of five semester courses in Hebrew, two of which may be taken at other universities. At least one of the five courses must be a writing-intensive course in Hebrew.

- A.** One course in Modern Hebrew Literature: HBRW 123a (formerly 110a), 123b (formerly 110b), 143a (formerly 111a) or 143b (formerly 111b), NEJS 177a (formerly 139b), 178a, and 180b.

- B.** One course in Biblical or Rabbinic Hebrew: HBRW 122a (formerly 101a), 122b (formerly 101b), NEJS 10a (formerly 72a), 25a (formerly 53b), 114a, 114b, 115a, 117b, 118b, 121b (formerly 131b), 122b, 123b, 126a (formerly 120b), 126b, 127b, and 170a (formerly 125b).

- C.** Three additional courses selected from the following: HBRW 41a (formerly 42a), 44b, 49b (formerly 41b), 121a (formerly 103a), 121b, 123a (formerly 110a), 123b (formerly 110b), 141a (formerly 105a), 143a (formerly 111a) or 143b (formerly 111b), 144a (formerly 109a), 146a (formerly 107a), 161b (formerly 106b), 164b (formerly 104b), 166b (formerly 107b), 167b (formerly 108b), 168a (formerly 119a), 168b (formerly 119b), 170a (formerly 104a), or any of the NEJS courses listed above.

- D.** HBRW 123a (formerly 110a), 123b (formerly 110b), 143a (formerly 111a), 143b (formerly 111b), if used to fulfill the requirement for section A, cannot be counted for the requirement in section C.

- E.** HBRW 123a (formerly 110a), 123b (formerly 110b), 143a (formerly 111a) or 143b (formerly 111b), 146a (formerly 107a), 161b (formerly 106b), 164b (formerly 104b), 166b (formerly 107b), 167b (formerly 108b), 170a (formerly 104a) may satisfy the writing intensive requirement. Not all of the courses are given in any one year. Please consult the *Course Schedule* each semester. Courses that satisfy the requirement in a particular semester are designated "wi" in the *Course Schedule* for that semester. Students may double count these courses for requirements in sections A-D.

- F.** By department rule, a maximum of two semester course credits taken at other universities may be accepted toward the minor in Hebrew Language and Literature. Each course transferred from another university must have the approval of the Hebrew program in order to be accepted for credit toward the minor requirements. This rule applies to courses completed at any other institution, whether in the United States or abroad. Students are encouraged to seek advance approval from the Hebrew program advisor for all courses intended for transfer credit. For courses taken in Israeli universities, one Brandeis semester credit will be given for a three-hour per week one-semester course; a two-semester, two-hour per week course; or two, two-hour, one-semester courses. Credit is not granted for Ulpan courses.

Students are encouraged to declare their interest in a Hebrew minor by the end of their junior year.

## Requirements for the Master of Arts in Teaching Hebrew

### Residence Requirement and Program of Study

Ordinarily, two years of full-time residence at a normal rate of work of seven courses each year are required. Successful completion of 14 courses is required: eight required courses, two semesters of practicum training, and four elective courses (one course from each of the four elective areas listed below).

### Required Courses

HBRW 167b (formerly HBRW 108b) (The Revival of Modern Hebrew), NEJS 101a (formerly 108b) (Comparative Grammar of Semitic Languages), HBRW 168a (formerly HBRW 119a) (Proficiency Based Instruction in Hebrew, Part 1), HBRW 168b (formerly HBRW 119b) (Proficiency Based Instruction in Hebrew, Part 2), HBRW 303a (Assessing the Learning and Teaching of Hebrew), HBRW 222b (Teaching Jewish Texts), HBRW 307a (Curriculum, Theory, and Development), HRNS 235a (The Culture of Jewish Educational Settings).

**Required Practicum Courses**

HBRW 301a (Practicum I)  
HBRW 301b (Practicum II)

NEJS 115a  
NEJS 117b  
NEJS 118b  
NEJS 122b

The Book of Deuteronomy  
The Dead Sea Scrolls  
The Book of Psalms  
Biblical Narrative Texts: The Historical Tradition  
(formerly 210b) Biblical Hebrew Composition  
(formerly 201b) Exodus: A Study in Method

Elective courses (four must be taken, one from each area below):

NEJS 208a

**Psychology**

PSYC 130b Life Span Development: Adulthood and Old Age  
PSYC 132a Children's Play and the Developing Imagination

NEJS 210a

**Hebrew Literature**

HBRW 123a and 123b (formerly HBRW 110a and 110b)  
Introduction to Modern Hebrew Literature (formerly HBRW 111a and 111b)  
An Advanced Survey of Hebrew and Israeli Literature  
(formerly HBRW 109a) Hebrew Drama  
(formerly HBRW 107a) Voices of Jerusalem  
(formerly HBRW 104b) Israeli Theater  
(formerly 139b) Yehuda Amichai and Contemporary Hebrew Poetry  
Hebrew Poetry between the Two World Wars  
Hebrew Prose in an Era of Revival

**Jewish Education**

HRNS 206b Informal Education in Jewish Settings  
HRNS 215a The Developing Learner in a Jewish Educational Setting  
HBRW 236a Teaching and Learning in Jewish Classrooms

HBRW 143a and 143b

HBRW 144a  
HBRW 146a  
HBRW 164b  
NEJS 177b

**Biblical Texts in Hebrew**

HBRW 122a and 122b (formerly HBRW 101a and 101b)  
Introduction to Classical Hebrew  
NEJS 10a Biblical Hebrew Grammar and Text  
NEJS 110b The Hebrew Bible: Meaning and Context  
NEJS 114a The Book of Amos  
NEJS 114b Biblical Ritual, Cult, and Magic

NEJS 178a

NEJS 180b

**Courses of Instruction****(1-99) Primarily for Undergraduate Students****HBRW 10a Beginning Hebrew**

Six class hours and one additional lab hour per week.

For students with no previous knowledge and those with a minimal background. Intensive training in the basics of Hebrew grammar, listening comprehension, speaking, reading, and writing. Several sections will be offered. Usually offered every semester.  
Staff

**HBRW 19a Beginning Hebrew: Honors**

*Prerequisite: Hebrew placement exam. Only one 10-level Hebrew course may be taken for credit.*

A beginner course for those students with some exposure to Hebrew. Builds upon the initial exposure, continuing to teach the basics of grammar, vocabulary, speaking, and writing. Usually offered every year.  
Ms. Ringvald

**HBRW 20b Intermediate Hebrew**

*Prerequisite: HBRW 10a or the equivalent as determined by placement examination. Only one 20-level Hebrew course may be taken for credit. Four class hours and one lab hour per week.*

Continuation of HBRW 10a, employing the same methods. Intensive training in Hebrew grammar, listening, comprehension, speaking, reading, and writing. Several sections offered every semester.  
Staff

**HBRW 29b Intermediate Hebrew I: Honors**

*Prerequisite: HBRW 10a or the equivalent as determined by placement examination. Only one 20-level Hebrew course may be taken for credit. Four class hours and one lab hour per week.*

This course is designed for honor students who wish to excel in the language. Students are admitted upon recommendation of the director of the Hebrew Language Program. Usually offered every year in the spring.  
Staff

**HBRW 34a Intermediate Hebrew II: Aspects of Israeli Culture**

[ fl ]

*Prerequisite: Any 20-level Hebrew course or the equivalent as determined by placement examination. Two 30-level Hebrew courses may be taken for credit. Four class hours and one lab hour per week.*

A continuation of HBRW 20b. An intermediate to mid-level course, which helps students to strengthen their skills at this level. Contemporary cultural aspects will be stressed and a variety of materials will be used. Usually offered every semester.  
Staff

**HBRW 35a Conversation and Writing Skills**

[ fl ]

*Prerequisite: HBRW 20b or the equivalent as determined by placement examination. This course is recommended for students who have not previously studied Hebrew at Brandeis and have been placed at this level. This course may not be repeated for credit by students who have taken HBRW 31a in previous years. Four class hours and one lab hour per week.*

An intermediate-level course designed to improve the linguistic and writing skills of students who have an extensive background in the language but lack the academic skills to fulfill the language requirements or to pursue a higher level of Hebrew or Judaic studies. Usually offered every year in the fall.  
Staff

**HBRW 39a Intermediate Hebrew II: Honors**

[ fl ]

*Prerequisite: HBRW 29b or permission of the instructor. Four class hours and one lab hour per week.*

A continuation of HBRW 29b. Designed for honor students who wish to excel in Hebrew. Students are admitted upon recommendation of the director of the Hebrew Language Program. Usually offered every year in the fall.  
Staff



**HBRW 41a Intensive Conversational****Hebrew I**

[ fl hum ]

*Prerequisite: Any 30-level Hebrew course or the equivalent. Students may take this course and HBRW 44b for credit. This course may not be repeated for credit by students who have taken HBRW 42a in previous years. Four class hours per week.*

For students who have acquired an intermediate knowledge of Hebrew and who wish to develop a greater fluency in conversation. This course does not satisfy the language requirement for the NEJS major or the major in Hebrew. Usually offered every year in the fall.  
Staff

**HBRW 44b Advanced Hebrew: Aspects of Israeli Culture**

[ fl hum ]

*Prerequisite: Any 30-level Hebrew course or the equivalent. Students may not take this course and HBRW 49b for credit. Four class hours per week.*

Reinforces the acquired skills of speaking, listening comprehension, reading, and writing at the intermediate to mid/high-level. Contemporary cultural aspects are stressed; conversational Hebrew and reading of selections from modern literature, political essays, and newspaper articles. Required for NEJS majors and Hebrew majors and recommended for others who would like to continue studying Hebrew beyond the foreign language requirement. It is a prerequisite for many upper-level Hebrew courses. Usually offered every semester.

Ms. Ringvald

**HBRW 49b Advanced Conversation and Writing Skills: Honors**

[ fl hum ]

*Prerequisite: Any 30-level Hebrew course, or the equivalent, or placement by the director of the Hebrew Language Program. Students may not take this course and HBRW 44b for credit. This course may not be repeated for credit by students who have taken HBRW 41b in previous years. Four class hours per week.*

A fourth semester course that prepares honors students for advanced-level courses. Intended for students who have completed HBRW 35a or 39a or by recommendation. Usually offered every year in the spring.  
Staff

**HBRW 97a Senior Essay**

Usually offered every semester.

Staff

**HBRW 97b Senior Essay**

Usually offered every semester.

Staff

**HBRW 98a Independent Study**

Usually offered every year in the fall.

Staff

**HBRW 98b Independent Study***Signature of the instructor required.*

Usually offered every year in the spring.

Staff

**HBRW 99d Senior Thesis***Signature of the director required.*

Usually offered every year.

Staff

**(100-199) For Both Undergraduate and Graduate Students****HBRW 102a Hebrew Reading Proficiency**

*Prerequisite: Intermediate knowledge of Hebrew reading. Primarily intended for graduate students. Not for credit.*

An intermediate to mid-level course for graduate students interested in strengthening their reading skills.

Emphasizes recognition of grammatical structures in the written language and the acquisition of recognition vocabulary.

Intended to help students in their research or in preparation for the Hebrew language exam. Usually offered every year.

Staff

**HBRW 102b Advanced Reading Proficiency and Comprehension**

*Prerequisite: HBRW 102a or high-intermediate reading knowledge of Hebrew. Not for credit.*

A continuation of HBRW 102a. Different materials and texts are studied. This class is conducted in English. Usually offered every year.

Staff

**HBRW 121a Conversation: Israel, The Early Years**

[ fl hum ]

*Prerequisite: Any 40-level Hebrew course or the equivalent. This course may not be repeated for credit by students who have taken HBRW 103a as Israel: The Early Years. Four class hours per week.*

An intermediate-mid/high-level conversation course for students who wish to improve their speaking skills before entering more advanced-level courses. Role playing, vocabulary building, and guided speaking activities develop conversational skills for various situations. Reading and discussion of contemporary texts assist in vocabulary building. Usually offered every year in the fall.

Ms. Azoulay

**HBRW 121b Conversation: Israel, Immigrants and Minorities**

[ fl hum ]

*Prerequisite: Any 40-level Hebrew course or the equivalent. This course may not be repeated for credit by students who have taken HBRW 103a (Israel: Immigrants and Minorities). Four class hours per week.*

An intermediate to mid/high-level conversation course for students who wish to improve their speaking skills before entering more advanced-level courses. Role playing, vocabulary building, and guided speaking activities develop conversational skills for various situations. Reading and discussion of contemporary texts assist in vocabulary building. Usually offered every year.

Ms. Azoulay

**HBRW 122a Introduction to Classical Hebrew I**

[ fl hum ]

*Prerequisite: Any 40-level Hebrew course or the equivalent, except HBRW 41a (formerly HBRW 42a), as approved by the director of the Hebrew Language Program. This course may not be repeated for credit by students who have taken HBRW 101a in previous years. Four class hours per week.*

Concentrates on the study of biblical and classical Hebrew literary works; such as Apigraphy, Rabbinic, as well as selections from the Dead Sea Scrolls. Written and oral expression in modern Hebrew are also stressed.

Staff

**HBRW 122b Introduction to Classical Hebrew II**

[ fl hum ]

*Prerequisite: Any 40-level Hebrew course or the equivalent, except HBRW 41a (formerly HBRW 42a), as approved by the director of the Hebrew Language Program. This course may not be repeated for credit by students who have taken HBRW 101b in previous years. Four class hours per week.*

An intermediate to mid/high-level course that focuses on comparing grammatical, textual, and lexical forms and ideas in classical Hebrew texts ranging from the biblical literature to the Dead Sea Scrolls (1000 B.C. to 68 C.E.). Written and oral expression in modern Hebrew are also stressed.

Staff

**HBRW 123a Introduction to Modern Hebrew Literature I**

[ wi hum fl ]

*Prerequisite: Any 40-level Hebrew course or the equivalent, as determined by the director of the Hebrew Language Program. This course may not be repeated for credit by students who have taken HBRW 110a in previous years. Four class hours per week.*

An intermediate to mid/high-level course, which focuses on modern Hebrew prose and poetry stressing major trends. Students are expected to acquire better fluency in reading, writing, and conversation. Usually offered every year.

Ms. Hascal

**HBRW 123b Introduction to Modern Hebrew Literature II**

[ wi fl hum ]

*Prerequisite:* Any 40-level Hebrew course or its equivalent, as determined by the director of the Hebrew Language Program. This course may not be repeated for credit by students who have taken HBRW 110b in previous years. Four class hours per week. An intermediate to mid/high-level course that focuses on the representation of the Holocaust and the generational relationships in modern Hebrew prose and poetry. Students are expected to acquire better fluency in reading, writing, and conversation. Usually offered every year. Ms. Hascal

**HBRW 141a Advanced Hebrew Conversation**

[ fl hum ]

*Prerequisite:* HBRW 121a or b, 122a or b, 123a or b, or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 105a in previous years. Four class hours and one additional hour of lab work or speaking practice per week are required.

For advanced students who want to work on accuracy, fluency, and vocabulary building. The course prepares students to become advanced speakers of Hebrew. Reading of contemporary texts and newspaper articles and listening to Israeli videos will serve as a basis for building higher level speaking proficiency. One additional weekly hour of lab work or speaking practice is required. Usually offered every year. Ms. Azoulay

**HBRW 143a Advanced Survey of Hebrew and Israeli Literature I**

[ fl hum wi ]

*Prerequisite:* HBRW 121a or b, 122a or b, 123a or b, or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 111a in previous years. Four class hours per week. An advanced course that enhances advanced language skills through a survey of early Israeli literature and poetry (1950-75) while stressing the various trends and reactions to different aspects of Israeli daily life during this period. Usually offered every second year. Ms. Hascal

**HBRW 143b Advanced Survey of Hebrew and Israeli Literature II**

[ fl hum wi ]

*Prerequisite:* HBRW 121a or b, 122a or b, 123a or b, or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 111b in previous years. Four class hours per week. An advanced-level course that enhances advanced language and literary skills. Surveys the later Israeli literature and poetry (1975-present). Stresses the various trends and reactions to different aspects of Israeli daily life during this period. Usually offered every second year. Ms. Hascal

**HBRW 144a Hebrew Drama: Language through Creativity and Action**

[ ca fl hum ]

*Prerequisite:* HBRW 121a or b, 122a or b, 123a or b, or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 109a in previous years. Four class hours and two additional weekly hours of lab work are required.

Helps improve Hebrew language skills at the intermediate-high/advanced-level by focusing on various creative aspects such as improvisations, drama, performance, and other acting techniques such as movement, imagination, and other basic skills necessary to act out scenes from various plays in the Hebrew language. Writing assignments and self-critique enhance the students' skills in language acquisition. The course culminates in the writing of one-act plays in Hebrew along with a theatrical performance and production. Usually offered every year in the fall. Ms. Azoulay

**HBRW 146a The Voices of Jerusalem**

[ fl hum wi ]

*Prerequisite:* HBRW 121a or b, 122a or b, 123a or b, or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 107a in previous years. Four class hours per week. Aims to develop students' language proficiency through analysis of selected materials that depict the unique tradition, history, politics, art, and other features related to Jerusalem. Usually offered every second year in the fall. Ms. Hascal

**HBRW 161b Israel Today: Advanced Conversation and Writing**

[ fl hum wi ]

*Prerequisite:* HBRW 141a, or 143a or b, or 144a, or 146a, or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 106b in previous years. Four class hours per week. For advanced students who wish to enhance proficiency and accuracy in writing and speaking. Plays, essays, current articles from Israeli newspapers, and films provide the basis for written assignments and discussions. Usually offered every spring. Ms. Porath

**HBRW 163a Family Myths: Imaging the Family in Modern Hebrew Literature**

[ fl hum ]

*Prerequisite:* Five semesters of university-level Hebrew or its equivalent. By studying a variety of Hebrew texts written during the last 100 years, the course explores a variety of understandings we hold regarding "the family" as a social and socializing institution, a lived-in experience, a national apparatus, a psychological cradle, etc., and investigates the role of myths in these concepts and constructs. Usually offered every second year. Ms. Naveh

**HBRW 164b Israeli Theater**

[ hum wi fl ]

*Prerequisite:* HBRW 141a, or 143a or b, or 144a, or 146a, or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 104b in previous years. Four class hours and two lab hours per week. An advanced course that enhances advanced language skills through reading and analysis of plays. The student's creativity is developed through participation in acting and creative writing lab. In reading plays, students can also participate in Hebrew acting lab. Usually offered every second year in the fall. Ms. Azoulay

**HBRW 166b Portrait of the Israeli Woman**

[ fl hum wi ]

*Prerequisite:* HBRW 141a, or 143a or b, or 144a, or 146a, or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 107b in previous years. Four class hours per week.

An advanced culture course that enhances advanced language skills through examination of the Israeli woman's role, image, and unique voice reflected in Israeli literature, history, tradition, and art. Usually offered every second year in the fall. Ms. Hascal

**HBRW 167b The Revival of Modern Hebrew**

[ hum fl ]

*Prerequisite:* HBRW 141a, or 143a or b, or 144a, or 146a, or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 108b in previous years. Four class hours per week. An advanced course that surveys the origins of the Hebrew language and its development throughout the centuries, focusing on its major stages (biblical, Rabbinic, medieval, and modern). Explores the unique phenomenon of its revival as a spoken language and its adaptation to the modern world. Usually offered every fall. Ms. Porath

**HBRW 168a Proficiency Based Instruction in Hebrew I**

[ fl hum ]

*Prerequisite:* HBRW 141a, or 143a or b, or 144a, or 146a, or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 119a in previous years. Three class hours per week. An advanced level methodology course that focuses on the theories and methodologies for teaching Hebrew. Course taught in Hebrew and in English. Designed primarily for students at the advanced level who are interested in eventually being able to teach Hebrew. Usually offered every fall. Ms. Ringvald

**HBRW 168b Proficiency Based Instruction in Hebrew II**

[ fl hum ]

*Prerequisite: HBRW 141a, or 143a or b, or 144a, or 146a, or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 119b in previous years. Three class hours per week.*

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. Usually offered every spring.  
Ms. Ringvald

**HBRW 170a Israeli Cinema**

[ fl hum wi ]

*Prerequisite: HBRW 141a, or 143a or b, or 144a, or 146a, or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 104a in previous years. Four class hours per week.*

An advanced culture course that focuses on the various aspects of Israeli society as they are portrayed in Israeli films and television. In addition to viewing films, the students will be asked to read Hebrew background materials, to participate in class discussions, and to write in Hebrew about the films. Usually offered every spring.  
Ms. Azoulay

**(200 and above) Primarily for Graduate Students****HBRW 222b The Role of Jewish Texts in Communal Organizations**

Explores central texts within the Jewish tradition beginning with the Hebrew Bible and proceeding chronologically to Hasidic Literature. Focuses on the application of these texts to the Jewish professional context. Explores questions such as, "How do these texts influence one another? How do the messages within the texts impact the mission, vision and operation of Jewish organizations? How do the texts play a role in the day to day functioning of Jewish organizations? The course takes both a theoretical and practical approach. Students are asked to prepare field-based exercises and case studies. Usually offered every second year.  
Mr. Solmsen

**HBRW 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.

**HBRW 301a Hebrew Practicum I**

Required of all Master's degree students.  
Staff

**HBRW 301b Hebrew Practicum II**

Continuation of HBRW 301a.  
Staff

**HBRW 303a Readings in Accessing the Learning and Teaching of Hebrew**

Staff

**HBRW 304b Readings in Hebrew Grammar**

Ms. Porath

**HBRW 305a Readings in Biblical Text**

Staff

**HBRW 306b Reading of the Israeli Media**

Ms. Ringvald

**HBRW 307a Readings in Curriculum Theory and Development**

Staff

Department of  
**History**

Courses of Study:  
Minor  
Major (B.A.)  
Combined B.A./M.A.  
Master of Arts  
Doctor of Philosophy

## Objectives

### Undergraduate Major

The major in history seeks to provide students with a broad introduction to the development of the modern world. The major is flexible, enabling students to devise individual programs tailored to their own specific needs and interests. In consultation with their faculty advisor, students should design a major that makes sense in terms of their other coursework and career plans. This major strategy will be different for each student. A student planning a professional career in history, for example, will certainly want to take a broad variety of courses, perhaps do a junior tutorial (HIST 98a or 98b), write a senior thesis (HIST 99d), and master the foreign languages required for that area of specialization. Students interested in other careers, such as law or business, will design programs of study that complement their course work in other departments and programs (for example, legal studies or economics). The department strongly recommends that students acquire geographic and chronological breadth, which is best provided by our set of two-semester surveys in American, Asian, European, and Latin American history. Apart from taking one or more of these surveys, students should also select appropriate offerings from our more advanced courses that are thematic or national in scope and that permit more intensive analysis. The department is deeply committed to the development of writing and analytical skills, which are invaluable and transferable, regardless of future career—be it higher education, teaching, law, business, or public service. The advanced courses, with smaller classes, provide an ideal opportunity to develop those skills.

### Graduate Program in Comparative History

The Graduate Program in Comparative History leads to the degree of Doctor of Philosophy. Applicants wishing to take only the degree of Master of Arts may apply for admission to the M.A. program described below. Deadline for applications to the Ph.D. program is January 15; for applications to the M.A. degree program, the deadline is April 30.

The graduate program trains students to approach the past from a comparative perspective. This method represents the most fruitful way to interpret the past, and the program fosters it in two ways. First, students specializing in European history will develop expertise in two broad fields of history—either medieval and early modern or early modern and modern. Students specializing in non-European history will master two comparable fields. Second, all students will study their fields from a thematic approach that transcends national boundaries and moves away from conventional periodization.

The comparative history program gives students a broad understanding of historical developments and fosters the ability to make cross-cultural comparisons. The thematic approach is central to the process. The Brandeis history faculty is exceptionally diverse in its interests and offers the student a variety of approaches to the past, such as the study of political structure, social relations and institutions, women and the family, war and diplomacy, psychohistory, culture, or thought. Each student will read widely on two topical areas, and in the process learn what developments were unique and which ones were comparable over time and space.

Finally, students will take an outside field beyond the areas of their qualifying examinations. This may be in another area of history such as the history of the United States, Latin America, Middle East, Africa, East Asia, Jewish history, or the history of science. It may also be in related programs such as anthropology, economics, English and American literature, literary studies, Near Eastern and Judaic Studies, politics, or sociology.

The program is designed to prepare students for the competitive academic environment of the next decade. It trains them in methods of historical research and equips them to teach a broad range of subjects. On a deeper level, comparative history fosters intellectual flexibility and interdisciplinary skills that can be creatively employed inside and outside academia.

A small, select student body will work in close cooperation with the faculty. Most instruction will take place in seminars specifically designed for graduate students or in individual conferences with faculty advisors. From the beginning, the curriculum will help students prepare for their qualifying examinations and guide them toward eventual dissertation research.

During the first year, students must prepare a major research paper on a topic chosen in consultation with a principal advisor. The paper may be comparative in research (involving two or more symmetrical case studies), or it may focus upon a single case (with that research informed by a reading of secondary literature on similar cases). The paper constitutes the major intellectual enterprise of the first year, and students devote one-quarter of their time to it. Students must also enroll in HIST 210a (Historical Research: Methods and New Departures). During their first two years of residence, students must also enroll in comparative history seminars that treat significant problems in a comparative perspective and introduce students to the methods and issues of comparative history. European specialists will also enroll in two introductory graduate colloquia, which cover the early modern and modern periods. Finally, before they may take the qualifying examination, all students must complete a tutorial or other work focusing on a part of the world geographically or chronologically removed from their principal area of specialization with a view to gaining a comparative perspective on their major research interest.

Students specializing in European history are expected to have a general mastery of a major and a minor field of history, either medieval, early modern (1450-1750), or modern (1750-present). Students specializing in non-European history will present a major and minor field approved by the executive committee. Two faculty members examine in the major field; one faculty member shall examine for the minor field. First- and second-year colloquia shall provide the basic groundwork for field preparation. By the beginning of the fourth semester the student must submit a working orals bibliography, which will serve as the basis for the qualifying exam, to be administered at the end of the fourth semester. The exact delimitation of the major and minor fields is to be made by the student and examiners, with the formal approval of the chair of the comparative history program.

Students should normally plan to complete all work for the doctorate, including the dissertation, within eight years after entering the program; prolongation of study past the eighth year takes place on a case-by-case basis.



### Graduate Program in American History

The program in American history offers two graduate degrees: Master of Arts and Doctor of Philosophy. Its curriculum is designed to help students gain a comprehensive understanding of American history and mastery of historical research and writing.

Its flexible program of study allows students to work closely with the faculty in independent reading and research courses. Individual courses of study are developed for each student, to help in preparation for qualifying examinations, and as preparation for dissertation research. Normally, the first year's work is concentrated in American history and centers on directed research and a critical approach to problems of historiography. Second-year students are encouraged to complete their preparation in their examination fields through directed readings and relevant courses. Applicants should note with care the four parts of the examination, specified under "Degree Requirements," in which all students are expected to demonstrate proficiency. Studies in related fields are arranged individually with appropriate members of the University's graduate faculty. For students with appropriate qualifications, there are opportunities for advanced study and research at neighboring universities in such fields as legal, business, and religious history.

### How to Become an Undergraduate Major

Students normally begin their studies with one of the general courses in historical studies and then go on to more advanced courses. To declare and design a major, the student should first see the undergraduate advising head; together they will select as advisor a faculty member who seems best suited to that student's interest and area of future work. The advisor and student will then select a course of study that gives greatest coherence to the student's other coursework and career plans.

### How to Be Admitted to the Graduate Program

#### Comparative History

The general requirements for admission to the Graduate School given in an earlier section of this *Bulletin* apply. Students with a sound preparation in history and who have demonstrated unusual imagination and critical insight will receive special consideration. Undergraduate majors in the other social sciences or in allied fields such as comparative literature may, however, apply. Applicants should submit a sample of written work, preferably in history.

Students may be admitted for full- or part-time work. Partial scholarship assistance is available for a limited number of exceptional candidates.

#### American History

The general requirements for admission to the Graduate School, given in an earlier section of this *Bulletin*, apply to candidates for admission. An undergraduate major in history is the preferred preparation for admission, and the student's undergraduate curriculum should include some fundamental courses in American history and related fields in the social sciences or humanities. Students with the M.A. degree in history or a professional degree in law or other related fields are especially invited to apply. Prospective students interested in Crown Fellowships or the special arrangements for study in professional fields at neighboring universities, noted above, should submit applications by January 15; for applications to the M.A. degree program, the deadline is April 30.

### Faculty

#### Paul Jankowski, Chair

Modern European and French history.

#### Silvia Arrom

Latin America. Women's history. Social history.

#### Rudolph Binion

Modern history. Culture and thought. Psychohistory.

#### David Engerman, Chair, International and Global Studies

History of American foreign policy. International and cultural history.

#### David Hackett Fischer

Modern history. Social institutions.

#### Gregory Freeze

Russia and Germany. Social and religious history.

#### Mark Hulliung

Intellectual, cultural, and political history, European and American.

#### Jacqueline Jones, Graduate Advising Head for American History

American southern and women's history.

#### Jane Kamensky

Colonial America. American social and cultural history.

#### William Kapelle, Undergraduate Advising Head

Medieval history.

#### Alice Kelikian, Graduate Advising Head for Comparative History, Chair, Film Studies

Modern history. Social institutional history.

#### Lee Pennington, Florence Levy Kay Fellow in Korean/Japanese History (Modern Japanese History)

East Asian history. Social and cultural history. Disability history.

#### John Schrecker

East Asian history and civilization. Sino-Western relations.

#### Govind Sreenivasan

Early modern European history. Germany.

#### Ibrahim Sundiata

Africa: Social history. Slavery. The African diaspora. Afro-Brazil.

#### Michael Willrich

American social and legal history.

The following members of other departments are affiliated with the Department of History:

Joyce Antler (AMST), Avigdor Levy (NEJS), Antony Polonsky (NEJS), Benjamin Ravid (NEJS), Jehuda Reinhartz (NEJS), Jonathan Sarna (HRNS), Stephen Whitfield (AMST).

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## Requirements for the Undergraduate Major

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All majors are expected to complete satisfactorily at least eight semester courses in history from among the HIST and cross-listed offerings. No course grade below a C will be given credit towards the major requirement of eight courses. Acceptable AP scores in American or European history exempt majors from equivalent course(s) but do not reduce the total number of courses required to complete the major. A minimum of six courses counted toward the major must be taught by members of the history faculty, except that transfer students and those taking a year's study abroad may offer up to four semester courses taught elsewhere, depending on individual circumstances, and need take only four courses taught by members of the history faculty. To apply such transfer courses to the history major, a student must obtain the approval of the department advising head.

In addition, HIST 98a and 98b (Readings in History) may be taken by students on a subject of particular interest to them that is not covered in the regular curriculum or as a supplement to work on the Senior Honors Thesis. (The consent of the instructor is required.) HIST 99d (Senior Research), which must be taken in addition to the regular eight-course requirement, enables students to undertake an honors thesis and is required for degrees granted with distinction.

The major can be combined with other programs of study, such as Latin American studies or Russian and East European studies. Students should consult their advisors to design a major that best complements the requirements of other programs.

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## Requirements for the Undergraduate Minor

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All minors are expected to complete five courses. One of these could be cross-listed from another department or transferred from study elsewhere, subject to the approval of the department advising head. Advanced Placement credits would not count towards the minor; nor would any course grade below a C; nor would any course taken Pass/Fail. Students should declare the minor in history no later than the beginning of their senior year.

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## Combined B.A./M.A. Program

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Students with exceptional records may apply for the B.A./M.A. program in either comparative history or American history. Applications to either graduate program must be made no later than May 1 preceding the senior year. Consultation with the advisor is highly recommended by the beginning of the sixth semester; transfer students should apply by the fourth semester of residence. All applications should include a proposed course of study, specifying how all degree requirements will be met. Grades of B- or better are required in the 100-level courses. The total number of courses required for completion of a B.A./M.A. program is 38, of which at least four must be at the graduate level and not counted toward the major requirements.

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## Requirements for the Degree of Master of Arts

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### Comparative History

This one-year, full-time program has the following requirements: Each student must pass an examination in one foreign language. Each student will complete the first-year program as defined for the graduate program in comparative history.

An M.A. degree in history will be awarded to those students who have satisfactorily completed one year of residence as full-time students, completed the mandated first-year courses, fulfilled the language requirement, and completed their research seminar requirement.

### American History

Students who are admitted for a terminal M.A. degree must complete one full year of coursework and the foreign language requirement. Courses will include the two-semester colloquium in American history, a major research project, and four other courses approved by the executive committee. An average of at least A- is normally required for continuation in the program.

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## Requirements for the Degree of Doctor of Philosophy

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### Comparative History

#### Program of Study

During the first year in the program, students will complete an M.A. thesis over two semesters and take four graduate seminars or colloquia. During the second year in the program, students will take six new courses, consisting of graduate seminars, individual readings tutorials, and one course of study in a field outside the program.

#### Teaching Requirement

As part of the graduate training program, Ph.D. students are required to participate in undergraduate teaching, normally during their second, third, and fourth years.

#### Residence Requirement

The minimum residence requirement for doctoral students is three years.

#### Language Requirement

The use of foreign languages is an essential tool for the comparative historian. Each student will be expected to pass in the first year one language examination testing the ability to read historical prose with a dictionary. The second language examination must be passed before taking the qualifying examination. All students in European history must normally show competence in French and German. Medieval students must also offer Latin. Students may, in some instances, petition to substitute a language appropriate to their research interests for either French or German.

#### Qualifying Examination

Each student will take the qualifying examination at the end of the fourth term. Any student who has failed to complete the qualifying examination by the fifth term will be dropped from the program.

#### Dissertation Prospectus

The student will normally define a dissertation topic in the term preceding the qualifying examination but in no case later than the end of the fifth term in the program.

For the dissertation prospectus, students will make an oral presentation setting their proposed topic in comparative perspective.

#### Dissertation Defense

When the student's dissertation committee accepts the completed dissertation, the candidate must defend it at the final oral examination.

### The Joint Degree of Master of Arts in Women's and Gender Studies for Doctoral Students in Comparative History

During the course of their work toward the Ph.D., students in comparative history may earn a joint M.A. with women's and gender studies by completing the following requirements in conjunction with program requirements for the M.A.

**A.** WMGS 205a, the foundational course in women's and gender studies. Under certain circumstances, an alternative course may be substituted for WMGS 205a. See advisor and women's and gender studies program coordinator for approval.

**B.** One course in feminist research methodologies (WMGS 198a or the Feminist Inquiry course offered through the Graduate Consortium in Women's Studies).

**C.** Two elective courses in women's and gender studies, one inside and one outside the history department.

**D.** Participation in a fall semester noncredit women's and gender studies graduate proseminar.

**E.** A thesis or substantial research paper of 25-35 pages on a topic related to the joint degree.

For further information about the joint M.A., please see the Women's and Gender Studies Program section found elsewhere in this *Bulletin*.

### American History

#### Program of Study

Doctoral candidates must complete three years in residence at Brandeis and a minimum of 16 semester courses. Programs of study and major will be formulated for each student, subject to the approval of the executive committee. Students who do not maintain an A- average may not be continued in the program.

Incoming students normally will be expected to take two double-credit courses of Directed Research in American History in their first year of residence. The committee may, at its discretion, grant a student transfer credit of up to one year toward the Ph.D. residence requirement for relevant graduate or professional work done elsewhere. Application for such credit shall be considered only after a student has completed one term's residence in a full-time program. The second 300-level Directed Research course may be waived by the committee on the basis of a master's thesis or comparable research project at the graduate or professional level done elsewhere. In the first year all students enroll in the Colloquium in American History.

#### Teaching Requirement

As part of the graduate training program, Ph.D. students serve as teaching fellows for four semesters, normally during their second and third years of study. All teaching fellows enroll in a section of HIST 340a and b, which provides supervision as well as instruction in the aims and techniques of teaching American history at the college level.

#### Residence Requirement

The minimum residence requirement for doctoral students is three years.

#### Language Requirement

A high level of reading proficiency in one foreign language is required of all students. Students are expected to pass the language examination during the first year of residence. The completion of language requirements at another university does not exempt the candidate from the Brandeis requirement.

### Qualifying Examination

Each doctoral candidate must pass at the doctoral level a qualifying examination in the following four fields: (1) general American history, one examiner to be in early American history and the other in modern American history; (2) a period of specialization in American history; (3) an area of comparative modern European, Asian, Latin American, or African history; (4) a related discipline in the social sciences or humanities, or a subdiscipline in history.

All proposed fields must be submitted in writing and approved by the executive committee. The period of specialization will normally be selected from the following: 1607-1763, 1763-1815, 1815-1877, 1877-1914, 1914-present.

The comparative history field may focus on such themes as 19th-century emigration/immigration, 18th-century American and European political and social philosophy, the history of the modern family, or the frontier in global perspective. The fourth field may involve training in politics, international relations, or literature, for example, to provide perspectives and methods that can illuminate historical problems. Or it can involve a subdiscipline in history that has a distinctive subject matter and methodology, such as American social, legal, ecological, or intellectual history.

Students entering the program without previous graduate training in American history are expected to take the qualifying examination no later than the end of their fifth term of residence and must pass the examination by the end of the sixth term. Students who have earned an M.A. degree in history elsewhere are expected to take and pass the qualifying examination by the end of their second year in the program.

Qualifying examinations will be taken separately for each of the fields, with the general American field coming at the end. For each of the fields (2), (3), and (4), as above, the student will choose one appropriate faculty member with the approval of the chair of the program. That faculty member, in consultation with the student, will define the requirements, course of preparation, and mode of examination (written and/or oral) for the field.

For the general American field, the chair will appoint two members of the executive committee as examiners. The two faculty members in consultation with the student will define in advance the major themes or problems on which the examination will be based. So far as possible, fields (3) and (4), as above, should be selected with a view to broadening and deepening the student's understanding of his/her American history fields and providing valuable background for the dissertation work.

With the consent of the chair and the professor concerned, qualified students in appropriate cases may be examined in fields (3) or (4), as above, by a faculty member at another university. Moreover, with the consent of the executive committee, examinations in fields (3) or (4), as above, may be waived for students with the M.A., J.D., or other advanced degrees.

#### Dissertation

During the early stages of their dissertation work, students are expected to present a prospectus in a Works-in-Progress session attended by the program's students and faculty. When the dissertation is accepted by the committee, a Final Oral Examination will be scheduled at which the candidate must successfully defend his/her dissertation before the committee and other members of the faculty who may participate. In most cases a student's dissertation committee consists of the advisor, another American history faculty member, and an outside reader from another university.

### The Joint Degree of Master of Arts in Women's and Gender Studies for Doctoral Students in American History

During the course of their work toward the Ph.D., students in American history may earn a joint M.A. with women's and gender studies by completing the following requirements in conjunction with program requirements for the M.A.

**A.** WMGS 205a, the foundational course in women's and gender studies. Under certain circumstances, an alternative course may be substituted for WMGS 205a. See advisor and women's and gender studies program coordinator for approval.

**B.** One course in feminist research methodologies (WMGS 198a or the Feminist Inquiry course offered through the Graduate Consortium in Women's Studies).

**C.** Two elective courses in women's and gender studies, one inside and one outside the history department.

**D.** Participation in a fall semester noncredit women's and gender studies graduate proseminar.

**E.** A thesis or substantial research paper of 25-35 pages on a topic related to the joint degree.

For further information about the joint M.A., please see the Women's and Gender Studies Program section found elsewhere in this *Bulletin*.

### Courses of Instruction

#### (1-99) Primarily for Undergraduate Students

##### **HIST 51a History of the United States: 1607-1865**

[ ss wi ]

*Refer to the Schedule of Classes each semester for information regarding applicability to the writing intensive requirement.*

An introductory survey of American history to the Civil War. Usually offered every year. Staff

##### **HIST 51b History of the United States: 1865 to the Present**

[ ss ]

An introductory survey of American history from the Civil War to the present. Usually offered every year.

Ms. Jones

##### **HIST 52b Europe from 1789 to the Present**

[ ss ]

*Refer to the Schedule of Classes each semester for information regarding applicability to the writing intensive requirement.*

Analytical introduction to modern European history considering such issues as the French Revolution, economic and social modernization and the industrial revolution, the evolution of modern nationalism, imperialism and socialism, development of the world market, imperialism, diplomacy and war in the 20th century, Bolshevism and the decline of liberalism, modern totalitarianism, World War II, decolonization, the Cold War, the revival of Europe, and the revolutions of 1989. Usually offered every year.

Mr. Jankowski

##### **HIST 55b The History of the Family**

[ ss ]

A social history of the family in Europe from early modern to contemporary times. Topical emphasis on changing patterns in kinship and household structure, child rearing, sex-role differentiation, employment, and marriage. Usually offered every year.

Ms. Kelikian

##### **HIST 56b World History to 1960**

[ ss nw ]

An introductory survey of world history, from the dawn of "civilization" to c.1960. Topics include the establishment and rivalry of political communities, the development of material life, and the historical formation of cultural identities. Usually offered every second year.

Mr. Sreenivasan

##### **HIST 61a Cultures in Conflict since 1300**

[ ss ]

*Required specialized course for the International and Global Studies Program area: Cultures, Identities, and Encounters.* Explores the ways in which cultures and civilizations have collided since 1300, and the ways in which cultural differences account for major wars and conflicts in world history since then. Usually offered every year.

Mr. Freeze and Mr. Jankowski

##### **HIST 71a Latin American History, Pre-Conquest to 1870**

[ hum nw ss ]

Introduction to the historical foundations of Latin America: Amerindian civilizations, Spanish conquest, colonial economy and society, independence movements, and their aftermath. Usually offered every year.

Ms. Arrom

##### **HIST 71b Latin American History, 1870 to the Present**

[ hum nw ss ]

Modern Latin America, with stress on the interactions of economics, politics, and external dependency in the region. Usually offered every year.

Ms. Arrom

##### **HIST 80a Introduction to East Asian Civilization**

[ hum nw ss ]

A selective introduction to the development of forms of thought, social and political institutions, and distinctive cultural contributions of China and Japan from early times to the beginning of the 19th century. Usually offered every year.

Mr. Schrecker

##### **HIST 80b East Asia: Nineteenth Century to the Present (China and Japan)**

[ hum nw ss ]

The civilization of East Asia at the beginning of the 19th century, the impact of the West, the contrasting responses of China and Japan to the confrontation, and the development and nature of their present societies. Usually offered every year.

Mr. Pennington

##### **HIST 98a Readings in History**

Usually offered every year.

Staff

##### **HIST 98b Readings in History**

Usually offered every year.

Staff

##### **HIST 99d Senior Research**

*Does not meet the major requirement in history.*

Seniors who are candidates for degrees with honors in history must register for this course and, under the direction of a faculty member, prepare an honors thesis on a suitable topic. Usually offered every year.

Staff



## (100-199) For Both Undergraduate and Graduate Students

### HIST 100a Fire and Ice: An Ecological Approach to World History

[ ss ]

A survey of world history through the past 10,000 years, with particular attention to the choices that people have made in relation to their changing environment. Usually offered every second year.

Mr. Fischer

### HIST 103a Roman History to 455 C.E.

[ hum ss ]

Survey of Roman history from the early republic through the decline of the empire. Covers the political history of the Roman state and the major social, economic, and religious changes of the period. Usually offered every year.

Mr. Kapelle

### HIST 105b The U.S. and the World, 1898-1945

[ ss ]

Examines U.S. foreign policy and immigration in the early 20th century in order to understand the roots of the current U.S. role in the world. Topics include: transnational flows of labor and capital, imperialism, immigration restriction, race, and citizenship. Special one-time offering, spring 2007.

Mr. McGreevey

### HIST 107b Reform and its Critics in the U.S., 1830-1860: Fanatics, Monomaniacs, and Ruffians

[ ss ]

Focuses on seven major movements between 1830-1860, as well as the formidable opposition to these movements. Examines antislavery, women's rights, nationalism, temperance, welfare, free love, and labor. Special one-time offering, spring 2007.

Mr. Loiacono

### HIST 110a The Civilization of the Early Middle Ages

[ ss ]

Survey of medieval history from the fall of Rome to the year 1000. Topics include the barbarian invasions, the Byzantine Empire, the Dark Ages, the Carolingian Empire, feudalism, manorialism, and the Vikings. Usually offered every second year.

Mr. Kapelle

### HIST 110b The Civilization of the High and Late Middle Ages

[ ss ]

Survey of European history from 1000 to 1450. Topics include the Crusades, the birth of towns, the creation of kingdoms, the papacy, the peasantry, the universities, the Black Death, and the Hundred Years War. Usually offered every second year.

Mr. Kapelle

### HIST 112b The Crusades and the Expansion of Medieval Europe

[ ss ]

Survey of the relationships between Medieval Europe and neighboring cultures, beginning with the decline of Byzantium. Topics include a detailed look at the Crusades, the Spanish reconquista, the Crusader kingdoms, economic growth, and the foundations of imperialism. Usually offered every third year.

Mr. Kapelle

### HIST 113a English Medieval History

[ ss ]

Survey of English history from the Anglo-Saxon invasions to the 15th century. Topics include the heroic age, the Viking invasions, and development of the English kingdom from the Norman conquest through the Hundred Years War. Usually offered every third year.

Mr. Kapelle

### HIST 115a History of Comparative Race and Ethnic Relations

[ ss ]

*This course may not be repeated for credit by students who have taken AAAS 116b in previous years.*

Explores and understands the origin and nature of racial and ethnic differences in the United States, South Africa, and Brazil. Explores how theoreticians explain and account for differences and how race and ethnicity relate to economic class and social institutions. Usually offered every second year.

Mr. Sundiata

### HIST 116a Black Homeland: West Africa

[ nw ss ]

Surveys the history of the ancestral land of most African Americans from the rise of the great African empires through the period of the slave trade and colonialism. Traces the rise of African nationalism up to 1960. Usually offered every second year.

Mr. Sundiata

### HIST 120a Britain in the Later Middle Ages

[ ss ]

Exploration of the critical changes in government and society in the British Isles from the late 14th to the 16th century. Topics include the Black Death, the lordship of Ireland, the Hundred Years War, the Scottish War of Independence, economic change, the Tudors, and the Reformation. Usually offered every third year.

Mr. Kapelle

### HIST 123a The Renaissance

[ ss ]

Culture, society, and economy in the Italian city-state (with particular attention to Florence) from feudalism to the rise of the modern state. Usually offered every second year.

Mr. Kapelle

### HIST 123b Reformation Europe (1400-1600)

[ ss wi ]

Survey of Protestant and Catholic efforts to reform religion in the 15th and 16th centuries. Topics include scholastic theology, popular piety and anticlericalism, Luther's break with Rome, the rise of Calvinism, Henry VIII and the English Reformation, the Catholic resurgence, and the impact of reform efforts on the lives of common people. Usually offered every third year.

Mr. Sreenivasan

### HIST 126a Early Modern Europe (1500-1700)

[ qr ss ]

Survey of politics, ideas, and society in Western Europe in the 16th and 17th centuries. Focuses on the changing relationship between the emerging modern state and its subjects. Topics include the development of ideologies of resistance and conformity, regional loyalties and the problems of empire, changing technologies of war and repression, and the social foundations of order and disorder. Usually offered every third year.

Mr. Sreenivasan

### HIST 127b Household and Family in Late Medieval and Early Modern Europe (1300-1800)

[ qr ss ]

An examination of the fundamental building block of pre-modern European society. Topics include the demographic structures, economic foundations, and governing ideologies that sustained the household, as well as the repercussions of failure or refusal to live according to "normal" forms. Usually offered every second year.

Mr. Sreenivasan

### HIST 130a The French Revolution

[ ss ]

The sources, content, and results of the French Revolution; its place in the broader context of the democratic revolution of the West. A study of the events and analysis of the elements involved. Usually offered every second year.

Staff

### HIST 132a European Thought and Culture: Marlowe to Mill

[ ss ]

Main themes and issues, modes and moods, in philosophy and the sciences, literature and the arts, from the skeptical crisis of the late 16th century to the Romantic upheaval of the early 19th Century. Usually offered every year.

Mr. Binion

**HIST 132b European Thought and Culture since Darwin**

[ ss ]

Main themes and issues, modes and moods, in philosophy and the sciences, literature and the arts, from mid-19th-century Realism to late 20th-century Unrealism. Usually offered every year.

Mr. Binion

**HIST 133a Politics of the Enlightenment**

[ ss ]

*This course may not be repeated for credit by students who have taken POL 185b in previous years.*

The Enlightenment as a source of the intellectual world we live in today. Examination of some of the political, philosophical, and scientific writings of the philosophers. Usually offered every third year.

Mr. Hulliung

**HIST 133b Rights and Revolutions: History of Natural Rights**

[ ss ]

*This course may not be taken for credit by students who have taken HOID 127a in the spring of 2003.*

An examination of the doctrine of national rights, its significance in the contemporary world, its historical development, and its role in revolutionary politics. The English and French Declarations of 1689, 1776, and 1789 will be compared and contrasted. Usually offered every second or third year.

Mr. Hulliung

**HIST 134a Nineteenth-Century Europe: From Revolution to National Unification (1789-1870)**

[ ss ]

The demographic, economic, and French revolutions; Napoleonic imperium; instability and revolt in restoration Europe; romanticism; urbanization and industrialization; revolutions of 1848; national unification and ethnic politics; the "liberal era." Usually offered every second year.

Staff

**HIST 134b Nineteenth-Century Europe: Nationalism, Imperialism, Socialism (1850-1919)**

[ ss ]

The world of nation-states; urbanization and mature industrial societies; science and culture; attacks on liberal civilization; socialism, collectivism, and imperialism; domestic tensions and world politics. Usually offered every second year.

Staff

**HIST 137a Evolution of the International System, 1815 to the Present**

[ ss ]

The evolution of the modern international system from 1815 to the present. Focuses on the domestic bases of international strengths and changes in the balance of power from Napoleon to the end of the Cold War. Usually offered every fourth year.

Staff

**HIST 137b World War I**

[ ss ]

Examines the opening global conflict of the 20th century. Topics include the destruction of the old European order, the origins of total war, the cultural and social crisis it provoked, and the long-term consequences for Europe and the world. Usually offered every second year.

Mr. Jankowski

**HIST 139b Fascism East and West**

[ ss ]

A comparative analysis of dictatorship in Europe, Japan, and Latin America during the 20th century. Topical emphasis on the social origins, mass culture, and political organization of authoritarian regimes. Usually offered every third year.

Ms. Kelikian

**HIST 140a A History of Fashion in Europe**

[ ss wi ]

Looks at costume, trade in garments, and clothing consumption in Europe from 1600 to 1950. Topics include sumptuous fashion, class and gender distinctions in wardrobe, and the rise of department stores. Usually offered every third year.

Ms. Kelikian

**HIST 141b Studies in British History: 1830 to the Present**

[ ss ]

Topics include Victorian society and culture, Britain in the world economy, liberalism, socialism, and the rise of labor, democracy, and collectivism between the wars, labor in power, mass culture, the Thatcher Revolution. Usually offered every second year.

Staff

**HIST 142a Crime, Deviance, and Confinement in Modern Europe**

[ ss wi ]

Examines the crisis of law and order in old regime states and explores the prison and asylum systems that emerged in modern Europe. Surveys psychiatry and forensic science from the Napoleonic period until World War II. Usually offered every third year.

Ms. Kelikian

**HIST 142b Europe since 1945**

[ ss ]

Examines the impact of the end of the Eurocentric world system, including the division of East from West Europe, the German question, the impact of decolonization, the involvement of the United States, the growth of the European community, and the collapse of communism. Usually offered every third year.

Mr. Jankowski

**HIST 145b Introduction to Modern France**

[ ss ]

Explores French politics and society from 1789 to the present. Emphasis on the shocks from which it has had to recover, including revolutions, wars, and foreign occupation, the implantation of stable institutions, and the continuing role of intellectuals in French society. Usually offered every second year.

Mr. Jankowski

**HIST 146a Romantic Europe, 1798-1848**

[ ss wi ]

Revolution and reaction; social ferment; religion, philosophy, and ideology; the arts and sciences; historicism and exoticism, heroism and populism, realism and reverie, vitality and languor, dreams and nightmares, in Europe's age of Romanticism. Lectures; common readings; individual research. Usually offered every second year.

Mr. Binion

**HIST 146b Hitler, Germany, and Europe**

[ ss ]

Hitler's personality and politics in their German and European context, 1889-1945. Usually offered every second year.

Mr. Binion

**HIST 147a Imperial Russia**

[ ss wi ]

Examines the processes and problems of modernization—state development, economic growth, social change, cultural achievements, and emergence of revolutionary and terrorist movements. Usually offered every year.

Mr. Freeze

**HIST 147b Twentieth-Century Russia**

[ ss wi ]

Russian history from the 1905 revolution to the present day, with particular emphasis on the Revolution of 1917, Stalinism, culture, and the decline and fall of the USSR. Usually offered every second year.

Mr. Freeze

**HIST 148a Religion and Society in Modern Russia**

[ ss ]

Examines the role of religion, institutional and popular, in the social, political, and cultural development of Russia from the 18th century to the present. Usually offered every second year.

Mr. Freeze

**HIST 148b Central Asia in Modern Times**

[ nw ss ]

Surveys the modern history of Central Asia, emphasizing the 20th century and contemporary history; it gives particular attention to the processes of colonialization and modernization and their impact on the traditional social order and Islamic religious life. Usually offered every year.

Mr. Freeze

**HIST 150b Gettysburg: Its Context in the American Civil War**

[ ss ]

*Prerequisite: HIST 153b is recommended. Consultation with instructor prior to registration is recommended.*

The Battle of Gettysburg will be presented from the perspective of not only the military events that occurred in the summer of 1863, but also the causes and consequences of the battle. Thus, one aim is to address the drama and meaning of the larger conflict through an intense, but far-ranging, discussion of a pivotal event within it. Usually offered every second year.

Mr. Hall

**HIST 151b The American Revolution**

[ ss ]

Explores the causes, character, and consequences of the American war for independence. Usually offered every second year.

Mr. Fischer

**HIST 152a The Literature of American History**

[ ss ]

Readings and discussions on the classical literature of American history, the great books that have shaped our sense of the subject. Usually offered every second year.

Mr. Fischer

**HIST 152b Salem, 1692**

[ ss wi ]

An in-depth investigation of the Salem witch trials of 1692 and their role in American culture during the last 300 years. Focusing on gender, religion, law, and psychology, the class explores primary sources as well as films, plays, and novels. Students will also conduct field research in Salem. Usually offered every third year.

Ms. Kamensky

**HIST 153a Americans at Home: Families and Domestic Environments, 1600 to the Present**

[ ss ]

This survey of nonpublic life in the United States explores the changing nature of families and the material environments that have shaped and reflected American domestic ideals during the last four centuries. Major topics include gender roles and sexuality; production, reproduction, and material culture in the home; conceptions of the life course; racial, ethnic, and regional variations on the family; the evolution of "public" and "private" life; and the relationship between the family and the state. Usually offered every second year.

Ms. Kamensky

**HIST 153b Slavery and the American Civil War**

[ ss ]

A survey of the history of slavery, the American South, the antislavery movement, the coming of the Civil War, and Reconstruction. Usually offered every second year.

Mr. Fischer

**HIST 154b Women in American History, 1600-1865**

[ ss ]

An introductory survey exploring the lives of women in Anglo-America from European settlement through the Civil War. Topics include the "history of women's history"; the role of gender in Native American, African, and European cultures; women's religion, work, and sexuality; and the changing possibilities for female education and expression from the colonial period through the 19th century. Usually offered every fourth year.

Ms. Kamensky

**HIST 157a Americans at Work: American Labor History**

[ ss wi ]

Throughout American history, the vast majority of adults (and many children too) have worked, although not always for pay. Beginning with the colonial period, we shall explore the idea that a job is never just a job; it is also a social signifier of great value. Topics include slavery and servitude, race and gender in the workplace, household labor and its meanings, technological innovation, working-class political movements, and the role of the state in shaping patterns of work. Usually offered every fourth year.

Ms. Jones

**HIST 158b Social History of the Confederate States of America**

[ ss ]

An examination of the brief life of the southern Confederacy, emphasizing regional, racial, class, and gender conflicts within the would-be new nation. Usually offered every third year.

Ms. Jones

**HIST 160a American Legal History I**

[ ss ]

Surveys American legal development from colonial settlement to the Civil War. Major issues include law as an instrument of revolution, capitalism and contract, invention of the police, family law, slavery law, and the Civil War as a constitutional crisis. Usually offered every third year.

Mr. Willrich

**HIST 160b American Legal History II**

[ ss ]

Survey of American legal development from 1865 to the present. Major topics include constitutionalism and racial inequality, the legal response to industrialization, progressivism and the transformation of liberalism, the rise of the administrative state, and rights-based movements for social justice. Usually offered every year.

Mr. Willrich

**HIST 161b American Political History**

[ ss ]

Development of American party politics, the legal system, and government. Special attention paid to the social and cultural determinants of party politics, and economic and social policymaking. Usually offered every second year.

Staff

**HIST 164a Recent American History since 1945**

[ ss ]

American politics, economics, and culture underwent profound transformations in the late 20th century. Examines the period's turmoil, looking especially at origins and legacies. Readings include novels, memoirs, key political and social documents, and film and music excerpts. Usually offered every second year.

Mr. Engerman

**HIST 164b The American Century: The U.S. and the World, 1945 to the Present**

[ ss wi ]

America's global role expanded dramatically in the aftermath of World War II. Explores key aspects of that new role, from the militarization of conflict with the Soviets to activities in the Third World. Usually offered every third year.

Mr. Engerman

**HIST 166b World War II**

[ ss ]

Focuses on the American experience in World War II. From the 1920s to the early 1940s, totalitarian regimes were widely believed to be stronger than open societies. The outcome of World War II demonstrated the opposite. By combining the methods of the old military and political history with the new social, cultural, and economic history, examines history as a structured sequence of contingencies, in which people made choices and choices made a difference. Usually offered every second year.

Mr. Fischer

**HIST 168b America in the Progressive Era: 1890-1920**

[ ss ]

Surveys social and political history during the pivotal decades when America became a "modern" society and nation-state. Topics include populism, racial segregation, social science and public policy, the Roosevelt and Wilson administrations, environmental conservation, and the domestic impact of World War I. Usually offered every second year.

Mr. Willrich

**HIST 169a Thought and Culture in Modern America**

[ ss wi ]

Developments in American philosophy, literature, art, and political theory examined in the context of socioeconomic change. Usually offered every third year.

Mr. Engerman

**HIST 170a Italian Films, Italian Histories**

[ ss wi ]

Explores the relationship between Italian history and Italian film from Unification to 1975. Topics include socialism, fascism, the deportation of Jews, the Resistance, the mafia, and the emergence of an American-style star fixation in the 1960s. Usually offered every second year.

Ms. Kelikian

**HIST 173b Latin American Women: Heroines, Icons, and History**

[ nw ss ]

*Graduate students who wish to take this course for credit must complete additional assignments.*

Explores Latin American women's history by focusing on female icons and heroines such as La Malinche, Sor Juana, Eva Peron, Carmen Miranda, and the Mothers of the Plaza de Mayo. Topics include conquest, mestizaje, religion, independence, tropical exoticism, dictatorship and social movements. Usually offered every year.

Ms. Arrom

**HIST 174a The Legacy of 1898: U.S.-Caribbean Relations since the Spanish-American War**

[ nw ss ]

This seminar explores relations between the Greater Antilles (Cuba, Puerto Rico, Haiti, and the Dominican Republic) and the United States during the 20th century. Topics include interventions, cultural misunderstandings, migration, transnationalism, and Puerto Rican status. Usually offered every third year.

Ms. Arrom

**HIST 176a The Emergence of Modern Japan**

[ nw ss ]

A general introduction to Japan's modern transformation from a late feudal society into a powerful nation-state capable of challenging the Western powers. Particular attention is given to feudal legacies, rapid economic growth, nationalism and ultranationalism, the "Pacific War" between Japan and the United States, the meaning of defeat, issues of postwar democracy, and the workings of the postwar political economy. Usually offered every second year.

Mr. Lyman

**HIST 177b Modern Germany: From Second Empire to Second Republic**

[ ss ]

Offers a systematic examination of modern Germany from the establishment of the German Empire in 1871 to unification in 1990. Primary focus is political and social history. Usually offered every second year.

Staff

**HIST 180b Topics in Modern Chinese History**

[ ss nw ]

*Prerequisite: HIST 80a or 80b or equivalent.* An advanced seminar introducing important issues and approaches in contemporary scholarship on China. Reading, discussion, bibliographical training, and term paper.

Topics will deal with the close of the imperial era and with Sino-American relations. Usually offered every second year.

Mr. Schrecker

**HIST 181a Seminar on Traditional Chinese Thought**

[ nw ss ]

Social, historical, and political theory is one of China's greatest contributions to world civilization. Studies the most influential schools (Confucianism, Mohism, Taoism, and Legalism) through the reading and discussion of original texts. Usually offered every second year.

Mr. Schrecker

**HIST 181b Red Flags/Black Flags: Marxism vs. Anarchism, 1845-1968**

[ ss ]

From Marx's first major book in 1845 to the French upheavals of 1968, the history of left-wing politics and ideas. The struggles between Marxist orthodoxy and anarchist-inspired, left Marxist alternatives. Usually offered every third year.

Mr. Hulliung

**HIST 182a Sino-American Relations from the Eighteenth Century to the Present**

[ ss ]

A seminar providing a historical overview of two centuries of Sino-American relations. Diplomacy and war, mutual perceptions, Americans in China, Chinese emigration and communities in the United States, and relations between the United States and the People's Republic. Usually offered every third year.

Mr. Schrecker

**HIST 182b The Samurai**

[ ss nw ]

A survey of Japanese history that focuses on the evolving social roles of warriors and transnational manifestations of the samurai and his ideals. Topics include understandings of duty and honor, status and gender identity, and the formation of military systems. Special one-time offering, fall 2006.

Mr. Pennington

**HIST 183b Community and Alienation: Social Theory from Hegel to Freud**

[ ss ]

The rise of social theory understood as a response to the trauma of industrialization. Topics include Marx's concept of "alienation," Tonnies's distinction between "community" and "society," Durkheim's notion of "anomie," Weber's account of "disenchantment," and Nietzsche's repudiation of modernity. Usually offered every fourth year.

Mr. Hulliung

**HIST 184a Nation and Empire in Modern East Asia**

[ nw ss ]

Explores nationalism and imperialism in Japanese, Korean and Chinese modern history. Takes students from early Western incursions into the Far East through Japanese imperial activity and on to reconfiguration of East Asia during and after the Cold War. Offered every year.

Mr. Pennington

**HIST 186a Europe in World War II**

[ ss ]

Examines the military and diplomatic, social and economic history of the war. Topics include war origins; allied diplomacy; the neutrals; war propaganda; occupation, resistance, and collaboration; the mass murder of the Jews; "peace feelers"; the war economies; scientific warfare and the development of nuclear weapons; and the origins of the Cold War. Usually offered every third year.

Mr. Jankowski

**HIST 186b War in Vietnam**

[ ss wi ]

A reading and research seminar on the American involvement in Vietnam. Focuses on teaching the history of America's longest war, as well as improving the student's ability to write a research paper using source materials. Usually offered every second year.

Mr. Schrecker

**HIST 189a Topics in the History of Early America**

[ ss ]

Reading and discussion seminar exploring problems in the history of British North America from the first white settlement through the mid-18th century. Usually offered every third year.

Staff



**HIST 189b Reading and Research in American History**

[ ss ]

Advanced coordinated research from primary materials. Students will engage in a common project in American social history. Usually offered every second year.

Mr. Fischer

**HIST 191b Psychohistory**

[ ss ]

The theory and practice of psychohistory from its beginnings as applied psychoanalysis through its emergence as an independent discipline to the main tendencies and controversies in the field today. Usually offered every fourth year.

Mr. Binion

**HIST 192b Romantic and Existentialist Political Thought**

[ ss ]

Readings from Camus, Sartre, Beckett, etc. Examination and criticism of romantic and existentialist theories of politics. Usually offered every second year.

Mr. Hulliung

**HIST 195a American Political Thought: From the Revolution to the Civil War**

[ ss ]

Antebellum America as seen in the writings of Paine, Jefferson, Adams, the Federalists and Antifederalists, the Federalists and Republicans, the Whigs and the Jacksonians, the advocates and opponents of slavery, and the Lincoln-Douglas debates. Usually offered every second year.

Mr. Hulliung

**HIST 195b American Political Thought: From the Gilded Age through the New Deal**

[ ss ]

Topics include the Mugwumps, Populists, Progressives; Teddy Roosevelt and Woodrow Wilson; the New Nationalism and the New Freedom; the continuities and discontinuities of the New Deal and the Progressive Era. Usually offered every second year.

Mr. Hulliung

**HIST 196a American Political Thought: From the 1950s to the Present**

[ ss ]

Covers the New Left of the 1960s, its rejection of the outlook of the 1950s, the efforts of liberals to save the New Left agenda in the New Politics of the 1970s, and the reaction against the New Left in the neoconservative movement. Usually offered every second year.

Mr. Hulliung

**(200 and above) Primarily for Graduate Students****CHIS 300d Research Papers**

Specific sections for individual faculty members as requested. Offered every year. Staff

**CHIS 320a Readings**

Specific sections for individual faculty members as requested. Offered every year. Staff

**CHIS 320b Readings**

Specific sections for individual faculty members as requested. Offered every year. Staff

**CHIS 400d Dissertation Research**

Specific sections for individual faculty members as requested. Offered every year. Staff

**HIST 200a Colloquium in American History**

Topics vary from year to year. Usually offered every year.

Mr. Fischer

**HIST 200b Colloquium in American History**

An examination of major themes in the historiography of modern America. Topics vary from year to year. Usually offered every year.

Mr. Engerman

**HIST 201a Major Problems in American Legal History**

*This course may not be repeated for credit by students who have taken HIST 168a in previous years.*

An advanced readings seminar on major interpretive issues in the field of American legal history. The seminar examines the different ways historians have interpreted law, political culture, and governing institutions, and their historical relationship to broader social, economic, cultural, and political processes. Usually offered every second year.

Mr. Willrich

**HIST 202a History of the Present**

An advanced readings seminar that explores recent scholarship on American history since 1945, including politics, culture, social movements, and international relations. Usually offered every second year.

Mr. Engerman

**HIST 203a American Historians and American Identity**

Analyzes the major intellectual and institutional changes of the American historical profession since its founding in the late 19th century. By focusing on historians' conceptions of American identity, it also reveals early antecedents to contemporary "identity politics." Usually offered every second year.

Mr. Engerman

**HIST 204a The Worlds of William Bentley**

Graduate research seminar centered on the life and times of Salem minister William Bentley (1759-1819). Through their work with Bentley's diary, as well as field study, archival visits, secondary readings, and group research projects, students explore such topics as religion, politics, economic thought, intellectual life, material culture, gender relations, and the life course in the post-Revolutionary United States. Usually offered every fourth year.

Ms. Kamensky

**HIST 204b Narrative Strategies: Writing History in a Post-Modern Age**

*This course may not be repeated for credit by students who have taken HIST 188a in previous years.*

This reading seminar and writing workshop explores the changing nature of the historian's craft in an age when notions like "objectivity," authors' control over texts, even the possibility of verifiable truth have come under attack. Explores theoretical writings on post-modern narrative, but focuses mainly on practice: reading and writing history that engages these concerns. Usually offered every second year.

Ms. Kamensky

**HIST 205a Social Politics in the Progressive Era**

*May not be repeated for credit by students who have taken HIST 187b in previous years.*

An advanced readings seminar that examines the different ways historians have interpreted the origins, causes, and consequences of social politics in Progressive Era America (1890). Usually offered every second year.

Mr. Willrich

**HIST 206a Problems in American Women's History**

[ ss ]

Selected readings in the history of American women, with an emphasis on historiography, research methodology, and the conceptual frameworks of several major, recent secondary works in the field. Usually offered every fourth year.

Ms. Jones

**HIST 210a Historical Research: Methods and New Departures**

Provides an introduction to research methods and the main current approaches (conceptual, methodological, thematic) in historical writing. Usually offered every year.

Mr. Binion

**HIST 211a Seminar in Comparative History**

Designed for first- and second-year graduate students. Usually offered every second year.

Mr. Freeze

**HIST 213a Historiography**

A critical analysis of classical historiography. Usually offered every second year.

Mr. Hulliung

**HIST 215a World History**

Designed to introduce students to the methods, sources, and writings about global and non-Western histories. Taught collectively by specialists in Latin American, Asian, African, and Middle Eastern history. Usually offered every second year.

Mr. Sreenivasan

**HIST 221a Colloquium in European Comparative History since the Eighteenth Century**

Designed for first-year graduate students. Comparative examination of major historical issues in Europe from the 18th through the 20th centuries. Usually offered every second year.

Ms. Kelikian

**HIST 221b Colloquium in Early Modern European History**

*This course may not be repeated for credit by students who have taken HIST 199a in previous years.*

An introduction to the major episodes in the religious, social, political, and intellectual history of early modern Europe (ca. 1450-1800), with special attention given to methods of historical scholarship and discussion of various historiographic interpretations. Usually offered every year.

Mr. Sreenivasan

**HIST 300e Directed Research in American History**

Students will normally elect one research topic in the fall term and the spring of the first year. Each is designed to provide experience in designing, researching, and writing a substantial essay of a monographic character, based on extensive use of sources. Each is equivalent of two full courses. Specific research topics are selected by the student in consultation with the professor. Usually offered every year.

Staff

**HIST 301d Directed Research in American History for M.A. Students**

Year-long research project designed to provide experience in designing, researching, and writing a substantial essay of a monographic character, based on extensive use of primary sources. Students select a specific research topic in consultation with the advisor. The course covers two semesters, with one course credit given in each term. Usually offered every year.

Staff

**HIST 320a Readings in American History**

Usually offered every term. Specific sections for individual faculty members as requested.

Staff

**HIST 320b Readings in American History**

Usually offered every term. Specific sections for individual faculty members as requested.

Staff

**HIST 340a Teaching in American History**

Usually offered every term. Supervised graduate teaching in American history.

Staff

**HIST 340b Teaching in American History**

Usually offered every term. Supervised graduate teaching in American history.

Staff

**HIST 401d Dissertation Research**

Usually offered every semester. Specific sections for individual faculty members as requested.

Staff

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**Cross-Listed Courses**


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**AAAS 18b**

Africa and the West

**AAAS 70a**

Introduction to Afro-American History

**AAAS 85a**

Survey of Southern African History

**AAAS 115a**

Introduction to African History

**AMST 101a**

American Environmental History

**AMST 104b**

Boston and its Suburbs: Environment and History

**ANTH 108b**

History, Time, and Tradition

**CLAS 100a**

Survey of Greek History: Bronze Age to 323 B.C.E.

**CLAS 115b**

Topics in Greek and Roman History

**CLAS 120a**

Age of Caesar

**GECS 155a**

Modern German Jewish History

**IMES 104a**

Islam: Civilization and Institutions

**NEJS 35a**

History of the Jews from 1492 to the Present

**NEJS 135a**

The Modern Jewish Experience

**NEJS 136a**

History and Culture of the Jews in East-Central Europe to 1914

**NEJS 136b**

History and Culture of the Jews in East-Central Europe, 1914 to the Present

**NEJS 137a**

The Destruction of European Jewry

**NEJS 137b**

A History of the Jews in Warsaw, Lodz, Vilna, and Odessa

**NEJS 138a**

Genocide

**NEJS 140a**

History of the Jews from the Maccabees to 1497

**NEJS 140b**

The Jews in Europe to 1791

**NEJS 142a**

Modern History of East European Jewry

**NEJS 145a**

History of the State of Israel, Zionism to the Present

**NEJS 150b**

History of Poland since 1750

**NEJS 151b**

Ghettos, Gondolas, and Gelato: The Italian Jewish Experience

**NEJS 152b**

Anti-Judaism, Antisemitism, and Anti-Zionism

**NEJS 162a**

American Judaism

**NEJS 167a**

East European Jewish Immigration to the United States

**NEJS 188a**

The Rise and Decline of the Ottoman Empire, 1300-1800

**POL 113b**

The American Presidency

**POL 124a**

Race and Politics in the United States

An interdepartmental program

Courses of Study:  
Minor

## History of Ideas

### Objectives

Santayana put it well: "Those who cannot remember the past are condemned to repeat it." To understand the significance of our beliefs and commitments—even to understand the significance of the questions and problems that beset us—we need to trace their sources and their history. Because ideas are expressed in social and political institutions as well as in philosophical, scientific, religious, and literary works, the program in the History of Ideas (HOID) is distinguished by its multidisciplinary approach. Since political structures and institutions are themselves articulated in vigorous intellectual debates, we need to understand the ideas that have formed and that continue to form them. HOID proposes to provide students with the historical background of the issues and values that have shaped their interests. It is intended to provide students with the skills and the knowledge, the guidance and the freedom to construct a focused and rigorous course of study, one that explores the historical transformation of a set of ideas and institutions across several traditional disciplines.

### How to Become a Minor

In order to declare a minor, students should meet with the undergraduate advising head of the History of Ideas Program, who will help them to plan a course of study tailored to their intellectual needs while meeting core and elective requirements.

### Committee

**Bernard Yack, Chair**  
(Politics)

**David Engerman, Chair, International and Global Studies**  
(History)

**Richard Gaskins, Director, Legal Studies**  
(American Studies)

**Robin Feuer Miller, Chair, German, Russian, and Asian Languages and Literature**  
(German, Russian, and Asian Languages and Literature)

**David Powelstock, Chair, Russian and East European Studies**  
(German, Russian, and Asian Languages and Literature)

**Michael Randall, Undergraduate Advising Head**  
(Romance and Comparative Literature)

### Requirements for the Minor

The minor has three requirements:

**A.** Two History of Ideas Seminars. One such seminar will be offered each term. Topics and faculty for the seminars will change each year. All seminars will include guest presentations by invited scholars from outside Brandeis.

The seminar for fall 2006 will be: POL 192b, Topics in Political Theory "The Idea of Liberty," Mr. Yack (Politics)

The seminar for spring 2007 will be: PHIL 13b, The Idea of the Market: Economic Philosophies, Mr. Gaskins (American Studies)

**B.** Three courses selected in consultation with the HOID undergraduate advisor, at least two of which will be taken in departments or programs beyond the student's major(s). When joining the program, students will write a brief statement explaining the intellectual relationships that connect the subject matter of these three courses. Only one course from a student's major—or one from each major, in the case of double majors—may be counted toward the total of five courses required for the minor.

**C.** Students will present a substantial research paper or project to HOID faculty and students at a spring colloquium. This paper or project may develop out of work done in a History of Ideas seminar. But it can also be drawn from independent research, such as a Senior Thesis or Independent Study, or from other work that students have done since coming to Brandeis. The colloquium is designed to give students the opportunity to engage with each other about their creative work at Brandeis.

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## Courses of Instruction

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### (1-99) Primarily for Undergraduate Students

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#### HOID 98a Independent Study

Usually offered every year.  
Staff

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#### HOID 98b Independent Study

Usually offered every year.  
Staff

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## History of Ideas Seminars

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#### PHIL 13b

The Idea of the Market: Economic Philosophies

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#### POL 192b

Seminar: Topics in Law and Political Theory

A graduate program

Course of Study:  
Master of Arts

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# The Hornstein Jewish Professional Leadership Program

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## Objectives

The Hornstein Jewish Professional Leadership Program prepares leaders to confront the challenges of a fast-changing Jewish community. Educationally robust and intellectually rigorous, the program offers two separate leadership tracks:

A dual-degree (M.A./M.B.A.) program with Brandeis's Heller School of Social Policy and Management.

A dual M.A. program with Brandeis's Department of Near Eastern and Judaic Studies.

Both programs combine top-quality scholarship, professional education, and carefully selected fieldwork experiences in order to equip leaders with the tools necessary to shape 21st-century Jewish life.

Students in Hornstein have the opportunity to study with outstanding scholars and practitioners whose work shapes Jewish discourse, policy, and professional practice. The curriculum integrates courses in Jewish studies, non-profit management, and Jewish communal leadership and highlights the roles of research, evaluation, and reflective practice in achieving professional success.

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## 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 addition, applicants are expected to submit results of either the Graduate Management Admission Test (for the Hornstein-Heller program) or the Graduate Record Examination (for the Hornstein-NEJS program), as well as a statement that describes the applicant's Jewish background and future professional plans, and a sample of written material. Applicants are required to arrange for a personal interview. Contact [hornstein@brandeis.edu](mailto:hornstein@brandeis.edu) for further details.

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## Faculty

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#### Jonathan D. Sarna, Director

American Jewish history. Judaism in the Americas.

#### Sharon Feiman-Nemser

Jewish education. Teacher preparation.

#### Sherry Israel

American Jewish community and demography.

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#### Jon Levisohn

Philosophy of education.

#### David Mersky

Philanthropy and fundraising.

#### Joseph Reimer

Jewish educational leadership.

#### Marlene Schultz

Fieldwork. Group work.

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#### Susan Shevitz

Organizational behavior, planning, and leadership. Jewish education.

#### 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

### Hornstein-Heller School for Social Policy and Management M.A./M.B.A. Program

#### Program of Study

This program prepares professional leaders with the full complement of business and nonprofit skills, as well as specialized knowledge of Judaic studies and contemporary Jewish life. The program blends The Heller School's management curriculum with the Hornstein program's integrated approach to Jewish leadership training. Graduates of the dual degree program receive two master's degrees: a Master of Arts in Jewish professional leadership from the Hornstein program and an M.B.A. from The Heller School for Social Policy and Management.

The dual degree is comprised of 20 courses, completed in five semesters, including the summer between years one and two. Roughly half of these courses are in Heller and half in Hornstein. In addition students are required to successfully complete a supervised field experience in a Boston-area Jewish organization and a team consulting project for a local agency.

#### 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 to the Graduate School of Arts and Sciences.

#### Supervised Field Experience

Supervised fieldwork is an integral part of the Hornstein program. These intensive and powerful professional experiences at local and regional agencies help students develop practical skills, learn to turn theory into action, and become self-reflective practitioners.

#### Foster Seminar in Israel on Contemporary Jewish Life

An intensive examination of contemporary issues in Israeli society and its relationship with Diaspora communities.

#### Residence Requirement

The residence requirement is five semesters 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. An intensive four-week Hebrew preparatory program is available to students in the summer prior to their enrollment through the Brandeis Hebrew Language Summer Institute, and is highly recommended.

### Cocurricular Requirements

#### Seminar on Contemporary Jewish Issues

A mandatory bi-weekly seminar, planned and coordinated with student involvement, provides for discussion of central issues in Jewish communal life and brings students face to face with visionary leaders from around the country.

#### Starr Colloquium

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

Students participate in a three-day seminar about Jewish communal leadership with an outstanding leader of the Jewish communal world.

## Hornstein-Near Eastern and Judaic Studies Dual M.A. Program

#### Program of Study

This program is for students who aspire to professional careers in the Jewish community. It provides a nuanced understanding of the contemporary Jewish community, background in Jewish studies, as well as a set of professional skills and values. The dual degree is comprised of 20 courses, completed in five semesters, including the summer between years one and two.

Students take nine graduate level (100- level or higher) NEJS or HBRW courses, including NEJS 234a which has a prerequisite of NEJS 5a or its equivalent (NEJS 5a may not be taken for credit). At least one of these courses must be in the area of Bible and Ancient Near East, and at least one in the era between the end of the Biblical Period and the onset of modernity. In addition, students take nine Hornstein courses that focus on contemporary issues and professional perspectives. These include 7.5 required core Hornstein courses as well as field experiences. A seminar in Israel is also part of the program's requirements. In addition, two electives from outside Hornstein/NEJS are selected with the input of the student's advisors. These electives may be taken in Heller, IBS, psychology, sociology, cultural production or other departments or programs. A series of co-curricular learning experiences is also required, including a seminar at national Jewish agencies in New York, and seminars on and off campus with leaders of the Jewish community. Each student's program is individualized, and is created in conjunction with advisors from Hornstein and NEJS.

#### Admission

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

#### Supervised Field Experience

Supervised fieldwork is an integral part of the Hornstein program. These intensive and powerful professional experiences at local and regional agencies help students develop practical skills, learn to turn theory into action, and become self-reflective practitioners.

#### Foster Seminar in Israel on Contemporary Jewish Life

An intensive examination of contemporary issues in Israeli society and its relationship with Diaspora communities.

#### Residence Requirement

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

#### Language Requirement

All candidates are required to demonstrate proficiency in modern Hebrew. An intensive four-week Hebrew preparatory program is available to students in the summer prior to their enrollment through the Brandeis Hebrew Language Summer Institute and is highly recommended. Students may fulfill the Hebrew language requirement in one of three ways:

1. by passing (B- or above) a 40- or higher level Hebrew course,
2. by passing an examination offered in April of each year;
3. by passing HBRW 202a, which will typically be offered each year.

#### Final Project

Students must complete a master's project that reflects and integrates their study in this joint program.

### Cocurricular Requirements

#### Seminar on Contemporary Jewish Issues

A mandatory bi-weekly seminar, planned and coordinated with student involvement, provides for discussion of central issues in Jewish communal life and brings students face to face with visionary leaders from around the country.

**Starr Colloquium**

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**

Students participate in a three-day seminar about Jewish communal leadership with an outstanding leader of the Jewish communal world.

**Affiliated Institutes**

The Hornstein program has affiliated institutes and programs 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 Jewish Philanthropy and Leadership:** Brings academic expertise to the study and practice of fundraising, philanthropy, and leadership in the American Jewish community. For more information, please see [www.cmjs.org/fbi](http://www.cmjs.org/fbi).

**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](http://www.brandeis.edu/genesis).

**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. For more information, please see [www.brandeis.edu/ije](http://www.brandeis.edu/ije).

**Maurice and Marilyn Cohen Center for Modern Jewish Studies:** The Maurice and Marilyn Cohen Center for Modern Jewish Studies (CCMJS) is a multidisciplinary research center dedicated to bringing the concepts, theories, and techniques of social science to bear on the study of modern Jewish life. For more information, please see [www.cmjs.org](http://www.cmjs.org).

**Mandel Center for Studies in Jewish Education:** The Mandel Center is dedicated to the study and improvement of Jewish education. Through its initiatives in Jewish education, the Mandel Center contributes to a flourishing Jewish present and future. For more information, please see [www.brandeis.edu/centers/mandel](http://www.brandeis.edu/centers/mandel).

**Steinhardt Social Research Institute:** Collects, analyzes, and disseminates unbiased data about the Jewish community and about religion and ethnicity in the United States. For more information, please see [www.ssri.cmjs.org](http://www.ssri.cmjs.org).

**Courses of Instruction****(200 and above) Primarily for Graduate Students****HRNS 202b Jewish Identity and Learning Through the Life Cycle**

*This course may not be repeated for credit by students who have taken JCS 202b in previous years.*

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.

Mr. Reimer

**HRNS 206b Informal Education in Jewish Settings**

*This course may not be repeated for credit by students who have taken JCS 206b in previous years.*

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.

Mr. Reimer

**HRNS 215a The Developing Learner in a Jewish Educational Setting**

*This course may not be repeated for credit by students who have taken JCS 215a in previous years.*

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.

Mr. Reimer

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

*This course may not be repeated for credit by students who have taken JCS 228b in previous years. 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.*

The environment of Jewish life is very different today than it was in times past. This course explores changes in Jewish life as a manifestation of deeper paradigm shifts taking place in society, and examines the impact these changes have on the communal, institutional and individual levels. Students investigate specific changes going on from applied and theoretical perspectives, and reflect on some of the best thinking about organizational change as it pertains to the Jewish community and to the roles and skills needed by Jewish professionals in this dynamic environment. Usually offered every year.

Ms. Shevitz

**HRNS 229a Jewish Polity and Organizational Life**

*This course may not be repeated for credit by students who have taken JCS 229a in previous years. Core course required for all first-year Hornstein students. Also open to undergraduate seniors and to graduate students from other departments with permission and signature of instructor. As there is a field component, students must consult the primary instructor prior to enrolling.*

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. A significant component focuses on field observation and experience. Usually offered every year.

Ms. Israel and Ms. Schultz

**HRNS 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.

Ms. Shevitz

**HRNS 237b Organizational Theory and Behavior**

*Core course required of all Hornstein students.*

Organizations, even when carefully designed to be effective and benign environments, have characteristics that sometimes confound and frustrate the most dedicated professional. 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 gain perspectives and skills to help them productively work in communal institutions. Usually offered every year.

Ms. Shevitz

**HRNS 239b History and Philosophy of Jewish Philanthropy and Fundraising**

*This course may not be repeated for credit by students who have taken JCS 239b in previous years.*

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.

Mr. Mersky

**HRNS 240a Jewish Advocacy: History, Issues, and Trends**

*This course may not be repeated for credit by students who have taken JCS 240a in previous years.*

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.

Staff

**HRNS 241a Skills and Techniques in Jewish Philanthropy and Fundraising**

*This course may not be repeated for credit by students who have taken JCS 241a in previous years.*

Provides a conceptual framework and develops a community organizational approach to organizing and implementing fundraising campaigns for Jewish communal organizations. Usually offered every fall.

Mr. Mersky

**HRNS 243b Financial Resource Development for the Nonprofit Agency**

*Prerequisite: HRNS 241a. This course may not be repeated for credit by students who have taken JCS 243b in previous years.*

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.

Mr. Mersky

**HRNS 250d Seminar in Planning and Leadership**

*This course may not be repeated for credit by students who have taken JCS 250d in previous years.*

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.

Ms. Shevitz

**HRNS 287a Methods in Jewish Community Research**

*This course may not be repeated for credit by students who have taken JCS 287a in previous years.*

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.

Staff

**HRNS 300a Readings in International Jewish Community**

Staff

**HRNS 301b Readings in Jewish Education**

Mr. Reimer

**HRNS 305a Readings in Child Development**

Mr. Reimer

**HRNS 306a Readings in Informal Jewish Education**

Mr. Reimer

**HRNS 309a Readings in Pluralism in Jewish Education**

Ms. Shevitz

**HRNS 350a Foster Seminar in Israel on Contemporary Jewish Life**

An intensive examination of contemporary issues in Israeli society and its relationship with Diaspora communities.

Staff

**HRNS 390a Independent Study**

Staff

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# Independent Interdisciplinary Major

Courses of Study:  
Major (B.A.)

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## Objectives

An Independent Interdisciplinary Major (IIM) offers students with interdisciplinary intellectual interests the opportunity to design a course of study not available in the regular curriculum. Each IIM is designed around a topic, theme, issue, or set of questions that cannot be adequately addressed within the context of existing majors or minors. A proven record of academic achievement, seriousness of purpose, and intellectual curiosity are prerequisites for this endeavor. The skills necessary to pursue an IIM include the ability to work independently, to analyze and synthesize materials from different disciplines, and to work one-on-one in sustained dialogue with faculty members.

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## How to Become a Major

An IIM must be designed in collaboration with three faculty members from at least two different departments. While it is acceptable to have faculty from the International Business School, or from the Heller Graduate School, at least one member of the committee must be from the College of Arts and Sciences. Students must present and receive approval of a proposal no later than the end of their junior year. Seniors may not propose an IIM during their final semester at Brandeis.

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## Requirements for the Major

**A.** Students must receive approval by the Undergraduate Curriculum Committee before the end of their junior year.

**B.** Core Courses: Twelve courses (48 credits) from various academic departments. A maximum of four courses (16 credits) may be from study abroad, summer school or cross-registration.

**C.** One Senior Experience: IIM 98b: Independent Study (one semester).  
-or-  
IIM 99d: Senior Research (two semesters).

**D.** Students who wish to be considered for "departmental" honors must achieve a 3.25 cumulative grade point average and must complete the two semester (eight credits) IIM 99d option to produce a senior honors project or thesis.

The proposal should describe the role each potential course plays in their curriculum and how the various courses relate to one another. In addition to discussing their intellectual, academic and career goals, students must address why designing an IIM is more desirable than completing two separate majors or a combination of major and minor. The proposal consists of four parts: the proposed curriculum forms, a proposal statement no longer than three pages in length, a letter of endorsement signed by all three members of the faculty committee, and evidence of comparable majors offered at other colleges and universities. The proposal will ultimately be reviewed by faculty members from the Undergraduate Curriculum Committee (UCC) and the Committee on Academic Standing (COAS), which meets during the second half of each semester. This group will evaluate the proposal and make recommendations to the Undergraduate Curriculum Committee, which grants final approval of all IIM proposals.

Students who wish to develop a proposal for an Independent Interdisciplinary Major should consult with the Office of Undergraduate Academic Affairs.

**E.** Courses with a grade of "pass" can not count toward the major.

**F.** No more than four courses may double count toward another major or two courses toward another minor. No more than six courses may be used toward any additional major(s) and minor.

**G.** No course with a final grade below a C- may count toward the major.

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## Special Notes Relating to Undergraduates

Interested students should stop by the Office of Undergraduate Academic Affairs or visit [www.brandeis.edu/uaa/advpol/IIMmajor.html](http://www.brandeis.edu/uaa/advpol/IIMmajor.html) to view the entire Independent Interdisciplinary Major guidelines and proposal.

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## Courses of Instruction

### IIM 98b Senior Essay

Usually offered every year.  
Staff

### IIM 99d Senior Research

Usually offered every year.  
Staff



An interdepartmental program

## International and Global Studies

Courses of Study:  
Minor  
Major (B.A.)

### Objectives

International and global studies (IGS) is an interdisciplinary program that provides students with an opportunity to understand the complex processes of globalization that have so profoundly affected politics, economics, culture, society, the environment, and many other facets of our lives. After a set of four foundational courses (a gateway introductory survey and three core courses), students specialize in a key area: Cultures, Identities, and Encounters; Global Economy; Global Environment; Global Governance; Global Media and Communications; Inequalities and Poverty; or an independent specialization. To gain a deeper understanding of other cultures, IGS majors take one additional language course (beyond the University requirement) and complete either study abroad or an internship abroad (or some combination of the two). The IGS program thus combines a set of rigorous foundational courses, an opportunity to focus on a key problem of globalization, and a combination of superior language skills and international residency (study or work) for meaningful, firsthand experiential learning.

### How to Become a Major or Minor

Students who wish to major or minor in international and global studies may choose as an advisor any faculty member teaching in the IGS program, but are encouraged to work with the head of the specialization that they choose. Although IGS fulfills the University requirements as a major, students will often find it highly advantageous to combine it with another major or minor in a specific discipline or area studies curriculum.

Students should take Introduction to International and Global Studies (IGS 10a) during their first or second year; this course provides a systematic introduction to the key issues of contemporary global change, provides an overview of the specializations (from which the student will later choose), and gives an orientation to the options for international internships and study abroad. In addition, students must take three core courses in the disciplines of anthropology (ANTH 1a, Introduction to the Comparative Study of Human Societies), economics (ECON 8b, Global Economy or IGS 8a, Economic Principles and Globalization), and politics (POL 15a, Introduction to International Relations). These foundational courses should be completed by the end of the sophomore year.

### Committee

**David Engerman, Chair**  
(History)

**Chad Bown**  
(Economics)

**Steven Burg**  
(Politics)

**George Ross**  
(Sociology)

**Faith Smith**  
(African and Afro-American Studies;  
English and American Literature)

**Marion Smiley**  
(Philosophy)

**Janet McIntosh**  
(Anthropology)

**Dan L. Perlman**  
(Biology)

### Requirements for the Major

**A. Gateway Course:** IGS 10a (Introduction to International and Global Studies)

**B. Core Courses:** ANTH 1a (Introduction to the Comparative Study of Human Societies), ECON 8b (Global Economy) or IGS 8a (Economic Principles and Globalization) and POL 15a (Introduction to International Relations).

**C. Four courses in a specialization.** The six specializations cover a range of topics, while each requires four courses from within its list of specialization courses, the specializations do have different structures. The six specializations are:

1. Cultures, Identities and Encounters (one required course and three electives)
2. Global Economy (three courses from the required course list and one elective)
3. Global Environment (any four courses from the course list and two suggested foundational courses)
4. Global Governance (any four courses from the course list, with at least one from each sub-track recommended and one suggested foundational course)

5. Inequality, Poverty, and Global Justice (two courses from each of the two sub-tracks)

6. Media, Communications, and the Arts (any four courses from the course list, with at least one from each sub-track recommended and two suggested foundational courses)

**D. Electives:** At least two additional courses from another area of specialization, none of which may be listed under the student's primary area of specialization. Students are encouraged to choose foundational courses from other specializations.

**E. Auxiliary Language Study:** One course beyond the University foreign language requirement, normally in the student's primary language of study; the instruction must be in the foreign language. This may be fulfilled by enrolling in an additional language course at Brandeis or during study abroad. This requirement will be waived if a student is exempted from the University foreign language requirement.

**F. Study Abroad and International Internship:** Students may satisfy this requirement by one semester of study abroad, by participating in an approved international internship, or by some combination of the two. Although one semester of study abroad is sufficient by itself, it is highly desirable that students participate, simultaneously, in a part-time internship. The international internship ordinarily must be for a minimum of six weeks (either in the summer or regular term); it must be approved by the undergraduate advising head. In special cases, and with the approval of the undergraduate advising head, students may perform the international internship at an agency that is located in the United States but directly engaged in international and global issues. Students who participate in an independent internship may apply to receive course credit for the internship by submitting, upon their return to the University, a substantial analytical paper about their experience.

**G. Senior Thesis (optional):** Exceptional students interested in completing an honors thesis as seniors should apply to the honors coordinator, preferably in the spring of their junior year. Thesis students must have a minimum GPA of 3.3 in the courses counted towards the IGS major, and be engaged on a thesis project closely tied to IGS themes (as determined by the IGS honors coordinator). The student's primary thesis advisor should be an IGS faculty member — any faculty member who teaches an IGS or IGS cross-listed course. The examining committee for the thesis must include at least two other faculty members, at least one of whom teaches an IGS or IGS cross-listed course. Thesis students will register for IGS 99d (a full-year course) with the thesis advisor. The first semester of IGS 99d may be used towards the requirement of two IGS electives (See requirement D, above.) IGS departmental honors are based on the examining committee's evaluation of the completed thesis and the record in courses for the IGS major.

**H.** No more than five courses from any one department will be counted towards the major.

## Requirements for the Minor

**A. Gateway Course:** IGS 10a (Introduction to International and Global Studies)

**B. Core Courses:** ANTH 1a (Introduction to the Comparative Study of Human Societies), ECON 8b (Global Economy) or IGS 8a (Economic Principles and Globalization) and POL 15a (Introduction to International Relations).

**C. Electives:** Two courses from two different areas of specialization.

**D.** No more than three of these courses may count toward another minor.

## Courses of Instruction

### (1-99) Primarily for Undergraduate Students

#### IGS 8a Economic Principles and Globalization

[ ss ]

*Students who have previously taken ECON 2a and ECON 8b may not receive credit for IGS 8a.*

An introduction to basic economic principles needed to understand the causes and economic effects of increased international flows of goods, people, firms, and money. International economic institutions (World Trade Organization, International Monetary Fund, World Bank). Strategies for economic development. Globalization controversies (global warming, sweatshops). Usually offered every year.

Mr. Coiner

#### IGS 10a Introduction to International and Global Studies

[ ss ]

"Globalization" touches us more every day. Introduces the challenges of globalization to national and international governance, economic success, individual and group identities, cultural diversity, the environment, and inequalities within and between nations, regions of the globe, gender, and race. Usually offered every year.

Mr. Freeze and Mr. Ross

#### IGS 92a Global Studies Internship

Usually offered every year.

Staff

#### IGS 98a Independent Study

Usually offered every year.

Staff

#### IGS 98b Independent Study

Staff

#### IGS 99d Senior Research

Seniors who are candidates for degrees with honors in IGS must register for this course and, under the direction of a faculty member, prepare an honors thesis on a suitable topic. Usually offered every year.

Staff

## Core Courses

#### ANTH 1a

Introduction to the Comparative Study of Human Societies

#### ECON 8b

The Global Economy

#### IGS 8a

Economic Principles and Globalization

#### IGS 10a

Introduction to International and Global Studies

#### POL 15a

Introduction to International Relations

## Cultures, Identities, and Encounters

### Required Course

#### HIST 61a

Cultures in Conflict since 1300

**Electives****AAAS 18b**

Africa and the West

**AAAS 125b**

Caribbean Women and Globalization: Sexuality, Citizenship, Work

**AAAS 143b**

History of Islam in West Africa: Tolerance, Spirituality, and Freedom

**AAAS 145b**

What is Race?

**AAAS 165b**

Literature, Society, and Identity in Francophone Africa Under Colonial Rule

**AMST 140b**

The Asian American Experience

**AMST 142b**

Love, Law, and Labor: Asian American Women and Literature

**ANTH 80a**

Anthropology of Religion

**ANTH 129b**

Global, Transnational, and Diasporic Communities

**ANTH 139b**

Language, Ethnicity, and Nationalism

**COML 120b**

Dangerous Writers and Writers in Danger

**ENG 37a**

Post-Imperial Fictions

**ENG 111b**

Post-Colonial Theory

**ENG 155a**

Literature and Empire

**FA 192a**

Studies in Modern Art

**FREN 137a**

The Twentieth and Twenty-First Centuries: Plague, War, and Human Power

**FREN 165b**

Francophone Literature of Africa

**GECS 160a**

In the Shadow of the Holocaust: Global Encounters

**HIST 56b**

World History to 1960

**HIST 71b**

Latin American History, 1870 to the Present

**HIST 80b**

East Asia: Nineteenth Century to the Present (China and Japan)

**HIST 148b**

Central Asia in Modern Times

**HIST 174a**

The Legacy of 1898: U.S.-Caribbean Relations since the Spanish-American War

**HIST 182a**

Sino-American Relations from the Eighteenth Century to the Present

**IMES 104a**

Islam: Civilization and Institutions

**MUS 31b**

Music and Globalization

**NEJS 141b**

Zionism and its Critics

**NEJS 144a**

Jews in the World of Islam

**POL 127b**

Seminar: Managing Ethnic Conflict

**POL 145b**

The Islamic Challenge: Politics and Religion in the West

**SAL 110b**

South Asian Postcolonial Writers

**SAL 140a**

We Who Are at Home Everywhere: Narratives from the South Asian Diaspora

**SAL 170b**

South Asia in the Colonial Archive

**SECS 169a**

Travel Writing and the Americas: Columbus's Legacy

**SOC 122a**

The Sociology of American Immigration

**SOC 128a**

Religion and Globalization

**WMGS 5a**

Women and Gender in Culture and Society

**WMGS 105b**

Feminist Theories in Historical and Cross-Cultural Perspective

**Global Economy****Required Courses**

Student must choose three out of four courses:

**BUS 70a**

Business in the Global Economy

**ECON 57a**

Environmental Economics

**ECON 60b**

The Economics of International Trade Disputes

**ECON 175a**

Introduction to the Economics of Development

**Electives****AAAS 80a**

Economy and Society in Africa

**AAAS 126b**

Political Economy of the Third World

**ECON 61a**

The Economics of Reprivatization in the New Europe

**ECON 65a**

The Economics of Globalization

**ECON 141b**

Economics of Innovation

**ECON 160a**

International Trade Theory

**ECON 161a**

International Finance

**ECON 176a**

The Household, Health, and Hunger in Developing Countries

**POL 172b**

Introduction to International Political Economy

**POL 180b**

Sustaining Development

**Global Environment****Suggested Foundational Courses****AMST 20a**

Environmental Issues

**ECON 57a**

Environmental Economics

**Electives****AAAS 158a**

Theories of Development and Underdevelopment

**AMST 101a**

American Environmental History

**AMST 102a**

Women, the Environment, and Social Justice

**AMST 106b**

Food and Farming in America

**ANTH 55a**

Models of Development

**BIOL 17b**

Conservation Biology

**BIOL 23a**

Evolutionary Ecology

**BIOL 134b**

Tropical Ecology

**BISC 2a**

Human Reproduction, Population Explosion, Global Consequences

**BISC 3b**

Humans and the Environment

**CHEM 33a**

Environmental Chemistry

**CHSC 3b**

Solving Environmental Challenges: The Role of Chemistry

**ENVS 15a**

Reason to Hope: Managing the Global Commons for Peace

**ENVS 16b**

People, Places, and Environment: The Geography of World Regions

**ENVS 17b**

Global Warming and Nuclear Winter

**HIST 100a**

Fire and Ice: An Ecological Approach to World History

**POL 180b**

Sustaining Development

**SOC 112a**

Topics on Women and Development

**Global Governance****Suggested Foundational Course****POL 172b**

Introduction to International Political Economy

**Global Governance: Global Challenges Sub-Area****AAAS 60a**

Economics of Third World Hunger

**AAAS 117a**

Communications and Social Change in Developing Nations

**AAAS 126b**

Political Economy of the Third World

**AAAS 158a**

Theories of Development and Underdevelopment

**ANTH 139b**

Language, Ethnicity, and Nationalism

**FREN 111a**

The Republic

**HIST 164b**

The American Century: The U.S. and the World, 1945 to the Present

**NEJS 189a**

The Arab-Israeli Conflict

**POL 131b**

Social Movements in Latin America

**POL 146b**

Seminar: Topics in Revolutions in the Third World

**POL 158b**

Comparative Perspectives on the Law and Politics of Group Rights

**POL 161b**

Causes and Prevention of War

**POL 163b**

Gender in International Relations

**POL 164a**

Conflict and Peacemaking in the Middle East

**POL 169b**

U.S. Policy in the Middle East

**POL 172b**

Introduction to International Political Economy

**SOC 112a**

Topics on Women and Development

**SOC 119a**

War and Possibilities of Peace

**Global Governance: Transnational Cooperation and Conflict Sub-Area****AAAS 163b**

Africa in World Politics

**LGLS 124b**

International Law and Development

**LGLS 125b**

International Law and Organizations

**LGLS 128b**

Comparative Law

**NEJS 144b**

Conflict and Consensus in Israeli Society

**PHIL 19a**

Human Rights

**POL 127a**

Ending Deadly Conflict

**POL 127b**

Seminar: Managing Ethnic Conflict

**POL 149a**

Germany and European Unification

**POL 153a**

The New Europe: European Economic and Political Integration

**POL 160b**

World Politics since 1945

**POL 163a**

Seminar: Human Rights and International Relations

**POL 166b**

Seminar: Issues in International Political Economy

**POL 174b**

Seminar: Problems of National Security

**POL 175b**

Global Civil Society

**POL 176a**

Seminar: International Intervention

**POL 178a**

Seminar: International Politics of the Pacific

**POL 180b**

Sustaining Development

**Media, Communications, and the Arts****Suggested Foundational Course****ANTH 26a**

Communication and Media

**SOC 120b**

Globalization and the Media

**Media, Communications, and the Arts: Defining Media Sub-Area****AMST 134b**

The New Media in America

**ANTH 26a**

Communication and Media

**ANTH 114b**

Verbal Art and Cultural Performance

**ANTH 130b**

Visuality and Culture

**ANTH 153a**

Writing Systems and Scribal Traditions

**FA 20b**

Introduction to Visual Culture

**SOC 146a**

Mass Communication Theory



**Media, Communications, and the Arts:  
Communicating across Cultures Sub-Area**

**AAAS 134b**

Novel and Film of the African Diaspora

**AMST 132b**

International Affairs and the American Media

**ANTH 112a**

African Art and Aesthetics

**ANTH 184b**

Cross-Cultural Art and Aesthetics

**COML 122b**

Writing Home and Abroad: Literature by Women of Color

**ENG 77b**

Literatures of Global English

**ENG 127a**

The Novel in India

**ENG 127b**

Migrating Bodies, Migrating Texts

**ENG 187b**

American Writers and World Affairs

**FREN 110a**

Cultural Representations

**RECS 160a**

Contemporary East European Literature

**THA 115b**

The Avant-Garde

**Inequality, Poverty, and Global Justice**

Students following the Inequality, Poverty, and Global Justice track must choose two courses from each sub-area below.

**Inequality, Poverty, and Global Justice:  
Inequality and Development Sub-Area**

**AAAS 18b**

Africa and the West

**AAAS 60a**

Economics of Third World Hunger

**AAAS 80a**

Economy and Society in Africa

**AAAS 123a**

Third World Ideologies

**ANTH 55a**

Models of Development

**ANTH 127a**

Medicine, Body, and Culture

**ANTH 142a**

AIDS: Science, Society, and Policy

**ANTH 163b**

Production, Consumption, and Exchange

**ECON 176a**

The Household, Health, and Hunger in Developing Countries

**HS 110a**

Wealth and Poverty

**HSSP 102a**

Global Perspectives on Health

**POL 159a**

Seminar: The Politics of the Modern Welfare State: Women, Workers, and Social Citizenship

**Inequality, Poverty, and Global Justice:  
Gender, Racial, and Ethnic Inequalities  
Sub-Area**

**ANTH 129b**

Global, Transnational, and Diasporic Communities

**ANTH 139b**

Language, Ethnicity, and Nationalism

**ANTH 144a**

The Anthropology of Gender

**HIST 115a**

History of Comparative Race and Ethnic Relations

**NEJS 187a**

Political Islam

**NEJS 187b**

Shi'ism and Political Protest in the Middle East

**POL 128a**

The Politics of Revolution: State Violence and Popular Insurgency in the Third World

**POL 131b**

Social Movements in Latin America

**SOC 107a**

Global Apartheid and Global Social Movements

**WMGS 5a**

Women and Gender in Culture and Society

An interdepartmental program

Courses of Study:  
Minor

# Internet Studies

## Objectives

The Internet provides powerful tools to change how we work, how we play, how we learn, how we live. Its significance may well rival that of the printing press and of writing itself, with a timetable that is enormously accelerated. By supporting rapid and cheap communications it has fostered a truly global economic system and transformed societies throughout the world. The program in Internet studies affords opportunities for students and faculty members to study the evolution of this revolutionary technology and its pervasive political, economic, cultural, and artistic ramifications in a multidisciplinary framework. It highlights the socioeconomic forces that shape the Internet and the global response to it and helps students to frame the information revolution in critical perspective. The program's interdisciplinary approach adds an important liberal arts perspective for students whose focus is primarily technical and supplies the essential technical component for students whose primary interests lie in the realm of social, humanistic, and artistic concerns.

## How to Become a Minor

The program is open to all Brandeis undergraduates. To enroll in the program, consult with a member of the Internet Studies Program committee and fill out declaration forms from the Office of Academic Affairs. Students who complete the requirements of the program receive Internet studies certificates and notations on their transcripts.

## Committee

**Timothy Hickey, Chair**  
(Computer Science)

**Anne Carter**  
(Economics)

**Richard Gaskins**  
(American Studies)

**Benjamin Gomes-Casseres**  
(International Business School)

**Caren Irr**  
(English and American Literature)

**David Jacobson**  
(Anthropology)

## Requirements for the Program

Students must complete six courses. Students may "double count" only two courses toward their major and this program.

**A.** Two core courses: COSI 2a (Introduction to Computers) and COSI 33b (Internet and Society). Computer science majors may substitute COSI 21a for COSI 2a.

**B.** Three elective courses from the program listing. The list of approved elective courses will change from year to year as the departments, the Internet, and society changes.

**C.** One senior research course: an independent study, internship, or senior honors thesis in the student's major (with an emphasis on some aspect of Internet studies as approved by a member of the program's faculty), or a senior seminar in Internet studies if offered.

## Courses of Instruction

### (1-99) Primarily for Undergraduate Students

**INET 92a Internship in Internet Studies**  
Usually offered every year.  
Staff

**INET 92b Internship in Internet Studies**  
Usually offered every year.  
Staff

**INET 98a Independent Study**  
Usually offered every year.  
Staff

**INET 98b Independent Study**  
Usually offered every year.  
Staff

### Core Courses

**COSI 2a**  
Introduction to Computers

**COSI 33b**  
Internet and Society

### Elective Courses

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

**AMST 131b**  
News on Screen

**AMST 134b**  
The New Media in America

**ANTH 138a**  
Social Relations in Cyberspace

**ANTH 174b**  
Virtual Communities

**BUS 40a**  
Business and the Internet

**COSI 11a**  
Programming in Java and C

**COSI 25a**  
Human-Computer Interaction

**COSI 118a**  
Computer Supported Cooperation

**ECON 141b**  
Economics of Innovation

**ENG 101b**  
Cyber-Theory

**FA 20b**  
Introduction to Visual Culture

**LGLS 129b**  
Law, Technology, and Innovation

**LGLS 150a**  
Law and Society in Cyberspace

An interdepartmental program

## Islamic and Middle Eastern Studies

Courses of Study:  
Minor  
Major (B.A.)

### Objectives

The Islamic and Middle Eastern studies (IMES) major is an interdisciplinary curriculum sponsored by the Department of Near Eastern and Judaic Studies in conjunction with the faculty from several other departments. It is designed to provide a strong foundation in Middle Eastern studies with a specialized knowledge of Islam. The major requires students to take elective courses from the departments represented by the faculty committee. Key contributing departments, in addition to Near Eastern and Judaic Studies, include politics, history, economics, sociology, African and Afro-American studies, and anthropology. With a solid training in language, political theory and praxis, history, economics, sociology, and anthropology, the major is especially appropriate for students wishing to pursue graduate work, particularly in the field of Middle Eastern studies, or for those who wish to pursue careers dealing directly or indirectly with the Middle East.

### How to Become a Major or Minor

Students who wish to major in Islamic and Middle Eastern studies must take the core course in Islamic civilization (IMES 104a) and at least two full years of a Middle Eastern language. The two years of language may be comprised of either two years of Arabic or, alternatively, one year of Arabic and one year of another Middle Eastern language such as Persian, Turkish, or Hebrew. Students who are fluent in Arabic, Persian, or Turkish may be exempted from the language requirements for a major in IMES upon approval by the chair of IMES. In addition, with the goal of achieving a balanced understanding of the overall field of study, the student must take two courses in the classical period and two courses in the modern as well as three courses to be chosen from the wide intellectual variety of elective courses. One of the three elective courses may be Arabic 40b, which also counts as part of the two years of language requirements. Study in the Middle East for a term or a year is encouraged. As a culmination of the student's education, he or she is encouraged to write a senior thesis with emphasis on some aspects of Islamic and Middle Eastern studies.

### Committee

**Avigdor Levy, Chair and Advising Head (2006-2007)**  
(Near Eastern and Judaic Studies)

**Tzvi Abusch**  
(Near Eastern and Judaic Studies)

**Seyom Brown**  
(Politics)

**Gordon Fellman**  
(Sociology)

**Joseph Lumbard**  
(Near Eastern and Judaic Studies)

**Kanan Makiya**  
(Near Eastern and Judaic Studies)

**Leonard Muellner**  
(Classical Studies)

**Yitzhak Nakash (on leave 2006-2007)**  
(Near Eastern and Judaic Studies)

**Wellington Nyangoni**  
(African and Afro-American Studies)

**Ibrahim Sundiata**  
(African and Afro-American Studies; History)

**Ilan Troen**  
(Near Eastern and Judaic Studies)

## Requirements for the Major

**A.** Either four semesters of Arabic (usually ARBC 10a, 20b, 30a, and 40b) or two semesters of Arabic and two semesters of another Middle Eastern language such as Persian, Turkish, or Hebrew. Students who are fluent in Arabic, Persian, or Turkish may be exempted from the language requirements upon approval by the chair of IMES.

**B.** Core course: IMES 104a (Islam: Civilization and Institutions).

**C.** Two courses pertaining to the classical period (e.g., ARBC 103a, 103b [formerly NEJS 103a, 103b], NEJS 144a, 186a [formerly NEJS 129a], 186b [formerly 129a], 188a [formerly NEJS 147a]).

**D.** Two courses pertaining to the modern period (e.g., 145a [formerly 157a], 185b [formerly 145b], 187a [formerly 148a], NEJS 187b [formerly 143b], 188b [formerly 146b], 189a [formerly 147b], 197b, SOC 157a, WMGS 195b [formerly NEJS 195b]).

**E.** Three additional courses from the list of electives below.

## Requirements for the Minor

**A.** Two semesters of a Middle Eastern language.

**B.** Core course: IMES 104a (Islam: Civilization and Institutions).

**C.** At least one course pertaining to the classical period from the following electives: ARBC 103a and b (formerly NEJS 103a and b), NEJS 144a, 188a (formerly 147a), 186a (formerly 110a).

**D.** At least one course pertaining to the modern period from the following electives: NEJS 145a (formerly 157a), 185b (formerly 145b), 187a (formerly 148a), 187b (formerly 143b), 188b (formerly 146b), 189a (formerly 147b), 197b, SOC 157a, WMGS 195b (formerly NEJS 195b).

**E.** Two additional courses from the list of electives below.

## Courses of Instruction

### (1-99) Primarily for Undergraduate Students

#### IMES 98a Independent Study

Usually offered every year.  
Staff

#### IMES 98b Independent Study

Usually offered every year.  
Staff

#### IMES 99d Senior Research

Usually offered every year.  
Staff

### (100-199) For Both Undergraduate and Graduate Students

#### IMES 104a Islam: Civilization and Institutions

[ hum nw ]

Provides a disciplined study of Islamic civilization from its origins to the current state of affairs. Approaches the study from a humanities perspective. Topics covered will include the Qur'an, tradition, law, theology, politics, Islam and other religions, modern developments, women in Islam, and Islam and Middle-Eastern politics. Usually offered every second year.  
Staff

## Elective Courses

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

#### AAAS 60a

Economics of Third World Hunger

#### AAAS 80a

Economy and Society in Africa

#### AAAS 123a

Third World Ideologies

#### AAAS 126b

Political Economy of the Third World

#### AAAS 143b

History of Islam in West Africa: Tolerance, Spirituality, and Freedom

#### AAAS 163b

Africa in World Politics

#### AAAS 175a

Comparative Politics of North Africa

#### ANTH 80a

Anthropology of Religion

#### ANTH 118b

Peoples and Societies of the Middle East

#### ANTH 133a

Culture and Power in Africa

#### ARBC 103a

Advanced Literary Arabic

#### ARBC 103b

Advanced Literary Arabic

#### ECON 175a

Introduction to the Economics of Development

#### HIST 110a

The Civilization of the Early Middle Ages

#### HIST 110b

The Civilization of the High and Late Middle Ages

#### HIST 134b

Nineteenth-Century Europe: Nationalism, Imperialism, Socialism (1850-1919)

#### HIST 137a

Evolution of the International System, 1815 to the Present

#### HIST 142b

Europe since 1945

#### HIST 148b

Central Asia in Modern Times

#### HIST 186a

Europe in World War II

#### NEJS 104a

Comparative Grammar of Semitic Languages

#### NEJS 113b

Law in the Bible and the Ancient Near East

#### NEJS 114b

Biblical Ritual, Cult, and Magic



- 
- NEJS 130a**  
The New Testament: A Historical Introduction
- NEJS 135a**  
The Modern Jewish Experience
- NEJS 144a**  
Jews in the World of Islam
- NEJS 185a**  
Topics in Israeli Social History
- NEJS 185b**  
The Making of the Modern Middle East
- NEJS 188a**  
The Rise and Decline of the Ottoman Empire, 1300-1800
- NEJS 188b**  
The Destruction of the Ottoman Empire, 1800-1923
- NEJS 189a**  
The Arab-Israeli Conflict
- NEJS 191a**  
Introduction to Islamic Theology
- NEJS 192a**  
War and Peace in Israeli Thought and Praxis
- NEJS 193a**  
Societies in Conflict: Exploring the Middle East through Authentic Materials
- NEJS 194a**  
Civil Society in the Middle East
- NEJS 195a**  
Military and Politics in the Middle East
- NEJS 196a**  
Marriage, Divorce, and Sexual Ethics in Islamic Law
- NEJS 196b**  
Women, Gender, and Islamic Civilization
- NEJS 197b**  
Political Cultures of the Middle East
- NEJS 198b**  
Modern Islamic Thought: The Eighteenth Century through the Contemporary Era
- NEJS 285a**  
Social History of the Middle East
- NEJS 291a**  
History and Memory in the Middle East
- NEJS 293a**  
The Question of Palestine
- POL 128a**  
The Politics of Revolution: State Violence and Popular Insurgency in the Third World
- POL 164a**  
Conflict and Peacemaking in the Middle East
- POL 169b**  
U.S. Policy in the Middle East
- SOC 119a**  
War and Possibilities of Peace
- SOC 157a**  
Sociology of the Israeli-Palestinian Confrontation
- SOC 161a**  
Society, State, and Power: The Problem of Democracy
- SOC 171a**  
Women Leaders and Transformation in Developing Countries
- SOC 175b**  
Civic Environmentalism

An interdepartmental program

## Italian Studies

Courses of Study:  
Minor  
Major (B.A.)

### Objectives

Italian studies provides an interdisciplinary major and a minor for those who wish to extend their study of Italian beyond language and culture to areas of Italian literature, history, film, art history, and music. The study of Italian within a variety of cultural contexts enables students to deepen their understanding of a national heritage beyond the boundaries of a single time frame, region, gender, genre, or academic discipline. Students are encouraged to study abroad in their junior year and to take advantage of resources within the Boston Area Consortium (Boston College, Boston University, Tufts University, and Wellesley College).

### How to Become a Major or Minor

Students in the major and the minor work closely with an advisor to develop an individualized plan of study that balances the exploration of a broad range of topics and sectors with a focus on a single discipline or cultural period.

### How to Fulfill the Language Requirement

The foreign language requirement is met by successful completion of a third semester course (numbered in the 30s) in the language program.

### How to Choose a Course at Your Level

To choose the appropriate course, you need to take a placement exam. It is a self-graded exam that you can access online at [www.brandeis.edu/registrar/italtest.html](http://www.brandeis.edu/registrar/italtest.html). After finishing the exam, complete the questionnaire online. A faculty member will contact you to discuss your placement. Students who fail to take the online placement exam will not be permitted to enroll.

If you have a score of 620 or above on the Italian SAT II, or a score of 4 or 5 on the Italian AP exam, these scores will automatically fulfill the language requirement, and you are eligible to enroll in 100-level courses.

### Committee

**Richard Lansing, Chair and Undergraduate Advising Head**  
(Romance and Comparative Literature)

**Nives Dal Bo-Wheeler**  
(Romance and Comparative Literature)

**William Kapelle**  
(History)

**Alice Kelikian**  
(History)

**James Mandrell**  
(Romance and Comparative Literature)

**Charles McClendon**  
(Fine Arts)

**Michael McGrade**  
(Music)

**Benjamin Ravid**  
(Near Eastern and Judaic Studies)

**Paola Servino**  
(Romance and Comparative Literature)

**Jonathan Unglaub**  
(Fine Arts)

### Requirements for the Major

The major in Italian studies consists of a minimum of nine semester courses, including the completion of one advanced language course, three literature courses, four courses from the related disciplines, and completion of the senior option. Students seeking honors will take a minimum of ten courses, configured as follows.

**A.** At least one advanced language course: ITAL 105a or ITAL 106a

**B.** Three literature courses: ITAL 110a, ITAL 120b, IECS 135a, IECS 140a, COML 102b, COML 103b

**C.** Any four of the following courses relating to Italian culture, or other courses approved by the student's advisor:

FA 45a	St. Peter's and the Vatican
FA 51a	Art of the Early Renaissance in Italy
FA 58b	High and Late Renaissance in Italy
FA 60a	Baroque in Italy and Spain
FA 197b	Methods and Approaches in the History of Art: Leonardo da Vinci

HIST 123a  
HIST 129b  
HIST 138b

HIST 139a  
HIST 139b  
HIST 170a  
HIST 176b  
MUS 52a  
NEJS 151b

The Renaissance  
Science and Religion: The Trial of Galileo  
Industrialization and Social Change:  
1900 to the Present  
Women, Work, and Family  
Fascism East and West  
Italian Films, Italian Histories  
Modern Italy 1848-1990  
Opera  
Ghettos, Gondolas, and Gelato: The Italian Jewish Experience

**D.** Concentrators must complete either ITAL 97 (senior essay) or ITAL 99 (senior thesis) in their senior year, or an equivalent course or courses in a cognate department which results in the writing of a senior essay or senior thesis on a subject relating to Italy.

**E.** Students are strongly encouraged to study abroad during their junior year, for either one or two semesters. Equivalent or appropriate courses taken abroad may count towards the concentration. Students who are unable to engage in study abroad are encouraged to avail themselves of relevant courses offered by Consortium institutions in the Boston area (principally Wellesley College, Boston College, Boston University, Tufts University).

## Requirements for the Minor

A minor in Italian studies consists of the five semester courses:

- A.** An advanced language course: ITAL 105a or ITAL 106a  
**B.** A literature course: ITAL 110a, ITAL 120b, IECS 135a, or IECS 140a

**C.** Any two of the Italian-related culture courses listed in C above, or other courses approved by the student's advisor.

**D.** Any elective course from the listings in A, B, or C.

## Courses of Instruction

### (1-99) Primarily for Undergraduate Students

#### ITAL 10a Beginning Italian

*Prerequisite: Students enrolling for the first time in an Italian course at Brandeis must take the online placement exam*

[www.brandeis.edu/registrar/italtest.html](http://www.brandeis.edu/registrar/italtest.html).

For students who have had no previous study of Italian. A systematic presentation of the basic grammar and vocabulary of the language within the context of Italian culture, with focus on all four language skills: listening, speaking, reading, and writing. Usually offered every year.

Staff

#### ITAL 20b Continuing Italian

*Prerequisite: ITAL 10a or the equivalent. Students enrolling for the first time in an Italian course at Brandeis must take the online placement exam* [www.brandeis.edu/registrar/italtest.html](http://www.brandeis.edu/registrar/italtest.html).

For students with some previous study of Italian. Continuing presentation of the basic grammar and vocabulary of the language within the context of Italian culture and practice of the four language skills. Special attention to reading and writing skills, as well as guided conversation. Usually offered every year.

Staff

#### ITAL 30a Intermediate Italian

[ fl ]

*Prerequisite: ITAL 20b or the equivalent. Students enrolling for the first time in an Italian course at Brandeis must take the online placement exam* [www.brandeis.edu/registrar/italtest.html](http://www.brandeis.edu/registrar/italtest.html).

Readings in contemporary Italian short stories, newspaper and journal articles, and short essays of cultural interest will be supplemented by video presentations (opera, film, "filmati," and "telegiornale" from RAI) designed to enhance oral comprehension. Typical themes include social conflicts (Fascism, the problem of the "Mezzogiorno") and cultural phenomena (feminism, art, geography). Review of grammar includes written exercises and short compositions. Usually offered every fall.

Staff

#### ITAL 97a Senior Essay

*Students should consult the undergraduate advising head before enrolling. May not be taken for credit by students who have satisfactorily completed ITAL 97b.*

Offers students an opportunity to produce a senior essay under the direction of an individual instructor. Usually offered every fall.

Staff

#### ITAL 97b Senior Essay

*Students should consult the undergraduate advising head before enrolling. May not be taken for credit by students who have satisfactorily completed ITAL 97a.*

Offers students an opportunity to produce a senior essay under the direction of an individual instructor. Usually offered every spring.

Staff

#### ITAL 98a Independent Study

*May be taken only with the written permission of the advising head and the chair of the department.*

Reading and reports under faculty supervision. Usually offered every year.

Staff

#### ITAL 98b Independent Study

*May be taken only with the written permission of the advising head and the chair of the department.*

Reading and reports under faculty supervision. Usually offered every year.

Staff

#### ITAL 99d Senior Thesis

*Students should consult the undergraduate advising head before enrolling.*

Usually offered every year.

Staff

### (100-199) For Both Undergraduate and Graduate Students

#### ITAL 105a Italian Conversation and Composition

[ fl hum wi ]

*Prerequisite: ITAL 30a or the equivalent.*

Provides students with an opportunity to develop their oral and written proficiency in Italian, while familiarizing themselves with different facets of contemporary Italian culture and society. Readings will be supplemented by films and recordings.

Usually offered every second year.

Ms. Servino

#### ITAL 106a Advanced Readings in Italian

[ fl hum ]

*Prerequisite: ITAL 30a or the equivalent.*

Close study and analysis of representative works of Italian literature (prose, poetry, drama) and culture (art, history, music, cinema, politics) designed to enhance the student's reading skills. Usually offered every year.

Mr. Lansing

#### ITAL 110a Introduction to Italian Literature

[ fl hum ]

*Prerequisite: ITAL 30a or the equivalent.*

Surveys the masterpieces of Italian literature from Dante to the present. It is designed to introduce the student to the major authors and literary periods, styles, and genres and present an overview of the history of the literature. Conducted in Italian. Usually offered every second year.

Mr. Lansing

#### ITAL 120b Modern Italian Literature

[ hum fl ]

*Prerequisite: ITAL 30a or the equivalent.*

Analysis of major works by Svevo, Pirandello, Moravia, Silone, Lampedusa, Pavese, Primo Levi, Montale, and Vittorini with respect to the political, economic, and social problems of post-Risorgimento Italy. Conducted in Italian. Usually offered every second year.

Mr. Lansing

#### ITAL 128a Mapping Modern Italian Culture: Inherited Conflicts

[ hum ]

*Prerequisites: ITAL 105a or 106a.*

*Conducted in Italian with Italian texts.* Covers a broad range of cultural topics that exemplify creative responses to historical events and social dilemmas that have shaped contemporary Italian culture. Usually offered every second year.

Mr. Lansing and Ms. Servino

#### IECS 135a Shifting Grounds: Social Change in Italian Fiction and Film

[ hum ]

*Open to all students. Conducted in English with readings in English translation.*

Charts various aspects of social change in Italian society and culture through close readings and discussions of literary and cinematic texts by Manzoni, Verga, Pirandello, Silone, Morante, Calvino, Rossellini, de Sica, Fellini, Pasolini, and Bertolucci, among others. Usually offered every third year.

Mr. Mandrell

**IECS 140a Dante's Divine Comedy**

[ hum ]

*Open to all students. Conducted in English with readings in English translation.*

A close study of the entire poem—*Inferno*, *Purgatorio*, *Paradiso*—as a symbolic vision of reality reflecting the culture and thought—political, philosophical, theological—of the Middle Ages. Readings will include two minor works, the *Vita Nuova* and *World Government*. Usually offered every second year.

Mr. Lansing

**Electives****COML 102a**

Love in the Middle Ages

**COML 103b**

Madness and Folly in Renaissance Literature

**FA 45a**

St. Peter's and the Vatican

**FA 51a**

Art of the Early Renaissance in Italy

**FA 58b**

High and Late Renaissance in Italy

**FA 60a**

Baroque in Italy and Spain

**HIST 123a**

The Renaissance

**HIST 170a**

Italian Films, Italian Histories

**IECS 135a**

Shifting Grounds: Social Change in Italian Fiction and Film

**HIST 139b**

Fascism East and West

**IECS 140a**

Dante's Divine Comedy

**MUS 52a**

Opera

**NEJS 151b**

Ghettos, Gondolas, and Gelato: The Italian Jewish Experience

## Japanese

### Faculty

**Hiroko Sekino**

(German, Russian, and Asian Languages and Literature)

### Courses of Instruction

**(1-99) Primarily for Undergraduate Students****JAPN 10a Beginning Japanese**

*Meets five days per week for a total of five class hours per week.*

Intended for students with no previous knowledge or minimal background. Offers intensive training in basics of Japanese language in all four skill areas: listening, speaking, reading, and writing. Usually offered every fall.

Ms. Sekino

**JAPN 20b Continuing Japanese**

*Prerequisite: JAPN 10a or the equivalent.*

*Meets five days per week for a total of five class hours per week.*

Continuation of JAPN 10a. Usually offered every spring.

Ms. Sekino

**JAPN 30a Intermediate Japanese**

[ fl ]

*Prerequisite: JAPN 20b or the equivalent.*

*Meets five days per week for a total of five class hours per week.*

Continuation of JAPN 20b. Further development of skills in listening, speaking, reading, and writing. Assignments include writing of short essays. Usually offered every fall.

Ms. Sekino

**JAPN 40b Advanced Intermediate Japanese**

[ fl hum ]

*Prerequisite: JAPN 30a or the equivalent.*

*Meets five days per week for a total of five class hours per week.*

Continuation of JAPN 30a. Usually offered every spring.

Ms. Sekino

**JAPN 98a Readings in Japanese**

*Prerequisite: JAPN 40b or the equivalent.*

Usually offered every year.

Ms. Sekino

**JAPN 98b Readings in Japanese**

*Prerequisite: JAPN 40b or the equivalent.*

Usually offered every year.

Ms. Sekino

**(100-199) For Both Undergraduate and Graduate Students****JAPN 105a Advanced Conversation and Composition I**

[ hum fl ]

*Prerequisite: JAPN 40b or the equivalent.*

This course aims to develop students' proficiency in writing, reading, and speaking through reading and discussion of Japanese texts on various topics of relevance. Listening and speaking skills are reinforced through audio, video, guided conversation, discussion of texts, and oral presentation. Usually offered every year.

Ms. Sekino

**JAPN 105b Advanced Conversation and Composition II**

[ hum fl ]

*Signature of the instructor required.*

A continuation of JAPN 105a. Usually offered every year.

Ms. Sekino



**JAPN 120a The World of Early Modern Japanese Literature**

[ hum ]

A survey of the most celebrated works of literature from Japan's early modern period (1600-1868). Explores a wide range of genres, including fiction, travelogues, memoirs, dramatic forms such as the puppet theater and kabuki, as well as poetry in Japanese and Chinese. All readings are available in English translation; Japanese knowledge is not required. Usually offered every second year.

Mr. Fraleigh

**JAPN 125b Putting away Childish Things: Coming of Age in Modern Japanese Literature and Film**

[ hum ]

Explores the ways in which modern Japanese writers and film-makers have represented childhood, youth, and coming of age. A variety of short stories, novels, and memoirs from the 1890s to the present day are read, several recent films are also screened. Usually offered every second year.

Mr. Fraleigh

An interdepartmental program

Courses of Study:  
Minor

## Journalism

### Objectives

The Journalism Program examines the place of the media in the American experience. The program offers students a 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 media 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

**Maura Farrelly, Director**  
(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)**Martin Levin**  
(Politics)**Janet McIntosh**  
(Anthropology)**Laura Miller**  
(Sociology)**Peter Petri**  
(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. Core Courses:** Students will be required to take two out of the following three core courses: AMST 15a (Writing for the Media), AMST 137b (Journalism in 20th Century 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 preapproved outside internship along with JOUR 89a [Contemporary Media: Internship and Analysis]); Senior Writing Project (students write 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

### Core Courses

#### AMST 15a Writing for the Media

[ ss ]

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

#### AMST 137b Journalism in Twentieth-Century America

[ ss ]

Examines what journalists have done, how their enterprise has in fact conformed with their ideals, and what some of the consequences have been for the republic historically. Usually offered every year.  
Mr. Whitfield

#### 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 the American press. Usually offered every year.  
Ms. Farrelly

### (1-99) Primarily for Undergraduate Students

#### AMST 15a Writing for the Media

[ ss ]

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 89a Contemporary Media: Internship and Analysis

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

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

Usually offered every year.  
Staff

#### JOUR 98b Independent Study

Usually offered every year.  
Staff

### (100-199) For Both Undergraduate and Graduate Students

#### JOUR 103b Advertising and the Media

[ ss ]

Combines a historical analysis of advertising with an examination of its contemporary practice. Examines the creative process, advertising across media, and the blurring of the line between advertising and editorial content. Usually offered every second year.  
Ms. Farrelly

#### JOUR 104a Political Packaging in America

[ ss ]

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.  
Staff

#### JOUR 107b Media and Public Policy

[ wi ss ]

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, explores the relationship between policy decisions and public discourse. Usually offered every second year.  
Ms. McNamara

#### JOUR 109b The New Media Landscape

[ ss ]

The fast-changing landscape of new information technologies, from the Internet to wireless networking, is redefining the nature and practice of journalism today. This course explores the political, sociological, legal and ethical issues raised by these new media technologies. The Internet, in particular, is a double-edged sword: It poses both a real threat and opportunity to newspapers and television news, and to the concept of the media's watchdog role in a democracy. It also provides journalists with powerful new tools for news-gathering, but often at the expense of individual privacy rights. Usually offered every year.  
Ms. Bass

#### JOUR 110b Ethics in Journalism

[ ss ]

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.  
Ms. McNamara

#### JOUR 112b Literary Journalism: The Art of Feature Writing

[ ss wi ]

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.  
Mr. Feeney

**JOUR 114b Arts Journalism**

[ ss ]

Introduces students to cultural reporting, profiling, and criticism. Students read and discuss the work of notable past and present practitioners with the aim of enhancing their skills as both consumers and producers of arts journalism. Usually offered every year.

Mr. Feeney

**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 the American press. Usually offered every year.

Ms. Farrelly

**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.

Staff

**JOUR 140b Investigating Justice**

[ ss ]

Explores in depth how journalists cover the criminal justice system and investigate cases of potential wrongful convictions. Students observe, analyze, and write about criminal cases, gain insights into the justice system, and consider the intersection of race, class and ethics. Usually offered every year.

Ms. Cytrynbaum

**Elective Courses**

The following courses are approved for the program. Not all are given in any one year. Please consult the Schedule of Classes 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 138b**

Reporting Contemporary America

**AMST 139b**

Reporting on Gender, Race, and Culture

**Analytical and Research Methods****AMST 191b**

Greening the Ivory Tower: Researching and Improving the Brandeis Environment

**SOC 181a**

Quantitative Methods of Social Inquiry

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

Television and American Culture

**AMST 131b**

News on Screen

**AMST 196d**

Film Workshop: Recording America

**ENG 17a**

The Alternative Press in the United States: 1910-2000

**Communication Theory****ANTH 26a**

Communication and Media

**SOC 146a**

Mass Communication Theory

**Politics, Law, and Ethics****LGLS 137a**

Libel and Defamation, Privacy and Publicity

**POL 110a**

Media, Politics, and Society

**POL 115a**

Constitutional Law

**POL 115b**

Seminar: Constitutional Law and Theory

**POL 116b**

Civil Liberties in America

An interdepartmental program

## Language and Linguistics

Courses of Study:  
Minor  
Major (B.A.)

### Objectives

The major and minor in language and linguistics are designed to offer students multiple perspectives on the study of language: as a universal cognitive faculty, as an interactive mechanism for human development and for constructing social identities, as a spoken and written medium for cultural expression, and as an object and means of philosophical reflection. All these perspectives require training in the formal properties of language, including phonology, morphology, semantics, syntax, and pragmatics. Courses on “generative grammar” attempt to describe formally the nature of a speaker’s knowledge of his or her native language and to place this knowledge in a psychological and biological framework. Other courses in the program explore the role of the study of language in many scientific, social, and humanistic disciplines, such as cognitive science and artificial intelligence, historical philology and epigraphy, literary theory, neuroscience, philosophy of language and logic, psychology, semiotic and linguistic anthropology, and sociolinguistics.

### How to Become a Major or Minor

In order to get the flavor of the field of linguistics, the best way to start is to take LING 100a (Introduction to Linguistics), which deals with the major concepts of the field and the technical tools used to articulate these concepts. The course also introduces students to the feel of doing research on language, through the use of numerous problem sets concerning the organization of a variety of languages.

Students wishing to major or minor in language and linguistics should arrange to meet with the undergraduate advising head to discuss the planning of a program that meets their interests.

### Committee

**James Pustejovsky, Chair and Undergraduate Advising Head**  
(Computer Science)

**Lotus Goldberg**  
(Language and Linguistics)

**Sophia A. Malamud**  
(Anthropology; Language and Linguistics)

**Joan Maling**  
(Psychology; Language and Linguistics)

**Janet McIntosh**  
(Anthropology)

**Leonard C. Mueller**  
(Classical Studies)

**Richard J. Parmentier**  
(Anthropology)

### Affiliated Faculty

**Alan Berger**  
(Philosophy)

**Joan Chevalier**  
(German, Russian, and Asian Languages and Literature)

**Harry Mairson**  
(Computer Science)

**Jerry Samet**  
(Philosophy)

**Javier Urcid**  
(Anthropology)

### Requirements for the Major

**A.** Nine courses are required of all candidates:

1. LING 100a, LING 110a, Ling 120b, and LING 130a.
2. Four additional courses from the LING courses and the elective courses listed below. A student may count no more than three elective courses from another single department toward the fulfillment of the major in Language and Linguistics.
3. One advanced course in a natural language approved by the advisor.

**B.** Honors will be awarded on successful completion of a senior thesis (LING 99d) in addition to the above course requirements. A grade point average of 3.50 or above in language and linguistics courses is normally required.

**C.** A grade of C or better is necessary for all courses offered toward a major in linguistics. No courses offered toward the fulfillment of the requirements for the major may be taken on a pass/fail basis.

**D.** Students may petition the language and linguistics faculty committee for changes in the above program.



## Requirements for the Minor

### A. Five semester courses are required:

1. LING 100a and 120b.
2. LING 110a or LING 130a.

3. Two other courses from the LING courses and the elective courses listed below. A student may count no more than one elective course from another single department toward the fulfillment of the minor in Language and Linguistics.

B. No course offered toward the fulfillment of the requirements for the minor may be taken on a pass/fail basis.

C. Students may petition the language and linguistics faculty committee for changes in the above program.

## Courses of Instruction

### (1-99) Primarily for Undergraduate Students

#### LING 8b Structure of the English Language

[ hum ss ]

*Open to first-year students.*

A nontechnical introduction to the structure of English words and sentences. Classical roots of English vocabulary: word analysis, base forms, and rules of allomorphy. Basic concepts of grammar: categories (noun, adjective, adverb, etc.), functions (subject, object, modifier, etc.), phrases and clauses of various types.

Consists of three class hours and one one-hour recitation per week. Usually offered every year.

Ms. Goldberg

#### LING 98a Readings in Linguistics

Independent reading and research under the direction of a faculty supervisor. When appropriate, a faculty member may organize a small group of students into a senior seminar. Usually offered every year.  
Staff

#### LING 98b Readings in Linguistics

See LING 98a for course description. Usually offered every year.  
Staff

#### LING 99d Senior Research

Involves the student in an independent research project under the supervision of a staff member. A student whose grade point average in linguistics is 3.50 or better may petition at the end of junior year for permission to enter this course. The student's findings are to be presented in writing and defended orally before a committee of staff members. Usually offered every year.  
Staff

### (100-199) For Both Undergraduate and Graduate Students

#### LING 100a Introduction to Linguistics

[ ss ]

*Open to first year students.*

A general introduction to linguistic theory and the principles of linguistic analysis. Students will construct detailed analyses of data from English and other languages in the areas of syntax, semantics, phonetics, and phonology and examine their implications for a theory of language as it is encoded in the human mind. Usually offered every year.

Ms. Malamud and Ms. Mailing

#### LING 110a Phonological Theory

[ ss ]

*Prerequisite: LING 100a.*

An introduction to generative phonology, the theory of natural language sound systems. Includes discussion of articulatory phonetics, distinctive feature theory, the concept of a "natural class," morphology and the nature of morphophonemics, and universal properties of the rules that relate morphophonemic and phonetic representations. Usually offered every second year.

Staff

#### LING 112b Historical Linguistics

[ ss ]

*Prerequisite: LING 100a or permission of the instructor.*

Explores how and why language changes. Methods of linguistic reconstruction and the "comparative method" are introduced and explored. Features a hands-on approach, challenging students to apply principles to examples from a wide variety of languages. Usually offered every third year.

Ms. Chevalier

#### LING 120b Syntactic Theory

[ ss ]

*Prerequisite: LING 100a. LING 8b recommended.*

Extends the syntactic framework developed in the introductory course through the study of such problems as the complement system, the lexicon, and constraints, with emphasis on their relevance to universal grammar. Usually offered every year.

Ms. Maling

#### LING 125b Universal Grammar

[ ss ]

*Prerequisite: LING 100a or permission of the instructor.*

Advanced topics in the theory of language typology and universal grammar. May be repeated for credit with permission of instructor. Usually offered every second year.

Ms. Goldberg

#### LING 128a Investigations in an Unfamiliar Language

[ ss ]

*Prerequisite: ANTH 61b or LING 100a. May not be repeated for credit by students who have taken ANTH 125b in previous semesters.*

Using a native speaker of an unfamiliar language (such as Turkish or Amharic) as a source of data, the class will investigate the structure of the language and compare it with the structure of English and other familiar languages. May be repeated for credit. Usually offered every second year.

Staff

#### LING 130a Semantics: The Structure of Concepts

[ hum ss ]

*Prerequisite: LING 100a or permission of the instructor. LING 8b or LING 120b recommended.*

Explores the semantic structure of language in terms of current linguistic theory. Its goal is to use the structure of language to help discover the characteristics of human concepts. Topics include the nature of word meanings, categorization, and the semantics of spatial and possessional expressions. Usually offered every year.

Ms. Malamud

**LING 190b Topics in Cognitive Science:  
The Structure of Hebrew**

[ ss ]

*Prerequisite: LING 120b and/or LING 130a or permission of the instructor. May be repeated for credit with instructor's permission. Intended primarily for upper-class majors, but open to other qualified students.*

This year's topic is the linguistic structure of a particular language, and the language for this year will be Modern Hebrew. Using the tools provided by generative grammar and the theories it comprises, this course will develop a formal picture of the syntax, morphology, and phonology of the language — i.e. the structure of its sentences, words, and sound patterns. Usually offered every fourth year.

Staff

**LING 197a Language Acquisition and Development**

[ ss ]

*Prerequisite: LING 100a or permission of the instructor.*

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, and phonology. The overall goal is to arrive at a coherent picture of the language learning process. Usually offered every third year.

Staff

**LING 199a Directed Research in Linguistics**

[ ss ]

Usually offered every year.

Staff

**LING 199b Directed Research in Linguistics**

[ ss ]

Usually offered every year.

Staff

**Elective Courses****ANTH 61b**

Language in American Life

**ANTH 126b**

Symbol, Meaning, and Reality: Explorations in Cultural Semiotics

**ANTH 139b**

Language, Ethnicity, and Nationalism

**ANTH 153a**

Writing Systems and Scribal Traditions

**ANTH 161b**

Culture and Cognition

**ANTH 186b**

Linguistic Anthropology

**COSI 21b**

Structure and Interpretation of Computer Programs

**COSI 30a**

Introduction to the Theory of Computation

**COSI 101a**

Fundamentals of Artificial Intelligence

**COSI 114b**

Topics in Computational Linguistics

**ENG 11a**

Introduction to Literary Method

**ENG 151b**

Theater/Theory: Investigating Performance

**ENG 171a**

History of Literary Criticism

**HBRW 167b**

The Revival of Modern Hebrew

**NEJS 104b**

Ezra, Daniel, and Early Aramaic Texts

**NPSY 22b**

Introduction to Cognitive Neuroscience

**NPSY 199a**

Human Neuropsychology

**PHIL 6a**

Introduction to Symbolic Logic

**PHIL 37a**

Philosophy of Language

**PHIL 39b**

Philosophy of Mind

**PHIL 137a**

Innateness

**PHIL 139b**

Topics in Logic

**PHIL 140a**

Logic and Language

**PHIL 141b**

Topics in Philosophy and Cognitive Science

**PHIL 145b**

Topics in the Philosophy of Language

**PSYC 103a**

Seminar in the Neuropsychology of Language

**PSYC 173a**

Psycholinguistics

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# Latin

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See Classical Studies.

An interdepartmental program

## Latin American and Latino Studies

Courses of Study:

Minor

Major (B.A.)

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### Objectives

The Latin American and Latino studies program provides a major and a minor (open to students in any major) for those who wish to structure their studies of Latin America or Latino USA. It offers an interdisciplinary approach to understanding Mexico, Central America, South America, the Caribbean, and the Latin American diaspora in the United States. Students with widely ranging interests are welcome.

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### How to Become a Major or Minor

Students in the major and the minor work closely with an advisor to develop an individual plan of study that combines breadth with a focus in one discipline (usually anthropology, history, politics, or Spanish). Students whose interests do not easily fit the courses available at Brandeis may arrange independent study with members of the staff. Students may also take advantage of the resources of neighboring institutions through the Boston Area Consortium on Latin America and the Greater Boston Latino Studies Connection. Courses may be taken at Boston College, Boston University, Tufts University, and Wellesley College. Study in Latin America for a term or a year is encouraged. In the past, students have studied at universities in Argentina, Mexico, Ecuador, Colombia, Costa Rica, Cuba, the Dominican Republic, Peru, and Brazil, and other possibilities are available. Credit may also be obtained for internships in Boston-area organizations related to Latin America. Transfer students and those studying abroad may obtain credit for up to half the required courses from courses taken elsewhere, with the approval of the program chair.

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### Program Faculty

**Javier Urcid, Chair**  
(Anthropology)

**Silvia Arrom**  
(History)

**Roxanne Dávila**  
(Romance and Comparative Literature)

**Elizabeth Ferry**  
(Anthropology)

**Ricardo Godoy**  
(The Heller School)

**Charles Golden**  
(Anthropology)

**Donald Hindley**  
(Politics)

**James Mandrell**  
(Romance and Comparative Literature)

**Marisol Negrón**  
(Florence Levy Kay Fellow in Latino Studies)

**Wellington Nyangoni**  
(African and Afro-American Studies)

**Ángela Pérez-Mejía**  
(Romance and Comparative Literature)

**Lucia Reyes de Deu**  
(Romance and Comparative Literature)

**Fernando Rosenberg**  
(Romance and Comparative Literature)

**Laurence Simon**  
(The Heller School)

**Faith Smith**  
(African and Afro-American Studies;  
English and American Literature)

**Ibrahim Sundiata**  
(African and Afro-American Studies;  
History)

**Eva Thorne**  
(Politics)

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## Requirements for the Major

**A.** The major consists of ten semester courses. No more than five of the ten required courses may be from the same department.

**B.** LALS 100a (Seminar: Topics in Latin American and Latino Studies) or another upper-level writing intensive seminar to be designated as fulfilling the seminar requirement.

**C.** HIST 71a or b; POL 144a or b; and one semester course on Caribbean, Latin American, or Latino literature.

**D.** At least six additional semester courses from the listing provided below.

**E.** Passing grade in any 30-level Spanish course. This can be substituted by a reading competency examination in Spanish, Portuguese, or French (administered by LALS). Another foreign language spoken in Latin America or the Caribbean may be substituted with the permission of the LALS committee.

**F.** Candidates for the degree with honors in Latin American and Latino studies must be approved by the committee and complete LALS 99d, a two-semester senior thesis.

**G.** No course with a final grade below C- can count toward the LALS major.

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## Requirements for the Minor

**A.** Four semester courses from the course listings under Latin American and Latino studies below.

**B.** LALS 100a (Seminar: Topics in Latin American Studies) or another upper-level writing-intensive seminar to be designated as fulfilling the seminar requirement.

**C.** No more than two of the required five courses may be from the same department.

**D.** No course with a final grade below C- can count toward the LALS minor.

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## Courses of Instruction

### (1-99) Primarily for Undergraduate Students

#### LALS 92a Internship

Combines off-campus experience in a Latin America-related internship with written analysis under the supervision of a faculty sponsor. Students arrange their own internships. Counts only once toward fulfillment of requirements for the major or the minor.  
Staff

#### LALS 92b Internship

See LALS 92a for course description.  
Staff

#### LALS 98a Independent Study

Usually offered every year.  
Staff

#### LALS 98b Independent Study

Usually offered every year.  
Staff

#### LALS 99d Senior Research

Independent research and writing, under faculty director, of a senior thesis. Usually offered every year.  
Staff

### (100-199) For Both Undergraduate and Graduate Students

#### LALS 100a Seminar: Topics in Latin American and Latino Studies

[ wi ]

*May be repeated for credit.*

Examines major themes and problems in Latin American studies from an interdisciplinary perspective. Topics vary from year to year. For 2006-07 only, ANTH 131b, Latin America in Ethnographic Perspective, counts for LALS 100a.  
Ms. Ferry

#### Elective Courses

##### AAAS 125b

Caribbean Women and Globalization: Sexuality, Citizenship, Work

##### AAAS 133b

The Literature of the Caribbean

##### ANTH 131b

Latin America in Ethnographic Perspective

##### ANTH 147b

The Rise of Mesoamerican Civilization

##### ANTH 168a

The Maya

##### COML 108a

Creating New Histories and Identities beyond the Nation: Transnational Female Voices in the U.S.

#### ECON 26a

Latin America's Economy

#### ENG 107a

Caribbean Women Writers

#### ENG 127b

Migrating Bodies, Migrating Texts

#### FA 24b

Twentieth-Century and Contemporary Latin American Art

#### HIST 71a

Latin American History, Pre-Conquest to 1870

#### HIST 71b

Latin American History, 1870 to the Present

#### HIST 173b

Latin American Women: Heroines, Icons, and History

#### HIST 174a

The Legacy of 1898: U.S.-Caribbean Relations since the Spanish-American War

#### POL 131b

Social Movements in Latin America

#### POL 132b

Political Economy of Latin America

#### POL 144a

Latin American Politics I



**POL 144b**

Latin American Politics II

**SECS 169a**Travel Writing and the Americas:  
Columbus's Legacy**SPAN 108a**

Spanish for Bilingual Students

**SPAN 111b**

Introduction to Latin American Literature

**SPAN 155b**

Latin America Between Baroque and Kitsch

**SPAN 163a**

The Latin American Boom and Beyond

**SPAN 164b**

Studies in Latin American Literature

**SPAN 166b**

Writing the Latin American City

**SPAN 168b**

Latin America Narrated by Women

**SPAN 195a**Latinos in the United States: Perspectives  
from History, Literature, and Film**Elective Courses (requiring a paper)**

The following electives, which include Latin America or the Caribbean as one of the several areas studied, normally count toward the major or minor only if students write a paper on Latin America, the Caribbean, or the Latin American diaspora.

**AAAS 123a**

Third World Ideologies

**AAAS 126b**

Political Economy of the Third World

**AAAS 134b**

Novel and Film of the African Diaspora

**AAAS 158a**

Theories of Development and Underdevelopment

**AAAS 167a**

African and Caribbean Comparative Political Systems

**AMST 169a**

Ethnicity and Race in the United States

**ANTH 55a**

Models of Development

**ANTH 153a**

Writing Systems and Scribal Traditions

**ANTH 156a**

Power and Violence: The Anthropology of Political Systems

**ANTH 184b**

Cross-Cultural Art and Aesthetics

**HIST 115a**

History of Comparative Race and Ethnic Relations

**POL 128a**

The Politics of Revolution: State Violence and Popular Insurgency in the Third World

**POL 180b**

Sustaining Development

**SOC 112a**

Topics on Women and Development

**SOC 122a**

The Sociology of American Immigration

**SOC 171a**

Women Leaders and Transformation in Developing Countries

**SPAN 109b**

Introduction to Hispanic Cultural Studies

**Elective Courses (if Latin America or Caribbean is primary focus)**

The following electives count toward LALS only in those years when they analyze films or texts from Latin America, the Caribbean, or the Latin American diaspora.

**FREN 165b**

Francophone Literature of Africa

**POL 146b**

Seminar: Topics in Revolutions in the Third World

**SPAN 191a**

Hispanic Topics in Translation

**SPAN 193b**

Topics in Cinema

An interdepartmental program

Courses of Study:  
Minor

## Legal Studies

### Objectives

The law, one of the most significant institutions in the life of any society, is an important subject of study for all students—especially so in the United States, where our lives are so critically affected by the legal system, and where citizen knowledge and participation are vitally needed.

The law also represents a body of ideas, values, and functions of serious concern to scholars in the various fields of the social sciences and humanities. The legal studies minor is interdisciplinary, designed to offer students the opportunity of studying law not as a subject of professional practice, but as one worthy of liberal inquiry. It examines law from many perspectives: historical, anthropological, sociological, philosophical, political, economic, psychological, and literary.

Through classroom courses and internships in public-service law, the minor combines “real world” experiential education with academic methods and insights. Students considering careers in law may find the minor a useful way to test their interest in working with legal materials, but the minor is not intended as a preprofessional course of study. Individual courses are open to all Brandeis students.

The law and society approach examines the role of law in broad aspects of social life: the public policy process, economic development, and cultural expression. Seminars give students an opportunity to explore, in depth, such fields as international and comparative law, sex discrimination, civil liberties, and environmental safety.

### How to Become a Minor

The Legal Studies Program is open to all Brandeis undergraduates. To enroll in the program, students fill out declaration forms in the Office of the Legal Studies Program (Brown 325) and bring the completed forms to the Office of the University Registrar. Students who complete the requirements for the minor receive certificates from the program and a notation on their official transcripts.

Students do not need to be enrolled in the Legal Studies Program, however, to take legal studies courses.

### Committee

**Richard Gaskins, Director**  
(American Studies)

**Jeffrey Abramson**  
(Politics)

**Gila Hayim**  
(Sociology)

**Anita Hill**  
(The Heller School)

**Reuven Kimelman**  
(Near Eastern and Judaic Studies)

**Andreas Teuber**  
(Philosophy)

**Michael Willrich**  
(History)

**Peter Woll**  
(Politics)

### Faculty

**Richard Gaskins, Director**  
American legal culture. Legal rhetoric.  
Environmental policy.

**Alice Noble**  
Health, law, and ethics.

**Melissa Stimell, Internship Director**  
Social welfare law. Conflict resolution.

### Requirements for the Minor

**A.** Core Course: LGLS 10a (Introduction to Law), preferably no later than the student’s junior year.

**B.** One LGLS course numbered 100 or higher, or one of the following: AMST 187a, AMST 188b, AMST 189a, PHIL 13b, PHIL 74b.

**C.** Three additional courses, including LGLS courses, LGLS cross-listed courses, and LGLS elective courses (see list below). Students may count no more than two courses from the same department.

**D.** Either of the following:

1. A senior thesis in the student’s major, supervised by the major department, which includes some aspect of law.

2. An internship arranged through the program office and the correlative seminar, LGLS 89a.

**E.** A passing letter grade must be obtained in each course taken for program credit. (Pass/Fail courses are not allowed.) Students must achieve a grade point average of at least 2.00 in program courses.

## Courses of Instruction

### (1-99) Primarily for Undergraduate Students

#### LGLS 10a Introduction to Law

[ ss ]

Surveys the nature, process, and institutions of law: the reasoning of lawyers and judges, the interplay of cases and policies, the impact of history and culture, and the ideals of justice and responsibility. Usually offered every year.  
Mr. Gaskins

#### LGLS 89a Law and Society Internship and Seminar

*Prerequisites: LGLS 10a and one other LGLS course or permission of the instructor. To obtain an internship, students must discuss their placements with the LGLS program administrator by March 15 for fall term internships or by October 15 for spring-term internships. This course may not be repeated for credit.* Biweekly class and a supervised law-related internship in a public agency or nonprofit organization. Examples of internship activities include investigating discrimination cases, negotiating between consumers and small business, and researching victim assistance policies. Internships must be arranged through the program administrator. Usually offered every semester.  
Ms. Stimell

#### LGLS 98a Independent Research

Usually offered every year.  
Staff

#### LGLS 98b Independent Research

Usually offered every year.  
Staff

### (100-199) For Both Undergraduate and Graduate Students

All LGLS courses may be limited in enrollment, with preference given to legal studies minors.

#### LGLS 114a American Health Care: Law and Policy

[ ss ]

*Not recommended for freshmen.* Highlights issues of access, quality, and cost. Introduces laws and regulations that affect every aspect of American health care from planning and finance to patient treatment. Traces development of Medicare and Medicaid. Discusses malpractice, "birth of the Blues," expansion of HMOs, and influence of employer-purchased insurance on cost and delivery of health care. Portrays the important role courts, Congress, and administrative agencies play in organization and delivery of health services. Usually offered every year.  
Ms. Noble

#### LGLS 120a Sex Discrimination and the Law

[ ss ]

Traces the evolution of women's rights in the family, in employment, and in the reproductive process, as well as constitutional doctrines. Examines gender inequalities and assesses whether and how the law should address them. Legal cases studied emphasize how law reflects society. Usually offered every third year.  
Staff

#### LGLS 121b Law and Social Welfare: Citizen Rights and Government Responsibilities

[ ss ]

Should the U.S. welfare policy protect those in need and should the government have the responsibility to do so? Explores the legal implications of recent debates and changes in social welfare policy at federal and state levels, concentrating on welfare reform, child welfare, and disability welfare. Examines statutes, landmark cases, historical literature, and their practical effect on the individual in order to challenge the assumptions underlying our policy and to create better solutions. Usually offered every second year.  
Ms. Stimell

#### LGLS 124b International Law and Development

[ nw ss ]

Surveys public and private forms of international law with special application to developing countries, and to political and social development in the global economy. Examines basic legal concepts of property, contract, and rule-of-law in the context of national and cultural transformations. Usually offered every second year.  
Staff

#### LGLS 125b International Law and Organizations

[ ss ]

Introduction to international law, its nature, sources, and application, e.g., its role in the management of international conflicts. Topics may include international agreements, international organizations including the United Nations and the International Court of Justice, states and recognition, nationality and alien rights, territorial and maritime jurisdiction, international claims, the laws of war and human rights. Usually offered every second year.  
Staff

#### LGLS 126b Marriage, Divorce, and Parenthood

[ ss ]

Examines recent developments in family law concerning cohabitation, open adoption, no-fault divorce, joint custody, and same-sex marriage. Explores social and political developments that bring about changes in law and impact of new law. Usually offered every third year.  
Staff

#### LGLS 127b Law and Letters in American Culture

[ ss ]

*May be repeated for credit if topic differs.* Explores interactions between the vocations of law and letters, between the legal imagination and literature. Examines ways in which ideas and ideals of the law have marked the American character, and how literature reflects this process. Various themes and periods may be chosen for special emphasis. Usually offered every second year.  
Staff

#### LGLS 128b Comparative Law

[ ss ]

Compares constitutional practices in the United States, the reformed communist nations of Eastern Europe, and the modernizing nations in Asia, Africa, and Latin America. Focuses on the creation and evolution of constitutional structures, problems of federation and ethnicity, and protection of fundamental rights. Usually offered every second year.  
Staff

#### LGLS 129b Law, Technology, and Innovation

[ ss ]

Study of interaction of the law and technology, including how law encourages and restrains the processes of technological innovation and change and how technological innovation and change affect the law. Topics include such issues as intellectual property rights and new information technologies, biotechnology engineering, and reproductive technologies. Shows how law balances personal, social, and economic interests. Usually offered every second year.  
Staff

#### LGLS 130a Conflict Analysis and Intervention

[ ss ]

Examines alternatives to litigation, including negotiation and mediation. Through simulations and court observations, students assess their own attitudes about and skills in conflict resolution. Analyzes underlying theories in criminal justice system, divorce, adoption, and international arena. Usually offered every second year.  
Ms. Stimell

#### LGLS 131b Patient Autonomy: Law, Medicine, and Ethics

[ ss ]

Examines how decisions are made to treat critically ill patients. Ethical and philosophical aspects of the physician-patient relationship, the doctrine of informed consent, "medical futility," "physician-assisted suicide," and "right-to-die" cases will be explored. Usually offered every second year.  
Ms. Noble

**LGLS 132b Environmental Law and Policy**

[ ss wi ]

Examines public health and environmental problems, including regulation of harmful substances in our environment, wilderness preservation, and protection of wetlands and endangered species. Explores use of risk assessment and cost-benefit analysis; also considers the impact of political ideologies on legislation and adjudication. Evaluates law's efforts and limitations in protecting public health and the environment. Usually offered every second year.

Ms. Goldin

**LGLS 133b Criminal Law**

[ ss ]

*Topics may vary from year to year and may be repeated for credit with permission of the program administrator.*

Examines the criminal justice process, focusing on changing roles of prosecution, defense, judges, and juries. Reviews statutory powers and constitutional restraints on officials, and analyzes discretion in arrest, prosecution, and punishment. Explores the mutual impact of crime and community structure. Usually offered every second year.

Mr. Leahy

**LGLS 137a Libel and Defamation, Privacy and Publicity**

[ ss ]

Consideration of the historical, cultural, and constitutional roots—and judicial application—of laws defining libel and defamation. Part of the course will be devoted to “privacy rights” as they apply to issues of artistic freedom and integrity. Usually offered every fourth year.

Staff

**LGLS 138b Science on Trial**

[ qr ss ]

Surveys the procedures and analytic methods by which scientific data enter into litigation and regulation/policymaking. Introduces basic tools of risk analysis and legal rules of evidence. Case studies of breast implant litigation and regulation, use of DNA and fingerprint evidence in litigation, court-ordered caesarian sections, polygraph testing, alternative medicine, and genetically modified foods. Usually offered every second year.

Staff

**LGLS 150a Law and Society in Cyberspace**

[ ss ]

Examines how legal practices expand and restrain the digital revolution, how legal authority itself is challenged by the Internet, forcing new strategies of response, and how social/political forces shape legal policy on copyright, privacy, harassment, libel, and free speech. Usually offered every third year.

Staff

**Cross-Listed Courses****AMST 187a**

The Legal Boundaries of Public and Private Life

**AMST 188b**

Justice Brandeis and Progressive Jurisprudence

**AMST 189a**

Legal Foundations of American Capitalism

**PHIL 13b**

The Idea of the Market: Economic Philosophies

**PHIL 74b**

Foundations of American Pragmatism

**Electives****AMST 102a**

Women, the Environment, and Social Justice

**AMST 160a**

U.S. Immigration History and Policy

**AMST 170a**

The Idea of Conspiracy in American Culture

**AMST 191b**

Greening the Ivory Tower: Researching and Improving the Brandeis Environment

**ANTH 156a**

Power and Violence: The Anthropology of Political Systems

**ANTH 163b**

Production, Consumption, and Exchange

**CHSC 6a**

Forensic Science: Col. Mustard, Candlestick, Billiard Room

**ECON 29a**

The Economy and Legal System of China

**ECON 57a**

Environmental Economics

**ECON 60b**

The Economics of International Trade Disputes

**ECON 74b**

Law and Economics

**ECON 177b**

Economic Regulation and Deregulation

**HIST 160a**

American Legal History I

**HIST 160b**

American Legal History II

**HIST 161b**

American Political History

**HS 120a**

Race and the Law

**LING 130a**

Semantics: The Structure of Concepts

**NEJS 25a**

Introduction to Talmud

**NEJS 59b**

The Philosophy of Jewish Law

**NEJS 113b**

Law in the Bible and the Ancient Near East

**NEJS 126a**

Intermediate Talmud

**NEJS 186a**

Introduction to the Qur'an

**NEJS 196a**

Marriage, Divorce, and Sexual Ethics in Islamic Law

**PHIL 19a**

Human Rights

**PHIL 20a**

Social and Political Philosophy: Democracy and Disobedience

**PHIL 22b**

Philosophy of Law

**PHIL 111a**

What is Justice?

**PHIL 117b**

Topics in the Philosophy of Law

**POL 110a**

Media, Politics, and Society

**POL 112a**

National Government of the United States

**POL 115a**

Constitutional Law

**POL 115b**

Seminar: Constitutional Law and Theory

**POL 116b**

Civil Liberties in America

**POL 117a**

Administrative Law

**POL 118b**

Courts, Politics, and Public Policy

**POL 158b**

Comparative Perspectives on the Law and Politics of Group Rights

**POL 192b**

Seminar: Topics in Law and Political Theory

**PSYC 145b**

Aging in a Changing World

**SOC 106a**

Issues in Law and Society

# The Lemberg Program in International Economics and Finance

See Brandeis International Business School.

## Library Intensive Program

The Library Intensive Program is a special academic service that enables Brandeis students to develop the sophisticated information retrieval skills essential to modern life, in the context of formal degree programs and beyond. It is not a formal major, minor, or program.

In the courses listed below, instructional time is devoted to the formal acquisition of library research skills, including critical evaluation techniques and the use of more specialized databases, tools, and other online and print resources.

### Courses of Instruction

#### African and Afro-American Studies

**AAAS 5a**  
Introduction to African and Afro-American Studies

#### American Studies

**AMST 124b**  
American Love and Marriage

**AMST 168b**  
Religions in America

**AMST 191b**  
Greening the Ivory Tower: Researching and Improving the Brandeis Environment

#### Anthropology

**ANTH 123a**  
Directions and Issues in Archaeology

**ANTH 127a**  
Medicine, Body, and Culture

**ANTH 142a**  
AIDS: Science, Society, and Policy

**ANTH 159a**  
Museums and Public Memory

**ANTH 147b**  
Rise of Mesoamerican Civilization

**ANTH 153a**  
Writing Systems and Scribal Traditions

#### Biology

**BIOL 17b**  
Conservation Biology

**BIOL 160b**  
Human Reproductive and Developmental Biology

**BISC 2b**  
Genes, Culture, History: A Case Study

#### Chemistry

**CHSC 6a**  
Forensic Science: Col. Mustard, Candlestick, Billiard Room

**CHEM 95a**  
Directed Studies in Chemistry

**CHEM 99d**  
Senior Research

#### Computer Science

**COSI 2a**  
Introduction to Computers

#### Economics

**ECON 8b**  
The Global Economy

#### English and American Literature

**ENG 26a**  
Detection and Analysis: Deciphering Theories of Madness

#### Film Studies

**FILM 100a**  
Introduction to the Moving Image

#### Fine Arts

**FA 197b**  
Methods and Approaches in the History of Art

**FA 13b**  
Buddhist Art

**FA 170b**  
Nineteenth Century European Painting and Sculpture

**FA 173b**  
Picasso and Matisse

#### Hebrew

**HBRW 143a**  
Advanced Survey of Hebrew and Israeli Literature I

#### Health, Science, Society and Policy

**HSSP 102a**  
Global Perspectives on Health

#### The Heller School for Social Policy and Management

**HS 271a**  
Framework for Development

**HS 283f**  
Gender and Development

**HS 285f**  
Rights-Based Approaches to Development

**HS 602c**  
Children, Youth, and Family Dissertation Seminar

**HS 603c**  
Health Policy Dissertation Seminar

**HS 604c**  
Assets and Inequality Dissertation Seminar

#### Brandeis International Business School

**ECON 201a**  
Global Economic Environment



**Legal Studies****LGLS 89a**

Law and Society Internship and Seminar

**LGLS 132b**

Environmental Law and Policy

**Near Eastern and Judaic Studies****NEJS 5a**

Foundational Course in Judaic Studies

**Politics****POL 127b**

Managing Ethnic Conflict

**POL 159a**

Seminar: The Politics of the Modern Welfare State

**POL 163a**

Seminar: Human Rights and International Relations

**Psychology****PSYC 211a**

Graduate Research Methods in Psychology

**Sociology****SOC 107a**

Global Apartheid and Global Social Movements

**SOC 118a**

Observing the Social World: Doing Qualitative Sociology

**SOC 130a**

Families

**SOC 151a**

Biography, Community, and Political Contention

**SOC 171a**

Women Leaders and Transformation in Developing Countries

**Spanish Language and Literature****SPAN 106b**

Spanish Composition, Grammar, and Stylistics

**SPAN 198a**

Seminar in Literary and Cultural Studies

**Theater Arts****THA 50b**

Sound for Theater, Film, and Television

**Women's and Gender Studies****WMGS 198a**

Women's and Gender Studies Research Seminar

Department of

**Mathematics**

Courses of Study:  
 Minor  
 Major (B.A.)  
 Combined B.A./M.A.  
 Master of Arts  
 Doctor of Philosophy

**Objectives****Undergraduate Major**

As our society becomes more technological, it is more affected by mathematics. Quite sophisticated mathematics is now central to the natural sciences, to ecological issues, to economics, and to our commercial and technical life. A student who takes such general level courses as MATH 5, 8, 10, 15, or 20 will better understand the world and be prepared to act in it.

Mathematics is, at the same time, a subject of the greatest depth and beauty with a history extending from antiquity. The department attempts to make this depth and beauty manifest. The undergraduate major introduces students to some fundamental fields—algebra, real and complex analysis, geometry, and topology—and to the habit of mathematical thought. Mathematics majors may go on to graduate school, scientific research, or mathematics teaching, but many choose the major for its inherent interest with unrelated career intentions.

**Graduate Program in Mathematics**

The Graduate Program in Mathematics is designed primarily to lead to the doctor of philosophy degree. The formal coursework gives the student a broad foundation for work in modern pure mathematics. An essential part of the program consists of seminars on a variety of topics of current interest in which mathematicians from Greater Boston often participate. In addition, the Brandeis-Harvard-MIT-Northeastern Mathematics Colloquium gives the student an opportunity to hear the current work of eminent mathematicians from all over the world.

**How to Become an Undergraduate Major**

Students who enjoy mathematics are urged to consider majoring in it; Brandeis offers a wide variety of mathematics courses, and majors will have the benefits of small classes and individual faculty attention. To become a major a student should have completed either MATH 15 and 20, MATH 21a, 21b, or MATH 22a, 22b by the end of the sophomore year—these courses are prerequisites to the higher-level offerings. Therefore, it is important for students to start calculus and linear algebra (MATH 10, 15, 20, 21, or 22) in the first year. Note that MATH 21a, 21b will no longer be offered starting in Fall 2006.

**How to Be Admitted to the Graduate Program**

The general requirements for admission to graduate work in mathematics are the same as those for the Graduate School as a whole. The department has available a variety of fellowships and scholarships for well-qualified students. To be considered for such financial support, the student should submit an application by January 15.

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**Faculty**
**Kiyoshi Igusa, Chair**

Differential topology. Homological algebra.

**Mark Adler**

Analysis. Differential equations. Completely integrable systems.

**Ruth Charney, Undergraduate Advising Head**

Geometric group theory. Topology.

**Fred Diamond**

Number theory.

**Ira Gessel, Graduate Advising Head**

Combinatorics. Computer science.

**Edward Goldstein**

Differential geometry. Special structures on manifolds.

**Dmitry Kleinbock**

Dynamical systems. Ergodic theory. Number theory.

**Bong Lian**

Representation theory. Calabi-Yau geometry. String theory.

**Alan Mayer**

Classical algebraic geometry and related topics in mathematical physics.

**Susan Parker, Elementary Mathematics Coordinator**

Combinatorics. Elementary mathematics instruction.

**Daniel Ruberman**

Geometric topology and gauge theory.

**Gerald Schwarz**

Algebraic groups. Transformation groups.

**Pierre Van Moerbeke**

Stochastic processes. Korteweg-deVries equation. Toda lattices.

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**Requirements for the Undergraduate Major**
**A.** MATH 21a, 22a, or 15a; MATH 21b, 22b, or 20a.**B.** MATH 23b or exemption. See item E in Special Notes Relating to Undergraduates.**C.** MATH 35a, 40a, or 45a.**D.** MATH 28a, 28b, or 30a.**E.** Four additional semester courses, either MATH courses numbered 27 or higher or cross-listed courses. A course used to satisfy the requirements for the major must be passed with a grade of C- or higher.**Honors**

A degree with honors requires items A, B, C, and D above as well as:

**E.** Six additional semester courses, either MATH courses numbered 27 or higher or cross-listed courses, passed with at least a grade of B. At least four of the courses used to satisfy the major requirement must be honors courses. The honors courses are MATH 30a, 30b, 32a, 34a, 38b, 40a, 40b, 45a, and all MATH courses numbered 100 or higher.**Teacher Preparation Track**Students who complete the Brandeis program for Massachusetts High School Teacher Licensure (see section on Education Program in this *Bulletin*) may earn a bachelor's degree in mathematics by satisfying major requirements A, B, C, and D above and the following:**E.** MATH 8a (Introduction to Probability and Statistics) or 36a (Probability).**F.** Two additional courses, either MATH courses numbered 27 or higher or cross-listed courses.**G.** A computer science course numbered 10 or higher.**H.** Completion of the High School Teacher Licensure Program.

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**Combined B.A./M.A. Program**

Undergraduate students are eligible for the B.A./M.A. program in mathematics if they have completed MATH 101a,b; 110a; 111a,b; and 121 a,b with a grade of B- or better, and demonstrated a reading knowledge of mathematical French, German, or Russian. No more than three of these courses, however, may be counted towards the major. In addition, students must fulfill a minimum of three years' residence on campus. A student must make formal written application for admission to this program on forms available at the Graduate School office. This must be done no later than May 1 preceding his/her final year of study on campus.

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**Requirements for the Undergraduate Minor**
**A.** MATH 21a, 22a, or 15a; MATH 21b, 22b, or 20a.**B.** Three additional semester courses, either MATH courses numbered 27 or higher or cross-listed courses. Most MATH courses numbered 27 or higher require MATH 23b as a prerequisite.

Students interested in analysis, physics, or applied mathematics are advised to choose additional courses from among MATH 35a, 36a, 36b, 37a, and 45a. Students interested in algebra or computer science are advised to consider MATH 28a, 28b, 30a, 30b, and 38b. With permission of the undergraduate advising head, courses taken in other Brandeis departments or taken at other universities may be substituted for mathematics courses required for the minor. A course used to satisfy the requirements for the minor must be passed with a grade of C- or higher.

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**Special Notes Relating to Undergraduates**
**A.** With permission of the undergraduate advising head, courses taken in other Brandeis departments or taken at other universities may be substituted for required mathematics courses. A grade of C or better is required in courses satisfying the major requirements.**B.** Students who intend to take mathematics courses numbered 10 or higher should take the departmental placement exam. On the basis of the exam, recommendations are made placing students out of the first year of calculus or into MATH 5a, 10a, or 10b. Students receiving a score of 5 on the advanced placement MATH AB Exam or a score of 4 or more on the MATH BC Exam place out of the first-year calculus sequence. Students receiving a score of 4 on the MATH AB Exam or a score of 3 on the MATH BC Exam place out of first-semester calculus. Such students must take the departmental placement exam if they wish to place out of second semester calculus. Questions about placement should be directed to the elementary mathematics coordinator, or the undergraduate advising head.

**C.** The usual calculus sequence is MATH 10a, 10b, and 20a. Students may precede this with MATH 5a. Many students also take MATH 15a (Applied Linear Algebra), which has MATH 5a (or placement out of MATH 5a) as a prerequisite. Students with a strong interest in mathematics and science are encouraged to take MATH 21a,b or 22a,b in place of MATH 15a and 20a. Note that MATH 21a, 21b will no longer be offered starting in Fall 2006.

**D.** A student may not receive credit for more than one of MATH 15a, 21a, and 22a; or MATH 20a, 21b, and 22b. Similarly, a student may not receive credit for all three of MATH 28a, 28b, and 30a.

**E.** Students should normally take MATH 23b before taking upper-level courses (i.e., those numbered above 23). For many students this means taking MATH 23b concurrently with MATH 15a, or MATH 20a, MATH 21a or b, MATH 22a or b. Students may also take MATH 23b concurrently with MATH 35a and MATH 36a since these do not have MATH 23b as a prerequisite. A student may be exempted from the requirement of taking MATH 23b by satisfactory performance on a placement exam. The placement exam will be given at the beginning of the fall semester and the end of the spring semester.

**F.** Students interested in graduate school or a more intensive study of mathematics are urged to include all of the following courses in their program:

1. MATH 21a and b or 22a and b
2. MATH 30a and b
3. MATH 35a or 40a and b
4. MATH 45a

A course numbered 100 or higher.

**G.** The following schedule determines course offerings in mathematics:

1. Offered every semester are MATH 5a, 10a and b, 15a, and 20a.
2. Offered once each year are MATH 8a, 21a and b, 23b, 28a and b, 30a and b, 35a, 36a and b, 37a, 40a and b, 45a.
3. In addition, the following semester courses are usually offered according to the following schedule:
  - a. MATH 32a (Differential Geometry) spring term odd-even years (e.g., 2005-06)
  - b. MATH 34a (Introduction to Topology) fall term odd-even years (e.g., 2005-06)
  - c. MATH 38b (Number Theory) spring term even-odd years (e.g., 2006-07)
  - d. MATH 39a (Introduction to Combinatorics) fall term even-odd years (e.g., 2006-07)

**H.** The number of cross-listed courses used to satisfy the requirements for the major, the honors or teacher preparation track must not exceed two; for the minor, the limit is one.

## Requirements for the Degree of Master of Arts

**A.** One year's residence as a full-time student.

**B.** Successful completion of an approved schedule of courses: MATH 101a and b, MATH 110a, MATH 111a and b, and MATH 121a and b.

**C.** Proficiency in reading French, German, or Russian.

## Requirements for the Degree of Doctor of Philosophy

### Program of Study

The normal first year of study consists of MATH 101a and b, 111a and b, and 121a and b. With the permission of the graduate advisor, a student with superior preparation may omit one or more of these courses and elect higher level courses instead. In this case the student must take an examination in the equivalent material during the first two weeks of the course. The second year's work will normally consist of MATH 110a and higher level courses in addition to preparation for the qualifying examinations described below and participation in the second-year seminar. Upon completion of the qualifying examinations, the student will choose a dissertation advisor and begin work on a thesis. This should be accompanied by advanced courses and seminars.

### Teaching Requirements

An important part of the doctoral program is participation, as a teaching fellow, in a structured program of undergraduate teaching. During the spring semester of their first year, every student takes part in our teaching apprenticeship program to learn basic classroom teaching skills. All graduate students are then expected to teach a section of calculus or precalculus for at least four semesters, usually beginning in their second year of study. Teaching fellows must also enroll every fall semester in the Teaching Practicum, in which their teaching is evaluated and discussed.

### Residence Requirement

The minimum residence requirement is three years.

### Language Requirement

Proficiency in reading one of French, German, or Russian, and one other language (besides English) determined with the consent of the advisor.

### Qualifying Examination

The qualifying examination consists of two parts: a major examination and a minor examination. Both are normally taken in the latter part of the second year but may occasionally be postponed until early in the third year. For the major examination, the student will choose a limited area of mathematics (e.g., differential topology, several complex variables, or ring theory) and a major examiner from among the faculty. Together they will plan a program of study and a subsequent examination in that material. The aim of this study is to prepare the student for research towards the Ph.D. The minor examination will be more limited in scope and less advanced in content. The procedures are similar to those for the major examination, but its subject matter should be significantly different from that of the major examination.

### Dissertation and Defense

The doctoral degree will be awarded only after the submission and acceptance of an approved dissertation and the successful defense of that dissertation.

## Courses of Instruction

### (1-99) Primarily for Undergraduate Students

#### MATH 1a Introduction to Mathematical Concepts

[ sn ]

Mathematical reasoning, where it would be expected, and elsewhere. A variety of short topics involving games and puzzles, number theory, combinatorics, and topology.

Usually offered every third year.

Staff

#### MATH 3a Mathematics for Elementary and Middle School Teachers

[ sn ]

An in-depth exploration of the fundamental ideas underlying the mathematics taught in elementary and middle school. Emphasis is on problem solving, experimenting with mathematical ideas, and articulating mathematical reasoning. Usually offered every year.

Ms. Charney

#### MATH 5a Precalculus Mathematics

*Does not satisfy the School of Science requirement.*

Brief review of algebra followed by the study of functions. Emphasis on exponential, logarithmic, and trigonometric functions. The course's goal is to prepare students for MATH 10a. The decision to take this course should be guided by the results of the mathematics placement exam. Usually offered every semester in multiple sections.

Ms. Parker and Staff

#### MATH 8a Introduction to Probability and Statistics

[ qr sn ]

Discrete probability spaces, random variables, expectation, variance, approximation by the normal curve, sample mean and variance, and confidence intervals. Does not require calculus, only high school algebra and graphing of functions. Usually offered every year.

Staff

#### MATH 10a Techniques of Calculus (a)

[ sn ]

*Prerequisite: a satisfactory grade of C- or higher in MATH 5a or placement by examination.*

Introduction to differential (and some integral) calculus of one variable, with emphasis on techniques and applications. Usually offered every semester in multiple sections.

Ms. Parker and Staff (fall), Mr. Diamond and Staff (spring)

#### MATH 10b Techniques of Calculus (b)

[ sn ]

*Prerequisite: a satisfactory grade of C- or higher in MATH 10a or placement by examination. Continuation of 10a. Students may not take MATH 10a and MATH 10b simultaneously.*

Introduction to integral calculus of one variable with emphasis on techniques and applications. Usually offered every semester in multiple sections.

Ms. Charney and Staff (fall), Ms. Parker and Staff (spring)

#### MATH 15a Applied Linear Algebra

[ sn ]

*Prerequisites: MATH 5a and permission of the instructor, placement by examination, or any mathematics course numbered 10 or above. Students may not take more than one of MATH 15a, 21a, and 22a for credit.*

Matrices, determinants, linear equations, vector spaces, eigenvalues, quadratic forms, linear programming. Emphasis on techniques and applications. Usually offered every semester.

Mr. Goldstein

#### MATH 20a Techniques of Calculus: Calculus of Several Variables

[ sn ]

*Prerequisite: MATH 10a,b. Students may not take more than one of MATH 20a, 21b, and 22b for credit.*

Among the topics treated are vectors and vector-valued functions, partial derivatives and multiple integrals, extremum problems, line and surface integrals, Green's and Stokes's theorems. Emphasis on techniques and applications. Usually offered every semester.

Mr. Mayer (fall) and Mr. Lian (spring)

#### MATH 21a Intermediate Calculus: Linear Algebra and Calculus of Several Variables, Part I

[ sn ]

*Prerequisite: MATH 10a,b or placement by examination. Students intending to take the course should consult the instructor or the undergraduate administrator. Students may not take more than one of MATH 15a, 21a, and 22a for credit.*

MATH 21a and 21b cover calculus of several variables for those with a serious interest in mathematics. The course starts with an introduction to linear algebra and then discusses various important topics in vector calculus, including directional derivatives, Jacobian matrices, multiple integrals, line integrals and surface integrals, and differential equations. Usually offered every year.

Mr. Schwarz (fall)

#### MATH 21b Intermediate Calculus: Linear Algebra and Calculus of Several Variables, Part II

[ sn ]

*Prerequisite: MATH 21a or permission of the instructor. Students may not take more than one of MATH 20a, 21b, and 22b for credit.*

See MATH 21a for special notes and course description. Usually offered every year.

Mr. Kleinbock (spring)

#### MATH 22a Linear Algebra and Intermediate Calculus, Part I

[ sn ]

*Prerequisite: MATH 10a,b or placement by examination. Students intending to take the course should consult with the instructor or the undergraduate administrator. Students may not take more than one of MATH 15a, 21a, or 22a for credit.*

MATH 22a and 22b cover linear algebra and calculus of several variables. The material is similar to that of MATH 21a and MATH 21b, but with a more theoretical emphasis and with more attention to proofs. Usually offered every year.

Staff (fall)

#### MATH 22b Linear Algebra and Intermediate Calculus, Part II

[ sn ]

*Prerequisite: MATH 22a or permission of the instructor. Students may not take more than one of MATH 20a, 21b, or 22b for credit.*

See MATH 22a for course description.

Usually offered every year.

Staff

#### MATH 23b Introduction to Proofs

[ sn wi ]

*Prerequisites: MATH 15a, 20a, 21a, 22a, or permission of the instructor.*

Emphasizes the analysis and writing of proofs. Various techniques of proof are introduced and illustrated with topics chosen from set theory, calculus, algebra, and geometry. Usually offered every semester.

Mr. Gessel (fall), Staff (spring)

#### MATH 28a Introduction to Groups

[ sn ]

*Prerequisites: MATH 23b and either MATH 15a, 21a, 22a, or permission of the instructor.*

Groups. Lagrange's theorem. Modulo  $n$  addition and multiplication. Matrix groups and permutation groups. Homomorphisms, normal subgroups, cosets, and factor groups. Usually offered every year.

Mr. Goldstein

#### MATH 28b Introduction to Rings and Fields

[ sn ]

*Prerequisites: MATH 23b and either MATH 15a, 21a, 22a, or permission of the instructor.*

Fields.  $\mathbb{Z}/p$  and other finite fields. Commutative rings. Polynomial rings and subrings of  $\mathbb{C}$ . Euclidean rings. The quotient ring  $A/(f)$ . Polynomials over  $\mathbb{Z}$ . Usually offered every year.

Staff



**MATH 30a Introduction to Algebra, Part I**

[ sn ]

*Prerequisite: MATH 23b and either MATH 21a, 22a, or permission of the instructor.*

An introduction to the basic notions of modern algebra—rings, fields, and linear algebra. Usually offered every year.

Staff

**MATH 30b Introduction to Algebra, Part II**

[ sn ]

*Prerequisite: MATH 30a or permission of the instructor.*

A continuation of MATH 30a, culminating in Galois theory. Usually offered every year.

Staff (spring)

**MATH 32a Differential Geometry**

[ sn ]

*Prerequisite: MATH 23b and either MATH 21b, 22b, or permission of the instructor.*

Results in the classical differential geometry of curves and surfaces are studied theoretically and also implemented as computer algorithms. Static images and animations of geometrical objects are illustrated using the mathematical visualization program 3D-XplorMath.

Computer projects involving MathLab and Mathematica are important components of the course, and for those without prior experience in using these programming systems, appropriate training is provided. Usually offered every second year.

Staff

**MATH 34a Introduction to Topology**

[ sn ]

*Prerequisite: MATH 23b and either MATH 21a and b, 22a and b, or permission of the instructor.*

An introduction to point set topology, covering spaces, and the fundamental group. Usually offered every second year.

Mr. Igusa (fall)

**MATH 35a Advanced Calculus**

[ sn ]

*Prerequisites: MATH 15a, 21a, or 22a and MATH 20a, 21b or 22b.*

Infinite series: convergence tests, power series, and Fourier series. Improper integrals: convergence tests, the gamma function, Fourier and Laplace transforms. Complex numbers. Usually offered every year.

Mr. Mayer (spring)

**MATH 36a Probability**

[ qr sn ]

*Prerequisite: MATH 20a, 21b, or 22b.*

Sample spaces and probability measures, elementary combinatorial examples. Random variables, expectations, variance, characteristic, and distribution functions. Independence and correlation. Chebychev's inequality and the weak law of large numbers. Central limit theorem. Markov and Poisson processes. Usually offered every year.

Mr. Mayer (fall)

**MATH 36b Mathematical Statistics**

[ qr sn ]

*Prerequisite: MATH 36a or permission of the instructor.*

Probability distributions, estimators, hypothesis testing, data analysis. Theorems will be proved and applied to real data.

Topics include maximum likelihood estimators, the information inequality, chi-square test, and analysis of variance.

Usually offered every year.

Mr. Adler (spring)

**MATH 37a Differential Equations**

[ sn ]

*Prerequisite: MATH 15a, 21a, or 22a and MATH 20a, 21b, or 22b.*

A first course in ordinary differential equations. Study of general techniques, with a view to solving specific problems such as the brachistochrone problem, the hanging chain problem, the motion of the planets, the vibrating string, Gauss's hypergeometric equation, the Volterra predator-prey model, isoperimetric problems, and the Abel mechanical problem. Usually offered every year.

Mr. Adler (fall)

**MATH 38b Number Theory**

[ sn ]

*Prerequisite: MATH 23b and either MATH 21a, 22a, or permission of the instructor.*

Congruences, finite fields, the Gaussian integers, and other rings of numbers.

Quadratic reciprocity. Such topics as quadratic forms or elliptic curves will be covered as time permits. Usually offered every second year.

Staff

**MATH 39a Introduction to Combinatorics**

[ sn ]

*Prerequisites: COSI 29a or MATH 23b*

Topics include graph theory (trees, planarity, coloring, Eulerian and Hamiltonian cycles), combinatorial optimization (network flows, matching theory), enumeration (permutations and combinations, generating functions, inclusion-exclusion), and extremal combinatorics (pigeonhole principle, Ramsey's theorem). Usually offered every second year.

Staff

**MATH 40a Introduction to Real Analysis, Part I**

[ sn ]

*Prerequisites: MATH 23b and either MATH 21a and b, 22a and b, or permission of the instructor.*

MATH 40a and 40b give a rigorous introduction to metric space topology, continuity, derivatives, and Riemann and Lebesgue integrals. Usually offered every year.

Staff (fall)

**MATH 40b Introduction to Real Analysis, Part II**

[ sn ]

*Prerequisite: MATH 40a or permission of the instructor.*

See MATH 40a for course description.

Usually offered every year.

Staff

**MATH 45a Introduction to Complex Analysis**

[ sn ]

*Prerequisites: MATH 15a, 21a, or 22a and MATH 20a, 21b, or 22b, and MATH 23b or permission of the instructor.*

An introduction to functions of a complex variable. Topics include analytic functions, line integrals, power series, residues, conformal mappings. Usually offered every year.

Mr. Goldstein (spring)

**MATH 47a Introduction to Mathematical Research**

[ sn wi ]

*Prerequisite: MATH 23b or permission of the instructor.*

Students work on research projects that involve generating data, making conjectures, and proving theorems, and present their results orally and in writing.

Introduces applications of computers in mathematical research: symbolic computation, typesetting, and literature search. Usually offered every third year.

Mr. Kleinbock (fall)

**MATH 56a Introduction to Stochastic Processes and Models**

[ sn ]

*Prerequisite: MATH 15a, 20a, and 36a.*

Basic definitions and properties of finite and infinite Markov chains in discrete and continuous time, recurrent and transient states, convergence to equilibrium, Martingales, Wiener processes and stochastic integrals with applications to biology, economics, and physics. Usually offered every second year.

Mr. Igusa

**MATH 98a Independent Research**

Usually offered every year.

Staff

**MATH 98b Independent Research**

Usually offered every year.

Staff



## (100-199) For Both Undergraduate and Graduate Students

Undergraduate students should consult with the instructor regarding the required background for each course.

### MATH 101a Algebra I

[ sn ]  
Groups, rings, modules, Galois theory, affine rings, and rings of algebraic numbers. Multilinear algebra. The Wedderburn theorems. Other topics as time permits. Usually offered every year.  
Mr. Diamond

### MATH 101b Algebra II

[ sn ]  
Continuation of MATH 101a. Usually offered every year.  
Mr. Diamond

### MATH 110a Geometric Analysis

[ sn ]  
Manifolds, tensor bundles, vector fields, and differential forms. Frobenius theorem. Integration, Stokes's theorem, and deRham's theorem. Usually offered every year.  
Mr. Ruberman

### MATH 110b Differential Geometry

[ sn ]  
Riemannian metrics, parallel transport, geodesics, curvature. Introduction to Lie groups and Lie algebras, vector bundles and principal bundles. Usually offered every second year.  
Mr. Mayer

### MATH 111a Real Analysis

[ sn ]  
Measure and integration.  $L_p$  spaces, Banach spaces, Hilbert spaces. Radon-Nikodym, Riesz representation, and Fubini theorems. Fourier transforms. Usually offered every year.  
Mr. Kleinbock

### MATH 111b Complex Analysis

[ sn ]  
The Cauchy integral theorem, calculus of residues, and maximum modulus principle. Harmonic functions. The Riemann mapping theorem and conformal mappings. Other topics as time permits. Usually offered every year.  
Mr. Adler

### MATH 121a Topology I

[ sn ]  
Fundamental group, covering spaces. Cell complexes, homology and cohomology theory, with applications. Usually offered every year.  
Mr. Ruberman

### MATH 121b Topology II

[ sn ]  
Continuation of MATH 121a. Manifolds and orientation, cup and cap products, Poincare duality. Other topics as time permits. Usually offered every year.  
Mr. Igusa

### MATH 150a Combinatorics

[ sn ]  
Emphasis on enumerative combinatorics. Generating functions and their applications to counting graphs, paths, permutations, and partitions. Bijective counting, combinatorial identities, Lagrange inversion and Mobius inversion. Usually offered every second year.  
Mr. Gessel

### MATH 150b Topics in Combinatorics

[ sn ]  
Possible topics include symmetric functions, graph theory, extremal combinatorics, combinatorial optimization, coding theory. Usually offered every second year.  
Staff

## (200 and above) Primarily for Graduate Students

All graduate level courses will have organizational meetings the first week of classes.

### MATH 200a Second-Year Seminar

A course for second-year students in the Ph.D. program designed to provide exposure to current research and practice in giving seminar talks. Students read recent journal articles and preprints and present the material. Usually offered every year.  
Mr. Gessel

### MATH 201a Topics in Algebra

Introduction to a field of algebra. Possible topics include representation theory, vertex algebras, algebraic groups. Usually offered every year.  
Mr. Lian

### MATH 202a Algebraic Geometry I

Varieties and schemes. Cohomology theory. Curves and surfaces. Usually offered every second year.  
Staff

### MATH 202b Algebraic Geometry II

Continuation of MATH 202a. Usually offered every second year.  
Staff

### MATH 203a Number Theory

Basic algebraic number theory (number fields, ramification theory, class groups, Dirichlet unit theorem), zeta and L-functions (Riemann zeta function, Dirichlet L-functions, primes in arithmetic progressions, prime number theorem). Usually offered every second year.  
Mr. Diamond

### MATH 203b Topics in Number Theory

Possible topics include class field theory, cyclotomic fields, modular forms, analytic number theory, ergodic number theory. Usually offered every year.  
Staff

### MATH 204a T.A. Practicum

Teaching elementary mathematics courses is a subtle and difficult art, involving many skills besides those that make mathematicians good at proving theorems. This course focuses on the development and support of teaching skills. The main feature is individual observation of the graduate student by the practicum teacher, who provides written criticism of, and consultation on, classroom teaching practices. Usually offered every year.  
Ms. Charney

### MATH 205b Commutative Algebra

Associated primes, primary decomposition. Filtrations, completions, graded rings. Dimension theory, Hilbert functions. Regular sequences, depth, regular local rings. Other topics as time permits. Usually offered every second year.  
Mr. Schwarz

### MATH 211a Topics in Differential Geometry and Analysis I

Possible topics include complex manifolds, elliptic operators, index theory, random matrix theory, integrable systems, dynamical systems, ergodic theory. Usually offered every year.  
Mr. Adler

### MATH 212b Functional Analysis

Banach and Hilbert spaces, linear operators, operator topologies, Banach algebras. Convexity and fixed point theorems, integration on locally compact groups. Spectral theory. Other topics as time permits. Usually offered every second year.  
Staff

### MATH 221a Topology III

Vector bundles and characteristic classes. Elementary homotopy theory and obstruction theory. Cobordism and transversality; other topics as time permits. Usually offered every year.  
Staff

### MATH 221b Topics in Topology

Topics in topology and geometry. In recent years, topics have included knot theory, symplectic and contact topology, gauge theory, and three-dimensional topology. Usually offered every year.  
Mr. Ruberman

### MATH 223a Lie Algebras

Theorems of Engel and Lie. Semisimple Lie algebras, Cartan's criterion. Universal enveloping algebras, PBW theorem, Serre's construction. Representation theory. Other topics as time permits. Usually offered every second year.  
Mr. Schwarz

**MATH 224b Lie Groups**

Basic theory of Lie groups and Lie algebras. Homogeneous spaces. Haar measure. Compact Lie groups, representation theory, Peter-Weyl theorem, differential slice theorem. Complex reductive groups. Other topics as time permits. Usually offered every second year.  
Staff

**MATH 250a Complex Algebraic Geometry I**

Riemann surfaces, Riemann-Roch theorems, Jacobians. Complex manifolds, Hodge decomposition theorem, cohomology of sheaves, Serre duality. Vector bundles and Chern classes. Other topics as time permits. Usually offered every second year.  
Staff

**MATH 250b Complex Algebraic Geometry II**

Continuation of MATH 250a. Usually offered every second year.  
Staff

**MATH 299a Readings in Mathematics**

Staff

**MATH 301a Further Topics in Algebra**

Staff

**MATH 302a Topics in Algebraic Geometry**

Staff

**MATH 311a Further Topics in Analysis**

Mr. Kleinbock

**MATH 321a Further Topics in Topology**

Staff

**MATH 326a Topics in Mathematics**

Staff

**MATH 399a Readings in Mathematics**

Staff

**MATH 401d Research**

Independent research for the Ph.D. degree. Specific sections for individual faculty members as requested.  
Staff

**Cross-Listed Courses****BIOL 51a**

Biostatistics

**ECON 184b**

Econometrics

**PHIL 106b**

Mathematical Logic

**PHYS 110a**

Mathematical Physics

**Courses of Related Interest****PHIL 38b**

Philosophy of Mathematics

An interdepartmental program

**Medieval and Renaissance Studies**

Courses of Study:  
Minor

**Objectives**

The Medieval and Renaissance Studies Program provides students with a broad introduction to the development of western civilization from the end of antiquity to the 17th century. It is founded on the principle that an interdisciplinary perspective is the most profitable way to gain an understanding of the formation of early modern Europe. In order to develop a multifaceted picture of the Middle Ages and the Renaissance, all students select one of two core courses in history, and they are encouraged to explore a variety of disciplinary perspectives provided by various national literatures, fine arts, and philosophies. The exact balance of these approaches depends on a student's interest. The program offers a useful complement to many majors, and it is a good foundation to graduate study in a variety of fields.

**How to Become a Minor**

The most important requirement for taking part in the program is an interest in the Middle Ages and the Renaissance. Students may enter the program at any time in their undergraduate careers, but an early start maximizes a student's range of choice because a number of courses are offered at different intervals. Students should consult with their advisor and the chair of the program to map out their particular plan of study.

**Faculty**

**Jonathan Unglaub, Chair**  
(Fine Arts)

**Bernadette Brooten**  
(Near Eastern and Judaic Studies)

**Mary Campbell**  
(English and American Literature)

**Jonathan Decter**  
(Near Eastern and Judaic Studies)

**William Flesch**  
(English and American Literature)

**Dian Fox**  
(Romance and Comparative Literature)

**William Kapelle**  
(History)

**Richard Lansing**  
(Romance and Comparative Literature)

**Avigdor Levy**  
(Near Eastern and Judaic Studies)

**Joan Maling**  
(Language and Linguistics; Psychology)

**Charles McClendon**  
(Fine Arts)

**Michael McGrade**  
(Music)

**Sarah Mead**  
(Music)

**Michael Randall**  
(Romance and Comparative Literature)

**Benjamin Ravid**  
(Near Eastern and Judaic Studies)

**Govind Sreenivasan**  
(History)

**Ramie Targoff**  
(English and American Literature)

**Cheryl Walker**  
(Classical Studies)

**Requirements for the Minor**

**A. Core Course:** HIST 110b (The Civilization of the High and Late Middle Ages) or HIST 123a (The Renaissance).

**B. Students in the program must complete the University language requirement in one of the following:** French, Italian, Spanish, German, Latin, Greek, Russian, Arabic, or Hebrew.

**C. Four other courses from the program listing. In order to promote an interdisciplinary approach to the study of the Middle Ages and the Renaissance, two of these courses should be in two different fields other than history.**

**D. Capstone.** In addition the core history course and electives, students choose one of these three options for fulfilling the capstone of the minor.

1. The completion of an independent study on a medieval or renaissance topic (MERL 98a or b) with one or more members of the program faculty.

2. A senior thesis in the student's major, with an emphasis on some aspect of medieval or renaissance studies and read by at least two faculty members in the program.

3. MERL colloquium. These are medieval and renaissance program electives that are either a.) seminar classes with a research paper, or b.) taught in a foreign language and/or use predominantly original foreign language texts.

**Special Notes**

Please note that MUS 10a and 10b yield half-course credit each, therefore two semesters of MUS 10 are required to equal one full-semester course, i.e., one elective course.

**Courses of Instruction****(1-99) Primarily for Undergraduate Students**

**MEVL 98a Independent Study**  
Usually offered every year.  
Staff

**MEVL 98b Independent Study**  
Usually offered every year.  
Staff

**Elective Courses**

The following courses are approved for the minor. Not all are given in any one year. Please refer to the Schedule of Classes each semester.

**CLAS 115b**  
Topics in Greek and Roman History

**CLAS 166a**  
Medieval Literature: A Millennium of God, Sex, and Death

**COML 102a**  
Love in the Middle Ages

**COML 103b**  
Madness and Folly in Renaissance Literature

**ENG 18b**  
For Better or Worse?: Marriage in Renaissance Drama

**ENG 33a**  
Shakespeare

**ENG 43a**  
Major English Authors, Chaucer to Milton

**ENG 63a**  
Renaissance Poetry

**ENG 133a**  
Advanced Shakespeare

**ENG 143a**  
Elizabethan and Jacobean Drama

**ENG 152b**  
Arthurian Literature

**ENG 173a**  
Spenser and Milton

**FA 39b**  
Islamic Art and Architecture

**FA 40b**  
The Formation of Jewish, Christian, and Islamic Art

**FA 41a**  
Art and the Origins of Europe

**FA 42b**  
The Age of Cathedrals

**FA 43a**  
The Art of Medieval England

**FA 45a**  
St. Peter's and the Vatican

**FA 51a**  
Art of the Early Renaissance in Italy

**FA 54b**  
Renaissance Art in Northern Europe

**FA 58b**  
High and Late Renaissance in Italy

**FA 60a**  
Baroque in Italy and Spain

**FA 63a**  
The Age of Rubens and Rembrandt

**HIST 110a**  
The Civilization of the Early Middle Ages

**HIST 110b**  
The Civilization of the High and Late Middle Ages

**HIST 112b**  
The Crusades and the Expansion of Medieval Europe

**HIST 113a**  
English Medieval History

**HIST 120a**  
Britain in the Later Middle Ages

**HIST 123a**  
The Renaissance

**HIST 123b**  
Reformation Europe (1400-1600)

**HIST 126a**  
Early Modern Europe (1500-1700)

**HIST 127b**  
Household and Family in Late Medieval and Early Modern Europe (1300-1800)

**IECS 140a**  
Dante's Divine Comedy

**IMES 104a**  
Islam: Civilization and Institutions

**MUS 10a**  
Early Music Ensemble

**MUS 10b**  
Early Music Ensemble

**MUS 110b**  
The Authenticity Question: Applying Historical Performance Practices

**NEJS 140a**  
History of the Jews from the Maccabees to 1497

**NEJS 140b**  
The Jews in Europe to 1791

**NEJS 151b**  
Ghettos, Gondolas, and Gelato: The Italian Jewish Experience

**NEJS 152a**  
From Inquisition to Holocaust

**NEJS 152b**  
Anti-Judaism, Antisemitism, and Anti-Zionism

**NEJS 188a**  
The Rise and Decline of the Ottoman Empire, 1300-1800

**SPAN 110a**  
Introduction to Peninsular Spanish Literature

**Elective Courses Counting as Colloquium Course**

The following course may count as medieval and renaissance studies colloquia for capstone option as outlined in the requirement section; otherwise they count as an elective.

**ECS 100b**  
European Cultural Studies Proseminar: Making of European Modernity

**ENG 132b**  
Chaucer I

**FA 191b**  
Studies in Renaissance and Baroque Art

**FREN 120a**  
The French Middle Ages: Before France was France

**FREN 122b**  
The Renaissance: When France became France

**HIST 221b**  
Colloquium in Early Modern European History

**LAT 125a**  
Medieval Latin

**NEJS 179a**  
Jewish Literature of the Middle Ages and Renaissance

**NEJS 180a**  
Love and Passion in Medieval Jewish Literature and Thought

**SECS 150a**  
Golden Age Drama and Society

**SPAN 120b**  
Don Quijote

**SPAN 125b**  
Literary Women in Early Modern Spain

A graduate program

## Molecular and Cell Biology

Courses of Study:  
Master of Science  
Doctor of Philosophy

### Objectives

The Graduate Program in Molecular and Cell Biology, leading to the degree of Doctor of Philosophy, is designed to provide each student with the theoretical foundations and research experience needed to become an independent and original investigator of basic biological phenomena. Preparation is achieved through the combination of (1) a flexible curriculum of courses tailored for each student's specific needs, (2) a set of laboratory rotations that acquaints each entering student with current research techniques and permits exploration of possible research areas, and (3) a proseminar specifically for first-year students and a series of journal clubs that keep students abreast of significant research findings and develop confidence with reading research literature and giving oral presentations. First-year students participate in all three aspects of our graduate program and are thus quickly integrated into the biological research community at Brandeis. A strength of our program is frequent interactions between students and faculty, formal and informal.

Thesis research leading to the Ph.D. degree is carried out under the personal direction of a faculty member. A complete list of faculty research interests and recent publications can be viewed online at [www.bio.brandeis.edu](http://www.bio.brandeis.edu). Potential applicants are urged to obtain this information. As a general orientation, the following areas of research are among those represented in the program: molecular biology of the regulation of gene expression; chromosome structure and chromosomal rearrangements; mechanisms of recombination; developmental genetics; behavioral genetics and neural development; biophysics of single nerve cells; learning and memory; integration of neural function; immunogenetics; immune cell differentiation and development; molecular biology of the immune system; regulation of muscle contraction; molecular and cell architecture; organization of subcellular structures; structure and function of proteins; mammalian embryogenesis and the biotechnology of DNA diagnostics.

### Faculty

**Jeffrey Agar (Volen National Center for Complex Systems)**  
Mass spectrometry.

**Susan Birren (Volen National Center for Complex Systems)**  
Developmental neurobiology.

**Carolyn Cohen (Rosenstiel Center)**  
Structural molecular biology.

**Paul Garrity (Volen National Center for Complex Systems)**  
Neural development and behavior.

**Bruce Goode (Rosenstiel Center)**  
Biochemistry and genetics of yeast cytoskeleton.

**Leslie Griffith (Volen National Center for Complex Systems)**

Biochemistry of synaptic plasticity.

**James Haber (Rosenstiel Center)**

Genetics and molecular biology of yeast meiotic and mitotic recombination. Mating-type switching. Repair of broken chromosomes.

**Jeffrey Hall (Volen National Center for Complex Systems)**

Neurogenetics and molecular neurobiology of higher behaviors in *Drosophila*.

**Kenneth Hayes (Director, Foster Animal Lab)**

Comparative nutritional pathophysiology in man and animals. Lipoprotein metabolism and atherogenesis, cholelithiasis.

**Susan Lovett (Rosenstiel Center)**

Genetics and molecular biology of bacteria and yeast. DNA repair. Recombination and mutogenesis.

**Melissa Moore**

Molecular biology of self-splicing introns and the spliceosome. Mechanisms of RNA catalysis.

**Gregory Petsko (Director, Rosenstiel Center)**

X-ray crystallographic analysis of protein structure and enzyme mechanisms.

**Joan Press (Rosenstiel Center)**  
Developmental immunology and immunogenetics.

**Ruibao Ren (Rosenstiel Center)**  
Signal transduction.

### How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, given in an earlier section of this *Bulletin*, apply to candidates for admission to this area of study. The student's undergraduate record should ordinarily include courses equivalent to those required of undergraduates concentrating in biology at this institution. Applicants to the Ph.D. program who are deficient in some of these subjects, but whose records are otherwise superior, may make up their deficiencies while they are enrolled as graduate students. In exceptional cases, students may be excused from some of these requirements. Students with serious deficiencies must, however, expect to add additional time to their graduate program in order to satisfy the deficiencies.

Applicants must take the Graduate Record Examination.

Since the summer months provide an important opportunity for uninterrupted laboratory work, the Molecular and Cell Biology Program provides 12-month stipend support for all full-time Ph.D. students.



**Michael Rosbash (Volen National Center for Complex Systems)**

RNA processing and molecular neurobiology.

**Piali Sengupta (Volen National Center for Complex Systems), Graduate Advising Head**

Developmental neurobiology in *C. elegans*.

**Neil Simister (Rosenstiel Center)**

Molecular immunology. Antibody transport.

**Lawrence Wangh**

Mammalian embryogenesis, gene expression in single cells, DNA amplification and *in vitro* DNA diagnostics.

**Michael Welte (Rosenstiel Center)**

Regulation of motor-driven transport.

**Requirements for the Degree of Master of Science****Program of Study**

The program is designed to guide each student toward realizing her or his potential as an independent research biologist. Students are encouraged to become experts in the theory and practice of their chosen area of research, as well as to obtain breadth in other areas strongly represented in the program. Research areas include genetics, molecular biology, developmental biology, cell biology, structural biology, immunology, and neurobiology. Graduate courses are available in all of these areas. A total of six graduate-level courses, which must include BIOL 103b and BIOL 105b, with the balance to be agreed upon with the program advisor, are required for the degree. The research component can be met by satisfactory performance in four laboratory rotations (including submission of written rotation reports) or a two-semester research project in one laboratory (including submission of a research thesis) or submission of a research thesis based on research in the library. Research in a laboratory is predicated on the students' acceptance into a laboratory or laboratories. (If no such suitable laboratory experience can be arranged, then the student's option is to use the third choice of a thesis based on library research of the literature). All students are required to take CONT 300b (Ethical Practice in Health Related Sciences), typically in the spring. The student must receive grades of B- or better in all courses and may be terminated at the end of the first semester if the student's record is unsatisfactory.

**Residence Requirement**

The minimum residence requirement is one year.

**Requirements for the Degree of Doctor of Philosophy****Program of Study**

Students are expected to obtain a knowledge of the principles and techniques of three of the areas represented in the program, i.e., genetics, developmental biology, molecular biology, neurobiology, immunology, cell biology, and structural biology. The background a student is expected to have in these areas will be covered in courses given by the program. Entering students also participate together in a proseminar, an introduction to the research literature of biology. Students take two courses each semester in the first year, with a total of six required for the degree. Required courses are BIOL 103b, BIOL 105b, and BIOL 200a. In the first year, students will complete four, nine-week rotations in at least four different laboratories. Throughout the graduate years, students remain involved in seminar courses, journal clubs, presentations of research, colloquia, and research courses.

Each student will choose his/her specific field of interest and will apply for a permanent advisor to be agreed upon by the program at the end of the first year. The advisor will assist the student in planning a well-balanced program in his/her specific field of interest. In addition, the advisor will ordinarily serve as the chair of the student's dissertation examining committee.

**Teaching Requirement**

At least one year of teaching experience (or equivalent) is required of all degree candidates.

**Residence Requirement**

The minimum residence requirement is three years.

**Language Requirement**

There is no foreign language requirement for the Ph.D. degree.

**Qualifying Examination**

The qualifying examination consists of two research propositions in which the student identifies an important and interesting research problem and then proposes the experiments to attack it. The propositions are written and the student gives an oral defense. The first proposition, which is taken at the end of the first year, must be in an area outside the student's area of thesis research. The second proposition constitutes a thesis proposal and is taken at the end of the second year.

**Advancement in the Program**

To pass into the second year of graduate studies, the student must have grades of B- or better in all courses, must have a satisfactory evaluation of the first proposition, and must have found a laboratory in which to carry out thesis research.

To pass into the third year and be admitted to candidacy, the student must have grades of B- or better in all six courses, have performed satisfactorily on both propositions, and be in good standing in the thesis research laboratory.

**Dissertation and Defense**

Each student will conduct an original investigation. After submission of the dissertation, the candidate will be expected to present the principal results of his or her work and its significance during an examination in defense of the dissertation. The examining committee must include one faculty member from outside the University. A public seminar to the University community is also required.

**Requirements for the Degree of Doctor of Philosophy in Molecular and Cell Biology with Specialization in Quantitative Biology****Program of Study**

Students wishing to obtain the specialization must first gain approval of the graduate program chair. This should be done as early as possible, ideally during the first year of graduate studies. In order to receive the Ph.D. in Molecular and Cell Biology with additional specialization in quantitative biology, candidates must complete a) the requirements for the Ph.D. described above and b) the course requirements for the quantitative biology specialization that are described in the quantitative biology section of this *Bulletin*.

Any alteration to the quantitative biology course requirements must be approved by the graduate program chair and by the quantitative biology program faculty advisory committee.

## Courses of Instruction

### (100-199) For Both Undergraduate and Graduate Students

#### BIOL 101a Molecular Biotechnology

[ sn ]

*Prerequisites: BIOL 22a.*

A study of the molecular basis of DNA replication, RNA transcription, RNA processing and editing, protein synthesis, and structure function relationships with emphasis on DNA and protein manipulation and molecular biology techniques. Usually offered every year.  
Ms. Kosinski-Collins

#### BIOL 102b Structural Molecular Biology

[ sn ]

*Prerequisites: BIOL 22a and BIOL 22b, or permission of the instructor.*

Cells are filled with machines that carry materials about the cell, that chemically transform molecules, that transduce energy, and much more. Our understanding of how these machines work depends on understanding their structures. This introduction to the structural basis of molecular biology examines the designs of proteins and nucleic acids, their assembly into macromolecular complexes, and the means whereby we visualize these structures. Considers the physical and chemical basis for specificity in molecular recognition. Usually offered every second year.  
Staff

#### BIOL 103b Mechanisms of Cell Functions

[ sn ]

*Prerequisite: BIOL 22b or permission of the instructor.*

An advanced course focusing on a mechanistic understanding of cell biological processes and the methods by which these processes are elucidated. Papers are chosen to illustrate a variety of experimental approaches including biochemistry, genetics, and microscopy. Topics include cell cycle, signal transduction, cytoskeleton and cell movement, membrane traffic, and intercellular transport. Usually offered every year.  
Mr. Welte

#### BIOL 105b Molecular Biology

[ sn ]

*Prerequisites: BIOL 22a and BIOL 22b.*

*Section 2 is open only to students in the Genetic Counseling Program. Class work for this section is supplemented by special readings and lectures with a clinical focus.*

Examination of molecular processes in replication and expression of genetic information and techniques by which this understanding has been achieved. Topics include recombinant DNA and other molecular biological techniques, structure and organization of DNA in chromosomes, DNA replication, transcription and regulation of gene expression, RNA structure and processing, mRNA stability, and other mechanisms of post-translational control. Usually offered every year.  
Ms. Lovett and Mr. Rosbash

#### BIOL 111a Developmental Biology

[ sn ]

*Prerequisite: BIOL 22b.*

How do complex organisms build themselves starting from single cells? Examines how processes such as fertilization, embryogenesis, cell differentiation, and tissue-specific gene expression occur; what is known about the key molecules and genes that orchestrate these processes; and how genetic changes affecting these processes underlie the evolution of body form. Usually offered every second year.  
Ms. Birren

#### BIOL 122a Molecular Genetics

[ sn ]

*Prerequisite: BIOL 22a.*

A lecture- and literature-based course emphasizing strategies of genetic analysis and the mechanisms that control genetic change and preserve genetic stability. Lectures cover the topics of mutation, recombination and repair of genetic damage, chromosome structure and transmission, analysis at the genomic level, and modern genetic and molecular biology approaches to study genes in action. Research papers of current and historical interest will be discussed. Usually offered every second year.  
Ms. Lovett

#### BIOL 125a Immunology

[ sn ]

*Prerequisites: BIOL 22a and BIOL 22b.*

Topics include properties, functions of cells involved in immunity; genes, structure, function of immunoglobins and T cell receptors; cell interactions; antigen recognition; lymphokines; tolerance; lymphocyte differentiation; genetic regulation; viral immunity; autoimmunity; AIDS; vaccines. Usually offered every year.  
Ms. Press

#### BIOL 126b Protein Structure and Disease

[ sn ]

*Prerequisites: BIOL 22a and BIOL 22b, or the equivalent, or permission of the instructor.*

Reviews the basic principles of protein structure, so that the functional aspects of different protein designs may be understood. Examines various protein mutations related to certain molecular diseases and the architecture of some key viruses and their infectivity. Consideration of drug design is an integral part of the course. Student presentations are essential to the course. Usually offered every second year.  
Ms. Cohen

#### BIOL 128a Human Genetics

[ sn ]

*Prerequisites: BIOL 22a and BIOL 22b.*

Survey of topics including: mutation and polymorphism; molecular methodology; single-gene inheritance and complexities thereof; multifactorial conditions, risk assessment and Bayesian analysis; cytogenetics; hemoglobinopathies; population genetics; gene mapping; cancer genetics; ethical considerations in genetics; immunogenetics; pharmacogenetics; genetics of development; biochemistry of selected genetic diseases; gene therapy, genomics, proteomics, and bioinformatics. Usually offered every year.  
Ms. Hiller

#### BIOL 132a General Microbiology

[ sn ]

*Prerequisites: BIOL 22a and BIOL 22b, CHEM 25a and 25b.*

A survey of the physiology of bacteria and other microorganisms. Concentrates on those aspects of cell structure and function that are important for diverse microbial lifestyles. In addition, pays special attention to the biology of disease-causing organisms and microbiological problems facing medicine today. Usually offered every second year.  
Staff

#### BIOL 134b Tropical Ecology

[ sn ]

*Prerequisites: BIOL 23a or permission of the instructor.*

An in-depth look at tropical ecology with this as the central question: why are tropical regions ecologically so different from temperate and polar regions? Usually offered every second year.  
Mr. D.L. Perlman

**NBIO 136b Computational Neuroscience**

[ sn ]

*Prerequisites: MATH 10a or PHYS 10a or approved equivalents.*

An introduction to concepts and methods in computer modeling of neural systems.

Topics include the basic biophysics of ion conduction, single- and multi-compartment neuron models, information representation and processing in the visual system, and models of synaptic plasticity, working memory and decision making. Usually offered every second year.

Staff

**NBIO 140b Principles of Neuroscience**

[ sn ]

*Prerequisite: BIOL 22b or permission of the instructor.*

Basic principles of neuroscience. Topics include resting potentials, action potentials, synaptic transmission, sensory systems, motor systems, learning, neural circuits underlying behavior, neurological diseases, and mental illness. Usually offered every year.

Ms. Turrigiano

**BIOL 141b Molecular Pathophysiology**

[ sn ]

*Prerequisite: BIOL 42a, BCHM 100a or NBIO 140b, or permission of the instructor.*

An in-depth investigation of the molecular mechanisms by which the body's organ systems maintain health/homeostasis and succumb to genetic diseases (e.g. Cystic Fibrosis, Parkinson's Disease, ALS), with additional emphasis on understanding how the body adapts to physical exertion and exercise. Usually offered every second year.

Mr. Dore

**NBIO 143b Developmental Neurobiology**

[ sn ]

*Prerequisite: BIOL 22b or permission of the instructor.*

Discusses the mechanisms used in the development of the nervous system. Topics include determination of neuronal cell fates, neuronal differentiation and pattern formation, neuron survival and growth, and mechanisms responsible for generation of connectivity in the nervous system.

Usually offered every second year.

Ms. Sengupta

**NBIO 145b Systems Neuroscience**

[ sn ]

*Prerequisite: NBIO 140b.*

A fundamental question in neuroscience is how our brains extract and compute features and functions—such as direction of motion from visual stimuli—and how experience allows the microcircuits within our brains to become better tuned to such features. Understanding these processes requires insight into the cellular and network mechanisms that give rise to them. We will begin by examining the classical literature, and then we will move on to recent advances in understanding the cellular and network properties of brain microcircuits. The course emphasizes reading from original papers, and extensive class discussion. Usually offered every year.

Ms. Turrigiano

**NBIO 146a The Neurobiology of Human Disease**

[ sn ]

*Prerequisite: NBIO 140b.*

A lecture- and literature-based overview of the neurobiological underpinnings of neurological and psychiatric disorders including autism, mental retardation, schizophrenia, bipolar disorder, Alzheimer's Disease, Parkinson's Disease, and other neurodevelopment and neurodegenerative disorders. Usually offered every second year.

Mr. Nelson

**NBIO 147a Neurogenetics**

[ sn ]

*Prerequisites: BIOL 18a and BIOL 22a.*

Development and function of the nervous system and responses of excitable cells studied in neurological and behavioral mutants. Characterization and manipulation of genes, defined by these mutations and using molecular biological tools. Organisms: microbes, roundworms, fruit flies, mammals. Neurobiological areas: embryonic neural development, nerve cell differentiation and pattern formation, membrane excitability, responses to visual and chemical stimuli, biological rhythms, and reproductive behavior. Usually offered every third year.

Mr. Hall

**NBIO 148b Cellular Neuroscience**

[ sn ]

*Prerequisite: NBIO 140b or permission of the instructor. May be taken concurrently with NBIO 140b.*

Focuses on cellular mechanisms of excitability and synaptic plasticity. Students examine classic experiments on action potentials and synaptic transmission and the original research literature dealing with the cellular mechanisms of developmental and learning-related plasticity. Usually offered every year.

Mr. Lisman

**BIOL 149b Molecular Pharmacology**

[ sn ]

*Prerequisites: BIOL 22b and CHEM 25a and b. NBIO 140b strongly recommended.*

Covers the essentials of pharmacology and the study of the actions of chemical agents (drugs, toxins, neurotransmitters, and hormones) that interact with living systems. Emphasizes molecular mechanisms of neuropharmacology. Topics include pharmacokinetics, hormone action, autonomic pharmacology, and the psychopharmacology of drugs of abuse and mental disorders. Usually offered every third year.

Ms. Griffith

**NBIO 150a Autism and Human Developmental Disorders**

[ sn ]

*Prerequisite: BIOL 22b.*

Autism and other developmental disorders are characterized by abnormal brain development resulting in cognitive and behavioral deficits. Takes an integrative approach to investigate the biological, behavioral, medical, and social aspects of human developmental disorders. Usually offered every second year.

Ms. Birren

**BIOL 155a Project Laboratory in Genetics and Genomics**

[ sn ]

*Prerequisites: BIOL 18a,b and 22a,b.*Genetic analysis through laboratory research. Projects include genome-wide analysis of genes of the bacterium *E. coli*, and comparative genomic analysis using genomic databases and other computer resources. Students develop tools for genetic analysis and evaluate their usefulness. Usually offered every year.

Ms. Lovett and Mr. Morris

**BIOL 160b Human Reproductive and Developmental Biology**

[ sn ]

*Prerequisites: BIOL 22a and BIOL 22b.*

Course deals with hormonal, cellular, and molecular aspects of gametogenesis, fertilization, pregnancy, and birth. Pathological and abnormal variations that occur and the available medical technologies for intervention, correction, and facilitation of these processes are discussed. Usually offered every year.

Ms. Jackson

**BIOL 172b Growth Control and Cancer**

[ sn ]

*Prerequisites: BIOL 22a and BIOL 22b.*

Covers the fundamental rules of behavior of cells in multicellular organisms. Examines cellular and molecular mechanisms that govern cell growth, differentiation and survival in normal cells, as well as how this regulation is disrupted in cancer. Usually offered every second year.

Mr. Ren

**BIOL 174b Stem Cells**

[ sn ]

*Prerequisites: BIOL 22a and BIOL 22b.*

Stem cells are cells that can both undergo self-renewal and give rise to all cells or special cell types of the body. They have the potential for the restoration of lost organ function that cannot be achieved through traditional drug therapies. Covers stem cell biology, cell differentiation and transdifferentiation, cell lineage commitment, gene expression regulation, signal transduction, cell identity memory and cell therapies. Provides a unique way to gain insights into developmental biology, molecular and cell biology, cancer biology, biology of aging, regenerative medicine, as well as bioethics and health and public policies. Usually offered every second year.

Mr. Ren

**BIOL 175b Advanced Immunology: Topics in Infectious Disease**

[ sn ]

*Prerequisite: BIOL 125a and permission of the instructor.*

An advanced lecture- and literature-based course that will focus on a select group of microorganisms (bacteria, viruses, etc.) considered important in human disease. Topics include mechanisms/determinants of pathogenicity, organism-specific immune responses, immune evasion, vaccines, public health issues, bioterrorism agents. Usually offered every second year.

Ms. Press

**(200 and above) Primarily for Graduate Students****BIOL 200a Proseminar**

For first-year Ph.D. students. Emphasizes the reading, analysis, and presentation of scientific papers. There is considerable emphasis on oral presentations and writing. Students will be guided towards preparing research papers and grant applications, presenting talks and posters at scientific meetings, and writing and defending Ph.D. qualifying exams. Also examines how scientists frame important questions and design appropriate experiments. Papers will be chosen by the instructor for discussions and exercises. Papers focus on one specific research topic while encompassing a broad range of molecular biological, genetic, structural, and biochemical approaches. Usually offered every year.

Mr. Goode

**BIOL 202d Introduction to Genetic Counseling**

A two-semester sequence that provides the historical and theoretical foundations for the practice of genetic counseling and the role of genetic services within the healthcare delivery system. Introduces students to some of the practical aspects of genetic counseling, including case preparation, pedigree construction/interpretation, and medical documentation. Usually offered every year.

Ms. McIntosh

**BIOL 203a Proseminar: The Molecular Basis of Genetic Diseases**

Covers the molecular basis of muscular dystrophy, fragile X syndrome, cystic fibrosis, Huntington disease, and several inherited cancer syndromes. A historical perspective is used for each topic; molecular diagnostics and genetic counseling issues are addressed as well. Usually offered every year.

Ms. Tsipis

**BIOL 204b Clinical Genetics I**

Introduction to basic concepts of biochemical genetics, cytogenetics, and clinical molecular genetics. Makes use of clinical cases ranging from single gene disorders to multifactorially determined conditions and includes problems in dysmorphology, inborn errors of metabolism, and cancer genetics. A problem-solving approach is emphasized. Usually offered every year.

Ms. Schneider and Ms. Stoler

**BIOL 205b Counseling Theory and Technique**

A comprehensive overview of counseling theory and practice. Topics include listening, observation, and interview skills and strategies; family dynamics and development; coping and adaptation processes; referral and consultation procedures; and ethical principles. Students are provided an opportunity to integrate clinical experiences with the coverage of topics. Usually offered every year.

Mr. Rintell

**BIOL 206d Genetic Counseling Journal Club**  
*Noncredit.*

Informal biweekly meeting of students and faculty at which recent papers are discussed. Usually offered every year.

Staff

**BIOL 207a Genetic Counseling: Case Conferences and Family Counseling**

Taught by a team of health care professionals. Case studies provide the basis for discussion of a variety of genetic disorders and the application of counseling modalities. Students have an opportunity to share experiences gained during clinical internships. Discussions emphasize the interplay of medical, psychological, ethical, legal, social, and cultural factors in genetic counseling. Usually offered every year.

Ms. McIntosh and Mr. Rintell

**BIOL 211a Genetic Counseling Fieldwork Placement: Part I**

Students work one day per week in a community-based health service organization, school, clinic, or public health agency to develop awareness of disability-related issues and the variety of community-based services for individuals with special needs. Students also observe in a genetics clinic 20-30 hours over the course of the semester to gain exposure to concepts learned in BIOL 202d (Introduction to Genetic Counseling). Periodic course discussions supplement the fieldwork experience.

Ms. Lerner

**BIOL 211b Genetic Counseling Fieldwork Placement: Part II**

To begin preparing for clinical genetics internships, students participate in a variety of experiences that serve to foster and integrate the concepts introduced in courses and presentations. Students are exposed to procedures in clinical labs through lectures, site visits, and/or lab work. In addition, students continue observations in a genetics clinic and meet several times with a family with a child with a disability. Periodic course discussions supplement the fieldwork experience.

Ms. Lerner

**BIOL 212a Genetic Counseling Internship I**

Starting in the summer and continuing through the fall semester, students work two to three days a week under the supervision of a genetic counselor or clinical geneticist in a prenatal, pediatric, general, cancer, or specialty genetics clinic. Usually offered every year.

Ms. McIntosh

**BIOL 212e Genetic Counseling Internship II**

Students work two to three days a week under the supervision of a genetic counselor or clinical geneticist in a prenatal, pediatric, general, cancer, or specialty genetics clinic and meet once a week to discuss cases and develop counseling protocols for some common genetic disorders. Usually offered every year.

Ms. McIntosh

**BIOL 213d Genetic Counseling Research Project**

Students are introduced to the basic techniques of social science research and their grounding principles in a series of seminars. In consultation with the program's research coordinator, each student designs and carries out a project under the supervision of a research committee. Usually offered every year.

Ms. Lerner



**BIOL 214c Genetic Counseling Process Group**

In this small group setting, students can share and learn from their collective experiences in their field placements, courses, and individual lives and have the opportunity to process and integrate the experience of becoming a genetic counselor. Usually offered every semester.  
Mr. Cunningham

**BIOL 215b Readings in Molecular Biology**

A combination of readings and clinical laboratory work to provide students with an in-depth understanding of the molecular biology of several human genetic diseases and the techniques used for their diagnosis. Usually offered every year.  
Ms. Tsipis

**BIOL 220a Clinical Genetics II**

*Prerequisite: Completion of BIOL 204b or permission of the instructor.*  
Continuation of BIOL 204b with emphasis on the genetic and developmental disorders of most major organ systems. A case-based, problem-solving approach is emphasized. Usually offered every year.  
Mr. Korf or Staff

**BIOL 224b The RNA World**

*Prerequisite: BCHM 100a, BIOL 105b (formerly BIBC 105b), or permission of the instructor.*  
This course employs seminars and lectures to approach a wide range of topics in RNA research. Topics include RNA enzymes, RNA structure, protein-RNA interactions, pre-mRNA splicing, and RNA localization.  
Ms. Moore and Mr. Rosbash

**BIOL 236b Genetics, Law, and Social Policy**

Explores advances in human genetics, the clinical and economic benefits promised by new tests, problems generated by our new ability to manipulate our biological future. Analyzes the role of government in regulating technological development and the legal doctrines of privacy, informed consent, and professional liability. Usually offered every second year.  
Ms. Roche

**BIOL 300a Biological Research**

Primarily for the first-year student with the purpose of introducing him or her to biological research and to the work in progress in the laboratories of a number of faculty members. In consultation with the graduate advisor, the student plans a sequence of such tenures, each comprising nine weeks or more, and then carries out experimental investigations under the guidance of the faculty members involved. Usually offered every year.  
Staff

**BIOL 300b Biological Research**

Primarily for the first-year student with the purpose of introducing him or her to biological research and to the work in progress in the laboratories of a number of faculty members. In consultation with the graduate advisor, the student plans a sequence of such tenures, each comprising nine weeks or more, and then carries out experimental investigations under the guidance of the faculty members involved. Usually offered every year.  
Staff

**BIOL 305d Topics in Molecular Genetics and Development**

Usually offered every year.  
Mr. Welte

**NBIO 306d Topics in Neurobiology**

Usually offered every year.  
Mr. Katz

**BIOL 316d Mechanisms of Recombination**

Usually offered every year.  
Mr. Haber and Ms. Lovett

**NBIO 340d Systems/Computational Neuroscience Journal Club**

Usually offered every year.  
Mr. Lisman

**BIOL 350d Graduate Student Research Seminar**

Usually offered every year.  
Staff

**BIOL 401d Dissertation Research**

Independent research for the Ph.D. degree. Specific sections for individual faculty members as requested.  
Staff

**Cross-Listed Courses****QBIO 110a**

Numerical Modeling of Biological Systems

**QBIO 120b**

Quantitative Biology Instrumentation Laboratory

**Required First-Year Graduate Health-Related Science Programs Course****CONT 300b Ethical Practice in Health-Related Sciences**

*Required of all first-year graduate students in health-related science programs. Not for credit.*

Ethics is an essential aspect of scientific research. This course, taught by University faculty from several graduate disciplines, covers major ethical issues germane to the broader scientific enterprise, including areas or applications from a number of fields of study. Lectures and relevant case studies are complemented by public lectures during the course. Usually offered every year.  
Ms. Press



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## Department of Music

Courses of Study:  
Minor  
Major (B.A.)  
Master of Arts  
Master of Fine Arts  
Doctor of Philosophy

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### Objectives

#### Undergraduate Major

The Department of Music offers a broad-based undergraduate major that combines the study of history, theory, composition, and performance. The core of the program consists of the study of the theory (with associated labs that provide further training in the musicianship skills necessary for all musical endeavors) and history of Western music. This core is complemented by additional study in one of four areas:

#### Composition

The track in composition develops skills in composition and analysis through courses in composition selected in consultation with the faculty advisor.

#### Cultural Studies

The track in cultural studies encourages students to develop an understanding of music of various traditions in their cultural and social contexts. Students in this interdisciplinary track select courses in cultural studies from offerings in the schools of creative arts, social sciences, and humanities.

#### History

The track in history allows students to focus on the place of music in history through elective courses on historical topics chosen in consultation with the faculty advisor. Students are encouraged to select these courses from related disciplines to focus on a particular time or place.

#### Performance

The track in performance, open to highly qualified students by audition, develops skill in performance through private study as well as through elective courses selected in consultation with the faculty advisor. Students also present junior and senior recitals.

#### Graduate Program in Music

The department offers graduate programs in two areas: composition and theory, and musicology. The department also offers, in conjunction with the program in women's and gender studies, a joint M.A. in music & women's and gender studies.

#### Composition and Theory

The department offers three degree programs in composition and theory: M.A. (normally one year), M.F.A. (normally two years), and Ph.D. (normally two or more years following the completion of M.F.A. requirements). The programs are designed to help students develop a command of the craft of composition. That objective is supported by studies in theory and analysis and in electro-acoustic music.

#### Musicology

The department offers three degree programs in musicology: M.A. (normally one year), M.F.A. (normally two years), and Ph.D. (normally two or more years following the completion of M.F.A. requirements). The programs offer an integrated approach to the understanding of the nature, structural basis, and historical development of music. Students may elect to emphasize or concentrate in music history, or in theory and analysis. In the music history program, a variety of techniques and methodologies, including source studies, style development, and historiography, are applied to different repertoires and historical problems. The theory and analysis program features work in the history of theory as well as analytic work in the context of theory construction involving the evaluation of pretonal, tonal, and contemporary analytic models. Courses consist of proseminars and seminars: proseminars survey an array of topics illustrating the representative avenues of research and methodological approaches while seminars typically concentrate on a single topic.

#### Music & Women's and Gender Studies

The department offers an interdisciplinary program with women's and gender studies, leading to a joint M.A. in music & women's and gender studies. Topics include feminist theory, gender studies, cultural history, and the investigation of work by and about women.

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### How to Become an Undergraduate Major

Students wishing to major in music should arrange to meet with the undergraduate advising head, who will refer them to the faculty advisors for their specific track and provide both written guidelines and examples of elective courses for each track. Before admission to the major, candidates will normally pass MUS 101a and b, with accompanying labs MUS 102a and b, preferably during their first year, and must demonstrate competence at the keyboard.

Instruction under the basic piano program is offered for those who are deficient at the keyboard. The required proficiency must normally be demonstrated by the end of the sophomore year. No fee is charged for this instruction and no credit is granted.

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### 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 this area of study. Students are advised to submit scores on the Graduate Record Examination. Applications received after the deadline will be considered on a rolling basis until the program is filled.

Applicants for study in **composition and theory** are required to submit evidence of qualification in the form of examples of original work in musical composition; they must also take a departmental written test in basic musicianship. Applicants for admission in **musicology** should submit examples of their prose writing on music. Musicology applicants wishing to specialize in **theory and analysis** should also submit examples of advanced work in musical theory.

Admission is granted for one academic year at a time. Readmission will be refused in cases where students have not demonstrated a capacity for acceptable graduate work.

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**Faculty**


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**Mary Ruth Ray, Chair and Faculty Advisor (Performance Track)**

Viola, Lydian String Quartet.

**Martin Boykan**

Composition. Analysis.

**Eric Chafe**

Music of Monteverdi. Bach. Wagner. Seventeenth century. Postromantic music. Twentieth-century music. Analysis.

**Yu-Hui Chang**

Composition. Theory and analysis.

**Eric Chasalow, Graduate Advisor (Composition)**

Composition. Analysis. Electronic music.

**Judith Eissenberg**

Violin, Lydian String Quartet. Chamber music performance and analysis.

**Joshua Gordon**

Cello, Lydian String Quartet. Performance and analysis.

**Neal Hampton**

Director, Brandeis Orchestra. Jazz history.

**Allan Keiler, Graduate Advisor (Musicology); Graduate Advisor (Music & Women's and Gender Studies)**

Nineteenth-century music. Theory and analysis. Beethoven.

**Michael McGrade, Faculty Advisor (History Track)**

Chant. Sacred polyphony of the late-15th and early-16th centuries. Baroque music. Opera.

**Sarah Mead**

Director, Brandeis Early Music Ensemble. The Authenticity Question.

**Bob Nieske**

Director, Jazz Ensemble. Jazz Bass. Jazz improvisation and composition.

**James Olesen**

Chorus. Chamber Choir. Director, performance activities.

**David Rakowski, Undergraduate Advising Head and Faculty Advisor (Composition Track)**

Composition. Theory and analysis.

**Daniel Stepper**

Violin, Lydian String Quartet. Performance and analysis.

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**Vocal Instructors**

Pamela Dellal, *mezzo-soprano*

Maggie Galloway, *jazz vocals*

Pamela Wolfe, *soprano*

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**Instrumental Instructors**

Jill Dreeben, *Flute*

Susan Gall, *Flute*

Laura Ahlbeck, *Oboe*

Margo McGowan, *Clarinet*

Margaret Phillips, *Bassoon*

Tom Hall, *Saxophone*

Nona Gainsforth, *French Horn*

Dana Russian, *Trumpet*

Jeffrey Roberts, *Jazz and Classical Guitar*

Elizabeth Foulser, *Double Bass*

Robert Schulz, *Percussion*

Evan Hirsch, *Piano*

Jean Meltaus, *Piano*

Ben Cook, *Jazz Piano*

Frances Fitch, *Harpsichord*

Christa Rakich, *Organ*

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**Requirements for the Undergraduate Major**

**A.** Music majors choose one of four tracks: composition, cultural studies, history, or performance. These tracks combine core courses in theory and history and electives chosen in consultation with the undergraduate advising head and the faculty advisor. Students are encouraged to develop areas of interest within the track, in consultation with the respective advisor, and to choose appropriate electives for these areas.

**Composition Track**
*Core courses*

1. Theory (six semesters): MUS 101a and 101b (with associated labs MUS 102a and b), and MUS 103a and 103b (with associated labs MUS 104a and b). Placement at the appropriate level is determined by an examination given at the beginning of the semester. Students may be exempted from any portion of this sequence by examination.

2. History (three semesters): MUS 131b *or* MUS 132a, MUS 133a (required), MUS 134b *or* MUS 135b.

*Electives*

Three semesters of courses from music and/or related disciplines, of which two are to be music courses numbered 89 or higher, to be approved by the faculty advisor. MUS 111a and b (Private Instruction: Instrumentalists), or 112a and b (Private Instruction: Voice), may be taken once only for major credit.

Electives in Music for Composition Track: MUS 6b, MUS 105a/b, MUS 106a, MUS 107a, MUS 108b, MUS109b, MUS190a, MUS 193a

Electives outside of the music department: THA 50b, Film 100a, PHYS 29a/b; other courses as approved by track advisor.

**Cultural Studies Track**
*Core courses*

1. Theory (three semesters): MUS 101a and 101b (with associated labs MUS 102a and b) *or* MUS 103a and 103b (with associated labs MUS 104a and b). Placement at the appropriate level is determined by an examination given at the beginning of the semester. Students may be exempted from any portion of this sequence by examination.

2. History (two semesters): MUS 133a plus one additional history course (MUS 131b, MUS 132a, MUS 134b *or* MUS 135b).

3. MUS 3b and MUS 31b (or alternate courses with permission of the department).

*Electives*

Five semesters of courses from music and/or related disciplines, of which two are to be music courses numbered 89 or higher, to be approved by the faculty advisor. MUS 111a and b (Private Instruction: Instrumentalists), or 112a and b (Private Instruction: Voice), may be taken once only for major credit.

Electives in Music for the Cultural Studies Track: Music courses as appropriate.

Electives outside of the music department: ANTH 1a, ANTH 26a, ANTH 112a, ANTH 126b, ANTH 128b, ANTH 129b, ANTH 184b, COEX 250a, COML 101a, COML 111b, COML 170a, ECS 100a/b, ED 101b, ENG 64b, ENG 101a, ENG 151b, ENG 161a, ENG 177b, FA 20b, FA 75a, GECS 170a, HIST 61a, HIST 132b, HIST 169a, HIST 179a, IGS 10a, NEJS 184a, PHIL 113b, RECS 149b, SOC 109b, SOC 120b, SOC 128a, SOC 154a, WMNS 105b, courses from the MA Program in Cultural Production, as appropriate; other courses as approved by track advisor.

**History Track***Core courses*

1. Theory (six semesters): MUS 101a and 101b (with associated labs MUS 102a and b), and MUS 103a and 103b (with associated labs MUS 104a and b). Placement at the appropriate level is determined by an examination given at the beginning of the semester. Students may be exempted from any portion of this sequence by examination.

2. History (three semesters): MUS 131b *or* MUS 132a, MUS 133a (required), MUS 134b *or* MUS 135b.

*Electives*

Three semesters of courses from music and/or related disciplines, to be approved by the faculty advisor. Music courses must number 89 or higher; MUS 111a and b (Private Instruction: Instrumentalists), or 112a and b (Private Instruction: Voice), may be taken once only for major credit.

Electives in Music for the History Track: MUS 131b – 135b (exclusive of three courses meeting the history requirement), MUS110b, MUS 150a, MUS 183b.

Electives outside of the music department: AAAS 79b, AMST 100b, AMST 169a, ECS 100b, ENG 47b, ENG 71a, ENG 174b, FA 51a, FA 170b, FREN 135a, GER 120a, HIST 130a, HIST 147a, RECS 148a; other courses as approved by track advisor.

**Performance Track**

The performance track is available to qualified students by audition (normally at the end of the sophomore year).

*Core courses*

1. Theory (six semesters): MUS 101a and 101b (with associated labs MUS 102a and b), and MUS 103a and 103b (with associated labs MUS 104a and b). Placement at the appropriate level is determined by an examination given at the beginning of the semester. Students may be exempted from any portion of this sequence by examination.

2. History (three semesters): MUS 131b *or* MUS 132a, MUS 133a (required), MUS 134b *or* MUS 135b.

3. Private lessons and ensemble.

4. Recitals in the junior (MUS 117a and b) and senior year (MUS 118a and b). The recital in the senior year may be taken as 99d (Senior Project) by petition.

*Electives*

Three additional electives numbered 89 or higher, concerned primarily with issues of performance, to be approved by the faculty advisor. MUS 111a and b (Private Instruction: Instrumentalists), or 112a and b (Private Instruction: Voice), may be taken once only for major credit.

Electives in Music for the Performance Track: MUS 109b, MUS 110b, MUS 113a, MUS 116a/b, MUS 191a.

Electives outside of the music department: ED 101b, ENG 151b, THA 4a, other theater courses as appropriate to the skill level and area of interest; other courses as approved by track advisor.

**B.** Alternate programs: At any time prior to the completion of the junior year, the student may, in consultation with his or her advisor, submit an alternate proposal for the completion of the major. Such proposals will be considered by the department on the basis of their coherence and appropriateness to specific goals.

**C.** All majors in music are required to participate in a Music Department ensemble (such as Early Music Ensemble, Chamber Music, Orchestra, Chorus, Jazz Ensemble) with or without credit, for four semesters.

**D.** Additional requirements for candidates for degrees with distinction: To be eligible for honors in music, candidates must demonstrate superior ability through their overall record and a capacity for independent thought beyond the limits of their course program (such as a written thesis, an approved project in original composition, or a senior recital).

**Requirements for the Undergraduate Minor**

The minor in music consists of the equivalent of six semester courses:

**A.** Theory (three semesters): MUS 101a and 101b (with associated labs MUS 102a and b) *or* MUS 103a and 103b (with associated labs MUS 104a and b). Placement at the appropriate level is determined by an examination given at the beginning of the semester. Students may be exempted from any portion of this sequence by examination.

**B.** History (two semesters): chosen from MUS 131b – MUS 135b.

**C.** One additional music course: MUS 3b, MUS 6b, or any other course numbered higher than 20.

**Requirements for the Degree of Master of Arts****Composition and Theory**

**A.** Six courses at the graduate level: seminars in composition, proseminars in tonal writing; proseminars and seminars in tonal and nontonal analysis.

**B.** A composition that is begun during the first semester, completed in time to be performed in the spring graduate composers' concert.

**C.** One year of residency.

**D.** Attendance at departmental colloquia.

**Musicology**

**A.** Six courses at the graduate level: proseminars and seminars in musicology (including an array of courses in different historical periods, in music analysis, and in history of theory).

**B.** Satisfy the language requirement in French or German.

**C.** A seminar paper written during the first semester, expanded with independent supervision of a faculty member during the second semester.

**D.** One year of residency.

**E.** Attendance at departmental colloquia.

**Requirements for the Degree of Master of Fine Arts****Composition and Theory**

**A.** Twelve courses at the graduate level: proseminars and seminars in composition, seminars in tonal and nontonal analysis, a course in electro-acoustic music (or demonstrate a proficiency).

**B.** Satisfy the language requirement in one language (French, German, Italian, or another language by petition).

**C.** Examinations: Demonstration of competence by means of a portfolio review and written general examination at the end of the second year of study.

**D.** Thesis: An original composition, the scope to be approved by the faculty in composition.

**E.** Two years of residency.

**F.** Attendance at departmental colloquia.

#### **Musicology**

**A.** Twelve courses at the graduate level: proseminars and seminars in musicology (including an array of courses in different historical periods, in music analysis, and in history of theory).

**B.** Satisfy the language requirement in French and German. Students may substitute another language for French by petition. The German requirement should be satisfied by the end of the first year.

**C.** Thesis: Either a thesis that is an analytical or historical study of a topic acceptable to the music faculty or revised copies of two seminar papers that have been certified by the seminar instructor and at least one other faculty member as demonstrating a high degree of competence in research writing. Two copies of the thesis must be submitted to the department chair in final form no later than December 1 for a February degree, or April 1 for a May degree.

**D.** Two years of residency.

**E.** Attendance at departmental colloquia.

### **Requirements for the Joint Degree of Master of Arts in Music & Women's and Gender Studies**

**A.** WMGS 205a or another course designated as a foundational course.

**B.** One course in feminist research methodologies (WMGS 198a, or the Feminist Inquiry course offered through the Graduate Consortium in Women's Studies, or an alternate).

**C.** Two courses at the graduate level listed as electives in women's and gender studies, one in music, and one from another department.

**D.** Two courses at the graduate level in the music department.

**E.** Participation in the fall semester noncredit women's and gender studies graduate proseminar.

**F.** Attendance at all departmental colloquia.

**G.** Thesis: An analytical or historical study of a topic with a women's and gender studies focus, approved by the program advisor and the Women's and Gender Studies Graduate Committee; the thesis can be a chapter of a dissertation, an expanded and revised seminar paper, or other substantial study; the thesis is certified by the program advisor and at least one other faculty member. Two copies of the thesis must be submitted to the department chair in final form no later than December 1 for a February degree, or April 1 for a May degree.

#### **Language Requirement**

There is no foreign language requirement for the joint master's degree.

#### **Residence Requirement**

One year.

### **Requirements for the Degree of Doctor of Philosophy**

#### **Composition and Theory**

**A.** Sixteen courses at the graduate level.

**B.** Teaching: Preparation of graduate students for teaching careers is an integral part of the Ph.D. programs in music. Beginning with the second year of residence, Ph.D. candidates in composition participate as teaching fellows in the relevant undergraduate courses, for a minimum of five semesters. All teaching comes under the guidance of the primary course instructors and the department chair.

**C.** Satisfy the language requirement in one language (French, German, Italian, or another language by petition).

**D.** Examinations: General examinations during the second year. Oral qualifying examination in the third year.

**E.** Dissertation: An original musical composition and a thesis on a theoretical or analytical subject. Two copies of the thesis, as well as an abstract not to exceed 350 words in length, should be submitted to the department or committee chair no later than December 1 for a February degree, or March 1 for a May degree, of the academic year in which the Ph.D. degree is to be conferred. Upon completion of the thesis, the candidate is expected to defend it in a final oral examination. The faculty in composition attempts to arrange for the performance of dissertation compositions whenever possible.

**F.** Three years of residency.

**G.** Attendance at departmental colloquia.

#### **Musicology**

**A.** Satisfactory completion of all requirements for the M.F.A. except the thesis.

**B.** Teaching: Preparation of graduate students for teaching careers is an integral part of the Ph.D. programs in music. Beginning with the second year of residence, Ph.D. candidates in musicology participate as teaching fellows in the relevant undergraduate courses, for a minimum of five semesters. All teaching comes under the guidance of the primary course instructors and the department chair.

**C.** Examination: At the end of the second year, candidates must demonstrate competence by means of a written general examination.

**D.** Four courses at the graduate level, normally MUS 401d (Dissertation Research), or other courses as recommended by the faculty.

**E.** Dissertation proposal: 15-20 page prospectus of the dissertation developed in consultation with the dissertation advisor and presented to the faculty for their approval, no later than the end of the third year of residency.

**F.** Dissertation on a historical, theoretical, or analytical subject. Two copies of the doctoral dissertation, as well as an abstract of the dissertation not to exceed 350 words in length, should be submitted to the department or committee chair no later than December 1 for a February degree, or March 1 for a May degree, of the academic year in which the Ph.D. degree is to be conferred.

Dissertations should demonstrate the competence of the candidate as an independent investigator, his or her critical ability, and effectiveness of expression. Upon completion of the dissertation, the candidate is expected to defend it in a final oral examination.

**G.** Three years of residency.

**H.** Attendance at departmental colloquia.



## Special Notes Relating to the Graduate Program

### Master's Degree

Students may normally hold only one master's degree in the department. For example, a student who earns the joint M.A. degree in music & women's and gender studies may not apply for the M.F.A. in musicology.

### Language Requirements

Language examinations to test reading proficiency are administered by the music department. Students will be asked to translate several passages with the aid of a dictionary. Foreign language course credits do not in themselves constitute fulfillment of the language requirements. Examinations will be offered once per semester. In case of failure, an examination may be taken more than once.

### Instrumental Proficiency

At least moderate proficiency at the piano is required of all candidates for advanced degrees.

### Electronic Music studios

Two studios with facilities for the composition of electronic music are available to qualified student composers. Director: Mr. Chasalow.

## Courses of Instruction

### (1-99) Primarily for Undergraduate Students

#### MUS 1a Introduction to Music

[ ca ]

A general introduction to the materials and forms of music, and a study of musical literature. Training in analytical listening, based on selected listening assignments. Open to non-majors who are assumed to have little or no previous knowledge of music. Usually offered every second year. Mr. Keiler

#### MUS 2a The Western Tradition as Seen through Chamber Music

[ ca ]

The focus will be on the string quartet and music for strings and keyboard. Key works from the Baroque through recent music will be performed, examined, and placed in cultural context. Composers represented will include Bach, Haydn, Mozart, Beethoven, Schubert, Schumann, Brahms, Debussy, Ravel, Stravinsky, Schoenberg, and Ives. Usually offered every second year. Lydian String Quartet and Mr. McGrade

#### MUS 3b Introduction to World Music

[ ca nw ]

Develops active listening skills which will be used in the study of music from three non-Western societies. Students will become better listeners and will gain an appreciation for the various roles music plays in society. Usually offered every year. Mr. McGrade

#### MUS 5a Fundamentals of Music

[ ca ]

For the general student with no musical background. Two hours a week will be devoted to the notation of music, including scales, intervals, keys, triads, rhythm, and meter. The third hour will be devoted to sight singing and dictation. Reading knowledge of music is not required; a placement exam to be given before the first day of instruction is required. Usually offered every year. Staff

#### MUS 6b A Cappella Arranging

[ ca ]

*Prerequisite: MUS 5a.*

Writing for unaccompanied voices in various styles, including chordal, folk song, jazz, and pop. Arrangements will be sung in class when feasible. Usually offered every second year. Staff

## Special Notes Relating to the School of Creative Arts Distribution Requirement

Please note that ensembles and private instruction (MUS 10a and b through MUS 15a and b, MUS 111/112 a and b, and MUS 116a and b) yield half-course credit each; therefore two semesters of ensemble or one semester of private instruction plus the co-requisite ensemble are required to fulfill the creative arts distribution requirement.

#### MUS 10a Early Music Ensemble

*Offered exclusively on a credit/no credit basis. Yields two semester-hours credit (one half-course credit). Open to singers and instrumentalists interested in learning about the historical ancestors of their modern instruments. Instrumental and/or vocal experience and competency in sight-reading required. A maximum of four course credits will be allowed for all enrollments in Ensemble (10a,b-15a,b) alone or Private Instruction and Ensemble together. May be undertaken as an extracurricular, noncredit activity by registering in the XC section.*

Examines the performance of music written before 1700. A large number of historical instruments are available for student use and instruction. Solo, ensemble, and one-on-a-part opportunities. Usually offered every year.

Ms. Mead

#### MUS 10b Early Music Ensemble

Continuation of MUS 10a. See MUS 10a for special notes and course description. Usually offered every year.

Ms. Mead



**MUS 11a Chamber Choir**

*Offered exclusively on a credit/no credit basis. Yields two semester-hours credit (one half-course credit). Vocal experience and sight-reading skill required. A maximum of four course credits will be allowed for all enrollments in Ensemble (10a,b-15a,b) alone or Private Instruction and Ensemble together. May be undertaken as an extracurricular, noncredit activity by registering in the XC section.*

Explores unusual repertory, Bach cantatas, 17th-century oratorios, 16th-century motets and madrigals, 19th-century lieder, and 20th-century works. Singers prepare independently outside of scheduled rehearsals. Opportunities for one-on-a-part ensemble singing and solo works. Usually offered every year.

Mr. Olesen

**MUS 11b Chamber Choir**

Continuation of MUS 11a. See MUS 11a for special notes and course description.

Usually offered every year.

Mr. Olesen

**MUS 12a University Chorus**

*Offered exclusively on a credit/no-credit basis. Yields two semester-hours credit (one half-course credit). Admission by the consent of the instructor based on an audition. A maximum of four course credits will be allowed for all enrollments in Ensemble (10a,b-15a,b) alone or Private Instruction and Ensemble together. May be undertaken as an extracurricular, noncredit activity by registering in the XC section.* Performs in concert great literature from the 16th to the 20th centuries. Aspects of singing, musicianship skills, and ensemble-building are emphasized. Usually offered every year.

Mr. Olesen

**MUS 12b University Chorus**

Continuation of MUS 12a. See MUS 12a for special notes and course description.

Usually offered every year.

Mr. Olesen

**MUS 13a Jazz Ensemble**

*Offered exclusively on a credit/no-credit basis. Yields two semester-hours credit (one half-course credit). Admission by the consent of the instructor based on an audition. A maximum of four course credits will be allowed for all enrollments in Ensemble (10a,b-15a,b) alone or Private Instruction and Ensemble together. May be undertaken as an extracurricular, noncredit activity by registering in the XC section.* The Brandeis Jazz Ensemble has about 15 musicians. Instrumentation is different depending on who auditions. Repertoire will include charts by Mingus, Ellington, Gil Evans, Sun Ra, and others, as well as arrangements and original compositions by the director. Students are also encouraged to write for the group. Experience improvising is not essential, but students must be able to read well and not be afraid to practice. Usually offered every year.

Mr. Nieske

**MUS 13b Jazz Ensemble**

Continuation of MUS 13a. See MUS 13a for special notes and course description.

Usually offered every year.

Mr. Nieske

**MUS 14a Orchestra**

*Offered exclusively on a credit/no-credit basis. Yields two semester-hours credit (one half-course credit). Admission by the consent of the instructor based on an audition before the director of the orchestra. A maximum of four course credits will be allowed for all enrollments in Ensemble (10a,b-15a,b) alone or Private Instruction and Ensemble together. May be undertaken as an extracurricular, noncredit activity by registering in the XC section.* The ensemble gives several concerts each year, sometimes joining with the chorus to perform large-scale works. Usually offered every year.

Mr. Hampton

**MUS 14b Orchestra**

Continuation of MUS 14a. See MUS 14a for special notes and course description.

Usually offered every year.

Mr. Hampton

**MUS 15a Wind Ensemble**

*Offered exclusively on a credit/no-credit basis. Yields two semester-hours credit (one half-course credit). Admission by the consent of the instructor based on an audition before the director of the orchestra. A maximum of four course credits will be allowed for all enrollments in Ensemble (10a,b-15a,b) alone or Private Instruction and Ensemble together. May be undertaken as an extracurricular, noncredit activity by registering in the XC section.* The Wind Ensemble gives one to two concerts a semester. Members of the Wind Ensemble may be asked to play with the orchestra as needed for large-scale works. Usually offered every year.

Mr. Hampton

**MUS 15b Wind Ensemble**

Continuation of MUS 15a. See MUS 15a for special notes and course description.

Usually offered every year.

Mr. Hampton

**MUS 19b A Way of Listening: Exploring the Creative Process in American Experimental Music**

[ ca ]

Course consists of lecture-discussion as well as ensemble performance. Students develop an understanding of creative expression through making music in a found-object percussion ensemble. Readings in American philosophy, experimental composition, and the psychology of creativity develop a self-awareness of the creative process and contextualize class projects.

Staff

**MUS 31b Music and Globalization**

[ ca ]

Examines the forces—social, economic, political, and technological—that bring musical cultures into contact with one another and studies the resulting transformations. Usually offered every second year.

Staff

**MUS 32b Everybody Sings the Blues: A Jazz Survey**

[ ca ]

*This course is intended primarily for non-majors. Students who have taken MUS 101a/b must obtain permission from the instructor.*

The history of jazz is examined by exploring the various incarnations of the blues idiom throughout jazz's history. Aural and written examinations in addition to a final paper will be required. Usually offered every third year.

Mr. Hampton

**MUS 38a American Music**

[ ca ]

*This course is intended primarily for non-majors. Students who have taken MUS 101a/b must obtain permission from the instructor.*

Exploration of the tensions between folk, popular, and cultivated traditions. Course will focus on select repertoires, beginning with New England psalm singing from the 18th century and closing with musical theater, jazz, and art composers from the 1920s and 1930s. Usually offered every third year.

Staff

**MUS 41a Bach, Handel, and Scarlatti in their Cultural Contexts**

[ ca ]

*This course is intended primarily for non-majors. Students who have taken MUS 101a/b must obtain permission from the instructor.*

This course explores late Baroque music in its varied cultural contexts. Bach, Handel, and Scarlatti contributed to the Baroque musical traditions of much of Western Europe. However, each composer experienced different local cultural constraints that affected the nature of his musical output.

Ms. Joyce

**MUS 42a The Music of Johann Sebastian Bach**

[ ca ]

*This course is intended primarily for non-majors. Students who have taken MUS 101a/b must obtain permission from the instructor.*

The originality and magnitude of Bach's achievement will be measured in reference to the musical and cultural traditions he inherited. Representative works for each genre will be discussed to uncover the elements of Bach's individual style and the nature of his genius. Usually offered every third year.

Mr. Chafe

**MUS 44a Mozart**

[ ca wi ]

*This course is intended primarily for non-majors. Students who have taken MUS 101a/b must obtain permission from the instructor.*

Examines the life and works of W.A. Mozart and traces his development as a composer from his tours of Europe as a child prodigy through his last works in Vienna. Various compositions will be studied, some in greater detail. Usually offered every fourth year.

Mr. McGrade

**MUS 45a Beethoven**

[ ca ]

*This course is intended primarily for non-majors. Students who have taken MUS 101a/b must obtain permission from the instructor.*

A study of the most influential musician in the history of Western civilization.

Although attention is given to his place in society, emphasis falls on an examination of representative works drawn from the symphonies, concertos, chamber music, and solo piano works. Usually offered every third year.

Mr. Keiler

**MUS 51b The Symphony**

[ ca ]

*This course is intended primarily for non-majors. Students who have taken MUS 101a/b must obtain permission from the instructor.*

Examines a major genre of Western classical music—the symphony. By analyzing representative masterpieces, students acquire an understanding of the development of musical style in the Classic, Romantic, and Modern periods. Usually offered every second year.

Staff

**MUS 52a Opera**

[ ca ]

*This course is intended primarily for non-majors. Students who have taken MUS 101a/b must obtain permission from the instructor.*

Surveys the history of opera from its emergence around 1600 to the present day. In addition to tracing musical changes, the social, cultural, and intellectual trends that influenced (and were shaped by) these changes are also considered. Usually offered every second year.

Mr. McGrade

**MUS 53a Music for the Ballet**

[ ca ]

*This course is intended primarily for non-majors. Students who have taken MUS 101a/b must obtain permission from the instructor.*

Focuses on a series of masterpieces in the ballet repertoire from the romantic era to around 1970. Emphasizes ballet schools and styles, including the music of composers such as Tchaikovsky, Debussy, Stravinsky, Ravel, Prokofiev, Copland, Chopin, and Schumann, and choreographers such as Bournonville, Petipa, Ivanov, Nijinsky, Balanchine, and Graham. Usually offered every fourth year.

Mr. Chafe

**MUS 56b Romanticism and Music**

[ ca ]

*This course is intended primarily for non-majors. Students who have taken MUS 101a/b must obtain permission from the instructor.*

The expressive and stylistic dimensions of Romanticism as a musical movement in the 19th century. Topics include Wagnerian music drama, the relation of poetry to music in the works of Schumann, Berlioz, and Liszt, and roots of Romanticism in Beethoven's music as well as its aftermath and flowering in the 20th century. Usually offered every fourth year.

Mr. Chafe

**MUS 57a Music and Culture: From Romanticism to the Modern Era**

[ ca ]

*This course is intended primarily for non-majors. Students who have taken MUS 101a/b must obtain permission from the instructor.*

Beginning with a consideration of the meaning of Romanticism and its manifestation in the styles of several major composers, the course will center on the various composers and aesthetic movements of the period before World War I. Usually offered every third year.

Mr. Chafe

**MUS 58b Construction of Gender in Opera**

[ ca ]

*This course is intended primarily for non-majors. Students who have taken MUS 101a/b must obtain permission from the instructor.*

Considers the construction of gender in a representative selection of operas from the 17th century to the present. Drawing on the new methodologies of feminist musicology, explores the representations of men and women and their roles in society. Usually offered every third year.

Staff

**MUS 65a Music, the Arts, and Ideas in Fin-de-Siecle Vienna**

[ ca ]

*This course is intended primarily for non-majors. Students who have taken MUS 101a/b must obtain permission from the instructor.*

An exploration of the shift from Romanticism to Modernism in the culture of Fin-de-Siecle Vienna. Particular attention given to developments in music (Mahler, Schoenberg, Berg), art (Klimt, Schiele, Kokoschka), literature (Kraus, Schnitzler), and the accompanying social and political conditions (rising anti-Semitism).

Staff

**MUS 97a Independent Projects**

*Yields two semester-hours credit (one half-course credit). Normally open only to music majors in their junior and senior years. May be taken twice for credit if no undue duplication of content is involved.*

Reserved for projects such as directed readings, preparation of a work for performance, or internships that do not require written work (papers or compositions). Usually offered every year.

Staff

**MUS 97b Independent Projects**

*Yields two semester-hours credit (one half-course credit). Normally open only to music majors in their junior and senior years. May be taken twice for credit if no undue duplication of content is involved.*

Reserved for projects such as directed readings, preparation of a work for performance, or internships that do not require written work (papers or compositions). Usually offered every year.

Staff

**MUS 98a Directed Independent Study**

*Yields four semester-hours credit (one course credit). Open to qualified undergraduates.*

One-semester course with one semester credit. Requires written work such as a historical or analytical essay, preparation of a critical edition, or the creation of an original musical composition. Usually offered every year.

Staff

**MUS 98b Directed Independent Study**

*Yields four semester-hours credit (one course credit). Open to qualified undergraduates.*

One-semester course with one semester credit. Requires written work such as a historical or analytical essay, preparation of a critical edition, or the creation of an original musical composition. Usually offered every year.

Staff

**MUS 99d Senior Project**

*Yields eight semester-hours credit (two course credits).*

A full-year course with two semester course credits. Open to seniors with a grade point average in music of 3.00 or above.

Admission by petition. May involve a thesis, musical performance, or composition. In all cases, it must produce written work. Usually offered every year.  
Staff

**(100-199) For Both Undergraduate and Graduate Students**

Except in the rarest circumstances, graduate credit is not allowed for courses numbered below MUS 185.

**MUS 101a Theory and Musicianship I:****Part 1**

[ ca ]

*Admission by placement exam to be given in class on the first day of instruction.*

*Corequisite: MUS 102a.*

A first course for students who already read music, but wish to develop a deeper involvement. Students investigate how music “works” by composing exercises based on examples of tonal music and literature that students are practicing for performance. Focuses on elementary harmony and voice-leading, counterpoint, analysis, and model composition. In the required one-hour lab (MUS 102a) students practice sight-singing and dictation, skills essential to music literacy. Usually offered every year.

Ms. Chang

**MUS 101b Theory and Musicianship I:****Part 2**

[ ca ]

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

The second semester introduces broad concepts of theory and begins the process of learning to write and analyze music. By the end of the year students will gain experience in counterpoint, harmony, and formal analysis. Throughout the year the relationship of repertoire and theory is stressed. The required ear-training and keyboard lab meets separately. Usually offered every year.

Ms. Chang

**MUS 102a Theory and Musicianship Lab I:****Part 1**

*Corequisite: MUS 101a.*

Designed to help students develop essential music literary skills. Beginning sight-singing, simple melodic and harmonic dictation, and rhythmic studies. Materials drawn from the corequisite lecture course. Keyboard harmony. Usually offered every year.

Staff

**MUS 102b Theory and Musicianship Lab I:****Part 2**

*Corequisite: MUS 101b.*

See MUS 102a for course description.

Usually offered every year.

Staff

**MUS 103a Theory and Musicianship II:****Part 1**

[ ca ]

*Prerequisite: MUS 101a,b and 102a,b.*

*Corequisite: MUS 104a.*

This course builds on MUS 101. New topics include chromatic harmony and an introduction to 20th-century techniques.

More extended tonal composition. Usually offered every year.

Mr. Rakowski

**MUS 103b Theory and Musicianship II:****Part 2**

[ ca ]

*Prerequisite: MUS 103a. Corequisite: MUS 104b.*

A continuation of MUS 103a. Usually offered every year.

Mr. Rakowski

**MUS 104a Theory and Musicianship Lab II:****Part 1**

*Corequisite: MUS 103a.*

A continuation of MUS 102. More advanced exercises in sight-singing and dictation.

Keyboard harmony. Usually offered every year.

Staff

**MUS 104b Theory and Musicianship Lab II:****Part 2**

*Prerequisite: MUS 104a. Corequisite: MUS 103b.*

A continuation of MUS 104a. Usually offered every year.

Staff

**MUS 105a Advanced Harmony and Counterpoint: Part 1**

[ ca ]

*Prerequisite: MUS 103b or permission of the instructor.*

Advanced harmony and counterpoint. Tonal forms. Analysis. Offered on request.

Mr. Boykan

**MUS 105b Advanced Harmony and Counterpoint: Part 2**

[ ca ]

*Prerequisite: MUS 105a or permission of the instructor.*

A continuation of MUS 105a. Offered on request.

Mr. Boykan

**MUS 106a Undergraduate Composition**

[ ca ]

*Offered exclusively on a credit/no-credit basis.*

Students are introduced to a variety of compositional issues by writing five or six short pieces and one longer project.

Concurrently, pertinent examples from the 20th-century classical repertoire will be discussed. Usually offered every second year.

Mr. Rakowski

**MUS 107a Introduction to Electro-Acoustic Music**

[ ca ]

*Prerequisite: Any music course or permission of the instructor.*

A course designed to give students basic studio skills and a context for listening to and working in electronic music. Topics include basic acoustics, sound design,

digital and analog recording techniques, and assignments on the pioneers and current practitioners of electro-acoustic music.

Hands-on experience in the use of MIDI-controlled synthesizers, samplers, and production equipment. Individual studio projects based on individual studio time.

Usually offered every second year.

Mr. Chasalow

**MUS 108b Form and Analysis**

[ ca ]

*Prerequisite: MUS 103a.*

Students will study the basic forms of western tonal music—e.g., binary, ternary, fugue, sonata—through representative examples from major composers from the baroque era through the 19th century.

Compositions studied may include Bach arias, choruses and instrumental movements, Haydn string quartet movements, Mozart and Beethoven symphonies, romantic-era piano pieces and songs. Offered on request.

Mr. Chafe

**MUS 109b Electro-Acoustic Music Composition (Laptopsing)**

[ ca ]

*Preference given to students who have taken MUS 107a and majors in the departments of the School of Creative Arts.*

A continuation of work begun in MUS 107a, with emphasis on composition and performance in the electro-acoustic medium. Course focus is on individual and collaborative projects. Work is carried out in BEAMS (Brandeis Electro-Acoustic Music Studio), but every effort will be made to equip students to compose on their own computers and to work collaboratively using the Internet. Composition projects are based on models since 1948 in the genres of musique concrete, “pure” and “live” electronic music, music for instruments and tape, and multidisciplinary works. A final project leads to the production of a concert. Usually offered every second year.

Mr. Chasalow



**MUS 110b The Authenticity Question: Applying Historical Performance Practices**  
[ ca ]

*Prerequisite:* MUS 5a or 101a.

Explores the implications of historically informed performance in Western music of the 16th and 17th centuries. Through study of early instrumental and vocal pedagogy, period instruments, ensembles and editions, students will discover how historical context influences our perception of music. Course will include field trips to historical instrument workshops. Usually offered every third year.

Ms. Mead

**MUS 111a Private Instruction: Instrumentalists**

*Offered on a credit/no-credit basis and yields half-course credit. Yields two semester-hours credit (one half-course credit). Admission by the consent of the instructor based on an audition. Students registering for 111a must also register for a departmental Ensemble (10a,b-15a,b, or 116a,b); 111a may NOT be taken alone. A maximum of four course credits will be allowed for all enrollments in Ensemble (10a,b-15a,b) alone or Private Instructions and Ensemble together. One credit may be applied toward the major and minor in music. May be undertaken as an extracurricular, noncredit activity by registering in the XC section. Studio fee: \$150 fee for majors; approximately \$600 for non-majors.*

Instrumentalists will take 10, 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. Usually offered every year.

Ms. Ray

**MUS 111b Private Instruction: Instrumentalists**

Continuation of MUS 111a. See MUS 111a for special notes and course description.

Usually offered every year.

Ms. Ray

**MUS 112a Private Instruction: Voice**

*Offered on a credit/no-credit basis and yields half-course credit. Yields two semester-hours credit (one half-course credit). Admission by the consent of the instructor based on an audition. Students registering for 112a,b must also register for 11a,b, 12a,b, or by special arrangement 10a,b; 112a may NOT be taken alone. A maximum of four course credits will be allowed for all enrollments in Ensemble (10a,b-15a,b) alone or Private Instruction and Ensemble together. One credit may be applied toward the major and minor in music. May be undertaken as an extracurricular, noncredit activity by registering in the XC section. Studio fee: \$150 fee for majors; approximately \$600 for non-majors.*

Voice students will take 10, 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 10-minute jury is required in second semester. Usually offered every year.

Mr. Olesen

**MUS 112b Private Instruction: Voice**

Continuation of MUS 112a. See MUS 112a for special notes and course description.

Usually offered every year.

Mr. Olesen

**MUS 113a Introduction to Conducting**

[ ca ]

*Prerequisite:* MUS 103a,b; 104a,b; and proficiency on an instrument or as a singer.

*Corequisite:* Participation in departmental ensemble.

Involves score reading, score study and analysis, conducting technique, and conducting. Usually offered every third year.

Mr. Olesen

**MUS 114a Performance and Analysis**

[ ca ]

*Admission by the consent of the instructor based on an audition. Preference given to formed groups.*

Explores the connection between analyzing a composition and performing it. Does analysis reveal significant aspects of the music which can inflect, clarify, pace, and color the performance? This course is open to competent performers by audition only. Usually offered every third year.

Staff

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

*Offered exclusively on a credit/no-credit basis. Yields two semester-hours credit (one half-course credit). Admission by the consent of the instructor based on an audition before the Lydian String Quartet. This course yields half-course credit. May be repeated for credit. May be undertaken as an extracurricular, noncredit activity by registering in the XC section.*

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. Additional ensemble coaching assigned throughout the course. Usually offered every year.

Ms. Eissenberg

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

Continuation of MUS 116a. See MUS 116a for special notes and course description.

Usually offered every year.

Ms. Eissenberg

**MUS 117a Junior Recital I**

*Yields two semester-hours credit (one half-course credit). For music majors accepted into the performance track only. Admission by the consent of the instructor based on an audition. Students may not enroll in MUS 111a,b or MUS 112a,b for credit while enrolled in MUS 117a,b.*

Students will take 10 one-hour private lessons in preparation for performance of a full recital of significant, representative repertory appropriate to the instrument or voice of the student, including the selecting of repertory for a coherent program. Students are expected to demonstrate command of stylistic, technical, and expressive aspects of the chosen music. Requires passing a jury at the end of the semester. Private lessons in support of recital preparation are provided by department funds. Usually offered every year.

Ms. Ray

**MUS 117b Junior Recital II**

Continuation of MUS 117a. Includes final preparation for spring full recital. Usually offered every year.

Ms. Ray

**MUS 118a Senior Recital I**

*Yields two semester-hours credit (one half-course credit). For music majors accepted into the performance track only. Admission by the consent of the instructor based on an audition. Students may not enroll in MUS 111a,b or MUS 112a,b for credit while enrolled in MUS 118a,b.*

Students will take 10 one-hour private lessons in preparation for performance of a full recital of significant, representative repertory appropriate to the instrument or voice of the student, including the selecting of repertory for a coherent program. Students are expected to demonstrate command of stylistic, technical, and expressive aspects of the chosen music. Requires passing a jury at the end of the semester. Private lessons in support of recital preparation are provided by department funds. Usually offered every year.

Ms. Ray

**MUS 118b Senior Recital II**

Continuation of MUS 118a. Includes final preparation for spring full recital. Usually offered every year.

Ms. Ray

**MUS 131b Music in Medieval and Early Modern Europe**

[ ca ]

*This course may not be repeated for credit by students who have taken MUS 121a in previous years.*

An interdisciplinary exploration of musical culture from Gregorian Chant to the birth of opera (c800-c1600). Topics include music and courtly love, musical iconography, the emergence of music notation, and the development of music printing, ecclesiastical and worldly patronage, and the relationship between words and music. The course is taught using primary sources and deluxe facsimiles in the Brandeis Library Department of Special Collections. Usually offered every second year.  
Mr. McGrade

**MUS 132a Music in Baroque and Enlightenment Europe**

[ ca ]

*This course may not be repeated for credit by students who have taken MUS 121a in previous years.*

An investigation of music for the church, court, and opera house in 17th and 18th century Europe. Topics include the birth and early development of opera, the emergence of tonality, and the rise of idiomatic instrumental music. Usually offered every second year.  
Mr. Chafe

**MUS 133a Classic and Romantic Music**

[ ca ]

*Prerequisite: MUS 101a and b. This course may not be repeated for credit by students who have taken MUS 122b in previous years.*

A study of the music of the classic and romantic periods, their connection to culture and society and to the other arts. Topics include Mozart and the world of opera, Beethoven and his legacy, the rise of the virtuoso, the music of Chopin and Liszt, and Wagnerian music drama. Usually offered every second year.  
Mr. Keiler

**MUS 134b Modernism in Music**

[ ca ]

*Prerequisite: MUS 101a and b. This course may not be repeated for credit by students who have taken MUS 123b in previous years.*

An exploration of 20th century art music and its history through readings, research, and analysis. Students practice the compositional techniques of composers such as Debussy, Stravinsky, Schoenberg, and Ives in order to investigate the development of new modes of expression. Usually offered every second year.  
Mr. Chasalow

**MUS 135b American Musics**

[ ca ]

*Prerequisite: MUS 101a and b.*

A contextual study of American musics in the 20th and 21st centuries, exploring the economic and technological forces shaping performance. Representative examples from "western" classical art music as well as popular and ethnic music is examined. What makes music "American"? How have political, cultural, and social forces shaped the landscape of music-making and the consumption of music in 20th and 21st century America? Usually offered every second year.  
Staff

**MUS 150a Women and Music, Past and Present: Style, Identity, Culture**

[ ca ]

Students will engage with some significant works by women composers (spanning the classical era through the 20th century) to consider these pieces and their creators in a broader social and cultural context, and to examine the forces that have shaped the traditional canon of "Western Art Music" and consider why music by women has historically been excluded. The influence of gender ideologies of various time periods has impacted women's participation in musical life; the process of studying these historical factors will challenge our own beliefs about music, talent, creativity, gender, and their relationship with musical culture. Usually offered every fourth year.  
Staff

**MUS 182b Advanced Music Seminar**

[ ca ]

*Prerequisites: MUS 101b and MUS 102b. Primarily intended for music majors and minors in the junior or senior year.* Historical and/or analytical and interpretive approaches to the study of selected musical masterworks. Typical topics: the Brahms string quartets; the operas of Verdi and Wagner; Bach cantatas; the 19th-century German lied; Haydn symphonies, Stravinsky ballets, Schoenberg operas. Usually offered every second year.  
Staff

**MUS 183b Music in European Culture 1400-1600**

[ ca ]

*Prerequisites: MUS 101, one music history course (MUS121a-123b, or 131b-135b), and experience with early music; open to other students by permission of the instructor.* This advanced seminar, designed for music majors in their junior or senior year and for students enrolled in MERL, explores the place of music in European culture between 1400 and 1600. Taking as its point of departure a group of representative compositions, it considers questions such as the role of music in society, the impact of religious reformations, the significance of music printing in the transmission of music, and problems in performance practice. Usually offered every fourth year.  
Staff

**MUS 190a Jazz Composition**

[ ca ]

*Prerequisites: MUS 101b and 102b or permission of the instructor.*

Covers composing and arranging for a small jazz group. Starting with basic melodic construction, students work through harmonizing a single melody and writing parts for up to three horns and rhythm section (complete with all the necessary transpositions) using introductions, interludes, and endings. There will be a concert at the end of the semester. Some very basic keyboard proficiency is essential, as well as a good command of notation and the ability to read treble and bass clef. Students are expected to be able to play their own chord progressions on the piano. Usually offered every second year.  
Mr. Nieske

**MUS 191a Introduction to Jazz Improvisation**

[ ca ]

*Prerequisite: Ability to read music and facility on an instrument.* This course explores some of the tools improvisers use to develop their craft: melody, harmony, rhythm, articulation, listening, and phrasing. This is approached through a series of exercises along with the playing and analysis of standard jazz tunes and the composing of solos over standard chord changes. Usually offered every second year.  
Mr. Nieske

**MUS 193a Instrumentation and Orchestration**

[ ca ]

*Prerequisite: 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. Usually offered every second year.  
Mr. Rakowski

**MUS 199a Chamber Music Workshop**

[ ca ]

*Prerequisite: Audition tape. Preference given to preformed groups.* An intensive workshop for preprofessional and adult amateur musicians. Daily rehearsals, master classes, and lecture demonstrations. Student concerts on the weekends. Usually offered every summer.  
Lydian String Quartet



## (200 and above) Primarily for Graduate Students

### MUS 200b Proseminar in Medieval Music

Broad coverage of the principal topics and research techniques of medieval music; structure of the liturgy, chant notation, oral transmission theory, tropes and sequences, polyphonic notation, and rhythmic modes. Introduction to standard bibliographic tools including editions, facsimiles, microfilms, liturgical books, and reference books. Usually offered every third year.  
Mr. McGrade

### MUS 201a Proseminar in Music of the Renaissance

An introduction to the fundamentals of Renaissance musical language. Investigation of selected topics in Renaissance musicology, such as editorial methods, archival research, printed and manuscript sources, historiography, and analytical approaches to Renaissance music. Usually offered every second year.  
Staff

### MUS 202a From Source to Sound: Interpretation of Early Notation

An introduction to Western notation from the 10th through the 16th century. Students develop their understanding of scribal practices in relation to musical style through weekly transcription exercises, with special attention to editorial practices concerning *musica ficta* and text underlay. Usually offered every second year.  
Staff

### MUS 202b Proseminar in Music of the Baroque

Selected topics in the music of the 17th and early 18th centuries. Sample topics: Monteverdi operas; tonality in 17th-century music; Bach and theology; the beginnings of music criticism in the 18th century. Usually offered every third year.  
Mr. Chafe

### MUS 204b Proseminar in Music of the Eighteenth Century

In addition to tracing the evolution of the principal genres (e.g., sonata, symphony, string quartet, opera buffa, opera seria), the course assesses the historical position of the major figures from Bach and Handel to Mozart and Haydn. Particular emphasis is placed on understanding the phenomenon of the "style shift" from baroque to classical style. Usually offered every fourth year.  
Mr. McGrade

### MUS 205a Proseminar in Music of the Nineteenth Century

A broad study of the principal stylistic developments and musical genres of the 19th century. Topics include significance of Beethoven on the musical thinking of the 19th century, the rise of national schools of composition, especially opera, and program music and its aesthetic and compositional bases. Usually offered every third year.  
Mr. Keiler

### MUS 207a Seminar: Music and Meaning

The problem of meaning has reemerged as a central concern in musicology. Contemporary approaches to musical meaning in which interdisciplinary connections are emphasized will be considered. Possible topics of study include narratology, hermeneutics, gender studies, psychoanalytic approaches to biography and musical content, and the work of Peter Kivy. Changes in attitudes toward musical meanings that have occurred in the 19th and 20th centuries will also be explored. Usually offered every second year.  
Mr. Keiler

### MUS 209a Seminar in Psychoanalysis and Biography: The Psychoanalytic Study of the Artist

The foundations of psychoanalytic theory in its contribution to the understanding of the artist. Topics include the relation of the artist to his work as seen from the perspective of psychoanalysis and creativity and the creative process. In addition to the pioneering work of Freud, Rank, and Kris, more contemporary issues in psychoanalytic theory, for example, ego psychology, are explored. The possible directions of applied psychoanalysis for musicology are considered. Usually offered every fourth year.  
Mr. Keiler

### MUS 212a Seminar: Analyzing Early Music (1300-1600)

An investigation of analytic approaches to pre-tonal music, including such issues as text-music relations, tonal structures, compositional planning, use of pre-existing material. Usually offered every fourth year.  
Staff

### MUS 213b Seminar in Music of the Renaissance

An investigation of a selected topic in Renaissance music. Usually offered every second year.  
Staff

### MUS 214b Seminar: Baroque Topics

An in-depth investigation of one selected topic in baroque music. Topics may include the Monteverdi madrigals, 17th-century instrumental music, and the Bach Passions. The methodology employed varies according to the subject; emphasis is given to more recent research in most cases. Usually offered every fourth year.  
Mr. Chafe

### MUS 216a Seminar: Topics in Bach Interpretation

The interpretation of the music of J.S. Bach. Selected topics may include the Bach Passions, Bach's early cantatas, the Leipzig cantata cycles, Bach's instrumental cycles. Usually offered every third year.  
Mr. Chafe

### MUS 217b Topics in Music of the Eighteenth Century

An in-depth examination of selected topics in 18th century music. Usually offered every fourth year.  
Mr. McGrade

### MUS 218b Seminar in the Music of the Nineteenth Century

A detailed exploration of one historical, analytical, or stylistic issue of current significance to 19th-century musicology. Topics include the two versions of Verdi's *Simon Boccanegra* and cyclic organization in the song cycles of Robert Schumann. Usually offered every fourth year.  
Mr. Keiler

### MUS 219a Seminar: Wagner

This seminar will study one of Wagner's major works in depth and from a variety of approaches: analytical questions; the sketches and drafts; Wagner's writings. Special emphasis will be given to Wagner's Schopenhauerian aesthetics. Usually offered every second year.  
Mr. Chafe

### MUS 220a Seminar: The German Post-Romantic Period

This course will study topics drawn from the period between 1860 and 1914. Topics may include Mahler's songs and symphonies, the aesthetics of late 19th-century music, the post-Romantic lied with particular emphasis on Hugo Wolf. Usually offered every second year.  
Mr. Chafe

### MUS 221a Proseminar in Schenkerian Analysis

The systematic study of the approach to music analysis developed by Heinrich Schenker. The basic concepts of diminution, voice leading, prolongation, and structural level are studied and their significance is applied to smaller examples as well as the principal longer forms of tonal music. The student gradually masters all of the notational techniques of linear analysis as they are applied to the tonal repertory. Usually offered every second year.  
Mr. Keiler

### MUS 224b Seminar in Medieval Music

An in-depth study of a selected topic in medieval music. Usually offered every third year.  
Mr. McGrade

**MUS 225a Seminar: Topics in the History of Theory to 1700**

An investigation of topics in music theory (including the tonal system, solmization, modality, counterpoint, composition, *musica ficta*, notation) based on a close reading of theoretical treatises.  
Staff

**MUS 226a History and Literature of Western Music Theory: Baroque to 1850**

Usually offered every fourth year.  
Mr. Keiler

**MUS 226b History and Literature of Western Music Theory: 1850 to the Present**

Usually offered every third year.  
Mr. Keiler

**MUS 227a Proseminar in Theory and Composition**

*May be repeated for credit.*

Technical projects in theory and composition; baroque counterpoint; canon, fugue, and chorale prelude. Usually offered every year.  
Staff

**MUS 227b Proseminar in Theory and Composition**

*May be repeated for credit.*

Composition in classical forms with particular emphasis on sonata form. Usually offered every year.  
Staff

**MUS 230a Electro-Acoustic Music Composition**

Composing for electronic media. Advanced topics in software synthesis, sound design, studio production. Usually offered every second year.  
Mr. Chasalow

**MUS 233a Analysis of Tonal Music**

Detailed examination of a few complete works of the tonal repertory (from Bach to Brahms). Usually offered every second year.  
Staff

**MUS 233b Analysis of Extended Tonal Music**

Works in this course are selected from the late 19th and 20th centuries. Composers such as Wagner, Wolf, Debussy, early Schoenberg, Bartok, and Stravinsky. Usually offered every second year.  
Staff

**MUS 234a Topics in Analysis of Early Twentieth-Century Music**

Detailed examination of selected works composed between 1908 and 1951. Usually offered every second year.  
Staff

**MUS 234b Topics in Analysis of Contemporary Music**

Detailed examination of selected works since 1951. Usually offered every second year.  
Staff

**MUS 235a Topics in Twentieth-Century Music**

*Required of all composers and musicologists.*

Studies in 20th-century music and the revolution in sensibility at the end of the 19th century. Close reading of texts by Stravinsky, Bartok, and the Viennese School; also discusses European and American music since World War II. Usually offered every year.  
Mr. Boykan and Mr. Chafe

**MUS 292a Seminar in Composition**

*Group meetings and individual conferences. Opportunities for the performance of student works is provided. Usually offered every year. Specific sections for individual faculty members as requested.*

Mr. Chasalow and Mr. Rakowski

**MUS 292b Seminar in Composition**

*Group meetings and individual conferences. Opportunities for the performance of student works are provided. Usually offered every year. Specific sections for individual faculty members as requested.*

Mr. Chasalow and Mr. Rakowski

**MUS 299a Individual Research and Advanced Work**

Usually offered every year.  
Staff

**MUS 299b Individual Research and Advanced Work**

Usually offered every year.  
Staff

**MUS 401d Dissertation Research**

Specific sections for individual faculty members as requested. Required of all doctoral candidates.  
Staff

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**Cross-Listed Courses**

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**AAAS 75b**

Hip Hop Culture

**NEJS 184b**

The Music of the Jewish People

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# The Philip W. Lown School of Near Eastern and Judaic Studies

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The Philip W. Lown School of Near Eastern and Judaic Studies is the center for all programs of teaching and research in the areas of Judaic studies, Ancient Near Eastern studies, Islamic and Modern Middle Eastern studies, and Jewish communal studies. The school includes the Department of Near Eastern and Judaic Studies, the Hornstein Jewish Professional Leadership Program, and the Cohen Center for Modern Jewish Studies. Also housed in the Lown School is the National Center for Jewish Film (NCJF), the premier archives and circulating library of Judaic film and video in the Diaspora. The NCJF collection is a valuable resource for the study and documentation of Jewish history, art, and culture.

The microfilm collection of the Jacob Rader Marcus Center of the American Jewish Archives at Brandeis University, housed in the University's library, includes a vast array of primary sources bearing on American Jewish life, and supports the NEJS department's American Jewish history program. For detailed descriptions of the individual centers and institutes associated with the Lown School, please see under the heading "Research Centers and Institutes" elsewhere in this *Bulletin*.

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Department of

## Near Eastern and Judaic Studies

Courses of Study:  
 Minors  
 Major (B.A.)  
 Combined B.A./M.A.  
 Master of Arts  
 Doctor of Philosophy

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### Objectives

The Department of Near Eastern and Judaic Studies bears a proud tradition of scholarly excellence in both of the fields it embraces: the history, languages, and cultures of the ancient Near East and the modern Middle East, and the study of the Jewish people, including their history, religion, literature, and place in civilization.

#### Undergraduate Major

Undergraduate students are welcome to study in the department as majors, as minors, or simply to take individual courses. Majors find that their NEJS background serves them well in preparation for a great variety of graduate and professional careers. Past majors have gone on to law and medicine, academic, or diplomatic/professional careers related to the ancient Near East, the modern Middle East, Judaica, the rabbinate, Jewish education, and other professions in the Jewish community.

The undergraduate major in Near Eastern and Judaic Studies, divided into two parallel tracks (see below), is designed to combine a broad education in the various disciplines and periods that constitute this field, with a degree of specialization in one specific area. It is the intent of the major also to introduce students to the critical study of Near Eastern and Judaic sources, classical and modern, within the academic context. Majors are strongly encouraged to diversify their courses within the department and to consider related courses in other departments in order to acquaint themselves with the different disciplines and approaches that Near Eastern and Judaic Studies embraces.

(For the major in Islamic and Middle Eastern studies please see under that heading in this *Bulletin*.)

### Graduate Program in Near Eastern and Judaic Studies

The graduate program in Near Eastern and Judaic Studies, leading to the Doctor of Philosophy degree, is designed to train scholars and teachers in various areas of Near Eastern and Judaic Studies. A joint Ph.D. program is also offered in Near Eastern and Judaic Studies and sociology. On the M.A. level, the department offers general and specialized programs. Also, a five-year B.A./M.A. program is available to undergraduate majors in the department. A two-year joint M.A. program is offered in Near Eastern and Judaic Studies & women's and gender studies. In addition, a two-year dual degree program leading to the M.A. in Jewish professional leadership and the M.A. in Near Eastern and Judaic Studies is available.

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### How to Become an Undergraduate Major

Students who wish to concentrate in Near Eastern and Judaic Studies meet with the undergraduate advising head and are assigned a faculty advisor in accordance with their individual areas of interest. Together with their advisor, they develop a plan of study designed to fulfill the requirements of the major and to meet their personal interests and needs. With the approval of the department, a limited amount of credit may be awarded for appropriate courses taken at other universities. For further details, please see below.

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### 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 this program.

At the graduate level, the Department of Near Eastern and Judaic Studies is divided into three interdisciplinary areas: Bible and ancient Near East, Jewish studies, and the modern Middle East.

**Faculty****David Wright, Chair**

Biblical studies. Languages and literatures of the ancient Near East.

**Tzvi Abusch**

Languages and cultures of ancient Mesopotamia. Ancient Near Eastern religions.

**Guy Antebi**

Hebrew language.

**Bracha Azoulay**

Hebrew language.

**Marc Brettler**

The Bible and its interpretation.

**Bernadette Brooten**

Christian studies.

**Aliza Brosh**

Hebrew language.

**Jonathan Decter, Undergraduate Advising Head**

Sephardic studies.

**Sharon Feiman-Nemser**

Jewish education.

**Sylvia Barack Fishman**

Contemporary Jewry and American Jewish sociology.

**ChaeRan Freeze**

East European Jewish history.

**Sara Hascal**

Hebrew language.

**Ellen Kellman**

Yiddish language and literature.

**Reuven Kimelman**

Talmud. Midrash. Liturgy.

**Jon Levisohn**

Jewish education.

**Avigdor Levy**

Middle Eastern studies.

**Joseph Lumbard**

Classical Islam.

**Kanan Makiya**

Middle Eastern studies.

**Yitzhak Nakash**

Middle Eastern studies.

**Antony Polonsky**

East European Jewish history. Holocaust studies.

**Bonit Porath**

Hebrew language.

**Benjamin Ravid**

Medieval and early modern Jewish history.

**Jehuda Reinhartz**

Modern Jewish history.

**Vardit Ringvald, Director, Hebrew and Arabic Languages**

Hebrew language.

**Jonathan Sarna**

American Jewish history.

**Eugene Sheppard, Graduate Advisor**

Modern Jewish history and thought.

**Esther Shorr**

Hebrew language.

**Ilan Troen**

Israel studies.

The following members of other departments are affiliated with the Department of Near Eastern and Judaic Studies:

Joyce Antler (AMST), Alan Avery-Peck (Department of Religious Studies, College of the Holy Cross), Eugene Black (HIST), Jacob Cohen (AMST), Gordon Fellman (SOC), Gregory Freeze (HIST), Patricia Johnston (CLAS), Edward Kaplan (ROCL), Ann Koloski-Ostrow (CLAS), Wellington Nyangoni (AAAS), Joseph Reimer (HRNS), Shulamit Reinhartz (SOC), Sharon Rivo (National Center for Jewish Film), Susan Shevitz (HRNS), Stephen Whitfield (AMST).

**Requirements for the Undergraduate Major**

The department offers two parallel tracks for the major as follows:

1. Judaic Studies
2. Bible and Ancient Near Eastern Studies

**Judaic Studies Track**

**A.** Students must complete NEJS 5a (formerly NEJS 1a) (Foundational Course in Judaic Studies) as early as possible in the major. This course is usually offered every year. All students may take an exemption exam for NEJS 5a, which is given twice a year, during the first two weeks of each semester. The exam will be given at one time only, in a proctored setting, and its date will be announced at least one month in advance. The version of the exam given in any year will be that of the NEJS faculty member teaching the course that academic year, who will also grade the exam. Students may take the exam no more than twice. Study sheets for each exam are available in the NEJS office. Students who pass the exam (with a B- [80] or higher) will be exempted from NEJS 5a, but will not receive course credit, and will be required to take an additional course instead of 5a.

**B.** Students must complete at least seven other courses in Near Eastern and Judaic Studies, at least three of which must be taught by members of the NEJS faculty. *Up to four may be cross-listed courses or courses taken at other universities. Courses used to fulfill the Hebrew requirement (see D below) do not count toward the fulfillment of this requirement.*

**C.** Students must complete at least one of their seven courses in **each** of the following three chronological periods: (1) Biblical and Ancient Near Eastern Studies, (2) Early Post-Biblical Judaism, Early Christianity, Classical Islam, Rabbinic, and Medieval Jewish Studies, (3) Modern and Contemporary Jewish Studies (including Yiddish). See Pre- and Post-1750 course list under Minor section.

**D.** In addition students must complete the following three Hebrew language requirements:

1. Any fourth semester Hebrew course except HBRW 41a (formerly HBRW 42a). Exemptions will be granted only to those students who place out on the basis of the Hebrew placement test administered by the Hebrew program at Brandeis.



2. One course in classical Hebrew from among the following: HBRW 122a (formerly HBRW 101a), HBRW 122b (formerly HBRW 101b), NEJS 10a (formerly NEJS 72a), 25a (formerly 53b), 110b, 114a, 114b, 115a, 117b, 118b, 121b (formerly 131b), 122b, 123b, 125b, 126a (formerly 120b), 126b, 127b, 172b.

3. One course in modern Hebrew literature from among the following: HBRW 123a (formerly 110a), 123b (formerly 110b), 143a (formerly 111a), 143b (formerly 111b), 144a (formerly 109a), 146a (formerly 107a), 164b (formerly HBRW 104b), 166b (formerly 107b), 167b (formerly 108b), NEJS 177b (formerly NEJS 139b), 178a, 180b.

*In no case may courses used to fulfill the Hebrew requirement count toward fulfillment of any other departmental requirement.*

#### **Bible and Ancient Near Eastern Studies Track**

**A.** Students must complete NEJS 8a (The Bible in its Near Eastern Context) or NEJS 9a (The World of the Ancient Near East).

**B.** Students must complete at least seven other courses in Bible and ancient Near Eastern studies, at least four of which must be taught by members of the NEJS faculty. Up to three courses may be taken in other departments at Brandeis or at other universities. Courses used to fulfill the language requirement (see D below) do not count toward the fulfillment of this requirement.

**C.** As part of the seven courses, students must complete at least one course in each of the following areas: (1) the Hebrew Bible/Ancient Israel; (2) Mesopotamia; (3) Christianity or Judaism in late antiquity; (4) an area outside of NEJS that broadens the contextual or methodological horizons of Near Eastern study (e.g., in classics, linguistics, anthropology, or literary theory), to be determined in consultation with the student's advisor.

**D.** Students must study two languages of the ancient world, such as Akkadian, Aramaic, Greek, biblical Hebrew, Hittite, Ugaritic, or another approved ancient language. One language, generally Akkadian or Hebrew, must be studied to the fourth-semester level, and another to the second-semester level. In no case may courses used to fulfill this language requirement count toward the fulfillment of any other departmental requirement. Students who choose biblical Hebrew as the main language, after taking (or testing out of) first year modern Hebrew, must take a course in biblical grammar and a biblical text course. Grammar courses include NEJS 10a (formerly NEJS 72a) and HBRW 122a (formerly 101a) and 122b (formerly 101b). (NEJS 10a [formerly NEJS 72a] may be taken as a third semester course.)

#### **Honors**

Satisfactory completion of NEJS 99d (Senior Research) is required of candidates for degrees with honors. Students should start planning and preparing early in their career for their honors thesis and take courses with the faculty members related to that area. The undergraduate advising head should be contacted for assistance in the selection of a senior thesis advisor. Those proposing to seek honors should petition the department no later than September of their senior year.

#### **Double Counting**

No more than two courses that count for the IMES or Hebrew major or minor, or the Yiddish and East European Jewish Culture minor, may count toward the NEJS major.

### **Combined B.A./M.A. Program**

Qualified Brandeis University seniors are invited to apply for admission to the department's five-year program leading to a master's degree in the fifth year. To qualify for admission to the program, students must have spent at least two years in residence at Brandeis and must complete all B.A. requirements, including NEJS major requirements, by the end of their fourth year. Students accepted into the program may apply toward the master's degree up to seven NEJS courses (or approved cross-listed courses) numbered 100 or above in which they have received at least the grade of B-. During their fifth year, which must be spent in residence, students must complete seven additional courses with a grade of at least B-, of which four must be in Near Eastern and Judaic Studies, as well as their qualifying examination. Fulfillment of the departmental B.A. language requirement constitutes fulfillment of the B.A./M.A. language requirement. Students must obtain prior approval from their advisor before taking courses outside of Near Eastern and Judaic Studies. An undergraduate honors thesis may not be accepted for M.A. credit in this program.

### **Evaluation of Transfer Credits**

**A.** By departmental rule a maximum of four semester course credits for courses taken at other universities may be accepted toward the departmental major requirements. Each course transferred from another university must have the approval of the department in order to be acceptable for credit toward the major requirements. This rule applies to courses completed at any other institution, whether in the United States or abroad.

**B.** No more than two courses taken at special programs for *overseas students* may be applied. *Students are encouraged to seek advance approval from the department's undergraduate advising head for all courses intended for transfer credit.*

**C.** Credit is not granted for Ulpan courses, but students may take the Hebrew placement test administered by the Hebrew program at Brandeis.

**D.** Students may be offered advanced standing on the basis of studies completed elsewhere. Students with the appropriate background and ability, for example, may place out of Hebrew language requirement. However, those who wish to move into the advanced text courses still need to take the Hebrew placement exam. In addition, students entering Brandeis for the first time, who are non-native speakers of Hebrew, who have studied at yeshivot or comparable institutions, or in other non-college-level programs, and who have demonstrated advanced knowledge in the regular Brandeis Hebrew placement exam will be granted the opportunity to take an additional advanced placement exam for credit. Upon successful completion of that exam, a student will receive one course credit. This opportunity is available to students only at the time they first enter Brandeis. In addition, students who pass the Jerusalem Exam with a total of 91 or greater and who pass the Brandeis Hebrew placement exam, thereby gaining exemption from the Hebrew language program, will receive one course credit.

### **Requirements for the Minor in Near Eastern and Judaic Studies**

The minor consists of a coherent set of five courses in Near Eastern and Judaic Studies, of which two may be cross-listed courses or courses taken at other universities.

**A.** At least one of the five courses must focus on the period before 1750, and one on the period after 1750.



Pre-1750: IMES 104a, NEJS 1b, 2a, 3a, 5a (formerly NEJS 1a), 8a, 10a (formerly 72a), 25a (formerly 53b), 29a, 102a, 104b, 106a, 106b, 101a (formerly 108a), 104a (formerly 108b), 110a (formerly 1086a), 111a, 112a, 113a, 113b, 114a, 114b, 115a, 115b, 116a (formerly 156b), 116b, 117b, 118b, 122b, 123a (formerly 157b), 123b, 125b, 126a (formerly 120b), 126b, 127b, 129a (formerly 186b), 130a, 131b (formerly 121b), 132a (formerly 55a), 133a, 140a, 140b, 142b (formerly 122a), 147a (formerly 188a), 148b, 151b, 152a, 152b, 153b (formerly 128b), 154a (formerly 117a), 154b, 155a, 155b, 158b, 159a (formerly 105b), 159b (formerly 119a), 165b (formerly 124b), 172b, 180a, 184a (formerly 109a), 188a, 191a, 192b (formerly 130b).

Post-1750: REL 107a, YDSH 10a, 20b, 30a, 40b, NEJS 2a, 35a (formerly NEJS 68b), 75a (formerly 86b), 75b, 133a, 135a, 136a (formerly 168a), 136b (formerly 168b), 137a (formerly 169a), 137b (formerly 167b), 138a, 141a (formerly 112b), 141b, 142a (formerly 120a), 143a (formerly 121a), 144a, 144b, 145a (formerly 157a), 146a (formerly 162b), 150b (formerly 107b), 151a, 153a, 153b, 158a, 159a, 160a (formerly 119b), 160b (formerly 134b), 161a, 162a, 163a, 163b (formerly 138b), 164a, 164b, 165a (formerly 170b), 165b (formerly 174b), 166b, 167a, 172a, 173a, 173b, 174a, 175a (formerly 129b), 175b (formerly 169b), 176a, 176b, 177a (formerly 135b), 177b (formerly 139b), 178a, 180b, 181a (formerly 190b), 181b (formerly 194b), 182a (formerly 191b), 184b, 185b (formerly 145b), 187a (formerly 148a), 187b (formerly 143b), 188b (formerly 146b), 189a (formerly 147b), 189b, 190a (formerly 171b), 192a, 192b, 193a, 194a, 195a, 196a, 197a, 197b, 198a (formerly 100a).

**B.** No more than two of the following semester courses may be applied toward the minor: YDSH 10a (Beginning Yiddish), YDSH 20b (Continuing Yiddish), ARBC 10a (Beginning Literary Arabic), and ARBC 20b (Continuing Literary Arabic).

**C.** HBRW 10a (Beginning Hebrew) and HBRW 20b (Intermediate Hebrew) may not count towards fulfillment of the NEJS minor.

**D.** Students are required to declare the minor in NEJS no later than the beginning of the senior year. Each student declaring a minor will be assigned a departmental advisor after conferring with the undergraduate advising head.

**E.** By departmental rule, a maximum of two semester course credits for courses taken at other universities, whether in the United States or abroad, may be accepted toward the minor in NEJS. *Students are encouraged to seek advance approval from the department's undergraduate advisor for all courses intended for transfer credit.* For courses taken in Israeli universities, one Brandeis semester credit will be given for a three-hour-per-week one-semester course; a two-semester, two-hour-per-week course; or two, two-hour, one-semester courses. Credit is not granted for Ulpan courses, but students may take the Hebrew Placement Test administered by the Hebrew program at Brandeis.

#### Double Counting

No more than two courses that count for the IMES or Hebrew major or minor, or the Yiddish and East European Jewish Culture minor, may count toward the NEJS minor.

### Requirements for the Minor in Yiddish and East European Jewish Culture

The minor consists of a coherent set of five courses in Near Eastern and Judaic Studies.

**A.** YDSH 40b (Advanced Intermediate Yiddish)

**B.** NEJS 98a (Independent study in Yiddish Literature and Culture) [readings in Yiddish]

**C.** NEJS 75a (Introduction to Yiddish Literature in English translation) or NEJS 75b (Classic Yiddish Fiction in English translation)

**D.** Two courses selected from the following: NEJS 75a (Introduction to Yiddish Literature), NEJS 75b (Classic Yiddish Fiction), NEJS 136a (History and Culture of the Jews of East-Central Europe up to 1914), NEJS 136b (History and Culture of the Jews of East-Central Europe since 1914), NEJS 137b (History of the Jews in Warsaw, Lodz, Vilna and Odessa), NEJS 141a (Russian Jewish History, 1917 to the Present), NEJS 142a (Modern History of East European Jewry), NEJS 153a (Hasidism as a Religious and Social Movement), NEJS 167a (East European Jewish Immigration to the United States), NEJS 175a (Jewish Women in Eastern Europe), NEJS 98b (Independent study in any aspect of Yiddish Language, Literature or East European Jewish History and Culture)

No more than two of the courses counted toward the minor in Yiddish and East European Jewish Culture may also be counted toward the NEJS major or minor.

### Special Notes Relating to Undergraduates

The Department of Near Eastern and Judaic Studies encourages students to participate in internships that integrate academic knowledge and practical experiences. It sponsors credit-bearing internships (NEJS 92a,b) for junior and senior majors and minors. Internships combine off-campus or on-campus work that provides significant learning in the areas of NEJS with academic study supervised by a departmental faculty sponsor. Students may count one NEJS 92 toward their major or minor. Students doing summer internships may register for course credit in the following fall semester. A minimum of a B+ grade point average in NEJS courses is required for eligibility. For additional information, please contact the undergraduate advising head.

NEJS 92a,b involves as much work as a regular NEJS course. In addition to following the general internship guidelines established elsewhere in this *Bulletin*, NEJS internships must include each of the following:

**A.** Before the end of the add/drop period at the start of each semester, the NEJS faculty member who is supervising the internship must approve the written contract proposed by the student; the blank contract at [www.brandeis.edu/registrar/92form.html](http://www.brandeis.edu/registrar/92form.html) should be used as a basis. This contract should at minimum outline the following: the number of hours on the site, scheduled meetings with the faculty member supervising the internship, and significant academic readings that enrich and deepen the field experience.

**B.** The student must keep a detailed diary of the internship experience, to be shared with the faculty member.

**C.** The student must complete a substantive research project that synthesizes what has been learned from the internship and links it to appropriate literature.

**D.** The undergraduate advising head must approve, in advance and in writing, every NEJS 92a,b.

Additional information and forms may be found on the NEJS website.

## Requirements for the Diploma in Jewish Studies

### Residence Requirement

One year of full-time study, consisting of eight courses tailored to the needs of the student.

### Comprehensive Examination

The student will be examined at the end of the year.

## Requirements for the Degree of Master of Arts

### Residence Requirement and Program of Study

Ordinarily, two years of full-time residence are required at the normal course rate of seven courses each academic year. At least eight of these required courses must be offered by members of the Near Eastern and Judaic Studies department. Students may not include courses taken to prepare for the M.A. language examination (HBRW 102 and below, or ARBC 40 and below) among these eight courses, but may include them among the required 14 courses. Students must obtain prior approval from the M.A. advisor before taking courses outside of Near Eastern and Judaic Studies. Students who enter with graduate credit from other recognized institutions may apply for transfer credit for up to four courses, or, with prior approval of the M.A. advisor, candidates may receive transfer credit for up to four courses at a university abroad.

### Advising

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

### Language Requirement

All candidates are required to demonstrate proficiency in biblical or modern Hebrew or Arabic. See departmental website for details.

### Comprehensive Examination

All candidates for the Master of Arts degree are required to pass a comprehensive examination.

### Thesis

A master's thesis is not required in the Department of Near Eastern and Judaic Studies. Students may petition to write a thesis that must be submitted no later than April 1 of the year in which the degree is to be conferred.

## Requirements for the Hornstein-Near Eastern and Judaic Studies Dual M.A. Program

### Program of Study

This program is for students who aspire to professional careers in the Jewish community. It provides a nuanced understanding of the contemporary Jewish community, background in Jewish studies, as well as a set of professional skills and values. The dual degree is comprised of 20 courses, completed in five semesters, including the summer between years one and two.

Students take nine graduate level (100- level or higher) NEJS or HBRW courses, including NEJS 234a which has a prerequisite of NEJS 5a or its equivalent (NEJS 5a may not be taken for credit). At least one of these courses must be in the area of Bible and Ancient Near East, and at least one in the era between the end of the Biblical Period and the onset of modernity. In addition, students take nine Hornstein courses that focus on contemporary issues and professional perspectives. These include 7.5 required

core Hornstein courses as well as field experiences. A seminar in Israel is also part of the program's requirements. In addition, two electives from outside Hornstein/NEJS are selected with the input of the student's advisors. These electives may be taken in Heller, IBS, Psychology, Sociology, Cultural Production or other departments or programs. A series of co-curricular learning experiences is also required, including a seminar at national Jewish agencies in New York, and seminars on and off campus with leaders of the Jewish community. Each student's program is individualized, and is created in conjunction with advisors from Hornstein and NEJS.

### Admission

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

### Supervised Field Experience

Supervised fieldwork is an integral part of the Hornstein Program. These intensive and powerful professional experiences at local and regional agencies help students develop practical skills, learn to turn theory into action, and become self-reflective practitioners.

### Foster Seminar in Israel on Contemporary Jewish Life

An intensive examination of contemporary issues in Israeli society and its relationship with Diaspora communities.

### Residence Requirement

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

### Language Requirement

All candidates are required to demonstrate proficiency in modern Hebrew. An intensive four-week Hebrew preparatory program is available to students in the summer prior to their enrollment through the Brandeis Hebrew Language Summer Institute and is highly recommended. Students may fulfill the Hebrew language requirement in one of three ways:

1. by passing (B- or above) a 40- or higher level Hebrew course,
2. by passing an examination offered in April of each year;
3. by passing HBRW 202a, which will typically be offered each year.

### Final Project

Students must complete a master's project that reflects and integrates their study in this joint program.

### Cocurricular Requirements

#### Seminar on Contemporary Jewish Issues

A mandatory bi-weekly seminar, planned and coordinated with student involvement, provides for discussion of central issues in Jewish communal life and brings students face to face with visionary leaders from around the country.

#### Starr Colloquium

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

Students participate in a three-day seminar about Jewish communal leadership with an outstanding leader of the Jewish communal world.

## Requirements for the Joint Degree of Master of Arts in Near Eastern and Judaic Studies & Women's and Gender Studies

Students interested in the joint two-year terminal M.A. degree program must first be admitted to the M.A. degree program in NEJS in the regular manner.

### Program of Study

Courses must include:

- A. WMGS 205a or another course designated as a graduate foundational course in women's and gender studies.
- B. A course in feminist research methodologies (WMGS 198a, the Feminist Inquiry course offered through the Graduate Consortium in Women's Studies, or an alternate).
- C. Two elective courses in women's and gender studies, one inside and one outside the NEJS department.
- D. The remaining courses must be jointly approved by each student's NEJS advisor and by the NEJS women's and gender studies advisor.
- E. Participation in a fall semester noncredit Women's and Gender Studies Graduate Proseminar.
- F. A research project of at least 25 pages on an issue connected to women's and gender studies and NEJS. It must be in a format suitable for submission to a specific journal or for presentation at a professional conference. It may be a revision of a paper previously completed while enrolled in the M.A. degree program at Brandeis. The project is read by two faculty members within NEJS and by an additional member of the women's and gender studies program committee. It must be defended before that three-person committee by the first week of May of the year in which the candidate intends to receive the degree. (Check the date with the Office of the University Registrar. It may vary with the academic calendar.) Once the project is found to be of acceptable M.A. degree quality, one copy of the project should be submitted to the women's and gender studies program office, and an additional copy should be deposited in the Brandeis Library.
- G. All candidates are required to demonstrate proficiency in biblical or modern Hebrew or in Arabic.
- H. All candidates for the Master of Arts degree are required to pass a comprehensive examination.

### Residence Requirement

Ordinarily, two years of full-time residence are required at the normal course rate of seven courses each academic year. Students who enter with graduate credit from other recognized institutions may apply for transfer credit for up to four courses, or, with prior approval of the M.A. advisor, candidates may receive transfer credit for up to four courses at a university abroad.

## Requirements for the Degree of Doctor of Philosophy

### Doctoral Programs

Students admitted to the NEJS Ph.D. program are admitted to specific programs within the department. These are: Bible and Ancient Near East (BANE), Modern Middle East (MME), and Jewish Studies (JS). Movement from one program to the other is generally discouraged and is dependent upon a student's meeting the requirements for admission into that program and acceptance by that program's faculty. Movement from one advisor to another within a program is likewise dependent upon the consent of the new advisor.

### Residence Requirement and Program of Study

Three years of full-time residence are required at the normal rate of at least seven term courses each academic year. Students who enter with graduate credit from other recognized institutions may apply for transfer credit. By rule of the Graduate School, a maximum of one year of credit (seven term courses) may be accepted toward the residence requirement on the recommendation of the departmental advisor in consultation with the student's advisor.

### Teaching Requirement

As part of the graduate training program in NEJS, all Ph.D. students are required to fulfill five, semester-length teaching fellow or research assignments during the first four years of their programs, serving as apprentices to faculty mentors. All incoming NEJS doctoral students are to take the university writing pedagogy seminar in their first year (preferably in their first semester). Students will serve as teaching fellows in at least one university writing course. In addition, the department holds an orientation program for all new students and sponsors colloquia on teaching. Their faculty mentors evaluate students' teaching fellow work each semester. Students' teaching portfolios are in part drawn from these evaluations.

### Consortium

Students should also discuss with their advisors the desirability of taking courses at member institutions of the Boston Consortium.

### Advising

Students are assigned advisors from the Near Eastern and Judaic Studies department in the program to which they were admitted. Students must meet with their advisor(s) regularly, and before enrolling in courses, to ensure appropriate course coherency. The programs for each graduate area may be found in the departmental office and are posted on the NEJS departmental website.

### Funding and Annual Evaluation

Scholarships and fellowships are generally renewable for four additional years, based on a favorable annual evaluation by each student's professors by May of each academic year. These evaluations will be shared with the students and will be part of the official file, along with grades. Additionally, University Dissertation Fellowships are available on a University-wide competitive basis for the final year.

### Language Requirements

Students are required to demonstrate competence in primary and secondary research languages, according to the requirements of their specific programs. See departmental website for details.

Candidates are not normally admitted to the Ph.D. program in Jewish Studies, including modern and American Jewish studies, until they demonstrate reading knowledge of modern Hebrew. Students who require additional work in this area should apply for the Degree of Master of Arts in NEJS.

### Comprehensive Examinations

All candidates for the Ph.D. degree are required to pass several comprehensive examinations. Specific requirements vary from program to program. Details may be obtained from the department website. In the semester in which students plan to take their qualifying examinations, they may sign up for reading courses with the members of the faculty who will participate in those examinations.

### Dissertation Proposal

After successfully completing all qualifying examinations and language requirements, students must submit their dissertation proposal to the department faculty by the end of the third year or the beginning of the fourth year (by the beginning of the fifth year for students in the program in Bible and Ancient Near Eastern Studies), after first obtaining the approval of their dissertation director and the other two members of the dissertation reading committee. Proposals should be up to six pages in length, plus bibliography. They should contain a clear articulation of the topic with rationale, a summary of current research in its area, its intended contribution to scholarship, methodology, sources, structure and table of contents, preliminary bibliography, and any other relevant material. Additional information about the proposal is available on the NEJS department website.

### Dissertation and Defense

The dissertation, ordinarily between 250 and 400 pages in length, must demonstrate the candidate's thorough mastery of the field and competence in pursuing independent research; it must also constitute an original contribution to knowledge. Two copies of the dissertation are to be deposited in the office of the program chair no later than March 1 of the year in which the candidate expects to earn the degree. The student must successfully defend the dissertation at a final oral examination.

## Requirements for the Joint Degree of Doctor of Philosophy in Near Eastern and Judaic Studies and Sociology

### Residence Requirement and Program of Study

Three years of full-time residence are required at the normal rate of at least seven term courses each academic year. Students who enter with graduate credit from other recognized institutions may apply for transfer credit. By rule of the Graduate School, a maximum of one year of credit (seven term courses) may be accepted toward the residence requirement on the recommendation of the departmental advisor in consultation with the student's advisor.

Students must complete a total of 21 courses. Nine of these courses should be offered by the sociology department (comprising five graduate seminars and four other sociology courses). Among the sociology courses at least one must be a theory course and at least one must be in quantitative methods. At least nine courses must be taken within the NEJS department. The remaining three courses are open to student choice with the approval of the student's advisors. In addition, students in their first year are required to participate in a year-long, noncredit proseminar that introduces program faculty and their research interests.

### Teaching Requirement

As part of the graduate training program in NEJS, all Ph.D. students are required to fulfill five, semester-length teaching fellow or research assignments during the first four years of their programs, serving as apprentices to faculty mentors. All incoming NEJS doctoral students are to take the university writing pedagogy seminar in their first year (preferably in their first semester). Students will serve as teaching fellows in at least one university writing course. In addition, the department holds an orientation program for all new students and sponsors colloquia on teaching. Their faculty mentors evaluate students' teaching fellow work each semester. Students' teaching portfolios are in part drawn from these evaluations.

### Consortium

Students should also discuss with their advisors the desirability of taking courses at member institutions of the Boston Consortium.

### Advising

Students are assigned advisors from the sociology department and from the Near Eastern and Judaic Studies department. Both advisors will work with the student to ensure appropriate course coherency. An interdepartmental meeting involving both advisors and the student should take place at least once a year.

### Language Requirements

Candidates are required to establish competence in Hebrew and one modern language (normally French or German, but depending on the area of research, another language may be substituted). Language examinations will be administered by the student's advisors.

### Research Methods Requirement

Candidates are required to establish competence in statistics by successful completion of an appropriate Brandeis course in statistics.

### Comprehensive Examinations and Graduate Accreditation

Before proposing and writing a doctoral dissertation, students must show competence in two areas of sociology through the Graduate Accreditation Committee (GAC) process; pass a two-part written comprehensive examination in Jewish cultural literacy in the NEJS department; and pass an oral major field examination.

Candidates demonstrate Jewish cultural literacy in a two-part written examination, which has English and Hebrew components, and a follow-up oral examination. The Hebrew examination in primary sources is part of the cultural literacy examination. This examination gives students the opportunity to demonstrate their broad general knowledge of Jewish literature and cultures of the biblical, rabbinic, medieval, and early modern periods. The oral examination provides opportunity for further exploration following the written examination. Following the successful completion of the Jewish cultural literacy examinations, candidates demonstrate their particular field of expertise in contemporary Jewish societies through the oral major field examination.

The Graduate Accreditation Committee (GAC) is the sociology department equivalent of comprehensive examinations. Students elect two sociological areas of interest and, with the appropriate faculty member, create a contract of requirements for the completion of a portfolio in the specific area. The portfolio can include such items as completed courses, papers, independent readings, or bibliographies. Faculty advisors suggest readings, written work, or independent studies. When the GAC requirement is completed, there will be a comprehensive meeting to discuss the candidate's interests and direction in the field and the upcoming dissertation.

### Dissertation and Final Oral Examination

A dissertation proposal should be submitted to the dissertation committee soon after the comprehensive examinations and GACs are completed. The dissertation committee should consist of five members: two each from the sociology and the NEJS departments and a fifth member from outside those departments. After approval of the proposal by the dissertation committee, it is submitted to the department faculties for approval. Two copies of the dissertation are to be deposited in the offices of the program chairs no later than March 1 of the year in which the candidate expects to earn the degree. The dissertation committee must approve the dissertation and the student must successfully defend the dissertation at a final oral examination.



## Special Note About Courses

### Course Subgroupings

Ancient Languages (NEJS 100a-108b)  
 Bible and Ancient Near East (NEJS 109a-122b)  
 Rabbinics (NEJS 123b-127b)  
 Early Christianity (NEJS 128a-130b)  
 Non-American Jewish History (NEJS 131a-153b)  
 Jewish Thought (NEJS 153a-160b)  
 American Jewish History and Sociology (NEJS 161a-168b)  
 Jewish Education (NEJS 169a-171b)  
 Jewish and Hebrew Literature (NEJS 172a-180b)  
 Creative Arts and Near Eastern and Judaic Studies (NEJS 181a-184b)

Islamic and Middle Eastern Studies (NEJS 185a-199b)  
 Ancient Languages (NEJS 200a-208b)  
 Bible and Ancient Near East (NEJS 209a-222b)  
 Jewish Studies Core Methodology Seminars (NEJS 231a-235b)  
 Jewish History (except the Americas) (NEJS 236a-252b)  
 Jewish Thought (NEJS 253a-260b)  
 Modern Middle East (NEJS 285a-299b)  
 Reading Courses (NEJS 315a-389b)

**Language Courses:** For Arabic, Hebrew, Yiddish, see separate headings elsewhere in this *Bulletin*.

## Courses of Instruction

### (1-99) Primarily for Undergraduate Students

#### NEJS 2a Introduction to the Jewish Experience

[ hum ]

*No prior knowledge of Judaism or Hebrew required. Does not count toward the major in NEJS, but minors are encouraged to take this course.*

Topics to be discussed include: the People of the Book; the rabbinic tradition; the Jewish calendar; the prayer book; life-cycle of the individual; Christianity, Islam, and the Jews; from anti-Judaism to antisemitism; Holocaust; the Land of Israel and the Jews; Reform, Conservative, and Reconstructionist Judaism; American Jewry; Jewish geography today. Usually offered every second year.  
 Mr. Ravid

#### NEJS 3a Introduction to Judaism, Christianity, and Islam

[ hum ]

An introduction to the three major religions originating in the Near East: Judaism, Christianity, and Islam. Areas of focus include historical development, sacred texts, rituals, and interpretive traditions. Ancient, medieval, and modern periods are treated. Usually offered every third year.  
 Mr. Decter

#### NEJS 5a Foundational Course in Judaic Studies

[ hum ]

*This course may not be repeated for credit by students who have taken NEJS 1a in previous years.*

A survey of the Jewish experience and thought, focusing on the varieties of historical Judaism including its classical forms, its medieval patterns and transformations, and its modern options. Usually offered every year.  
 Mr. Kimelman

#### NEJS 8a The Bible in Its Near Eastern Context

[ hum ]

*All texts are read in English.*  
 A study of the Bible in the light of recently discovered Near Eastern texts that have changed how the Bible is interpreted and read. Usually offered every third year.  
 Mr. Wright

#### NEJS 9a The World of the Ancient Near East

[ hum ]

*This course may not be repeated for credit by students who have taken NEJS 1b in previous years.*  
 An introduction to the peoples, history, religions, institutions, and culture of ancient Mesopotamia, Syria, Israel, Anatolia, and Egypt from prehistory to 330 BCE. Usually offered every second year.  
 Mr. Wright

#### NEJS 10a Biblical Hebrew Grammar and Texts

[ fl hum ]

*Prerequisite: HBRW 20b or the equivalent as determined by placement examination. This course may not be repeated for credit by students who have taken NEJS 72a in previous years.*  
 A review of biblical Hebrew grammar followed by a survey of the major genres of the Hebrew Bible (e.g., Torah, history, prophecy, psalms, wisdom). Texts are read in Hebrew; the course is taught in English. Emphasis on literary and grammatical aspects of the texts. Usually offered every year.  
 Mr. Brettler or Mr. Stackert

#### NEJS 25a Introduction to Talmud

[ hum ]

*Prerequisite: A 30-level Hebrew course or the equivalent is recommended. This course may not be repeated for credit by students who have taken NEJS 53b in previous years.*  
 An introduction to Treatise Sanhedrin, on the subject of judicial procedure and capital punishment. Attention is paid to modes of argument, literary form, and development of the Talmudic text. No previous study of Talmud is presupposed. Usually offered every second year.  
 Mr. Kimelman

#### NEJS 29a Feminist Sexual Ethics in Judaism, Christianity, and Islam

[ hum ]

Analyzes a variety of feminist critiques of religious texts and traditions and proposed innovations in theology and religious law. Examines biblical, rabbinic, and Qur'anic texts. Explores relation to U.S. law, and to the social, natural, and medical sciences. Usually offered every second year.  
 Ms. Brooten

#### NEJS 35a History of the Jews from 1492 to the Present

[ hum ss ]

*Open to all students. This course may not be repeated for credit by students who have taken NEJS 68b in previous years.*  
 Main trends and events in the legal, economic, social, cultural, and religious history of the Jewish people in the context of the general background, with emphasis on major areas of Jewish settlement. Usually offered every year.  
 Mr. Ravid

#### NEJS 55a Ethics and the Jewish Political Tradition

[ hum ]

*Open to all students. This course may not be repeated for credit by students who have taken NEJS 132b in previous years.*  
 A study in the structures of authority, power, and leadership in Jewish politics from Biblical to modern times that focuses on the change from sovereignty to incorporated community to voluntary association. Issues include the problems of nationalism, the limits of government, the right of revolution, the legitimacy of terrorism, and the ethics of war. Usually offered every fourth year.  
 Mr. Kimelman



**NEJS 59b The Philosophy of Jewish Law**

[ hum ]

*This course may not be repeated for credit by students who have taken NEJS 105b in previous years.*

Investigates the philosophic underpinnings of Jewish law. Issues include tradition and change, interpretive freedom, authority, and the nature of legal consciousness. Ranging from the Talmudic to modern periods, emphasizes the thought of Mendelssohn, Hirsch, Rosenzweig, Soloveitchik, Hartman, and Levinas. Usually offered every third year.  
Staff

**NEJS 60b Judaism and Healing**

[ hum ]

*This course may not be repeated for credit by students who have taken NEJS 193b in previous years.*

Explores the vital and venerable tradition of Jewish professional involvement in medicine. Examines the historical and cultural roots of this phenomenon and the ways in which Jewish religion and culture provide technical, moral, and spiritual resources for physicians and health care professionals.  
Staff

**NEJS 75a Introduction to Yiddish Literature**

[ wi hum ]

*Students with reading knowledge of Yiddish may elect to read the original texts. NEJS graduate students may petition to take this course for graduate credit. This course may not be repeated for credit by students who have taken NEJS 86b in previous years.*

Introduces students to Yiddish fiction, poetry, and drama created in the 19th and 20th centuries in eastern Europe and the Americas. Readings include a sampling of works by classic Yiddish writers, but focus primarily on fiction, poetry, and drama by writers of succeeding generations. Usually offered every second year.  
Ms. Kellman

**NEJS 75b Classic Yiddish Fiction**

[ hum wi ]

*NEJS graduate students may petition to take this course for graduate credit.*

An introduction to the major works of fiction by the three classic Yiddish writers of the 19th and early 20th centuries. Taught in English using texts in translation. Students with knowledge of Yiddish may elect to read the original texts. Usually offered every second year.  
Ms. Kellman

**NEJS 92a Internship and Analysis in Near Eastern and Judaic Studies**

Usually offered every year.  
Staff

**NEJS 92b Internship and Analysis in Near Eastern and Judaic Studies**

Usually offered every year.  
Staff

**NEJS 98a Independent Study**

Usually offered every year.  
Staff

**NEJS 98b Independent Study**

Usually offered every year.  
Staff

**NEJS 99d Senior Research**

Usually offered every year.  
Staff

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**(100-199) For Both Undergraduate and Graduate Students**


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**NEJS 101a Elementary Akkadian**

[ hum ]

*This course may not be repeated for credit by students who have taken NEJS 108a in previous years.*

Introduction to Akkadian grammar and lexicon and cuneiform script. This course is for beginning students of Akkadian. Usually offered every year.

Mr. Abusch and Staff

**NEJS 101b Intermediate Akkadian**

[ hum ]

*Prerequisite: NEJS 101a (formerly NEJS 108a) or the equivalent. This course may not be repeated for credit by students who have taken NEJS 109b in previous years.*

Review of grammar and reading of Old Babylonian historical inscriptions, laws, letters, and literary texts. Usually offered every year.

Mr. Abusch and Staff

**NEJS 102a Elementary Hittite**

[ hum ]

An introduction to the Hittite language, mainly through readings in Hittite royal annals, treaties, rituals, laws, and myths. Usually offered every third year.

Mr. Wright

**NEJS 104a Comparative Grammar of Semitic Languages**

[ hum ]

*This course may not be repeated for credit by students who have taken NEJS 108b in previous years.*

An introduction to and description of the Semitic languages, the internal relationships within this linguistic family, and the distinctive grammatical and lexical features of the individual languages.

Usually offered every third year.

Mr. Wright

**NEJS 104b Ezra, Daniel, and Early Aramaic Texts**

[ hum ]

*Prerequisites: HBRW 122a or b (formerly HBRW 101a or b), NEJS 10a (formerly NEJS 72a), or permission of the instructor.*

A study of the language and text of the Aramaic portions of Ezra and Daniel and of other early Aramaic documents. Usually offered every third year.

Mr. Wright

**NEJS 106a Northwest Semitic Inscriptions**

[ hum ]

A study of Phoenician, Hebrew, Edomite, and Moabite inscriptions. Issues of epigraphy, historical grammar, dialectology, and historical reconstruction are examined. Usually offered every third year.

Mr. Wright

**NEJS 106b Elementary Ugaritic**

[ hum ]

An introduction to the language with study of various texts. Usually offered every third year.

Mr. Wright

**NEJS 110b The Hebrew Bible: Meaning and Context**

[ hum ]

*Prerequisites: HBRW 122a or b (formerly HBRW 101a or b), NEJS 10a (formerly NEJS 72a), or permission of the instructor.*

A close reading of selected biblical texts. Topics may vary from year to year and the course may be repeated for credit. Usually offered every fourth year.

Mr. Wright

**NEJS 111a The Hebrew Bible/Old Testament**

[ hum wi ]

*Open to all students.*

A survey of the Hebrew Bible (Old Testament). Biblical books will be examined from various perspectives and compared to other ancient Near Eastern compositions. No knowledge of Hebrew is presumed. Usually offered every second year.

Mr. Brettler

**NEJS 111b History of Israelite Religion**

[ hum ]

*Prerequisites: HBRW 122a or b (formerly HBRW 101a or b), NEJS 10a (formerly NEJS 72a), or permission of the instructor.*

Examines the development of Israelite/biblical religious ideas as manifested through a study of the development of the Priestly literature of the Torah in relationship to other sources and traditions. Usually offered every third year.

Mr. Wright

**NEJS 112a The Book of Genesis**

[ hum ]

*Prerequisite: HBRW 122a or b, NEJS 10a, or permission of the instructor.*

An in-depth study of the Hebrew text of Genesis, with particular attention to the meaning, documentary sources, and Near Eastern background of the accounts of creation and origins of human civilization in chapters one to 11, and of the patriarchal narratives, especially those about Abraham. Usually offered every second year.

Mr. Abusch

**NEJS 113a The Bible in Aramaic**

[ hum ]

*Prerequisite: HBRW 122a or b (formerly HBRW 101a or b), NEJS 10a (formerly NEJS 72a), or permission of the instructor.*

A study of the language and text of the Targumim, Qumran Aramaic Paraphrases, and the Syriac Peshitta. Usually offered every third year.

Mr. Wright

**NEJS 113b Law in the Bible and the Ancient Near East**

[ hum nw ss ]

*Open to all students.*

A study of laws and legal ideas in biblical and Near Eastern law "codes," treaties, contracts; economic documents and narratives; the development and function of the documents and ideas; the meaning of the laws; their significance for the various societies. Usually offered every third year.

Mr. Wright

**NEJS 114b Biblical Ritual, Cult, and Magic**

[ hum ]

*Prerequisite: HBRW 122a or b (formerly HBRW 101a or b), NEJS 10a (formerly NEJS 72a), or permission of the instructor (section 1 only).*

A study of ritual and cultic texts of the Bible in Hebrew and their rites and phenomena with historical-critical, Near Eastern-environmental, social-scientific, and literary analysis. Usually offered every third year. Section 1 (in Hebrew), Section 2 (in English).

Mr. Wright

**NEJS 115a The Book of Deuteronomy**

[ hum ]

*Prerequisite: HBRW 122a or b (formerly HBRW 101a or b), NEJS 10a (formerly NEJS 72a), or a strong knowledge of biblical Hebrew.*

A close examination of the prose and poetry of the Hebrew text of Deuteronomy with special attention to its religious, legal, and compositional features. Traditions found in the Book of Deuteronomy will be compared with their counterparts elsewhere in the Torah. The place of the Book of Deuteronomy in the history of the religion of Israel will be considered. Usually offered every third year.

Mr. Brettler

**NEJS 115b Women and the Bible**

[ hum ]

*Open to all students.*

The Hebrew Bible, a complex work, reflects a wide range of attitudes toward women. Examines these attitudes as they are reflected in issues such as the legal status of women, women in myths, women leaders, prostitution, and the gender of ancient Israel's deity. Usually offered every third year.

Mr. Brettler

**NEJS 116a Ancient Near Eastern Religion and Mythology**

[ hum nw ]

*Open to all students. This course may not be repeated for credit by students who have taken NEJS 156b in previous years.*

An introduction to the religion, mythology, and thought of the ancient Near East. Usually offered every second year.

Mr. Abusch

**NEJS 117b Dead Sea Scrolls**

[ hum ]

*Prerequisite: HBRW 122a or b (formerly HBRW 101a or b), NEJS 10a (formerly NEJS 72a), or the equivalent.*

Studies in the literature of Qumran texts, with particular attention to the exegetical literature. Usually offered every fourth year.

Mr. Brettler

**NEJS 118b The Book of Psalms**

[ hum ]

*Prerequisite: HBRW 122a or b (formerly HBRW 101a or b), NEJS 10a (formerly NEJS 72a), or a strong knowledge of biblical Hebrew.*

Selected readings of biblical psalms. Special attention will be paid to religious ideas, literary forms, and poetics. Usually offered every fourth year.

Mr. Brettler

**NEJS 121b Biblical Poetry: Love and Death**

[ hum ]

*Prerequisite: NEJS 10a (formerly NEJS 72a), HBRW 122a or b (formerly HBRW 101a or b), or a strong knowledge of biblical Hebrew.*

A close reading of biblical poetic texts, with a consideration of what makes these texts poetic. Texts will be chosen primarily from Song of Songs, Lamentations, Ecclesiastes, and Job. Topics will vary from year to year and the course may be repeated for credit.

Refer to Schedule of Classes for current topic. Usually offered every third year.

Mr. Brettler

**NEJS 122a Dealing with Evil in Ancient Babylon and Beyond: Magic and Witchcraft in Antiquity**

[ hum nw ]

*Open to all students. This course may not be repeated for credit by students who have taken NEJS 142b in previous years.*

Examines magical literature, rituals, and beliefs in the ancient Near East. Discusses the different human situations that call forth magical activities. Topics such as demonology, illness, witchcraft, prayer, and exorcism are covered. Usually offered every third year.

Mr. Abusch

**NEJS 122b Biblical Narrative Texts: The Historical Tradition**

[ hum ]

*Prerequisite: HBRW 122a or b (formerly HBRW 101a or b), NEJS 10a (formerly NEJS 72a), or a strong knowledge of biblical Hebrew.*

A close reading of a variety of biblical "historical" texts from Deuteronomy, Judges, Samuel, Kings, and Chronicles. The basic tools for biblical research and the literary study of the Bible will be explored. The newer methods of analyzing biblical "historical" texts will be discussed. Topics vary from year to year and this course may be repeated for credit. Usually offered every third year.

Mr. Brettler

**NEJS 123b Classical Biblical Commentaries**

[ hum ]

*Prerequisite: Advanced reading knowledge of Hebrew.*

An intensive study of the French and Spanish schools of Jewish commentators on selected books of the Bible. Usually offered every third year.

Mr. Brettler

**NEJS 125b Midrashic Literature: Sifre Deuteronomy**

[ hum ]

*Prerequisite: A 40-level Hebrew course or the equivalent.*

An analysis of the midrashic method of the Sifre Deuteronomy. Emphasis will be placed on a close reading of the text, with a view to developing in the students the capacity to do independent analysis. Usually offered every fourth year.

Mr. Kimelman

**NEJS 126a Intermediate Talmud**

[ hum ]

*Prerequisite: A 40-level Hebrew course or the equivalent. This course may not be repeated for credit by students who have taken NEJS 120b in previous years.*

Tractate Sanhedrin, chapter three, which deals with the issue of voluntary and compulsory arbitration and the binding nature of gambling agreements. Usually offered every fourth year.

Mr. Kimelman

**NEJS 126b Agadic Literature: The Ethics of the Fathers**

[ hum ]

*Prerequisite: A 40-level Hebrew course or the equivalent.*

A study of the Mishnah Avot and its classical commentaries. Focuses primarily on literary and historical questions. Usually offered every fourth year.

Mr. Kimelman

**NEJS 127a Second Temple and Rabbinic Judaism**

[ hum ]

A survey course of the Second Temple and Rabbinic periods focusing on the Bible, the Apocrypha, the Pseudepigrapha, the Dead Sea Scrolls, the writing of Josephus and Philo, Mishnah, Talmud, and Midrash. Usually offered every third year.

Mr. Kimelman

**NEJS 127b The Jewish Liturgy**

[ hum ]

*Prerequisite: A 20-level Hebrew course or the equivalent.*

A study of the literature, theology, and history of the daily and Sabbath liturgy. Emphasis will be placed on the interplay between literary structure and ideational content, along with discussion of the philosophical issues involved in prayer. Usually offered every third year.

Mr. Kimelman

**NEJS 128a Introduction to Christianity**

[ hum ]

*Open to all students. This course may not be repeated for credit by students who have taken NEJS 132a in previous years.*

An introduction to Christian beliefs, liturgy, and history. Surveys the largest world religion: from Ethiopian to Korean Christianity, from black theology to the Christian right. Analyzes Christian debates about God, Christ, and human beings. Studies differences among Catholics, Protestants, and Orthodox. Usually offered every year.

Ms. Brooten

**NEJS 128b History of Jewish and Christian Women in the Roman Empire**

[ hum ]

*This course may not be repeated for credit by students who have taken NEJS 153b in previous years.*

Social, cultural, and religious history of Jewish and Christian women under Roman rule until Constantine ("first century" BCE-"fourth century" CE), using the methods of feminist historiography. Examination of the interrelationships between Jewish and Christian women in different parts of the Roman Empire. Focus on women's history, rather than on Jewish and Christian teachings about women. Usually offered every third year.

Ms. Brooten

**NEJS 130a The New Testament: A Historical Introduction**

[ hum ]

*Open to all students.*

A study of the main parts of the New Testament, with emphasis on the contents of the books and the historical development of early Christianity. Usually offered every second year.

Ms. Brooten

**NEJS 130b Ancient Greek-Speaking Judaism and Christianity**

[ hum ]

*This course may not be repeated for credit by students who have taken NEJS 192b in previous years.*

Reading and interpretation of Greek Jewish and Christian texts that help us to understand the interrelationships between these two groups, as well as what separated them from each other. Greek track available for those with background in Greek. Usually offered every third year.

Ms. Brooten

**NEJS 133a Art, Artifacts, and History: The Material Culture of Modern Jews**

[ hum ]

An interpretive, bibliographic, and hands-on study of the material (non-textual) culture made, used, and left by American and European Jews since 1600. Analyzes how objects, architecture, paintings, and photographs can help us understand and interpret social, cultural, and religious history. Usually offered every second year.

Ms. Smith

**NEJS 135a The Modern Jewish Experience**

[ hum ]

*This course may not be repeated for credit by students who have taken NEJS 166a or b in previous years.*

Themes include enlightenment, hasidism, emancipation, Jewish identity in the modern world (acculturation and assimilation), development of dominant nationalism in Judaism, Zionism, European Jewry between the World Wars, Holocaust, the creation of the State of Israel, and contemporary Jewish life in America, Israel, and Europe. Usually offered every year.

Ms. Freeze or Mr. Sheppard

**NEJS 136a History and Culture of the Jews in East-Central Europe to 1914**

[ hum ss ]

*This course may not be repeated for credit by students who have taken NEJS 168a in previous years.*

Jewish civilization in Poland and Russia from the earliest Jewish settlements until World War I, with emphasis on attempts to create a national culture that was "modern" and "Jewish." Usually offered every second year.

Mr. Polonsky

**NEJS 136b History and Culture of the Jews in East-Central Europe, 1914 to the Present**

[ hum ]

*This course may not be repeated for credit by students who have taken NEJS 168b in previous years.*

An examination of the history of the Jews in the countries of East-Central Europe (Poland, The Soviet Union and its successor states, Lithuania, Hungary, Romania, and Czechoslovakia) from the outbreak of World War I until the present day. Usually offered every second year.

Mr. Polonsky

**NEJS 137a The Destruction of European Jewry**

[ hum ]

*Open to all students. This course may not be repeated for credit by students who have taken NEJS 169a in previous years.*

Why did the Jews become the subject of genocidal hatred? A systematic examination of the anti-Jewish genocide planned and executed by Nazi Germany and the Jewish and general responses to it. Usually offered every year.

Mr. Polonsky

**NEJS 137b A History of the Jews in Warsaw, Lodz, Vilna, and Odessa**

[ ss hum ]

*This course may not be repeated for credit by students who have taken NEJS 167b in previous years.*

Examines the history of the four largest Jewish communities in the Russian Empire from the earliest settlement through the Holocaust to the present, comparing internal organization, different political and cultural allegiances, and relations with the majority population. Usually offered every fourth year.

Mr. Polonsky

**NEJS 138a Genocide**

[ hum ]

*Prerequisites: basic knowledge of 20th century world history is preferable.*

An interdisciplinary seminar examining history and sociology of the internationally punishable crime of genocide, with the focus on theory, prevention, and punishment of genocide. Case studies include Armenians in Ottoman Turkey, Stalin's Russia, The Holocaust, Cambodia, Bosnia, and Rwanda.

Mr. Polonsky

**NEJS 139a Philosophers, Poets, and Mystics: Jewish Intellectuals in the Middle Ages**

[ hum ]

*This course may not be repeated for credit by students who have taken NEJS 124a in previous years.*

Addresses Jewish culture during the medieval period in the Christian and Islamic worlds. Focus on Ashkenazic and Sephardic intellectual culture. Other topics include communal organization, conflict and cooperation with Muslims and Christians, and trends in Jewish intellectual culture. Usually offered every second year.  
Mr. Decter

**NEJS 140a History of the Jews from the Maccabees to 1497**

[ hum ss wi ]

Judea during the Second Commonwealth; Jews in the Roman Empire; origins of anti-Judaism; Jewish religious heritage; Islam and the Jews; the Jewish community; church, state, society, economy, and the Jews; the expulsion from Western Europe. Usually offered every second year.  
Mr. Ravid

**NEJS 140b The Jews in Europe to 1791**

[ hum ]

Considers the following topics: church, crusades, state, economy, society, and the Jews; religious and intellectual life, family and community; England, France, and the Germanic lands; Spain, Spanish exile, and Iberian Diaspora; Renaissance, Reformation, and Counter-Reformation; Eastern Europe and Hasidism; the return to the West; and the Enlightenment and emancipation. Usually offered every second year.  
Mr. Ravid

**NEJS 141a Russian Jewish History, 1917 to the Present**

[ hum ]

*This course may not be repeated for credit by students who have taken NEJS 112b in previous years.*

Examines Russian Jewish history from 1917 to the present. Focuses on the tsarist legacy, Russian Revolution, the creation of a new socialist society, development of Yiddish culture, the "Great Turn" under Stalin, Holocaust, post-war Judaism, antisemitism, emigration, and current events. Usually offered every second year.  
Ms. Freeze

**NEJS 141b Zionism and its Critics**

[ hum ]

The modern articulation of collective Jewish experience in terms of a nation has taken on a variety of competing forms. Places the development of Jewish nationalist visions into historical context and studies the different strands of cultural, religious, and political Zionism, as well as several non-Zionist forms such as Bundism and autonomism. Usually offered every second year.  
Mr. Sheppard

**NEJS 142a Modern History of East European Jewry**

[ hum ]

*This course may not be repeated for credit by students who have taken NEJS 120a in previous years.*

A comprehensive survey of the history (economic, socio-political, and religious) of the Jewish communities in Eastern Europe from the middle of the 18th century until World War II, with emphasis placed on the Jews of Poland and Russia. Usually offered every fourth year.  
Mr. Polonsky

**NEJS 144a Jews in the World of Islam**

[ hum nw ]

A social and cultural history of Jewish communities in the Islamic world. Special emphasis is placed on the Jewish communities in the Middle East since 1492. Usually offered every second year.  
Mr. Levy

**NEJS 144b Conflict and Consensus in Israeli Society**

[ hum ]

From early scenarios to contemporary debates, Zionist society has experienced solidarity and discord. Explores tensions caused by ethnic diversity, religious/secular friction, Arab/Jewish rivalry, and the dilemma of defining a state that is at once Jewish and democratic. Usually offered every second year.  
Mr. Troen

**NEJS 145a History of the State of Israel, Zionism to the Present**

[ hum ]

*This course may not be repeated for credit by students who have taken NEJS 157a in previous years.*

Examines the development of the State of Israel from its foundation to the present time. Israel's politics, society, and culture will be thematically analyzed. Usually offered every fourth year.  
Mr. Troen

**NEJS 146a World Jewry Since the Holocaust**

[ hum ]

*Open to all students.*

Examines the post-war Jewish world with special attention to Jewish communities beyond Israel and the United States. Topics include demography, the emergence of new centers, antisemitism, identity, and assimilation. Usually offered every second year.  
Mr. Sarna

**NEJS 149a The Jews of Muslim and Christian Spain**

[ hum ]

*This course may not be repeated for credit by students who have taken NEJS 131a in previous years.*

A survey of Jewish political, intellectual, and social history in the Islamic and Christian spheres from the beginnings of Jewish life in Spain until the Expulsion in 1492. Students develop skills in reading historical, literary, and philosophical texts. Usually offered every second year.  
Mr. Decter

**NEJS 149b Sephardic Jewry: 1492 to the Present**

[ hum ]

A survey of Sephardic Jewry from the Expulsion of the Jews from Spain in 1492 to the present. Intellectual and communal life throughout diverse communities in the Sephardic Diaspora (Europe, the Ottoman Empire, North Africa, and the Americas) is treated. Usually offered every second year.  
Mr. Decter

**NEJS 150b History of Poland since 1750**

[ hum ]

*May only count towards the NEJS major or minor with the written permission of the instructor. This course may not be repeated for credit by students who have taken NEJS 107b in previous years.*

Surveys the history of Poland from the middle of the 18th century to the recent changes since 1989. Emphasizes the specific character of the Polish lands as a borderland and as a multi-religious and multi-ethnic area. Usually offered every fourth year.  
Mr. Polonsky

**NEJS 151a Jewish Life in Weimar Berlin, War-Time England, and the Post-War United States**

[ hum ss ]

*Prerequisite: reading comprehension of modern Hebrew as determined by the instructor.*

An examination of key issues, including rites of passage, life cycle events in pre-World War I Eastern Europe; the growth of Nazism; Holocaust; Zionism, Palestine Mandate and the State of Israel; Hebrew culture in the Diaspora; the early days of Brandeis University, based on typed Hebrew letters written between 1919 and 1967. Usually offered every third year.  
Mr. Ravid

**NEJS 151b Ghettos, Gondolas, and Gelato: The Italian Jewish Experience**

[ hum ss ]

Topics include the Jews of classical antiquity, the attitude of church and state toward Jews, the ghetto, Jewish merchants and moneylenders, Renaissance and the Jews, Marranos and Inquisition, *raison d'état*, emancipations, and the Holocaust. Usually offered every second year.  
Mr. Ravid



**NEJS 152a From Inquisition to Holocaust**

[ hum ]

Examines the Iberian Inquisition in its religious, social, and economic context as a manifestation of religious anti-Judaism that culminated in the concept of purity of blood. Traces the emergence of modern racial antisemitism which culminated in the Holocaust, and contemplates the similarities and differences between it and medieval anti-Judaism. Usually offered every second year.

Mr. Ravid

**NEJS 152b Anti-Judaism, Antisemitism, and Anti-Zionism**

[ hum ss ]

A historical survey of the three major forms of hostility toward the Jews from classical antiquity to the present. Usually offered every second year.

Mr. Ravid

**NEJS 153a Hasidism as a Religious and Social Movement**

[ hum ]

The rise of East European Hasidism in the 18th century and its success. Key teachings, motifs, and religious ideals of the movement and its leadership. Changes as Hasidism struggled with modernity and destruction in the 19th and 20th centuries. Usually offered every third year.

Staff

**NEJS 153b Abraham Joshua Heschel: Spirituality and Action**

[ hum ]

Abraham Heschel's Hasidic spirituality and militant social action provide a meeting ground for Jews, Christians, and Muslims. Studies his writings on prayer, mysticism, religious education, the prophets, the Holocaust, Israel, interfaith relations, civil rights, and the Vietnam war. Usually offered every third year.

Mr. Kaplan

**NEJS 155a The Philosophy of Moses Maimonides**

[ hum ]

An examination of Maimonides's *Guide of the Perplexed*, *Mishneh Torah* and other relevant works focusing on the ways in which his philosophy emerged out of the engagement between the demands of revealed religion and philosophic rationalism. Issues include biblical interpretation, the nature of God, creation of the world, prophecy, miracles, providence, the conditions of exile and redemption, and the rational justifications for the laws. We will also take into account competing interpretations of his philosophy ranging from medieval Maimonidean controversies to their modern counterparts. All required readings are in English.

Usually offered every third year.

Mr. Sheppard

**NEJS 155b Judaism and the Religious Quest**

[ hum ]

Personal Quest in the Jewish tradition in historical and contemporary perspective. Judaism in the context of Perennial Philosophy and the universal search for the life of the spirit. Usually offered every fourth year.

Staff

**NEJS 157b Medieval Jewish Philosophy**

[ hum ]

*This course may not be repeated for credit by students who have taken NEJS 123a in previous years.*

Surveys the history of medieval Jewish philosophy from Saadiah Gaon to Spinoza. Topics include reason and revelation, divine attribute theory, cosmogony, providence, epistemology, ultimate human felicity, and the influence of philosophy in biblical exegesis, Halakhah, and poetry. Usually offered every second year.

Mr. Decter

**NEJS 158a Divided Minds: Jewish Intellectuals in America**

[ hum ]

Jewish intellectuals in the United States have exerted tremendous influence on the changing landscape of American culture and society over the last century. Explores the political, cultural, and religious contours of this diverse and controversial group.

Usually offered every third year.

Mr. Sheppard

**NEJS 158b Topics in Jewish Devotional Literature of the Medieval and Later Periods**

[ hum ]

*Prerequisite: Reading knowledge of Hebrew. Course may be repeated for credit.*

Readings in Hebrew from such influential religio-ethical treatises as Bahya's *Duties of the Hearts*, DeVidas's *Beginning of Wisdom*, Horowitz's *Two Tablets of the Covenant*, and others. Usually offered every year.

Staff

**NEJS 159a Major Trends in Modern Jewish Philosophy**

[ hum ]

Surveys the contours of modern Jewish philosophy by engaging some of its most important themes and voices. Competing Jewish inflections of and responses to rationalism, romanticism, idealism, existentialism, and nihilism. This provides the conceptual road signs of the course as we traverse the winding byways of Jewish philosophy from Baruch Spinoza to Emanuel Levinas. Usually offered every second year.

Mr. Sheppard

**NEJS 160b From Revelation to Revolution: German-Jewish Thought in the 20th Century**

[ hum ]

*This course may not be repeated for credit by students who have taken NEJS 134b in previous years.*

Traces the development of German thought from the late 18th to the 20th century. Engages a number of seminal thinkers and their understandings of the challenges posed by the shaping forces of the modern German-Jewish experience: enlightenment, Jewish Reform movement, liberalism, and capitalism, among others. Usually offered every second year.

Mr. Sheppard

**NEJS 161a American Jewish Life**

[ hum ss ]

*Open to all students.*

A focused sociological analysis of contemporary American Jewish life with special emphasis on the diverse forms of Jewish ethno-religious identity formation. Topics include the social construction of race and ethnicity; Reform, Conservative, and Orthodox Judaism; the interplay of American and Jewish values; and the relationship of Jews to the general society and other ethnic groups. Usually offered every second year.

Ms. Fishman

**NEJS 162a American Judaism**

[ ss hum ]

American Judaism from the earliest settlement to the present, with particular emphasis on the various streams of American Judaism. Judaism's place in American religion and comparisons to Judaism in other countries. Usually offered every second year.

Mr. Sarna

**NEJS 162b It Couldn't Happen Here: Three American Anti-Semitic Episodes**

[ hum ]

A close examination of three American anti-Semitic episodes: U.S. Grant's expulsion of the Jews during the Civil War, the Leo Frank case, and Henry Ford's *The International Jew*. What do these episodes teach us about anti-Semitic prejudice, about Jews, and about America as a whole?

Usually offered every second year.

Mr. Sarna

**NEJS 163a Jewish-Christian Relations in America**

[ hum ss ]

A topical approach to the history of Jewish-Christian relations in America from the colonial period to the present. Usually offered every fourth year.

Mr. Sarna

**NEJS 164a Judaism Confronts America**

[ hum ]

Examines, through a close reading of selected primary sources, central issues and tensions in American Jewish life, paying attention to their historical background and to issues of Jewish law. Usually offered every second year.

Mr. Sarna

**NEJS 164b The Sociology of the American Jewish Community**

[ ss hum ]

*Open to all students.*

A survey exploring transformations in modern American Jewish societies, including American Jewish families, organizations, and behavior patterns in the second half of the 20th century. Draws primarily on social science texts, statistical studies, and memoirs; also makes use of a broad spectrum of source materials, examining evidence from journalism, fiction, film, and other artifacts of popular culture. Usually offered every second year.

Ms. Fishman

**NEJS 165a Analyzing the American Jewish Community**

[ hum qr ss ]

*Prerequisites: NEJS 161a or 164b. This course may not be repeated for credit by students who have taken NEJS 170b in previous years.*

Explores the use of quantitative and qualitative research techniques in recent analyses of American Jewish life. Students engage in hands-on statistical research projects, learning what kinds of information can be gathered through survey research and through a variety of qualitative research techniques. Usually offered every second year.

Ms. Fishman

**NEJS 165b Changing Roles of Women in American Jewish Societies**

[ hum ]

*Open to all students. This course may not be repeated for credit by students who have taken NEJS 174b in previous years.*

The lives of American Jews, and especially American Jewish women, have been radically transformed by demographic changes and by American Jewish feminism. These dramatic transformations affect secular and Jewish education for women, personal options and the formation of Jewish families, a growing participation of women in public Jewish life, and a new awareness of women's issues. Usually offered every fourth year.

Ms. Fishman

**NEJS 166a Carnal Israel: Exploring Jewish Sexuality from Talmudic Times to the Present**

[ hum ]

Explores the construction of Jewish sexuality from Talmudic times to the present. Themes include rabbinic views of sex, niddah, illicit relations, masculinity, medieval erotic poetry, Ashkenazi and Sephardic sexual practices, and sexual symbolism in mystic literature; the discourse on sex, race, and nationalism in Europe; debates about masculinity, sexual orientation, and stereotypes in America and Israel. Usually offered every year.

Ms. Freeze

**NEJS 166b "Divided Souls": Jewish Conversion and Identity in Historical Perspective**

[ hum ]

Examines the dynamics of conversion to and from Judaism from the rabbinic period to the present. Themes include the construction of identity, the place of the convert in the Jewish and non-Jewish worlds, intermarriage and family, as well as social and legal dilemmas. Usually offered every year.

Ms. Freeze

**NEJS 167a East European Jewish Immigration to the United States**

[ hum ss ]

*Open to all students.*

A historical survey of East European Jewish immigration to the United States (1881-1924). Regular readings will be supplemented by primary sources, immigrant fiction, and films. Usually offered every fourth year.

Mr. Sarna

**NEJS 170a Studying Sacred Texts**

[ hum ]

*This course may not be repeated for credit by students who have taken NEJS 125a in previous years. Most suitable for juniors, seniors, and graduate students.*

What does it mean to study a sacred text? What are the problems with doing so? What is sacred about a sacred text? How is studying (or teaching) a sacred text similar to and different from studying other texts? Usually offered every second year.

Mr. Levisohn

**NEJS 172a Women in American Jewish Literature**

[ hum ]

Examines portrayals of women in American Jewish literature from a hybrid viewpoint. Using close textual analysis, explores changing American Jewish mores and values and the changing role of women as revealed by portrayals of women in American Jewish fiction. The development of critical reading skills enhances our understanding of the author's intent. The fiction and memoirs read are approached as literature and as a form of social history. Usually offered every second year.

Ms. Fishman

**NEJS 172b Classical Hebrew Texts in Context**

[ hum ]

*Prerequisite: A 40-level Hebrew course or the equivalent.*

A reading of selected classical Hebrew texts from biblical, classical rabbinic, and medieval periods. The goal is competency in understanding the Hebrew texts within their historical context. Usually offered every second year.

Mr. Kimelman

**NEJS 173a Dispersion and Diversity: Modern Jewish Literature**

[ hum ]

The encounter of Jews with modernity produced a host of talented writers in many languages and countries. The class studies in translation a wide variety of these writers, e.g., Kafka, Agnon, Bergelson, I.B. Singer, Primo Levi, Saul Bellow, Philip Roth, A.B. Yehoshua.

Staff

**NEJS 173b American Jewish Writers in the Twentieth Century**

[ hum ]

American Jewish fiction in the 20th century presents a panorama of Jewish life from immigration through contemporary times. Short stories, novels, and memoirs illuminate how changing educational and occupational opportunities, transformations in family life, shifting relationships between the genders, and conflict between Jewish and American value systems have played themselves out in lives of Jewish Americans. Usually offered every second year.

Ms. Fishman

**NEJS 175a Jewish Women in Eastern Europe: Tradition and Transformation**

[ hum ]

*This course may not be repeated for credit by students who have taken NEJS 129b in previous years.*

Examines women's roles in 19th- and 20th-century Eastern European Jewish culture, with a focus on transformation in gender relations, education, and religious practices. Readings are drawn from Yiddish prose, poetry, and women's memoirs, with secondary sources in cultural history. Usually offered every third year.

Ms. Kellman

**NEJS 175b Responses to the Holocaust in Literature**

[ hum ]

*This course may not be repeated for credit by students who have taken NEJS 169b in previous years.*

The Holocaust has generated a rich and varied body of literary representations of this crucial event in modern history. This course studies significant examples of such representations dwelling on their historical, cultural, and psychological aspects. The aesthetic and moral problems of representation are raised in each case.

Authors examined include Wiesel, Levi, Appelfeld, Spiegelman, Celan, and Pagis. Usually offered every third year.

Staff

**NEJS 176a Seminar in American Jewish Fiction: Philip Roth and Cynthia Ozick**

[ hum wi ]

*Prerequisite: NEJS 172a or 173b; no prerequisites for graduate students.*

Focusing in depth on the works of two major American Jewish writers, Philip Roth and Cynthia Ozick, and paying close attention to their development as artists and to the evolution of their explorations of Jewish themes, this course will offer students the opportunity to delve into each author's oeuvre. Usually offered every fourth year.

Staff

**NEJS 176b Modern Hebrew Literature in its Historical Contexts**

[ hum ]

*Prerequisite: Any 100-level Hebrew course or permission of the instructor.*

A literary analysis of significant modern Hebrew literary texts read in their historical contexts. Examines how literary texts embody the cultural currents of modern Jewish life, in the Diaspora and in Israel. Texts and discussion in Hebrew.

Usually offered every year.

Staff

**NEJS 178b Heroes and Anti-Heroes in Modern Hebrew Literature**

[ hum ]

A study of the dominant image of the hero in modern Hebrew literature, as constructed by the Zionist/national discourse, and with its opposite, the anti-hero. Examines these concepts through a variety of genres, using tools of literary study, history and biography, gender, age, class, nationality, ethnicity, etc. All texts studied in English, with an additional weekly session that examines select Hebrew texts. Usually offered every second year.

Ms. Naveh

**NEJS 179a Jewish Literature of the Middle Ages and Renaissance**

[ hum ]

*An optional session looking at works in Hebrew will be offered.*

An introduction to the Hebrew literature (in translation) of Spain, Germany, and Italy during the Middle Ages and Renaissance. Focus on Sephardic literature and on the continuities and discontinuities of Hebrew belles-lettres, giving attention to the impact of Arabic and European literature on Jewish authors. Usually offered every third year.

Mr. Decter

**NEJS 179b Sephardic Literature**

[ hum ]

An exploration of the literatures of Judeo-Spanish peoples from "Golden Age" Spain and the Sephardic Diaspora (including the Ottoman Empire, North Africa, Western Europe, the Americas). Readings are in English or in English-translation from the Hebrew, Spanish, Ladino (Judeo-Spanish), and Portuguese. Usually offered every third year.

Mr. Decter

**NEJS 180a Love and Passion in Medieval Jewish Literature and Thought**

[ hum ]

An exploration of the love theme in Jewish poetry, fiction, exegesis, and philosophical literature, from the Middle Ages and Renaissance. Jewish texts from Palestine, Spain (Sefarad), France, and Italy are compared with texts in Arabic, Spanish, French, and Italian. Usually offered every third year.

Mr. Decter

**NEJS 181a Jews on Screen**

[ hum ]

*Open to all students. This course may not be repeated for credit by students who have taken NEJS 190b in previous years.*

Survey course focusing on moving images of Jews and Jewish life in fiction and factual films. Includes early Russian and American silents, home movies of European Jews, Yiddish feature films, Israeli cinema, independent films, and Hollywood classics. Usually offered every second year.

Ms. Rivo

**NEJS 181b Film and the Holocaust**

[ hum ]

*Open to all students. This course may not be repeated for credit by students who have taken NEJS 194b in previous years.*

Examines the medium of film, propaganda, documentary, and narrative fiction relevant to the history of the Holocaust. The use of film to shape, justify, document, interpret, and imagine the Holocaust. Beginning with the films produced by the Third Reich, the course includes films produced immediately after the events as well as contemporary feature films. The focus will be how the film medium, as a medium, works to (re)present meaning(s). Usually offered every second year.

Ms. Rivo

**NEJS 182a Jewish Life in Film and Fiction**

[ hum ]

*This course may not be repeated for credit by students who have taken NEJS 191b in previous years.*

Film and fiction are windows through which we can view transformations in American Jewish life. This course concentrates on cinematic and literary depictions of religious, socioeconomic, and cultural change over the past half century. It does this through films and fiction, which reflected and helped to shape shifting definitions of the American Jew. Usually offered every third year.

Ms. Fishman

**NEJS 182b Filmmaking on the Jewish Experience**

[ hum ]

Examines the depiction of the Jewish religious experience in contemporary filmmaking. Students are invited to develop a short screen play. Special one-time offering, summer 2006.

Ms. Targownik

**NEJS 184a Music in Biblical and Near Eastern Religion**

[ hum nw ]

*This course may not be repeated for credit by students who have taken NEJS 105a in previous years.*

A study of music in the religious performances of the Bible, ancient Mesopotamia, Israel, Syria, Hittite Anatolia, and Egypt. Usually offered every third year.

Mr. Wright

**NEJS 184b The Music of the Jewish People**

[ hum ca ]

An investigation into the roles that music has played in Jewish life from ancient to modern times, including music in the time of the Bible, Rabbinic attitudes, prayer and scriptural cantillation, music in the Diaspora, polyphony in the synagogue, Jewish concert music, music in the Holocaust, in modern Israel, and in 20th century America. Usually offered every third year.

Staff

**NEJS 185a Topics in Israeli Social History**

[ hum ]

Focuses on key topics in the shaping of the Israeli experience including: Zionist colonization, absorption of immigrants, shaping Jewish identity, personal and national, in a secular sense, and homeland/Diaspora relations. Comparative perspectives are employed. Usually offered every second year.

Mr. Troen

**NEJS 185b The Making of the Modern Middle East**

[ hum nw ss ]

*Open to all students. This course may not be repeated for credit by students who have taken NEJS 145b in previous years.*

Discusses the processes that led to the emergence of the modern Middle East: disintegration of Islamic society, European colonialism, reform and reaction, the rise of nationalism and the modern states. Usually offered every second year.

Mr. Nakash

**NEJS 186a Introduction to the Qur'an**

[ hum nw wi ]

*This course may not be repeated for credit by students who have taken NEJS 110a in previous years.*

Traces the history of the Qur'an as text, its exegesis, and its role in Islamic law, inter-religious polemics, law, theology, politics, and gender issues. Examines the role of the Qur'an in modern Islamic movements. Usually offered every second year.

Mr. Lumbard

**NEJS 187a Political Islam**

[ hum nw ]

*This course may not be repeated for credit by students who have taken NEJS 148a in previous years.*

Traces the recent re-emergence of Islam by examining its position in modern Middle Eastern socioeconomic and political life. Uses Egypt, Syria, Algeria, Afghanistan, and Iran as major test-cases for assessing the success of political Islam. Usually offered every second year.

Mr. Nakash

**NEJS 187b Shi'ism and Political Protest in the Middle East**

[ hum nw ]

*This course may not be repeated for credit by students who have taken NEJS 143b in previous years.*

Who are the Shi'i Muslims? Addresses this question by focusing on the Shi'i communities of Iran, Iraq, the Persian Gulf, and Lebanon. Examines the social, cultural, and religious life of these communities, as well as their political development in modern times. Usually offered every second year.

Mr. Nakash

**NEJS 188a The Rise and Decline of the Ottoman Empire, 1300-1800**

[ hum nw ss ]

*This course may not be repeated for credit by students who have taken NEJS 147a in previous years.*

A historical survey of the Middle East from the establishment of the Ottoman Empire as the area's predominant power to 1800. Topics include Ottoman institutions and their transformation, the Ottoman Empire as a world power. Usually offered every second year.

Mr. Levy

**NEJS 188b The Destruction of the Ottoman Empire, 1800-1923**

[ hum nw ]

*This course may not be repeated for credit by students who have taken NEJS 146b in previous years.*

Examines the historical processes that led to the destruction of the Ottoman Empire and the rise of new states in the Balkans and the Middle East: nationalism, European imperialism, Ottoman reform and its ultimate failure. Usually offered every second year.

Mr. Levy

**NEJS 189a The Arab-Israeli Conflict**

[ hum ss ]

*This course may not be repeated for credit by students who have taken NEJS 147b in previous years.*

Consideration of Arab-Jewish relations, attitudes, and interactions from 1880 to the present. Emphasis on social factors and intellectual currents and their impact on politics. Examines the conflict within its international setting. Usually offered every third year.

Mr. Ross

**NEJS 190a Describing Cruelty**

[ hum wi ]

*This course may not be repeated for credit by students who have taken NEJS 171b in previous years.*

Grapples with the difficult subject of cruelty. Focus is on political or public cruelty in the non-Western world. The method is comparative and involves critical examination of the intellectual, visual, and literary works that engage in the phenomenon. Usually offered every second year.

Mr. Makiya

**NEJS 191a Introduction to Islamic Theology**

[ hum ]

An introduction to Islamic theology and intellectual tradition. After studying the formative period of the Prophet Mohammad's life, students examine the development of law, doctrines, beliefs, philosophy, and the diversity of thought in Islamic tradition. Usually offered every second year.

Staff

**NEJS 192a War and Peace in Israeli Thought and Praxis**

[ hum ]

Despite initial visions of a conflict-free process of settling Palestine, issues of war and peace became central to the Zionist experience. Course examines how Zionism, as an intellectual movement and a polity, has understood the conflict and coped with it. Usually offered every second year.

Mr. Troen

**NEJS 193a Societies in Conflict: Exploring the Middle East through Authentic Materials**

[ hum nw ]

*Prerequisite: 30-level Hebrew and 30-level Arabic course.*

An upper-level language course to help advanced learners of Hebrew and Arabic to deepen their understanding of the relationship between conflicting societies, Arab and Israeli, through implementation of their knowledge of the languages. Materials include excerpts from literature, film, and other media. Usually offered every year.

Ms. Ringvald and Staff

**NEJS 194a Civil Society in the Middle East**

[ hum nw ]

Examines the concept of civil society and how it applies to the Middle East. Compares the Middle East to other world regions. Usually offered every fourth year.

Staff

**NEJS 195a Military and Politics in the Middle East**

[ hum nw ]

Examines civil-military relations in the Middle East, including the Arab countries, Turkey, Iran, Pakistan, and Israel.

Compares the Middle East to other world regions. Usually offered every fourth year.

Staff

**NEJS 195b War and Reconstruction in Iraq**

[ hum nw ]

Examines the aftermath of the 2003 war in Iraq. Issues of origin, legitimacy, and the nature of the outgoing regime are looked at against the backdrop of enormous social upheaval and the politics of occupation, democratization, constitutionalism, sectarianism, remembrance, and insurgency. Usually offered every second year.

Mr. Makiya

**NEJS 196a Marriage, Divorce, and Sexual Ethics in Islamic Law**

[ hum nw ]

Using law to understand Islamic gender discourses and Muslim women's lives, the class addresses broad areas where law and gender intersect jurisprudential method and classical doctrines; women's use of courts to settle disputes; and contemporary debates over legal reforms.

Staff

**NEJS 197b Political Cultures of the Middle East**

[ hum nw ]

Explores the way in which people make assumptions about power, authority, and justice. Focuses on Israel, Turkey, Iran, Lebanon, Syria, Egypt, and Iraq, explaining the nature of political power in these states. Usually offered every fourth year.

Mr. Makiya or Mr. Nakash



**NEJS 198b Modern Islamic Thought: The Eighteenth Century through the Contemporary Era**

[ hum ]

An analysis of major trends in Islamic thought, Sunni, Shii, and Sufi, beginning with 18th century revival and reform and carrying through to the contemporary era, covering themes such as women and gender, democracy, pluralism, liberation, and jihad. Usually offered every second year.

Staff

**NEJS 199a Women and Gender in Islam**

[ hum ]

Addresses the development of Islamic thought about women and gender, tracing the historical development of the status of women throughout the Islamic world, concluding with contemporary debates about the status and roles of women combined with analysis of their actual status in the contemporary Islamic world. Themes addressed include: marriage, divorce, charitable work, education, and participation in the interpretation of religion and law. Special one-time offering, fall 2006.

Ms. DeLong-Bas

**(200 and above) Primarily for Graduate Students**

**NEJS 200a Akkadian Literary Texts I**

*Prerequisite: NEJS 101b or permission of the instructor. This course may not be repeated for credit by students who have taken NEJS 214b in previous years.*

A review of grammar and continued reading in various Akkadian texts. Usually offered every fourth year.

Mr. Abusch

**NEJS 200b Akkadian Literary Texts II**

*This course may not be repeated for credit by students who have taken NEJS 206b in previous years.*

Usually offered every second year.

Mr. Abusch

**NEJS 202a Akkadian Mythological/Religious Texts I**

*This course may not be repeated for credit by students who have taken NEJS 207a in previous years.*

Usually offered every second year.

Mr. Abusch

**NEJS 202b Akkadian Mythological/Religious Texts II**

*This course may not be repeated for credit by students who have taken NEJS 207b in previous years.*

Usually offered every second year.

Mr. Abusch

**NEJS 206a Intermediate Ugaritic**

*Prerequisite: NEJS 106b. This course may not be repeated for credit by students who have taken NEJS 214b in previous years.*

A review of grammar and continued reading in various Ugaritic texts. Usually offered every fourth year.

Mr. Wright

**NEJS 208a Biblical Hebrew Composition**

*Prerequisite: An advanced knowledge of Biblical Hebrew. This course may not be repeated for credit by students who have taken NEJS 210b in previous years.*

An advanced course in biblical Hebrew grammar. The grammar of biblical Hebrew will be reviewed and extended through translation of English prose and poetry into biblical Hebrew. Usually offered every fourth year.

Mr. Brettler

**NEJS 210a Exodus: A Study in Method**

*Prerequisite: A strong reading knowledge of biblical Hebrew and previous exposure to the critical study of the Hebrew Bible. This course may not be repeated for credit by students who have taken NEJS 201b in previous years.*

An examination of the Hebrew text of Exodus in relation to the methodologies of modern biblical scholarship. Particular attention to source criticism, form criticism, and the text in its ancient environment. Usually offered every fourth year.

Mr. Brettler

**NEJS 231a Current Trends in Jewish Studies**

*This course may not be repeated for credit by students who have taken NEJS 216a in previous years.*

Examines works in Jewish studies that reflect the shifting currents in a variety of disciplines. The approach is generally thematic and chronological, ranging from historiographic treatises to provocative monographs and articles in literature, history, sociology, and religion. Usually offered every third year.

Mr. Sheppard

**NEJS 232a Research and Archival Methods in Modern Jewish History**

*This course may not be repeated for credit by students who have taken NEJS 222b in previous years.*

A critical examination of research methodologies in the study of modern and American Jewish history, with special attention to primary sources and new historical approaches. Usually offered every third year.

Mr. Sarna

**NEJS 233a Gender and Jewish Studies**

*This course may not be repeated for credit by students who have taken NEJS 237b in previous years.*

Uses gender as a prism to enhance understanding of topics in Judaic studies such as Jewish history and classical Jewish texts, psychology, sexuality and gender-role definition, literature and film, contemporary cultures, and religion. Undergraduates by permission of the instructor. Usually offered every second year.

Ms. Fishman

**NEJS 236a Seminar on Modern Jewish History and Historiography**

*Strongly recommended for all graduate students in Judaic studies. This course may not be repeated for credit by students who have taken NEJS 258b in previous years.*

Usually offered every second year.

Mr. Polonsky

**NEJS 285a Social History of the Middle East**

*This course may not be repeated for credit by students who have taken NEJS 235a in previous years.*

Explores the major social transformations that have marked Middle Eastern history in the 19th and 20th centuries. The discussion covers such topics as tribal settlement, the village community, land reform, the Islamic city, urbanization, modernization and modernity, the family, the concept of "class," and the position of women. Usually offered every second year.

Mr. Nakash

**NEJS 287a Seminar on Nationalism and Religion in the Middle East**

*This course may not be repeated for credit by students who have taken NEJS 240b in previous years.*

Examines major issues in the development of nationalism and its interaction with religion in the Arab countries, Israel, Turkey, and Iran in the 20th century. Topics vary from year to year. Usually offered every second year.

Mr. Levy

**NEJS 289a Seminar: States and Minorities in the Middle East**

*This course may not be repeated for credit by students who have taken NEJS 189b or 245b in previous years.*

Examines major issues in the relations between the state and ethnic and religious minorities in the Arab countries, Israel, Turkey, and Iran in the 20th century. Topics vary from year to year. Usually offered every second year.

Mr. Levy

**NEJS 291a History and Memory in the Middle East**

*Prerequisite: NEJS 185a (formerly NEJS 145b) or the equivalent. This course may not be repeated for credit by students who have taken NEJS 209a in previous years.* Explores some of the ways in which Middle Eastern writers (Arabs and Israelis) have treated major episodes and foundation myths in the 20th century. Our focus will be on the development of collective memories and the appearance of revisionist studies that challenge earlier accounts of history. Usually offered every second year.  
Mr. Nakash

**NEJS 293a The Question of Palestine**

*This course may not be repeated for credit by students who have taken NEJS 217b in previous years.*

An analysis of the relations between the Arab and the Jewish national communities in Palestine/Eretz Israel since the Balfour Declaration (1917); their protracted violent conflict and periodical political negotiations, as well as the involvement of the Arab states and the Great Powers.  
Staff

**NEJS 315a Readings in Contemporary Israeli Society**

Staff

**NEJS 316a Readings in Arabic Language and Literature**

Staff

**NEJS 317a Readings in Assyriology**

Mr. Abusch

**NEJS 318a Readings in Sumerian**

Mr. Abusch

**NEJS 320a Readings in Jewish Bibliography**

Staff

**NEJS 321a Readings in Medieval Jewish Philosophy**

Staff

**NEJS 322a Readings in Modern Intellectual History**

Mr. Sheppard

**NEJS 326a Biblical Literature**

Mr. Brettler

**NEJS 328a Readings in Ancient Near Eastern Languages**

Mr. Abusch

**NEJS 329a Readings in Ancient Near Eastern Religions and Cultures**

Mr. Abusch

**NEJS 330a Readings in Israeli History**

Ms. Freeze

**NEJS 331a Readings in Yiddish Literature**

Ms. Kellman

**NEJS 332a Readings in American Jewish History**

Mr. Sarna

**NEJS 333a Readings in the History of the Jews in Europe to 1800**

Mr. Ravid

**NEJS 334a Readings: History of American Jewish Institutions**

Staff

**NEJS 335a Readings in East European Jewish History**

Mr. Polonsky

**NEJS 336b Readings in American-Jewish Cultural Studies**

Mr. Whitfield

**NEJS 337a Readings in Talmudic and Midrashic Literature**

Mr. Kimelman

**NEJS 338a Readings in History of Judaism**

Mr. Kimelman

**NEJS 339a Readings in Ottoman History and Civilization**

Mr. Levy

**NEJS 340a Readings in Modern Middle Eastern History**

Mr. Levy

**NEJS 341a Readings in Holocaust History**

Mr. Polonsky

**NEJS 342a Readings in the Dead Sea Scrolls**

Mr. Brettler

**NEJS 343a Readings in Bible and the Ancient Near East**

Mr. Wright

**NEJS 345a Readings in Bible and Ancient Near East Studies**

Mr. Brettler and Mr. Wright

**NEJS 347a Readings in the History of Spanish Jewry and the Iberian Diaspora in Europe**

Mr. Ravid

**NEJS 348a Readings in the History of the Sephardim in the Near East**

Mr. Levy

**NEJS 349a Readings in the Sephardi Experience in the New World**

Mr. Sarna

**NEJS 350a Readings in Modern Middle Eastern Historiography**

Mr. Nakash

**NEJS 352a Readings in the History of American Jewish Education**

Mr. Sarna

**NEJS 356a Readings in American Jewish Museum Studies**

Mr. Sarna

**NEJS 357a Readings in the History of Middle Eastern Jewry**

Mr. Levy

**NEJS 360b Readings in Contemporary Jewish Literature and Life**

Ms. Fishman

**NEJS 361a Readings in Jewish Sociology**

Ms. Fishman

**NEJS 362a Readings in Polish History 1764-1914**

Mr. Polonsky

**NEJS 363a Readings in the History of Eastern Europe 1750-1947**

Mr. Polonsky

**NEJS 363b Readings in the History of East-Central Europe**

Mr. Polonsky

**NEJS 366a Doctoral and Post-Doctoral Seminar on Early Judaism and Christianity**

Ms. Brooten and Mr. Kimelman

**NEJS 367a Readings in Modern Hebrew Literature and Modern Jewish Culture**

Staff

**NEJS 368b American-Jewish Women's Literature**

Ms. Antler

**NEJS 369a Readings in New Testament**

Ms. Brooten

**NEJS 370b Readings in Language and Art**

Ms. Ringvald

**NEJS 372b Readings in United States Religion**

Mr. Sarna

**NEJS 373a Readings in Russian Jewish History**

Ms. Freeze

**NEJS 374a Readings in Hebrew Curriculum Design**

Ms. Ringvald

**NEJS 376a Readings in Jewish Culture**

Ms. Fishman

**NEJS 379a Hebrew Language and Culture**

Staff

**NEJS 380a Readings in German-Jewish History**

Mr. Sheppard

**NEJS 381b Monuments and Cities**

Mr. Makiya

**NEJS 382a Readings in Jewish Education**

Ms. Feiman-Nemser and Mr. Levisohn

**NEJS 384a Readings in Medieval Jewish Philosophy**

Mr. Decter

**NEJS 385a Readings in Liturgy**

Mr. Kimelman

**NEJS 386a Readings in Research in Jewish Education**

Ms. Feiman-Nemser and Mr. Levisohn

**NEJS 387a Readings in Hittite**

Mr. Wright

**NEJS 388a Readings in Black-Jewish Relations**

Mr. Sarna

**NEJS 389a Readings in Bible Interpretation**

Mr. Brettler

**NEJS 390a Readings in Medieval Judaism**

Mr. Decter

**NEJS 391a Readings in Sephardic Studies**

Usually offered every year.

Mr. Decter

**NEJS 392a Readings in Arab Nationalism**

Usually offered every year.

Staff

**NEJS 393a Readings in American Jewish Literature**

Staff

**NEJS 394a Yiddish Readings in Holocaust History**

Ms. Kellman

**NEJS 394b Readings in Modern Yiddish Literature**

Ms. Kellman

**NEJS 395b Readings in Qur'an and Feminism**

Ms. Ali

**NEJS 396a Jewish Experience and Thought**

Mr. Sheppard

**NEJS 401d Dissertation Colloquium**

Independent research for the Ph.D. degree. Specific sections for individual faculty members as requested.

Staff

**Cross-Listed Courses****AAAS 143b**

History of Islam in West Africa: Tolerance, Spirituality, and Freedom

**AMST 121a**

The American Jewish Woman: 1890-1990s

**ANTH 118b**

Peoples and Societies of the Middle East

**ANTH 135a**

Paradoxes of Peoplehood in Contemporary Israel

**ANTH 149a**

Archaeology of Egypt and Canaan in Ancient Times

**BISC 2b**

Genes, Culture, History: A Case Study

**CLAS 135a**

The Greek World and Egypt

**FECS 147a**

Jewish Identities in France since 1945

**GECS 155a**

Modern German Jewish History

**HRNS 287a**

Methods in Jewish Community Research

**IMES 104a**

Islam: Civilization and Institutions

## An interdepartmental program

# Neuroscience

Courses of Study:  
Major (B.A. / B.S.)  
Master of Science  
Doctor of Philosophy

### Objectives

#### Undergraduate Major

The major in neuroscience is designed to provide an interdisciplinary program of study of the neural mechanisms involved in the control of human or animal behavior. The major combines a strong foundation in basic science with more specialized courses in biology and psychology. This program is especially appropriate for students wishing to pursue further study in medicine, experimental psychology, or neuroscience.

#### Graduate Program in Neuroscience

The graduate program in neuroscience, leading to the M.S. and Ph.D. degrees, is designed to equip students with the advanced knowledge and training necessary to conduct research in this interdisciplinary field. The program comprises three broadly defined areas: behavioral neuroscience involves work with humans in neuropsychology, experimental cognitive neuroscience and sensory psychophysics, and with animal behavior and electrophysiology; cellular and molecular neuroscience provides training in electrophysiology, molecular biology, biophysics, and biochemistry appropriate to neurobiology; and computational and integrative neuroscience trains students in the use of experimental and theoretical methods for the analysis of brain function. A typical program for the Ph.D. student will consist of laboratory rotations and dissertation research as well as formal courses. Students pursuing the M.S. degree typically take graduate-level courses and either do laboratory research or an in-depth library-based thesis.

### How to Become an Undergraduate Major

The neuroscience major requires a strong science course load. There is a meeting each fall at which interested students can discuss the major with neuroscience faculty. Students can schedule an appointment with the undergraduate advising head for further information or to enroll in the major. The requirements are listed below and include many options. It is recommended that each major meet with his or her advisor to determine which options best satisfy each student's needs. Because of the number of basic science requirements, it is recommended that students begin enrolling in these courses early, especially those listed as prerequisites for advanced courses in the major. Students interested in senior research should contact prospective mentors by the spring of their junior year.

### How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, given in an earlier section of this *Bulletin*, apply here. Applicants for admission to the neuroscience program are also required to take the Graduate Record Examination. The student's undergraduate curriculum should include related fundamental science courses.

Students currently enrolled in other programs at Brandeis may elect to switch over to obtain a neuroscience Ph.D. if they have already met or will meet the degree requirements for the neuroscience degree.

### Faculty

#### John Lisman, Chair

(Biology, Volen National Center for Complex Systems)

#### Jeff Agar

(Chemistry, Volen National Center for Complex Systems)

#### Susan Birren, Undergraduate Advising Head

(Biology, Volen National Center for Complex Systems)

#### Paul DiZio

(Psychology, Volen National Center for Complex Systems)

#### Irving Epstein

(Chemistry, Volen National Center for Complex Systems)

#### József Fiser

(Psychology, Volen National Center for Complex Systems)

#### Paul Garrity

(Biology, Volen National Center for Complex Systems)

#### Leslie Griffith, Graduate Advising Head

(Biology, Volen National Center for Complex Systems)

#### Jeffrey Hall

(Biology, Volen National Center for Complex Systems)

#### Donald Katz

(Psychology, Volen National Center for Complex Systems)

#### James Lackner

(Psychology, Volen National Center for Complex Systems)

#### Eve Marder

(Biology, Volen National Center for Complex Systems)

#### Christopher Miller

(Biochemistry, Volen National Center for Complex Systems)

#### Sacha Nelson

(Biology, Volen National Center for Complex Systems)

#### Daniel Oprian

(Biochemistry, Volen National Center for Complex Systems)

#### Michael Rosbash

(Biology, Volen National Center for Complex Systems)

#### Robert Sekuler

(Psychology, Volen National Center for Complex Systems)

#### Piali Sengupta

(Biology, Volen National Center for Complex Systems)

#### Gina Turrigiano

(Biology, Volen National Center for Complex Systems)

#### Kalpna White, Senior Honors Coordinator

(Biology, Volen National Center for Complex Systems)

#### Arthur Wingfield

(Psychology, Volen National Center for Complex Systems)



## Requirements for the Undergraduate Major

**A.** All students will be required to take the core course in neurobiology, NBIO 140b (Principles of Neuroscience) and at least one core course in quantitative methods: BIOL 51b (Biostatistics), NBIO 136b (Computational Neuroscience), NPHY 115a (Dynamical Biological Systems), NPSY 137b (Cognitive Modeling), PSYC 51a (Statistics), PSYC 210a (Advanced Psychological Statistics), QBIO 110a (Numerical Modeling of Biological Systems), or PHYS 105a (Biological Physics). A course taken to satisfy the quantitative method requirement cannot also count as an elective course.

Students must choose one of the two tracks described below—Option I leading to a B.A. degree in neuroscience, or Option II leading to a B.S. degree in neuroscience.

Among courses offered to fulfill the requirements of this concentration: no course may be taken pass/fail; no more than one grade of D in a semester course will be allowed.

### Option I: The B.A. Degree in Neuroscience

The standard neuroscience option is designed to provide students with a general background in neuroscience. In addition to the courses required of all candidates (listed above), students must take six semester courses from those courses listed below under Neuroscience Electives—at least two courses must be selected from Group I and two from Group II. Students must also take at least nine semester courses from the Basic Science Electives.

#### Neuroscience Electives

Group 1: BIOL 42a (Physiology), NBIO 136b (Computational Neuroscience), 143b (Developmental Neurobiology), 145b (Systems Neuroscience), 146a (Neurobiology of Disease), 147a (Neurogenetics), 148b (Cellular Neuroscience), BIOL 149b (Molecular Pharmacology), NBIO 150a (Autism and Human Developmental Disorders), NPHY 115a (formerly PHYS 115a) (Dynamical Biological Systems), QBIO 120a (Quantitative Biology Instrumentation Laboratory).

Group 2: NPSY 11b (Introduction to Behavioral Neuroscience), 12a (Sensory Processes), 22b (Introduction to Cognitive Neuroscience), 120b (Man in Space), 125a (Advanced Topics in Perception and Adaptation), 127a (Motor Control), 128b (Motor Control, Orientation, and Adaptation), 137b (Cognitive Modeling), 154a (Human Memory), 159a (Advanced Topics in Episodic Memory), 168b (Electrophysiology of Human Memory), 174a (Visual Cognition), 175a (The Neuroscience of Vision), 196b (Advanced Topics in Cognition), 197a (Advanced Topics in Behavioral Neuroscience), 199a (Human Neuropsychology).

Group 3: BCHM 100a (Introductory Biochemistry), 101a (Advanced Biochemistry: Enzyme Mechanisms), BIOL 22a (Genetics and Molecular Biology), 22b (Cell Structure and Function), 50b (Biology of Behavior), 103b (Mechanisms of Cell Functions), 105b (Molecular Biology), 111a (Developmental Biology).

A student who has completed two courses in both Groups 1 and 2 may petition to substitute NEUR 98a,b (Readings in Neuroscience), or NEUR 99d (Senior Research) for one of the remaining two courses. Students must enroll in all laboratories that accompany electives used to satisfy these requirements (BIOL 18a and b must be taken along with BIOL 22a and b, but no additional concentration credit will be received).

#### Basic Science Electives

The basic science electives include all courses numbered 10 and above in chemistry, computer science, mathematics, and physics. Courses numbered below 10 may not be included in this group. Laboratory courses are counted as one-half of a regular semester course.

#### Double-Counting Electives

BIOL 22a and BIOL 22b may count toward either group 3 electives or basic science electives, but not both.

### Option II: The B.S. Degree in Neuroscience

The B.S. program is an intensive neuroscience option designed to provide students with a strong background in neuroscience and associated areas. In addition to the courses required of all candidates (listed above), students must take seven semester courses from those listed above in Neuroscience Electives, with at least two courses selected from Group 1 and two from Group 2. Candidates for the B.S. must also take at least 10 semester courses from the offerings given above in Basic Science Electives. Courses numbered below 10 may not be included in this group.

### B. Senior Research and Honors Program

Seniors can receive credit for senior research in neuroscience by petitioning the program committee during the fall of their senior year. Candidates must enroll in NEUR 99d or 99e to carry out a senior research project and submit a thesis. Candidates interested in honors must state this in their petition and also present an oral defense of their thesis.

## Combined B.S./M.S. Program

Candidates for honors in neuroscience may be admitted to a special four-year B.S./M.S. program upon recommendation of the neuroscience program and approval by the Graduate School. Application to the Graduate School must be made by May 1 preceding the senior year. Applications should include a proposed course of study specifying how the degree requirements will be met, a transcript, a letter of recommendation from their research sponsor, and a brief description of the proposed research project. To qualify for the B.S./M.S. degree in neuroscience students must complete a total of 38 courses. These courses must include those needed to satisfy the requirements for the B.S. degree, as indicated above, plus three additional electives chosen from the neuroscience electives listed above. Of the 10 electives required for the B.S./M.S. degree, at least six must be at the graduate level (and completed with a grade of B- or above). In addition, a substantial research contribution is required and students must submit a research thesis to the neuroscience graduate committee for review. A thesis submitted for the master's degree may also be submitted for honors in neuroscience.

## Special Notes Relating to Undergraduates

It is the policy of the neuroscience program to allow Advanced Placement courses to count for no more than two general science requirements for the neuroscience major. Please refer to the Advanced Placement chart for test score requirements. We recommend students who anticipate pursuing graduate work in neuroscience take additional math courses such as linear algebra or calculus of several variables.

## Requirements for the Degree of Master of Science

Graduate students will be eligible for an M.S. in neuroscience if they complete six graduate-level courses in neuroscience that must include NBIO 140b with the balance of courses to be agreed upon with the neuroscience advising head. A grade of B- or better must be obtained in each course. In addition to coursework, students must complete a laboratory- or library-based research project. The research component can be met by satisfactory performance in four laboratory rotations (including submission of written rotation reports) or submission of a research thesis to the Neuroscience Graduate Committee for review. All students are required to take CONT 300b (Ethical Practice in Health-Related Sciences), typically offered in the spring.

**Residence Requirement**

The minimum residence requirement for the M.S. degree is one year.

**Requirements for the Degree of Doctor of Philosophy****Program of Study**

NBIO 140b (Principles of Neuroscience) is required along with at least five additional graduate-level courses relevant to the student's area of interest. First- and second-year students shall enroll in NBIO 250d (Neuroscience Proseminar) and all students should enroll in NBIO 306d (Topics in Neurobiology). All students are required to take CONT 300b (Ethical Practice in Health-Related Sciences), typically in the spring of their first year.

The suggested schedule of coursework for the first two years is the following:

**First Year**

Fall: NBIO 140b, NBIO 148b, NBIO 250d, NEUR 300d, and NBIO 306d.

Spring: CONT 300b, NBIO 145b, NBIO 146a, NBIO 250d, NEUR 300d, NBIO 306d, and one course selected from the Neuroscience Electives.

**Second Year**

Fall: NBIO 250d, NBIO 306d, and one course selected from the Neuroscience Electives.

Spring: NBIO 250d, NBIO 306d, and one course selected from the Neuroscience Electives.

**Qualifying Examinations**

This consists of two written propositions with accompanying oral exams. One of these shall be in the field of neuroscience, but not directly related to the student's thesis work (end of first year), and the other takes the form of a formal thesis proposal (beginning of the third year).

**Teaching Requirement**

As part of their Ph.D. training, students act as teaching fellows for two semesters, typically in their second year.

**Residence Requirement**

The minimum residence requirement is three years.

**Dissertation and Final Oral Examination**

A thesis in the field of neuroscience is required for the Ph.D., normally carried out in the laboratory of one of the members of the neuroscience training faculty. After submission of the dissertation, the candidate gives a public seminar to the University community and then defends the work and its significance in an examination before a thesis committee.

**Requirements for the Degree of Doctor of Philosophy in Neuroscience with Specialization in Quantitative Biology****Program of Study**

Students wishing to obtain the specialization must first gain approval of the graduate program chair. This should be done as early as possible, ideally during the first year of graduate studies. In order to receive the Ph.D. in Neuroscience with additional specialization in quantitative biology, candidates must complete a) the requirements for the Ph.D. described above and b) the course requirements for the quantitative biology specialization that are described in the quantitative biology section of this *Bulletin*.

Any alteration to the quantitative biology course requirements must be approved by the graduate program chair and by the quantitative biology program faculty advisory committee.

**Courses of Instruction****(1-99) Primarily for Undergraduate Students****NPSY 11b Introduction to Behavioral Neuroscience**

[ sn ss ]

*Prerequisite: PSYC 1a or MATH 10a or permission of the instructor. This course may not be repeated for credit by students who have taken PSYC 11b in previous years.*

Data and theories regarding current conceptions of brain-behavior relationships. Begins with an introduction to neural systems as classically defined (sensory, association, motor, autonomic), and moves on to examination of the biological underpinnings of various behaviors, from those relating to basic drives (reproduction, feeding) to those with a cognitive flavor. Throughout, the accent is on interactions between organisms and environment (learning). Usually offered every year.

Mr. Katz

**NPSY 12a Sensory Processes**

[ sn ss ]

*Prerequisites: Sophomore standing or MATH 10a or permission of the instructor.* Examines the human senses, emphasizing sight and hearing, studied from standpoints of anatomy, physiology, and psychophysics. Insights from the study of special observers including developmentally immature humans, members of nonhuman species, and people with abnormal sensory systems. Usually offered every year.

Mr. Sekuler

**NPSY 22b Introduction to Cognitive Neuroscience**

[ sn ss ]

*Prerequisites: PSYC 1a or MATH 10a and sophomore standing in psychology or neuroscience.*

Cognitive factors in sensory processes, attention, memory, motor control, plasticity, and language. Experimental and neuroimaging approaches are emphasized. Usually offered every year.

Mr. Sekuler and Staff

**NEUR 90a Field Study: Neuroscience**

*Four semester course credits, of which a maximum of two may count toward the major.*

Students proposing to take this course are expected to work out a detailed plan of study for one semester with the help of department faculty members. This plan is to be submitted to the department for its consideration before the end of the semester preceding the one in which 90a would be taken. Approval depends on the department's resources for supporting the student's plan as well as on the student's competence and the excellence of the plan itself. Usually offered every year.

Staff

**NEUR 98a Readings in Neuroscience**

Usually offered every year.

Staff

**NEUR 98b Readings in Neuroscience**

Usually offered every year.

Staff

**NEUR 99d Senior Research**

A year-long, two-semester course involving the student in an independent research project conducted under the supervision of a staff member and serving as an intensive introduction to specific methods of neuroscience research. In cases where students are able to do unusually long, intensive work in the laboratory, they may request a third course credit during the petition process; if this request is approved by the senior honors coordinator, students should register for NEUR 99d (fall) followed by NEUR 99e (spring). The combined enrollments for Senior Research may not exceed three semester course credits. To fulfill the NEUR 99 requirements, students must (1) submit to their research sponsor, at the conclusion of their first NEUR 99 semester, a paper that reviews the literature pertinent to their field of research, and (2) submit to their research sponsor, at the conclusion of their second NEUR 99 semester, a senior thesis that includes an abstract, an introduction, a review of materials and methods, results, discussion, and references. Usually offered every year. Staff

**NEUR 99e Senior Research**

See NEUR 99d for course description. Usually offered every year. Staff

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**(100-199) For Both Undergraduate and Graduate Students**


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**NPHY 115a Dynamical Systems, Chaos, and Fractals**

[ sn ]  
*Prerequisite: PHYS 10a or 11a, MATH 21a, or approved equivalents. This course may not be repeated for credit by students who have taken NPHY 115a in previous years.* Advanced introduction to the theory of nonlinear dynamical systems, bifurcations, chaotic behaviors, and fractal patterns. Concepts and analysis are illustrated by examples from physics, chemistry, and biology. The course will be complemented by a significant number of computer labs. Usually offered every second year. Staff

**NPSY 120b Man in Space**

[ sn ss ]  
*Prerequisite: PHYS 10a.* Topics include how orbital flight is achieved, spacecraft life support systems, circulatory dynamics, sensory-motor control and vestibular function in free fall, the physiological and psychological adaptations necessary in space flight, and how astronauts must readapt on return to Earth. Usually offered every year. Mr. Lackner

**NPSY 125a Advanced Topics in Perception and Adaptation**

[ sn ss ]  
*Prerequisites: MATH 10b, NBIO 104b, and PHYS 10a.* Covers current issues and theories in vision, vestibular function, proprioception, and adaptation to unusual force environments from psychological and biological perspectives. Usually offered every third year. Mr. Lackner

**NPSY 127a Motor Control**

[ sn ss ]  
*Prerequisites: NPSY 11b (formerly PSYC 11b) or NPSY 12a or permission of the instructor.* Surveys control of posture, movement, gesture, and speech from various perspectives including muscle properties, reflex organization, central neural mechanisms, spatial representations, learning, and development. Emphasizes research in physiology, psychology, biomechanics, and artificial intelligence. Usually offered every second year. Mr. DiZio

**NPSY 128b Motor Control, Orientation, and Adaptation**

[ ss sn ]  
*Prerequisite: NBIO 140b.* A seminar critically reviewing and discussing current research about spatially adapted animal movement. The analysis focuses on behavioral properties, biophysics, and neural substrates. Topics include sensorimotor transformations, learning, memory, context specificity, and sensorimotor adaptation. Usually offered every second year. Mr. DiZio

**NBIO 136b Computational Neuroscience**

[ sn ]  
*Prerequisites: MATH 10a or PHYS 10a or approved equivalents.* An introduction to concepts and methods in computer modeling of neural systems. Topics include the basic biophysics of ion conduction, single- and multi-compartment neuron models, information representation and processing in the visual system, and models of synaptic plasticity, working memory and decision making. Usually offered every second year. Staff

**NPSY 137b Cognitive Modeling**

[ sn ss ]  
*Prerequisites: MATH 10b and PSYC 51a or NBIO 136b.* A general introduction to the construction and simulation of mathematical models of human cognitive processes. The major emphasis will be on models of human learning and memory. Students will be expected to have some background in computer programming. Usually offered every second year. Staff

**NBIO 140b Principles of Neuroscience**

[ sn ]  
*Prerequisite: BIOL 22b or permission of the instructor.* Basic principles of neuroscience. Topics include resting potentials, action potentials, synaptic transmission, sensory systems, motor systems, learning, neural circuits underlying behavior, neurological diseases, and mental illness. Usually offered every year. Ms. Turrigiano

**NBIO 143b Developmental Neurobiology**

[ sn ]  
*Prerequisite: BIOL 22b or permission of the instructor.* Discusses the mechanisms used in the development of the nervous system. Topics include determination of neuronal cell fates, neuronal differentiation and pattern formation, neuron survival and growth, and mechanisms responsible for generation of connectivity in the nervous system. Usually offered every second year. Ms. Sengupta

**NBIO 145b Systems Neuroscience**

[ sn ]  
*Prerequisite: NBIO 140b.* A fundamental question in neuroscience is how our brains extract and compute features and functions—such as direction of motion from visual stimuli—and how experience allows the microcircuits within our brains to become better tuned to such features. Understanding these processes requires insight into the cellular and network mechanisms that give rise to them. We will begin by examining the classical literature, and then we will move on to recent advances in understanding the cellular and network properties of brain microcircuits. The course emphasizes reading from original papers, and extensive class discussion. Usually offered every year. Ms. Turrigiano

**NBIO 146a The Neurobiology of Human Disease**

[ sn ]  
*Prerequisite: NBIO 140b.* A lecture- and literature-based overview of the neurobiological underpinnings of neurological and psychiatric disorders including autism, mental retardation, schizophrenia, bipolar disorder, Alzheimer's Disease, Parkinson's Disease, and other neurodevelopment and neurodegenerative disorders. Usually offered every second year. Mr. Nelson

**NBIO 147a Neurogenetics**

[ sn ]

*Prerequisites: BIOL 18a and BIOL 22a.*

Development and function of the nervous system and responses of excitable cells studied in neurological and behavioral mutants. Characterization and manipulation of genes, defined by these mutations and using molecular biological tools. Organisms: microbes, roundworms, fruit flies, mammals. Neurobiological areas: embryonic neural development, nerve cell differentiation and pattern formation, membrane excitability, responses to visual and chemical stimuli, biological rhythms, and reproductive behavior. Usually offered every third year.

Mr. Hall

**NBIO 148b Cellular Neuroscience**

[ sn ]

*Prerequisite: NBIO 140b or permission of the instructor. May be taken concurrently with NBIO 140b.*

Focuses on cellular mechanisms of excitability and synaptic plasticity. Students examine classic experiments on action potentials and synaptic transmission and the original research literature dealing with the cellular mechanisms of developmental and learning-related plasticity. Usually offered every year.

Mr. Lisman

**NBIO 150a Autism and Human Developmental Disorders**

[ sn ]

*Prerequisite: BIOL 22b.*

Autism and other developmental disorders are characterized by abnormal brain development resulting in cognitive and behavioral deficits. Takes an integrative approach to investigate the biological, behavioral, medical, and social aspects of human developmental disorders. Usually offered every second year.

Ms. Birren

**NPSY 154a Human Memory**

[ sn ss ]

*Prerequisite: NPSY 22b.*

Presents a systematic analysis of current memory research and theory with an emphasis on list learning experiments and neural network models. Usually offered every third year.

Staff

**NPSY 159a Advanced Topics in Episodic Memory**

[ sn ss ]

*Prerequisite: NBIO 140b or NPSY 154a and permission of the instructor.*

Deals with current topics in the study of episodic memory. Discussions and readings on topics such as memory for temporal order, category learning, associative symmetry, item versus associative recognition, theories of search in free recall, and the memory systems controversy.

Usually offered every second year.

Staff

**NPSY 168b Electrophysiology of Human Memory**

[ ss sn ]

*Prerequisites: PSYC 51a, NBIO 140b, NPSY 22b.*

Laboratory course covering experimental methods and data analysis of electroencephalographic recordings during memory tasks. Projects involve data collection using a 128-channel EEG system. Topics cover time- and frequency-based methods as well as source modeling.

Usually offered every year.

Staff

**NPSY 174b Visual Cognition**

[ sn ss ]

*Prerequisite: NPSY 12a or permission of the instructor.*

Higher-order processes in vision. Visual impact of cognitive and other top-down influences, including attention, expectation, plasticity, and learning. Focus on visual recognition, contour formation, segmentation, temporal binding, and face and object perception. Studies of visual perception in brain-damaged individuals.

Usually offered every second year.

Mr. Sekuler or Mr. Fiser

**NPSY 175b The Neuroscience of Vision**

[ sn ss ]

*Prerequisite: NPSY 12a or permission of the instructor.*

Examines the neural basis of human vision from several complementary perspectives. Relates visual capacities of human observers to the structure and function of the visual system. Considers computational and functional neuroimaging approaches to vision. Usually offered every second year.

Mr. Sekuler

**NPSY 196b Advanced Topics in Cognition**

[ ss sn ]

*Prerequisite: NPSY 159a or permission of the instructor.*

This seminar covers current issues and research in memory, speech perception, and processing resource limitations. Emphasis will be placed on the current literature in the field. Usually offered every second year.

Mr. Wingfield

**NPSY 197a Advanced Topics in Behavioral Neuroscience**

[ sn ss ]

*Prerequisites: NPSY 11b (formerly PSYC 11b) and NBIO 140b or permission of the instructor.*

Covers current research and issues pertaining to the neurobiology of perception (focusing mainly but not exclusively on perception of chemosensory signals) as well as the neurobiology of simple learning.

Usually offered every year.

Mr. Katz

**NPSY 199a Human Neuropsychology**

[ sn ss ]

*Prerequisite: NPSY 22b or NBIO 140b or permission of the instructor.*

Designed as an introduction to human neuropsychology. Topics include cerebral dominance, neuroanatomical mapping, and localization of function, with special reference to language, memory, and related cognitive function. Usually offered every year.

Mr. Wingfield

**(200 and above) Primarily for Graduate Students****NPSY 207b Seminar in Perception***Prerequisites: MATH 10b, NBIO 140b, and PHYS 10a.*

Examines the various aspects of visual, vestibular, motor, and proprioceptive information by which objects and events in three-dimensional space are perceived by human observers. Current research in psychology and artificial intelligence is considered. Usually offered every second year.

Mr. Lackner

**NBIO 250d Neuroscience Proseminar***Limited to first- and second-year neuroscience Ph.D. students.*

Required seminar for first- and second-year graduate students in the neuroscience Ph.D. program. Discusses relevant papers from the current literature with an emphasis on increasing oral presentation skills, experimental design, and proposal writing.

Usually offered every year.

Mr. Nelson

**NEUR 298a Readings in Neuroscience**

Usually offered every year.

Staff

**NEUR 298b Readings in Neuroscience**

Usually offered every year.

Staff

**NEUR 299a Master's Research Project**

Usually offered every year.

Staff

**NEUR 299b Master's Research Project**

Usually offered every year.

Staff

**NEUR 300d Laboratory Rotations**

Staff

**NBIO 306d Topics in Neurobiology**

Usually offered every year.

Mr. Katz

**NBIO 340d Systems/Computational Neuroscience Journal Club**

Usually offered every year.

Mr. Lisman



**NEUR 401d Dissertation Research**

Independent research for the Ph.D. degree. Specific sections for individual faculty members as requested.  
Staff

**Cross-Listed Courses****QBIO 110a**

Numerical Modeling of Biological Systems

**QBIO 120b**

Quantitative Biology Instrumentation Laboratory

**BIOL 149b**

Molecular Pharmacology

**Required First-Year Graduate Health-Related Science Programs Course****CONT 300b Ethical Practice in Health-Related Sciences**

*Required of all first-year graduate students in health-related science programs. Not for credit.*

Ethics is an essential aspect of scientific research. This course, taught by University faculty from several graduate disciplines, covers major ethical issues germane to the broader scientific enterprise, including areas or applications from a number of fields of study. Lectures and relevant case studies are complemented by public lectures during the course. Usually offered every year.

Ms. Press

An interdepartmental program

**Peace, Conflict, and Coexistence Studies**

Courses of Study:

Minor

**Objectives**

Since the end of World War II, peace, conflict, and coexistence studies has emerged as an interdisciplinary area of inquiry drawing on social science, the humanities, the creative arts, and science in efforts to understand reasons for war and possible ways of resolving conflicts without resorting to violence. In the last few years, for many people the primary focus of inquiry is shifting from the Cold War and the nuclear threat to conflict resolution in small and large contexts. Along with the larger goal of ending war altogether, the Brandeis program reflects this tendency.

This is a time to examine the many meanings of "security," to investigate the nature of power and political participation and to develop ideas and ways of addressing conflicts that honor the integrity of all parties involved. This is a time, in other words, to learn alternatives to violence and a time to learn the ways of disarmament and ending of war.

**How to Become a Minor**

Students who wish to take peace, conflict, and coexistence studies (PAX) as a minor in addition to their major can construct an individually tailored minor in consultation with program advisors on the peace, conflict, and coexistence studies committee.

**Committee**

**Gordon Fellman, Chair**  
(Sociology)

**Seyom Brown**  
(Politics)

**Steven Burg**  
(Politics)

**Cynthia Cohen**  
(International Center for Ethics, Justice, and Public Life)

**David Cunningham**  
(Sociology)

**Judith Eissenberg**  
(Music)

**Reuven Kimelman**  
(Near Eastern and Judaic Studies)

**Robert Lange**  
(Physics)

**Richard Parmentier**  
(Anthropology)

**John Schrecker**  
(History)

**Andreas Teuber**  
(Philosophy)

**Daniel Terris**  
(American Studies)

**Dessima Williams**  
(Sociology)

## Requirements for the Minor

Students are to take six required courses, configured this way:

### A. Two **core requirements** (comprehensive course or project).

1. SOC 119a (War and Possibilities of Peace).
2. *Either* PAX 92a/b (Internship in Peace, Conflict, and Coexistence Studies) *or* a senior honors thesis.

The internship consists of at least 10 hours a week in a social change organization in the Greater Boston area or, if the student is abroad, an appropriate equivalent. The intern is supervised by a PAX professor or staff person, keeps a daily journal, presents and does the reading of a bibliography on the topic of the internship and its larger framework, and writes a paper of 15-20 pages at the end of the internship. The student is expected to meet weekly or biweekly with the supervisor and to email weekly or biweekly if doing the work abroad. Internships are organized around, but not limited to, those we find through the Hiatt Career Center.

The senior thesis is undertaken in the student's major, on a topic central to peace, conflict, and coexistence studies. With the department's permission, a member of the PAX Faculty Committee will serve on and represent the PAX Program on the thesis committee.

### B. Two or more **core electives**: At least two courses (and up to four) from this list. Core electives must be taken in at least two different departments.

Core electives include courses that offer critical analyses of violence and nonviolence and that consider information, ideas, and examples of productive ways of resisting violence and working toward peace and justice (what in the peace studies field is called "positive peace," as distinct from "negative peace," which is the absence of war but not of conditions that appear to lead to war). These courses offer perspectives on major institutions and possible alternatives, explore some strategies for change, and encourage students to envision and work toward a world based more on positive peace than on negative peace or war.

### C. Maximum of two **related electives**: No more than two courses from this list can count to meet requirements for the minor, and they must be taken in different departments.

These courses relate directly or indirectly to international, domestic, organizational, intergroup, interpersonal, or personal conflict and also include consideration of perspectives that promote understanding, reconciliation, and transformation. They need not focus on violence and nonviolence, positive peace, or encouraging students to envision positive peace. Students may apply courses from the "core electives" list that they have not taken to fulfill core requirements to this requirement.

### D. Students are urged to take at least one course from a school other than social science to fulfill their PAX requirements.

### E. Students may petition the PAX Committee for special consideration of courses not listed here that the student wishes to propose as appropriate for her/his PAX minor.

## Courses of Instruction

### PAX 92a Internship in Peace, Conflict, and Coexistence Studies

Usually offered every year.  
Staff

### PAX 92b Internship in Peace, Conflict, and Coexistence Studies

Usually offered every year.  
Staff

### PAX 110a International Nonviolent Initiatives

[ ss ]  
Explores the potential of nonviolent struggle and related efforts to reduce violence worldwide. The sociological mechanisms and ethical outlooks of forms of "nonviolence" are studied, as well as the workings of "people power" on five continents.  
Staff

### PAX 186a Introduction to Intercommunal Coexistence

[ ss ]  
Investigates the emerging field of intercommunal coexistence, partly through case studies, and by analyzing "coexistence," "tolerance," "reconciliation," and related concepts. Investigates methods of intercommunal work, including encounter, dialogue, activism, and the arts. Considers tensions between coexistence and values of equity and justice. Usually offered every spring.  
Ms. Cohen

## Core Courses

### COEX 250a

The Arts of Building Peace

### PAX 92a

Internship in Peace, Conflict, and Coexistence Studies

### PAX 92b

Internship in Peace, Conflict, and Coexistence Studies

### SOC 119a

War and Possibilities of Peace

## Core Elective Courses

### ENVS 15a

Reason to Hope: Managing the Global Commons for Peace

### LGLS 130a

Conflict Analysis and Intervention

### PAX 110a

International Nonviolent Initiatives

### PAX 186a

Introduction to Intercommunal Coexistence

### PHIL 19a

Human Rights

### PHIL 111a

What Is Justice?

### POL 127b

Seminar: Managing Ethnic Conflict

### POL 161b

Causes and Prevention of War

### POL 163a

Seminar: Human Rights and International Relations

### SOC 112b

Social Class and Social Change

### SOC 153a

The Sociology of Empowerment

### WMGS 5a

Women and Gender in Culture and Society

## Related Elective Courses

### AAAS 60a

Economics of Third World Hunger

### AAAS 80a

Economy and Society in Africa

### AAAS 123a

Third World Ideologies

### AAAS 126b

Political Economy of the Third World

### AMST 175a

Violence (and Nonviolence) in American Culture

<b>ANTH 139b</b> Language, Ethnicity, and Nationalism	<b>HIST 139b</b> Fascism East and West	<b>POL 127a</b> Ending Deadly Conflict
<b>BIOL 17b</b> Conservation Biology	<b>HIST 186b</b> War in Vietnam	<b>POL 144a</b> Latin American Politics I
<b>BISC 2a</b> Human Reproduction, Population Explosion, Global Consequences	<b>LGLS 120a</b> Sex Discrimination and the Law	<b>POL 144b</b> Latin American Politics II
<b>BUS 70a</b> Business in the Global Economy	<b>LGLS 124b</b> International Law and Development	<b>POL 178a</b> Seminar: International Politics of the Pacific
<b>ECON 57a</b> Environmental Economics	<b>LGLS 125b</b> International Law and Organizations	<b>SOC 107a</b> Global Apartheid and Global Social Movements
<b>ENVS 17b</b> Global Warming and Nuclear Winter	<b>NEJS 189a</b> The Arab-Israeli Conflict	<b>SOC 157a</b> Sociology of the Israeli-Palestinian Confrontation
	<b>PHIL 20a</b> Social and Political Philosophy: Democracy and Disobedience	
	<b>POL 15a</b> Introduction to International Relations	

## Department of Philosophy

Courses of Study:  
Minor  
Major (B.A.)

### Objectives

The primary concern of philosophy is to explore ideas that are central to the ways we live and that we commonly use without much reflection, ideas such as truth and justice, the notion of consciousness, and good and evil. In the course of our daily lives we take the ideas of time, language, knowledge, and our own identity for granted. Philosophy seeks to push our understanding of these ideas deeper. It is the systematic study of ideas that is fundamental to all the other disciplines taught at the University—the sciences, social sciences, humanities, and the arts.

The skills philosophy helps to develop—critical thinking, sound reasoning, enlightened use of one’s imagination, and the capacity to analyze complex issues—are invaluable in the study of any subject or the pursuit of any vocation. Philosophy is unavoidable: every thoughtful individual is gripped by philosophical questions and is guided by assumptions that the study of philosophy brings explicitly to light and puts into larger perspective.

### How to Become a Major

To become a major in philosophy, students must complete a total of nine required courses and satisfy the distribution requirement (see below) in metaphysics and epistemology; moral, social, and political philosophy; and logic, the history of philosophy. At least four must be upper-level courses. To be a candidate for honors, seniors must complete an honors thesis. For further information, contact the undergraduate advising head.

### Faculty

#### Andreas Teuber, Chair

Political philosophy. Moral philosophy. Aesthetics. Modern social theory. History of political thought.

#### Alan Berger

Logic. Philosophy of language. Metaphysics. Philosophy of science. Philosophical logic.

#### Robert Greenberg

Metaphysics. History of philosophy. Kant.

#### Eli Hirsch, Undergraduate Advising Head

Metaphysics. Epistemology. Medical ethics.

#### Sarah McGrath

Ethics. Metaphysics. Epistemology. Philosophy of mind. Feminist philosophy. Philosophy of biology. Early modern philosophy. Philosophy of language.

#### Jerry Samet, Minors Advisor

Philosophy of mind. Philosophy of psychology and cognitive science. History of philosophy.

#### Marion Smiley, Honors Advisor

Moral, social, and political philosophy.

#### Palle Yourgrau

Philosophy of language. Philosophy of mathematics. Philosophy of time. Greek philosophy.

### Affiliated Faculty

#### Richard Gaskins

American legal culture. Legal rhetoric. Environmental policy. Law, social policy, and philosophy.

#### Jon Levisohn

Philosophy of education. Hermeneutics and the epistemology of the humanities. Jewish education.

## Requirements for the Major

**A.** All philosophy majors must satisfactorily complete at least nine (9) semester courses from among philosophy and cross-listed courses. The philosophy department approves cross-listed courses for philosophy credit on a semester-by-semester basis, based on the course content and instructor. Please check the current schedule of classes or contact the philosophy undergraduate advising head to make sure that any course you are considering for philosophy credit is cross-listed in the semester you plan to take it.

**B.** At least five (5) semester courses counted toward the major must be taught by faculty of the philosophy department.

**C.** At least four (4) courses must be upper-level (99 and above), distributed as follows:

1. At least one (1) must be amongst the following core upper-level courses in Moral, Social, and Political Philosophy: PHIL 107-112, 114-116.
2. At least two (2) must be amongst the following upper-level courses in Metaphysics & Epistemology: PHIL 130-147. PHIL 99 counts as an upper-level elective, but does not satisfy this distribution requirement.

**D.** At least one (1) course must be in the History of Philosophy (PHIL 161a, 162b, 168a, 170a, 174a, 179a, 180a, 181a).

**E.** At least one (1) course must be in Logic (PHIL 6a, 106b).

**F.** A maximum of one (1) semester of 98a,b or 99a,b can be counted towards the major (5PE94A does not count).

**G.** No course with a grade below a C will count toward meeting the requirement of nine courses for the major; students may petition the department for waiver of this rule for a maximum of one course.

**H.** No course taken pass/fail may count toward requirements for the major.

**I.** With the approval of the department undergraduate advising head, transfer students and those taking a year's study abroad may apply up to four (4) semester courses taught elsewhere toward fulfilling the requirements for the major. The five-course requirement of (B), above, remains in effect. Unless special approval is given by the undergraduate advising head, transfer and cross-listed courses will count as lower-level electives.

This department participates in the European cultural studies major.

## Requirements for the Minor

**A.** All philosophy minors must complete satisfactorily at least five (5) semester courses from among philosophy and cross-listed courses.

**B.** At least three (3) semester courses counted toward the minor must be taught by faculty of the philosophy department.

**C.** At least one (1) course must be upper-level (100 and above).

**D.** A maximum of one (1) semester of 98a,b can be counted towards the minor (5PE94A does not count).

**E.** No course with a grade below a C will count toward meeting the requirement of five courses for the minor; student may petition the department for waiver of this requirement for a maximum of one course.

**F.** No course taken pass/fail may count toward requirements for the minor.

**G.** With the approval of the department minors advisor, transfer students and those taking a year's study abroad may apply up to two (2) semester courses taught elsewhere toward fulfilling the requirements for the minor. The three-course requirement of (B), above, remains in effect. Unless special approval is given by the minors advisor, transfer and cross-listed courses will count as lower-level electives.

## Courses of Instruction

### (1-99) Primarily for Undergraduate Students

#### PHIL 1a Introduction to Philosophy

[ hum ]

*Enrollment varies according to instructor. Refer to the Schedule of Classes each semester for information regarding applicability to the writing intensive requirement.*

A general course presenting the problems of philosophy, especially in the areas of metaphysics, epistemology, ethics, and social and political philosophy. Texts include works of selected philosophers of various historical periods from antiquity to the present. Usually offered every semester. Mr. Berger, Mr. Greenberg, Mr. Hirsch, Ms. Smiley, Ms. McGrath, Mr. Samet, Mr. Teuber, and Mr. Yourgrau.

#### PHIL 6a Introduction to Symbolic Logic

[ hum ]

Symbolic logic provides concepts and formal techniques that elucidate deductive reasoning. Topics include truth functions and quantifiers, validity, and formal systems. Usually offered every year.

Mr. Samet

#### PHIL 13b The Idea of the Market: Economic Philosophies

[ hum ]

Historical survey of philosophical assumptions in the defense and critique of market capitalism, starting from Adam Smith's views on value, self, and community. Explores philosophical alternatives in Marx, Weber, Durkheim, Dewey, and Nozick, including debates on justice and individualism. Usually offered every second year.

Mr. Gaskins

#### PHIL 17a Introduction to Ethics

[ hum ]

Explores the basic concepts and theories of ethical philosophy. What makes a life good? What are our moral obligations to other people? Applications of ethical philosophy to various concrete questions will be considered. Usually offered every year.

Ms. Smiley

#### PHIL 18a Philosophy of Race and Gender

[ hum ]

Examines the concepts of race and gender as well as explores the legal and social issues of sexual harassment, educational and workplace affirmative action, and the regulation of hate speech and pornography. Readings are taken principally from the fields of philosophy and law.

Staff



**PHIL 19a Human Rights**

[ hum ]

Examines international human rights policies and the moral and political issues to which they give rise. Includes civilians' wartime rights, the role of human rights in foreign policy, and the responsibility of individuals and states to alleviate world hunger and famine. Usually offered every second year.

Mr. Teuber

**PHIL 20a Social and Political Philosophy: Democracy and Disobedience**

[ hum wi ]

Focuses on the relation of the individual to the state and, in particular, on the theory and practice of nonviolent resistance, its aims, methods, achievements, and legitimacy. Examines the nature of obligation and the role of civil disobedience in a democratic society. Explores the conflict between authority and autonomy and the grounds for giving one's allegiance to any state at all. Examples include opposition to the nuclear arms race, and disobedience in China and Northern Ireland and at abortion clinics. Usually offered every second year.

Mr. Teuber

**PHIL 21a Environmental Ethics**

[ hum ]

Explores the ethical dimensions of human relationships to the natural world. Looks at environmental ethical theories such as deep ecology and ecofeminism and discusses the ethics of specific environmental issues such as wilderness preservation and climate change. Usually offered every year.

Staff

**PHIL 22b Philosophy of Law**

[ hum wi ]

Examines the nature of criminal responsibility, causation in the law, negligence and liability, omission and the duty to rescue, and the nature and limits of law. Also, is the law more or less like chess or poker, cooking recipes, or the Ten Commandments? Usually offered every second year.

Mr. Teuber

**PHIL 23b Biomedical Ethics**

[ hum ]

An examination of ethical issues that arise in a biomedical context, such as the issues of abortion, euthanasia, eugenics, lying to patients, and the right to health care. The relevance of ethical theory to such issues will be considered. Usually offered every second year.

Mr. Hirsch

**PHIL 24a Philosophy of Religion**

[ hum ]

An introduction to the major philosophical problems of religion. The existence of God, "God-talk," evil and suffering, mystical experiences, life after death, free will and determinism, the relation of religion to morality. Usually offered every year.

Mr. Hirsch

**PHIL 28a Western Philosophical Tradition: Feminist Perspectives**

[ hum ]

Examines the place of gender in the history of Western philosophy and goes on to ask a series of philosophical questions that are informed by contemporary feminism, including "Is there a woman's voice?" and "What is gender equality and is it valuable?" Usually offered every year.

Staff

**PHIL 35a Philosophy of Science**

[ hum ]

Philosophers in the 20th century have often taken scientific activity to be the ideal source of our knowledge about the world. Discusses the problems involved in the analysis of the principles and methods of scientific activity, with an eye to assessing this claim. Usually offered every second year.

Mr. Berger or Mr. Hirsch

**PHIL 37a Philosophy of Language**

[ hum ]

*Theories of meaning, reference, and methodological issues in account of language and translation. Readings from contemporary sources. Usually offered every year.*

Mr. Berger, Mr. Hirsch, or Mr. Yourgrau

**PHIL 38b Philosophy of Mathematics**

[ hum ]

*Prerequisite: A course in logic or permission of the instructor.* Basic issues in the foundations of mathematics will be explored through close study of selections from Frege, Russell, Carnap, and others, as well as from contemporary philosophers. Questions addressed include: What are the natural numbers? Do they exist in the same sense as tables and chairs? How can "finite beings" grasp infinity? What is the relationship between arithmetic and geometry? The classic foundational "programs," logicism, formalism, and intuitionism, are explored. Usually offered every second year.

Mr. Berger or Mr. Yourgrau

**PHIL 39b Philosophy of Mind**

[ hum ]

Topics include the mind-body relation and consciousness, reductionism, and the philosophical implications of recent work in neuroscience, cognitive science, and artificial intelligence. Usually offered every year.

Mr. Samet or Ms. McGrath

**PHIL 66b Contemporary Analytic Philosophy**

[ hum ]

Covers major figures and schools of philosophy in the 20th century. A basic historical treatment of this period, stressing its continuity with the modern period. Emphasis on the role of logic and language in solving philosophical problems, such as the possibility of doing metaphysics, and whether there are a priori, necessary, or analytic truths. Provides both an excellent introduction to the philosophy curriculum, as well as important grounding for graduate work in philosophy. Usually offered every year.

Mr. Berger or Mr. Greenberg

**PHIL 74b Foundations of American Pragmatism**

[ hum ]

Introduction to American instrumentalism as a philosophical movement and cultural force. Special attention to pragmatic imprints on law and science across the 20th century. Recurring critical debates over ethical relativism, religious skepticism, legal activism, and the cult of scientific and professional expertise. Usually offered every fourth year.

Mr. Gaskins

**PHIL 78a Existentialism**

[ hum ]

An analysis of existential philosophy with special attention to the works from Kierkegaard to 20th century figures such as Sartre. Usually offered every fourth year.

Staff

**PHIL 98a Readings in Philosophy**

Readings, reports, and discussions on assigned topics. Usually offered every semester.

Staff

**PHIL 98b Readings in Philosophy**

Readings, reports, and discussions on assigned topics. Usually offered every semester.

Staff

**PHIL 99a Senior Research I**

*Signature of the instructor required. A maximum of one (1) semester of 98a,b or 99a,b can be counted towards the major.* A senior whose grade point average in philosophy courses is 3.50 or above may petition to be admitted to the Senior Honors Program and enroll in this course. The course involves the preparation and beginning of a thesis, under the direction of a member of the faculty, that could serve, in the judgment of the faculty member, as progress towards the completion of a senior honors thesis. Usually offered every year.

Staff

**PHIL 99b Senior Research II**

*Prerequisite: Satisfactory completion of PHIL 99a. Signature of the instructor required. A maximum of one (1) semester of 98a,b or 99a,b can be counted towards the major.*

Seniors who are candidates for degrees with honors in philosophy must register for this course and complete a senior honors thesis, under the direction of a member of the faculty. Usually offered every year.  
Staff

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**(100-199) For Both Undergraduate and Graduate Students**


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**PHIL 106b Mathematical Logic**

[ hum sn ]

*Prerequisite: One course in logic or permission of the instructor.*

Covers in detail several of the following proofs: the Godel Incompleteness Results, Tarski's Undefinability of Truth Theorem, Church's Theorem on the Undecidability of Predicate Logic and Elementary Recursive Function Theory. Usually offered every year.  
Staff

**PHIL 107a Contested Commodities: Ethics, Bodies, and the Market**

[ hum ]

An introduction to the conceptual tools philosophers bring to bear on ethical questions; in particular, on the question of whether there are limits on the kinds of things that it is morally permissible to buy and sell. Topics include organ procurement, prostitution, surrogate mother contracts, and intellectual property. Usually offered every second year.

Ms. McGrath

**PHIL 108a Philosophy and Gender**

[ hum ]

*Prerequisite: PHIL 1a or PHIL 17a.*

Explores the place of gender in the works for particular Western philosophers (e.g., Kant, Hume, and Rousseau) and uses the tools of contemporary analytic philosophy to address questions about gender equality, sexual objectification, and the nature of masculinity. Usually offered every second year.

Ms. Smiley

**PHIL 110a The Good Life or How Should I Live?**

[ hum wi ]

*Prerequisite: Two courses in philosophy or permission of the instructor.*

Much recent philosophy in the English-speaking world has focused on the nature of things and our knowledge and reasoning about such things. But most human mental activity is not theoretical, but practical, less concerned with how the world is than with what is to be done. In the earliest moments of Western philosophy Socrates distinguished himself by asking "How Should One Live?" Increasingly, however, that question and its variants have taken a back seat in philosophy, abandoned to the best-seller lists and to publications produced by recent graduates of assertiveness training workshops. We reclaim these questions and take them up again from within the discipline of philosophy itself. Questions asked include: "How Should I Live?" "What Are the Good Things in Life?" "Does Life Have Meaning?" Readings include Darwin, Nietzsche, Freud, Murdoch, Dennett, Dawkins, Hacking, Nozick, and Nagel. Usually offered every third year.

Mr. Teuber

**PHIL 111a What Is Justice?**

[ hum ]

*Prerequisite: One course in philosophy or politics or permission of the instructor.*

What is justice and what does justice require? The course examines theories of justice, both classical and contemporary. Topics include liberty and equality, "who gets what and how much," welfare- and resource-based principles of justice, justice as a virtue, liberalism, multiculturalism, and globalization. Usually offered every second year.

Ms. Smiley

**PHIL 112b Philosophy and Public Policy**

[ hum ]

*Prerequisite: Two courses in philosophy or economics (or one course in each subject) or permission of the instructor.*

The course examines the case that can be made for and against distributing certain goods and services on an open market as the result of free exchange, or through public mechanisms of planning and control. For examples, the arguments for and against public funding of the arts, fire departments, patents, zoning laws, and national health care. Usually offered every third year.

Mr. Teuber

**PHIL 113b Aesthetics: Painting, Photography, and Film**

[ ca hum wi ]

*Prerequisite: Two courses in philosophy or fine arts (or one course in each subject) and one of the following courses: AMST 120b, ENG 27b, 101a, 147a, 177a, or FILM 100a, or permission of the instructor.*

Explores representation in painting, photography, and film by studying painters Rembrandt, Velasquez, and Vermeer, as well as later works by Manet, Degas, Cezanne, and Picasso; photographers Ansel Adams, Dorothea Lange, Edward Weston, Walker Evans, Alfred Stieglitz, and Diane Arbus; and filmmakers Renoir and Hitchcock. Usually offered every second year.

Mr. Teuber

**PHIL 114b Topics in Ethical Theory**

[ hum ]

*Prerequisite: Phil 1a or one course numbered PHIL 17a-23b or PHIL 110a-121a.*

Is morality something we have reasons to obey regardless of our interests and desires, or do the reasons grow out of our interests and desires? Is the moral life always a personally satisfying life? Is morality a social invention, or is it more deeply rooted in the nature of things? This course will address such questions. Usually offered every second year.

Ms. Smiley or Ms. McGrath

**PHIL 115a Relativism, Pluralism, and Social Reform**

[ hum ]

*Prerequisite: One philosophy course or permission of the instructor.*

Explores the ethical implications of moral difference and disagreement. Does the existence of a moral diversity in the world suggest that morality is culturally relative? And if so, is there any way to justify cultural criticism and social reform? Usually offered every second year.

Staff

**PHIL 116a Topics in Political Philosophy**

[ hum ]

*Prerequisite: PHIL 1a, 17a, or POL 10a.*

Normative justifications of the state. Examines how western philosophers have used constructs such as the state of nature, the social contract, and the general will to justify state powers. Usually offered every second year.

Ms. Smiley

**PHIL 117b Topics in the Philosophy of Law**

[ hum ]

*Prerequisite: Two courses in philosophy or legal studies, or one course in each, or one in either subject and one of the following:*

*POL 115a,b, 116a, or permission of the instructor. Topics vary from year to year.*

*Course may be repeated once for credit.*

Topics include such key issues as privacy, free speech, theories of judicial review, and legal and moral rights.

Staff

**PHIL 119b Chinese Philosophy**

[ hum nw ]

Focuses on the major philosophical schools of Classical China, covering the time between the 12th century B.C.E. through the unification of China in 221 B.C.E. Special attention is given to the ethical, religious, and political thought of the Confucian, Mohist, Daoist, and Legalist 'schools.' No knowledge of Chinese is required; all readings are in translation. Usually offered every third year.  
Staff

**PHIL 123b Topics in Biomedical Ethics**

[ hum ]

Examines a number of philosophical, scientific, social, and ethical issues concerning mental illness. Topics include: radical critiques of psychiatry, the concept of mental illness, the nature and problems of psychiatric diagnostic classification, objectivity and the scientific credibility of research concerning mental illness and its treatment, controversial treatments and intervention practices (e.g., electroconvulsive therapy, suicide prevention, involuntary treatment), and psycho-legal issues (e.g., duty to warn, competence to stand trial, insanity defense). Readings are drawn from the relevant disciplinary literatures. Usually offered every second year.  
Staff

**PHIL 135a Theory of Knowledge**

[ hum ]

*Prerequisite: PHIL 1a or 66b or one course numbered PHIL 35a-39b.*  
An investigation into the nature, sources, and extent of human knowledge, with emphasis on the problem of justifying our beliefs about the existence and character of the external world. Usually offered every second year.  
Mr. Hirsch

**PHIL 136a Personal Identity**

[ hum ]

*Prerequisite: PHIL 1a or 66b or one course numbered PHIL 35a-39b.*  
An examination of some major issues involved in the question of personal identity. What am I? What are the conditions of self-identity? How does the identity of the self relate to the identity of a physical object? Is identity an illusion? Usually offered every second year.  
Mr. Hirsch or Mr. Greenberg

**PHIL 137a Innateness**

[ hum ]

*Prerequisite: PHIL 1a or 66b or one course numbered PHIL 35a-39b.*  
How much of what we are, what we believe and know, what we think and feel, and how we act, is due to our environment and training and how much is a function of our inherent nature? Analyzes the contemporary debate as well as the main positions in the history of philosophy on this question. Also considers recent research in linguistics and the cognitive sciences. Usually offered every third year.  
Mr. Samet

**PHIL 138a Metaphysics**

[ hum ]

*Prerequisite: PHIL 1a or 66b or one course numbered PHIL 35a-39b.*  
Metaphysics is an attempt to describe in a general way the nature of reality and how people fit into the scheme of things. Topics vary from year to year but may include truth, ontology, necessity, free will, causality, temporal passage, and identity. Usually offered every year.  
Mr. Berger, Mr. Hirsch, Ms. McGrath, or Mr. Yourgrau

**PHIL 139b Topics in Logic**

[ hum ]

*Prerequisite: PHIL 1a or 66b or one course numbered PHIL 35a-39b.*  
Topics may vary from year to year and the course may be repeated for credit. Topics in the past included: Is logic an *a priori* or empirical science? Does it make sense to say that we can revise or adopt our logic? Is logic true by conventional rules of language? Set theory and the paradoxes. Usually offered every year.  
Mr. Berger or Mr. Yourgrau

**PHIL 140a Logic and Language**

[ hum ]

*Prerequisite: PHIL 1a, 6a, or 106a, or permission of the instructor.*  
Covers basic problems and puzzles regarding reference and identity—topics that dominate issues in philosophy of language today. Topics include puzzles about belief, necessity, substitutivity of identity statements, and formal semantics for parts of language that includes modal and intensional notions. Usually offered every second year.  
Mr. Berger or Mr. Yourgrau

**PHIL 141b Topics in Philosophy and Cognitive Science**

[ hum ss ]

*Prerequisite: PHIL 1a or 66b or one course numbered PHIL 35a-39b.*  
Explores the various ways in which philosophical ideas are reflected in and illuminate scientific theorizing about the mind and also examines the implications of recent work in the cognitive sciences for traditional philosophical concerns. Topics differ from year to year. Usually offered every second year.  
Mr. Samet

**PHIL 142b The Subjective Point of View**

[ hum ]

*Prerequisite: PHIL 1a or 66b or one course numbered PHIL 35a-39b.*  
Explores the relation between the variable and the constant in experience—a relation embraced by what we as subjects bring to our experience—our subjective point of view of the world. Addresses the question of how our experience, with its inherent subjectivity, variable and constant, can provide us with knowledge of reality. Usually offered every second year.  
Mr. Greenberg

**PHIL 143a Consciousness and Self**

[ hum ]

*Prerequisite: PHIL 1a or 66b or one course numbered PHIL 35a-39b.*  
The origins of our concept of consciousness can be found among the fundamental ideas of modern philosophy, tied to the concept of self. This connection will be the subject matter of this course. Usually offered every fourth year.  
Mr. Greenberg

**PHIL 144a Philosophical Problems of Space and Time**

[ hum ]

*Prerequisite: PHIL 1a or 66b or one course numbered PHIL 35a-39b.*  
An examination of philosophical problems concerning the concepts of space and time as these arise in contemporary physics, modern logic and metaphysics, as well as in everyday life. Specific topics usually include philosophical aspects of Einstein's theory of relativity, the possibility of "time travel," the distinction between space and time, and McTaggart's famous distinction between the "A-series" and the "B-series" of time. Usually offered every second year.  
Mr. Berger, Mr. Hirsch, and Mr. Yourgrau

**PHIL 145b Topics in the Philosophy of Language**

[ hum ]

*Prerequisite: PHIL 1a or 66b or one course numbered PHIL 35a-39b.*  
Topics may vary from year to year and course may be repeated for credit. Topics include the relationship between the language we speak and our view of reality, reference, the sense in which language may structure reality, and formal semantics. Usually offered every second year.  
Mr. Berger or Mr. Hirsch

**PHIL 146a Idea of God**

[ hum ]

*Prerequisite: PHIL 1a or 66b or one course numbered PHIL 35a-39b.*  
Engages in a philosophical investigation, not of religion as an institution, but of the very idea of God. Studies the distinction between human being and divine being and addresses the issue of the relation of God's essence to His existence. Usually offered every second year.  
Mr. Yourgrau

**PHIL 147b Topics in the Philosophy of Space and Time**

[ hum ]

*Prerequisite: Either one course in logic or PHIL 35a or permission of the instructor.*  
Examines the notions of space and time in the theories of Aristotle, Galileo, and Einstein. Examines which concepts no longer make sense when we go from one space-time to the other. Students will learn how to read Galilean and Minkowski space-time diagrams. Usually offered every third year.  
Mr. Berger

**PHIL 148b Philosophy of the Humanities**

[ hum ]

*Prerequisite: PHIL 1a or 66b or one course numbered PHIL 35a-39b.*

Explores the nature of the humanities, their methods and goals, with a particular focus on the discipline of history. Is history a “science” and should it be? What is the nature of the claims to knowledge that historians (and other humanists) make? How does one know a narrative? How does one know an interpretation? And: what is the role of power in legitimating the claims to knowledge advanced by scholars, teachers, and students of history? Usually offered every second year.

Mr. Levisohn

**PHIL 149a Leibniz, Hume, and Kant on Necessity**

[ hum ]

*Prerequisite: PHIL 1a or a course in the history of modern philosophy or analytic philosophy.*

An investigation into the views of three historical philosophers—Leibniz, Hume, and Kant—on the concept of necessity, with limited reference to contemporary treatment of the concept by W.V. Quine and early David Kaplan. Related concept of a priori and analyticity are also discussed. Usually offered every second year.

Mr. Greenberg

**PHIL 161a Plato**

[ hum ]

*Prerequisite: PHIL 1a or permission of the instructor.*

An introduction to Plato’s thought through an intensive reading of several major dialogues. Usually offered every year.

Mr. Yourgrau

**PHIL 162b Aristotle**

[ hum ]

*Prerequisite: PHIL 1a or permission of the instructor.*

An introduction to Aristotle’s philosophy through an intensive reading of selected texts. Usually offered every second year.

Mr. Yourgrau

**PHIL 168a Kant**

[ hum ]

*Prerequisite: PHIL 1a or permission of the instructor.*

An attempt to understand and evaluate the main ideas of the *Critique of Pure Reason*, the subjectivity of space and time, the nature of consciousness, and the objectivity of the concepts of substance and causality. Usually offered every year.

Mr. Greenberg

**PHIL 170a Special Topics in History of Philosophy: Descartes’s Meditations**

[ hum ]

*Prerequisite: PHIL 1a or 39b, or permission of the instructor.*

An advanced seminar focusing on a single philosopher or text, or on the way a number of key figures in the history of philosophy have addressed a philosophical problem or topic. Recent offerings: (i) a close reading of Descartes’s *Meditations on First Philosophy*, the essential text of Continental Rationalism and the foundation stone of modern philosophy, and (ii) a close reading of Hume’s *Enquiry Concerning Human Understanding*, a central text of 18th century British Empiricism. Usually offered every fourth year.

Mr. Samet

**PHIL 171b Problems of A Priori Knowledge**

[ hum ]

*Prerequisite: One course in philosophy or permission of the instructor.*

Examines some of the main problems of a priori knowledge as seen from a Kantian point of view. Usually offered every second year.

Mr. Greenberg

**PHIL 178b Major Figures in the Christian Faith**

[ hum ]

*Prerequisite: PHIL 1a.*

Presents the important theological contributions of the major thinkers of the Western Church, covering the modern period. Usually offered every fourth year.

Mr. Yourgrau

**PHIL 179a Continental Rationalism: Descartes, Spinoza, Leibniz**

[ hum ]

*Prerequisite: PHIL 1a or PHIL 66b or one PHIL course numbered 35a-39b.*

Examines the metaphysical and epistemological doctrines of Descartes, Spinoza, and Leibniz, central figures of 17th and 18th century European Rationalism, and their contributions to contemporary philosophical debates. Usually offered every second year.

Mr. Samet

**PHIL 180b British Empiricism**

[ hum ]

*Prerequisite: PHIL 1a or 66b or one course numbered PHIL 35a-39b.*

Examines the metaphysical and epistemological doctrines of Locke, Berkeley, and Hume, the central figures of 17th- and 18th-century British Empiricism. Also explores the influence of these figures on contemporary philosophy. Usually offered every second year.

Mr. Samet

**PHIL 181a Schopenhauer and Nietzsche: Art and Politics**

[ hum ]

*Prerequisite: One course in philosophy or European cultural studies.*

Two philosophers whose subversive ideas and brilliant prose have stirred the deepest human anxieties and hopes for man’s relationship to nature, values, aesthetics, religion, law, and society. Their impact on art and politics illustrated through works by Mann and Kafka. Usually offered every third year.

Mr. Gaskins

**Cross-Listed Courses**

The department approves cross-listed courses for philosophy credit each semester, based on the course content and instructor. If approved, cross-listed courses (irrespective of the number assigned by the home department) count only as lower-level electives and do not satisfy any of the philosophy department’s distribution requirements. Please consult the *Schedule of Classes* or contact the undergraduate advising head to confirm if a particular class is cross-listed for philosophy credit in a given semester.

**ED 159b**

Philosophy of Education

**LING 130a**

Semantics: The Structure of Concepts

**NEJS 159a**

Major Trends in Modern Jewish Philosophy

**POL 186b**

Classical Political Thought



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# Physical Education

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## Objectives

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Movement and activity are basic functions necessary for the human body to grow, develop, and maintain health. Realizing that good health is largely self-controlled, the physical education department's curriculum focuses on fitness, dance, and lifetime sports to encourage lifestyle changes in its students.

Brandeis prides itself on education of the body as well as education of the intellect. The physical education department curriculum focuses on cardiovascular fitness, flexibility, body composition (percent of body fat), the maintenance of muscular strength, and endurance.

Students should complete the physical education requirement by the end of their sophomore year. Transfer students may offer toward the requirement physical education courses that appear on the transcript of their previous institutions. Most physical education courses meet for two hours per week and are limited in size; preference is given to first-year students.

Any student who has served in the military, foreign or domestic, is exempt from the entire physical education requirement. Proper documentation must be provided to the physical education department.

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## Faculty

### Sheryl Sousa, Chair

**Jamele Adams**  
First-year experience.

**Carol Ann Baer**  
Dance.

**Vincent Christiano**  
Karate.

**Kelly Cotter**  
Fitness – Pilates.

**Michael Coven**  
Fitness – weight training. Team sports.

**Denise Dallamora**  
Fitness – yoga.

**Lisa DeNicola**  
Fitness – aerobics.

**Susan Dibble**  
Dance.

**John Evans**  
Fitness – D.D.R.

**Anthony Ewing**  
Team sports – basketball.

**Ben Lamanna**  
Fitness – total body workout. Racquet sports.

**Zabelle Margosian**  
Dance.

**Danielle Miller**  
Fitness – body sculpture.

**Michelle O'Malley**  
First-year experience.

**Mark Reytblat**  
Fitness – team sports.

**Niki Rybko**  
First aid. CPR.

**William Shipman**  
Fencing. Racquet sports. Golf.

**Mary Sullivan**  
Aquatics. First aid. CPR.

**Colin Tabb**  
Power walking. Cardio fitness. Golf.

**Jean-Robert Theodat**  
Fitness – Tae Kwon Do.

**James True**  
Personal safety.

**Richard Varney**  
Team sports. Racquet sports.

**James Zotz**  
Aquatics. Pilates. Stress management.

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## Undergraduate Degree Requirements

Physical education is an undergraduate degree requirement at Brandeis. This requirement is satisfied by successful completion of two, semester-long, noncredit courses, participation on a varsity athletics team, or by passing a fitness test taken during the first two years.

Completion of one full season of participation on a varsity athletics team, as certificated by the Department of Athletics, is equal to the completion of one, semester-long, noncredit course. A student may satisfy the physical education requirement through the completion of two full seasons of participation on a varsity athletics teams.

All students have four opportunities during their first two years at Brandeis to exempt themselves from all or part of the physical education requirement by taking a battery of tests that measure muscular strength and endurance, flexibility, cardiovascular endurance, and body composition. A student unable to pass the fitness test should enroll in a course in the Personal Fitness Group.

A grade of 70-79 percent will exempt you from one physical education class or half of your requirement. A grade of 80 percent or better will exempt you from two physical education classes or all of your requirement. Physical education classes meet the first day of regular classes and attendance is mandatory. A maximum of **two absences** is allowed in a class that meets once per week and a maximum of **four absences** for a class that meets twice per week.

## Courses of Instruction

### (1-99) Primarily for Undergraduate Students

#### PE 1a Beginner's Swimming

[ pe-sc ]

Designed to teach the non-swimmer the basic skills of floating, treading water, and the crawl stroke. Usually offered in the fall semester.

Ms. Sullivan

#### PE 2a Swim Fitness

[ pe-sc ]

Designed to improve overall fitness levels through lap swimming. Emphasis is on using the heart rate to improve cardiovascular endurance level. The instruction is geared more to understanding and implementing swimming as a vehicle to fitness and less toward teaching individual swimming stroke mechanics. Usually offered every semester.

Mr. Zotz

#### PE 2b Water Aerobics

[ pe-sc ]

Designed to improve overall fitness levels through water exercise. Emphasis is on improving cardiovascular endurance through a cross-section of exercises done in the water. Usually offered every semester.

Mr. Zotz

#### PE 5a First Aid and Community CPR

[ pe-1 ]

An instruction in the American Red Cross standard First Aid and Cardiopulmonary Resuscitation and AED (automated external defibrillator). Upon course completion, certificates will be given to students who successfully complete the skills test and pass the written test with scores of 80 percent or better. Usually offered every semester.

Ms. Rybko and Ms. Sullivan

#### PE 6a Sports Medicine

[ pe-1 ]

An introduction to sports medicine. A basic understanding of human anatomy and sports is required. The course will look at many facets of sports medicine, including weight training, nutrition, drug education, flexibility, and rehabilitation. Each of the major joints of the body will be examined anatomically, based on injuries sustained. Class will also look briefly at surgical repair of certain joints. Usually offered every spring semester.

Staff

#### PE 9a Volleyball

[ pe-1 ]

An introduction to the fundamentals of volleyball—scoring, rotation, rules, and the basic skills of passing, serving, hitting, and setting. Methodology includes lectures, demonstrations, drills, but mostly play.

Course is intended to be fun through active participation. Usually offered every fall.

Mr. Ewing

#### PE 10a Basketball

[ pe-1 ]

Structured to meet needs of students with an overview of offensive and defensive skills. Methods used are lecture, demonstrations, drills, and play. Usually offered every semester.

Mr. Ewing

#### PE 11a Nautilus/Free Weights

[ pe-1 ]

Instruction of proper use of Nautilus, Body Master, and free-weight training. Classes also include aerobic activity such as use of Lifecycles and Tru-Climb 450. Usually offered every semester.

Mr. Coven

#### PE 12a Power Step

[ pe-1 ]

This class is based on step aerobics, with the addition of weights and/or cords to increase the intensity of the class and increase the upper body workout. Usually offered every semester.

Ms. DeNicola

#### PE 14a Yoga

[ pe-1 ]

Hatha yoga is physical in nature and is based on proper body alignment and is distinctive in its use of props such as belts, walls, and blankets. Classes start with gentle stretches and work toward more challenging poses. Usually offered every semester.

Ms. Dallamora

#### PE 16a Golf

[ pe-1 ]

A beginning golf group instructional course. Techniques such as grip, set-up, swing, chipping, pitching, and putting are covered. Some discussion on golf rules and etiquette is introduced. Usually offered every semester.

Mr. Varney

#### PE 17a Beginner's Fencing

[ pe-1 ]

Covers basic mobility, offensive and defensive strategy, and tactics. Competitive bouts are done, with a class tournament scheduled for the end of the semester. Usually offered every semester.

Mr. Shipman

#### PE 18b Intermediate Fencing

[ pe-1 ]

*Prerequisite: PE 17a.*

Basic mobility and blade actions are reviewed, with advanced attacks and tactics, strategy, and more bouts included. Introduction to saber and epee. Usually offered every spring semester.

Mr. Shipman

#### PE 20a Intermediate Tennis

[ pe-1 ]

*Prerequisite: prior tennis experience.*

Designed for the student who already possesses the fundamental tennis skills and knows how to play the game. Emphasis is on match play tactics and the integration of footwork, conditioning, and shot selection into a complete game. Usually offered every semester.

Mr. Lamanna

#### PE 21a Tennis

[ pe-1 ]

*Students must provide their own racquet.* An overview of grips, groundstrokes, serve, return of serve, and net play. Basic singles and doubles strategy, rules, and scoring of the game are introduced. Usually offered every semester.

Mr. Lamanna

#### PE 22a Squash

[ pe-1 ]

*Students must provide their own racquet and protective eye wear.*

Covers rules for squash. The serve, return of serve, grip, forehand, backhand, and other basic strokes are introduced. Strategy and play will be emphasized. Usually offered every semester.

Mr. Lamanna and Mr. Varney

#### PE 24a Beginner's Karate

[ pe-1 ]

The first three Kata of Uechi-Ryu are taught. Application to kanshiwa and kanshu is explored. Students begin slow speed, focused free-fighting, with emphasis on technique from Uechi-Ryu Kata. Usually offered every semester.

Mr. Christiano

#### PE 25a Intermediate Karate

[ pe-1 ]

*Prerequisite: PE 24a.*

Advanced Kotekitae and body conditioning, especially shin and toe development, is practiced. Study of self-defense focuses on multiple, unarmed attackers. Usually offered every spring semester.

Mr. Christiano

#### PE 26a Beginning Social Dance

[ pe-1 ]

Learn the basic skills and steps in the American style of waltz, cha-cha, swing, rumba and mambo. Usually offered every semester.

Ms. Evans-Baer

**PE 26b Beginning Social Dance, Part II**

[ pe-1 ]

*Prerequisite: PE 26a or comparable dance experience.*

A continuation of PE 26a. Previous knowledge of waltz, cha-cha, swing, rumba and mambo is helpful, but not necessary. Usually offered every spring semester.

Ms. Evans-Baer

**PE 27a Keeping Stress in Check**

[ pe-1 ]

Designed to help students achieve wellness through exercise, nutrition, and health education. Students are taught to recognize components of their lifestyles that are detrimental to their health while developing a personal fitness program. Usually offered every semester.

Mr. Zotz

**PE 31a Ballet**

[ pe-1 ]

Students begin with warm-up exercises (barre work); balance, control, stretch, and arm movements will be incorporated. When dancers become strong enough, class will proceed to center work, including balancing exercises, turns, and jumps. Dancers will learn stretching and cool-down exercises. Usually offered every semester.

Ms. Margosian

**PE 31b Intermediate Ballet**

[ pe-1 ]

Students need to have two to three years of recent ballet training to participate. Same material as beginning ballet is covered at an accelerated pace. Russian-style ballet and the Legat Technique are taught. Usually offered every semester.

Ms. Margosian

**PE 32a Modern Dance**

[ pe-1 ]

A beginning course in modern dance technique, based on Martha Graham and Jose Limon style. The course will offer stretching and alignment to dance sequences. Usually offered every semester.

Ms. Dibble

**PE 33a Walking for Fitness**

[ pe-1 ]

Designed to improve your overall fitness level through walking. Emphasis is on improving cardiovascular endurance level. Instruction is given on how to develop a personal fitness program. Usually offered every semester.

Staff

**PE 35a Power Walking**

[ pe-1 ]

Designed to help increase the fitness level of the students through a high-intensity, low-impact workout. The workout consists of walking with hand-held weights. Usually offered every semester.

Mr. Tabb

**PE 38a Indoor Soccer**

[ pe-1 ]

An introduction to the fundamentals of soccer—skill development, dribbling, passing, shooting, offense, and defense. Intended to be fun through participation in elementary games and exercises.

Mr. Reytblat

**PE 40a Personal Safety/Self Defense**

[ pe-1 ]

Teaches students to assert themselves and deal with the natural excitement and fear that can cause a person to freeze up when faced with an aggressor. Students are led through simple but effective drills and scenarios designed to help them overcome the uncomfortable feelings and fear that can mark a person as an easy target for an attack.

Mr. True

**PE 41a Pilates**

[ pe-1 ]

A series of exercises designed to strengthen the abdominals and back muscles. These core exercises are combined with some yoga stretches to enhance flexibility and well-being. Usually offered every semester.

Ms. Cotter and Mr. Zotz

**PE 42a Tae Kwon Do**

[ pe-1 ]

A series of physical exercises designed to build strength, flexibility, and endurance. Through physical training, students build a strong mind and spirit. Usually offered every semester.

Mr. Theodat

**PE 43a Dance Dance Revolution**

[ pe-1 ]

Students play a video game which requires them to use their feet instead of their thumbs. Following the lighted arrows with their feet, Dance Dance Revolution is aerobic in nature and can burn as many calories as a Stairmaster or jogging. Usually offered every semester.

Mr. Evans

**PE 44a The First-Year Experience: Spirit, Mind, and Body**

[ pe-1 ]

*Open only to first-year students.* Applying general health and wellness principles, students learn to develop a balanced and healthy lifestyle which will assist them in becoming engaged and contributing citizens of the Brandeis community. Usually offered every semester.

Mr. Adams and Ms. O'Malley

**PE 45a Stability Ball Class**

The stability ball, a large round ball which provides an unstable surface, is used to strengthen the body as a unit. A combination of exercises with the ball builds core strength, as well as enhances balance, power, and flexibility. Usually offered every year.

Ms. Dallamora

**PE 46a Body Sculpture**

[ pe-1 ]

Full body workout using free weights for muscular endurance, stability ball for core strength, and the step to tone the body. Usually offered every semester.

Ms. Miller

**PE 47a Total Body Training**

[ pe-1 ]

*Open to all abilities.*

Do you want to be a better athlete?

Athleticism is a combination of strength, power, coordination, flexibility, balance, agility, and reaction. Includes dynamic stretching, plyometrics, core workout, and confidence building exercises in a fast-paced hour. Usually offered every semester.

Mr. Lamanna

**PE 48a Cardio Workout**

[ pe-1 ]

Offers instruction of proper use of cardio equipment, including elliptical machines, treadmills, rowers, and stationary bikes.

Mr. Tabb

**PE 49a Tennis and Squash**

[ pe-1 ]

Covers tennis over the first half of the semester and squash for the second half.

Mr. Lamanna

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**Courses of Related Interest**

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These courses count as activity courses towards the physical education requirement.

**THA 9a**

Movement for the Stage I

**THA 9b**

Movement for the Stage II

**THA 10b**

Stage Combat

**THA 11a**

Movement for the Performer

**THA 110a**

Moving Women/Women Moving

**THA 110b**

Modern Dance and Movement

**THA 120a**

Dance in Time

**THA 120b**

Movement and Dance Theater Composition

**THA 130a**

Suzuki

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 Department of  
**Physics**

 Courses of Study:  
 Minor  
 Major (B.A./B.S.)  
 Combined B.A./M.S.  
 Master of Science  
 Doctor of Philosophy
 

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**Objectives**


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**Undergraduate Major**

A typical scenario for a physical explanation of a given situation is this: a small collection of basic physical principles relevant to the situation is used to create a mathematical model of it; computations are carried out using the model, leading to predictions that are checked experimentally; if there is agreement, the physical situation is deemed to have been explained. The objective of the program in physics is to make it possible for students to execute such a scenario for a wide range of physical situations. To that end, students are required to attain a firm grasp of the basic principles of classical physics and familiarity with those of quantum physics, to learn how to decide which principles are relevant to a given situation and how to construct the appropriate mathematical model, to develop the mathematical skills necessary to carry out the computations that generate predictions, and to strengthen the experimental skills used in exploring new phenomena and in carrying out the verification step of the typical scenario.

The ability to execute the typical scenario of physical explanation is useful not only to research physicists, but also to scientists in many other fields, especially interdisciplinary ones, such as biophysics and environmental science; it is also useful to engineers, to members of the medical profession, and to architects. For that reason, the physics program has made special arrangements to integrate a physics major with study preparing for a career in any of the areas mentioned above. Students interested in combining biology and physics should see the Interdepartmental Program in Biological Physics elsewhere in this *Bulletin*.

**Graduate Program in Physics**

The Graduate Program in Physics is designed to equip students with a broad understanding of major fields of physics and to train them to carry out independent, original research. This objective is to be attained by formal coursework and supervised research projects. As the number of students who are accepted is limited, a close contact between students and faculty is maintained, permitting close supervision and guidance of each student.

Advanced degrees will be granted upon evidence of the student's knowledge, understanding, and proficiency in classical and modern physics. The satisfactory completion of advanced courses will constitute partial fulfillment of these requirements. Research upon which theses may be based, with residence at Brandeis, may be carried out in the following areas:

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**Faculty**
**Bulbul Chakraborty, Chair**

Theoretical condensed matter physics.

**James Bensing**

Experimental high-energy physics.

**Craig Blocker**

Experimental high-energy physics.

**Karl Canter**

Experimental biophysics.

**Louis Colonna-Romano**

 Premedical instruction. Statistical physics.  
 Computational physics.

**Stanley Deser**

 Quantum theory of fields. Gravitation.  
 Supergravity. Strings.

**1. Theoretical Physics**

Quantum theory of fields; relativity; supergravity; string theory; condensed matter physics; statistical mechanics; quantum theory of the solid state; critical phenomena and phase transitions; biological physics; computational neuroscience.

**2. Experimental Physics**

High-energy experimental physics; condensed matter physics; radio astronomy; and biological physics.

Every graduate teaching fellow (TF) is supervised by a member of the faculty who serves as a mentor to improve the quality of the TF's teaching. In recognition of this objective, each year the physics department awards the David Falkoff Prize to an outstanding teaching fellow. An additional goal of the department is to enable graduate students to be able to present their research findings in a clear and effective manner. Each spring the department organizes the Stephan Berko Symposium, where students give short presentations of their research. These talks are prepared with the assistance of their faculty research advisors. The best graduate student research project and the best undergraduate research project are recognized with Stephan Berko Prizes.

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**How to Become an Undergraduate Major**


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Since the sequence in which physics courses should be taken is tightly structured, and in most cases requires at least three years to complete, students contemplating a major in physics should consult the physics advising coordinator at the first opportunity. For most students, either such consultation should take place before enrolling in courses at the beginning of the first year, or PHYS 11a and 19a should be part of the first-semester program.

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**How to Be Admitted to the Graduate Program**


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The general requirements for admission to the Graduate School, given in an earlier section of this *Bulletin*, apply to candidates for admission to the graduate area in physics. Admission to advanced courses in physics will be granted following a conference with the student at entrance.

**Zvonimir Dogic**

Soft condensed matter physics. Biological physics.

**Richard Fell**

Theoretical quantum electrodynamics.

**Seth Fraden**

 Physics of liquid crystals. Colloids.  
 Macromolecules. Microfluidics.



**Lawrence Kirsch**

Experimental high-energy physics.

**Jané Kondev, Graduate Advising Head**

Theoretical condensed matter physics.  
Biological physics.

**Robert Lange**

K-12 science and environmental education,  
teacher training, and curriculum research.

**Albion Lawrence**

String theory and its applications to particle  
physics and cosmology.

**Robert Meyer**

Physics of liquid crystals, colloids, and  
polymer gels.

**David Roberts, Undergraduate Advising Head**

Theoretical astrophysics. Radio astronomy.

**Azadeh Samadani**

Experimental biological physics. Soft  
condensed matter physics.

**Howard Schnitzer**

Quantum theory of fields. String theory.

**John Wardle**

Radio astronomy. Cosmology.

**Hermann Wellenstein**

Experimental high-energy physics.

**Requirements for the Undergraduate Majors****Degree of Bachelor of Arts**

The requirement for the major in physics leading to the degree of Bachelor of Arts is the equivalent of 11 semester courses in physics and two semester courses in mathematics. There must be the equivalent of at least three semesters in laboratory courses (PHYS 19a and 19b together count as one semester, as do PHYS 18a and 18b). One must also take PHYS 30b. Mathematics and physics courses numbered under 10 may not be used to fulfill the requirement for the major in physics. A student not intending to pursue graduate study in physics may be permitted to substitute two advanced courses in other fields to meet the requirements for the major in physics, subject to the approval of the advising coordinator. A student with a major in physics and an interest in biophysics may want to take courses in biophysics, biology, biochemistry, chemistry, or neuroscience. With departmental approval, a student may use such courses to satisfy part of the requirements for the major in physics. No course with a grade of below a C- can be used to satisfy the requirements of the major.

**Degree of Bachelor of Science**

To satisfy the requirements for the major in physics leading to the degree of Bachelor of Science, students must successfully complete the 11 physics courses required for the B.A. in physics and six additional courses. Two of the additional six courses should be chosen from the following: PHYS 25b, 32b, 39a, 40a, 100a, 104a, 105a, 110a. Another two courses must be selected from the following: NPHY 115a, NBIO 136b, CHEM 41a, 41b, any MATH course numbered 27 or higher (excluding courses used to fulfill the math requirement below), any COSI course numbered 21 or higher, or any other course approved by the physics department that is either listed or cross-listed in other departments within the School of Science. The final two courses must be chosen from one of the following pairs of courses: MATH 15a and MATH 20a, or MATH 21a and MATH 21b, or any two MATH courses numbered higher than 22. No course with a grade of below a C- can be used to satisfy the requirements of the major.

**Combined B.A./M.S. Program**

A student may be admitted to a special four-year B.A./M.S. program upon recommendation of the department and the Graduate School by May 1 preceding the senior year. The student must successfully complete **at least** 38 courses. All the regular requirements for the M.A. degree in physics must be met: successful completion of six graduate courses in physics numbered 160 or above, and satisfactory performance on the qualifying examination. No more than two of the graduate-level courses may be counted towards major requirements. Grades of B- or better are required in the six courses numbered 160 or above. The qualifying examination includes the final examinations in PHYS 161a, 161b, 162a and 162b, 163a and two oral examinations on all of physics through the first-year graduate level. The department will recommend admission to this program only if the student's record indicates that the student can successfully complete the requirements. Consultation with the physics advising coordinator before March 1 of the sophomore year is highly recommended for a student contemplating this program.

**Requirements for the Undergraduate Minor**

Six semester courses in physics at the level of PHYS 10 or above. Note that PHYS 18a,b and PHYS 19a,b count as one semester course.

**Special Notes Relating to Undergraduates**

There are several natural tracks through the undergraduate physics courses. The first is: Year 1—PHYS 11a,b, 19a,b, MATH 10a,b; Year 2—PHYS 20a,b, 29a,b, MATH 22a,b or PHYS 110a; Year 3—PHYS 30a,b; Year 4—PHYS 40a, 100a.

The second, a premedical track, is: Year 1—PHYS 11a,b, 19a,b, MATH 10a,b; Year 2—PHYS 20a,b, 29a,b, CHEM 11a,b, 18a,b; Year 3—BIOL 22a (Formerly BIBC 22a), BIOL 22b, 18a,b, CHEM 25a,b, 29a,b; Year 4—PHYS 30a,b.

Students are encouraged to construct other tracks that might better suit their needs in consultation with their advisors.

Students considering a career in engineering should consult the description of the Columbia University School of Engineering Combined Degree Program in the Special Academic Opportunities section of this *Bulletin*.

A student intending to pursue graduate work in physics will normally add to the tracks above PHYS 25b, 39a, 100a, 104a, and 105a or graduate courses dealing with previously treated subjects at a more advanced level, such as PHYS 161a,b (formerly 101a,b), and 162a,b (formerly 102a,b). Normally only two or three of the six courses PHYS 25b, 32b, 100a, 104a, 105a, and 110a will be offered in a given year; the others will normally be offered in the following year. Undergraduates are not permitted to enroll in physics courses numbered above 160 without the explicit approval of their appropriate major advisors.

A student who has attained a grade of 4 or 5 on the Advanced Placement Examination Physics B may obtain credit for PHYS 10a,b; a student who has attained a grade of 4 or 5 on the Advanced Placement Examination C: Mechanical may obtain credit for PHYS 11a while a grade of 4 or 5 on Advanced Placement Examination Physics C: Electrical may earn credit for PHYS 11b. A student who claims any of these advanced placement credits may not take the same or equivalent courses for credit: PHSC 9b, PHYS 10a,b, PHYS 11a,b.

In order to be a candidate for a degree with distinction in physics, one must take a departmentally approved honors program of either PHYS 99d or two semester courses in physics numbered above 160, and one must obtain honor grades. Students should have their honors programs approved by the departmental honors advisor before the beginning of the senior year.

## Requirements for Advanced Degrees

Normally, first-year graduate students will elect courses from the 100 series, with at least four courses numbered above 160. The normally required first year courses are PHYS 113a,b, 161a, 162a,b, 163a, and 169b. To obtain credit toward residence for a graduate course taken at Brandeis, a student must achieve a final grade of B- or better in that course. Students may obtain credit for advanced courses taken at another institution provided their level corresponds to the level of graduate courses at Brandeis and that an honor grade in those courses was obtained. To place out of PHYS 161a, 162a or b, or 163a, a student must pass an exemption exam before the end of the second week of the course.

## Requirements for the Degree of Master of Science

### Residence Requirement

One year in residence as a full-time student. No transfer residence credit will be allowed toward the fulfillment of the master's requirements.

### Course Requirements

Six semester-courses in physics numbered above 160. A thesis on an approved topic may be accepted in place of a semester-course.

### Language Requirement

There is no foreign language requirement for advanced degrees in physics.

### Qualifying Examination

Satisfactory performance in the qualifying examination is required. The qualifying examination consists of a written and an oral part and both parts are administered during the first year of the program. The written part of the qualifying examination is the final examinations in PHYS 161a, 162a,b, and 163a, unless these courses have been exempted by separate examination, or credit has been given for equivalent courses taken elsewhere. There are two oral exams on general physics, the first at college physics level, the second at the first-year graduate level.

## Requirements for the Degree of Doctor of Philosophy

All of the requirements for the master's degree and the following:

### Residence Requirement

The minimum residence requirement is three years. A student may obtain up to one year's residence credit toward the Ph.D. requirements for graduate studies taken at another institution.

### Teaching Requirement

It is required that all Ph.D. candidates participate in undergraduate teaching during the course of their studies.

### Course Requirements

In addition to the normally required first-year courses listed above, PHYS 161a is required of all students in their second year. After consultation with the graduate advisor, each student must also take two elective advanced physics courses, one of which is outside the student's intended area of research. A total of at least nine semester courses in physics numbered above 160 are required for the doctoral degree.

### Qualifying Examination

PHYS 161a, 162a,b and 163a must be passed with grades of B or above, in addition to the requirements listed for the master's degree.

### Advanced Examinations

Advanced examinations are in topics partitioned in the several areas of research interest of the faculty. Faculty members working in each general area function as a committee for this purpose and provide information about their work through informal discussions and seminars. The advanced examination requirement consists of a written paper and an oral examination. While no original research by the student is required, it is hoped that a proposal for a possible thesis topic will emerge. It is expected that the candidates will take the advanced examination in the field they wish to pursue for the Ph.D. thesis by the middle of the fourth term in order to qualify for continued departmental support beyond the second year.

### Thesis Research

After passing the advanced examination, the student begins work with an advisor who guides his or her research program. The advisor should be a member of the Brandeis faculty but in special circumstances may be a scientist associated with another research institution. The graduate committee of the physics faculty will appoint a dissertation committee to supervise the student's research. The student's dissertation advisor will be the chair of the dissertation committee.

### Dissertation and Final Oral Examination

The doctoral dissertation must represent research of a standard acceptable to the faculty committee appointed for each Ph.D. candidate. The final oral examination, or defense, is an examination in which the student will be asked questions pertaining to the dissertation research.

## Requirements for the Degree of Doctor of Philosophy in Physics with Specialization in Quantitative Biology

Any alteration to the quantitative biology course requirements must be approved by the graduate program chair and by the quantitative biology program faculty advisory committee.

### Program of Study

Students wishing to obtain the specialization must first gain approval of the graduate program chair. This should be done as early as possible, ideally during the first year of graduate studies. In order to receive the Ph.D. in Physics with additional specialization in quantitative biology, candidates must complete a) the requirements for the Ph.D. described above and b) the course requirements for the quantitative biology specialization that are described in the quantitative biology section of this *Bulletin*.

### Courses of Instruction

#### (1-99) Primarily for Undergraduate Students

##### PHSC 2b Introductory Astronomy

[ qr sn ]

*Does not meet requirements for the major in physics.*

Elementary physical ideas will be used to discuss the life and death of stars, the structure of the galaxies, and the large-scale features and evolution of the universe.

Usually offered every year.

Mr. Wardle

##### PHSC 8b Concept and Theories in Physics

[ sn ]

*Does not meet the requirements for the major in physics.*

An introductory study of key ideas in fundamental physical science and the philosophy it has helped to shape. General physics and topics in astronomy, cosmology, and relativity are explored utilizing basic quantitative methods and critical thinking techniques. Usually offered every year.

Mr. Farber

##### PHSC 9b Introduction to Physics

[ qr sn ]

*Does not meet requirements for the major in physics.*

Introduces students to the laws, concepts, and phenomena of physics. Lecture and laboratory are well integrated to explore selected topics of general interest. Usually offered every year.

Mr. Wellenstein

##### PHYS 10a Physics for the Life Sciences I

[ qr sn ]

*Corequisite: MATH 10a or equivalent.*

Introduces students in the life sciences to the laws and concepts of mechanics and thermodynamics. Usually offered every year.

Staff

##### PHYS 10b Physics for the Life Sciences II

[ qr sn ]

*Prerequisite: PHYS 10a.*

Introduces students in the life sciences to the phenomena and concepts of acoustics, electricity and magnetism, optics, and modern physics. Usually offered every year.

Staff

##### PHYS 11a Basic Physics I

[ qr sn ]

*Corequisite: MATH 10a,b or the equivalent.*

Classical mechanics, plus topics from kinetic theory and thermodynamics.

Usually offered every year.

Mr. Blocker

##### PHYS 11b Basic Physics II

[ qr sn ]

*Prerequisite: PHYS 11a.*

Elementary electromagnetism presented from a modern point of view, plus topics in special relativity. Usually offered every year.

Mr. Fraden

##### PHYS 15a Honors Basic Physics I

[ qr sn ]

*Prerequisite: MATH 10a,b or the equivalent. Corequisite: PHYS 19a*

Advanced version of PHYS 11a for students with good preparation in physics and mathematics. Newtonian mechanics. Kinetic theory and thermodynamics. Usually offered every year; not currently offered.

Staff

##### PHYS 15b Honors Basic Physics II

[ qr sn ]

*Prerequisite: MATH 10a,b or the equivalent. PHYS 11a or 15a or the equivalent. Corequisite: PHYS 19b*

Advanced version of PHYS 11b for students with good preparation in physics and mathematics. Elementary electromagnetism presented from a modern point of view. Special relativity. Usually offered every year; not currently offered.

Staff

##### PHYS 18a Introductory Laboratory I

*Corequisite: PHYS 10a. May yield half-course credit toward rate-of-work and graduation. Two semester hour credits.*

Laboratory course consisting of basic physics experiments designed to accompany PHYS 10a. One two-and-a-half hour laboratory per week. One, one-hour lecture per week. Usually offered every year.

Staff

##### PHYS 18b Introductory Laboratory II

*Corequisite: PHYS 10b. May yield half-course credit toward rate-of-work and graduation. Two semester hour credits.*

Laboratory course consisting of basic physics experiments designed to accompany PHYS 10b. One two-and-a-half hour laboratory per week. One, one-hour lecture per week. Usually offered every year.

Staff

##### PHYS 19a Physics Laboratory I

*May yield half-course credit toward rate-of-work and graduation. Two semester hour credits.*

Laboratory course designed to accompany PHYS 11a. Introductory statistics and data analysis including use of microcomputers and basic experiments in mechanics. One afternoon or evening of laboratory per week. One, one-and-a-half hour lecture per week. Usually offered every year.

Mr. Fell

##### PHYS 19b Physics Laboratory II

*May yield half-course credit toward rate-of-work and graduation. Two semester hour credits.*

Laboratory course designed to accompany PHYS 11b. Basic experiments in electricity, magnetism, and optics. Basic electrical measurements. Determination of several fundamental physical constants. One afternoon or evening of laboratory per week. One, one-and-a-half hour lecture per week. Usually offered every year.

Mr. Fell

**PHYS 20a Modern Physics I**

[ sn ]

*Prerequisites: PHYS 11a, 11b, or equivalent.*

A survey of phenomena, ideas, and mathematics underlying modern physics—special relativity, waves and oscillations, optics, thermal and statistical physics, and introductory quantum mechanics, as well as a selection of topics such as nuclear physics and radioactivity, elementary particles, cosmology, and electronic properties of crystals, semiconductors, and metals. Usually offered every year.

Mr. Fell

**PHYS 20b Modern Physics II**

[ sn ]

*Prerequisite: PHYS 20a.*

Continuation of PHYS 20a. Usually offered every year.

Mr. Wardle

**PHYS 22a The Science in Science Teaching and Learning**

[ sn ]

*Does not meet requirements for the major in physics.*

General science concepts and scientific inquiry will be studied in depth using direct instruction, student projects, and discovery learning. This laboratory-based course, especially relevant to future elementary school teachers, will be co-taught with schoolteachers and enlivened by children's visits. Usually offered every year.

Mr. Lange

**PHYS 25b Astrophysics**

[ sn ]

*Prerequisites: PHYS 10a, 10b or 11a, 11b, and Math 10a, 10b.*

Application of basic physical principles to the study of stars, galaxies, quasars, and the large-scale structure of the universe. Usually offered every second year.

Mr. Roberts or Mr. Wardle

**PHYS 29a Electronics Laboratory I**

[ sn ]

*Prerequisites: PHYS 10a, 10b or 11a, 11b; and 18a, 18b or 19a, 19b.*

Introductory laboratory in analog electronics. Topics to be covered are DC circuits, AC circuits, complex impedance analysis, diodes, transistors, and amplifiers. Usually offered every year.

Mr. Kirsch

**PHYS 29b Electronics Laboratory II**

[ sn ]

*Prerequisite: PHYS 29a.*

Introductory laboratory in digital electronics. Topics to be covered are Boolean algebra, combinational logic, sequential logic, state machines, digital-analog conversion, and microprocessors. The last part of the semester is spent on individual design projects. Usually offered every year.

Mr. Meyer

**PHYS 30a Electromagnetism**

[ sn ]

*Prerequisite: PHYS 20b or permission of the instructor.*

The fundamentals of electromagnetic theory. Includes electrostatics, magnetostatics, electric and magnetic circuits, and Maxwell's equations. Usually offered every year.

Ms. Samadani

**PHYS 30b Quantum Theory**

[ sn ]

*Prerequisites: PHYS 11a,b and PHYS 20a,b or permission of the instructor.*

Introduction to quantum mechanics: atomic models, Schrodinger equation, angular momentum, and hydrogen atom.

Multielectron atoms and interaction of atoms with the electromagnetic field. Usually offered every year.

Mr. Bensinger

**PHYS 32b Microprocessor Laboratory**

[ sn ]

*Prerequisite: PHYS 29a or 29b.*

Study of microprocessor design and use as controller for other devices. Topics include architecture of microcomputers, interfacing, digital control, analog control, and software development. Usually offered every second year.

Mr. Kirsch

**PHYS 39a Advanced Physics Laboratory**

[ qr sn wi ]

*Prerequisite: PHYS 20a. This course may be repeated once for credit with permission of the instructor. This course is co-taught with PHYS 169b.*

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 tunnelling 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.

Usually offered every year.

Mr. Fraden

**PHYS 40a Introduction to Thermodynamics and Statistical Mechanics**

[ sn ]

Statistical approach to thermal properties of matter. Theoretical tools are developed for studying questions such as: "Why does a rubber band contract upon heating?" or "What is the size of a white dwarf star?"

Usually offered every year.

Staff

**PHYS 97a Tutorial in Physics**

Tutorial for students studying advanced material not covered in regular courses. Usually offered every year.

Staff

**PHYS 97b Tutorial in Physics**

Tutorial for students studying advanced material not covered in regular courses. Usually offered every year.

Staff

**PHYS 98a Readings in Physics**

Open to exceptional students who wish to study an area of physics not covered in the standard curriculum. Usually offered every year.

Staff

**PHYS 98b Readings in Physics**

Open to exceptional students who wish to study an area of physics not covered in the standard curriculum. Usually offered every year.

Staff

**PHYS 99d Senior Research***Permission of the advising coordinator required.*

Research assignments and preparation of a report under the direction of an instructor. Usually offered every year.

Staff

**(100-199) For Both Undergraduate and Graduate Students****PHYS 100a Classical Mechanics**

[ sn ]

*Prerequisites: PHYS 20a and 20b or permission of the instructor.*

Lagrangian dynamics, Hamiltonian mechanics, planetary motion, general theory of small vibrations. Introduction to continuum mechanics. Usually offered every second year.

Mr. Fell

**PHYS 104a Soft Condensed Matter**

[ sn ]

Mechanical, thermal, and electronic properties of matter including fluids, solids, liquid crystals, and polymers. Simple models of matter are developed and used to discuss recent experimental findings.

Usually offered every second year.

Staff

**PHYS 105a Biological Physics**

[ sn ]

Physical forces in living matter are studied from the perspective offered by statistical mechanics, elasticity theory, and fluid dynamics. Quantitative models for biological structure and function are developed and used to discuss recent experiments in single-molecule biology.

Usually offered every second year.

Staff



**PHYS 107b Particle Physics**

[ sn ]

*Prerequisite: PHYS 30a or permission of the instructor. Corequisite: PHYS 30b or permission of the instructor.*

The phenomenology of elementary particles and the strong, weak, and electromagnetic interactions are studied. Properties of particles, quarks, neutrinos, vector bosons, Higgs particles, supersymmetry, symmetries, and conservation laws are covered. This course is co-taught with the graduate course PHYS 167b, and the work load will be appropriate to each group. Usually offered every second year.  
Mr. Bensinger or Mr. Blocker

**PHYS 110a Mathematical Physics**

[ sn ]

*Prerequisite; PHYS 30a,b or instructor's permission.*

Complex variables; Fourier and Laplace transforms; special functions; partial differential equations. This course is co-taught with PHYS 161a, and the work load will be appropriate to each group. Usually offered every year.  
Mr. Schnitzer

**PHYS 113a First Year Tutorial I**

[ sn ]

A review of physics from the most elementary topics to those treated in other first-year graduate courses. The environment of an oral qualifying examination is reproduced in the tutorial. Usually offered every year.  
Staff

**PHYS 113b First Year Tutorial II**

[ sn ]

Continuation of PHYS 113a. Usually offered every year.  
Staff

**NPHY 115a Dynamical Systems, Chaos, and Fractals**

[ sn ]

*Prerequisite: PHYS 10a or 11a, MATH 21a, or approved equivalents. This course may not be repeated for credit by students who have taken PHYS 115a in previous years.*

Advanced introduction to the theory of nonlinear dynamical systems, bifurcations, chaotic behaviors, and fractal patterns. Concepts and analysis are illustrated by examples from physics, chemistry, and biology. The course will be complemented by a significant number of computer labs. Usually offered every second year.  
Staff

**PHYS 161a Electromagnetic Theory I**

[ sn ]

Electrostatics, magnetostatics, boundary value problems. This course is co-taught with PHYS 110a, and the work load will be appropriate to each group. Usually offered every year.  
Mr. Schnitzer

**PHYS 161b Electromagnetic Theory II**

[ sn ]

Maxwell's equations. Quasi-stationary phenomena. Radiation. Usually offered every year.  
Mr. Schnitzer

**PHYS 162a Quantum Mechanics I**

[ sn ]

Nonrelativistic quantum theory and its application to simple systems; spin systems and the harmonic oscillator. Feynman diagram visualization of time-dependent perturbation theory. Usually offered every year.  
Mr. Roberts

**PHYS 162b Quantum Mechanics II**

[ sn ]

Path integral formulation of quantum mechanics. Quantum treatment of identical particles. Approximate methods: variational, WKB, and perturbation theory. Applications to atoms, molecules, and solids. Usually offered every year.  
Mr. Lawrence

**PHYS 163a Statistical Physics and Thermodynamics**

[ sn ]

The thermal properties of matter. Derivation of thermodynamics from statistical physics. Statistical theory of fluctuations. Usually offered every year.  
Ms. Chakraborty

**PHYS 167b Particle Phenomenology**

[ sn ]

The phenomenology of elementary particles and the strong, weak, and electromagnetic interactions. Properties of particles, kinematics of scattering and decay, phase space, quark model, unitary symmetries, and conservation laws. This course is co-taught with PHYS 107b, and the work load will be appropriate to each group. Usually offered every second year.  
Mr. Bensinger or Mr. Blocker

**PHYS 168b Introduction to Astrophysics**

[ sn ]

Bremsstrahlung, synchrotron radiation, inverse Compton scattering. Extended and compact radio sources, jets, superluminal motion. Quasars and active galactic nuclei, IR to X-ray continua, spectral line formation. Black holes and accretion disks. Usually offered irregularly as demand requires; consult department.  
Mr. Roberts

**PHYS 169b Advanced Laboratory**

[ sn ]

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 tunnelling 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. This course is co-taught with PHYS 39a. Usually offered every year.  
Mr. Fraden

**(200 and above) Primarily for Graduate Students****PHYS 202a Quantum Field Theory**

Methods of statistical and quantum field theory including path integrals, second quantization, Feynman diagrams, renormalization group, epsilon expansions, effective field theory. Applications ranging from phase transitions and critical phenomena to gauge theories of particle physics. Usually offered every year.  
Mr. Lawrence

**PHYS 204a Condensed Matter II**

Modern techniques such as effective field theory, scaling, and the renormalization group are introduced and used to study solids, magnets, liquid crystals, and macromolecules. Most of the theory is developed on simple models and applied experiments. Usually offered every second year.  
Ms. Chakraborty

**PHYS 210a High Energy Theoretical Physics Seminar I**

Analysis of important recent developments in particle physics. Usually offered every year.  
Mr. Lawrence

**PHYS 210b High Energy Theoretical Physics Seminar II**

A continuation of PHYS 210a. Usually offered every year.  
Mr. Lawrence

**PHYS 213a Advanced Examination Tutorial I**

Supervised preparation for the advanced examination. Usually offered every year.  
Staff

**PHYS 213b Advanced Examination Tutorial II**

Supervised preparation for the advanced examination. Usually offered every year.  
Staff

**PHYS 280a Advanced Readings and Research**

Staff

**PHYS 280b Advanced Readings and Research**

Staff

**PHYS 301a Astrophysics Seminar I**

Advanced topics and current research in astrophysics are discussed. Usually offered every year.  
Mr. Roberts

**PHYS 301b Astrophysics Seminar II**

A continuation of PHYS 301a. Usually offered every year.  
Mr. Wardle

**PHYS 302a Particle Seminar I**

Seminar covers latest advances in elementary particle physics. Includes student presentations and invited speakers. Usually offered every year.  
Mr. Kirsch

**PHYS 302b Particle Seminar II**

A continuation of PHYS 302a. Usually offered every year.  
Mr. Blocker

**PHYS 304a Condensed Matter Seminar I**

Analysis and discussion of recent important developments in solid-state physics. Usually offered every year.  
Ms. Chakraborty

**PHYS 304b Condensed Matter Seminar II**

A continuation of PHYS 304a. Usually offered every year.  
Mr. Kondev

**PHYS 305a Liquid Crystals I**

Recent advances in the physics of liquid crystals and related systems such as microemulsions, colloidal suspensions, and polymer solutions. Usually offered every year.  
Mr. Meyer

**PHYS 305b Liquid Crystals II**

A continuation of PHYS 305a. Usually offered every year.  
Mr. Fraden

**PHYS 349a Readings in Condensed Matter**

Usually offered every year.  
Ms. Chakraborty

**PHYS 405d Experimental Elementary Particle Physics**

Specific sections for individual faculty members as requested.  
Staff

**PHYS 409d Theoretical High Energy Physics**

Specific sections for individual faculty members as requested.  
Mr. Lawrence and Mr. Schnitzer

**PHYS 417d Theoretical Condensed Matter Physics**

Ms. Chakraborty and Mr. Kondev

**PHYS 426d Astrophysics**

Specific sections for individual faculty members as requested.  
Staff

**PHYS 431d Experimental Condensed-Matter Physics**

Specific sections for individual faculty members as requested.  
Staff

**PHYS 436d Biological Physics**

Staff

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**Cross-Listed Courses**


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**QBIO 110a**

Numerical Modeling of Biological Systems

**QBIO 120b**

Quantitative Biology Instrumentation Laboratory

**BIOP 200b**

Design and Analysis of Biochemistry and Biophysics Research Projects

Department of

# Politics

Courses of Study:  
 Minor  
 Major (B.A.)  
 Combined B.A. / M.A.  
 Master of Arts  
 Doctor of Philosophy

## Objectives

### Undergraduate Major

The undergraduate curriculum is designed to prepare students for careers in governmental and nongovernmental service, policy analysis, journalism, law, and business, as well as for post-graduate work in political science. We are a department of "politics," and encourage students to engage important issues. We require students to familiarize themselves with the ways others have engaged important issues, from the classical philosophers whose works shape the Western political traditions to the modern political theorists and practitioners who shape the politics of the issues and places covered in our courses.

Politics courses are designed to develop an understanding of the various ways societies organize themselves to manage conflict and cooperation and to make and implement public policy. Philosophical perspectives are provided primarily in the political theory courses; the U.S. system is studied primarily in the American politics courses; the politics of foreign countries are studied primarily in the comparative politics courses; and the relations among states are studied primarily in the international politics courses.

### Graduate Program in Politics

The graduate program in politics offers three degree programs leading to the degrees of Master of Arts in political science, Doctor of Philosophy in political science, or a joint Doctor of Philosophy in political science and social policy (with The Heller School for Social Policy and Management). The graduate program in political science is distinguished by methodological emphasis on analytical case study, including comparative case study, rather than abstract mathematical modeling or statistical analysis. Substantive emphasis is on the politics of democratic and democratizing regimes. The graduate curriculum emphasizes linkages among the patterns of American political development, contemporary American politics, and the politics of other developed and developing democratic systems. The graduate curriculum also addresses the advanced industrial democracies of

Western Europe, the democratizing states of Eastern Europe, and the international political, economic, and military-security relations among these states. Ph.D. students receive training in each of the major subfields of political science, including qualitative research methods, through graduate-level "field seminars."

The graduate program features: (a) instruction in small seminars under close faculty supervision, (b) supervised independent study within the program, (c) supervised teaching assistantships, (d) opportunities for study in the consortium of universities in the Boston area, and (e) the opportunity to incorporate work in related and relevant fields, e.g., economics, history, and sociology.

## How to Become an Undergraduate Major

Declaration of the major normally is completed during the second semester of the second year, in consultation with the departmental undergraduate advising head. Students are strongly encouraged to take at least two or three politics courses during their first two years at Brandeis. These courses, which will count toward the nine-course major requirement, are normally selected from among the introductory courses, but may include more advanced courses or seminars, after consultation with the departmental undergraduate advising head.

## How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, given in an earlier section of this *Bulletin*, apply to candidates for admission to this area of study. Normally, the student's undergraduate training must be in a field of social sciences to be considered for admission to this program. Applicants are expected to take the Graduate Record Examination. Evidence of successful graduate study is highly desirable.

## Faculty

### Steven Burg, Chair

Comparative politics. Ethnic politics. East European politics. Conflict resolution.

### Jeffrey Abramson

Political theory. Constitutional law. Media and politics.

### Robert Art

International relations. U.S. foreign policy.

### Seyom Brown

International relations. World politics.

### Shai Feldman

International relations. Middle East politics.

### Mari Fitzduff

Conflict resolution. Coexistence.

### Donald Hindley

Comparative politics. Southeast Asian and Latin American politics.

### Jytte Klausen

Comparative politics. Western Europe. Political economy of advanced industrial societies.

### Daniel Kryder, Graduate Director

American political development.

### Martin Levin

American politics. Politics of administration.

### Mingus Mapps, Florence Levy Kay Fellow in Urban Politics

Race and American politics. Race, inequality, and public policy. Civil rights law and politics. Campaigns and elections.

### George Ross

French and European politics.

### Ralph Thaxton, Chair, East Asian Studies

Comparative politics. East Asia. China. Comparative revolutions. Comparative democratic movements.

### Eva Thorne

International political economy. International institutions and Third World development. Latin American politics.

### Peter Woll, Undergraduate Advising Head

American politics and government. Administrative law. Congress.

### Bernard Yack, Chair, History of Ideas

Political theory. History of political thought. Nationalism. Cultural pluralism.

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## Requirements for the Undergraduate Major

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**A.** All politics majors must complete satisfactorily at least nine semester courses from among politics and cross-listed courses. A minimum of five semester courses counted toward major credit must be taught by faculty of the Department of Politics. No course grade below a C will be given credit toward meeting the requirement of nine courses for the major.

**B.** No course taken pass/fail may count toward requirements for the major.

**C.** With the approval of the departmental undergraduate advising head, students may receive politics credit for the major for up to two semester courses satisfactorily completed at the University outside of the politics department and its cross-listed courses. Such approval is subject to several limitations. First, as stated in (A), majors must complete satisfactorily at least five courses taught by politics department faculty. Second, approval will be given only where the nondepartmental courses are distinctly politics-oriented and exhibit a political science approach to the material. Third, in most circumstances, approval will not be given for any nondepartmental courses when a comparable course exists within the politics department or its cross-listed offerings.

**D.** With the approval of the departmental undergraduate advising head, transfer students and those taking a year's study abroad may apply up to four semester courses taught elsewhere toward fulfilling the requirements for the major. Students who study abroad for one semester may apply up to two semester courses. The five course requirement of (A), above, remains in effect.

**E.** All politics majors must as part of the overall departmental requirement of nine courses, complete satisfactorily (with a grade of C or better) one course in each of the following subfields: political theory, American politics; comparative politics; and international politics. In addition, all politics majors must complete satisfactorily (with a grade of C or better) one of the following courses in the political theory subfield: POL 10a (Introduction to Political Theory); HIST 183b (Community and Alienation: Social Theory from Hegel to Freud); POL 184a (Utopia and Power in Modern Political Thought); POL 186b (Classical Political Thought); POL 187b Conservative Political Thought; POL 189a (Marx, Nietzsche, and Twentieth-Century Radicalism); HIST 133a (Politics of the Enlightenment); POL 192b (Topics in Law and Political Theory), or POL 195b (American Political Thought).

**F.** The department *strongly* recommends that majors complete *introductory courses* in at least three of the subfields *by the end of the sophomore year*. These introductory courses include POL 10a (Introduction to Political Theory), POL 11b (Comparative Government: Europe), POL 14b (Introduction to American Government), and POL 15a (Introduction to International Relations). Majors should consult with their politics advisors when selecting courses.

**G.** All politics majors are required to complete one departmental seminar, usually during the junior and senior years, and are strongly urged to complete at least two.

**H.** Admission to the departmental honors program requires completion of at least five courses in politics, including *one* departmental seminar, and a GPA *in politics* of at least 3.20 by the end of the junior year. Candidates for departmental honors are required to (1) enroll in POL 99d under the direction of their thesis advisor; (2) participate in the honors colloquium under the direction of the head of the politics honors program; and (3) complete the politics major. Students enrolled in POL 99d can receive up to two course credits for their completed work, and this will count toward the nine-course requirement.

**I.** With the permission of the instructor, third- and fourth-year politics majors may enroll in politics graduate courses for major credit.

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## Requirements for the Undergraduate Minor

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Students considering a minor in politics are strongly encouraged to take at least two politics courses during their first two years at Brandeis. At least one of these should be an introductory course. Students should contact the departmental undergraduate advisor in order to initiate the process of declaring a minor.

**A.** All politics minors must complete satisfactorily at least five semester courses from among politics and cross-listed courses. A minimum of four semester courses counted toward minor credit must be taught by faculty of the Department of Politics.

**B.** No course grade below C will be given credit toward the minor. No course taken pass/fail may be counted toward the minor.

**C.** Not more than two introductory politics course (POL 10a, 11b, 14b, or 15a).

**D.** At least one departmental seminar course.

**E.** At least one course in each of two sub-fields with the department (Political Theory, International Politics, Comparative Politics, American Politics).

**F.** Politics minors are not eligible for the departmental honors program, or for enrollment in politics graduate courses.

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## Combined B.A./M.A. Program

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This program is designed to enable exceptional undergraduates to earn two degrees simultaneously during their period of study at Brandeis University. Admission to the program requires an overall GPA of 3.33 and a GPA in politics of 3.50 (based on the completion of at least six politics courses, five of which having been taught by politics department faculty) by the end of their fifth semester (usually fall term of the junior year). Students must apply to the program through the Graduate School of Arts and Sciences by March 1 of the junior year. Their applications will be considered along with those of external applicants to the M.A. Program. The program requires the completion of 38 courses, six courses beyond the 32 required for completion of the B.A. degree. These six courses will **not** be counted toward the completion of the nine courses required for the completion of the politics major. Students must complete the following: two graduate field seminars; two upper-level politics courses (taken for graduate credit with the permission of the instructor and the politics graduate director); POL 350a and 350b (Master's Project)—under the direction of a member of the politics faculty. A completed master's thesis will be accepted for simultaneous consideration for undergraduate honors in politics.

All candidates for the combined B.A./M.A. must complete all requirements for the program by the end of their eighth semester (for those entering as freshmen). If the requirements for the M.A. portion are not complete at that time, then the student is eligible only for the B.A. degree.



## Requirements for the Degree of Master of Arts

The Department of Politics offers a Master of Arts program for part-time or full-time students. Full-time students will be expected to complete the course work in one year, and may take up to another year to complete a master's project. Part-time students, with the approval of the department, may take up to four years to complete the required courses and a master's project. Students desiring to continue their studies toward the Ph.D. must apply for admission to that program.

### Course Requirements

Students will be required to complete eight courses (with a grade of B- or better) as follows: **one** of the core field graduate seminars POL 213a (Comparative Political Institutions and Public Policy), 214a (International Relations), 215a (American Political Development), or 216a (Liberalism and Its Critics); **five** courses from more specialized offerings, i.e., from graduate-level courses (special topics courses or field seminars, as appropriate), seminars, and upper-level undergraduate courses (seminars and advanced lecture classes) that offer additional work for graduate credit; and a **two-semester** sequence of directed study culminating in a completed master's project, which can be an original research project, a comprehensive literature review (a critique of a subfield of political science), or another type of undertaking that is appropriate for the student's course of study.

## Special Notes Relating to the Graduate Program

### Degree of Master of Arts

If the core seminar in the student's area of interest is not taught the year the student is in residence, the graduate advisor (in consultation with the student and his/her advisor) will designate an alternative course that will provide the student an overview of that field.

If appropriate, students may substitute other classes to fulfill the course requirements. All substitutions must be approved by the student's advisor and the politics department graduate committee.

## Requirements for the Degree of Doctor of Philosophy

### Program of Study

The student must complete three years in residence and a minimum of 12 term courses. The graduate curriculum has two main parts: a core curriculum and a special area of competency. Each graduate student is required to take all five core courses: American Political Development, Liberalism and its Critics, Comparative Political Institutions and Public Policy, The United States and World Politics, and Research Methods and Methodology. In addition, students are required to take a Special Area of Competency Independent Study in their fourth semester.

There are six special areas of competency for students to choose from (these are not exhaustive and students may offer other special areas subject to approval of the Graduate Committee): American Political Development; American Foreign Policy; Defense, Economic, and Human Rights Issues; The Welfare State in Comparative Perspective; Law and Politics; Environmental and Regulatory Politics; and Democratic Citizenship and Ethnic Identity.

Within each special area chosen, students are expected to have a broad knowledge of the major theoretical and analytical approaches, a more intensive familiarity with one or more functional subareas, and, where appropriate, special expertise in particular geographic areas and historical periods.

The standard work load for full-time students is at least three courses in each term of their first two years of study. Fourth courses and audits are encouraged, but the load is deliberately set so that the student may supplement his or her regular course work with independent reading and scholarship. Reading courses will not be offered to first-semester students and will be discouraged generally during the first year. By the outset of the second year, students should have identified their special area of competency and should make this known to their advisor and the graduate advising head.

### Teaching Requirement

The development of college-level teaching competency is an integral part of the department's professional training for the Ph.D. All funded students are required to serve as teaching fellows and to participate in the departmental graduate proseminar (POL 340d), a year-long, noncredit course focused on professional development, including teaching competency.

### Research Tools Requirement

Each student is required to **either** pass a language examination (normally administered within the program) designed to test for a reading knowledge of a foreign language sufficient to conduct doctoral dissertation research **or** pass with a B- or better coursework in statistics approved by the graduate advising head.

Neither courses taken in conjunction with the language examination nor statistics courses may be counted for course credit toward the Ph.D.

### Evaluation of First Year

At the end of each student's first year in the graduate program, there will be a consultation between the student and two members of the program to evaluate the student's academic progress to determine whether the student should be allowed to continue in the program and to help plan the student's subsequent work.

### Qualifying Examinations

Normally, at the beginning of the fifth semester, a formal oral and written examination for candidacy for the Ph.D. is given covering the core curriculum and the student's special area of competency. Each student takes a written exam on the core curriculum (early September) and an oral exam on the core and special area of competency (mid-September).

Students who satisfactorily complete the Ph.D. qualifying examinations must submit a dissertation prospectus by the end of the sixth term in the program. Extension of this line requires approval by the department's graduate committee.

### Dissertation and Defense

The dissertation will be completed under the supervision of an appropriate member of the department's faculty. The dissertation proposal must be sponsored by a committee of at least two members of the faculty appointed by the department's graduate advising head in consultation with the graduate committee. It is assumed that the writing of the dissertation will take at least one year and, barring exceptional circumstances, not more than two-and-one-half years. The student must successfully defend the dissertation at a Final Oral Examination conducted by his or her two departmental supervisors and another faculty member from outside the department or from another university.

## Requirements for the Joint Degree of Doctor of Philosophy in Political Science and Social Policy (with The Heller School for Social Policy and Management)

Please note that admission to this degree program has been suspended.

### Program of Study

The student must complete three years in residence and complete a minimum of 18 courses. At least nine of these courses must be offered in the politics department. Four of the nine politics courses must be the core courses: American Political Development, Liberalism and Its Critics, Comparative Political Institutions and Public Policy, and The United States and World Politics. (The core course requirement of International Relations may be fulfilled with an appropriate substitute.) A minimum of nine courses must be taken in The Heller School for Social Policy and Management.

### Research Tools Requirement

Students must complete at least one statistics course (usually HS 401b [Research Methods]).

For certain specializations, proficiency (as determined by examination) in a foreign language may be required. Language courses taken in preparation for the examination will not be counted for course credit toward the Ph.D. degree.

### Qualifying Examinations

Students must fulfill comprehensive exam requirements in the politics department and The Heller School. Students must complete a "comprehensive paper" as required by The Heller School curriculum. For the politics department, students must complete a formal oral and written examination for candidacy for the Ph.D. covering the core courses and all elective politics courses. This examination is normally administered at the beginning of the student's fifth semester.

### Dissertation and Final Oral Examination

The student's dissertation committee will consist of five people: two faculty members each from the politics department and The Heller School and another faculty member from outside the department or outside the University. The student must successfully defend the dissertation at a final oral examination conducted by his or her dissertation committee.

### Special Note About Courses

#### Course Subgroupings

Introductory Courses (POL 10a-15a)  
 American Politics (POL 14b and POL 101a-126a)  
 Comparative Politics (POL 11b and POL 127a-159a)  
 International Politics (POL 15a and POL 160b-180b)  
 Political Theory and Methods (POL 10a and POL 181b-196b)  
 Seminars for Graduate Students (POL 212a-216b)  
 Supervised Study for Graduate Students (POL 302a and above)

### Courses of Instruction

#### (1-99) Primarily for Undergraduate Students

#### POL 10a Introduction to Political Theory

[ ss ]

*Open to first-year students.*

Examination of classical political texts and modern writings for insights on central problems of political discourse such as power and authority, human nature, freedom, obligation, justice, and the organization of the state. Usually offered every year.

Mr. Abramson or Mr. Yack

#### POL 11b Introduction to Comparative Government: Europe

[ ss ]

*Open to first-year students.*

Introduction to basic concepts in comparative politics through study of the government and politics of European democracies. Usually offered every year.

Mr. Burg or Ms. Klausen

#### POL 14b Introduction to American Government

[ ss ]

*Open to first-year students.*

Analysis of American political institutions; Congress, Presidency, Supreme Court, bureaucracy, political parties, pressure groups, and problems of governmental decision-making in relation to specific areas of public policy. Usually offered every semester.

Mr. Woll

#### POL 15a Introduction to International Relations

[ ss ]

General introduction to international politics, emphasizing the essential characteristics of the international system as a basis for understanding the foreign policy of individual countries. Analysis of causes of war, conditions of peace, patterns of influence, the nature of the world's political economy, global environmental issues, human rights, and prospects for international organizations. Open to first-year students. Usually offered every semester.

Mr. Art or Mr. Brown

#### POL 98a Independent Study

Usually offered every year.

Staff

#### POL 98b Independent Study

Usually offered every year.

Staff

#### POL 99a Senior Research: Honors Thesis

Students will consult with the head of the politics honors program before being assigned to a professor for the supervision of their theses and will participate in a biweekly colloquium. Usually offered every year.

Staff

#### POL 99b Senior Research: Honors Thesis

Students will consult with the head of the politics honors program before being assigned to a professor for the supervision of their theses and will participate in a biweekly colloquium. Usually offered every year.

Staff

#### POL 99d Senior Research: Honors Thesis

Students will consult with the head of the politics honors program before being assigned to a professor for the supervision of their theses and will participate in a biweekly colloquium. Usually offered every year.

Staff

## (100-199) For Both Undergraduate and Graduate Students

### **POL 101a Parties, Interest Groups, and Public Opinion**

[ ss ]

Role and organization of political parties, interest groups, and public opinion in the American political system. Emphasis on historical development and current political behavior in the United States in relation to American democratic theory. Comparison with other countries to illuminate U.S. practice. Usually offered every second year.  
Staff

### **POL 103b Seminar: Political Leadership**

[ ss ]

Examines political leadership through biographies, autobiographies, and biographical fiction. These are used to help us understand and compare different modes of political leadership, including the "apolitical-rationalist" (McGeorge Bundy), "political" (Lincoln, Johnson, Truman), and the ostensibly "non-political expert" (Robert Moses). Usually offered every year.  
Mr. Levin

### **POL 105a Elections in America**

[ ss ]

Examines modern campaigns and elections to the United States presidency and Congress. Topics include the influence of partisanship, policy differences, and candidate images on the vote; the impact of money on campaigns; the role of the mass media; and the differences among presidential, Senate, and House elections. Usually offered every third year.  
Staff

### **POL 108a Social Movements in American Politics**

[ ss ]

Analysis of American mass political movements and their influences on American politics. Topics include the relationship between social movements and interest groups, the evolution of social movements into political parties, and case studies of specific political movements. Usually offered every third year.  
Mr. Kryder

### **POL 110a Media, Politics, and Society**

[ ss ]

A broad-based inquiry into the role of the media in contemporary American society, with special emphasis on the political impact of the media, the ethics of good reporting, the rise of new technologies, and current legal issues regarding freedom of the press. Usually offered every second year.  
Mr. Abramson

### **POL 111a The American Congress**

[ ss ]

The structure and behavior of the Congress. Emphasis on the way member incentives for reelection, power on Capitol Hill, and good public policy shape Congress. Usually offered every second year.  
Staff

### **POL 112a National Government of the United States**

[ ss ]

The roles played by Congress, the president, the bureaucracy, and the courts in policy making at the national level. Contrasting perspectives, incentives, and capabilities of each institution; formation of coalitions across institutional lines; and changes in institutions over time. Usually offered every third year.  
Staff

### **POL 113b The American Presidency**

[ ss ]

Philosophical and historical origins of the presidency, examining the constitutional role of the chief executive. Historical development of the presidency, particularly the emergence of the modern presidency during the 20th century. Contemporary relationships between the presidency and the electorate, as well as the other branches of government. Usually offered every second year.  
Mr. Kryder

### **POL 114b The Politics of Poverty and Welfare Policy**

[ ss ]

Examines the modern debate about the causes and remedies for persistent urban poverty and places that debate in its historical and political context. Sources include works on poverty from sociology, economics, anthropology, history, and political science. Usually offered every fourth year.  
Staff

### **POL 115a Constitutional Law**

[ ss ]

Analysis of core principles of constitutional law as formulated by the Supreme Court. Primary focus on the First Amendment, the equal protection and due process clauses, federalism, the commerce clause, and the separation of powers. Emphasis also on the moral values and political theories that form our constitutional system. Usually offered every year.  
Mr. Woll

### **POL 115b Seminar: Constitutional Law and Theory**

[ ss ]

Advanced research seminar on selected issues of constitutional law. Usually offered every year.  
Mr. Woll

### **POL 116b Civil Liberties in America**

[ ss ]

The history and politics of civil liberties and civil rights in the United States, with emphasis on the period from World War I to the present. Emphasis on freedom of speech, religion, abortion, privacy, racial discrimination, and affirmative action. Readings from Supreme Court cases and influential works by historians and political philosophers. Usually offered every year.  
Mr. Abramson

### **POL 117a Administrative Law**

[ ss ]

The role of administrative agencies in lawmaking and adjudication. Emphasis on the problem of defining and protecting the public interest, as well as the rights of individuals and groups directly involved in administrative proceedings. Usually offered every second year.  
Mr. Woll

### **POL 118b Courts, Politics, and Public Policy**

[ ss ]

*Prerequisite: POL 14b.*

Analyzes the political role of American courts, examining the politics of judicial appointments, the role of legal mobilization and strategy, and the capacity of courts to produce social change. Focuses on political science case studies that place the actions of courts in the larger framework of American politics. Usually offered every second year.  
Staff

### **POL 119a Reinventing Government**

[ ss ]

An examination of effective strategies that make government work. Particular emphasis on the problem of implementing innovation with the focus on the tools for managers to become innovators. Osborne's classic *Reinventing Government* is used as the standard to compare its critique. Usually offered every year.  
Mr. Levin

### **POL 120b Seminar: The New Politics of Public Policymaking**

[ ss ]

Has a new form of public policymaking developed in American national government over the past few decades? If so, what is its nature? Why, despite conservative presidential election victories, have new and expensive programs continued to be initiated? Usually offered every year.  
Mr. Levin

**POL 122b Seminar: Policy Analysis and Policy Implementation**

[ ss ]

Development of a framework for policy analysis that integrates economic tools and political science thinking. Application of this "political economy" approach to several problems and cases. Usually offered every second year.

Staff

**POL 124a Race and Politics in the United States**

[ ss ]

Focuses on how attributes of racial difference shape American political institutions and our civil and public life. Usually offered every second year.

Staff

**POL 125a Women in American Politics**

[ ss ]

Addresses three major dimensions of women's political participation: social reform and women-identified issues; women's organizations and institutions; and women politicians, electoral politics, and party identification. Covers historical context and contemporary developments in women's political activity. Usually offered every second year.

Staff

**POL 126b Seminar: Ideas and Intellectuals in Politics**

[ ss ]

The role of ideas and intellectuals in politics from the perspectives of political theory, American, and comparative politics. Emphasizes the interaction of ideas, institutions, and interests, along with normative judgments as to the desirability of intellectuals as political actors. Usually offered every second year.

Staff

**POL 127a Ending Deadly Conflict**

[ ss wi ]

Examines strategies for ending violent internal (primarily ethnic) conflicts, with emphasis on identifying conditions conducive to negotiated settlements. Case studies are examined in light of analytical literature. Usually offered every year.

Mr. Burg

**POL 127b Seminar: Managing Ethnic Conflict**

[ ss wi ]

Comparative study of the sources and character of interethnic conflict, with emphasis on the processes by which groups become politicized, and the strategies and techniques for managing conflict in a democratic system. Usually offered every year.

Mr. Burg

**POL 128a The Politics of Revolution: State Violence and Popular Insurgency in the Third World**

[ nw ss ]

Introduction to 20th-century revolutionary movements in the Third World, focusing on the emergence of peasant-based resistance and revolution in the world beyond the West, and on the role of state violence in provoking popular involvement in protest, rebellion, and insurgency. Usually offered every year.

Mr. Thaxton

**POL 129a East European Politics**

[ ss ]

Politics and society in the post-Communist states of Eastern Europe, drawing general lessons about the relationships among social modernization, nationalism, and democratic transition. Usually offered every fourth year.

Mr. Burg

**POL 130a Globalization and the Challenge of Decocratization in Asia**

[ ss ]

*Prerequisite: Preference given to declared politics, international and global studies, and east Asian studies majors.*

A study of Asia's rise in the global political community, with special attention to why and how different Asian nations have embraced democratic and authoritarian models of development, the promise and perils of each model, both for social justice and political stability and the place of each nation in the new world order. Usually offered every second year.

Mr. Thaxton

**POL 131b Social Movements in Latin America**

[ ss ]

Origins, dynamics, and social and cultural impact of movements among indigenous groups, women, peasants, blacks in Latin America since the 1980s. Comparative study of other social movements in Latin America and elsewhere in the world. Usually offered every year.

Ms. Thorne

**POL 132b Political Economy of Latin America**

[ ss ]

Examines the paradox that increasing economic, technological, and democratic development in Latin America has produced greater inequality and deeper economic crisis, and the popular responses to these developments. Usually offered every year.

Ms. Thorne

**POL 136b Politics and Society in Modern France**

[ ss ]

France since 1945, with emphasis on the Fourth and Fifth Republics, and the roles of France in the development of contemporary Europe. Usually offered every year.

Mr. Ross

**POL 140a Politics of Africa**

[ nw ss ]

Political transformation in Africa from the rise of nationalism to the search for effective governance and development. Case studies may include Nigeria, Tanzania, Cote d'Ivoire, Mali, Madagascar, and South Africa. Usually offered every year.

Staff

**POL 144a Latin American Politics I**

[ nw ss ]

Revolution, order, and regime transition in northern Latin America. Specific examination of the Mexican and Cuban revolutions and their outcomes. POL 144a is independent of POL 144b. Usually offered every year.

Mr. Hindley

**POL 144b Latin American Politics II**

[ nw ss ]

Emphasis on elite control, the military, the political role of populist politics, and the uncertain process of democratization. Brazil and Argentina are examined specifically. POL 144b is independent of POL 144a. Usually offered every year.

Mr. Hindley

**POL 145b The Islamic Challenge: Politics and Religion in the West**

[ ss ]

Few issues have caused more public furor than the accommodation of Islam in Europe and the United States. It is often overlooked that Muslims are developing the institutions of their faith in societies that offer everyone the freedom of choice and expression. This seminar looks at religious discrimination as a barrier to the civic and political inclusion of Muslim immigrants, the responses of governments, courts, and the general public, and what we know about the balance among "fundamentalist," "moderate," and "progressive" Muslim viewpoints. Usually offered every year.

Ms. Klausen



**POL 146b Seminar: Topics in Revolutions in the Third World**

[ nw ss ]

*May be repeated for credit with permission of the instructor.*

Explores revolutionary situations, revolutionary movements (successful and unsuccessful), and revolutionary regimes in the Third World since World War II. Specific topics may vary from year to year. Usually offered every year.

Mr. Hindley

**POL 147a The Government and Politics of China**

[ nw ss ]

Introduction to major themes of Chinese politics, emphasizing the rise of the Chinese Communists and the post-1949 trends in domestic politics, while also surveying historical, sociological, and cultural influences in Chinese politics. Attention to the nature of the traditional state, impact of colonialism, national revolution, and the course of contemporary state development. Usually offered every second year.

Mr. Thaxton

**POL 148a Seminar: Contemporary Chinese Politics**

[ nw ss ]

A broad and in-depth understanding of key issues in contemporary Chinese politics—China after 1949. Emphasis on the role of the state in promoting economic development, social betterment, political stability, and justice. Special attention to the Tiananmen Protest Movement of 1989. Usually offered every second year.

Mr. Thaxton

**POL 149a Germany and European Unification**

[ ss ]

*Course to be taught at Brandeis summer program in Berlin.*

Examines the political structure, formation, and development of the European Union, as well as Germany's role in the process of European unification. With special emphasis on the analysis of the political challenges that lie ahead, the integration of Eastern European countries and its consequences. Usually offered every summer.

Mr. Maleck

**POL 150a Politics of Southeast Asia**

[ nw ss ]

Introduction to the politics of modern Southeast Asia, with the focus on the indigenous peoples and their cultures, societies, and histories. The greatly changed and changing political systems of Indonesia and Thailand are examined individually in some depth. Usually offered every year.

Mr. Hindley

**POL 151a Cultural Pluralism and Democratic Governance**

[ ss wi ]

*Prerequisites: Sophomore or junior class standing and at least two prior politics courses.*

How liberal democracies respond to the social and political challenges of linguistic, cultural, religious, racial, and gender differences. Examines legal, political, and normative issues arising out of these differences, and the implications of various responses for the stability of a liberal democratic state. Usually offered every year.

Mr. Burg

**POL 152a Seminar: The Political Economy of Advanced Industrial Democracies**

[ ss ]

Introduction to the history and theory of political economy, paying particular attention to the relationship between capitalism and democracy. Analysis of the scope and role of government in the economies of the advanced industrial democracies (Western Europe and North America since 1945). Usually offered every second year.

Ms. Klausen

**POL 153a The New Europe: European Economic and Political Integration**

[ ss ]

The institutions and policymaking processes of the European Union (EU). Western European political and economic integration since 1945 and the resurgence of European integration since the mid-1980s. Social policy issues, policy harmonization and economic integration, European citizenship, and the reorientation of national politics in response to community expansion. The future of European unity and national cultures. Usually offered every second year.

Mr. Ross

**POL 154a Seminar: Citizenship**

[ ss ]

Liberal theory presumes the progress of history to be, in the words of John Stuart Mill, a gradual "doing away with privilege." Examines the frontiers of social and political justice through readings drawn from literature, political science, and history. Usually offered every third year.

Ms. Klausen

**POL 155b German Political Development after 1945**

[ ss ]

Examines the creation of the Federal Republic of Germany, the development of liberal political culture in Germany, and the extremist challenges. Reunification and Germany's relationship with Europe and international organizations are also discussed. Textbook material will mix German novels and films with political science texts. Usually offered every year.

Ms. Klausen

**POL 156b West European Political Systems**

[ ss ]

The comparative politics of Western Europe. Focuses on the development of political parties and social movements in Britain, France, and Germany—particularly since 1945—to determine how they affect policies and the citizenry's participation in modern democracies. Usually offered every third year.

Ms. Klausen or Mr. Ross

**POL 157b Building a New Europe: Politics, Economics, Societies, and Culture**

[ ss ]

Survey of the most important contemporary issues in the creation of a new integrated Europe, including boundaries, economics, governance, defense, culture, and the future of European-U.S. relations. Discussions with leading European academics and policy practitioners. Usually offered every third year.

Mr. Ross

**POL 158b Comparative Perspectives on the Law and Politics of Group Rights**

[ ss ]

*Prerequisites: POL 11b or POL 14b.*

The creation of new group rights for disadvantaged populations in democratic states through constitutional reform and affirmative action, and the legal and political dilemmas raised by efforts to implement these rights. Usually offered every second year.

Ms. Klausen

**POL 159a Seminar: The Politics of the Modern Welfare State: Women, Workers, and Social Citizenship**

[ ss ]

*Capstone course for Social Justice and Social Policy Program.*

How voting and political mobilization have helped women's organizations and trade unions obtain social rights by means of welfare state expansion. Historical perspective on collective action and political reform movements and their role in creating the modern welfare state in 20th-century Europe and the United States. Strategies of political mobilization, interest groups, and the politics of the advanced welfare state. Usually offered every second year.

Ms. Klausen

**POL 160b World Politics since 1945**

[ ss ]

The dominant issues, alignments, and antagonisms in world politics since the conclusion of World War II. The extent to which these configurations of world politics have been determined by systemic and structural forces and have been the product of deliberate human choice. Alternative future configurations of the world's political system. Usually offered every year.

Mr. Brown

**POL 161b Causes and Prevention of War**

[ ss ]

Insights from world history, the social sciences, and political philosophy about the causes, prevention, and control of war. Students learn about current war/peace diplomacy through participation in a simulation. Usually offered every year.  
Mr. Brown

**POL 162b Use of Force: Ethical Issues**

[ ss ]

Examines when it is legitimate to resort to force (*jus ad bellum*), and what rules should govern how wars are fought (*jus in bello*). Explores the Just War tradition of thinking about the *jus ad bellum* and *jus in bello* issues, including efforts of military establishments and international lawyers to adapt the tradition to new political circumstances and military capabilities. Usually offered every year.  
Mr. Brown

**POL 163a Seminar: Human Rights and International Relations**

[ ss ]

*Prerequisite: POL 15a or equivalent.*

How human rights issues are affecting and being handled by the nation-state system. Traditional vs. reformist views. Universalism vs. cultural relativism. Contemporary case studies. Usually offered every year.  
Mr. Brown

**POL 163b Gender in International Relations**

[ ss ]

An introduction to the “gendered lenses” used to observe and study international politics. Addresses the (separate but related) questions of women’s experiences in international politics and of the influence of gender on international political relations.  
Staff

**POL 164a Conflict and Peacemaking in the Middle East**

[ ss ]

Evolution of the Arab-Israeli conflict—and the efforts to resolve it. Focuses on key documents and developments with particular emphasis on the Palestinian-Israeli dimension, and the different narratives adopted by the parties on the conflict. Usually offered every third year.  
Mr. Feldman

**POL 166b Seminar: Issues in International Political Economy**

[ ss ]

Contemporary theoretical and empirical issues in international political economy. Topics include international policy coordination, business-government relations, and the politics of international trade, investment, and finance. Usually offered every year.  
Staff

**POL 167a United States and China in World Politics**

[ ss ]

Issues in U.S.-China relations, including Taiwan and Tibet, the formation of a Greater China, military security and use of nuclear weapons, human rights, Chinese and American versions of nationalism and internationalism, and others. Usually offered every year.  
Mr. Thaxton

**POL 168b American Foreign Policy**

[ ss ]

Overview of America’s foreign policy since 1945. Topics include the Cold War era, the economic competitiveness of the United States, the role of the United States in selected world regions, the role of human rights in U.S. foreign policy, the U.S. participation in the United Nations, post-Cold War foreign policy, and the making and implementing of foreign policy. Usually offered every year.  
Mr. Art or Mr. Brown

**POL 169b U.S. Policy in the Middle East**

[ ss ]

Provides students with an understanding of the evolution of U.S. policy in the Middle East and the manner in which the local parties have perceived it. Usually offered every year.  
Mr. Feldman

**POL 170a Arms Control in the Middle East**

[ ss ]

Explores and analyzes the theories behind, dynamics within, and problems encountered with arms control as part of regional security in the Middle East. Usually offered every year.  
Mr. Feldman

**POL 172b Introduction to International Political Economy**

[ ss ]

The politics and modern evolution of international economic relations, comprising trade, money, multinational productions, and development. Also the role of states and transnational actors in international markets and the global differentiation of power, and distribution of wealth. Usually offered every year.  
Staff

**POL 174b Seminar: Problems of National Security**

[ ss ]

Analysis of the role and utility of military power in international politics. Selected case studies from the last 50 years. Selected topics on post-Cold War military issues, including the spread of weapons of mass destruction, collective approaches to coercion, and the role of U.S. military power in world stability. Usually offered every year.  
Mr. Art

**POL 175b Global Civil Society**

[ ss ]

The role of international organizations in the contemporary global political and economic system, the ways in which they influence or contribute to major international policy issues, and the interactions between international organizations and global civil society. Usually offered every year.  
Ms. Thorne

**POL 176a Seminar: International Intervention**

[ ss ]

The evolution of international law and practice in use of force for the resolution of conflicts. Case study of major post-Cold War cases of international intervention, including humanitarian intervention. Usually offered every second year.  
Mr. Burg

**POL 178a Seminar: International Politics of the Pacific**

[ ss ]

Introduction to the Pacific area and its importance in international politics. Focus on East Asia, South and Southeast Asia, Oceania, and the Western Pacific. Topics include Soviet and U.S. expansion into the Pacific World, with special attention to America’s stake in Asia; the rise of Japan as a political and economic force before and after World War II; the emergence of revolutionary China and China’s participation in the world economy; the fate of “neutralist” states in Southeast Asia; and the role of Oceania in international trade and security. Usually offered every year.  
Mr. Thaxton

**POL 180b Sustaining Development**

[ nw ss ]

*Prerequisite: Some familiarity with development issues.*

Explores different institutionalized approaches to development. Examines how institutions affect development in selected geographic areas, at levels ranging from local to national and international. Considers why similar policies when implemented in different ways may lead to quite distinct outcomes. Usually offered every year.

Ms. Thorne

**POL 186b Classical Political Thought**

[ ss ]

Major ancient political philosophers and the meaning and implications of their work for contemporary political issues. Usually offered every year.

Mr. Yack

**POL 187b Conservative Political Thought**

[ ss ]

Focuses on American and European thinkers, with an emphasis on critics of equality and unlimited commercial and civil liberty. Readings include political philosophy and literature. Authors may include Burke, Oadeshott, Calhoun, Conrad, Tocqueville, Augustine, Nisbett, Strauss, and C.S. Lewis. Usually offered every second year.

Mr. Yack

**POL 189a Marx, Nietzsche, and Twentieth-Century Radicalism**

[ ss ]

Comparison of two powerful and influential critiques of modern politics and society. Explanation of Marx's work, both for its own insights and as a model for radical theorists; and of Nietzsche's work as an alternative conception of radical social criticism. Usually offered every year.

Mr. Yack

**POL 190b Democratic Theory**

[ ss ]

Explores in depth the nature, virtues, and limitations of democracy as a way of organizing political affairs. Brings together classic texts, e.g., Rousseau's *Social Contract*, with more recent topical readings on topics like democracy and nationalism. Usually offered every third year.

Mr. Yack

**POL 192b Seminar: Topics in Law and Political Theory**

[ ss ]

Interplay among law, morality, and political theory. Specific topics vary from year to year. Usually offered every year.

Mr. Abramson or Mr. Yack

**POL 194a Politics and the Novel**

[ ss ]

Selected works of fiction as sources of political ideas and pictures of political and social life. How modern fiction helps us understand social change, societies in transition and decay, revolution, law, bureaucracy, and ethnicity. Authors such as Kafka, Conrad, Borges, Dostoevsky, Ford Madox Ford, Babel, Greene, Malraux, and Carpenter. Usually offered every second year.

Mr. Levin

**(200 and above) Primarily for Graduate Students****POL 212a Graduate Seminar: Research Methods and Methodology**

Familiarizes students with the major research techniques of a qualitative nature for political science and addresses central issues in the logic of inquiry in social science. Issues and techniques include the case study method, the comparative method, counterfactual, and research design. Usually offered every second year.

Mr. Kryder

**POL 213a Graduate Seminar: Comparative Political Institutions and Public Policy**

Studies the ideas and institutions of representative democracy from a comparative perspective. Topics include parties and party systems, variations in constitutional government from presidentialism to parliamentarianism, the process and prerequisites of democratization, and the comparative politics of the welfare state. Usually offered every second year.

Mr. Burg, Ms. Klausen, or Mr. Ross

**POL 213b Graduate Seminar: Selected Topics in Comparative Politics**

Provides graduate students an opportunity to engage in research and discussion of selected issues in comparative politics. Usually offered every second year.

Staff

**POL 214a Graduate Seminar: International Relations**

Examines the international relations of national political systems. Topics include the impact of evolving international institutions and norms on the course of world politics; the effects of security, economic, and environmental factors; and the interaction between domestic politics and foreign policy. Special attention is given to American foreign policy and the changing place of the United States in world politics. Usually offered every second year.

Mr. Art or Mr. Brown

**POL 214b Graduate Seminar: Selected Topics in World Politics**

Provides graduate students an opportunity to engage in research and discussion of selected issues in the international dimensions of world politics. Each term it deals with a different topic in greater depth than is possible in the context of the program's field seminar in this area. Usually offered every second year.

Mr. Art or Mr. Brown

**POL 215a Graduate Seminar: American Political Development**

Examines the creation and evolution of national institutions in the United States. Themes include the influence of ideas on institutional development; the influence of institutional arrangements on conflicts and policies; and the changing nature of ideas and institutions, especially in such pivotal periods as the Founding, the Civil War, the Progressive Era, the New Deal, and the 1960s and 1970s. Usually offered every second year.

Mr. Kryder

**POL 215b Graduate Seminar: Advanced Topics in American Politics**

Provides graduate students an opportunity to engage in research and discussion of selected issues in American politics. Each term the seminar deals with a different topic in greater depth than is possible in the context of the program's field seminar in this area. Usually offered every second year.

Staff

**POL 216a Liberalism and Its Critics**

An intensive philosophical inquiry into the ideas that have shaped politics and government in the United States and Europe. Focuses on the liberal tradition and the way it has shaped the concepts of democracy, individual rights, and citizenship. Places liberalism in the context of comparative ideology to shed light on American "exceptionalism" and the degree to which European political systems offer a fundamentally distinct understanding of representative government. Usually offered every second year.

Mr. Abramson or Mr. Yack

**POL 216b Seminar: Advanced Topics in Political Theory**

Provides graduate students an opportunity to engage in research and discussion of selected issues in political theory. Each term it deals with a different topic in greater depth than is possible in the context of the program's field seminar in this area. Usually offered every fourth year. Mr. Abramson or Mr. Yack

**POL 302a Readings in Politics**

*Specific sections for individual faculty members as requested.*  
Offered every year.  
Staff

**POL 302b Readings in Politics**

Staff

**POL 340d Proseminar**

*Required of all Ph.D. and M.A. students. Not for credit.*  
Year-long course that meets biweekly. Focuses on professional development, including teaching competency. Offered every year.  
Staff

**POL 350a Master's Project**

Master's project research and preparation. Usually offered every year.  
Staff

**POL 350b Master's Project**

Staff

**POL 400d Dissertation Research**

Independent research for the Ph.D. degree. Specific sections for individual faculty members as requested.  
Staff

**Cross-Listed Courses****American Politics****AAAS 82a**

Urban Politics

**AAAS 114b**

Race, Ethnicity, and Electoral Politics in the United States

**HS 104b**

American Health Care

**HS 110a**

Wealth and Poverty

**Comparative Politics****AAAS 175a**

Comparative Politics of North Africa

**NEJS 185b**

The Making of the Modern Middle East

**SOC 123b**

Crisis of the Welfare State

**SOC 155b**

Protest, Politics, and Change: Social Movements

**SOC 161a**

Society, State, and Power: The Problem of Democracy

**International Politics****AAAS 163b**

Africa in World Politics

**LGLS 125b**

International Law and Organizations

**NEJS 189a**

The Arab-Israeli Conflict

**Political Theory and Methods****HIST 133a**

Politics of the Enlightenment

**HIST 181b**

Red Flags/Black Flags: Marxism vs. Anarchism, 1845-1968

**HIST 183b**

Community and Alienation: Social Theory from Hegel to Freud

**HIST 192b**

Romantic and Existentialist Political Thought

**HIST 195b**

American Political Thought: From the Gilded Age through the New Deal

**PHIL 111a**

What Is Justice?

**PHIL 116a**

Topics in Political Philosophy



# Post-Baccalaureate Premedical Studies

## Objectives

Post-Baccalaureate Premedical Studies at Brandeis is designed for people who have received a bachelor's degree from an accredited university and are interested in taking science courses they did not take while undergraduates. This small, intensive program allows accepted students to enter Brandeis's Graduate School of Arts and Sciences as nondegree-seeking students and to enroll in those biology, chemistry, physics, and math courses necessary for admission to a health professional school. The program is not remedial. It is intended for those who still need to take the majority of courses required for admission to medical and other health professional schools.

## How to Be Admitted to the Post-Baccalaureate Program

Applications will be considered on a rolling basis starting January 15 until the program is filled. The general requirements for admission to the Graduate School, given in an earlier section of this *Bulletin*, apply to candidates for admission to this program. It is recommended that applicants have some background in math and some volunteer experience in the medical field.

## Board of Premedical Advisors

**Peter Conrad**  
(Sociology)

**Irving Epstein**  
(Chemistry)

**Kate Fukawa-Connelly**  
(Office of Undergraduate Academic Affairs)

**Kimberly Godsoe**  
(Student Enrichment Services)

**Leslie Griffith**  
(Biology)

**Sarah Lamb**  
(Anthropology)

**Sacha Nelson**  
(Biology)

**Susan Parker**  
(Mathematics)

**Linda Pololi**  
(Women's Studies Research Center)

**William Silen**  
(Biology)

## Requirements for the Program

Once accepted into the program, students may attend on a full- or part-time basis during the summer and/or academic year, but must complete a total of at least seven courses at Brandeis to meet the requirements of the program and to receive certification.

To complete the program in one year, it is suggested that students take CHEM 11a and 11b, 18a, and 18b during the first summer; BIOL 18b, 22b, CHEM 25a and 29a in the fall semester; BIOL 18a, BIOL 22a (formerly BIBC 22a), CHEM 25b and 29b in the spring semester; and PHYS 10a, 10b, 18a, and 18b in the second summer.

## Courses of Instruction

**BIOL 18a**  
General Biology Laboratory

**BIOL 18b**  
General Biology Laboratory

**BIOL 22a**  
Genetics and Molecular Biology

**BIOL 22b**  
Cell Structure and Function

**CHEM 11a**  
General Chemistry

**CHEM 11b**  
General Chemistry

**CHEM 18a**  
General Chemistry Laboratory I

**CHEM 18b**  
General Chemistry Laboratory II

**CHEM 25a**  
Organic Chemistry, Lectures

**CHEM 25b**  
Organic Chemistry, Lectures

**CHEM 29a**  
Organic Chemistry Laboratory I

**CHEM 29b**  
Organic Chemistry Laboratory II

**PHYS 10a**  
Physics for the Life Sciences I

**PHYS 10b**  
Physics for the Life Sciences II

**PHYS 18a**  
Introductory Laboratory I

**PHYS 18b**  
Introductory Laboratory II

## Department of Psychology

Courses of Study:  
Major (B.A.)  
Master of Arts  
Doctor of Philosophy

### Objectives

#### Undergraduate Major

The faculty in the psychology department believe that a strong scientific and research foundation in psychology best prepares students to be thoughtful and discerning problem solvers and to continue with graduate training in psychology, whether one's career choice is clinical, applied, or research-oriented. The psychology department at Brandeis therefore emphasizes a rigorous, scientific approach to the understanding of human behavior. The program examines the most up-to-date and comprehensive psychological research and theory and provides opportunities for direct involvement in psychological research and application. Faculty conduct research in diverse areas that include cognitive science, normal and abnormal development, social interaction, spatial orientation, linguistics, perception, memory, emotion, life span development, and effects of brain damage.

#### Graduate Programs in Psychology

The Department of Psychology offers a Ph.D. and a master's degree program. There are two general areas of training within the Ph.D. program: cognitive neuroscience and social developmental psychology. The goal of the Ph.D. program is to develop excellent researchers and teachers who will become leaders in psychological science. From the start of graduate study, research activity is emphasized. The program helps students develop an area of research specialization and gives them opportunities to work in their chosen area of training: social developmental psychology or cognitive neuroscience. In both areas, dissertation supervisors are leaders in the field and pursue research in the following: motor control, visual perception, taste physiology and psychophysics, memory, learning, aging, child development, aggression, emotion, personality and cognition in adulthood and old age, social relations and health, stereotypes, and face perception.

### How to Become an Undergraduate Major

Majors study varied aspects of basic and applied areas of the field. The focus of the department is on basic scientific research, in which there is a high level of undergraduate involvement. Up to a dozen students write honors theses each year, while twice that number conduct independent study, research, or reading projects, many of which are funded by undergraduate research program grants. The clinical psychology practicum at Brandeis enables students to spend one day per week working in a mental health facility.

Majors develop a solid background in scientific method and a strong foundation in the fundamentals of psychology, making them highly competitive candidates for postgraduate study. Recent psychology majors have gone on to graduate work in clinical and scientific research areas of the field. These features of the undergraduate program make Brandeis psychology graduates especially attractive to employers in the mental health and business professions. PSYC 1a should be taken no later than the sophomore year.

### 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 this area of study.

An undergraduate major in psychology is not required. Students with inadequate preparation may make up their deficiencies during their first year but without residence credit. Students are admitted on a competitive basis, which includes evaluation of previous academic records, recommendations, and results of the Graduate Record Examination (Aptitudes and Psychology Achievement Tests).

### Faculty

#### Margie Lachman, Chair

Life span development. Adult personality and cognition.

#### Joseph Cunningham

Emotional development and nonverbal communication. Clinical psychology.

#### Paul DiZio, Graduate Advising Head

Human spatial orientation and motor control.

#### József Fiser

Visual information processing.

#### Maurice Hershenson

Visual space perception. Visual information processing.

#### Derek Isaacowitz

Emotion and aging.

#### Donald Katz

Neural dynamics of gustatory perception and learning.

#### Raymond Knight

Clinical psychology. Experimental psychopathology.

#### James Lackner

Spatial orientation. Human movement control. Adaptation to unusual force environments.

#### Xiaodong Liu

Multivariate statistics. Educational evaluation and measurement.

#### Joan Maling

Linguistics. Syntactic theory. Historical syntax. Metrics.

#### Andrew Molinsky

Organizational behavior.

#### Robert Sekuler

Visual perception. Cognitive processes.

#### Aurora Sherman

Social relations and health. Aging.

#### Patricia Tun

Aging and speech comprehension and memory.

#### Malcolm Watson, Undergraduate Advising Head

Developmental psychology.

#### Arthur Wingfield

Human memory.

#### Jerome Wodinsky

Comparative psychology. Learning theory. Sensory physiology.

#### Leslie Zebrowitz

Social psychology. Person perception.

## Requirements for the Undergraduate Major

**A.** Of the 10 courses required for the major, a minimum of seven must be psychology, linguistics, and/or neuropsychology courses (AP courses excluded).

**B.** PSYC 1a (Introduction to Psychology) or an acceptable score on the AP Psychology exam.

**C.** Two quantitative courses from the following: MATH 10a, MATH 10b, or an acceptable score on the AP Mathematics exam, or PSYC 51a (or ECON 83a). This requirement should ordinarily be fulfilled by the end of the sophomore year.

**D.** Two laboratory science courses (e.g., BIOL 22a [formerly BIBC 22a], or an acceptable score on the AP Biology exam; CHEM 11a or 15a; CHEM 11b or 15b or an acceptable score on the AP Chemistry exam; COSI 21a or b; PHYS 10a or 11a, PHSC 9b (Combined lecture and lab), PHYS 10b or 11b; PHYS 22a (combined lecture and lab) or an acceptable score on the AP Physics exam; PSYC 52a (formerly PSYC 152a) or PSYC 211a. At least one of these courses must be taken with the accompanying lab (e.g., BIOL 18a or b; CHEM 18a or b; CHEM 19a or b; COSI 22a or b; PHSC 9b [combined lecture and lab]; PHYS 18a or b; PHYS 19a or b; PHYS 22a [combined lecture and lab]). This requirement should ordinarily be fulfilled by the middle of the junior year.

**E.** One course from Group I: NPSY 11b [formerly PSYC 11b] (Introduction to Behavioral Neuroscience), NPSY 12a (Sensory Processes), PSYC 13b (Perception), PSYC 14a (Comparative Psychology), PSYC 15a (Biological Bases of Motivation).

**F.** One course from Group II: LING 100a (Introduction to Linguistics), NPSY 22b (Introduction to Cognitive Neuroscience), PSYC 13b (Perception), PSYC 21a (Learning and Behavior).

**Note:** PSYC 13b may be counted toward fulfillment of either the Group I or the Group II requirement, but not both.

**G.** One course from Group III: PSYC 31a (Personality), PSYC 32a (Abnormal Psychology), PSYC 33a (Developmental Psychology), PSYC 34b (Social Psychology), PSYC 36b (Adolescence and the Transition to Maturity).

**H.** Two specialized psychology courses or seminars (any 100-level PSYC or NPSY courses, or LING course except LING 100a, 199a or 199b). PSYC 161a and 161b (Clinical Psychology Practicum I and II) count only as one course.

**I.** The department recommends that students planning to apply to graduate school take PSYC 51a, PSYC 52a (formerly PSYC 152a), and PSYC 195a. PSYC 51a and PSYC 52a (formerly PSYC 152a) are also typically required for Senior Honors Research in the Group III content area and are prerequisites for a number of 100-level seminars. These two courses and/or two semesters of calculus may be required for Senior Honors Research in the Group I and Group II content areas.

**J.** All courses that count toward the major must have a grade of C- or better.

## Requirements for the Degree of Master of Arts

The Department of Psychology offers a terminal Master of Arts Degree Program in General Psychology. The M.A. program provides students with an understanding of the scientific foundations of psychology, as well as direct experience in research methods. Students may enroll in the program on a full-time or part-time basis. Full-time students are expected to complete the degree in one year. Students desiring to continue their studies toward the Ph.D. must apply for admission to that program.

### Course Requirements

The requirement for the degree will be eight courses as follows: two semesters of Advanced Psychological Statistics, one semester of Research Methodology, and four courses from Social Developmental Psychology and from Cognitive Neuroscience as specified; Master's Project Readings to culminate in a Master's Thesis, which is either an empirical research project or a comprehensive literature review. In addition, master's students are expected to register and attend the Social Developmental Research Seminar (PSYC 316a) both semesters.

Applicants should specifically mention their interest in this program when they apply. Students in the Ph.D. program may petition for a degree upon completion of the following requirements: (1) one-year minimum residency, (2) acceptable master's thesis (an acceptable first-year research report will count as a master's thesis), and (3) completed breadth requirements.

## Requirements for the Joint Degree of Master of Arts in Psychology & Women's and Gender Studies

Interested students must first be admitted to the Ph.D. program.

**A.** PSYC 211a (Graduate Research Methods in Psychology).

**B.** PSYC 210a and b (Advanced Psychological Statistics I and II).

**C.** PSYC 300a and 302a (Proseminar in Social Developmental Psychology I and II).

**D.** A course in PSYC 220-240 series with successful completion of first-year research project in psychology. This project must be on an issue relevant to women's and gender studies.

**E.** A course in feminist research methodologies (WMGS 198a, the Feminist Inquiry course offered through the Graduate Consortium in Women's Studies, or an alternate).

**F.** One additional course from 100-level courses in psychology.

**G.** WMGS 205a or another designated graduate foundational course in women's and gender studies.

**H.** Two elective courses in women's and gender studies.

**I.** Participation in a fall semester noncredit Women's and Gender Studies Graduate Proseminar.

## Requirements for the Degree of Doctor of Philosophy

### Program of Study

Although there is a three-year minimum residency requirement, four years of full-time graduate study are usually required for the Ph.D. The student is expected to carry a full-time course load, which is the equivalent of four courses per semester doing reading, some of which can be satisfied by research activities.

**Research**

Each student will devote one-quarter of his/her time to research during the first term of the entering year. For all subsequent terms, students shall devote a minimum of one-half time to research.

**Research Reports and Specialty Exam**

**Social Developmental Program in Psychology:** Students will submit reports on their research for the preceding year, in journal form, by the beginning of the third term. The second project will be submitted by the beginning of the fifth term. Satisfactory completion of the research projects is required for continuation in the program. Students who have satisfactorily completed the research requirements will be permitted to continue their work toward the doctorate with no formal requirement of a master's degree. During the student's third year, he or she will be examined in the historical, theoretical, and empirical literature related to his or her area of specialization, broadly conceived. The chair of the program, in consultation with the student and advisor, will appoint a three-member committee to administer the specialty examination. The examination includes both a written and oral portion.

**Cognitive Neuroscience Program in Psychology:** Students will submit reports on their research for the preceding year, in journal form, by the beginning of the third term. The second project will be submitted by the beginning of the fifth term. Students who have satisfactorily completed the research requirements will be permitted to continue their work toward the doctorate with no formal requirement of a master's degree. Third-year students will be required to submit a dissertation proposal by January 14 of their third year. An oral examination of the dissertation proposal will be scheduled within one month of submission of the written proposal.

**Course Requirements**

Entering Ph.D. students will take PSYC 210a and two advanced courses in the first term of residence (for social developmental students, one of these courses will be PSYC 211a if not taken prior to entering the graduate program). In the second term, first-year students will take PSYC 210b and one advanced course (for social developmental students, this will be PSYC 300a/302a, if not taken in the fall). Students will take two advanced courses each term in the second year and one each term thereafter until completion of the specialty exam (social developmental students) or dissertation proposal (cognitive neuroscience students). During residency, all social developmental students are required to register and attend PSYC 316a.

Advanced courses should be selected in consultation with the student's advisor. Each term a student must take at least one graduate-level course or seminar (100-level or above) that is not an independent readings or research course. Only selected 100-level courses, determined by the psychology program, will count as advanced, graduate-level courses. Graduate-level course selection will not be restricted to the psychology program but will be arranged by the student in consultation with the faculty advisor.

**Breadth Requirement**

All graduate students must demonstrate breadth in the field of psychology. This breadth requirement is fulfilled by demonstrating competence in at least six of the nine areas listed below. The requirements may be satisfied in any of three ways:

- A. By having completed an undergraduate or graduate course in that area.
- B. By completing an undergraduate or graduate course offered in that area at Brandeis.
- C. By successfully passing the equivalent of any undergraduate final examination for that course.

Of the six courses, a minimum of two should be taken from areas in Group A and a minimum of two from Group B.

**Group A**

1. Physiological/Sensory Processes
2. Perception
3. Learning/Comparative
4. Cognition/Memory
5. Cognitive Science/Linguistics

**Group B**

1. Developmental
2. Social
3. Personality
4. Abnormal

**Teaching Fellow Requirement**

As an integral part of the graduate training program, the student is required to serve as a teaching fellow each semester until passing the specialty examination or dissertation proposal, with the exception of the first semester. All teaching fellows work closely with course instructors and receive guidance in all aspects of course preparation, teaching, and grading. Through exposure to different professors' styles, varied course formats, and presentations on teaching skills throughout their graduate training, teaching fellows come away with a wide range of experiences, providing them with invaluable preparation for academic positions.

**Language Requirement**

There is no foreign language requirement.

**Dissertation and Defense**

Following the completion of the specialty examinations (for Social/Development students only) and all research reports, the student will prepare a prospectus of the proposed dissertation study in consultation with a faculty dissertation sponsor. The proposal may be based on the student's preliminary research. Upon approval by the faculty of the program, a dissertation committee of three or more members will be appointed by the program chair, including the dissertation sponsor as chair of the committee. The dissertation sponsor will be responsible for advising the student throughout the performance of his or her work, in consultation with the remaining members of the committee at appropriate times in the course of the work. From time to time, the committee will report the student's progress to the program faculty.

The dissertation should provide evidence of originality, scholarship, and research ability. It should be a contribution to knowledge, ordinarily an experimental investigation, but not necessarily so. Upon submission to the chair of the program of a copy of the dissertation, signed by all members of the dissertation committee and one member from outside of the department or the University, and a successful defense of the dissertation before all members of the program, the award of the Ph.D. will be recommended to the Faculty Council of the Graduate School.



## Courses of Instruction

### (1-99) Primarily for Undergraduate Students

#### PSYC 1a Introduction to Psychology

[ ss ]

A survey of contemporary scientific psychology. Topics include brain and behavior, perception, learning, cognitive processes, plasticity, intelligence, child and adult development, personality, social behavior, and the relationship between normal and abnormal behavior. Usually offered every semester.

Mr. Sekuler and Staff

#### NPSY 11b Introduction to Behavioral Neuroscience

[ sn ss ]

*Prerequisite: PSYC 1a or MATH 10a or permission of the instructor. This course may not be repeated for credit by students who have taken PSYC 11b in previous years.*

Data and theories regarding current conceptions of brain-behavior relationships. Begins with an introduction to neural systems as classically defined (sensory, association, motor, autonomic), and moves on to examination of the biological underpinnings of various behaviors, from those relating to basic drives (reproduction, feeding) to those with a cognitive flavor. Throughout, the accent is on interactions between organisms and environment (learning). Usually offered every year.

Mr. Katz

#### NPSY 12a Sensory Processes

[ sn ss ]

*Prerequisites: Sophomore standing or MATH 10a or permission of the instructor.* Examines the human senses, emphasizing sight and hearing, studied from standpoints of anatomy, physiology, and psychophysics. Insights from the study of special observers including developmentally immature humans, members of nonhuman species, and people with abnormal sensory systems. Usually offered every year.

Mr. Sekuler

#### PSYC 13b Perception

[ ss ]

*Prerequisite: PSYC 1a. Open to sophomores, juniors, and seniors.*

A survey of the field including topics such as visual directions, stereoscopic vision, monocular size-distance and shape-slant perception, perception of motion and movement, form perception, and psychophysics. Usually offered every semester.

Mr. Hershenson

#### PSYC 14a Comparative Psychology

[ ss ]

*Prerequisite: PSYC 1a.*

The analysis of the behavior of organisms from a comparative and evolutionary perspective considering genetic, humoral, sensory, and experiential factors in the control of behavior. Usually offered every year.

Mr. Wodinsky

#### PSYC 15a Biological Bases of Motivation

[ ss ]

*Prerequisite: PSYC 1a.*

Topics include hunger, thirst, migration, and sexual behavior. Evidence from biology, neurophysiology, and endocrinology is evaluated. Usually offered every year.

Mr. Wodinsky

#### PSYC 21a Learning and Behavior

[ ss ]

*Prerequisite: PSYC 1a.*

Current theories of learning will be explored in the light of experimental evidence derived from animal roles. Usually offered every year.

Mr. Wodinsky

#### NPSY 22b Introduction to Cognitive Neuroscience

[ sn ss ]

*Prerequisites: PSYC 1a or MATH 10a and sophomore standing in psychology or neuroscience.*

Cognitive factors in sensory processes, attention, memory, motor control, plasticity, and language. Experimental and neuroimaging approaches are emphasized. Usually offered every year.

Mr. Sekuler and Staff

#### PSYC 31a Personality

[ ss ]

*Prerequisite: PSYC 1a.*

Covers major personality theories and related research. Emphasis will be on application of theory, issues in personality assessment, and personality development across the life span. Usually offered every year.

Ms. Lachman

#### PSYC 32a Abnormal Psychology

[ ss ]

*Prerequisite: PSYC 1a.*

A general introduction to psychopathology. Various theoretical models will be discussed. The techniques and findings of research, clinical and experimental, will be emphasized. Usually offered every year.

Mr. Knight

#### PSYC 33a Developmental Psychology

[ ss ]

*Prerequisite: PSYC 1a.*

An examination of normal child development from conception through adolescence. Emphasis is given to theoretical issues and processes of development with an emphasis on how biological and environmental influences interact. Usually offered every year.

Mr. Watson

#### PSYC 34b Social Psychology

[ ss ]

*Prerequisite: PSYC 1a.*

An introduction to theory and research on the psychological processes that relate the individual to his or her larger social world in terms of behaviors, thoughts, and feelings. Topics include attitudes, social perception, prejudice and discrimination, attraction, behavior in groups, and the role of culture. Usually offered every year.

Mr. Isaacowitz

#### PSYC 36b Adolescence and the Transition to Maturity

[ ss ]

*Prerequisite: PSYC 1a.*

Examines the core issues (identity, intimacy, sexuality, spirituality, etc.) that define development during adolescence. Heavy emphasis is placed on the integration of research and theory in understanding adolescence. Usually offered every year.

Staff

#### PSYC 51a Statistics

[ ss qr ]

*Prerequisite: PSYC 1a or the permission of the instructor. Students must consult with the department one semester before anticipated enrollment. This course normally should be completed by the end of the sophomore year.*

Covers the fundamentals of descriptive and inferential statistics. Techniques useful in the behavioral sciences will be emphasized. Students learn the theory of statistical decisions, practical application of computer programs, and how to analyze journal articles. Usually offered every semester.

Mr. DiZio and Mr. Fiser

#### PSYC 52a Research Methods in Psychology

[ qr ss wi ]

*Prerequisites: PSYC 1a and 51a. In order to pre-enroll in this course, students must consult with the department one semester before anticipated enrollment. This course normally should be completed by the end of the sophomore year. This course may not be repeated for credit by students who have taken PSYC 152a in previous years. Refer to the Schedule of Classes each semester for information regarding applicability to the writing intensive requirement.*

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

Ms. Sherman and Staff

#### PSYC 92a Internship and Analysis in Psychology

Provides an opportunity for the student to supplement an off-campus internship experience with a related research project. The specific requirements of the research component are negotiated by the student and the sponsoring faculty member. Usually offered every year.

Staff

**PSYC 98a Readings in Psychological Literature**

Usually offered every year.  
Staff

**PSYC 98b Readings in Psychological Literature**

Usually offered every year.  
Staff

**PSYC 99d Senior Research**

Usually offered every year.  
Staff

**(100-199) For Both Undergraduate and Graduate Students****PSYC 101b The Psychology of Adult Development and Aging**

[ ss ]

Describes the sensory, cognitive, personality, and social changes that occur in normal aging. Emphasis on pathways to successful aging in the context of a shifting balance of gains and losses in psychological and physical functioning. Usually offered every second year.

Mr. Isaacowitz and Ms. Lachman

**PSYC 103a Seminar in the Neuropsychology of Language**

[ ss ]

*Prerequisite: LING 173a or permission of the instructor. This course may not be repeated for credit by students who have taken PSYC 203a in previous years.* Considers empirical and experimental analysis of the neurological organization of the language faculty. Usually offered every fourth year.

Staff

**NPSY 120b Man in Space**

[ sn ss ]

*Prerequisite: PHYS 10a.*

Topics include how orbital flight is achieved, spacecraft life support systems, circulatory dynamics, sensory-motor control and vestibular function in free fall, the physiological and psychological adaptations necessary in space flight, and how astronauts must readapt on return to Earth. Usually offered every year.

Mr. Lackner

**NPSY 125a Advanced Topics in Perception and Adaptation**

[ sn ss ]

*Prerequisites: MATH 10b, NBIO 140b, and PHYS 10a.*

Covers current issues and theories in vision, vestibular function, proprioception, and adaptation to unusual force environments from psychological and biological perspectives. Usually offered every third year.

Mr. Lackner

**NPSY 127a Motor Control**

[ sn ss ]

*Prerequisites: NPSY 11b (formerly PSYC 11b) or NPSY 12a or permission of the instructor.*

Surveys control of posture, movement, gesture, and speech from various perspectives including muscle properties, reflex organization, central neural mechanisms, spatial representations, learning, and development. Emphasizes research in physiology, psychology, biomechanics, and artificial intelligence. Usually offered every second year.

Mr. DiZio

**NPSY 128b Motor Control, Orientation, and Adaptation**

[ ss sn ]

*Prerequisite: NBIO 140b.*

A seminar critically reviewing and discussing current research about spatially adapted animal movement. The analysis focuses on behavioral properties, biophysics, and neural substrates. Topics include sensorimotor transformations, learning, memory, context specificity, and sensorimotor adaptation. Usually offered every second year.

Mr. DiZio

**PSYC 130b Life Span Development: Middle Adulthood**

[ ss ]

*Prerequisites: PSYC 1a, 31a or 33a, 51a, 52a (formerly 152a), or permission of the instructor.*

Seminar on advanced topics in life span developmental theory and methodology. Substantive emphasis will be on cognitive, personality, social, and physical changes that occur in midlife. Usually offered every second year.

Ms. Lachman

**PSYC 131b Seminar in Health Psychology**

[ ss wi ]

*Prerequisite: PSYC 1a.*

An examination of the social and psychological factors important for well-being, physical health, and effective medical care. Psychological perspectives are applied to such topics as health promotion and compromise, the stress-illness relationship, social relations, chronic illness, death and dying, and health care provider and patient interactions. Usually offered every second year.

Ms. Sherman

**PSYC 132a Children's Play and the Developing Imagination**

[ ss ]

Examines the origins, forms, effects, and determinants of children's play including parent/infant play, peer play, play common to different age groups, and the use of play in educational and therapeutic settings. Readings of classic and current papers on play, student observation studies, analyses of children's jokes, toys, games, playgrounds, and problem playing. Usually offered every summer.

Staff

**PSYC 133a Seminar in Nonverbal Communication**

[ ss ]

*Prerequisites: PSYC 1a, 51a, and 52a (formerly 152a) or permission of the instructor.*

Seminar in advanced topics in nonverbal communication covering theoretical and methodological issues. Topics will include the nonverbal communication of various attributes (emotion, demographic qualities, identity, and personality traits) through various modalities (face, voice, body) and the factors that influence the accuracy of nonverbal communication. Usually offered every second year.

Ms. Zebrowitz

**PSYC 134a Emotions and Well-Being**

[ ss ]

*Prerequisites: PSYC 34b, 51a, 52a (formerly 152a).*

Who is happy? Are emotions universal? Investigates psychological theory and research on emotion and well-being. Considers the nature of emotional experience and focuses on the causes and consequences of well-being and happiness. Usually offered every year.

Mr. Isaacowitz

**PSYC 135b Seminar in Social Cognition**

[ ss ]

*Prerequisites: PSYC 1a, 34b, 51a, 52a (formerly 152a), or permission of the instructor.*

Considers the general nature of stereotypes, prejudice, and discrimination, theoretical explanations for these phenomena, and methods for assessing them. Specific examples of stereotyping are discussed in light of research methods and theoretical issues. Attention is given to stereotype accuracy, self-fulfilling prophecy effects, and mechanisms for coping with stereotypes. Usually offered every second year.

Ms. Zebrowitz

**PSYC 136b Advanced Topics in Developmental Psychology**

[ ss ]

*Prerequisite: PSYC 33a. Juniors and seniors have priority for enrollment. Although topics vary from year to year, the course may NOT be repeated for credit.*

Provides students with detailed information about theories and special topics of research in developmental psychology. Usually offered every year.

Mr. Watson

**NPSY 137b Cognitive Modeling**

[ sn ss ]

*Prerequisites: MATH 10b and PSYC 51a or NBIO 136b.*

A general introduction to the construction and simulation of mathematical models of human cognitive processes. The major emphasis will be on models of human learning and memory. Students will be expected to have some background in computer programming. Usually offered every second year.

Staff

**PSYC 145b Aging in a Changing World**

[ ss ]

*Prerequisites: PSYC 1a, 51a, 52a (formerly 152a), or permission of the instructor.*

Psychological issues related to the aging process are examined in a multidisciplinary perspective. Topics include intellectual functioning, memory loss, personality changes, and physiological changes in later life. Usually offered every third year.

Mr. Isaacowitz and Ms. Lachman

**PSYC 150b Organizational Behavior**

[ ss ]

*Prerequisites: PSYC 1a, PSYC 51a, and PSYC 52a (formerly 152a).*

Covers the fundamentals of industrial/organizational psychology, including the topics of leadership, work motivation, organizational culture, organizational structure, group dynamics, perception, decision-making, and cross-cultural interaction. Assignments include group project analysis of real organizational dilemma using concepts covered in class. Usually offered every year.

Mr. Molinsky

**PSYC 153a Consciousness**

[ ss ]

*May not be repeated for credit by students who have taken LING 153a in previous years.*

Explores the nature of conscious awareness and its relation to the mind and body. After going through the philosophical history of the mind-body problem, the class discusses the role of consciousness in cognitive science. Usually offered every fourth year.

Staff

**NPSY 154a Human Memory**

[ sn ss ]

*Prerequisite: NPSY 22b.*

Presents a systematic analysis of current memory research and theory with an emphasis on list learning experiments and neural network models. Usually offered every third year.

Staff

**PSYC 155a Perceptual Development**

[ ss ]

Seminar will discuss current issues in the development of visual space perception. Usually offered every third year.

Mr. Hershenson

**NPSY 159a Advanced Topics in Episodic Memory**

[ sn ss ]

*Prerequisite: NBIO 140b or NPSY 154a and permission of the instructor.*

Deals with current topics in the study of episodic memory. Discussions and readings on topics such as memory for temporal order, category learning, associative symmetry, item versus associative recognition, theories of search in free recall, and the memory systems controversy. Usually offered every second year.

Staff

**PSYC 160b Seminar on Sex Differences**

[ ss ]

*Prerequisite: PSYC 1a, 51a, 52a (formerly 152a) or permission of the instructor.*

Considers research evidence bearing on sex differences in the cognitive domain and in the social domain, evaluating this evidence in light of biological, cultural, and social-cognitive theories as well as methodological issues. Usually offered every second year.

Ms. Zebrowitz

**PSYC 161a Clinical Psychology Practicum I**

[ ss ]

*Prerequisites: PSYC 1a and 31a or 32a.*

*Students must enroll in this course in order to enroll in PSYC 161b and should only enroll in this course if they are also able to enroll in 161b in the spring semester.*

In conjunction with PSYC 161b, provides intensive supervised experience in mental health intervention. Students do clinical work eight hours a week and relate their experience to empirical and literary readings in weekly group supervision. Usually offered every year.

Mr. Cunningham

**PSYC 161b Clinical Psychology Practicum II**

[ ss ]

*Prerequisites: Students may enroll in the course only if they have completed PSYC 161a in the previous semester.*

In conjunction with PSYC 161a, provides intensive supervised experience in mental health intervention. Students do clinical work eight hours a week and relate their experience to empirical and literary readings in weekly group supervision. Usually offered every year.

Mr. Cunningham

**PSYC 164b Social Relations and Health across the Lifespan**

[ ss ]

*Prerequisites: PSYC 1a, PSYC 51a, and 52a (formerly 152a).*

Examines ways in which our relationships with others are intricately intertwined with many aspects of our health across the human life span. Discusses the current literature related to social relations and occurrence of, and coping with, specific diseases (e.g., AIDS, cancer, heart disease, arthritis) and the relationship of social relations to prevention of illness. Considers issues of gender, race/ethnicity, and other social categories that interact with social relations and health in adulthood. Usually offered every second year.

Ms. Sherman

**PSYC 167b Schools of Psychotherapy**

[ ss ]

*Prerequisites: PSYC 1a and 32a. (Latter may be taken concurrently.)*

The theories and techniques of several schools of psychotherapy and behavior modification are considered. The theories of personality, methods of intervention, goals of therapy, and relevant research will be emphasized. Usually offered every third year.

Mr. Knight

**NPSY 168b Electrophysiology of Human Memory**

[ ss sn ]

*Prerequisites: PSYC 51a, NBIO 140b, NPSY 22b.*

Laboratory course covering experimental methods and data analysis of electroencephalographic recordings during memory tasks. Projects involve data collection using a 128-channel EEG system. Topics cover time- and frequency-based methods as well as source modeling. Usually offered every year.

Staff

**PSYC 169b Disorders of Childhood**

[ ss ]

*Prerequisites: PSYC 1a, 33a, or permission of the instructor. Seniors and juniors have priority for admission.*

Issues of theory, research, and practice in the areas of child and family psychopathology and treatment are reviewed in the context of normal developmental processes. Usually offered every fall.

Mr. Cunningham

**PSYC 173a Psycholinguistics**

[ ss ]

*This course may not be repeated for credit by students who have taken LING 173a in previous years.*

An introduction to modern psycholinguistics, with an emphasis on sentence comprehension and production. Questions concerning species-specificity and the neurological organization of language are included for consideration. Usually offered every second year.

Staff

**NPSY 174b Visual Cognition**

[ sn ss ]

*Prerequisite: NPSY 12a or permission of the instructor.*

Higher-order processes in vision. Visual impact of cognitive and other top-down influences, including attention, expectation, plasticity, and learning. Focus on visual recognition, contour formation, segmentation, temporal binding, and face and object perception. Studies of visual perception in brain-damaged individuals. Usually offered every second year.

Mr. Sekuler or Mr. Fiser

**NPSY 175b The Neuroscience of Vision**

[ sn ss ]

*Prerequisite: NPSY 12a or permission of the instructor.*

Examines the neural basis of human vision from several complementary perspectives. Relates visual capacities of human observers to the structure and function of the visual system. Considers computational and functional neuroimaging approaches to vision. Usually offered every second year.

Mr. Sekuler



**PSYC 183a Social Cognition from a Cognitive Science Perspective**

[ ss ]

*This course may not be repeated for credit by students who have taken LING 183a in previous years.*

In order for an organism to behave socially, it must have internalized knowledge of the distinctions and options available for social and cultural interaction. Explores the character of such knowledge, drawing on literature in ethology and evolutionary psychology and on parallels with linguistics. Usually offered every third year. Staff

**PSYC 193b Tests and Measurements**

[ ss ]

*Prerequisites: PSYC 1a and 51a.*

Covers test theory, types of measurement, the theory and measurement of reliability and validity, and test construction. The measurement of intelligence, achievement, and personality are considered. Usually offered every second year.

Mr. Knight

**PSYC 195a History of Psychology**

[ ss ]

Structuralism, Gestalt theory, William James (consciousness), functionalism, behaviorism, learning theories, psychoanalysis, Piaget, cognitive theories, etc. Recommended for students taking the psychology GRE. Usually offered every semester.

Mr. Hershenson

**NPSY 196b Advanced Topics in Cognition**

[ ss sn ]

*Prerequisite: NPSY 159a or permission of the instructor.*

This seminar covers current issues and research in memory, speech perception, and processing resource limitations. Emphasis will be placed on the current literature in the field. Usually offered every second year.

Mr. Wingfield

**NPSY 197a Advanced Topics in Behavioral Neuroscience**

[ sn ss ]

*Prerequisites: NPSY 11b (formerly PSYC 11b) and NBIO 140b or permission of the instructor.*

Covers current research and issues pertaining to the neurobiology of perception (focusing mainly but not exclusively on perception of chemosensory signals) as well as the neurobiology of simple learning. Usually offered every year.

Mr. Katz

**NPSY 199a Human Neuropsychology**

[ sn ss ]

*Prerequisite: NPSY 22b or NBIO 140b or permission of the instructor.*

Designed as an introduction to human neuropsychology. Topics include cerebral dominance, neuroanatomical mapping, and localization of function, with special reference to language, memory, and related cognitive function. Usually offered every year.

Mr. Wingfield

**(200 and above) Primarily for Graduate Students****NPSY 207b Seminar in Perception**

*Prerequisites: MATH 10b, NBIO 140b, and PHYS 10a.*

Examines the various aspects of visual, vestibular, motor, and proprioceptive information by which objects and events in three-dimensional space are perceived by human observers. Current research in psychology and artificial intelligence is considered. Usually offered every second year.

Mr. Lackner

**PSYC 210a Advanced Psychological Statistics I**

In conjunction with PSYC 210b, this course teaches students how to do independent data analysis in psychology at a Ph.D. level. Topics include methods for describing data, exploratory data analysis, elementary probability theory, null hypothesis significance testing and alternatives, the binomial distribution, contingency table analysis, one-way and factorial analysis of variance, and repeated measures analysis. Students receive extensive instruction in the use of the Statistical Program for the Social Sciences (SPSS). Usually offered every year.

Mr. Liu

**PSYC 210b Advanced Psychological Statistics II**

*Prerequisite: PSYC 210a.*

This course is a continuation of PSYC 210a. Topics include statistical power analysis, simple correlation and regression, multiple regression, nonparametric statistics, and a brief introduction to multivariate procedures. Students learn to use multiple regression as a general data analytic system. More advanced instruction in SPSS is also provided. Usually offered every year.

Mr. Liu

**PSYC 211a Graduate Research Methods in Psychology**

*A required course for all master's degree students, first-year doctoral students in the Social Developmental Program, and selected undergraduate students by permission of the instructor. Students who are interested in this course must consult with the department one semester before anticipated enrollment.*

The laboratory/lecture offers supervised practice in experimental design, data analysis and interpretation, and formal presentation of experimental results. Usually offered every year in the fall semester.

Ms. Lachman, Ms. Zebrowitz and Mr. Liu

**PSYC 220a Research in Spatial Orientation**

Mr. Lackner

**PSYC 223a Research in Behavioral Neuroscience**

Mr. Katz

**PSYC 224a Research in Speech Perception and Cognitive Processes**

Mr. Wingfield

**PSYC 225a Research in Visual Space Perception**

Mr. Hershenson

**PSYC 226a Research in Cognitive Processes and Psychopathology**

Mr. Knight

**PSYC 228a Research in Syntax and Comparative Germanic**

Ms. Maling

**PSYC 229a Research in Person Perception**

Ms. Zebrowitz

**PSYC 230a Research in Animal Behavior**

Mr. Wodinsky

**PSYC 232a Research in Developmental Psychopathology**

Mr. Cunningham

**PSYC 233a Research in Visual Cognition**

Mr. Sekuler

**PSYC 234a Research in Lifespan Development**

Ms. Lachman

**PSYC 235a Research in Organizational Psychology**

Mr. Molinsky

**PSYC 236a Research in Developmental Psychology**

Mr. Watson

**PSYC 239a Research in Human Motor Control**

Mr. DiZio

**PSYC 240a Research in Visual Recognition and Learning**

Mr. Fiser

**PSYC 242a Research in Forensics**

Mr. Knight

**PSYC 243a Research in Emotion and Aging**

Mr. Isaacowitz

**PSYC 244a Research in Health and Aging**

Ms. Sherman

**PSYC 250a Advanced Research Project**

Usually offered every year.

Staff

**PSYC 250b Master's Project Readings**

Usually offered every year.

Staff



**PSYC 253a Advanced Research Methods in Social Perception**

*Prerequisite: PSYC 211a or PSYC 52a (formerly PSYC 152a) and PSYC 51a or PSYC 210a.*

Provides supervised experience in social perception research. Students conduct research projects and discuss the design, execution, and analyses of these projects in a weekly seminar that considers methodologies for research on nonverbal communication, impression formation, and stereotyping. Usually offered every second year.

Ms. Zebrowitz

**PSYC 280a Advanced Readings**

Usually offered every year.

Staff

**PSYC 300a Proseminar in Social Developmental Psychology I**

Offers an in-depth review of primary sources in several major topic areas of social and developmental psychology. Usually offered every second year.

Staff

**PSYC 302a Proseminar in Social Developmental Psychology II**

An in-depth review of primary sources in several major topic areas of social and developmental psychology. Usually offered every second year.

Staff

**PSYC 316a Social Developmental Psychology Research Seminar**

Required of all social developmental program graduate students who have not been admitted to candidacy. Usually offered every year.

Staff

**PSYC 400d Dissertation Research**

Specific sections for individual faculty members as requested.

Staff

**Cross-Listed Courses****ANTH 161b**

Culture and Cognition

**HS 373a**

Minority Children and Families

**LING 100a**

Introduction to Linguistics

**LING 197a**

Language Acquisition and Development

**NBIO 150a**

Autism and Human Developmental Disorders

**PHIL 39b**

Philosophy of Mind

**PHIL 123b**

Topics in Biomedical Ethics

**PHIL 141b**

Topics in Philosophy and Cognitive Science

**Required First-Year Graduate Health-Related Science Programs Course****CONT 300b Ethical Practice in Health-Related Sciences**

*Required of all first-year graduate students in health-related science programs. Not for credit.*

Ethics is an essential aspect of scientific research. This course, taught by University faculty from several graduate disciplines, covers major ethical issues germane to the broader scientific enterprise, including areas or applications from a number of fields of study. Lectures and relevant case studies are complemented by public lectures during the course. Usually offered every year.

Ms. Press

A graduate program

## Quantitative Biology

### Objectives

The Quantitative Biology Program is designed to enhance the student's capacity for independent research in subjects at the interface of the physical and life sciences. By completing the quantitative biology curriculum, students gain expertise in applying quantitative physical/chemical modeling and experimental techniques to solving important problems in biomedical research.

### How to Obtain the Additional Ph.D. Specialization

The quantitative biology specialization is available only to students enrolled and working towards the Ph.D. degree in one of the six participating graduate programs: Biochemistry, Biophysics and Structural Biology, Chemistry, Molecular and Cell Biology, Neuroscience, and Physics. Individuals who want to obtain a Ph.D. degree with a specialization in quantitative biology should apply to one of the participating Ph.D. programs as described in the relevant section of this *Bulletin*. Enrolled Ph.D. students who want to obtain the quantitative biology specialization should contact their Ph.D. program's graduate program chair or quantitative biology liaison for further information. Students wishing to obtain the specialization are advised also to contact one of the quantitative biology co-chairs for information about participating in the non-curricular educational activities of the quantitative biology program.

### Faculty Advisory Committee

**Jeff Gelles, Co-Chair**  
(Biochemistry)

**Jané Kondev, Co-Chair, liaison to Physics Ph.D. program**  
(Physics)

**Irving Epstein, liaison to Chemistry Ph.D. program**  
(Chemistry)

**Bruce Goode, liaison to Molecular & Cell Biology Ph.D. program**  
(Biology)

**Dorothee Kern, liaison to Biophysics & Structural Biology Ph.D. program**  
(Biochemistry)

**Eve Marder, liaison to Neuroscience Ph.D. program**  
(Biology)

**Christopher Miller, liaison to Biochemistry Ph.D. program**  
(Biochemistry)

### Requirements for the Specialization to the Degree of Doctor of Philosophy

Students must complete all requirements for the degree of Doctor of Philosophy in the Ph.D. program in which they are enrolled. In addition, students must successfully complete three of the following four courses: QBIO 110a, QBIO 120b, BCHM 102a, and PHYS 105a.

### Courses of Instruction

#### (100-199) For Both Undergraduate and Graduate Students

#### QBIO 110a Numerical Modeling of Biological Systems

[ sn ]  
*Prerequisite: MATH 10a,b or equivalent.*  
Modern scientific computation applied to problems in molecular and cell biology. Covers techniques such as: numerical integration of differential equations, molecular dynamics and Monte-Carlo simulations. Applications range from enzymes and molecular motors to cells. Usually offered every year.  
Staff

#### QBIO 120b Quantitative Biology Instrumentation Laboratory

[ sn ]  
Focuses on optical and other instruments commonly used in biomedical laboratories to make quantitative measurements in vivo and in vitro. Students disassemble and reconfigure modular instruments in laboratory exercises that critically evaluate instrument reliability and usability and investigate the origins of noise and systematic error in measurements. Usually offered every year.  
Mr. Dovic

### Cross-Listed Courses

**BCHM 102a**  
Quantitative Approaches to Biochemical Systems

**BCHM 104b**  
Physical Chemistry of Macromolecules

**CHEM 147b**  
Physical Chemistry – Mass Spectrometry

**COSI 230a**  
Topics in Computational Biology

**NBIO 136b**  
Computational Neuroscience

**PHYS 105a**  
Biological Physics

An interdepartmental program

Courses of Study:  
Minor

## Religious Studies

### Objectives

The modern field of religious studies contributes significantly to a liberal arts education, cultivating the investigation of religious thought, ritual, spiritual insight, culture, history, and sacred texts. The goal of the program in religious studies is to expose students to several scholarly and pedagogical approaches to a variety of religious phenomena, often in a comparative context. The program's course offerings are designed to encourage students to deepen their understanding of religion and its manifestations through the perspectives of several disciplines and departments. Students survey systematic approaches to the field (REL 107a) and complete courses in at least two different religious traditions.

The program fosters interaction between its faculty and students by requiring completion of either an independent study or a senior essay course. The University, with its commitment to ethical responsibility, and the wide range of religious and ethnic backgrounds represented in its student body, provides a unique context for examining religion with open-minded curiosity and sympathetic understanding.

### How to Become a Minor

Students may enter the program at any time in their undergraduate careers, but an early start maximizes a student's range of choice because a number of the courses are offered only every other year. Ideally students should take the core course (REL 107a) early in their career. Students should consult with their advisor and the head of the program to map out their particular design.

### Committee

#### Tzvi Abusch, Chair

(Near Eastern and Judaic Studies)

#### Bernadette Brooten

(Near Eastern and Judaic Studies)

#### Jonathan Decter

(Near Eastern and Judaic Studies)

#### Gila Hayim

(Sociology)

#### Patricia Johnston

(Classical Studies)

#### Edward Kaplan

(Romance and Comparative Literature)

#### Charles McClendon

(Fine Arts)

#### Jerry Samet

(Philosophy)

#### Ellen Schattschneider

(Anthropology)

#### Ramie Targoff

(English and American Literature)

The following faculty members are affiliated with the program:

Marc Brettler (NEJS)  
Joan Bryant (AAAS)  
John Burt (ENG)  
Stephen Dowden (GRALL)  
Sylvia Fishman (NEJS)  
ChaeRan Freeze (NEJS)  
Gregory Freeze (HIST)  
Eli Hirsch (PHIL)  
Jane Kamensky (HIST)  
William Kapelle (HIST)  
Reuven Kimelman (NEJS)  
Ann Koloski-Ostrow (CLAS)  
Sarah Lamb (ANTH)  
Richard Lansing (ROCL)  
Avigdor Levy (NEJS)  
Leonard Muellner (CLAS)  
Yitzhak Nakash (NEJS)  
Richard Parmentier (ANTH)  
Michael Randall (ROCL)  
Jonathan Sarna (HRNS)  
John Schrecker (HIST)  
Eugene Sheppard (NEJS)  
Govind Sreenivasan (HIST)  
Cheryl Walker (CLAS)  
David Wright (NEJS)  
Palle Yourgrau (PHIL)

## Requirements for the Minor

**A. Core Course: REL 107a (Approaches to Religious Studies).** Ideally the core course should be taken early in the student's career at Brandeis, but not necessarily as the first course in the program.

**B. Students must complete at least two courses covering at least two different religious traditions from the traditions courses listed below.**

**C. Students must complete at least one course from the list of electives listed below.**

**D. Completion of one semester of independent study (98a or b), or completion of a senior essay (97a or b) under the direction of one or more faculty members affiliated with the program. A senior thesis in the student's major, with an emphasis on some aspect of religious studies and read by at least two faculty members in the program, may be substituted for the senior essay. Students will normally complete this requirement in the year in which they complete the program, although exceptions may be granted by the program chair in consultation with the student's program advisor.**

**E. A passing letter grade must be obtained in each course taken for program credit. (Pass/fail courses are not allowed.) Students must achieve a grade point average of at least 2.00 in program courses.**

## Courses of Instruction

### REL 97a Senior Essay

Usually offered every year.  
Staff

### REL 97b Senior Essay

Usually offered every year.  
Staff

### REL 98a Independent Study

Usually offered every year.  
Staff

### REL 98b Independent Study

Usually offered every year.  
Staff

### REL 107a Approaches to Religious Studies

[ nw hum ]

*Prerequisite: One previous course in religious studies.*

A historical, multidisciplinary survey that includes classic explanations of religion as a human experience, modern theories, the study of belief systems, religions and society, myth and philosophy, mysticism and shamanism, texts, ritual and language, comparative study, gender issues, and contemporary debates. Usually offered every year.

Staff

### REL 131b The Dynamics of Religious Experience

[ hum ]

A comparative study of religious experience, including Christian, Jewish, non-biblical, and feminist responses to modern anguish and the quest for identity and absolute meaning. Topics include doubt, sin, conversion, prayer, mysticism, holiness, and social action. Usually offered every third year.

Mr. Kaplan

### REL 141b The Buddhist Science of Mind

[ hum nw ]

This seminar focuses on understanding the nature of human experience as described in the early literature of Theravada Buddhism, covering a general overview of the principles of Buddhist psychology. Also explores the Abhidhamma system of mind/body science in detail. Special one-time offering, spring 2006.

Mr. Olendzki

### REL 151a The Buddha: His Life and Teachings

[ hum ]

Few human beings have had as much impact on the world as Siddhartha Gotama Shakyamuni, known to us as Buddha. This course explores his life and teachings as reflected in early Buddhist literature and Western scholarship. Special one-time offering, fall 2006.

Mr. Olendzki

## Traditions Courses

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

### ANTH 80a

Anthropology of Religion

### CLAS 170a

Classical Mythology

### HIST 181a

Seminar on Traditional Chinese Thought

### IMES 104a

Islam: Civilization and Institutions

### NEJS 3a

Introduction to Judaism, Christianity, and Islam

### NEJS 5a

Foundational Course in Judaic Studies

### NEJS 9a

The World of the Ancient Near East

### NEJS 111a

The Hebrew Bible/Old Testament

### NEJS 114b

Biblical Ritual, Cult, and Magic

### NEJS 116a

Ancient Near Eastern Religion and Mythology

### NEJS 128a

Introduction to Christianity

### NEJS 130a

The New Testament: A Historical Introduction

### NEJS 153a

Hasidism as a Religious and Social Movement

### NEJS 155b

Judaism and the Religious Quest

### NEJS 186a

Introduction to the Qur'an

### NEJS 187b

Shi'ism and Political Protest in the Middle East

### NEJS 198b

Modern Islamic Thought: The Eighteenth Century through the Contemporary Era

## Elective Courses

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

### AAAS 81b

Religion in African-American History

### AAAS 143b

History of Islam in West Africa: Tolerance, Spirituality, and Freedom

### AMST 167b

The Cultural Work of Religion in America

### AMST 168b

Religions in America

### ANTH 105a

Myth and Ritual



- ANTH 137b**  
Violence and the Sacred in Asia
- COML 179a**  
Life Stories, Spiritual and Profane
- ENG 108a**  
Literature and Heresy
- FA 13b**  
Buddhist Art
- FA 15b**  
Arts of the Ming Dynasty
- FA 42b**  
The Age of Cathedrals
- FA 45a**  
St. Peter's and the Vatican
- FECS 147a**  
Jewish Identities in France since 1945
- HIST 110b**  
The Civilization of the High and Late Middle Ages
- HIST 123b**  
Reformation Europe (1400-1600)
- HIST 126a**  
Early Modern Europe (1500-1700)
- HIST 148a**  
Religion and Society in Modern Russia
- HIST 152b**  
Salem, 1692
- HUM 10a**  
The Western Canon
- IECS 140a**  
Dante's *Divine Comedy*
- NEJS 112a**  
The Book of Genesis
- NEJS 115a**  
The Book of Deuteronomy
- NEJS 115b**  
Women and the Bible
- NEJS 122a**  
Dealing with Evil in Ancient Babylon and Beyond: Magic and Witchcraft in Antiquity
- NEJS 127b**  
The Jewish Liturgy
- NEJS 153b**  
Abraham Joshua Heschel: Spirituality and Action
- NEJS 158b**  
Topics in Jewish Devotional Literature of the Medieval and Later Periods
- NEJS 159a**  
Major Trends in Modern Jewish Philosophy
- NEJS 162a**  
American Judaism
- NEJS 163a**  
Jewish-Christian Relations in America
- NEJS 164a**  
Judaism Confronts America
- NEJS 166b**  
"Divided Souls": Jewish Conversion and Identity in Historical Perspective
- NEJS 175b**  
Responses to the Holocaust in Literature
- NEJS 196a**  
Marriage, Divorce, and Sexual Ethics in Islamic Law
- NEJS 196b**  
Women, Gender, and Islamic Civilization
- PHIL 24a**  
Philosophy of Religion
- PHIL 146a**  
Idea of God
- PHIL 178b**  
Major Figures in the Christian Faith
- POL 145b**  
The Islamic Challenge: Politics and Religion in the West
- REL 131b**  
The Dynamics of Religious Experience
- SOC 128a**  
Religion and Globalization
- SOC 129a**  
Sociology of Religion

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# Romance and Comparative Literature

Courses of Study:  
 See French Language and Literature.  
 See Italian Studies.  
 See Spanish Language and Literature.  
 See Comparative Literature.

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## Faculty

### **Dian Fox, Chair**

Spanish medieval and early modern drama, poetry, and prose. Cervantes. Women's and gender studies.

### **French and Comparative Literature**

#### **Jane Hale**

French and comparative literature. Twentieth-century French fiction and drama. Beckett, Queneau. Literature and painting. Francophone literature of Africa and the Caribbean.

#### **Edward Kaplan**

French romanticism. Michelet. Hugo. Modern French poetry and theory. Baudelaire. Jabès. Bonnefoy. Religion and literature. Translation.

#### **Michael Randall, Undergraduate Advising Head for French**

Late Medieval and Renaissance poetry, prose, and philosophy.

### **Italian and Comparative Literature**

#### **Richard Lansing, Undergraduate Advising Head for Italian and Comparative Literature**

Dante. Italian and European Renaissance. Courtly tradition. Modern Italian literature.

### **Spanish and Comparative Literature**

#### **Roxanne Dávila**

Modern and contemporary Latin American literature and culture. Latin American studies.

#### **James Mandrell, Undergraduate Advising Head for Spanish**

Modern and contemporary Spanish literature. Genre and gender. Film.

#### **Marisol Negrón**

Latin American and Latino studies.

#### **Ángela Pérez-Mejía**

Colonial Latin American literature. Latin American film and cultural studies. Latin American women writers.

#### **Fernando Rosenberg**

Latin American and Latino studies.

### **French Language**

#### **Hollie Harder, Director of Language Programs**

French language and culture. Language pedagogy. Nineteenth- and twentieth-century French literature. Women's studies.

#### **Sabine Levet**

French language and culture. Cross-cultural studies. Language pedagogy. Teacher training. Technology in the humanities.

#### **Esther Ratner**

French language and culture.

### **Italian Language**

#### **Paola Servino**

Italian language and culture.

#### **Nives Dal Bo-Wheeler**

Italian language and culture.

### **Spanish Language**

#### **Jorge Arteta**

Spanish language.

#### **Mary Nasielskier de Burstin**

Spanish language.

#### **Elena González Ros**

Spanish language and language pedagogy.

#### **Olmanda Hernández**

Spanish language and Hispanic cultures.

#### **Raysa Mederos**

Spanish language.

#### **Lucia Reyes de Deu**

Spanish language, culture, and literature

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## Requirements

For course offerings and requirements for the major, see Comparative Literature, European Cultural Studies, French, Italian, and Spanish.

An interdepartmental program

## Russian and East European Studies

Courses of Study:  
Minor

### Objectives

The program in Russian and East European studies (REES) provides undergraduates with a curricular framework for the interdisciplinary study of Russia, the former Soviet Union, and East Europe. This interdisciplinary study offers a special breadth and depth of understanding for this region and leads students to appreciate the interconnectedness of Russian and East European history, economics, politics, and culture. The complementary study allows participating students to achieve an understanding of this world region not otherwise available in existing majors and minors in the traditional disciplines. REES further maintains the extracurricular objective of hosting and facilitating special events concerning Russia and East Europe: presentations by visiting scholars, cultural events, and other learning activities. The program serves any interested undergraduates wishing to complement their major course of study; social science majors with an interest in the area and majors in Russian language and literature are encouraged to consider becoming program participants.

### How to Become a Minor

Interested students who have no background in Russian or any other East European language are advised to begin language training (with RUS 10a) in their first year. Appropriate placement of those with some knowledge of Russian can be arranged by consultation with the Department of German, Russian, and Asian Languages and Literature. Progress toward the minor will also be facilitated by early enrollment (usually in the sophomore year) in HIST 147a (Imperial Russia).

### Committee

#### David Powelstock, Chair

(German, Russian, and Asian Languages and Literature)

#### Steven Burg

(Politics)

#### Joan Chevalier (on leave 2006-07)

(German, Russian, and Asian Languages and Literature)

#### ChaeRan Freeze

(Near Eastern and Judaic Studies)

#### Gregory Freeze

(History)

#### Robin Feuer Miller

(German, Russian, and Asian Languages and Literature)

#### Antony Polonsky

(Near Eastern and Judaic Studies)

### Requirements for the Minor

**A.** Students must complete the following courses: HIST 147a (Imperial Russia) and HIST 147b (Twentieth-Century Russia); and four semesters of Russian language, or the equivalent.

**B.** Completion of any three courses listed below, in at least two separate disciplines.

### Courses of Instruction

#### REES 98a Independent Study

*Signature of the instructor and the program chair required.*

Usually offered every year.

Staff

#### REES 98b Independent Study

*Signature of the instructor and the program chair required.*

Usually offered every year.

Staff

### Core Courses

#### HIST 147a

Imperial Russia

#### HIST 147b

Twentieth-Century Russia

### Elective Courses

The following courses are approved for the minor. Not all are offered in any one year. Please consult the *Schedule of Classes* each semester.

#### HIST 148b

Central Asia in Modern Times

#### NEJS 136a

History and Culture of the Jews in East-Central Europe to 1914

#### NEJS 137b

A History of the Jews in Warsaw, Lodz, Vilna, and Odessa

#### POL 129a

East European Politics

#### POL 213b

Graduate Seminar: Selected Topics in Comparative Politics

#### RECS 130a

The Russian Novel

#### RECS 134b

Chekhov

**RECS 135a**

From Pushkin to Chekhov: The Short Story in Russia

**RECS 137a**

Women in Russian Literature

**RECS 146a**

Dostoevsky: Gods and Monsters

**RECS 147b**

Tolstoy: Freedom, Chance, and Necessity

**RECS 149b**

The Rise and Fall of Russian Modernism: Cultural and Political Revolutions, 1900-1934

**RECS 154a**

Nabokov

**RECS 155a**

From Witches to Wood Spirits: Russian Culture Past and Present

**RECS 160a**

Contemporary East European Literature

**RUS 150b**

Masterpieces of Russian Literature: *Shedevry russkoi literatury*

**RUS 153a**

Russian Poetry in Russian: Undergraduate Seminar

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## Russian Language and Literature

Courses of Study:

Minor

Major (B.A.)

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### Objectives

The Russian program at Brandeis offers students unique opportunities for the study of Russian language, culture, and literature. Our courses enable students to reach intermediate to advanced levels of language proficiency and attain a strong background in Russian culture and literature. Majors, especially track I students, are encouraged to study in Russia for a semester or a summer. Links to approved Brandeis semester programs in Russia can be found on the department website at [www.brandeis.edu/departments/grall](http://www.brandeis.edu/departments/grall).

#### Undergraduate Major and Minor

Our core curriculum features courses in language, culture, and literature open to all students. Literature courses focusing on the classics of the 19th century are augmented by seminars on poetry and contemporary authors. Most of our literature courses are taught in English in order to make them accessible to a broad range of students. Bilingual students and advanced students of Russian may choose to do course readings in Russian. Language courses are taught exclusively in Russian. Grammar is presented in communicative contexts incorporating authentic multimedia materials. Our curriculum also includes courses on film, contemporary culture, and East European literature.

We are one of the few universities in the country to offer two tracks for Russian majors in Russian language and literature: one track for students with no previous experience in Russian language (track I) and another track designed specifically for Russian bilinguals (track II) or students arriving at Brandeis with advanced language proficiency. A minor in Russian language and literature is also available to all students. Students may wish to broaden a major by combining it with a minor in Russian and East European studies (REES), a separate interdisciplinary program.

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### Faculty

See the Department of German, Russian, and Asian Languages and Literature.

Brandeis offers a host of extracurricular opportunities for majors, minors, and students interested in Russian language and culture. The Department of German, Russian, and Asian Languages and Literature also sponsors regular functions for Russian students including film series, lectures, and Russian tea hours featuring Russian language conversation for students of all levels. Many activities for those interested in Russian language and culture are organized by and for students. We are proud to host one of the few Russian language radio shows in the Boston. The Russian Club at Brandeis actively sponsors events for Russian students and Russian speakers in the Greater Boston community, including Russian language film series, dances, and mailings about events in the Boston area.

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### How to Become a Major or Minor

Students considering a Russian major or minor should complete the language requirement as soon as possible. Students who wish to discuss the two major tracks or issues of language placement should speak with Professor Chevalier, the Russian language coordinator.

A major in Russian may obtain the Massachusetts teaching certificate at the high school level by additionally completing requirements of the education program. Interested students should meet with the program director.



## Requirements for the Major

### Russian Language and Literature Track I

Intended for students with no prior knowledge of Russian.

**A.** ECS 100a (European Cultural Studies: The Proseminar) to be completed *no later* than the junior year.

**B.** Advanced language and literature study: RUS 105a, RUS 106b, and RUS 150b.

**C.** Literature study: Any five RECS courses.

**D.** RUS 97a, 97b, or 99d. Majors wishing to graduate with departmental honors must complete RUS 99d (Senior Thesis). Candidates for departmental honors must have a 3.50 GPA in Russian courses previous to the senior year. Honors are awarded on the basis of cumulative excellence in all courses taken in the major and the grade on the honors thesis.

### Russian Language and Literature Track II

Intended for heritage speakers of Russian and students with advanced proficiency in Russian.

**A.** ECS 100a (European Cultural Studies: The Proseminar) to be completed *no later* than the junior year.

**B.** Advanced language study and study of literature in Russian: RUS 110a (or qualifying exam) and RUS 153a.

**C.** Literature study: Any six RECS courses.

**D.** RUS 97a, 97b, or 99d. Majors wishing to graduate with departmental honors must complete RUS 99d (Senior Thesis). Candidates for departmental honors must have a 3.50 GPA in Russian courses previous to the senior year. Honors are awarded on the basis of cumulative excellence in all courses taken in the major and the grade on the honors thesis.

## Requirements for the Minor in Russian Literature

**A.** One course in advanced language study: RUS 105a, RUS 106b, or RUS 110a (or qualifying exam).

**B.** Literature Study in Russian: RUS 150a **or** RUS 153a.

**C.** Literature study: Any three RECS courses.

## Courses of Instruction

### (1-99) Primarily for Undergraduate Students

#### RUS 10a Beginning Russian

For students who have had no previous study of Russian. A systematic presentation of the basic grammar and vocabulary of the language within the context of Russian culture, with focus on all four language skills: listening, speaking, reading, and writing. Usually offered every year.  
Ms. Chevalier

#### RUS 20b Continuing Russian

*Prerequisite: RUS 10a or the equivalent.*  
For students with some previous study of Russian. Continuing presentation of the basic grammar and vocabulary of the language within the context of Russian culture, and practice of the four language skills. Special attention to reading and writing skills, as well as guided conversation. Usually offered every year.  
Ms. Chevalier

#### RUS 30a Intermediate Russian

[ fl ]  
*Prerequisite: RUS 20b or the equivalent.*  
For students with some previous study of Russian (RUS 10a, RUS 20b). Continuing presentation of the basic grammar and vocabulary of the language within the context of Russian culture. Special attention to reading and writing skills. Usually offered every year.  
Ms. Chevalier

#### RUS 97a Senior Essay

*Students should consult the area head of their major.*  
Usually offered every year.  
Staff

#### RUS 97b Senior Essay

*Students should consult the area head of their major.*  
Usually offered every year.  
Staff

#### RUS 98a Independent Study

*May be taken only with the permission of the advisor to majors and the chair of the department.*  
Reading and reports under faculty supervision. Usually offered every semester.  
Staff

#### RUS 98b Independent Study

*May be taken only with the permission of the advisor to majors and the chair of the department.*  
Reading and reports under faculty supervision. Usually offered every year.  
Staff

#### RUS 99d Senior Thesis

*Students should consult the area head of their major.*  
Usually offered every year.  
Staff

## (100-199) For Both Undergraduate and Graduate Students

### RUS 105a Russia Today: Advanced Language Skills through Contemporary Culture

[ fl hum ]  
*Prerequisite: RUS 30a or permission of the instructor.*

For advanced students of Russian language who wish to expand their vocabulary and to develop their grammar and reading skills. Explores aspects of contemporary Russian society and culture. Texts will be drawn from the Russian press, political essays, modern prose fiction, and drama.  
Ms. Chevalier

### RUS 106b Advanced Russian Language through Film

[ fl hum ]  
*Prerequisite: A 30-level Russian course or the equivalent or permission of the instructor.*

For advanced students of Russian who wish to enhance their proficiency and accuracy in writing and speaking. Class discussions and writing assignments will focus on aspects of Russian society as they are portrayed in Russian film. Background readings about the films related to relevant aspects of Russian society will also be assigned.  
Ms. Chevalier

**RUS 110a Russian Language for Russian Speakers**

[ hum wi ]

*Permission of the instructor required.*

Designed to meet the needs of Russian language speakers who have had little or no formal training in their native language and who want to improve reading and writing skills. Readings range from short works of contemporary prose fiction to articles from the contemporary Russian press. Basic rules of orthography and advanced grammar topics will be reviewed. Usually offered every year.

Ms. Chevalier

**RECS 130a The Russian Novel**

[ hum wi ]

*Open to all students. Conducted in English. Students may choose to do readings either in English translation or in Russian.*

A comprehensive survey of the major writers and themes of the 19th century including Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, and others. Usually offered every second year.

Ms. Miller

**RECS 131a Nature, Man, and Machine: Twentieth-Century Russian Literature**

[ hum ]

*Open to all students. Conducted in English. Students may choose to do readings either in English translation or in Russian.*

An introduction to the major works and authors of Modernist, Soviet, and post-Soviet eras, including the Emigration. Readings include works by Mayakovsky, Bely, Babel, Bulgakov, Nabokov, Akhmatova, Solzhenitsyn, and Pelevin. Usually offered every second year.

Mr. Powelstock

**RECS 134b Chekhov**

[ hum ]

*Open to all students. Conducted in English. Students may choose to do readings either in English translation or in Russian.*

Offers a detailed investigation of the evolution of Chekhov's art, emphasizing the thematic and structural aspects of Chekhov's works. Attention paid to methods of characterization, use of detail, narrative technique, and the roles into which he casts his audience. Usually offered every second year.

Ms. Miller

**RECS 135a From Pushkin to Chekhov: The Short Story in Russia**

[ hum ]

*Open to all students. Conducted in English. Students may choose to do readings either in English translation or in Russian.*

Focuses on the great tradition of the short story in Russia. This genre has always invited stylistic and narrative experimentation, as well as being a vehicle for the striking, if brief, expression of complex social, religious, and philosophical themes. Usually offered every second year.

Ms. Miller

**RECS 137a Women in Russian Literature**

[ hum ]

*Open to all students. Conducted in English. Students may choose to do readings either in English translation or in Russian.*

Examines questions of female representation and identity and of female authorship. Readings include portrayals of women by men and women authors. Usually offered every second year.

Staff

**RECS 146a Dostoevsky: Gods and Monsters**

[ hum ]

*Open to all students. Conducted in English. Students may choose to do readings either in English translation or in Russian.*

A comprehensive survey of Dostoevsky's life and works, with special emphasis on the major novels. Usually offered every second year.

Ms. Miller

**RECS 147b Tolstoy: Freedom, Chance, and Necessity**

[ hum ]

*Open to all students. Conducted in English. Students may choose to do readings either in English translation or in Russian.*

Studies the major short stories and novels of Leo Tolstoy against the backdrop of 19th-century history and with reference to 20th-century critical theory. Usually offered every second year.

Ms. Miller

**RECS 148a Russian Drama**

[ hum ]

*Open to all students. Conducted in English. Students may choose to do readings either in English translation or in Russian. This course may not be repeated for credit by students who have taken RUS 148a and RUS 148b in previous years.*

Examines the rich tradition of Russian drama and theater. Readings include masterpieces of the 19th and 20th centuries, including those by Chekhov, Pushkin, Gogol, Ostrovsky, Mayakovsky, Erdman, and others. Usually offered every second year.

Mr. Powelstock

**RECS 149b The Rise and Fall of Russian Modernism: Cultural and Political Revolutions, 1900-1934**

[ hum ]

*Open to all students. Conducted in English. Students may choose to do readings either in English translation or in Russian.*

An interdisciplinary immersion in the period, emphasizing the connections between historical and artistic trends and employing prominent theories of culture. Focuses on major figures, works and events in film, literature, the performing and visual arts, and political, philosophical, and religious thought. Usually offered every second year.

Mr. Powelstock

**RUS 150b Masterpieces of Russian Literature: *Shedevry russkoi literatury***

[ fl hum ]

*Prerequisite: RUS 30a or permission of the instructor. Required of Track I majors and open to qualified students. Taught in Russian.*

An undergraduate seminar intended primarily for students of Russian as a second language. Designed to give intermediate to advanced students of Russian the linguistic and critical skills to analyze literature in Russian. Poetry and short works of fiction are included. Authors include: Pushkin, Lermontov, Tiuchev, Fet, Turgenev, Dostoevsky, Tolstoy, and Chekhov. Usually offered every second year.

Ms. Chevalier

**RUS 153a Russian Poetry in Russian: Undergraduate Seminar**

[ fl hum ]

*Required of Track II majors and open to qualified non-majors. Taught in Russian.*

An undergraduate seminar intended primarily for students who are heritage speakers or students who have acquired advanced proficiency in Russian. Examines a selection of the very best Russian poetry of the 19th and 20th centuries. Usually offered every second year.

Staff

**RECS 154a Nabokov**

[ hum ]

*Open to all students. Conducted in English. Students may choose to do readings either in English translation or in Russian.*

A concentrated study of Vladimir Nabokov, the most noted Russian author living in emigration and one of the most influential novelists of the 20th century. Focuses on the major novels. Usually offered every second year.

Mr. Powelstock

**RECS 155a From Witches to Wood Spirits: Russian Culture Past and Present**

[ hum ]

*Open to all students. Conducted in English. Students may choose to do readings either in English translation or in Russian.*

Explores the relationship of culture to society and religion in Russia through the 18th century. Examines the interactions of diverse forms of artistic expression, presenting examples from visual art, music, architecture, and popular culture, giving special attention to Russia's rich folk heritage. Usually offered every second year.

Ms. Chevalier

**RECS 160a Contemporary East European Literature**

[ hum ]

*Open to all students. Conducted in English.*

Examines works of major East European (Polish, Czech, Russian, and other) authors in the historical context of late Communist and post-Communist experience. Special attention to reading for artistic qualities and engagement of historical and political problems. Usually offered every second year.

Mr. Powelstock

**Cross-Listed Courses****ECS 100a**

European Cultural Studies Proseminar:  
Modernism

**ECS 100b**

European Cultural Studies Proseminar:  
Making of European Modernity

An interdepartmental program

Courses of Study:

Minor

**Social Justice and Social Policy****Objectives**

Concepts of justice play a profound role in clarifying human needs for health and well-being. Such basic social problems as inequality, poverty, and discrimination pose a constant challenge to policies that serve the health and income needs of children, families, people with disabilities, and the elderly. The public response to such problems, in America and elsewhere, rests on contested definitions of social obligation and social citizenship. The Program in Social Justice and Social Policy examines these essential connections between social values and practical policies. It unites elements in liberal arts study to bridge the analytic gap between ends and means. It also brings together an unusually broad spectrum of faculty and curriculum—combining the academic perspectives of arts and sciences departments with professional expertise from The Heller School for Social Policy and Management. Students are encouraged to explore policy areas in concrete detail, focused variously on particular groups (children, the elderly, people with disabilities) or particular services (health care, income support). Students can also select courses that deal thematically with problems of social equity (poverty, discrimination), as well as courses that approach social justice from historical, philosophical, and comparative perspectives. Key elements of the program include a foundation course, a capstone course, and a research-based internship in a social policy setting.

The concern with social justice speaks to the core educational commitments of Brandeis University. This program does not seek to promote a particular ideological agenda, but rather to spark creative thinking about complex social problems. It carries the search for norms and principles into the wider arena of practical experience. By providing models for critical reflection, it challenges students to articulate their own value commitments in a spirit of constructive debate.

**How to Become a Minor**

The Program in Social Justice and Social Policy (SJSP) is open to all Brandeis undergraduates. Students may begin the minor at any time, but are encouraged to complete the foundation course within the first two years of study. To enroll in the minor, fill out the declaration forms from the Office of Undergraduate Academic Affairs and meet first with one of the members of the program committee. A minor advisor will then be assigned by the director to help you plan your course of study, including the timing of the internship/independent research, and capstone requirements.

**Committee**

**Richard Gaskins, Director**  
(American Studies; Legal Studies)

**David Cunningham**  
(Sociology)

**Anita Hill**  
(The Heller School)

**George Ross**  
(Politics; Sociology)

**Marion Smiley**  
(Philosophy)

## Requirements for the Minor

**A.** The foundation course, SOC 123b (Crisis of the Welfare State). Normally this course will be taken within the first two years of study. It is strongly recommended as an introduction to the program, but is not a formal prerequisite for other courses.

**B.** Students must complete any three elective courses from those listed below. Electives are grouped into topical fields, but students may choose courses from any group. No more than two electives from The Heller School or from any single department may be counted toward program requirements, except for the foundation course.

**C.** Either (1) an internship, arranged through the program office and the correlative seminar SJSP 92a or 92b; or (2) an independent research course (SJSP 98a or 98b), directed by a member of the program committee, or by another faculty member with the approval of the program director. Please note that internships will not be offered during 2006-07.

**D.** One additional course approved by the program director.

**E.** No more than two courses may be double-counted for this minor and for a particular major.

## Courses of Instruction

### (1-99) Primarily for Undergraduate Students

#### **SJSP 92a Social Justice and Social Policy Internship and Seminar**

*Internships will not be available for 2006-07. Prerequisite: SOC 123b or permission of the instructor.*

Biweekly seminar and supervised internship in a public agency or nonprofit organization. Time commitments depend on the site, up to a maximum of two days per week. In cooperation with the Brandeis faculty advisor and the internship site supervisor, students will complete an individual research project. Internships must be arranged through the program administrator. Usually offered every year. Staff

#### **SJSP 92b Social Justice and Social Policy Internship and Seminar**

*Internships will not be available for 2006-07. Prerequisite: SOC 123b or permission of the instructor.*

Biweekly seminar and supervised internship in a public agency or nonprofit organization. Time commitments depend on the site, up to a maximum of two days per week. In cooperation with the Brandeis faculty advisor and the internship site supervisor, students will complete an individual research project. Internships must be arranged through the program administrator. Usually offered every year. Staff

#### **SJSP 98a Social Justice and Social Policy Independent Research**

*Prerequisite: SOC 123b or permission of the program director.*

Guided readings and research on an independent topic that builds upon and integrates the particular coursework completed in the SJSP Program. Research may be directed by a member of the program committee or by another faculty member with the approval of the program director. Usually offered every semester. Staff

#### **SJSP 98b Social Justice and Social Policy Independent Research**

*Prerequisite: SOC 123b or permission of the program director.*

Guided readings and research on an independent topic that builds upon and integrates the particular course work completed in the SJSP Program. Research may be directed by a member of the program committee or by another faculty member with the approval of the program director. Usually offered every semester. Staff

#### **Core Courses**

##### **POL 159a**

Seminar: The Politics of the Modern Welfare State: Women, Workers, and Social Citizenship

##### **SOC 123b**

Crisis of the Welfare State

#### **Electives**

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

#### **Aging and Disability Policy**

##### **HS 124a**

Dilemmas of Long-Term Care

##### **HS 524a**

Long-Term Care: A Policy Perspective

##### **HSSP 192b**

Sociology of Disability

##### **SOC 177b**

Aging in Society

#### **Democracy and Social Justice**

##### **ED 155b**

Education and Social Policy

##### **HS 300a**

Theory and Analysis of Social Policy

##### **PHIL 20a**

Social and Political Philosophy: Democracy and Disobedience

##### **POL 154a**

Seminar: Citizenship

#### **Dynamics of Discrimination and Inequality**

##### **ECON 56b**

Social Priorities and the Market

##### **HS 110a**

Wealth and Poverty

##### **HS 528f**

Law and Society: Race and Class

##### **LGLS 120a**

Sex Discrimination and the Law

##### **LGLS 121b**

Law and Social Welfare: Citizen Rights and Government Responsibilities

#### **Family and Child Policy**

##### **SOC 104a**

Sociology of Education

#### **Health Care Policy**

##### **HS 104b**

American Health Care

##### **LGLS 114a**

American Health Care: Law and Policy

##### **LGLS 131b**

Patient Autonomy: Law, Medicine, and Ethics

##### **SOC 190b**

Caring in the Health Care System

##### **SOC 191a**

Health, Community, and Society



**Historical and Comparative Perspectives on Social Justice****AAAS 80a**

Economy and Society in Africa

**AMST 188b**

Justice Brandeis and Progressive Jurisprudence

**LGLS 124b**

International Law and Development

**PHIL 13b**

The Idea of the Market: Economic Philosophies

**SOC 176a**

Nature, Nurture, and Public Policy

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 Department of  
**Sociology**

 Courses of Study:  
 Major (B.A.)  
 Master of Arts  
 Doctor of Philosophy
**Objectives****Undergraduate Major**

The undergraduate curriculum provides students with the tools for understanding and for critical analysis of a broad array of institutions and cultures, from the everyday level of interpersonal and community interaction to large-scale political and social systems and public policies. Students are engaged as active learners and encouraged to develop knowledge that can make a difference in the world, including the potential for leadership development and action for social justice.

Undergraduate study in sociology prepares students for a wide array of careers in human services, education, law, health, public service, communications, business, and social change organizations.

**Graduate Program in Sociology**

The general objective of the graduate program is to educate students in the major areas of sociology while promoting specialization in several. The program presents students with five options. The first option is a doctoral program designed for students who intend to devote themselves to teaching and research in sociology. Students pursuing the Ph.D. may, by satisfying certain requirements, also receive the M.A. degree, or may earn a joint M.A. degree in sociology & women's and gender studies. The second option is a terminal M.A. degree in sociology; the third option is a terminal joint M.A. degree in sociology & women's and gender studies; the fourth option is a joint Ph.D. degree in Near Eastern and Judaic Studies and sociology; the fifth option is a joint Ph.D. degree in social policy (The Heller School for Social Policy and Management) and sociology.

**Faculty****Carmen Sirianni, Chair**

Civic engagement and innovation. Public policy for democracy. Political sociology. Work. Organizations. Theory.

**Wendy Cadge**

Sociology of religion. Sociology of culture. Health and medicine. Immigration. Sexuality. Gender. Organizations. Field Methods.

**Peter Conrad**

Sociology of health and illness. Deviance. Field methods.

**David Cunningham**

Social movements. Organizations. Community structure. Quantitative inquiry.

**Gordon Fellman**

Marx and Freud. Social class. Peace and conflict studies. Israeli-Palestinian conflict. Empowerment. Psychoanalytic sociology. Masculinities.

**Karen V. Hansen**

Feminist theory. Sociology of the family. Historical sociology. Sociology of gender.

**Gila Hayim**

Classical and contemporary social theory. Critical theory. Social movements. Existential sociology. Legal studies. Sociology of religion.

**Nadia Kim**

Gender, race, class. International migration. Race, ethnicity, nationhood. Cultural globalization. Asian-American studies.

**Marty Wyngaarden Krauss (The Heller School)**

Disability policy. Family caregiving. Mental retardation. Human services.

**How to Become an Undergraduate Major**

Students can declare their major at any time. A sociology major is especially appealing to students interested in understanding the workings of society and human interaction. Students are encouraged to take SOC 1a or 3b early in their major.

**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 sociology program.

In addition, all prospective students are required to submit written material (papers, etc.) representative of their best work, which need not, however, be of a sociological nature.

**Laura J. Miller, Undergraduate Advising Head**

Sociology of culture. Mass communication. Urban sociology. Consumption and marketing.

**Shulamit Reinharz**

History of women in sociology. Qualitative and feminist methodology. Group dynamics. Jewish women's studies.

**George Ross, Graduate Chair**

Political sociology. Social theory. Economy and society. Comparative social structures. European politics and sociology. Globalization.

**Thomas Shapiro (The Heller School)**

Stratification. Race.

**Sara Shostak**

Sociology of health and illness. Science and technology studies. Body and society. Sociology and bioethics. Qualitative research methods.

**Requirements for the Undergraduate Major**

Students entering Brandeis in the fall of 2005 or after must fulfill the following requirements: 10 semester courses, a minimum of eight from sociology, which must include:

**A.** SOC 1a or SOC 3b. This course should be taken early in the curriculum.

**B.** At least one course in *three* of the following five sub-areas:

**Theory and Methods**

SOC 10b, 114a, 127a, 136b, 141a, 146a, 164a, 181a, 183a

**Health, Illness, and Life Course**

ANTH 152b, HSSP 192b, SOC 169b, 176a, 177b, 187a, 188a, 189a, 190b, 191a, 192a, 193a, 196a

**Political and Social Change**

SOC 107a, 108a, 111a, 112b, 113b, 119a, 121a, 123b, 125b, 139b, 151a, 153a, 155b, 157a, 161a, 175b, HIST 115a, HS 110a, POL 156b, POL 159a

**Gender and Family**

SOC 105a, 112a, 115a, 117b, 126a, 130a, 131a, 131b, 132b, 134a, 135a, 138a, 138b, 171a, 194b

**Institutions, Communities, and Culture**

SOC 104a, 106a, 109b, 110b, 117a, 117b, 120b, 122a, 128a, 129a, 146a, 147a, 105b, 150b, 152a, 152b, 154a, 156a, 173a, 178a, NEJS 161a, NEJS 164b

**C.** Four additional sociology electives, for a total of eight sociology courses.

**D.** In addition, students must take two semester courses above 100-level in other departments in the School of Social Science. No grade below a C- will be given credit toward the major.

**E.** No course taken pass/fail may count toward the major requirement.

Honors candidates are required to take SOC 99d (Senior Research) **in addition to** the eight sociology courses and two upper-level courses in the School of Social Science. Enrollment in SOC 99d requires a minimum overall GPA of 3.20, or a 3.50 in sociology.

**Special Notes Relating to Undergraduates**

Joint graduate/undergraduate senior seminars are courses on advanced topics in sociology limited to 12 students. These courses are an opportunity for more in-depth study and are especially valuable for anyone considering graduate school. In ordinary circumstances they will be accessible only to advanced undergraduates with adequate preparatory work (SOC 1a or SOC 2a and other sociology courses). Permission of instructor is necessary for undergraduates.

**Requirements for the Degree of Master of Arts****Program of Study**

The M.A. degree in sociology is designed for completion in one calendar year, with the degree awarded at the next official University degree conferral after completion of residence and requirements. Each M.A. degree candidate will devise a specialized program with a faculty advisor who will be assigned upon the student's acceptance to the department. The student's program must be approved by the graduate committee at the beginning of each semester of residence. M.A. degrees are usually offered in social theory and cultural studies; the sociology of health and health care; comparative social structures; sociology of gender; and social psychology. Each specialized program will include the completion of six semester courses, ordinarily in sociology at Brandeis—one in theory, one in methods, three in the substantive M.A. area—plus satisfaction of a final research requirement. For the final requirement the student, with permission of the advisor, may choose from two options—an M.A. thesis or two major seminar papers.

**Residence Requirement**

The minimum residence requirement is one year.

**Language Requirement**

There is no foreign language requirement for the master's degree.

**Requirements for the Joint Degree of Master of Arts in Sociology & Women's and Gender Studies****Program of Study**

**A.** WMGS 205a or another course designated as a graduate foundational course in women's and gender studies.

**B.** One course in feminist research methodologies (WMGS 198a, the Feminist Inquiry course offered through the Graduate Consortium in Women's Studies, or an alternate).

**C.** Two elective courses in women's and gender studies, one inside and one outside the sociology department.

**D.** Three graduate sociology courses (one theory, one outside the area of gender, and one elective, which could be a directed reading).

**E.** Participation in the semester noncredit women's and gender studies graduate proseminar.

**F.** Submission of two substantial M.A. papers or a thesis.

**Language Requirement**

There is no foreign language requirement for the joint master's degree.

**Residence Requirement**

One year.

## Requirements for the Degree of Doctor of Philosophy

### Program of Study

Students entering the Ph.D. program in sociology are expected to undertake a three-year program of coursework, as a part of which they are obliged to take the program's Proseminar (SOC 290c) and, within the Brandeis sociology department, at least six formal graduate seminars and four additional courses as either independent readings, advanced undergraduate/graduate seminars, or upper-division courses. The eight remaining courses can be taken as the student chooses, including graduate courses at other Boston-area universities, in consultation with her or his advisor. The initial program of studies is arranged in consultation with the graduate student's advisor. Consideration will be given to graduate work done elsewhere, but formal transfer credit is assigned only after the successful completion of the first year of study.

### Teaching Requirement

It is required that all Ph.D. students participate in undergraduate teaching. This typically means leading discussion sections in one course per term, over the course of eight semesters, and using this as an opportunity to develop the craft of teaching in collaboration with individual professors and through other teaching workshops within the department and the Graduate School of Arts and Sciences.

### Residence Requirement

The minimum residence for the Ph.D. is three years.

### Language Requirement

There is no foreign language requirement for the Ph.D. degree.

### Qualifying Examinations

During a student's time in residence, the specific planning, evaluation, and accreditation of his or her entire course of study will be in the hands of each student's guidance accreditation committee, comprised of three Brandeis sociology faculty members. Along with the student, this committee will lay out a general course of study designed to meet the interests and needs of the student. Upon completion of this course of study, the student will take an oral qualifying examination covering general sociology and the areas of the student's special interests. The committee will report at least once a year to the graduate committee on the progress of the student, who is urged to fulfill accreditation in the semester immediately following coursework completion.

### Dissertation and the Final Oral Examination

The Ph.D. dissertation may be accepted by the program upon the recommendation of the dissertation committee. To be granted the degree, the student is required to defend the dissertation in a public final oral examination.

## Requirements for the Joint Degree of Doctor of Philosophy in Near Eastern and Judaic Studies and Sociology

### Program of Study

Students must complete a total of 21 courses. Nine of these courses should be offered by the sociology department (comprising five graduate seminars and four other sociology courses). Among the sociology courses, at least one must be a theory course and at least one must be on quantitative methods. At least nine courses must be taken within the NEJS department. The remaining three courses are open to student choice with the approval of the student's advisors. In addition, students in their first year are required to participate in a year-long, noncredit proseminar in the sociology department that introduces program faculty and their research interests.

### Advising

Students are assigned advisors from the sociology department and from the Near Eastern and Judaic Studies department. Both advisors will work with the student to assure appropriate course coherency. An interdepartmental meeting between both advisors and the student should take place at least once a year.

### Residence Requirement

Three years of full-time residence are required at the normal rate of at least seven term courses each academic year. Students who enter with graduate credit from other recognized institutions may apply for transfer credit. By rule of the Graduate School, a maximum of one year of credit may be accepted toward the residence requirement on the recommendation of the chair of the program.

### Language Requirements

Candidates are required to establish competence in Hebrew and one modern language (normally French or German but, depending on the area of research, another language may be substituted). Language examinations will be administered by the student's advisors.

### Research Methods Requirement

Candidates are required to establish competence in statistics by successful completion of an appropriate Brandeis course in statistics.

### Consortium

Students should also discuss with their advisors the desirability of taking courses at member institutions of the Boston Consortium.

### Comprehensive Examinations and Graduate Accreditation

Before proposing and writing a doctoral dissertation, students must show competence in two areas of sociology through the graduate accreditation committee (GAC) process, pass a two-part written comprehensive examination in Jewish cultural literacy in the NEJS department, and pass an oral major field examination.

Candidates demonstrate Jewish cultural literacy in a two-part written examination, which has English and Hebrew components, and a follow-up oral examination. The Hebrew examination in primary sources is part of the cultural literacy examination. This examination gives students the opportunity to demonstrate their broad general knowledge of Jewish literature and cultures of the biblical, rabbinic, medieval, and early modern periods. The oral examination provides opportunity for further exploration following the written examination. Following the successful completion of the Jewish cultural literacy examinations, candidates demonstrate their particular field of expertise in contemporary Jewish societies through the oral major field examination.

The GAC is the sociology department equivalent to comprehensive examinations. Students elect two sociological areas of interest and, with the appropriate faculty member, create a contract of requirements for the completion of a portfolio in the specific area. The portfolio can include such items as completed courses, papers, independent readings, or bibliographies. Faculty advisors suggest readings, written work, or independent studies. When the GAC requirement is completed, there will be a comprehensive meeting to discuss the candidate's interests and direction in the field and the upcoming dissertation.

### Dissertation and Final Oral Examination

A dissertation proposal should be submitted to the dissertation committee soon after the comprehensive examinations and GACs are completed. The dissertation committee should consist of five members: two each from the sociology and the NEJS departments and a fifth member from outside those departments. After approval of the proposal by the dissertation committee, it is submitted to the department faculties for approval. Two copies of the dissertation are to be deposited in the offices of the program chairs no later than March 1 of the year in which the candidate expects to earn the degree. The dissertation committee must approve the dissertation and the student must successfully defend the dissertation at a final oral examination.

## Requirements for the Joint Degree of Doctor of Philosophy in Social Policy and Sociology

### Program of Study

Students entering the joint Ph.D. program in social policy and sociology are expected to complete a total of 18 courses. At least nine of these courses must be offered by the Brandeis sociology department—six of these courses must be graduate seminars, and the remaining three may be advanced undergraduate/graduate seminars or directed readings; at least one of these must be a sociology theory course. A minimum of nine courses must be taken within The Heller School for Social Policy and Management, and at least one of these courses must be on research methodology (e.g., HS 401b [Research Methods]). In addition, in their first year students are required to participate in a year-long, noncredit proseminar in the sociology department, which introduces the program's faculty and their research interests. Students are also required to take a noncredit dissertation seminar at The Heller School for two semesters.

Students are assigned advisors from the sociology department and from The Heller School. Advisors in both departments work together with students to assure appropriate coherency in their program of courses. An interdepartmental meeting between advisors and students should take place at least once a year.

### Residence Requirement

The minimum residence for the joint degree of Doctor of Philosophy in social policy and sociology is three years.

### Courses of Instruction

#### (1-99) Primarily for Undergraduate Students

##### SOC 1a Order and Change in Society

[ ss ]

An introduction to the sociological perspective, with an emphasis on an analysis of problems of social order and change. Topics include gender, work and family, poverty and inequality, race and ethnicity, democracy, social movements, community, and education. Usually offered every year.

Ms. Cadge, Mr. Conrad, Mr. Cunningham, or Mr. Sirianni

##### SOC 3b Social Theory and Contemporary Society

[ ss ]

Provides an introduction to social theory and ways that core sociological concepts are used to understand social interaction, social problems, and social change. Students read classic works, including Durkheim, Marx, Weber, and Mead, as well as more recent empirical studies. Usually offered every second year.

Ms. Miller

##### SOC 10b Introduction to Sociological Theory

[ ss ]

*This course may not be repeated for credit by students who have taken SOC 2a in previous years.*

Introduces the student to the foundations of sociological and social psychological explanatory systems. Analyzes the major ideas of classical and modern authors and their competing approaches and methodologies—Durkheim, Weber, Mead, DuBois, Goffman, Marcuse, Haraway, Barrett, Foucault, and others. Usually offered every second year.

Ms. Hayim

##### 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. Early registration is encouraged. Usually offered every year.

Mr. Shields

##### SOC 90a Independent Field Work

Equivalent to four, one-semester courses. Students taking it are expected to work out a plan of study for one semester with the help of two faculty members. This plan is to be submitted to the undergraduate committee of the department for approval. Usually offered every year.

Staff

### Language Requirement

There is no foreign language requirement for the joint Ph.D. degree.

### Qualifying Examinations

Each student must complete a "comprehensive paper" as required in The Heller School curriculum. Students must also show competence in two areas of sociology, as certified through the guidance accreditation committee (GAC) process (the sociology department equivalent of comprehensive exams). Students elect two areas of interest and develop a contractual set of requirements with a faculty member of each area. When both GACs are completed there is a meeting (typically one to two hours) to discuss the student's interests, directions in the field, and the upcoming dissertation.

### Dissertation and the Final Oral Examination

A dissertation proposal should be submitted soon after the comprehensive examination and GACs are completed. The dissertation committee should consist of five members—two faculty members each from the sociology department and The Heller School, and one outside member. The joint Ph.D. dissertation may be accepted by the sociology department and The Heller School upon the recommendation of the dissertation committee. To be granted the degree, the student is required to defend the dissertation in a public final oral examination.

### SOC 90b Independent Field Work

Equivalent to four, one-semester courses. Students taking it are expected to work out a plan of study for one semester with the help of two faculty members. This plan is to be submitted to the undergraduate committee of the department for approval. Usually offered every year.

Staff

### SOC 92b Internship and Analysis in Sociology

Combines unpaid off-campus experience and social scientific inquiry. Under the supervision of a faculty sponsor, students apply sociological methods of analysis to an internship experience. Students develop a specific plan of study with a faculty member in the relevant field prior to undertaking the internship. Open to sociology majors with adequate related prior coursework and with permission of the instructor. Counts only once toward fulfillment of the major requirements. Usually offered every year.

Staff

### SOC 97b Group Readings and Research

Staff

### SOC 98a Individual Readings and Research in Sociology

Individual readings and reports under the direction of a faculty supervisor. Usually offered every year.

Staff



**SOC 98b Individual Readings and Research in Sociology**

Individual readings and reports under the direction of a faculty supervisor. Usually offered every year.

Staff

**SOC 99d Senior Research**

Seniors who are candidates for degrees with honors in sociology register for this course and, under the direction of a member of the faculty, prepare an honors thesis on a suitable topic. Usually offered every year.

Staff

**(100-199) For Both Undergraduate and Graduate Students****SOC 103a Social Problems**

[ ss ]

Explores how conditions and issues become deemed as social problems; it examines key conceptual and theoretical frameworks used to study social problems. Themes include the economy, social inequality and violence; specific topics address battered women, nutrition/obesity, civic participation, and violence in Boston. Special one-time offering, summer 2006.

Ms. Kelleher

**SOC 104a Sociology of Education**

[ ss ]

Examines the role of education in society, including pedagogy, school systems, teacher organizations, parental involvement, community contexts, as well as issues of class, race, and gender. Usually offered every second year.

Staff

**SOC 105a Feminist Critiques of Sexuality and Work in America**

[ ss ]

*An intermediate-level course which counts toward the completion of the joint M.A. degree in sociology & women's and gender studies.*

Critically evaluates the predominant theoretical approaches to understanding the oppression of women and the dynamics of sexism, racism, and classism within the sex/gender system. Uses these perspectives to explore issues in women's lives—particularly sexuality and work. Usually offered every year.

Ms. Hansen

**SOC 106a Issues in Law and Society**

[ ss ]

An interdisciplinary approach to the study of crime and punishment. Analyzes theories and empirical research and methodology around a number of problem areas in the criminal justice system, with special attention paid to street violence, domestic violence, the courts, the prison, the different therapeutic systems, and the dilemmas of social and legal justice. Usually offered every third year.

Ms. Hayim

**SOC 107a Global Apartheid and Global Social Movements**

[ nw ss wi ]

Using the skewed distribution of power and wealth as an organizing and conceptual framework, the course explores modern inequalities, the sociology that explains them, and the social movements worldwide that seek to redress these imbalances. Multimedia use of materials, documentaries, journal articles, newspapers, and popular literature. Usually offered every third year.

Staff

**SOC 108a Youth and Democracy**

[ ss ]

Examines the roles that youth play in public problem solving and social action in schools, communities, universities, politics, NGOs, and a range of other institutional settings. Can be combined with internships and action research.

Usually offered every third year.

Mr. Sirianni

**SOC 112a Topics on Women and Development**

[ ss ]

Examines the evolution of the field and its usefulness for understanding the gender disparities in development. Paradigms in major international agencies are contrasted with ways in which women are actively structuring their lives. Case material from Africa, Asia, the Caribbean, and Central America. Usually offered every third year.

Staff

**SOC 112b Social Class and Social Change**

[ ss ]

Presents the role of social class in determining life chances, lifestyles, income, occupation, and power; theories of class, inequality, and globalization; selected social psychological aspects of social class and inequality; and connections of class, race, and gender. Usually offered every second year.

Mr. Fellman

**SOC 113b Race and Power in Intergroup Relations**

[ ss ]

Introduces a set of general ideas about intergroup relations as well as focuses on specific issues surrounding racial inequality. Uses a variety of media to examine topics such as colonial domination, white supremacy, racial segregation, and gang structure in inner cities. Usually offered every second year.

Mr. Cunningham

**SOC 114a Psychoanalytic Sociology**

[ ss ]

A study of Freud as a major social theorist. The role of motivation, body, sexuality, dreams, ambivalence, repression, transference, childhood, psychosexual development, and psychosocial development in understanding social organization and social dynamics and change. Usually offered every third year.

Mr. Fellman

**SOC 115a Masculinities**

[ ss ]

*This course may not be repeated for credit by students who took SOC 114a in spring 2006. There are no prerequisites for this course.*

Men's experiences of masculinity have only recently emerged as complex and problematic. This course inquires into concepts, literature, and phenomenology of many framings of masculinity. The analytic schemes are historical, sociological, and social psychological. Usually offered every second year.

Mr. Fellman

**SOC 117a Sociology of Work**

[ ss ]

Focuses on the transformation of contemporary workplaces in the United States. How gender shapes inequality in the labor force, as well as idioms of skill, worth, care, and service. How women and men combine care for families with paid work. Strategies for empowerment, equity, and flexibility (comparable worth, family leave, flexible working time options, affirmative action, employee participation, new union strategies, grassroots organizing). Usually offered every second year.

Ms. Reinhartz

**SOC 117b Sociology of Science and Technology**

[ ss ]

Provides an in-depth exploration of sociological approaches to science and technology. Usually offered every third year.

Staff

**SOC 118a Observing the Social World: Doing Qualitative Sociology**

[ ss ]

Observation is the basis of social inquiry. What we see—and by extension what we overlook or choose to ignore—guides our understanding of social life. We practice social observation and analysis in print and visual media. Usually offered every year.

Ms. Cadge

**SOC 119a War and Possibilities of Peace**

[ ss ]

Ponders the possibility of a major "paradigm shift" under way from adversarialism and war to mutuality and peace. Examines war culture and peace culture and points in between, with emphases on the role of imagination in social change, growing global interdependence, and political, economic, gender, social class, and social psychological aspects of war and peace. Usually offered every year.

Mr. Fellman

**SOC 120b Globalization and the Media**

[ ss ]

Investigates the phenomenon of globalization as it relates to mass media. Topics addressed include the growth of transnational media organizations, the creation of audiences that transcend territorial groupings, the hybridization of cultural styles, and the consequences for local identities. Usually offered every second year.

Ms. Miller

**SOC 121b Gender, Ethnicity, and Migration**

[ ss ]

Explores how immigrants' decisions to migrate, their new household set-up, identities, transnational ties, and the second-generation's fates are gendered. How do these gendered phenomena vary within and across racial/ethnic groups? A "sociological imagination" is used to address these issues. Usually offered every third year.

Ms. Kim

**SOC 122a The Sociology of American Immigration**

[ ss ]

Most of us descend from immigrants. Focusing more on the post-World War II period, we address the following questions: Why do people migrate? How does this affect immigrants' occupations, households, rights, identities, youth, and race relations with other groups? Usually offered every second year.

Ms. Kim

**SOC 123b Crisis of the Welfare State**

[ ss ]

The basic programs of the "welfare state" are being challenged everywhere. Can societies such as ours support extensive public pension programs, health care, and income support for the poor and unemployed? This fundamental question is discussed with reference to contemporary American society. Usually offered every second year.

Mr. Ross

**SOC 126a Sociology of Deviance**

[ ss ]

An investigation of the sociological perspectives of deviance, focusing particular attention on definitional, sociopolitical, and interactional aspects as well as society's response. Includes a review of theory and current research and discussions of various forms of noncriminological deviance and social control. Usually offered every third year.

Mr. Conrad

**SOC 128a Religion and Globalization**

[ ss ]

Examines the experience of religion as a social and individual identity. Looks into the social-psychology of religious resurgence movements (Islamic, Evangelical, and others) with special attention paid to the role and character of globalization and religious consciousness in the world today. Readings cover comparative classical and contemporary thought and research. Usually offered every year.

Ms. Hayim

**SOC 129a Sociology of Religion**

[ ss ]

An introduction to the sociological study of religion. Investigates what religion is, how it is influential in contemporary American life, and how the boundaries of public and private religion are constructed and contested. Usually offered every second year.

Ms. Cadge

**SOC 130a Families**

[ ss ]

*Course counts towards the completion of the joint M.A. degree in sociology & women's and gender studies.*

Investigates changes in the character of American families over the last two centuries. A central concern will be the dynamic interactions between economic, cultural, political, and social forces and how they shape and are reshaped by families over time. Particular attention is paid to how experiences of men and women vary by class, race, and ethnicity. Usually offered every year.

Ms. Hansen

**SOC 131b Women's Biography and Society**

[ ss ]

*This course counts towards the completion of the joint M.A. degree in sociology & women's and gender studies.*

Through the biographies and autobiographies of women intellectuals, political leaders, artists, and "ordinary" women, this seminar investigates the relationship between women's everyday lives, history, and the sex/gender system. Usually offered every third year.

Ms. Hansen

**SOC 132b Social Perspectives on Motherhood and Mothering**

[ ss ]

*Prerequisite: Previous course on families or gender is strongly recommended.*

Explores motherhood as an identity and a social institution and mothering as a set of socially and historically constructed activities. Reviews the theoretical approaches to motherhood and how they are understood in the context of race/ethnicity, class, and gender inequalities in the United States. Usually offered every third year.

Ms. Hansen

**SOC 134a Great Women of Sociology**

[ ss ]

*This course counts towards the completion of the joint M.A. degree in sociology & women's and gender studies.*

This research-oriented course investigates the history of selected U.S. and British female social scientists of the late 19th and early 20th centuries. Examines why their work has been ignored or labeled as "not sociology" and how sociology has been defined on the basis of work done by men only. Studies women of color and white women, heterosexual and lesbian women, and the relation between their sociological work, their lives, and the times in which they lived. Usually offered every fourth year.

Ms. Reinharz

**SOC 135a Group Process**

[ ss ]

*Open to seniors and juniors only.*

Examination of group dynamics through experiential learning in a 12-person group, in conjunction with readings, weekly journal papers, and a final paper. Students learn to identify group processes from a sociological perspective. Usually offered every third year.

Ms. Reinharz

**SOC 136b Historical and Comparative Sociology**

[ ss ]

Explores the relationship between sociology and history through examples of scholarship from both disciplines. Through an examination of historical studies, the course pays close attention to each author's research strategy. Examines basic research questions, theoretical underpinnings and assumptions, and uses of evidence. Usually offered every third year.

Ms. Hansen

**SOC 137b Public Uses of Sociology**

[ ss ]

Introduces students to the way sociology is used in society. After a historic introduction, the class explores the public uses of sociology in education, politics, and health, among other domains. Weekly guest presenters discuss their careers and students present relevant research findings.

Ms. Reinharz

**SOC 138a Sociology of Gender and Race**

[ ss ]

Examines gender and race as intersecting and interacting principles that sort people into separate but unequal social groups. Analyzes how gender and race create and recreate forms of domination and subordination in labor markets, in family structures, in terms of cultural representation (eg. media), and in social movements. Usually offered every year.

Ms. Kim

**SOC 139b Race and Identity: A Study of Whiteness**

[ ss ]

Locates American whiteness within the white diaspora and the history of white identity reformations. Examines salient aspects of white identity, including its relationships with class and gender, learning whiteness, white cultures, and contemporary white social movements. Staff

**SOC 141a Marx and Freud**

[ ss ]

Examines Marxian and Freudian analyses of human nature, human potential, social stability, conflict, consciousness, social class, and change. Includes attempts to combine the two approaches. Usually offered every second year.

Mr. Fellman

**SOC 146a Mass Communication Theory**

[ ss ]

An examination of key theories in mass communication, including mass culture, hegemony, the production of culture, and resistance. Themes discussed include the nature of media effects, the role of the audience, and the extent of diversity in the mass media. Usually offered every year.

Ms. Miller

**SOC 147a Organizations and Social Change**

[ ss ]

Innovation and change in school systems, social services, corporations, nonprofits, federal agencies, and police. Dynamics of democratic, feminist, multicultural, and community organizations. May be combined with internships and action research. Usually offered every second year.

Mr. Sirianni

**SOC 150b The Culture of Consumption**

[ ss ]

Examines the historical development and social significance of a culture of consumption. Considers the role of marketing in contemporary society and the expression of consumer culture in various realms of everyday life, including leisure, the family, and education. Usually offered every year.

Ms. Miller

**SOC 151a Biography, Community, and Political Contention**

[ ss ]

How are the dynamics of social movement activity shaped by aspects of participants' lives and the structure of their local communities? Uses various case studies to explore historical, geographical, and sociological frameworks for understanding political contention. Usually offered every second year.

Mr. Cunningham

**SOC 152a Urban Life and Culture**

[ ss ]

An analysis of the social and cultural dimensions of life in urban environments. Examines how various processes, including immigration, deindustrialization, and suburbanization, affect neighborhoods, public spaces, work, shopping, and leisure in the city. Usually offered every second year.

Ms. Miller

**SOC 152b Suburbia: Refuge, Fortress, or Prison**

[ ss ]

Examines the debate about who does and does not benefit from suburban environments, and whether suburbia can still be characterized as closed and homogenous in population and culture. Such issues are explored with a particular emphasis on class, race, and gender. Usually offered every third year.

Ms. Miller

**SOC 153a The Sociology of Empowerment**

[ ss ]

*Course does not participate in early registration. Attendance at first class meeting mandatory. Students selected by essay, interview, and lottery.*

This class combines reading, exercises, journal keeping, and retreats (including a weekend one) to address activism and how sociological constructs affect feelings of helplessness, futility, hope, vision, efficacy, hurt, fear, and anger. Usually offered every year.

Mr. Fellman

**SOC 154a Community Structure and Youth Subcultures**

[ ss ]

Examines how the patterning of relations within communities generates predictable outcomes at the individual and small-group level. Deals with cities, suburbs, and small rural communities. Special focus is given to youth subcultures typically found in each community type. Usually offered every second year.

Mr. Cunningham

**SOC 155b Protest, Politics, and Change: Social Movements**

[ ss ]

Utilizes case studies of actual movements to examine a variety of approaches to contentious politics. Covers collective behavior, resource mobilization, rational choice, and newer interactive models. Usually offered every second year.

Mr. Cunningham

**SOC 156a Social Change in American Communities**

[ ss ]

*Offered on a special topic basis; last offered in 2005-06 as "Memory and Cultural Production in the Mississippi Delta."*

Integrates ideas related to community organization, collective action, and social change with field study of particular settings in which individuals and groups seek to effect change within their communities. Students complete semester-long projects based on data gathered at fieldwork settings. Usually offered every second year.

Mr. Cunningham

**SOC 157a Sociology of the Israeli-Palestinian Confrontation**

[ ss ]

An introduction to Jewish and Palestinian nationalisms; relevant sociological, political, religious, and resource issues; social psychological dimensions; and the conflict in world politics. Usually offered every second year.

Mr. Fellman

**SOC 161a Society, State, and Power: The Problem of Democracy**

[ ss ]

*Examines the ways in which power is exercised in different political regimes and social systems and considers the problem of democracy. The major focus of the course will be present-day advanced industrial societies, with particular consideration of the United States. Usually offered every fourth year.*

Mr. Ross

**SOC 164a Existential Sociology**

[ ss ]

Introduces existential themes in relation to the discipline of sociology and social psychology and evaluates selected theories on human nature, identity and interaction, individual freedom and social ethics, and the existential theory of agency and action. De Beauvoir, Mead, Sartre, Goffman, Kierkegaard, Elizabeth Beck, Taylor, and others will be considered. Usually offered every year.

Ms. Hayim

**SOC 169b Issues in Sexuality**

[ ss ]

*This course counts towards the completion of the joint M.A. degree in sociology & women's and gender studies.*

Explores dimensions of human sexuality. This course will take as its central tenet that humans are sexual beings and their sexuality is shaped by gender, class, race, culture, and history. It will explore the contradictory ways of understanding sexual behavior and relationships. The course intends to teach students about the social nature of sexual expression. Usually offered every fourth year.

Staff

**SOC 171a Women Leaders and Transformation in Developing Countries**

[ nw ss ]

*This course counts towards the completion of the joint M.A. degree in sociology & women's and gender studies.*

Brings together an analysis of the rise, tenure, and legacies of women as national leaders; socioeconomic poverty in developing countries; and national and international politics. Students select political leaders or a feminist organization (or both) for close scrutiny and engage in an interdisciplinary search to understand women's leadership in the South. Usually offered every third year.

Staff

**SOC 175b Civic Environmentalism**

[ ss ]

Environmental movement organizations and strategies. Community-based and civic approaches to environmental problem solving. Case studies drawn from watersheds, forests, ecosystem restoration, environmental justice, campus ecology, the greening of industry. May be combined with internships and action research. Usually offered every second year.

Mr. Sirianni

**SOC 176a Nature, Nurture, and Public Policy**

[ ss ]

Examines the impact of heredity or genetic theories of human problems on developing public policy, including the viability and validity of theories and evidence. Historical and contemporary cases such as gender, IQ, mental illness, and alcoholism are studied. Usually offered every year.

Mr. Conrad

**SOC 177b Aging in Society**

[ ss ]

Explores the social context of old age by using sociological theory, empirical research, and literature. Examines such topics as aging in residential settings, the aging experience of minority groups, health and illness, the economics of aging, gender, work, and retirement. Also examines the definition of old age in other societies in order to understand the contemporary Western response to aging. Contains a field research component. Usually offered every year.

Staff

**SOC 178a Sociology of Professions**

[ ss ]

Examines how modern societies institutionalize expertise by constructing professions. The main goal is to gain an understanding of how and why professions emerge, monopolize a field, and consolidate power. Topics include the relationship of higher education to professions, the effect of bureaucratic control on professional autonomy, and current changes in the status of professions. Characteristics and trajectories of specific professions such as law, medicine, and teaching will be examined. Usually offered every second year.

Staff

**SOC 181a Quantitative Methods of Social Inquiry**

[ ss qr ]

Introduces students to causal logic and quantitative reasoning and research. Emphasis is on conceptual understanding, not mathematical derivations, with hands-on applications using the statistical software package SPSS. No statistical or mathematical background is necessary. Usually offered every year.

Mr. Cunningham

**SOC 183a Evaluation of Evidence**

[ qr ss ]

*Prerequisite: SOC 1a or 3b. Registration priority give to juniors and seniors.*

Focuses on gaining familiarity with basic tools for statistical analysis and the presentation of data, issues related to research design and construction, and the evaluation of evidence presented in quantitative models. No prior experience with statistics is assumed. Usually offered every third year.

Mr. Cunningham

**SOC 188a The Politics of Reproduction**

[ ss ]

Examines the social and constructed nature of reproductive strategies and practices. In particular, explores the role of the state, medical institutions, and women themselves in shaping ideas and practices such as motherhood, sexuality, and reproductive freedom.

Staff

**SOC 189a Sociology of Body and Health**

[ ss ]

Explores theoretical considerations of the body as a cultural phenomenon intersecting with health, healing, illness, disease, and medicine. The course weaves back and forth between experiencing the body and acting upon the body. The theories are mainly interpretive and critical. Usually offered every second year.

Staff

**SOC 190b Caring in the Health Care System**

[ ss ]

An analysis of the structural arrangements of medical practice and medical settings, focusing on societal and professional responses to illness. Usually offered every year.

Staff

**SOC 191a Health, Community, and Society**

[ ss ]

An exploration into interrelationships among society, health, and disease, emphasizing the social causes and experience of illness. Usually offered every year.

Mr. Conrad

**SOC 193a Environment, Health, and Society**

[ ss ]

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? Usually offered every year.

Ms. Shostak

**SOC 194b Technology and Society**

[ ss ]

Explores the many ways in which technology enters into the structures of our lives. The course includes a historical overview of the industrial revolution in 19th- and 20th-century United States, an overview of the main theories in sociology of technology, and a discussion of some key topics in the area of technology. Usually offered every fourth year.

Staff

**SOC 196a The Medicalization of Society**

[ ss ]

Examines the origins and consequences of the medicalization of human problems in society. Includes investigations of medicalization of madness, childbirth, addictions, anorexia, menopause, ADHD, domestic violence, and other issues, as well as cases of demedicalization. Usually offered every third year.

Mr. Conrad



## (200 and above) Primarily for Graduate Students

### SOC 200a Contemporary Social Theory

Covers major paradigms in contemporary social analysis ranging from structuration and action theory, rational choice theory, symbolic interaction, globalization, and recent cultural sociology in Europe and the United States. Works by Mead, Bourdieu, Giddens, Castelles, Melucci, Haraway, Collins, Beck, and others are covered. Usually offered every second year.  
Ms. Hayim

### SOC 201a Classical and Critical Theory

Examines major contributions in the history of sociological thought and identifies critical connections between the classical statements and the modern arguments, with a focus on contemporary social movements; from Weber to Habermas, and from Durkheim to Foucault, Frazer, and others. Usually offered every second year.  
Ms. Hayim

### SOC 203b Field Methods

The methodology of sociological field research in the Chicago School tradition. Readings include theoretical statements, completed studies, and experiential accounts of researchers in the field. Includes exercises in specific methods and procedures of data collection (participant observation, interviewing, collaborative research, systematic observation, oral history) and data analysis. Focuses on the student's completion of his/her own research project and functions as a support group to aid in its completion. Usually offered every second year.  
Mr. Conrad

### SOC 206b Advanced Topics in Family Studies

*This course counts towards the completion of the joint M.A. degree in sociology & women's and gender studies.*

Studies the evolution of the Western European and American families and the historical processes that have shaped them, especially industrial capitalism, slavery, and immigration. Explores various controversies regarding the family: the family as an economic unit vs. a group of individuals with varying experiences; the effects of the shift of activity from primarily production to consumption; increased privatization vs. increased public intervention; recent changes in family structure and fertility patterns; and resolution of the double burden associated with the second shift for women. The course will take a different topical focus each time it is taught. Usually offered every third year.  
Ms. Hansen

### SOC 209b Social Movements

Provides a detailed examination of the literatures related to social movements and collective action. The focus is on reviewing past and current attempts to explain various aspects of contentious political activity, as well as introducing newly emerging explanatory models. Usually offered every third year.  
Mr. Cunningham

### SOC 210b Gender and Race Relationality

Examines gender and race (and class and sexuality) as intersecting and interacting organizing social constructs that sort people into separate and unequal social groups, distribute resources accordingly, shape disclosure and ideology, and foster individual and group identities. Usually offered every third year.  
Ms. Kim

### SOC 211a Theory Workshop

Explores classical sociological theory from Hobbes to Simmel, with emphasis on Marx, Weber, and Durkheim. Taught as a theory practicum, not intellectual history, with emphasis on elucidating the logical structure of an argument and applications to research. Usually offered every year.  
Staff

### SOC 214b Community Empowerment in the United States

Innovative forms of community empowerment. Social capital, deliberative democracy. Topics include community organizing and development, civic environmentalism, healthy communities, university/community partnerships, service learning, community youth development, and the civic renewal movement. Usually offered every third year.  
Mr. Sirianni

### SOC 217a Problems and Issues in the Sociology of Health and Illness

Offers a sociocultural-historical-political perspective on the study of problems of health and illness. Accomplishes this by examining some of the basic assumptions underlying the way people conceive of and study issues in health care. Usually offered every third year.  
Mr. Conrad

### SOC 220b Seminar on the Sociology of Politics

A survey of the contemporary movements in the sociology of politics of advanced societies. Topics include pluralist and group theories, elite theory, behavioralism and voting studies, the theory of the state debate (neo-Marxist and neo-liberal variants), the "new institutionalism," theories of social movements, and rational choice modeling. Usually offered every second year.  
Mr. Ross

### SOC 221b Sociology of Culture

Surveys theoretical perspectives and substantive concerns in sociological studies of culture. Examines debates regarding how to define and study culture, and considers the ways in which culture is related to power, stratification, integration, identity, and social change. Usually offered every third year.  
Ms. Miller

### SOC 230a Readings in Sociological Literature

Usually offered every year. Specific sections for individual faculty members as requested.  
Staff

### SOC 230b Readings in Sociological Literature

Usually offered every year. Specific sections for individual faculty members as requested.  
Staff

### SOC 290c Proseminar

A noncredit seminar meeting once a week for a full academic year in which faculty members introduce their interests and research. Required of all first-year graduate students. Other graduate students are welcome to attend. Usually offered every year.  
Mr. Sirianni

### SOC 401d Dissertation Research

Independent research for the Ph.D. degree. Specific sections for individual faculty members as requested.  
Staff

## Cross-Listed Courses

### HIST 115a

History of Comparative Race and Ethnic Relations

### HS 110a

Wealth and Poverty

### HSSP 192b

Sociology of Disability

### NEJS 161a

American Jewish Life

### NEJS 164b

The Sociology of the American Jewish Community

### POL 153a

The New Europe: European Economic and Political Integration

### POL 159a

Seminar: The Politics of the Modern Welfare State: Women, Workers, and Social Citizenship

### WMGS 89a

Internship in Women's and Gender Studies: Prevention of Violence against Women and Children

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## South Asian Literature

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### Faculty

See German, Russian, and Asian Languages and Literature.

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### Courses of Instruction

#### (100-199) For Both Undergraduate and Graduate Students

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##### **SAL 101a South Asian Women Writers**

[ hum nw ]

Includes literature by South Asian women writers from Pakistan, India, Bangladesh, Sri Lanka, and Nepal. Some of the works were originally written in English, while others have been translated from the vernacular. Usually offered every year.

Ms. Singh

##### **SAL 110b South Asian Postcolonial Writers**

[ hum nw ]

Looks at the shared history of colonialism, specifically British imperialism, for many countries and examines the postcolonial novel written in English. Works read include those from India, Pakistan, Sri Lanka, and Bangladesh. Usually offered every year.

Ms. Singh

##### **SAL 140a We Who Are at Home Everywhere: Narratives from the South Asian Diaspora**

[ hum ]

Looks at narratives from various locations of the South Asian Diaspora while paying close attention to the emergence of an immigrant South Asian public culture. Examines novels, poetry, short stories, film, and music in order to further an understanding of South Asian immigrant culture. Usually offered every second year.

Ms. Singh

##### **SAL 170b South Asia in the Colonial Archive**

[ hum ]

Looks at colonial constructions of gender and race through a historical and literary investigation of British colonialism in South Asia. Examines intersections and constructions of gender, race, class, and sexuality within the parameters of British colonialism. Usually offered every year.

Ms. Singh

# Spanish Language and Literature

Courses of Study:  
Minor  
Major (B.A.)

## Objectives

The Spanish program deals with Hispanic and Latino studies. Courses promote not only communication skills, but also an understanding of the various cultural contexts through interdisciplinary explorations of texts. Literature, film, history, politics, gender studies, etc., lead to some depth of understanding of issues facing Hispanic communities at home and abroad. Increasingly, technology (uses of the Internet, webpage design, PowerPoint presentations, etc.) plays a part in these explorations.

Students are prepared to pursue careers in a wide range of fields where effective communication is essential, including those in which they will have contact with Spanish speakers and/or Hispanic cultures, in this country or globally. Students often go on to pursue graduate studies in professional fields (law, medicine, business, international relations, education, social services, etc.), in which their language and technological skills will make them especially attractive to employers, and which will enable them to succeed in a competitive environment.

## How to Become a Major or a Minor

Students considering a Spanish major or a minor should complete the language requirement as soon as possible, preferably by the end of their first year at Brandeis. Students who complete a 30-level Spanish course are advised to enroll in SPAN 104b; students with an AP Spanish score of 4 or an SAT II score of 620 in Spanish should enroll in SPAN 105a, and those with an AP Spanish score of 5 should enroll in SPAN 106b. Heritage speakers should enroll in SPAN 108a. These last two courses are the first in the sequence that count toward the major.

## Faculty

See Romance and Comparative Literature.

## Requirements for the Major

The major consists of nine semester courses.

**A.** SPAN 106b (Spanish Composition, Grammar, and Stylistics) or SPAN 108a (Spanish for Bilingual Students).

**B.** At least one, but no more than two, of the following: SPAN 109b (Introduction to Hispanic Cultural Studies), SPAN 110a (Introduction to Peninsular Spanish Literature), or SPAN 111b (Introduction to Latin American Literature), to be completed as early as possible.

**C.** The additional courses must be from the Spanish literature offerings numbered above 111, at least one of which must deal with Spanish or Latin American literature before 1700 (SPAN 110a also fulfills this requirement). No more than two of the electives may be taken in English. Courses conducted in English include those abbreviated SECS (Spanish and European Cultural Studies).

Once students have completed SPAN 106b or SPAN 108a, they then begin the sequence of literature and culture courses. These include at least one, but no more than two, of the following: SPAN 109a, 110a, or 111b. For a total of nine courses to complete the major, students take up to six electives numbered above 111, and, in the fall of the senior year, the required Senior Seminar (SPAN 198a). Please note: many Spanish majors and minors choose to study in Spain or Latin America for all or part of their junior year. Normally, any full-credit Spanish or Latin American literature course taken abroad will count toward the Spanish major up to a maximum of four courses for majors and two courses for minors. Students interested in learning more about the Spanish major or minor are encouraged to speak with the undergraduate advising head in Spanish.

## How to Fulfill the Language Requirement

The foreign language requirement is met by successful completion of a third semester course (numbered in the 30s) in the language program.

## How to Choose a Course at Your Level

To choose the appropriate course, you need to take a placement exam. It is a self-graded exam that you can access online at [www.brandeis.edu/registrar/spantest.html](http://www.brandeis.edu/registrar/spantest.html). After finishing the exam, complete the questionnaire online. A faculty member will then contact you to discuss your placement. Students who fail to take the placement exam will not be permitted to enroll.

If you have a score of 620 or above on the Spanish SAT II, or a score of 4 or 5 on the Spanish AP exam, these scores will automatically fulfill the language requirement, and you are eligible to enroll in 100-level courses. See above under "How to Become a Major or a Minor."

**D.** SPAN 198a (Seminar in Literary and Cultural Studies) in the fall semester of the senior year. Those seeking departmental honors will also take SPAN 99b in the spring to complete the senior thesis. Honors students must have maintained a 3.60 GPA in Spanish courses previous to the senior year. Honors are awarded based on cumulative excellence in all courses taken in the major, including the senior thesis.

Students may petition the undergraduate advising head for changes in the above program. Students wishing to receive credit toward the Spanish major for courses that are cross-listed under ECS (abbreviated SECS) will be required to do the reading and writing in Spanish.

## Requirements for the Minor

The minor consists of five semester courses.

**A.** SPAN 106b (Spanish Composition, Grammar, and Stylistics) or SPAN 108a (Spanish for Bilingual Students).

**B.** At least one, but no more than two, of the following: SPAN 109b (Introduction to Hispanic Cultural Studies), SPAN 110a (Introduction to Peninsular Spanish Literature), or SPAN 111b (Introduction to Latin American Literature).

**C.** The additional courses must be from the Spanish literature offerings numbered above 111. No more than one of these electives may be taken in English. Courses conducted in English include those abbreviated SECS (Spanish and European Cultural Studies). All students pursuing a Spanish minor will be assigned an advisor in the department. Enrollment in the Spanish minor must be completed by the end of the first semester of the senior year. All courses are conducted in Spanish, unless otherwise noted.

## Special Notes Relating to Undergraduates

Students may take two 30-level Spanish courses for credit with permission of the director of language programs.

## Courses of Instruction

### (1-99) Primarily for Undergraduate Students

#### SPAN 10a Beginning Spanish

*Prerequisite: Students enrolling for the first time in a Spanish course at Brandeis must take the online placement exam, [www.brandeis.edu/registrar/spantest.html](http://www.brandeis.edu/registrar/spantest.html).*

For students who have had no previous study of Spanish. A systematic presentation of the basic grammar and vocabulary of the language within the context of Hispanic culture, with focus on all five language skills: listening, speaking, reading, writing, and sociocultural awareness. Several sections will be offered. Usually offered every year.  
Staff

#### SPAN 20b Continuing Spanish

*Prerequisite: SPAN 10a or the equivalent. Students enrolling for the first time in a Spanish course at Brandeis must take the online placement exam, [www.brandeis.edu/registrar/spantest.html](http://www.brandeis.edu/registrar/spantest.html).*

For students with some previous study of Spanish. Continuing presentation of the basic grammar and vocabulary of the language within the context of Hispanic culture and practice of the four language skills. Special attention to reading and writing skills, as well as guided conversation. Several sections will be offered. Usually offered every semester.  
Staff

#### SPAN 31a Intermediate Spanish: Composition and Grammar

[ fl ]  
*Prerequisite: SPAN 20b or the equivalent. Students enrolling for the first time in a Spanish course at Brandeis must take the online placement exam, [www.brandeis.edu/registrar/spantest.html](http://www.brandeis.edu/registrar/spantest.html).*

This course focuses on the development of writing and/or grammatical skills in the context of continuing development of linguistic competence in Spanish. Usually offered every year.  
Staff

#### SPAN 32a Intermediate Spanish: Conversation

[ fl ]  
*Prerequisite: SPAN 20b or the equivalent. Students enrolling for the first time in a Spanish course at Brandeis must take the online placement exam, [www.brandeis.edu/registrar/spantest.html](http://www.brandeis.edu/registrar/spantest.html).*

This course focuses on the development of oral expression and conversational skills in the context of continuing development of linguistic competence in Spanish. Usually offered every year.  
Staff

#### SPAN 33a Intermediate Spanish: Reading

[ fl ]  
*Prerequisite: SPAN 20b or the equivalent. Students enrolling for the first time in a Spanish course at Brandeis must take the online placement exam, [www.brandeis.edu/registrar/spantest.html](http://www.brandeis.edu/registrar/spantest.html).*

This course focuses on the development of reading skills in the context of the continuing development of linguistic competence in Spanish. Usually offered every year.  
Staff

#### SPAN 34a Intermediate Spanish: Topics in Hispanic Culture

[ fl ]  
*Prerequisite: SPAN 20b or the equivalent. Students enrolling for the first time in a Spanish course at Brandeis must take the online placement exam, [www.brandeis.edu/registrar/spantest.html](http://www.brandeis.edu/registrar/spantest.html).*

Topics or themes from Hispanic cultures are the context for continuing development of linguistic competence in Spanish. Usually offered every year.  
Staff

#### SPAN 98a Independent Study

*May be taken only with the written permission of the advising head of the major and the chair of the department.* Reading and reports under faculty supervision.  
Staff

#### SPAN 98b Independent Study

*May be taken only with the written permission of the advising head of the major and the chair of the department.* Readings and reports under faculty supervision. Usually offered every year.  
Staff

#### SPAN 99b Senior Thesis

*Students should first consult the undergraduate advising head.* Usually offered every year.  
Staff

### (100-199) For Both Undergraduate and Graduate Students

#### SPAN 104b Peoples, Ideas, and Language of the Hispanic World

[ fl hum ]  
*Prerequisite: 30-level Spanish course or equivalent.* Participants will expand their skills in Spanish while deepening their understanding of Hispanic cultures. Focuses on aspects of the history and idea that shape the Spanish-speaking world, from its peninsular origins to the realities of Spanish-speakers in the Americas.  
Staff

#### SPAN 105a Spanish Conversation and Grammar

[ fl hum ]  
*Prerequisite: SPAN 104b, or an AP Spanish exam score of 4, or an SAT II Spanish exam score of 620 or higher, or permission of the instructor.* Students learn to communicate effectively in Spanish through class discussions, oral and written exercises, presentations, literary and cultural readings, film, and explorations of the mass media. Emphasis on improvement of oral and written fluency, and acquisition of vocabulary and grammar structures. Usually offered every semester.  
Staff



**SPAN 106b Spanish Composition, Grammar, and Stylistics**

[ fl hum wi ]

*Prerequisite:* SPAN 105a, an AP Spanish exam score of 5, or permission of the instructor.

Focuses on written communication and the improvement of writing skills, from developing ideas to outlining and editing. Literary selections will introduce the students to the principles of literary analysis and serve as topics for class discussion and writing. Usually offered every semester.

Staff

**SPAN 108a Spanish for Bilingual Students**

[ hum ]

Designed specifically for heritage Spanish speakers who would like formal training in reading, writing, and critical thinking. Students wishing to use this course to fulfill the language requirement must pass the department exemption exam after this course. Usually offered every year.

Ms. Dávila

**SPAN 109b Introduction to Hispanic Cultural Studies**

[ hum fl ]

*Prerequisite:* SPAN 106b, or SPAN 108a, or permission of the instructor.

Introduces students to basic ideas with respect to the study of Hispanic cultures. "Texts" are drawn from a variety of cultures and traditions and might include literature, film, architecture, maps, music, and even pop stars and pop-star wannabes. Usually offered every fourth semester.

Mr. Mandrell

**SPAN 110a Introduction to Peninsular Spanish Literature**

[ hum fl ]

*Prerequisite:* SPAN 106b, or SPAN 108a, or permission of the instructor.

Was el Cid a political animal? How do women, Jews, and Muslims fare in classical Spanish literature? Study of major works, authors, and social issues from the Middle Ages to the end of the 17th century. Texts covered range from the epic *Cantar del Cid* to Cervantes and masterpieces of Spanish Golden Age theater. Usually offered every fourth semester.

Ms. Fox

**SPAN 111b Introduction to Latin American Literature**

[ hum nw fl ]

*Prerequisite:* SPAN 106b, or SPAN 108a, or permission of the instructor.

A journey from the lyric writing of Mayan society to urban and fantastic contemporary prose, making a stop in a 17th-century Mexican convent where a nun wrote the best of Baroque Spanish American literature. Usually offered every year.

Ms. Pérez-Mejía

**SPAN 120b Don Quijote**

[ hum fl ]

*Prerequisite:* SPAN 109a, or SPAN 110a, or SPAN 111b, or permission of the instructor.

A reading for fun and critical insight into what is often called "the first modern novel." Discusses some reasons for its reputation as a major influence on subsequent fiction throughout the Western world and view several film interpretations. Usually offered every second year.

Ms. Fox

**SPAN 125b Literary Women in Early Modern Spain**

[ hum fl ]

*Prerequisite:* SPAN 109a, or SPAN 110a, or SPAN 111b, or permission of the instructor.

Examines works by and about women in early modern Spain, with particular attention to engagements with and subversions of patriarchal culture on theater, prose, and poetry, by such writers as Caro, Zayas, Cervantes, and Calderon. Usually offered every second year.

Ms. Fox

**SPAN 140a Topics in Poetry**

[ hum fl ]

*Prerequisite:* SPAN 109a, or SPAN 110a, or SPAN 111b, or permission of the instructor.

Topics vary from year to year, but may focus on different periods, poets, or poetics from both sides of the Atlantic. Study may include *jarchas*, Garcilaso de la Vega, Becquer, the Generation of '98 or '27, Neruda, Vallejo, Rosario Castellanos, Octavio Paz, Huidobro, Borges. Usually offered every second year.

Mr. Mandrell and Ms. Pérez-Mejía

**SECS 150a Golden Age Drama and Society**

[ hum ]

*Open to all students. Conducted in English with readings in English translation.*

The major works, comic and tragic, of Spain's 17th-century dramatists. Texts may include Cervantes's brief witty farces, Tirso's creation of the Don Juan myth, Lope's palace and "peasant honor" plays, and Calderon's Baroque masterpieces, which culminate Spain's Golden Age. Usually offered every second year.

Ms. Fox

**SPAN 155b Latin America Between Baroque and Kitsch**

[ hum fl ]

*Prerequisite:* SPAN 109a, or SPAN 110a, or SPAN 111b, or permission of the instructor.

Analyzing general characteristics associated with a Baroque style, such as ornamentation, double meaning, parody, satire, imitation, etc., this course offers opportunities to understand how artists and writers have used this aesthetic artifice to contest the hegemonic discourses of their times. Literature, films, and art from the 17th and 20th centuries. Usually offered every second year.

Ms. Pérez-Mejía

**SPAN 163a The Latin American Boom and Beyond**

[ hum nw fl ]

*Prerequisite:* SPAN 109a, or SPAN 110a, or SPAN 111b, or permission of the instructor.

*Course may be repeated for credit.*

Examines texts of the Latin American "boom" as well as contemporary narrative trends. Usually offered every year.

Ms. Davila

**SPAN 164b Studies in Latin American Literature**

[ hum nw fl ]

*Prerequisite:* SPAN 109a, or SPAN 110a, or SPAN 111b, or permission of the instructor.

*Course may be repeated for credit.*

A comparative and critical study of main trends, ideas, and cultural formations in Latin America. Topics vary year to year and have included fiction and history in Latin American literature, Latin American autobiography, art and revolution in Latin America, and humor in Latin America. Usually offered every year.

Ms. Dávila and Ms. Pérez-Mejía

**SPAN 166b Writing the Latin American City**

[ hum fl ]

*Prerequisite:* SPAN 109a, or SPAN 110a, or SPAN 111b, or permission of the instructor.

Examines the representation of the Latin American city within the context of modernity. Texts from various Latin American countries are examined in light of critical approaches to the city and its inhabitants. Usually offered every second year.

Ms. Dávila

**SPAN 168b Latin America Narrated by Women**

[ hum nw fl ]

*Prerequisite:* SPAN 109a, or SPAN 110a, or SPAN 111b, or permission of the instructor.

How do Latin American women represent their own realities? How do their artistic versions of social realities challenge traditional historical representations? Why aren't women included in the "boom" of Latin American literature? Literary and artistic works from the 17th to the 21st centuries are studied, looking at the different ways in which gender intersects their discourses. Usually offered every second year.

Ms. Pérez-Mejía

**SECS 169a Travel Writing and the Americas: Columbus's Legacy**

[ hum ]

*Open to all students. Conducted in English with readings in English translation.*

Following the arrival of Columbus, the continent later known as America engaged with other continents in a mutual process of cultural, historical, geographical, and economic representation. The development of some of those representations is explored, beginning with travel writing and ending with recent images of the Encounter. Usually offered every second year.

Ms. Pérez-Mejía

**SPAN 185b España 200X**

[ hum fl ]

*Prerequisites: SPAN 109b, 110a, 111b, or permission of the instructor. Conducted in Spanish.*

Looks at cultural production and its context in Spain for an entire calendar year. The goal is to familiarize students with what has been read and watched in Spain most recently and to understand it in terms of contemporary politics and society. Usually offered every year.

Mr. Mandrell

**SPAN 191a Hispanic Topics in Translation**

[ hum fl ]

*Open to all students. Conducted in English with readings in English translation. Course may be repeated for credit.*

Topics vary from year to year, but might include Realist Representations of Women, Ideas of the Modern and Modernity, Spanish Realism, "Latinidad," or the Spanish Civil War. Usually offered every second year.

Staff

**SPAN 193b Topics in Cinema**

[ hum ]

*Open to all students. Conducted in English with readings in English translation. Course may be repeated for credit.*

Topics vary from year to year, but might include consideration of a specific director, an outline of the history of a national cinema, a particular moment in film history, or Hollywood cinema in Spanish. Usually offered every second year.

Ms. Pérez-Mejía or Mr. Mandrell

**SPAN 195a Latinos in the United States: Perspectives from History, Literature, and Film**

[ hum ]

*May not be repeated for credit by students who have taken LAS 100a in the spring of 2003. Open to all other students.**Conducted in English.*

Comparative overview of Latino literatures and film in the United States. Particular attention paid to how race and ethnicity, gender and sexuality, and concepts of "nation" become intertwined within texts. Topics include: explorations of language, autobiography and memory, and intertextuality. Usually offered every second year.

Staff

**SPAN 198a Seminar in Literary and Cultural Studies**

[ hum ]

*Prerequisite: SPAN 109a, or SPAN 110a, or SPAN 111b, or permission of the instructor.*

A research seminar organized around varying themes ("the other," "the nation," Cervantes, etc.). Instruction on literary/cultural theory, researching a topic, and analytical skills necessary for developing a scholarly argument. Students present research in progress and write a research paper of significant length. Usually offered every year.

Ms. Fox

## Sustainable International Development Program

See The Heller School for Social Policy and Management.

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## Department of Theater Arts

Courses of Study:  
Minor  
Major (B.A.)  
Master of Fine Arts

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### Objectives

#### Mission

The mission of the Department of Theater Arts is to reveal the theater's unique ability to incorporate diversity and community in a sophisticated process of creative expression that results in plays and musical theater pieces of artistic and social significance. Through a two-fold path of academic inquiry and practical artistic experience, we help students develop an understanding of dramatic literature in theory and historical context as well as in action. Students have the opportunity to experience the strength and immediacy of live theater through the production and performance of plays and musical theater pieces, including dance and movement, in the multiple spaces of the Spingold Theater Center.

The Department of Theater Arts views the theater as a centuries-old system for creating awareness of groups and their place in the wider universe of experience. In production, we examine the concept of "company" or "ensemble" as an integral part of developing an effective creative community. The theater group, utilizing the building blocks of time and space, applies the tools of physical movement, language, sound and music, light, and visual image in a rich collaborative process whose goal is the practical interpretation of important dramatic and musical theater works. In its creative process, the Department of Theater Arts continually reflects the mission of Brandeis University as a place where collaborative artistic achievement serves as a model for progressive human enterprise.

#### Undergraduate Major

The major in theater arts is designed to give students a solid foundation in dramatic literature, theory, and history (LTH), as well as the opportunity to explore specific areas of practical theater performance and production. In addition to completing required courses in LTH, students are free to concentrate in an area, or track, that suits their talents and interests, including: acting, dance and movement, directing, design, and stage management. Students are also free to create, with the approval of the chair, an individualized curriculum from a broad range of courses. Courses may come from within the discipline or include selected courses from other disciplines, including a discreet track in LTH with one practicum in production. While always encouraging experimentation and adventure, the department stresses the cultivation of solidly rooted understanding, investigation, and development of skills. We ask students to explore their own creative impulses with honesty and intelligence. Students are expected to become involved in the department's production season in various ways, from performance to production.

The department participates in the European cultural studies major (ECS) at Brandeis and, in general, its courses are open to ECS students.

#### Graduate Program in Theater Arts

The graduate programs in theater arts are designed to provide the highest level of theatrical investigation and practice. This

prepares talented students for a professional life in the theater in the areas of acting and design. With an intention to create young theater artists who will shape the future of American and world theater, Brandeis theater arts is dedicated to the transmission of technique-based knowledge as well as providing professional-level performance and design experiences in the various venues with the Brandeis Theater Company in the Spingold Center for the Performing Arts. Our goal is to set the stage for a theater of the future that is alive with excitement, clarity, and surprise.

The department participates in the Interdisciplinary Master's Program in Cultural Production at Brandeis.

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### How to Become an Undergraduate Major or Minor

Students who wish to major or minor in theater arts should meet early in their academic career with the undergraduate advising head to develop a plan. The plan should encompass completion of required and prerequisite courses and selection of a track within the student's particular area(s) of interest. It is recommended, though not required, that students complete the prerequisite and required courses within the first two years as a major or minor to provide a background for more advanced courses in theater arts. When meeting with the undergraduate advising head, students will be assigned an academic advisor within their particular area of interest or track.

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### How to Be Admitted to the Graduate Programs

The general requirements for admission to the Graduate School, given in an earlier section of the *Bulletin*, apply to candidates for admission in the area of theater arts; GRE results are not required for theater students. In addition to the standard application procedures, applicants must complete an audition/interview process for actors and an interview and portfolio evaluation for designers.

Acting auditions are held at sites around the United States and at Brandeis once every three years. The next auditions will be held in 2008. Students are accepted for a three-year period, subject to an annual review by the performance faculty. Design interviews and portfolio evaluations are held at Brandeis, the USITT Convention (see website for dates and locations), as well as at UBTA in New York and/or Chicago. Information about evaluations will be furnished by the program after applications have been received. Admission to the graduate design program is for a period of three years subject to an annual evaluation of the student's progress.

**Faculty****Eric Hill, Chair**

Acting. Directing.

**Nancy Armstrong**

Singing.

**Jeff Bird**

Scenic construction. Technical direction.

**Debra Booth**

Scenic design.

**Laurie Bramhall**

Undergraduate costume design and construction.

**Michael Chybowski**

Lighting design.

**Jennifer A. Cleary**

Stage management. Theater practicum. Theater education.

**Susan Dibble**

Movement for the actor. Dance.

**Candice Donnelly**

Costume design and rendering.

**Nancy Doyle**

Acting for the camera.

**Karl Eigsti, Director of Graduate Design**

Scenic design.

**Arthur Holmberg**

Dramatic literature. Theory History. Performance Theory.

**Adrienne Krstansky**

Acting.

**Denise Loewenguth, Director Costume Shop**

Costume technology.

**Marya Lowry**

Acting. Voice production.

**Ryan McKittrick**

Theater literature. Theory and history. Playwriting.

**Robert Moody**

Scene painting.

**Janet Morrison**

Acting. Director of performance studies.

**Elizabeth Terry, Undergraduate Advising Head**

Speech, dialects, and voice production.

**Jennifer vonMayrhauser**

Costume design and technology.

**Robert Walsh**

Stage movement and combat. Public speaking.

**Dave Wilson**

Lighting and sound design.

**Requirements for the Undergraduate Major**

All undergraduate majors must complete 10 one-semester courses, two practicum courses, and one senior seminar or one semester of THA 99a or b. Total major requirement, including practicum courses, is the equivalent of 12 one-semester courses, and 13 one-semester courses for students pursuing departmental honors. Required courses include:

**A.** THA 2a Introduction to Theater Arts: From the Page to the Stage - Plays in Production and Performance (Production Lab included - offered in the fall of each year. This course also serves as a prerequisite for all practical theater courses.)

Students who choose to follow an LTH track may substitute an LTH course, as approved by their advisor for THA 2a.

**B.** THA 100a and 100b: Theater Texts and Theory (offered in the fall and spring each year.)

**C.** Two courses selected from the following elective requirements: THA 115b, THA 150a, THA 155a, THA 185b, CLAS 171a, ENG 33a, ENG 64b, ENG 133a, ENG 143a, FREN 155b, HBRW 144a, HBRW 164b, RECS 134b, RECS 148a, SECS 150a.

**D.** Complete requirements in selected track area (see below): acting, dance and movement, directing, design, and stage management.

**E.** THA 99a or 99b, or other course as approved by faculty advisor to be appropriate as a senior-level course requirement.

Students applying for honors must complete THA 99a and 99b, and may waive the senior seminar, bringing their required number of courses to 13. This two-semester course must result in a thesis or a creative work (i.e. an original play) that meets the approval of the department honors advisor and the chair.

**Undergraduate Tracks**

Students must complete the equivalent of five, one-semester courses in their chosen track area or a preapproved cross-track curriculum. Track areas include acting, dance and movement, directing, design, and stage management. Students may create their own LTH track with the approval of the chair. Each track area has specific course lists from which students must select to complete the track requirement. Students must complete one practicum in their track area (LTH exempt) in addition to one production practicum.

**Acting Track**

THA 4a	Acting I: The Vocal-Physical Connection
THA 4b	Acting II: Language in Action
THA 33a	Acting III: Modern Realism
THA 41a	Theater Practicum
THA 42a	Acting Practicum

One of the following: THA 10b, THA 12b, THA 15a, THA 17a, THA 20b, THA 32a, THA 33b, THA 105b, THA 109a, THA 130a, or other courses as approved by track advisor.

One of the following: THA 9a, THA 9b, THA 110b, THA 120a, THA 120b, or other courses as approved by track advisor.

**Dance and Movement Track**

THA 9a	Movement for the Stage I
THA 9b	Movement for the Stage II
THA 110b	Modern Dance and Movement
THA 41a	Theater Practicum
THA 43a	Dance and Movement Practicum

Two of the following: THA 10b, THA 120a, THA 120b, THA 130a, or other courses as approved by track advisor.

**Design/Tech Track (Set, Costume, and Lighting Design)**

FA 17a	History of Art I or comparable course as approved by track advisor
FA 18b	History of Art II or comparable course as approved by track advisor
THA 232a	Life Drawing: Part 1 or FA3a (Introduction to Drawing)
THA 41a	Theater Practicum
THA 45a	Design/Technical Practicum



Two of the following: THA 232a or FA 3a, FA 3b, THA 50b, THA 52b, THA 54b, THA 60a, THA 64a, THA 64b, or other courses as approved by track advisor.

#### Directing Track

THA 4a	The Vocal-Physical Connection
THA 130a	Suzuki
FA 20b	Introduction to Visual Culture) or FA 71a Modern Art and Modern Culture
THA 70a	Directing
THA 41a	Theater Practicum
THA 44a	Directing Practicum

One of the following: THA 4b, THA 9a, THA 15a, THA 25a, THA 33a, THA 64a, THA 64b, THA 102b, THA 103b, THA 104a, THA 50b, THA 52b, or other courses as approved by track advisor.

#### Educational Theater Track

THA 4a	Acting I: The Vocal-Physical Connection
THA 41a	Theater Practicum
THA 70a	Directing
THA 101a	Stage Management Part I

One course from the following movement, voice, movement/dance, or internship courses: THA 9a, THA 9b, THA 11a, THA 15a, THA 15b, THA 17a, THA 22b, THA 105a, THA 110a, THA 110b, THA 120a, THA 120b, THA 130a or THA 89a Internship in Theater seminar (students may complete an internship for credit in educational theater).

One course from the following design/technical or playwriting courses: THA 50b, THA 52b, THA 54b, THA 60a, THA 64a, THA 64b, THA 104a, THA 185b.

One of the following: THA 42a, THA 43a, THA 44a, THA 45a, THA 46a, or THA 47a.

Students who wish to become certified in elementary or secondary school teaching must also complete the requirements of the Brandeis education program. Please see the education program section found elsewhere in this *Bulletin* for more information.

#### Sound Design Track

MUS 1a	Introduction to Music
MUS 5a	Fundamentals of Music
THA 50b	Sound for Theater, Film, and Television
THA 41a	Theater Practicum
THA 46a	Sound Design Practicum

Two of the following: PHYS 29a, MUS 106a, MUS 101a, THA 52b, MUS 107a, MUS 109b, MUS 101b, or other courses as approved by track advisor.

#### Stage Management Track

THA 101a	Fundamentals of Stage Management: Part I
THA 101b	Fundamentals of Stage Management: Part II
THA 41a	Theater Practicum
THA 47a	Stage Management Practicum

One of the following: THA 4a, THA 9a, or THA 109a.

Two of the following: THA 50b, THA 52b, THA 54b, THA 64a, THA 70a, or other courses as approved by track advisor.

#### Musical Theater Track

THA 4b	Acting II: Language in Action
THA 25a	American Musical Theater

Students who wish to take THA 25a as part of their elective LTH credits can select another course from THA or MUS with the consent of their advisor and the chair.\*\*\*

THA 22b	Undergraduate Singing) or THA 105a Singing for Musical Theater***
THA 110b	Modern Dance and Movement or THA 120b Movement and Dance Theater Composition
THA 105b	Acting for Musical Theater
THA 42a	Acting Practicum or
THA 43a	Dance and Movement Practicum

Students may choose to replace the following courses in the musical theater track in accordance with the following guidelines. No more than three (3) courses within the musical theater track may be substituted with music courses in order to complete the theater arts major.

\*\*\* Students may choose to replace THA 25a with the following courses from the music department in consultation with their advisor, the chair of theater arts, and with permission of the music department:

MUS 52a	Opera
MUS 53a	Music for the Ballet
MUS 58b	Construction of Gender in Opera

\*\*\*Students interested in singing for musical theater may choose to replace THA 22b OR THA 105a with the following courses from the music department in consultation with their advisor, the chair of theater arts, and with permission of the music department:

MUS 12a/b	University Chorus: Both semesters must be taken for credit.
MUS 112a/b	Private Instruction: Voice: Both semesters must be taken for credit.

\*\*\*Students interested in musical direction for musical theater may choose to replace THA 22b or THA 105a with the following courses from the music department in consultation with their advisor, the chair of theater arts, and with permission of the music department:

MUS 5a	Fundamentals of Music
MUS 6b	A Cappella Arranging
MUS 111a/b	Private Instruction: Instrumentalists, Piano: Both semesters must be taken for credit.
MUS 112a/b	Private Instruction: Voice: Both semesters must be taken for credit.
MUS 113a	Introduction to Conducting

\*\*\*Students interested in all aspects of musical theater may choose to replace THA 22b OR THA 105a with the following courses from the Music department in consultation with their advisor, the chair of theater arts, and with permission of the music department:

MUS 5a	Fundamentals of Music
MUS 111a/b	Private Instruction: Instrumentalists, Piano: Both semesters must be taken for credit.

### Requirements for the Undergraduate Minor

Students wishing to minor in theater arts must take a selection of at least six courses in the department including THA 2a and a cohesive progression of five other courses selected with the approval of the chair. Students can focus in one track area or select their progression from among the various track areas within theater arts.

### Notes Relating to Undergraduates

The following graduate courses are open to undergraduates with the permission of the instructors: THA 223a,b; 226a,b; 231a,b; 232a,b; 255a,b; 276a,b; 277a,b; 278a,b; 281a,b; 282a,b.

## Requirements for the Degree of Master of Fine Arts

### Residence Requirement

Acting and Design: three years.

### Programs of Study

#### Acting

Graduate acting students form the core of the resident acting company, the Brandeis Theater Company. The company is the department's production wing that performs in various venues, including in the Spingold Center for Performing Arts. Students study and train in a preset curriculum of classes offered by the graduate acting faculty. In addition, they rehearse and perform every semester as part of the BTC season. Students concentrate on developing skills in stage movement, speech and voice production, and scene study. Also, students develop a deep appreciation of theater literature and the various plays and playwrights who have contributed to the canon of world drama. While the program centers itself on performance, students are required to contribute as citizens to the department and the University in general. Citizenship requirements can be met in a number of ways in the process of students earning their graduate assistantships, including teaching and advising undergraduates and functioning in a variety of capacities within the department when not performing. Graduate acting students are subject to an annual review for readmission to the program. See department website for complete graduate acting curriculum.

#### Required Courses for First-Year Actors

THA 130a	Suzuki
THA 201a,b	Acting I
THA 202b	Ensemble Building II
THA 205a,b	Movement/Dynamics I
THA 207a	Text and Content
THA 210a,b	Voice I
THA 212a,b	Speech I
THA 214a,b	Singing I
THA 215a,b	Rehearsal and Performance I
THA 258a,b	Stage Combat I

#### Required Courses for Second-Year Actors

THA 130a	Suzuki
THA 255a,b	Movement II
THA 260a,b	Voice II
THA 262a,b	Speech II
THA 264a,b	Singing II
THA 265a,b	Rehearsal and Performance II
THA 268a	Stage Combat
THA 283a,b	Acting II

#### Required Courses for Third-Year Actors

THA 130a	Suzuki
THA 309a	Whole Voice Workshop
THA 310a	Singing III
THA 315a,b	Rehearsal and Performance III
THA 319a	The Actor-Director Collaboration
THA 319b	Solo Performance
THA 355a	Career Workshop: Part 1, Acting for the Camera
THA 355b	Career Workshop: Part 2, Auditioning
THA 399a,b	Actors Showcase

#### Design

All graduate design students will have the opportunity to be involved in production work as design assistants or designers in the Brandeis Theater Company during the course of the three-year program. This program is progressive from the first to the third year, beginning with the basic design and crew work and ending with total production design responsibilities. Production assignments are given each year depending on the student's ability and desire in consultation with the design faculty. In the first year, all design students take a required core curriculum along with additional electives pertinent to their field of study (i.e. set, costumes, lighting, and sound). In the second year, design students begin to specialize in one of these specific design areas. Under the advice of the design faculty, students' choice of courses must be taken from the list of requirements in their specific area of focus. All second-year design students are required to take THA 270d (Design Practicum II) and THA 299d (Production Lab I). Third year students continue specialization in their designated area of interest and must take THA 320d (Design Practicum III) and THA 349d (Production Lab III). See the department website for complete graduate design curriculum.

#### Required Courses for First-Year Designers

THA 220d	Design Practicum I
THA 223a	Designing for Theater Seminar: Part 1
THA 223b	Designing for Theater Seminar: Part 2
THA 232a	Life Drawing: Part 1
THA 232b	Life Drawing: Part 2
THA 249d	Production Laboratory I

#### Elective Courses for Set Design Students

THA 225a	Set Design I: Part 1
THA 225b	Set Design I: Part 2
THA 226a	Drafting for the Theater, Scenery: Part 1
THA 226b	Drafting for the Theater, Scenery: Part 2

#### Elective Courses for Costume Design and Costume Tech Students

THA 231a	Drafting for the Theater, Costumes: Part 1
THA 231b	Drafting for the Theater, Costumes: Part 2
THA 233a	Costume Design I: Part 1
THA 233b	Costume Design I: Part 2

#### Elective Courses for Lighting Design Students

THA 235a	Lighting Design I: Part 1
THA 235b	Lighting Design I: Part 2

## Courses of Instruction

### (1-99) Primarily for Undergraduate Students

#### THA 1a The Theater in History I

[ ca ]

An exploration of the development and the complex interrelationships of the various arts and crafts of the theater in, and as a reflection of, their historical and social context. The first semester treats theater from classical Greece to the 18th century. Usually offered every year.

Mr. McKittrick

#### THA 1b The Theater in History II

[ ca ]

A continuation of THA 1a, treating theater in Europe and America from the 18th century to the present. Usually offered every year.

Mr. McKittrick

#### THA 2a Introduction to Theatre: from the Page to the Stage

[ ca ]

*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. Usually offered every year.

Ms. Terry

#### THA 4a Acting I: The Vocal-Physical Connection

[ ca ]

*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. Usually offered every year.

Ms. Lowry and Staff

#### THA 4b Acting II: Language in Action

[ ca ]

*Prerequisite: THA 2a or permission of the instructor.*

An introduction to the art and craft of acting. This course focuses on analysis and performance techniques including the use of actions, objectives, obstacles, engaging with the "other," dramatic conflict, and physical and emotional give and take of playing scenes from dramatic literature. Usually offered every year.

Ms. Krstansky

#### THA 9a Movement for the Stage I

[ ca pe-1 ]

*Prerequisite: THA 2a or permission of the instructor. Counts as one activity course toward the physical education requirement.*

The actor's job is to create action out of meaning and meaning out of action. Exercises designed to lead students into their imaginations in order to bring courage and responsiveness into the body. Focus on building necessary tools to create the balance between free form and free expression and an artistic and intelligent relationship to theater. Usually offered every year.

Ms. Dibble

#### THA 9b Movement for the Stage II

[ ca pe-1 ]

*Prerequisite: THA 2a or permission of the instructor and one semester of movement or dance. Counts as one activity course toward the physical education requirement.*

Work on economy, precision, control of movement, and the link between feeling and expression. Course focuses on Energy States, the Four Elements, Rudolf Laban's Movement Theory and Neutral Mask. Usually offered every year.

Ms. Dibble

#### THA 10b Stage Combat

[ ca pe-1 ]

*Prerequisite: THA 2a or permission of the instructor and one semester of movement or dance. Counts as one activity course toward the physical education requirement.*

The course's purpose is to teach the basic skills necessary for the creation of effective and safe stage combat. At the completion of the semester, student competency will be tested by means of a choreographed "fight" utilizing compulsory moves and safety techniques. Usually offered every year.

Staff

#### THA 11a Movement for the Performer

[ ca ]

*Prerequisite: THA 2a or permission of the instructor. Counts as one activity course toward the physical education requirement.*

The fundamentals of movement training. Focus on awareness of the body in space, the ability to move with flexibility, grace, and coordination, and an openness to new ideas and forms of physical expression. Usually offered every third year.

Staff

#### THA 12b Crossing Borders: Personal Narratives from the Cross-Cultural

[ ca ]

*Open to all students.*

A hands-on workshop and discussion course, students examine issues of ethnicity, race, class, faith, and cross-cultural transformations, through the lens of art and the theatrical experience. Usually offered every third year.

Ms. Lowry

#### THA 15a Vocal Gesture: The Expressive Use of the Voice

[ ca ]

*Prerequisite: THA 2a or permission of the instructor.*

The study of the body voice begins with the exploration and application of sensory awareness training and its integration with vocal and physical life. Vocal Gesture celebrates the power of physical and vocal liberation. Explores relaxation techniques to alleviate habitual, effort-filled movement; investigates alignment and breathwork while carving up the space with voice and gesture. Usually offered every year.

Ms. Terry

#### THA 15b Public Speaking: The Art of Oral Communication

[ ca ]

An introductory course on the basic concepts and techniques of making presentations to groups of people. Students explore the principles of human communication and apply them to various situations and forms of spoken discourse. Students develop a process for analyzing the audience and situation; for choosing, limiting, and researching a subject, for developing effective habits of vocal delivery, and for writing their own speeches.

Mr. Walsh

#### THA 17a Dialects for the Stage

[ ca ]

*Prerequisite: THA 15a or permission of the instructor.*

A study in the fundamentals of dialects for the stage including an introduction to phonetic transcriptions and improving basic listening skills. Material includes a selection of dialects from around the world as applied to plays, songs, stories, poems, and screenplays. Usually offered every third year.

Ms. Terry

#### THA 20b Acting Integration: Body/Voice/Text

[ ca ]

*Prerequisites: THA 2a or THA 9a or THA 11a; 15a; 33a.*

Synthesizes the various aspects of actor training and guides the student to a fuller realization of previous class work. Students are provided with an opportunity to explore the integration process, while at the same time expanding on the traditional acting approaches to communicating the theatrical text. Attention is focused on how the actor uses his body/voice to discover meaning and communication of the text. Usually offered every third year.

Ms. Lowry

**THA 22b Undergraduate Singing**

[ ca ]

*Prerequisites: THA 2a or permission of instructor. May be repeated for credit.*

The fundamentals of singing are explored in detail, concentrating on breath and relaxation, placement and resonance, tonal quality and flexibility. Specific exercises for each facet of vocal production are explored. Work includes solo and ensemble singing.

Ms. Armstrong

**THA 25a American Musical Theater**

[ ca ]

Analyzes American musicals in their historical contexts: students learn how to analyze the structure and score of musicals, and develop a vocabulary for examining the visual dimensions of productions. Attention will be given to production histories.

Usually offered every year.

Mr. McKittrick

**THA 32a The Collaborative Process**

[ ca ]

*Prerequisites: THA 2a or permission of instructor.*

An exploration of the process of collaborative creation from the idea to performance. Students work as performers, directors, writers, and designers to create original theater pieces based on current events, literature, theater, genres, and personal obsessions. Usually offered every year.

Ms. Krstansky

**THA 33a Acting III: Modern Realism**

[ ca ]

*Prerequisites: THA 2a, THA 4a and 4b, or permission of the instructor.*

Focus is on releasing the creative energies of the actor through integrated work on technique and text. Building on the curricula of THA 4a and THA 4b, student actors are guided in applying basic acting concepts to scenes from contemporary and modern drama. Students explore how to take responsibility for their own development through rehearsal process. Introduces relevant techniques such as script analysis and research. Usually offered every year.

Ms. Morrison

**THA 33b Acting IV: Acting the Classics**

[ ca ]

*Prerequisite: THA 33a.*

A continuation of THA 33a with work on more complex texts. Usually offered every year.

Ms. Krstansky

**THA 41a Theater Practicum**

*Corequisite: THA 41a. Yields half-course credit (two semester-hour credits) towards graduation and rate of work. May be repeated for credit. There is a mandatory class meeting for this course at the beginning of each semester. Contact the theater arts department office for exact date and time.*

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. Usually offered every year.

Ms. Cleary and Staff

**THA 42a Acting Practicum**

*Prerequisite: THA 2a and THA 41a. Yields half-course credit (two semester-hour credits) towards graduation and rate of work. May be taken only once for credit.*

A hands-on course providing exposure to, and experience in, the practical aspects of acting and performance. Under professional direction or supervision, students develop a working knowledge of acting through performing, serving as understudies, or working as stage managers in a production with the Brandeis Theater Company, the Undergraduate Theater Collective, or as part of a preapproved project within or outside the University. Students will meet periodically with their advisors to report on their progress. Usually offered every year.

Ms. Morrison

**THA 43a Dance and Movement Practicum**

*Prerequisite: THA 2a and THA 41a. Yields half-course credit (two semester-hour credits) towards graduation and rate of work. May be taken only once for credit.*

A hands-on course providing exposure to, and experience in, the practical aspects of dance and movement performance. Under professional direction or supervision, students develop a working knowledge of dance through either performing in a production with the Brandeis Theater Company, the Undergraduate Theater Collective, or as part of a preapproved project within or outside the University. Students will meet periodically with their advisors to report on their progress. Usually offered every year.

Ms. Dibble

**THA 44a Directing Practicum**

*Prerequisite: THA 2a and THA 41a. Yields half-course credit (two semester-hour credits) towards graduation and rate of work. May be taken only once for credit.*

A hands-on course providing exposure to, and experience in, the practical aspects of directing. Under professional direction or supervision, students develop a working knowledge of directing through either directing a production, serving as assistant directors, or working as stage managers on a production with the Brandeis Theater Company, the Undergraduate Theater Collective, or as part of a preapproved project within or outside the University. Students will meet periodically with their advisors to report on their progress. Usually offered every year.

Mr. Hill

**THA 45a Design/Technical Practicum**

*Prerequisite: THA 2a and THA 41a. Yields half-course credit (two semester-hour credits) towards graduation and rate of work. May be taken only once for credit.*

A hands-on course providing exposure to, and experience in, the practical aspects of design and technical production. Under professional direction or supervision, students develop a working knowledge of design and technical theater through either designing a production, serving as assistant designers on a production, or working as stage managers on a production with the Brandeis Theater Company, the Undergraduate Theater Collective, or as part of a preapproved project within or outside the University. Students will meet periodically with their advisors to report on their progress. Usually offered every year.

Ms. Booth

**THA 46a Sound Design Practicum**

*Prerequisite: THA 2a and THA 41a. Yields half-course credit (two semester-hour credits) towards graduation and rate of work. May be taken only once for credit.*

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, the Undergraduate Theater Collective, or as part of a preapproved project within or outside the University. Students will meet periodically with their advisors to report on their progress. Usually offered every year.

Mr. Wilson



**THA 47a Stage Management Practicum**

*Prerequisite: THA 2a and THA 41a. Yields half-course credit (two semester-hour credits) towards graduation and rate of work. May be taken only once for credit.* A hands-on course providing exposure to, and experience in, the practical aspects of stage management. Under professional direction or supervision, students develop a working knowledge of stage management through either stage managing or assistant stage managing a production with the Brandeis Theater Company, the Undergraduate Theater Collective, or as part of a preapproved project within or outside the University. Students will meet periodically with their advisors to report on their progress. Usually offered every year. Ms. Cleary

**THA 50b Sound for Theater, Film, and Television**

[ ca ]  
*Prerequisite: THA 2a or permission of the instructor. Laboratory fee: \$10 per semester.* Explores the process of modern sound design from concept to execution. Topics include sound design within a production style, analysis of a script to determine sound and music needs, cue construction, recording, and editing. Hands-on sound studio instruction provides a foundation for a complete sound design. Usually offered every second year. Mr. Wilson

**THA 52b Fundamentals of Lighting**

[ ca ]  
*Prerequisite: THA 2a or permission of the instructor. Laboratory fee: \$15 per semester.* A hands-on investigation of the hardware and software of lighting design, the functions and use of stage lighting equipment, computer lighting consoles, design software, and production paperwork. Basic electrical theory and safety considerations concerning rigging, focusing, and power distribution will also be discussed. Usually offered every year. Staff

**THA 54b Scenic Construction Fundamentals**

[ ca ]  
*Prerequisite: THA 2a or permission of the instructor. Laboratory fee: \$25 per semester.* A course specifically designed to acquaint the student with the basics of scenery construction for stage, screen, and television. Techniques for fabrication and stabilization of two- or three-dimensional scenery will be explored, along with approved methods for fabrication of load-bearing stage structures. Students will be involved with actual construction of stock units as class projects. Usually offered every year. Mr. Bird

**THA 60a Introduction to Scene Painting**

[ ca ]  
*Prerequisite: THA 2a or permission of the instructor. Laboratory fee: \$30 per semester.* This course offers an introduction to, and studio experience in, scene painting techniques. Execution processes are addressed during slide lectures and classroom demonstrations. Students will work on two of their own scene painting projects that will allow them to exercise creative choices in color research and design. Usually offered every year. Mr. Moody

**THA 64a Costumes: From Script to Stage**

[ ca ]  
*Prerequisite: THA 2a or permission of the instructor. Laboratory fee: \$10 per semester.* An introduction to the challenges facing the costume designer during the process of a play production. Topics include script and character analysis and how to research a variety of historical periods. Students design for two to three plays over the course of the semester. Usually offered every year. Ms. Bramhall

**THA 64b From Idea to Sketch**

[ ca ]  
*Prerequisite: THA 64a is recommended.* Introduction to the multifaceted skills required of a costume designer. Includes a discussion on basic design elements, use of color, drawing and painting techniques, introduction to fabrics, and exploring past masters. Usually offered every third year. Ms. Bramhall

**THA 70a Directing**

[ ca ]  
*Prerequisite: THA 2a or permission of instructor.* Examines the art of theater from the director's perspective. Focuses on how dramatic theory and interpretation meet in the crucible of actual rehearsal, production, and performance from the director's point of view. Usually offered every year. Mr. Hill

**THA 89a Internship in Theater**

*All THA students completing internships for credit must enroll in this seminar.* This seminar continues the process of experiential learning through the completion of various projects which utilize the resources of the professional theaters in the Boston area. Usually offered every year. Ms. Cleary

**THA 98a Independent Study**

*Prerequisite: University grade-point average equal to a B or higher. Enrollment limited to juniors and seniors.* Students may elect either a research paper, a production project, or a combination of the two. Usually offered every year. Staff

**THA 98b Independent Study**

*Prerequisite: University grade-point average equal to a B or higher. Enrollment limited to juniors and seniors.* Students may elect either a research paper, a production project, or a combination of the two. Usually offered every year. Staff

**THA 99a Senior Research**

With permission of the department, qualified students may choose to complete a thesis paper, a play, or a project in theater arts. This course may be taken alone to fulfill major requirements or in conjunction with 99b to complete a full-year thesis project, making the student eligible for departmental honors. Students wishing to obtain honors will undergo review by their advisors before being allowed to enroll in the continuation of the thesis project, THA 99b, and must obtain permission of the advisor and department chair before registering. Offered every semester. Staff

**THA 99b Senior Thesis**

With permission of the department, qualified students may choose to complete a thesis paper, a play, or a project in theater arts. This course may be taken alone to fulfill requirements for the major or in conjunction with THA 99a to complete a full-year thesis project, making the student eligible for departmental honors. Students wishing to obtain honors will undergo review by their advisors and must obtain permission from their advisors and the department chair before registering. Offered every semester. Staff

**(100-199) For Both Undergraduate and Graduate Students****THA 100a Theater Literature and Theory I**

[ ca ]  
The evolution of Western drama from its ritual origins through the mid-18th century. Greek tragedy, Roman comedy, medieval drama, Italian humanism, Spanish Golden Age comedias, and French neoclassicism. Attention paid to theater history, dramatic theory, and performance. Usually offered every year. Mr. Holmberg

**THA 100b Theater Literature and Theory II**

[ ca ]  
A continuation of THA 100a, covering plays, history, and political theory. Romanticism to the present, including realism, and the avant-garde. Usually offered every year. Mr. Holmberg

**THA 101a Stage Management: Part I**

[ ca ]

*Prerequisite: THA 2a or permission of the instructor.*

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. Usually offered every year.

Ms. Cleary

**THA 101b Stage Management: Part II**

[ ca ]

A continuation of THA 101a. Usually offered every year.

Ms. Cleary

**THA 102b Shakespeare: On Stage and Screen**

[ ca ]

Shakespeare wrote his plays to be seen and heard, not read. This course approaches Shakespeare as a man of the theater who thought visually as well as verbally.

Explores Shakespeare's scripts in their original theatrical context, subsequent production history, and migration to film. Usually offered every second year.

Mr. Holmberg

**THA 103b Contemporary Theater in Production**

[ ca ]

Boston and the greater Boston area has a vibrant and diverse theater community. In this class students see, analyze, and write critical responses to nine productions staged in theaters in Boston, Cambridge, and Watertown, as well as on the Brandeis campus. Additional expenses associated with attending productions may be the responsibility of the student. Usually offered every second year.

Mr. McKittrick

**THA 104a Playwriting**

[ wi ca ]

Introduces students to the fundamentals of playwriting. Attention will be given to dramatic structure, the development of character, and stage dialogue. In addition to completing a number of playwriting exercises, students will write one ten-minute play and one one-act play. Work will be shared with the class and read aloud. Usually offered every year.

Staff

**THA 105a Singing for Musical Theater**

[ ca ]

*Prerequisite: THA 2a, or permission of the instructor. May be repeated for credit.*

Fundamentals in singing techniques using the repertoire of the musical theater. Students practice healthy vocal habits for breath support, focusing resonance, extending the tonal line, and clarity of diction. The course is a combination of group sessions and individual lessons. Usually offered every year.

Ms. Armstrong

**THA 105b Acting for Musical Theater**

[ ca ]

*Prerequisites: THA 2a, 4a, and 105a.*

An introduction to the art of the American musical genre. Focuses on learning the skills necessary to act a selected scene and song while maintaining strong emotional connection and expressive vocal/physical action. Usually offered every year.

Ms. Terry

**THA 107a Costume Drafting**

[ ca ]

*Prerequisite: THA 2a or permission of the instructor.*

After introducing basic skills in drafting bodices, sleeves, skirts, and pants, this course will emphasize adjusting patterns to specific measurements, and adapting modern and historical clothing for the stage. Various techniques of theater costuming will be demonstrated. Usually offered every year.

Ms. Loewenguth

**THA 109a Improvisation**

[ ca ]

*Prerequisite: THA 2a or permission of the instructor.*

An approach to acting through the stimulation of the actor's imagination and creativity, freeing the actor's impulses and faith. Improvisation breaks down the elements of scene work and, through a series of exercises, makes these elements more personal and accessible to the actor. Usually offered every year.

Ms. Krstansky

**THA 110a Moving Women/Women Moving**

[ pe-1 ca ]

*Prerequisite: THA 2a or permission of the instructor. Counts as one activity course toward the physical education requirement.*

Among the influential women leaders in America are choreographers who shaped the history of modern dance in the 20th century. This course will focus on the work and lives of these women. Students will learn dance techniques and investigate the twists and turns in the lives of these extraordinary artists. Usually offered every third year.

Ms. Dibble

**THA 110b Modern Dance and Movement**

[ ca pe-1 ]

*Prerequisite: THA 2a or permission of the instructor. Counts as one activity course toward the physical education requirement.*

A course designed to explore modern dance at an intermediate level. Students will learn combinations and complete dances with the style and techniques of Martha Graham, José Limón, and Merce Cunningham as a background for the class. Usually offered every year.

Ms. Dibble

**THA 115b The Avant-Garde**

[ ca hum ]

Explores the avant-garde movements including symbolism, decadence, futurism, constructivism, Dada, surrealism, expressionism, existentialism, pop art and happenings, performance art, minimalism, and postmodernism as alternate forms of expression that challenge mainstream art. Attention is paid to the interactions among theater, painting, dance, music, and film. Usually offered every second year.

Mr. Holmberg

**THA 120a Dance in Time**

[ ca ]

*Prerequisite: THA 2a or permission of the instructor.*

Focuses on how life cycles, nature and the elements, rhythm and structure in traditional dance-forms and rituals, poetry, social events, and human behavior, for example, can all contribute to the understanding of dance and its place in the history of the world. Students are given the opportunity to explore these ideas as well as learn about and practice the creative process by using a variety of sources that inspire and inform the human being who participates in dance of all kinds. Usually offered every second year.

Ms. Dibble

**THA 120b Movement and Dance Theater Composition**

[ ca pe-1 ]

*Prerequisite: THA 2a or permission of the instructor. Counts as one activity course toward the physical education requirement.*

A studio course designed to teach the art of making dances and movement theater. Explores the use of space, theme, rhythm, repetition and music, and their relationship to the process of creating original work for the stage. Usually offered every year.

Ms. Dibble

**THA 125a Acting for the Camera**

[ ca ]

*Prerequisite: THA 2a or permission of instructor.*

A process-based acting class. Emphasis is on developing the actor's ability to work honestly and creatively in front of the camera. All work is videotaped. Students regularly review their performances in order to advance their critical understanding of the work. Usually offered two consecutive years with a third-year hiatus.

Ms. Doyle

**THA 130a Suzuki**

[ ca nw pe-1 ]

*Prerequisite: THA 2a or permission of instructor. Counts as one activity course toward the physical education requirement. Undergraduates may repeat this course twice for credit, once with each 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. Usually offered every semester. Mr. Hill and Ms. Krstansky

**THA 150a The American Drama since 1945**

[ ca wi ]

Examines the major plays and playwrights representing styles from social realism to avant-garde performance groups and the theater of images. Usually offered every second year.

Mr. Holmberg

**THA 155a Icons of Masculinity**

[ ca ]

Using icons from movies, fiction, theater, and television who represent manhood, this course explores how American men have defined and performed their masculinity. Various archetypes, including the cowboy, the gangster, the rogue cop, the athlete, the buddy, the lover, and Woody Allen are examined. Usually offered every second year.

Mr. Holmberg

**THA 160a History of Theater Design: Classical Period to 1900**

[ ca ]

*Prerequisite: THA 2a or permission of the instructor.*

A survey of scenic design: costume, theater spectacle, visual theater from Renaissance to 1900. Usually offered every year.

Mr. Eigsti

**THA 165b Tough Guys and Femmes Fatales: Gender Trouble in Noir and Neo-Noir**

[ ca ]

Looking at gender anxiety in noir and neo-noir, this course explores how the genre has evolved and what this evolution reveals about the ongoing negotiations of masculinity, femininity, and power. Attention paid to how actors embody and perform masculinity. Usually offered every second year.

Mr. Holmberg

**THA 170a Resumes, Portfolios, and Interviewing**

[ ca ]

Provides design and production students with tools and resources to begin a career in theater. Course work includes developing effective cover letters, resumes, and/or portfolios, and interview techniques. Usually offered every year.

Ms. Chiu

**THA 185b Dramatic Structure: Analysis and Application**

[ ca ]

Students read works from the Greeks to the present, analyzing a variety of dramatic structures as a means of deriving meaning from plays. Texts include works by Aristotle, Aeschylus, Seneca, Hegel, Racine, Sarah Kane, Lope de Vega, Marlowe, Shakespeare, Pinter, Richard Greenberg, Caryl Churchill, Arthur Schnitzler, David Hare, Sergi Belbel, Joe Orton, and Kuan Hanch'ing. Students will have the opportunity to write a play modeled after one of the structures studied in class. Usually offered every second year.

Mr. McKittrick

**THA 190b Senior Seminar**

[ ca ]

*Prerequisite: Senior class standing and declared theater arts major. This seminar is a capstone course and fulfills a requirement for all theater arts majors.*

Usually offered every year.

Staff

**THA 195a Topics in Theater and Drama**

[ ca ]

*Prerequisites and enrollment limits vary with course topic and instructor.*

Study of special topics in theater history, dramatic literature, theatrical production, acting, or design. May be repeated for credit as the course topic varies. See Schedule of Classes each semester for further information.

Staff

**THA 199a Production Vocal Coaching Lab**

*Corequisite: Student must be currently cast in a departmental production. Course may be repeated for credit no more than six times.*

All students cast in a speaking role for Main Stage and Laurie Theater productions are required to work with the vocal coach. Times for individual lessons are assigned at the first rehearsal of each production. Usually offered every semester.

Ms. Lowry and Ms. Terry

**(200 and above) Primarily for Graduate Students****THA 201a Acting I: Part 1**

Acting in the first semester centers around exercises and rudimentary scene work designed to develop the actors' concentration, awareness of, and responsiveness to their own instrument, internal life, surroundings, and eventually the other actor. Through progressively stepped assignments, actors are introduced to basic performance elements and tools. Work in the second semester focuses on application of these concepts and techniques to contemporary and modern text. Additional skills such as thorough reading of a text, script analysis, research, and the actors' development through a rehearsal process are emphasized. Required for first-year actors. Usually offered every third year.

Ms. Morrison

**THA 201b Acting I: Part 2**

A continuation of THA 201a. Usually offered every third year.

Ms. Morrison

**THA 202a Ensemble Building I**

Starting from improvisation and viewpoint training, the class provides tools and experiences necessary to build a vital, fearless acting ensemble that values generosity and a high standard of professionalism. Usually offered every third year.

Ms. Krstansky

**THA 202b Ensemble Building II**

*Prerequisite: THA 202a.*

A continuation of THA 202a. Starting from improvisation and viewpoint training, the class provides tools and experiences necessary to build a vital, fearless acting ensemble that values generosity and a high standard of professionalism. Usually offered every third year.

Ms. Krstansky

**THA 205a Movement I: Part 1**

Through physical awareness and alignment work, dance for the actor (including ballroom and folk dance styles), Alexander Technique, movement improvisation, and creative projects, this course offers the actor a process in which to experience more flexibility and freedom of expression through movement. Required for first-year actors. Usually offered every third year.

Ms. Dibble

**THA 205b Movement I: Part 2**

A continuation of THA 205a, with focus on space, time, and energy and character development through movement research. Required for first-year actors. Usually offered every third year.

Ms. Dibble

**THA 207a Text and Context**

Before actors, directors, or designers begin to work, they need a fundamental understanding of the play at hand. This is an advanced course in how to read and study plays on their own terms and with an eye towards their eventual production and performance. Usually offered every third year.

Mr. Cummings

**THA 210a Voice I: Part 1**

Vocal training with an emphasis on further development of the actor's instrument. Particular attention is given to breath release and proper support, freeing and placing the voice, resonance and vocal tone, breath/voice/body connection, development of a physical vocal warm-up, and integrating the body/voice work with text. Required for first-year actors. Usually offered every third year.

Ms. Lowry

**THA 210b Voice I: Part 2**

A continuation of THA 210a. Required for first-year actors. Usually offered every third year.

Ms. Lowry

**THA 211a Voice and Speech I**

Concentrates on voice production and speech for the performer. Focuses on practical approaches to understanding how the voice works, identifying individual vocal habits and tensions, and incorporating dynamic relaxation and alignment in the performer's process. Phonetics for the actor, in the form of detailed study of the conventions and applications of the International Phonetic Alphabet. Required for first-year actors. Usually offered every third year.

Ms. Terry

**THA 212a Speech I: Part 1**

With attention to integration of voice and speech, this course lays the groundwork for the development of clear, efficient, effortless use of language through a deeper study of the physical act of speech. The student receives an in-depth analysis of personal speech patterns; regional influences are examined and identified. Texts include many varieties of poetry. Required for first-year actors. Usually offered every third year.

Ms. Terry

**THA 212b Speech I: Part 2**

Continuation of THA 212a. Required for first-year actors. Usually offered every third year.

Ms. Terry

**THA 214d Singing I**

Fundamentals in vocal technique and music theory. A survey of music theater repertoire and some classical repertoire. Small groups and/or tutorials. Required for first-year actors. Usually offered every third year.

Ms. Armstrong

**THA 215b Rehearsal and Performance I**

First-year actors are required to audition for, and play as cast in, a first-year project and the final plays of the spring semester. Required for first-year actors. Usually offered every third year.

Staff

**THA 220d Design Practicum I**

Certain first-year students are assigned as assistants to second- and third-year designers in areas of production such as scenic arts, props, hair and makeup, millinery, costumes, and lighting. Required for first-year designers. Usually offered every year.

Staff

**THA 223a Designing for Theater Seminar: Part 1**

*This course is open to undergraduates with permission of instructor.*

Provides all design students with a fundamental approach to designing in the theater. Emphasis is placed on developing visual equivalents for plays of all periods as they exist in nonvisual/verbal texts. In addition, the student will explore various methods of drawing and painting as tools for expressing the costume design. Required for first-year designers. Usually offered every year.

Mr. Eigsti

**THA 223b Designing for Theater Seminar: Part 2**

*This course is open to undergraduates with permission of instructor.*

A continuation of THA 223a. Required for first-year designers. Usually offered every year.

Mr. Eigsti

**THA 225a Set Design I: Part 1**

*Laboratory fee: to be determined.*

First-year set design focuses on the visual skills and importance of the theatrical image. Each student explores the spatial and visual context of the play while developing the skills to express the idea. Required for first-year designers. Usually offered every year.

Ms. Booth

**THA 225b Set Design I: Part 2**

*Laboratory fee: to be determined.*

A continuation of THA 225a. Required for first-year designers. Usually offered every year.

Ms. Booth

**THA 226a Drafting for the Theater, Scenery: Part 1**

*Laboratory fee: \$25 per semester. This course is open to undergraduates by permission of instructor.*

Specifically dedicated to developing drafting as a valid design language and tool for theatrical designers. Emphasis is placed upon development of techniques and skills to provide for clear communication of design ideas in the finished project. Required for first-year designers. Usually offered every year.

Ms. Chiu

**THA 226b Drafting for the Theater, Scenery: Part 2**

*Laboratory fee: \$25 per semester. This course is open to undergraduates by permission of instructor.*

A continuation of THA 226a. Required for first-year designers. Usually offered every year.

Ms. Chiu

**THA 231a Drafting for the Theater, Costumes: Part 1**

*Laboratory fee: \$20 per semester. This course is open to undergraduates by permission of instructor.*

Basic pattern drafting of bodices, sleeves, skirts, and pants; followed by muslin construction, fitting, and adaptation of the basic pattern to various styles of fashion. Required for first-year designers. Usually offered every year.

Staff

**THA 231b Drafting for the Theater, Costumes: Part 2**

*Laboratory fee: \$20 per semester. This course is open to undergraduates by permission of instructor.*

A continuation of THA 231a. Required for first-year designers. Usually offered every year.

Staff

**THA 232a Life Drawing: Part 1**

*Laboratory fee: \$30 per semester. This course is open to undergraduates by permission of instructor.*

An introductory course in drawing skills, including life drawing and basic and perspective drawing. Life drawing includes figure-drawing instruction and studio practice with a focus on developing observational and drawing skills. Using various exercises involving movement, form, and shape, the student will learn the basics of perspective and drawing figures to scale. Required for first-year designers. Usually offered every year.

Mr. Moody

**THA 232b Life Drawing: Part 2**

*Laboratory fee: \$30 per semester. This course is open to undergraduates by permission of instructor.*

A continuation of THA 232a. Required for first-year designers. Usually offered every year.

Mr. Moody

**THA 233a Costume Design I: Part 1**

Dedicated to developing drawing and painting as tools for expressing costume design. Emphasis is placed on development of these techniques and skills to provide for clear communication of design ideas in the finished costume sketch. Extensive supervised work in class on these projects. Required for first-year designers. Usually offered every year.

Ms. Donnelly and Ms. vonMayrhauser



**THA 233b Costume Design I: Part 2**

A continuation of THA 233a. Required for first-year designers. Usually offered every year.

Ms. Donnelly and Ms. vonMayrhauser

**THA 235a Lighting Design I: Part 1**

*Laboratory fee: \$15 per semester.*

The first-year graduate lighting design student studies an approach to developing a light plot with an emphasis on lighting mechanics and drafting conventions. The student also develops visual awareness through the study of artistic composition as well as learning a conceptual approach to lighting design. Required for first-year designers. Usually offered every year.

Mr. Chybowski

**THA 235b Lighting Design I: Part 2**

*Laboratory fee: \$15 per semester.*

A continuation of THA 235a. Required for first-year designers. Usually offered every year.

Mr. Chybowski

**THA 239b Costume Technology I: Part 2**

A continuation of THA 293a. Usually offered every year.

Ms. Loewenguth

**THA 241a Sound Design I, Part 1**

Follows the process of developing and producing a complete sound design for a theatrical production. Usually offered every year.

Mr. Wilson

**THA 241b Sound Design I, Part 2**

A continuation of THA 241a. Usually offered every year.

Mr. Wilson

**THA 242a Studio Techniques I: Part 1**

*Prerequisite: THA 50b or MUS 107a or MUS 109b.*

Presents the methods and skills used to produce a complicated work of aural art. Recorded works are discussed and analyzed, leading to in-class mixing projects using pre-recorded session material.

Usually offered every second year.

Mr. Wilson

**THA 242b Studio Techniques I: Part 2**

A continuation of THA 242a.

**THA 249d Production Laboratory I**

Required for first-year graduate designers. Usually offered every year.

Ms. Chiu

**THA 255a Movement II: Part 1**

*Open to undergraduate students with permission of instructor.*

Includes warm-ups with strength, stretch, and alignment exercises. Course focuses on period movement and forms of expression based in medieval and Elizabethan concepts and ideas. The course includes a movement project using themes of heaven and hell and the human condition on earth. Historical dances included in the course are the galliard, pavan, estempie, branle, and farandole. Required for second-year actors. Usually offered every third year.

Ms. Dibble

**THA 255b Movement II: Part 2**

*This course open to undergraduates with permission of instructor.*

A continuation of THA 255a, the student is exposed to a range of movement techniques including chorus movement, neutral mask, and clown. Required for second-year actors. Usually offered every third year.

Ms. Dibble

**THA 258a Stage Combat I: Part 1**

The practical art of stage combat will be taught over the course of three semesters leading to the actor-combatant skills proficiency test adjudicated by a fight master from the Society of American Fight Directors (SAFD). The class is taught by a SAFD-certified teacher and covers such period weaponry as single sword quarterstaff, as well as unarmed combat, contemporary violence, and commedia/slapstick skills. Required for first-year actors. Usually offered every third year.

Mr. Walsh

**THA 258b Stage Combat I: Part 2**

A continuation of THA 258a. Required for first-year actors. Usually offered every third year.

Mr. Walsh

**THA 260a Voice II: Part 1**

Continuation and consolidation of vocal skills learned in the first year. Vocal workouts are expanded to increase flexibility, range, and power. Special emphasis on releasing heightened emotion, skills for handling artifice in language, and the application of acquired knowledge to a variety of performance situations and environments. Required for second-year actors. Usually offered every third year.

Ms. Lowry

**THA 260b Voice II: Part 2**

A continuation of THA 260a. Usually offered every third year.

Ms. Lowry

**THA 262a Speech II: Part 1**

A continuation of Speech I, focusing on rhythm and melody, leading into poetry, and specifically dealing with Shakespeare. Dialect work also begins during this year. Required for second-year actors. Usually offered every third year.

Ms. Terry

**THA 262b Speech II: Part 2**

A continuation of THA 262a. Required for second-year actors. Usually offered every third year.

Ms. Terry

**THA 264d Singing II**

Intermediate vocal technique including a deeper focus on legato and leggiero work. Intermediate theory including intervals and ear training. A continuing survey of musical literature. Required for second-year actors. Usually offered every third year.

Ms. Armstrong

**THA 265d Rehearsal and Performance II**

Second-year actors are required to audition for, and play as cast in, all graduate productions. Required for second-year actors. Usually offered every third year.

Staff

**THA 268a Stage Combat II**

A continuation of THA 258b. The student's final semester of stage combat training culminates in the adjudication by a Fight Master from the Society of American Fight Directors. Required for second-year actors. Usually offered every third year.

Mr. Walsh

**THA 270d Design Practicum II**

Design students serve as assistants to the designers in the areas of scenery, costumes, and lighting. In addition, selected students design in Laurie Theater. These design projects are supported by the design faculty in each area (scenery, costumes, lighting, and scene painting). Required for second-year designers. Usually offered every year.

Staff

**THA 275a Set Design II: Part 1**

*Laboratory fee: \$25 per semester.*

Second-year set design students focus on advancing the technical and visual skills begun in the first year. Each student delves further into using the text, music, and theatrical space to shape his or her designs. An emphasis is placed on developing an individual process to the work. Usually offered every year.

Ms. Booth and Mr. Eigsti

**THA 275b Set Design II: Part 2**

*Laboratory fee: \$25 per semester.*

A continuation of THA 275a. Usually offered every year.

Ms. Booth and Mr. Aigsti

**THA 276a Computer Drawing I: Part 1**

*This course is open to undergraduates by permission of instructor.*

Set rendering includes instruction in various drawing and painting techniques employed in the process of designing. The rendering projects are tailored to the student's theoretical set-design projects. Usually offered every year.

Mr. McKay

**THA 276b Computer Drawing I: Part 2**

*This course is open to undergraduates by permission of instructor.*

A continuation of THA 276a. Usually offered every year.

Ms. Booth

**THA 277a Stage Technology: Part 1**

*Laboratory fee: \$25 per semester. This course is open to undergraduates by permission of the instructor.*

Explores the theater structure as a machine to house theatrical productions and traditional, as well as current, techniques for the movement and rigging of scenery within that mechanical environment. Specific projects are assigned to develop scenery shifting strategies that allow for a variety of technological solutions to scenic movement problems. Usually offered every year.

Staff

**THA 277b Stage Technology: Part 2**

*Laboratory fee: \$25 per semester. This course is open to undergraduates by permission of instructor.*

A continuation of THA 277a. Usually offered every year.

Staff

**THA 278a Scene Painting: Part 1**

*Laboratory fee: \$80 per semester. This course is open to undergraduates by permission of instructor.*

Scene painting includes instruction in basic scene-painting skills, methods, materials, and techniques commonly applied in scenic studios and scenery for theater, film, and television. Usually offered every year.

Mr. Moody

**THA 278b Scene Painting: Part 2**

*Laboratory fee: \$80 per semester. This course is open to undergraduates by permission of instructor.*

A continuation of THA 278a. Usually offered every year.

Mr. Moody

**THA 280a Costume Design II: Part 1**

Second-year costume design students focus on technical and design skills begun in the first year. In-depth investigation of text and music to reveal how character occurs. Students develop an individual approach to the work. Usually offered every year.

Ms. vonMayrhauser

**THA 280b Costume Design II: Part 2**

A continuation of THA 280a. Usually offered every year.

Ms. vonMayrhauser

**THA 281a Costume Drawing I: Part 1**

*Laboratory fee: \$20 per semester.*

Second-year costume design students continue to develop their drawing and rendering skills, working from life studies and using their first-year projects as vehicles for exploration of techniques. Usually offered every year.

Ms. Donnelly

**THA 281b Costume Drawing I: Part 2**

*Laboratory fee: \$20 per semester.*

A continuation of THA 281a. Usually offered every year.

Ms. Donnelly

**THA 282a Costume Draping and Construction I: Part 1**

*Laboratory fee: \$15 per semester.*

Conversion of basic pattern to historically accurate period costume with emphasis on construction. Usually offered every year.

Ms. Loewenguth

**THA 282b Costume Draping and Construction I: Part 2**

*Laboratory fee: \$15 per semester.*

A continuation of THA 282a. Usually offered every year.

Ms. Loewenguth

**THA 283a Acting II: Part 1 (Shakespeare)**

Focuses on the skills necessary to analyze and perform Shakespeare's plays with confidence, ease, and authority. Elements of training include metrical analysis, rhetorical devices and how to use them, imagery, melody, dialogue and scene structure, physicalization of text, creative use of space, and performance of numerous scenes and speeches. Required for second-year actors. Usually offered every third year.

Ms. Lowry

**THA 283b Acting II: Part 2**

Curriculum builds upon the work of THA 283a with further focus on the classics and on characterization. Required for second-year actors. Usually offered every third year.

Ms. Morrison

**THA 284a History of Civilization: Design and Decorative Arts, Part 1**

Studies the changing lifestyles of polite and impolite society, their modes, manners, and environments. Focus is on the European world, 1500-1900. Seminars and slide lectures lead to each student's own presentation to the class and primary source research notebook. Field research in Boston area and New York. Usually offered every year.

Mr. Eigsti

**THA 284b History of Civilization: Design and Decorative Arts, Part 2**

A continuation of THA 284a. Usually offered every year.

Mr. Eigsti

**THA 285a Lighting Design II: Part 1**

*Laboratory fee: \$20 per semester.*

The second-year lighting design student continues developing a conceptual approach to design and also solves advanced problems in lighting design, i.e. musicals, opera, and multiset productions. Those students with a lighting emphasis design the lighting for a departmental production. Usually offered every year.

Mr. Chybowski

**THA 285b Lighting Design II: Part 2**

*Laboratory fee: \$20 per semester.*

A continuation of THA 285b. Usually offered every year.

Mr. Chybowski

**THA 290a Design Drafting I: Part 1**

*Laboratory fee: \$25 per semester.*

Specifically dedicated to the techniques of developing shop drawings from designer-produced plans and orthographic elevations. Emphasis is placed on detail drawings in larger scales. Usually offered every year.

Ms. Booth

**THA 290b Design Drafting I: Part 2**

*Laboratory fee: \$25 per semester.*

A continuation of THA 290a. Usually offered every year.

Ms. Booth

**THA 293a Costume Technology I: Part 1**

Entails a practical study of the building of costumes, exploring the properties and versatility of costume materials and fabrics, as well as the methods and machinery needed to create the costumes. Usually offered every year.

Ms. Loewenguth

**THA 293b Costume Technology I: Part 2**

A continuation of THA 293a. Usually offered every year.

Ms. Loewenguth

**THA 295a Sound Design II: Part 1**

*Prerequisite: THA 241a and b.*

A continuation of sound design for theater. Through critical readings, research, and listening analysis, students develop a production concept and produce a completed design for a class project or current department production. Usually offered every second year.

Mr. Wilson

**THA 295b Sound Design II: Part 2**

A continuation of THA 295a. Usually offered every second year.

Mr. Wilson

**THA 296a Studio Techniques II: Part 1**

*Prerequisite: THA 295a and b.*

Builds on the methods and skills learned in Studio Techniques and expands further into the tools and techniques used to produce a completed work of aural art. In addition to studio mixing, intensive programming in computer-based playback system for live performance is featured. Usually taught every second year.

Mr. Wilson

**THA 296b Studio Techniques II: Part 2**

A continuation of THA 296a. Usually offered every second year.

Mr. Wilson

**THA 299d Production Laboratory II**

See description for THA 249d (Production Laboratory I). Required for second-year graduate designers. Usually offered every year.

Ms. Chiu

**THA 309a Whole Voice Workshop**

Designed to confront the actor with a high level of physical/vocal and emotional connective work at the outset of advanced training. The voice is explored in such a way as to contact and harness the sources of energy hidden deep in the body and connect this energy to physical/vocal expression as applied to the sung-spoken word. The result is extended range, greater discipline, and fuller integration of voice and movement components of the actor training program. Required for first- and third-year actors. Usually offered every third year.  
Ms. Lowry

**THA 310a Singing III**

The third year of vocal development demands consistency of body and breath coordination, matching resonance throughout the range, and timbre coloring when needed. Focused advanced technical exercises are introduced and learned. Musical phrasing and text delineation are emphasized. A recital at the end of the semester is required. Usually offered every third year.  
Ms. Armstrong

**THA 315a Rehearsal and Performance III: Part 1**

Third-year actors are required to audition for, and play as cast, in all graduate productions. Required for third-year actors. Usually offered every third year.  
Ms. Morrison

**THA 315b Rehearsal and Performance III: Part 2**

Third-year actors are required to audition for, and play as cast, in all graduate productions, and the Brandeis/New Repertory Theater High School Tour. Additional performance opportunities exist for professional internships, which can lead to union membership. Continuation of THA 315a. Required for third-year actors. Usually offered every third year.  
Ms. Morrison

**THA 317a Accent and Dialect Research**

Introduces the methods of researching, analyzing, and executing accents and dialects for performance. In the laboratory setting and in private tutorials, the student fuses these methods into theatrical performances. Utilizes the actor's voice, speech, and text skills developed to date and applies them directly to independent projects and assignments focusing on accents and dialects. Required for third-year actors. Usually offered every third year.  
Ms. Terry

**THA 319a The Actor/Director Collaboration**

*This course may not be repeated for credit by students who have taken THA 395b in previous years.* Examines the craft of acting from the point of view of the actor's ongoing collaboration with the director. Usually offered every third year.  
Mr. Hill

**THA 319b Solo Performance**

Addresses the challenges in creating a solo theater piece. Offers the actor an opportunity to create a performance piece that involves acting, writing, choreography, direction, and design. It also focuses on the individual's artistic ideas and passions. Students are given structured assignments and guidelines for developing the material and will create and perform an original theatrical piece at the end of the semester. Usually offered every third year.  
Ms. Dibble

**THA 320d Design Practicum III**

Design students are assigned shows to design in their specialized field of interest: scenery, costumes, and lighting. In addition, assignments in scene painting, mask making, props, and specialized costume accessories are also given to design students who have achieved an advanced craft skills level in the course of the three-year program. Required for third-year designers. Usually offered every year.  
Staff

**THA 325a Set Design III: Part 1**

*Laboratory fee: \$25 per semester.* An advanced design seminar, tutorial in nature, centered on the third-year student's portfolio. Each student works to develop a portfolio of projects and realized productions, which serves as a basic tool in seeking employment in the professional theater after graduate training is completed. Usually offered every year.  
Mr. Eigsti

**THA 325b Set Design III: Part 2**

*Laboratory fee: \$25 per semester.* A continuation of THA 325a. Usually offered every year.  
Mr. Eigsti

**THA 326a Scenic Drawing II: Part 1**

A continuation of THA 276a and b. Involves advanced study on an individual basis. Usually offered every year.  
Ms. Booth

**THA 326b Scenic Drawing II: Part 2**

A continuation of THA 326a. Usually offered every year.  
Ms. Booth

**THA 328a Scenic Painting II: Part 1**

*Laboratory fee: \$80 per semester.* Scenic crafts provides advanced scene painting skills, methods, materials, and techniques commonly applied in scenic studios and scenery for theater, film, and television. Usually offered every year.  
Mr. Moody

**THA 328b Scenic Painting II: Part 2**

*Laboratory fee: \$80 per semester.* A continuation of THA 328a. Usually offered every year.  
Mr. Moody

**THA 330a Costume Design III: Part 1**

An advanced design seminar, largely tutorial in nature, centered on the students' portfolios and realized production designs, which serve as the basic tool in seeking employment after graduation. Usually offered every year.  
Ms. von Mayrhauser

**THA 330b Costume Design III: Part 2**

A continuation of THA 330a. Usually offered every year.  
Ms. von Mayrhauser

**THA 331a Costume Drawing II: Part 1**

A continuation of THA 281a and b. This course involves advanced study on an individual basis. Usually offered every year.  
Ms. Donnelly

**THA 331b Costume Drawing II: Part 2**

A continuation of THA 331a. Usually offered every year.  
Ms. Connelly

**THA 332a Draping and Costume Construction II: Part 1**

*Laboratory fee: \$15 per semester.* Draping of various period costumes, advanced study of costume construction. Usually offered every year.  
Ms. Loewenguth

**THA 332b Draping and Costume Construction II: Part 2**

*Laboratory fee: \$15 per semester.* A continuation of THA 332a. Usually offered every year.  
Ms. Loewenguth

**THA 335a Lighting Design III: Part 1**

*Laboratory fee: \$10 per semester.* The third-year lighting design student will continue in individual and advanced problems as well as design the lighting for a departmental production. The third-year student is also encouraged to seek an internship outside of the department. Usually offered every year.  
Mr. Chybowski

**THA 335b Lighting Design III: Part 2**

*Laboratory fee: \$10 per semester.* A continuation of THA 335a. Usually offered every year.  
Mr. Chybowski

**THA 340a Design Drafting II: Part 1**

*Laboratory fee: \$20 per semester.* A continuation of THA 290a and b in terms of detail-oriented shop drawing techniques and skills, with the emphasis on construction technology and materials applications integrated into the drawing. CAD equipment and techniques are introduced and explored as applicable to theatrical use. Usually offered every year.  
Ms. Booth

**THA 340b Design Drafting II: Part 2**

A continuation of THA 340a. Usually offered every year.  
Ms. Booth

**THA 343a Costume Technology II: Part 1**

A continuation of THA 293a and b, this course explores in greater depth, and with a more thorough application, the skills and knowledge acquired in the previous year's class. Usually offered every year.  
Ms. Loewenguth

**THA 343b Costume Technology II: Part 2**

A continuation of THA 343a. Usually offered every year.  
Ms. Loewenguth

**THA 349d Production Laboratory III**

See description for THA 249d (Production Laboratory I). Required for third-year designers. Usually offered every year.  
Ms. Chiu

**THA 355a Career Workshop: Part 1, Acting for Camera**

Open only to third-year actors. Designed to introduce students to the techniques of acting on camera, better preparing them for the demands of an acting career. Required for third-year actors. Usually offered every third year.  
Ms. Doyle

**THA 355b Career Workshop: Part 2, Auditioning**

Open only to third-year actors. Addresses the practical demands of a career in the professional theater: the business aspects of building an acting career, interview and audition preparation, strategies for breaking into the business, developing short- and long-term goals, understanding your place in the world of theater. Professional directors and actors are invited to conduct auditions and discuss various aspects of radio, film, television, and theatrical work. Usually offered every third year.  
Ms. Lowry

**THA 380d Thesis Projects—Design**

*The graduate design thesis is a full-scale project that grows out of the periodic portfolio reviews. It may be either a realized or nonrealized project. Offered on request.*  
Design Faculty

**THA 385a Design Internship: Part 1**

Internships will be arranged at faculty discretion for third-year design and technical area students. The purpose of internships is to provide valid experience in the profession under the supervision of the department faculty and professional field of work. Usually offered every year.  
Staff

**THA 385b Design Internship: Part 2**

See course description for THA 385a. Usually offered every year.  
Staff

**THA 390a Independent Study**

Usually offered every year.  
Staff

**THA 390b Independent Study**

Usually offered every year.  
Staff

**THA 395a Topics in Theater and Drama**

*For graduate M.F.A. students only. Topics may vary. Please consult the Schedule of Classes for further information.*  
Topics in theater history, dramatic literature, theatrical production, acting, or design. Usually offered every year.  
Staff

**THA 399d Actors Showcase**

Open only to third-year actors. Designed to bridge the gap between the university and the professional theater. Concentrates on identifying casting ranges, seeking theatrical material through weekly cold readings and feedback, and culminates in an ensemble presentation to the casting communities in Boston and New York. Required for third-year actors. Usually offered every third year.  
Ms. Morrison and Acting Faculty

**THA 410b Independent Research**

Student conducts research on a topic approved by the program head that results in the writing of an article-length research paper. The paper will be read by at least two faculty members. Usually offered every year.  
Staff

**Cross-Listed Courses****AAAS 75b**

Hip Hop Culture

**CLAS 171a**

Greek Epic and Athenian Drama

**ENG 23a**

Domains of Seventeenth-Century Performance

**ENG 27a**

Page, Stage, and Screen

**ENG 33a**

Shakespeare

**ENG 37b**

Modern Drama

**ENG 64b**

From Libertinism to Sensibility: Pleasure and the Theater 1660-1800

**ENG 133a**

Advanced Shakespeare

**ENG 143a**

Elizabethan and Jacobean Drama

**ENG 144b**

The Body as Text

**ENG 151b**

Theater/Theory: Investigating Performance

**ENG 181a**

Making Sex, Performing Gender

**FREN 155b**

French Drama of the Twentieth Century

**HBRW 144a**

Hebrew Drama: Language through Creativity and Action

**HBRW 164b**

Israeli Theater

**RECS 134b**

Chekhov

**RECS 148a**

Russian Drama

**SECS 150a**

Golden Age Drama and Society



An interdepartmental program

## Women's and Gender Studies

Courses of Study:  
Minor  
Major (B.A.)  
Master of Arts (Joint)

### Objectives

#### Undergraduate Program

Women's and gender studies draws on the humanities, arts, social and biological sciences to explore the broad range of intellectual questions concerning both the social positions of women and the gendered constructions of knowledge, identity, and culture. Students in the program have the opportunity to study theories of feminism, gender, and sexuality; the diversity of women's experiences and representations past and present; and women's movements in the United States and around the globe. This curriculum brings students into contact with the extensive research on women, gender, and feminism that has burgeoned during the past 30 years, as well as with historical and cross-cultural knowledge that recognizes the intersections of gender with race, class, religion, sexuality, ethnicity, age, ability, and nationality.

#### Graduate Programs in Women's and Gender Studies

The nine joint M.A. programs aim to give students a solid grounding in their discipline-specific studies while offering tools for incorporating interdisciplinary women's and gender studies theories, knowledge, and methodologies into their learning and research. By introducing students to the latest work in a variety of fields, graduate women's and gender studies provides cross-disciplinary dialogue and prepares students for positions and professions in women's and gender studies. Students enrolled in Ph.D. programs in nine different fields are eligible to undertake the joint M.A. Five of these fields—anthropology, English, music, Near Eastern and Judaic Studies, and sociology—also offer a freestanding terminal M.A. with women's and gender studies.

### How to Become an Undergraduate Major or Minor

As early as possible in their academic careers, students interested in women's and gender studies should take WMGS 5a (Women and Gender in Culture and Society), the required introduction to the field. In order to declare a major or minor, each student should meet with the women's and gender studies undergraduate advising head, who will help him or her select as an advisor a faculty member well suited to the student's academic interests. The advisor will help to plan a course of study tailored to the student's intellectual and professional interests while meeting the core and elective requirements for the degree.

### Core Faculty

#### Susan Lanser, Chair

(English and American Literature;  
Comparative Literature)

#### Joyce Antler

(American Studies)

#### Bernadette Brooten

(Near Eastern and Judaic Studies)

#### Dian Fox

(Romance and Comparative Literature)

#### ChaeRan Freeze

(Near Eastern and Judaic Studies)

**Karen Hansen, M.A. Advisor, Sociology**  
(Sociology)

#### Erica Harth

(Romance and Comparative Literature)

#### Anita Hill

(The Heller School)

**Jane Kamensky, M.A. Advisor, American History**

(History)

#### Nadia Kim

(Sociology)

**Sarah Lamb, Director of Graduate Studies, M.A. Advisor, Anthropology**  
(Anthropology)

#### James Mandrell

(Romance and Comparative Literature)

#### Ángela Pérez-Mejía

(Romance and Comparative Literature)

#### Shulamit Reinharz

(Sociology)

#### Ellen Schattschneider

(Anthropology)

### How to Be Admitted to the Graduate Program

The joint master's degree in women's and gender studies and another discipline may be pursued independently or in conjunction with a Ph.D. in one of several fields.

The first option is a joint terminal master's degree in women's and gender studies in conjunction with one of the following five fields: anthropology, English and American literature, music, Near Eastern and Judaic Studies, or sociology. This degree option may require one or two calendar years, depending on requirements in the affiliating program.

Prospective students apply through one of the five home departments through the Graduate School of Arts and Sciences. For specific admission requirements, see the *Bulletin* section of the home department in which you would be pursuing a joint degree.

The second option is a joint master's degree while in pursuit of a Ph.D. in one of the following nine fields: American history, anthropology, comparative history, English and American literature, The Heller Graduate School, music, Near Eastern and Judaic Studies, psychology, or sociology. This degree option replaces a master's degree in the student's program.

Current Brandeis Ph.D. students may pursue the joint M.A. at any time during their graduate career with the approval of their advisor and the women's and gender studies program. Prospective Ph.D. students interested in pursuing a joint M.A. must apply directly to the Ph.D. program through the home department, but should note their interest in the joint program in their statement of purpose.

Students pursuing the joint M.A. are encouraged to enroll in courses offered by the Graduate Consortium in Women's Studies at MIT.

<b>Harleen Singh</b> (German, Russian and Asian Languages and Literature)	<b>Shilpa Davé</b> (American Studies)	<b>Lorraine Klerman</b> (The Heller School)
<b>Marion Smiley</b> (Philosophy)	<b>Roxanne Dávila</b> (Romance and Comparative Literature)	<b>Ann Koloski-Ostrow</b> (Classical Studies)
<b>Faith Smith, Undergraduate Advising Head</b> (African and Afro-American Studies; English and American Literature)	<b>Susan Dibble</b> (Theater)	<b>Sarah McGrath</b> (Philosophy)
<b>Affiliate and Visiting Faculty</b>	<b>Gordon Fellman</b> (Sociology)	<b>Robin Feuer Miller</b> (German, Russian, and Asian Languages and Literature)
<b>Kecia Ali</b> (Florence Levy Kay Fellow in Islamic Studies and Women's Studies)	<b>Elizabeth Ferry</b> (Anthropology)	<b>Paul Morrison</b> (English and American Literature)
<b>Silvia Arrom</b> (History)	<b>Sylvia Fishman, M.A. Advisor, Near Eastern and Judaic Studies</b> (Near Eastern and Judaic Studies)	<b>Phyllis Mutschler</b> (The Heller School)
<b>Sarita Bhalotra</b> (The Heller School)	<b>David Gil</b> (The Heller School)	<b>Nancy Scott</b> (Fine Arts)
<b>Marc Brettler</b> (Near Eastern and Judaic Studies)	<b>Laura Goldin</b> (American Studies)	<b>Aurora Sherman, M.A. Advisor, Psychology</b> (Psychology)
<b>Olga Broumas</b> (English and American Literature)	<b>Jane Hale</b> (Romance and Comparative Literature)	<b>Eva Thorne</b> (Politics)
<b>Mary Campbell, M.A. Advisor, English and American Literature (Fall)</b> (English and American Literature)	<b>Deirdre Hunter</b> (Women's and Gender Studies)	<b>Judith Tsipis</b> (Biology)
<b>Patricia Chu, M.A. Advisor, English and American Literature (Spring)</b> (English and American Literature)	<b>Caren Irr</b> (English and American Literature)	<b>Sabine von Mering</b> (German, Russian, and Asian Languages and Literature)
	<b>Jacqueline Jones</b> (History)	<b>Lawrence Wangh</b> (Biology)
	<b>Alice Kelikian, M.A. Advisor, Comparative History</b> (History)	<b>Dessima Williams</b> (Sociology)
	<b>Thomas King</b> (English and American Literature)	<b>Leslie Zebrowitz</b> (Psychology)
	<b>Jytte Klausen</b> (Politics)	

## Requirements for the Undergraduate Major

Nine courses are required for the major. They are to be distributed as follows:

**A.** Three core courses are required: WMGS 5a (Women and Gender in Culture and Society), WMGS 105b (Feminist Theories in Historical and Cross-Cultural Perspective), and WMGS 198a (Research Seminar). Ordinarily, WMGS 5a and WMGS 198a will be offered each fall, and WMGS 105b each spring. With permission of the undergraduate advising head, students may be allowed to substitute another feminist theory course for WMGS 105b.

**B.** Six additional courses that either carry the WMGS designation or are approved as women's and gender studies electives. These six courses must meet the following additional requirements:

1. At least one course must have a historical focus encompassing a period before 1945. Courses that fulfill this requirement include but are not limited to: AMST 118a, AMST 121a, AMST 123b, ANTH 141b, CLAS 145b, ENG 28b, ENG 46a, ENG 114b, ENG 134a, ENG 144b, ENG 234a, FA 61b, FA 173a, GECS 150a, HIST 55b, HIST 153a, HIST 154b, HIST 157a, HIST 173b, HIST 187a, MUS 58b, MUS 150a, NEJS 115b, NEJS 128b (formerly NEJS 153b), NEJS 148b, NEJS 175a (formerly NEJS 129b), NEJS 192b, PHIL 28a, RECS 137a, SAL 170b, SPAN 125b.

2. At least one course must engage in a systematic and comprehensive exploration of racial, class and/or ethnic difference within or across cultures. These courses include but are not limited to: AAAS 133b, ANTH 144a, ANTH 145a, ANTH 151b, ANTH 178b, COML 122b, ENG 107a, HIST 173b, NEJS 196a, PHIL 18a, SAL 110b, SOC 123a, SOC 138a, SOC 171a, SPAN 164b, SPAN 168b, and WMGS 165b.

3. No more than three courses may be taken from any one department or program outside women's and gender studies.

4. Students are strongly encouraged to undertake an internship in women's and gender studies as one of their electives.

C. Completion of a senior essay or thesis. The research seminar (WMGS 198a) will guide students in designing and writing a senior paper, which must be submitted in final form by the spring semester of the senior year.

Courses that fulfill University requirements or requirements for another major may also count toward the major in women's and gender studies.

Students who wish to receive honors in women's and gender studies are required to complete a senior thesis. These students should enroll in the Research Seminar (WMGS 198a) during the fall semester and in Senior Thesis Research (WMGS 99b) during the spring. WMGS 99a,b does not count as one of the nine courses required for the major.

No course counting for the major may be taken on a pass/fail basis. However, students who maintain a grade average of 3.3 or higher in their women's and gender studies courses will be permitted to count toward the major one credit-bearing peer assistantship in women's and gender studies.

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### Requirements for the Undergraduate Minor

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A. Successful completion of WMGS 5a.

B. Four additional semester courses that carry the WMGS designation or are approved as women's and gender studies electives. No more than two of these courses may come from a single department or program.

All minors are encouraged to submit a senior paper on women's and gender to be considered for the Giller-Sagan Prize.

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### Requirements for the Joint Degree of Master of Arts in American History & Women's and Gender Studies

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#### Program of Study

During the course of their work toward the Ph.D., students in American History may earn a joint M.A. with women's and gender studies by completing the following requirements in conjunction with program requirements of the M.A.

A. WMGS 205a, the foundational course in women's and gender studies. Under certain circumstances, an alternative course may be substituted for WMGS 205a. See advisor and women's and gender studies program administrator for approval.

B. One course in feminist research methodologies (WMGS 198a or the Feminist Inquiry course offered through the Graduate Consortium in Women's Studies).

C. Two elective courses in women's and gender studies, one inside and one outside the history department.

D. Participation in a fall semester noncredit women's and gender studies graduate proseminar.

E. A thesis or substantial research paper of 25-35 pages on a topic related to the joint degree.

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### Requirements for the Joint Degree of Master of Arts in Anthropology & Women's and Gender Studies

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#### Program of Study

Candidates for the joint degree of Master of Arts in Anthropology & Women's and Gender Studies fulfill the residence requirement of one full year of coursework (eight semester courses), and complete the following course requirements:

A. The graduate foundational course in the history of anthropology (ANTH 201a).

B. Anthropology of Gender (ANTH 144a)

C. WMGS 205a or another course designated as a graduate foundational course in women's and gender studies.

D. A course in feminist research methodologies (WMGS 198a, the Feminist Inquiry course offered through the Graduate Consortium in Women's Studies, or an approved alternate)

E. Four elective graduate courses, including one in women's and gender studies from a field other than anthropology, selected with the approval of the student's faculty advisor.

F. Participation at the fall semester noncredit women's and gender studies graduate proseminar.

G. A thesis or substantial research paper of 25-35 pages on a topic related to the joint degree.

#### Language Requirement

There is no foreign language requirement for the joint master's degree.

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### Requirements for the Joint Degree of Master of Arts in Comparative History & Women's and Gender Studies

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During the course of their work toward the Ph.D., students in comparative history may earn a joint M.A. with women's and gender studies by completing the following requirements in conjunction with program requirements for the M.A.

A. WMGS 205a, the foundational course in women's and gender studies. Under certain circumstances, an alternative course may be substituted for WMGS 205a. See advisor and women's and gender studies program administrator for approval.

B. One course in feminist research methodologies (WMGS 198a or the Feminist Inquiry course offered through the Graduate Consortium in Women's Studies).

C. Two elective courses in women's and gender studies, one inside and one outside the history department.

D. Participation in a fall semester noncredit women's and gender studies graduate proseminar.

E. A thesis or substantial research paper of 25-35 pages on a topic related to the joint degree.

For further information about the joint M.A., please see the Women's and Gender Studies Program section found elsewhere in this *Bulletin*.

## Requirements for the Joint Degree of Master of Arts in English and American Literature & Women's and Gender Studies

### Program of Study

- A.** ENG 200a (Methods of Literary Study).
- B.** WMGS 205a, the foundational course in women's and gender studies. Under certain circumstances, an alternative course may be substituted for WMGS 205a. See advisor and women's and gender studies program administrator for approval.
- C.** One course in feminist research methodologies (WMGS 198a or the Feminist Inquiry course offered through the Graduate Consortium in Women's Studies).
- D.** Four additional courses in the English and American literature department selected from 100-level courses and graduate seminars (200-level courses). At least two of these courses must be at the 200 level. One of these four courses must be listed as an elective with the women's and gender studies program.
- E.** One women's and gender studies course in a department other than the English and American literature department.
- F.** Participation in a fall semester noncredit women's and gender studies graduate proseminar.
- G.** Language requirement: A reading knowledge of a major foreign language (normally modern European or classical Greek or Latin) must be demonstrated by passing a written translation examination. The completion of the language requirement at another university does not exempt the student from the Brandeis requirement.
- H.** First-year students must present a paper at the first-year symposium in the spring term.
- I.** Thesis requirement: This project must be 25-35 pages long. Papers written for course work, papers presented at conferences, and papers written specifically for the M.A. degree are all acceptable. The paper must engage a feminist perspective or deal with literary subjects appropriate to women's and gender studies. The paper must satisfy the reader's standards for excellence in M.A.-degree-level work. Each paper will be evaluated by a reader for whom the paper was not originally written. For further information, contact the women's and gender studies advisor in the English and American literature department.

## Requirements for the Joint Degree of Master Arts in Music & Women's and Gender Studies

- A.** WMGS 205a or another course designated as a foundational course.
- B.** One course in feminist research methodologies (WMGS 198a, or the Feminist Inquiry course offered through the Graduate Consortium in Women's Studies, or an alternate).
- C.** Two courses at the graduate level listed as electives in women's and gender studies, one in music, and one from another department.
- D.** Two courses at the graduate level in the music department.
- E.** Participation in the fall semester noncredit women's and gender studies graduate proseminar.
- F.** Attendance at all departmental colloquia.

**G.** Thesis: An analytical or historical study of a topic with a women's and gender studies focus, approved by the program advisor and the Women's and Gender Studies Graduate Committee; the thesis can be a chapter of a dissertation, an expanded and revised seminar paper, or other substantial study; the thesis is certified by the program advisor and at least one other faculty member. Two copies of the thesis must be submitted to the department chair in final form no later than December 1 for a February degree, or April 1 for a May degree.

### Language Requirement

There is no foreign language requirement for the joint master's degree.

### Residence Requirement

One year.

## Requirements for the Joint Degree of Master of Arts in Near Eastern and Judaic Studies & Women's and Gender Studies

Students interested in the joint two-year terminal M.A. degree program must first be admitted to the M.A. degree program in NEJS in the regular manner.

### Program of Study

Courses must include:

- A.** WMGS 205a or another course designated as a graduate foundational course in women's and gender studies.
- B.** A course in feminist research methodologies (WMGS 198a, the Feminist Inquiry course offered through the Graduate Consortium in Women's Studies, or an alternate).
- C.** Two elective courses in women's and gender studies, one inside and one outside the NEJS department.
- D.** The remaining courses must be jointly approved by each student's NEJS advisor and by the NEJS women's and gender studies advisor.
- E.** Participation in a fall semester noncredit Women's and Gender Studies Graduate Proseminar.
- F.** A research project of at least 25 pages on an issue connected to women's and gender studies and NEJS. It must be in a format suitable for submission to a specific journal or for presentation at a professional conference. It may be a revision of a paper previously completed while enrolled in the M.A. degree program at Brandeis. The project is read by two faculty members within NEJS and by an additional member of the women's and gender studies program committee. It must be defended before that three-person committee by the first week of May of the year in which the candidate intends to receive the degree. (Check the date with the Office of the University Registrar. It may vary with the academic calendar.) Once the project is found to be of acceptable M.A. degree quality, one copy of the project should be submitted to the women's and gender studies program office, and an additional copy should be deposited in the Brandeis Library.
- G.** All candidates are required to demonstrate proficiency in biblical or modern Hebrew or in Arabic.
- H.** All candidates for the Master of Arts degree are required to pass a comprehensive examination.

### Residence Requirement

Ordinarily, two years of full-time residence are required at the normal course rate of seven courses each academic year. Students who enter with graduate credit from other recognized institutions may apply for transfer credit for up to four courses, or, with prior approval of the M.A. advisor, candidates may receive transfer credit for up to four courses at a university abroad.



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### Requirements for the Joint Degree of Master of Arts in Psychology & Women's and Gender Studies

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Interested students must first be admitted to the Ph.D. program.

- A. PSYC 211a (Graduate Research Methods in Psychology).
- B. PSYC 210a and b (Advanced Psychological Statistics I and II).
- C. PSYC 300a and 302a (Proseminar in Social Developmental Psychology I and II).
- D. A course in PSYC 220-240 series with successful completion of first-year research project in psychology. This project must be on an issue relevant to women's and gender studies.
- E. A course in feminist research methodologies (WMGS 198a, the Feminist Inquiry course offered through the Graduate Consortium in Women's Studies, or an alternate).
- F. One additional course from 100-level courses in psychology.
- G. WMGS 205a or another designated graduate foundational course in women's and gender studies.
- H. Two elective courses in women's and gender studies.
- I. Participation in a fall semester noncredit Women's and Gender Studies Graduate Proseminar.

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### Requirements for the Joint Degree of Master of Arts in Social Policy & Women's and Gender Studies

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#### Program of Study

- A. WMGS 205a or another course designated as a graduate foundational course in women's and gender studies.
- B. A course in feminist research methodologies (WMGS 198a, the Feminist Inquiry course offered through the Graduate Consortium in Women's Studies, or an alternate).
- C. Two courses cross-listed with women's and gender studies (one inside the Heller School and one in any department other than the Heller School).
- D. Participation in a semester noncredit women's and gender studies graduate proseminar.
- E. A thesis or substantial research paper on a topic related to the joint degree. The student must receive written approval of his/her thesis topic and proposal from the Heller Women's and Gender Studies Joint M.A. advisor.

Please refer to The Heller School section found elsewhere in this *Bulletin* for complete information on Ph.D. policies and procedures.

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### Requirements for the Joint Degree of Master of Arts in Sociology & Women's and Gender Studies

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#### Program of Study

- A. WMGS 205a or another course designated as a graduate foundational course in women's and gender studies.
- B. One course in feminist research methodologies (WMGS 198a, the Feminist Inquiry course offered through the Graduate Consortium in Women's Studies, or an alternate).
- C. Two elective graduate courses in women's and gender studies, one inside and one outside the sociology department.
- D. Three graduate sociology courses (one theory, one outside the area of gender, and one elective, which could be a directed reading).
- E. Participation in the semester noncredit women's and gender studies graduate proseminar.
- F. Submission of two substantial M.A. papers or a thesis.

#### Language Requirement

There is no foreign language requirement for the joint master's degree.

#### Residence Requirement

One year.

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**Courses of Instruction**


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**(1-99) Primarily for Undergraduate Students**


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**WMGS 5a Women and Gender in Culture and Society**

[ ss ]

This interdisciplinary course introduces central concepts and topics in the field of women's and gender studies. Explores the position of women in diverse settings and the impact of gender as a social, cultural, and intellectual category in the United States and around the globe. Asks how gendered institutions, behaviors, and representations have been configured in the past and function in the present, and also examines the ways in which gender intersects with many other vectors of identity and circumstance in forming human affairs. Usually offered every fall and spring.

Ms. Lanser or Ms. Singh

**WMGS 89a Internship in Women's and Gender Studies: Prevention of Violence against Women and Children**

Combines fieldwork in violence prevention programs with a weekly seminar concerning violence against women and children. The seminar examines the tensions and commonalities between "family violence" and "feminist" approaches, with an emphasis on feminist scholarship. Usually offered every fall.

Ms. Hunter

**WMGS 92b Internship and Analysis**

Usually offered every semester.

Staff

**WMGS 98a Independent Study**

Independent readings, research, and writing on a subject of the student's interest under the direction of a faculty advisor. Usually offered every year.

Staff

**WMGS 98b Independent Study**

See WMGS 98a for special notes and course description. Usually offered every year.

Staff

**WMGS 99a Senior Research Project**

Independent research and writing under faculty direction, for the purpose of completion of the women's and gender studies senior honors thesis. Usually offered every year.

Staff

**WMGS 99b Senior Research**

See WMGS 99a for special notes and course description. Usually offered every year.

Staff

**(100-199) For Both Undergraduate and Graduate Students**


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**WMGS 105b Feminist Theories in Historical and Cross-Cultural Perspective**

[ ss ]

*Prerequisite: Students are encouraged, though not required, to take WMGS 5a prior to enrolling in this course. May not be repeated for credit by students who have taken WMNS 105a in previous years.*

Examines diverse theories of sex and gender within a multicultural framework, considering historical changes in feminist thought, the theoretical underpinnings of various feminist practices, and the implications of diverse and often conflicting theories for both academic inquiry and social change. Usually offered every spring.

Staff

**WMGS 106b Women in the Health Care System**

[ ss ]

*May not be repeated for credit by students who have taken WMNS 106b in previous years.*

Explores the position and roles of women in the U.S. health care system and how it defines and meets women's health needs. The implications for health care providers, health care management, and health policy are discussed. Usually offered every spring.

Staff

**WMGS 136a Gender, Race, and Science**

[ ss ]

Addresses scientific claims about race and gender from the 19th century onward.

Investigates the biological sciences as a source of knowledge with profound effects on cultural practices, social struggles, and individual as well as collective identities. Usually offered every year.

Ms. Castaneda

**WMGS 165b Feminism and Human Rights**

[ ss ]

*May not be repeated for credit by students who have taken WMNS 165b in previous years.*

Examines the emerging body of feminist human rights work in light of its theoretical assumptions about non-Western cultures. Why did the call for women's rights emerge at this historical moment? How do we best understand the enabling and potentially disabling aspects of feminist human rights theory? Usually offered every second year.

Staff

**WMGS 198a Women's and Gender Studies Research Seminar**

[ ss ]

*May not be repeated for credit by students who have taken WMNS 198a in previous years.*

Examines theories and practices of feminist scholarship and introduces interdisciplinary methodologies in order to guide students in designing and completing an independent research project. Usually offered every year in the fall.

Ms. Lanser and Ms. Schattschneider

**(200 and above) Primarily for Graduate Students**


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**WMGS 205a Graduate Foundational Course in Women's and Gender Studies**

An advanced interdisciplinary inquiry into the history, theories, concepts and practices that have formed women's and gender studies as a scholarly field, with particular attention to current intellectual trends and critical controversies.

Ms. Smiley

**WMGS 299a Directed Readings in Women's and Gender Studies**

Usually offered every year.

Staff

**WMGS 299b Directed Readings in Women's and Gender Studies**

Usually offered every year.

Staff

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**Elective Courses**

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

**AAAS 125b**

Caribbean Women and Globalization: Sexuality, Citizenship, Work

**AAAS 133b**

The Literature of the Caribbean

**AMST 102a**

Women, the Environment, and Social Justice

**AMST 118a**

Gender and the Professions

**AMST 121a**

The American Jewish Woman: 1890-1990s

**AMST 123b**

Women in American History: 1865 to the Present

**AMST 124b**

American Love and Marriage

- AMST 127b**  
Women and American Popular Culture
- AMST 139b**  
Reporting on Gender, Race, and Culture
- AMST 142b**  
Love, Law, and Labor: Asian American Women and Literature
- AMST 144b**  
Signs of Imagination: Construction of Gender and Race in Popular Culture
- ANTH 127a**  
Medicine, Body, and Culture
- ANTH 141b**  
Engendering Archaeology: Exploring Women's and Men's Lives in the Past
- ANTH 144a**  
The Anthropology of Gender
- ANTH 145a**  
Anthropology of the Body
- ANTH 178b**  
Culture, Gender, and Power in East Asia
- BIOL 160b**  
Human Reproductive and Developmental Biology
- BISC 2a**  
Human Reproduction, Population Explosion, Global Consequences
- CLAS 145b**  
Topics in Greek and Roman Art and Archaeology
- COML 122b**  
Writing Home and Abroad: Literature by Women of Color
- ENG 16a**  
Nineteenth-Century African-American Literature: Texts and Contexts
- ENG 28b**  
Queer Readings: Before Stonewall
- ENG 46a**  
Nineteenth-Century American Women Writers
- ENG 87b**  
Queer Readings: Beyond Stonewall
- ENG 107a**  
Caribbean Women Writers
- ENG 114b**  
Gender and the Rise of the Novel in England and France
- ENG 121a**  
Sex and Culture
- ENG 128a**  
Alternative Worlds: Modern Utopian Texts
- ENG 131b**  
Feminist Theory
- ENG 134a**  
The Woman of Letters, 1600-1800
- ENG 144b**  
The Body as Text
- ENG 151a**  
Queer Studies
- ENG 157b**  
American Women Poets
- ENG 181a**  
Making Sex, Performing Gender
- ENG 201a**  
Gender Studies
- ENG 234a**  
Writing British Women 1660-1800: Critical Inquires
- FA 19b**  
Lives of the Artists
- FA 61b**  
Inventing Tradition: Women as Artists, Women as Art
- FA 131b**  
Center Stage: Women in Contemporary Art
- FA 173a**  
Georgia O'Keeffe and Stieglitz Circle
- GECS 150a**  
From Rapunzel to Riefenstahl: Real and Imaginary Women in German Culture
- HIST 55b**  
The History of the Family
- HIST 153a**  
Americans at Home: Families and Domestic Environments, 1600 to the Present
- HIST 154b**  
Women in American History, 1600-1865
- HIST 157a**  
Americans at Work: American Labor History
- HIST 173b**  
Latin American Women: Heroines, Icons, and History
- HIST 206a**  
Problems in American Women's History
- HS 319a**  
Work and Individual and Social Development
- HS 516f**  
Race/Ethnicity and Gender in Health Services Research
- HS 527f**  
Law and Society: Gender Equality
- LGLS 120a**  
Sex Discrimination and the Law
- LGLS 126b**  
Marriage, Divorce, and Parenthood
- MUS 58b**  
Construction of Gender in Opera
- MUS 150a**  
Women and Music, Past and Present: Style, Identity, Culture
- NEJS 29a**  
Feminist Sexual Ethics in Judaism, Christianity, and Islam
- NEJS 115b**  
Women and the Bible
- NEJS 128b**  
History of Jewish and Christian Women in the Roman Empire
- NEJS 141a**  
Russian Jewish History, 1917 to the Present
- NEJS 165b**  
Changing Roles of Women in American Jewish Societies
- NEJS 172a**  
Women in American Jewish Literature
- NEJS 175a**  
Jewish Women in Eastern Europe: Tradition and Transformation
- NEJS 176a**  
Seminar in American Jewish Fiction: Philip Roth and Cynthia Ozick
- NEJS 196a**  
Marriage, Divorce, and Sexual Ethics in Islamic Law
- NEJS 196b**  
Women, Gender, and Islamic Civilization
- PHIL 18a**  
Philosophy of Race and Gender
- PHIL 28a**  
Western Philosophical Tradition: Feminist Perspectives
- PHIL 108a**  
Philosophy and Gender

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<b>POL 125a</b> Women in American Politics	<b>SOC 105a</b> Feminist Critiques of Sexuality and Work in America	<b>SOC 169b</b> Issues in Sexuality
<b>POL 159a</b> Seminar: The Politics of the Modern Welfare State: Women, Workers, and Social Citizenship	<b>SOC 112a</b> Topics on Women and Development	<b>SOC 171a</b> Women Leaders and Transformation in Developing Countries
<b>PSYC 160b</b> Seminar on Sex Differences	<b>SOC 117a</b> Sociology of Work	<b>SOC 206b</b> Advanced Topics in Family Studies
<b>RECS 137a</b> Women in Russian Literature	<b>SOC 121b</b> Gender, Ethnicity, and Migration	<b>SOC 210b</b> Gender and Race Relationality
<b>SAL 101a</b> South Asian Women Writers	<b>SOC 130a</b> Families	<b>SPAN 125b</b> Literary Women in Early Modern Spain
<b>SAL 110b</b> South Asian Postcolonial Writers	<b>SOC 131b</b> Women's Biography and Society	<b>SPAN 164b</b> Studies in Latin American Literature
<b>SAL 170b</b> South Asia in the Colonial Archive	<b>SOC 132b</b> Social Perspectives on Motherhood and Mothering	<b>SPAN 168b</b> Latin America Narrated by Women
	<b>SOC 134a</b> Great Women of Sociology	<b>THA 110a</b> Moving Women/Women Moving
	<b>SOC 138a</b> Sociology of Gender and Race	



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# Yiddish

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## Faculty

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### Ellen Kellman

(Near Eastern and Judaic Studies)

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## Special Notes Relating to Undergraduates

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For requirements for the minor in Yiddish and East European Jewish Culture, please see Near Eastern and Judaic Studies.

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## Courses of Instruction

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### YDSH 10a Beginning Yiddish

*Meets for four class hours per week.*

The first of a four-semester sequence, this course introduces basic Yiddish grammar. Students also develop reading, writing, and conversational skills. Yiddish songs, poetry, and folklore are incorporated throughout.

Usually offered every year.

Ms. Kellman

### YDSH 20b Continuing Yiddish

*Prerequisite: YDSH 10a or permission of the instructor. Meets for four class hours per week.*

Continues the study of grammar begun in YDSH 10a. Writing and speaking skills receive more emphasis than in the previous course, and students begin to build vocabulary and reading skills that will enable them to approach more complex texts. The history and culture of Eastern European Jewry are studied through Yiddish songs, films, and literature. Usually offered every year.

Ms. Kellman

### YDSH 30a Intermediate Yiddish

[ fl ]

*Prerequisite: YDSH 20b or permission of the instructor. Meets for four class hours per week.*

Third in a four-semester sequence. Students continue to develop reading skills as they sample texts from Yiddish prose fiction, folklore, and memoir literature.

Grammatical instruction is more contextualized than in the previous courses. Speaking and writing skills are strongly emphasized. Usually offered every year.

Ms. Kellman

### YDSH 40b Advanced Intermediate Yiddish

[ hum fl ]

*Prerequisite: YDSH 30a or permission of the instructor. Meets for four class hours per week.*

The fourth in a four-semester sequence, this course is a continuation of YDSH 30a.

Students discuss assigned texts in Yiddish.

Written assignments emphasize the development of fluency and grammatical accuracy. Usually offered every year.

Ms. Kellman

# The Heller School for Social Policy and Management

Courses of Study:  
 Master of Arts  
 Master of Business Administration  
 Master of Science  
 Doctor of Philosophy

## History and Organization

Founded in 1959 as the University's first professional school, The Heller School for Social Policy and Management is committed to developing new knowledge in the fields of social policy, human service management, and international development. The fundamental mission of the School—knowledge advancing social justice—is realized through the knowledge that is created, the education that Heller students receive, the accomplishments of Heller alumni, and the extent to which our work transcends the boundaries between academia and the broader society in the United States and internationally.

The Heller School continues to keep the concepts of social justice and human health and well-being in the forefront of the public conscience. The School and its nationally renowned research institutes and centers have pioneered in a variety of policy areas including:

Children, Youth, and Families  
 Health  
 Hunger and Poverty  
 International and Community Development  
 International Health  
 Mental Health  
 Social Policy  
 Substance Abuse  
 Work and Inequality

The Heller School continues to be ranked among the top 10 schools of social policy by *U.S. News and World Report* magazine. The Heller School offers the Ph.D. in social policy, the M.B.A. (human services), the M.A. in sustainable international development, and the M.S. in international health policy and management. The Heller School offers dual and joint degree options with sociology, women's and gender studies, and the Hornstein Jewish Professional Leadership Program. The Heller School provides its master's and doctoral students with solid training in research or management and a broad grounding in social policy. All students benefit from the resources and expertise of The Heller School's social policy research institutes:

The Schneider Institutes (Institute for Health Policy and Institute for Behavioral Health)  
 Institute for Child, Youth, and Family Policy  
 Institute on Assets and Social Policy  
 Center for International Development

## Objectives

Heller's four degree programs are designed explicitly to bridge the gap between theory and practice. Students are engaged actively in examining policies and programs that respond to the changing needs of vulnerable individuals and social groups in contemporary societies, be they vulnerable as a result of economic hardship, illness, age (young or old), or discrimination based on race, ethnicity, gender, or sexual orientation. These core values are reflected in Heller's deep commitment to beneficial social change, a respect for public service, and an investment in the development of public- and private-sector policies and practices that enhance human development.

Heller's Doctoral Program in Social Policy (Ph.D.) educates students for careers in research, teaching, social planning, administration, and policy analysis. The Heller M.B.A. (human services) program prepares leaders for management positions within nonprofit, for-profit, and public institutions pursuing social missions. Heller's Master of Arts Program in Sustainable International Development (M.A.) imparts the knowledge and skills necessary to design and manage local, regional, national, or international development; and the Master of Science in International Health Policy and Management (M.S.) trains young professionals to play increasingly responsible roles in the health and well-being of the world's poorest children and families. All Heller students are committed to bettering human welfare, particularly for those who are vulnerable and who lack the capacity or resources to secure their own well-being.

## Degree Programs

### The Ph.D. Program in Social Policy

Heller's doctoral program educates students for careers in research, planning, administration, and policy analysis. Students are immersed in an integrated curriculum that focuses on intensive scholarly preparation in general and on specialized social policy areas and apply what they learn to real-world problems. Students graduate with honed research skills and a strong working knowledge of various social science disciplines. The Heller School offers a joint Ph.D. program with the Department of Sociology, and a joint Ph.D./M.A. in social policy & women's and gender studies.

### The Heller M.B.A.

The Heller M.B.A. (human services) program prepares leaders for management positions within nonprofit, for-profit, and public institutions pursuing social missions. It offers all the basic management disciplines as in any MBA program, providing the technical foundation in each but integrating the distinctive issues that arise in managing for a social mission. Students are trained as the next generation of leaders and decision-makers who will know how to find resources, use them effectively, and deliver on a social good. Heller management education rigorously blends financial, technical, and social considerations. It places management in the context of social policy, drawing on The Heller School's powerful social policy resources. This combination makes the Heller M.B.A. unique when compared to traditional programs in management, public administration, health administration, social work, and public health. The Heller School offers a dual M.B.A./M.A. with the Hornstein Jewish Professional Leadership Program.

### The M.A. in Sustainable International Development

Heller's M.A. program in sustainable international development imparts the knowledge and skills necessary to design and to manage local, regional, national, or international development. Students in the SID program examine models of development, considering whether they are effective, whether they reduce poverty and inequality, and whether they raise the quality of life. Students consider the state of world development, probe issues that affect future generations, and broaden the skills necessary to plan, negotiate, implement, monitor, and evaluate development programs. Students enjoy a year in residence studying with senior researchers and field-level development practitioners, as well as a second-year field project, internship, or advanced study applying and evaluating methods and models of development. A one-year accelerated track is available for those who have at least five years of mid-level management experience in the development field.

### The M.S. in International Health Policy and Management

The one-year M.S. degree combines the planning, management, and health policy expertise found at Heller in an international context, training young professionals to play increasingly responsible roles in the health and well-being of the world's poorest children and families. They will do this by pursuing careers in health policy, planning and policy implementation in government health ministries and planning agencies, multilateral and bilateral development agencies and in NGOs.

# Admission

## How to Apply to The Heller School for Social Policy and Management

Application materials and detailed procedures for each degree program may be obtained by contacting The Heller School Office of Admissions, Brandeis University, MS 035, P.O. Box 549110, Waltham, MA 02454-9110 and may also be found on the website or by contacting the Office of Admissions at 781-736-3820 or [HellerAdmissions@brandeis.edu](mailto:HellerAdmissions@brandeis.edu). All applications should demonstrate a commitment to addressing some of the world's most pressing social issues as well as a readiness to take on graduate-level studies.

Application deadline for the Ph.D. program in social policy is January 2. Applications to the M.B.A., M.A., and M.S. programs are reviewed on a rolling basis, and applications are accepted each year until the incoming class is full.

## Test Scores and Deadlines

### The Ph.D. Program

Applicants to the Ph.D. in social policy program must submit application materials by January 2 for a fall start (September). The application process and requirements for full-time and part-time applicants are the same. All applicants must submit a completed and signed application form with fee, statement of purpose, writing sample, transcripts, test scores, letters of recommendation, and resume.

Applicants to the Ph.D. in social policy program must submit test results of the Graduate Record Examination (GRE). The test must be taken within five years of the application and must be submitted directly to The Heller School from ETS using the ETS Institutional Code: 3097. Although the application process is very competitive, The Heller School does not cite minimum score requirements, as test results are evaluated in conjunction with an applicant's educational background and professional experience. Further information on the GRE can be obtained at [www.gre.org](http://www.gre.org).

International applicants whose native language is not English must submit proof of English Language proficiency. Official scores from the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System) test are preferred. Further information about these tests can be found at [www.toefl.org](http://www.toefl.org) and [www.ielts.org](http://www.ielts.org).

### The Heller M.B.A. Program

The Heller M.B.A. (human service) program accepts applications to its 15-month, full-time option on a rolling basis and reviews an applicant's file as it becomes complete. The full-time program begins each year in June or September. Applicants to the Heller M.B.A. part-time option are required to complete their files at least one month prior to the official start date of the desired entry semester. Application requirements and procedures for the full- and part-time options are the same. All applicants must submit the completed and signed application form and fee, statement of purpose, management problem analysis, transcripts, test scores, letters of recommendation, and professional resume/CV.

Applicants to the M.B.A. (human services) program must submit official test scores from the Graduate Management Admissions Test (GMAT). The test must be taken within five years of the application and must be submitted directly to The Heller School from ETS using our ETS institutional code: 3097. Although the application process is very competitive, The Heller School does not cite minimum score requirements, as test results are evaluated in conjunction with an applicant's educational background and professional experience. Further information on the GMAT can be obtained at [www.gmat.org/gmac](http://www.gmat.org/gmac).

International applicants whose native language is not English must submit proof of English language proficiency. Official scores from the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System) test are preferred. Further information about these tests can be found at [www.toefl.org](http://www.toefl.org) and [www.ielts.org](http://www.ielts.org).

### The M.A./SID Program

The M.A./SID program accepts applications on a rolling basis and reviews an applicant's file as it becomes complete. The program begins each year in the fall, so applicants are advised to complete their applications in the beginning of the year (January/February). All applicants must submit the completed and signed application form and fee (the application fee is waived for applicants from developing countries and alumni of volunteer service organizations such as the Peace Corps), statement of purpose, transcripts, test scores (if applicable), letters of recommendation, and professional resume/CV. A problem statement is also required for applicants to the M.A./SID one-year, accelerated-track option.

Standardized test scores are not required of applicants to the M.A. program, although international applicants whose native language is not English must submit proof of English language proficiency. Official scores from the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System) test are preferred, but the test requirement may be waived if an approved alternate confirmation of language proficiency is presented to the Office of Admissions. Further information about these tests can be found at [www.toefl.org](http://www.toefl.org) and [www.ielts.org](http://www.ielts.org).

### The M.S./International Health Policy and Management Program

The M.S. program accepts applications on a rolling basis and reviews an applicant's file as it becomes complete. The program begins each year in the fall\*, so applicants are advised to complete their applications in the beginning of the year (January/February). All applicants must submit the completed and signed application form and fee (the application fee is waived for applicants from developing countries and alumni of volunteer service organizations such as the Peace Corps), statement of purpose, transcripts, test scores (if applicable), letters of recommendation, and professional resume/CV.

Standardized test scores are not required of applicants to the M.A. program, although international applicants whose native language is not English must submit proof of English language proficiency. Official scores from the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System) test are preferred, but the test requirement may be waived if an approved alternate confirmation of language proficiency is presented to the Office of Admissions. Further information about these tests can be found at [www.toefl.org](http://www.toefl.org) or [www.ielts.org](http://www.ielts.org).

\*Please note that students without a strong background in economics and statistics may be required as part of their admission to complete a summer enrichment course that begins in mid-July of each year.

# Academic Regulations

For complete information about academic regulations governing The Heller School's Ph.D., M.B.A., M.S., and M.A. programs, refer to the *Academic Policies and Procedures* documents for each degree, available from The Heller School office of student records.

## Academic Standing

The Heller School reviews students' academic progress annually. Satisfactory academic progress in a program is essential to maintain one's eligibility for funding. Superior performance at Brandeis University is essential. Academic insufficiency or failure to make suitable progress toward the degree may require withdrawal.

## Requirements for the Degree

Detailed information about the requirements for the degree programs offered by The Heller School can be found on page 385 of this *Bulletin*.

## Registration

Every resident, post-resident, and continuation student must register at the beginning of each term, whether attending regular courses of study, carrying on research or independent reading, writing a thesis or dissertation, or utilizing any academic service or facility of the University. Registration requires enrollment in a course—whether a regular course, independent research, or a status course for post-resident and continuation students.

Students work closely with their advisors in planning their program of study. All students file an Individualized Learning Plan (ILP) with The Heller School's office of student records. At the end of the registration period for each term (see "Academic Calendar" for specific date), no additional courses may be added to a student's schedule and enrollment is considered to be final, unless a student formally drops a course prior to the drop deadline.

## Auditing Courses

The privilege of auditing courses without paying a fee is extended to all regularly enrolled full-time graduate students. No courses may be audited without the permission of the instructor. Auditors may not take examinations or expect evaluation from the instructor. No credit is given for an audited course.

## Change of Program

Students are allowed to drop courses after the end of the online registration period. To do so, an Add/Drop Form is obtained from and returned to The Heller School office of student records. Courses must be dropped by the deadline established in the Academic Calendar.

## Grades and Course Standards

Graduate students are expected to maintain records of distinction in all courses. Letter grades will be used in all courses for master's degree-level students. Doctoral students receive "satisfactory" or "unsatisfactory."

Any letter grade below B- is considered unsatisfactory. A course in which the student receives an unsatisfactory grade will not be counted toward graduate credit. Students will need to work out with their programs how an unsatisfactory mark in a required course will be handled.

## Incompletes

A student who has not completed the research or written work for any course may receive an EI (excused incomplete) or a failing grade at the discretion of the course instructor. A student who receives an EI must satisfactorily complete the work of the course in which the incomplete was given in order to receive credit for the course. An incomplete must be made up no later than the end of the term following the term in which it was received. An EI that is not resolved within the stated time limits will automatically become a permanent incomplete (I).

## Academic Residency Requirements

Residence requirements for all Heller degrees are computed by determining the amount of registration for credit and the tuition charges. Part-time students pursuing part-time programs of study for credit complete their residence requirements when their fractional programs total the amount required of a full-time student.

### Ph.D. Program

Full-time students have a two-year residency period and must finish all requirements for the degree in 10 years. Part-time students have a three-year residency period and have 12 years to finish all degree requirements. Students in the joint doctoral program in social policy and sociology have a three-year residency period and must finish all requirements for the degree in 10 years.

### M.B.A. Program

Full-time students have a 15-month residency period. Part-time students are expected to enroll in two courses per semester. Full-time and part-time students must complete all degree requirements within six years. Students in the dual M.B.A. (human services)/M.A. in Jewish professional leadership have a 27-month residency period.

### M.A. Program

Students have a one-year residency requirement and must complete all degree requirements within five years.

### M.S. Program

Students have a one-year residency requirement and must complete all degree requirements within five years.

## Full-Time Resident Students

A full-time graduate student is one who devotes his/her entire time, during the course of the academic year, to a program of graduate work at Brandeis University.

A full-time program may include a combination of teaching and research assistance and other work leading to the fulfillment of degree requirements, such as preparation for qualifying, comprehensive, and final examinations; supervised reading and research; Ph.D. dissertations; and regular coursework.



A full-time resident student must take a minimum of 12 credits per term unless otherwise approved by his or her program director. An accelerated program of study or payment of more than the full-time tuition rate in any single academic year may not satisfy the minimum residence requirement for any degree.

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### Part-Time Resident Students

A part-time graduate student is one who devotes less than the entire time to a program of graduate work at Brandeis University. Part-time students are expected to enroll in two courses per term unless otherwise approved by their program director.

Students receiving financial aid from the University who wish to change their status from full-time to part-time residency must request permission to do so from their program director and file their change of status with The Heller School office of admissions and financial aid with an explanation of why full-time study is no longer possible.

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### Post-Resident Students

A graduate student who has completed residence requirements and who needs to utilize the full range of academic services and University facilities while completing degree requirements is a post-resident student. Post-resident students must enroll in a status course (CONT 500) as they are considered to be full-time students.

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### Continuation Students

A doctoral student who has completed all degree requirements (including the dissertation proposal hearing) except the dissertation is eligible for continuation status. A student in this category must enroll on a full-time basis (CONT 500). Full-time continuation students are eligible for University health insurance, borrowing privileges in the Library, a computer account, use of gym facilities, and purchase of a parking sticker.

A student must be registered and enrolled in the term(s) in which the dissertation is defended and submitted to The Heller School office of student records.

M.A. students are considered full-time continuation students during their second year when engaged in their field projects.

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### Special Students

Properly qualified applicants who wish to take courses without matriculating into a degree program may be admitted. Special students are not eligible for University loans, scholarships, fellowships, or teaching or research assistantships. Special students who later wish to change their status to that of part-time or full-time students working for a degree must apply for admission as resident students. No more than two courses taken for credit may be transferable if the student is admitted to one of The Heller School's degree programs.

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### Leave of Absence

Students may petition for a leave of absence. The petition must have the approval of their program director. Leaves of absence up to one year will normally be granted to students. Leaves of absence beyond one year are extended only for medical reasons. Any student wishing to extend the leave of absence must submit a written request with medical documentation before the leave expires. If there are outstanding Incompletes when a student begins a leave, the student will not be allowed to re-register until the missing work has been completed.

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### Withdrawal

A student who wishes to withdraw voluntarily from The Heller School during a semester must do so in writing to the program director and must file his or her request with the office of student records **before** the last day of instruction of the semester. Failure to notify in writing of a withdrawal may subject the student to loss of eligibility for refunds in accordance with the refund schedule outlined in the "Fees and Expenses" section. Permission to withdraw voluntarily will not be granted if the student has not discharged all financial obligations to the University or has not made financial arrangements satisfactory to The Office of Student Financial Services. When a student withdraws during or at the end of a semester, course enrollments are not expunged from his/her record, rather a grade of W ("dropped") is entered for each course.

Students who are obliged to register and fail to do so by the appropriate deadline or who fail to pay their bill will be administratively withdrawn. They may be readmitted (see below) for study in a subsequent term, but not for the term in which they were withdrawn for failure to register. Belatedly fulfilling financial obligations will not negate the effects of administrative withdrawal.

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### Readmission

A student who has not been enrolled in The Heller School for more than one year and who did not obtain a leave of absence should file an application for readmission and will be charged the readmission fee. The student's program will determine in each case whether a student should be readmitted. If the program's requirements have changed during the student's absence or the student is not deemed current in his or her field of study, the program may require the student to repeat or supplement previous academic requirements including qualifying exams. When a student is reinstated, he or she will be informed of current status regarding credits and time to degree.

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### Graduate Cross-Registration

A full-time graduate student at Brandeis University may enroll in one graduate course each term at Boston College, Boston University, or Tufts University. The Heller School has cross-registration agreements with MIT, UMass, Boston, and Bentley College School of Business Administration. Information on courses for cross-registration at each of the host institutions is available at the graduate school office of each institution.

A student who wishes to enroll in a course at one of these institutions should consult with the instructor in the particular course and should expect to satisfy the prerequisites and requirements normally required for admission to the course, including adherence to the academic calendar of that course.

A student at Brandeis University who wishes to enroll in a graduate course at one of the host institutions should obtain a cross-registration petition from The Heller School office of student records, and should present this petition to the office of the registrar of the host institution. The completed petition should be returned to The Heller School office of student records prior to the deadline established in the Academic Calendar.

## Fees and Expenses

### Tuition and Fees

The following tuition and fees are in effect for the 2006-07 academic year. These figures are subject to annual revision by the Brandeis Board of Trustees.

Payment of tuition and other fees is due on August 11, 2006, for the fall semester and January 5, 2007, for the spring semester. A student who has not paid such fees by the day of registration will be refused the privilege of registration. A late fee will be assessed to all student accounts with outstanding balances after the stated due date. The amount of the late fee will be \$100, or 2% of the outstanding balance, whichever is greater.

#### Application fee: \$55

Payable by all applicants for admission at the time the application for admission is submitted.

#### Program fee (M.A./SID only): \$650

Payable by all SID students in the fall of their second year.

### Tuition

#### Ph.D. Program

Full-time: \$32,951 per year  
Post-resident: \$2,058 per year  
Continuation: \$1,031 per year  
Part-time: \$2,825 per course

#### M.B.A./M.M. Program

Full-time: \$16,476 per semester (four consecutive semesters program)  
Part-time: \$2,825 per course

#### M.A./SID Program

\$32,951 for first year  
\$1,031 continuation fee for second year

#### Technology Fee: \$199 per year.

#### Returned Check Fee: \$25 per incident.

A bank service fee will be charged to a student's account if a payment or a check negotiated through Brandeis is returned by the bank for any reason.

#### Transcript Fee: \$5.

Students, former students, and graduates should request official transcripts of their records from the Office of the University Registrar, Kutz Hall. Students are entitled to 20 formal transcripts of their academic work without charge. A charge of \$5 will be made for each subsequent transcript. Requests by mail for transcripts must be accompanied by a check in the correct amount payable to Brandeis University. Official transcripts will be issued only to those students whose University financial records are in order.

#### Orientation Fee: \$35 per year.

#### Graduate Activity Fee: \$33 per year.

#### Student Health Services Fee: \$537 per year. (optional)

Entitles the full-time graduate student to use of Health Services.

#### Student Health Insurance Plan (single coverage): \$1,648 per year (estimated).

All three-quarter or full-time students are required by state law to show certification of health insurance. Students without insurance of their own must purchase the Student Health Insurance Plan through the University. The fee is payable prior to registration, and no portion is refundable. Student insurance is optional for special students. Additional insurance options, including family coverage, are described in *A Guide to University Health Services*, which is available from Health Services.

#### Parking Fee: \$35-150 per year.

Payable annually at fall registration for privilege of parking an automobile on campus. Fee varies with assigned parking area.

#### Late Fee: \$100, or 2% of the outstanding balance, whichever is greater.

A student who defaults in the payment of indebtedness to the University shall be subject to suspension, dismissal, and refusal of a transfer of credits or issuance of an official transcript. In addition, the University may refer the debt to an outside collection agency. The student is responsible for costs associated with the collection of the debt.

Such indebtedness includes, but is not limited to, delinquency of a borrower in repaying a loan administered by the student loan office and the inability of that office to collect such a loan because the borrower has discharged the indebtedness through bankruptcy proceedings. If the student is a degree, certificate, or diploma candidate, his or her name will be stricken from the rolls.

A student who has been suspended or dismissed for nonpayment of indebtedness to the University may not be reinstated until such indebtedness is paid in full.

#### Final Doctoral Fee: \$235.

This fee covers all costs for the year in which the Ph.D. degree will be conferred, including the costs for the full publishing services for the dissertation; publication of the abstract of the dissertation in *Dissertation Abstracts*; issuance of a Library of Congress number, appropriate library cards, and deposit of the dissertation

in digital format at the Library of Congress; three xerographic softbound copies (for the author, department, and Library); and a microfiche for the Brandeis Library. The final doctoral fee also covers the cost of the diploma.

Note: All candidates for the Ph.D. degree must pay the \$235 final doctoral fee at the Office of Student Financial Services before they file their application for degree with the Office of the University Registrar.

### Refunds

The only fee that may be refundable, in part, is the tuition fee. No refund of the tuition fee will be made because of illness, absence, or dismissal during the academic year. A student who is withdrawing must notify The Heller School's senior administrative officer in writing; refunds will be based on the date of notification and calculated in accordance with the following:

#### 1. Tuition

##### Withdrawal

Before the opening day of instruction: 100% of the term's tuition.

On or before the second Friday following the opening day of instruction: 75% of the term's tuition.

On or before the fifth Friday following the opening day of instruction: 50% of the term's tuition.

After the fifth Friday following the opening day of instruction: no refund.

Requests for refunds should be addressed to the Office of Student Financial Services.

#### 2. Scholarship

In the case of a scholarship student who withdraws, the student's account will be credited with the same proportion of the term scholarship as charged for tuition: 75% if the student leaves on or before the second Friday; 50% on or before the fifth Friday and no refund thereafter.

#### 3. Stafford Loans

In compliance with federal law, special refund arrangements apply to students receiving aid under Title IV. Contact The Heller School assistant director for admissions and financial aid for additional information.

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## Refund Policy for Dropped Courses

A student who drops courses on the per course tuition charge basis, is allowed a refund following this schedule:

### 1. Full semester-long courses

Before the opening day of instruction through the last day of the registration period (see the Academic Calendar): 100% of the dropped course's tuition fee.

On or before the fifth Friday following the opening day of instruction: 50% of the dropped course's tuition fee.

After the fifth Friday following the opening day of instruction: no refund.

### 2. Module courses

On or before the second Friday of module instruction (see the Academic Calendar): 100% of the dropped course's tuition fee.

After the second Friday of module instruction: no refund.

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## Housing

Ten-month living expenses in the Waltham area for a single individual on an economical budget are estimated to range from \$9,000-16,000. Limited housing is available in the University's graduate residence halls. Costs for on-campus housing range from approximately \$3,150-3,480 per semester for a single person. Graduate housing includes kitchen facilities, but students may also purchase University meal plans.

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## Financial Aid

The Heller School attempts to assist as many students as possible in securing financial aid, although it is expected that candidates for admission will explore a variety of outside funding sources, such as private scholarships, state scholarships, and G.I. Bill benefits. The Heller School offers scholarships and fellowships that are awarded on the basis of financial need and academic merit. These grants rarely cover the full cost of study plus living expenses, but, in combination with Stafford Loans, make up the typical aid package. Part-time students are not eligible to receive scholarships or fellowships from The Heller School.

For more information about fellowships, scholarships, and loans for all of our degree programs, visit the The Heller School's website at [www.heller.brandeis.edu](http://www.heller.brandeis.edu), or contact the appropriate admissions office.

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## Faculty

See the School's catalog for full faculty listing.

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## Requirements for the Degree of Master of Arts in Sustainable International Development

### Program of Study

Students must successfully complete eight full-semester or equivalent module courses and a master's project. In the two-year program, students take required full- and half-semester courses that concentrate on poverty, community development, gender, and the environment for the first year. During spring semester, students work with a primary advisor to plan a second-year master's project that can be an internship at a development organization, field-based project, or advanced study at Brandeis. In the second year, students must complete a master's paper under the supervision of a Brandeis advisor. All students return to campus at the end of the second year to share the results of their master's projects at a capstone week.

The one-year accelerated track M.A. in sustainable international development exempts a select group of advanced development practitioners from the second-year internship while raising the academic requirements for them during their year-in-residence. Accelerated track students enter with all other incoming students in late August and fulfill all course requirements for the existing program over the fall and spring semesters. Students pursuing the accelerated track are required to write a master's paper during the year-in-residence that applies development theory and skills to solving a real development problem recently encountered in their own work. Students will propose the topic as part of their application to the program.

### Residence Requirement

One year in residence as a full-time student.

### Master's Project

The master's paper is required for the granting of the degree.

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## Requirements for the Degree of Master of Business Administration (Human Services)

### Program of Study

Students must successfully complete 17 full-semester or equivalent module courses as approved by the program director: 12 in management, one in policy, three in a concentration, and one and one half as a management or policy elective. Students may opt to concentrate in health care, child, youth, and family services; general human services; or sustainable development.

### Residence Requirement

Students must be in residence for a minimum of 15 months: one academic year and two summers, beginning in June.

### Team Consulting Project

Students must complete a team consulting project, including a written report and oral presentation. Working under the supervision of a faculty advisor, teams of three to five students provide management consulting services to a community-based health or human services agency during a two-and-a-half to three-month period.

## **Requirements for the Dual Degree of Master of Arts/ Master of Business Administration (Hornstein-Heller School for Social Policy and Management M.A./M.B.A. Program)**

### **Program of Study**

This program prepares professional leaders with the full complement of business and nonprofit skills, as well as specialized knowledge of Judaic studies and contemporary Jewish life. The program blends The Heller School's management curriculum with the Hornstein Program's integrated approach to Jewish leadership training. Graduates of the dual degree program receive two master's degrees: a Master of Arts in Jewish community leadership from the Hornstein Program and an M.B.A. from The Heller School for Social Policy and Management.

The dual degree is comprised of 20 courses, completed in five semesters, including the summer between years one and two. Roughly half of these courses are in Heller and half in Hornstein. In addition, students are required to successfully complete a supervised field experience in a Boston-area Jewish organization and a team consulting project for a local agency.

### **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 to the Graduate School of Arts and Sciences.

### **Supervised Field Experience**

Supervised fieldwork is an integral part of the Hornstein Program. These intensive and powerful professional experiences at local and regional agencies help students develop practical skills, learn to turn theory into action, and become self-reflective practitioners.

### **Foster Seminar in Israel on Contemporary Jewish Life**

An intensive examination of contemporary issues in Israeli society and its relationship with Diaspora communities.

### **Residence Requirement**

The residence requirement is five semesters 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. An intensive four-week Hebrew preparatory program is available to students in the summer prior to their enrollment through the Brandeis Hebrew Language Summer Institute and is highly recommended.

### **Cocurricular Requirements**

#### **Seminar on Contemporary Jewish Issues**

A mandatory bi-weekly seminar, planned and coordinated with student involvement, provides for discussion of central issues in Jewish communal life and brings students face to face with visionary leaders from around the country.

#### **Starr Colloquium**

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**

Students participate in a three-day seminar about Jewish communal leadership with an outstanding leader of the Jewish communal world.

## **Requirements for the Degree of Master of Science in International Health Policy and Management**

### **Program of Study**

Students must successfully complete 10 full-semester or equivalent module courses. Students may decide to focus on either a policy track or a management track. Students must also take workshops during the winter break that include short two- to three- day sessions to build personal competencies useful to management, including self-analysis of management style, interpersonal communications, and exercises in delegating tasks or in mediating conflict. Participatory skill-building workshops complement classroom learning about health management and human resource management. The Master of Science culminates in a capstone seminar in which students focus on a particular issue and apply the analytical and managerial skills that they are developing to a specific problem.

### **Residence Requirement**

One year in residence as a full-time student.

## **Requirements for the Degree of Doctor of Philosophy in Social Policy**

### **Program of Study**

Students entering the Ph.D. program in social policy must complete a total of 15 courses as approved by the program director. Successful completion of a dissertation seminar related to one's area of concentration is also required. Students may specialize in health (including substance abuse); children, youth, and families; and assets and inequalities.

### **Residence Requirement**

The minimum residence for the Doctor of Philosophy in social policy is two years.

### **Qualifying Paper**

Upon completion of coursework, each student must complete an integrative comprehensive paper. This paper is usually administered at the end of the student's fourth semester.

### **Dissertation and Final Oral Examination**

A dissertation proposal should be submitted soon after the comprehensive paper is completed. The dissertation committee consists of four members—at least two members from the Heller faculty and at least one member from outside of The Heller School or outside the University. Students may elect to write the dissertation in either a three-paper academic-journal format or the monograph format. To be granted the degree, the student is required to defend the dissertation in a public final oral examination.



## Requirements for the Joint Degree of Doctor of Philosophy in Social Policy and Sociology

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### Program of Study

Students entering the joint Ph.D. program in social policy and sociology are expected to complete a total of 18 courses. At least nine of these courses must be offered by the Brandeis sociology department—six of these courses must be graduate seminars and the remaining three may be advanced undergraduate/graduate seminars or directed readings; at least one of these must be a sociology theory course. A minimum of nine courses must be taken within The Heller School and at least one of these courses must be on research methodology (e.g., HS 401b Research Methods). In addition, in their first year, students are required to participate in a year-long, noncredit proseminar in the sociology department that introduces the program's faculty and their research interests. Students are also required to take a noncredit dissertation seminar at the Heller School for two semesters.

Students are assigned advisors from the sociology department and from The Heller School. Advisors in both departments work together with students to assure appropriate coherency in their program of courses. An interdepartmental meeting between advisors and students should take place at least once a year.

### Residence Requirement

The minimum residence for the joint degree of Doctor of Philosophy in social policy and sociology is three years.

### Language Requirement

There is no foreign language requirement for the joint Ph.D. degree.

### Qualifying Examinations

Each student must complete a "comprehensive paper" as required in The Heller School curriculum. Students must also show competence in two areas of sociology, as certified through the Guidance-Accreditation Committee (GAC) process (the sociology department equivalent of comprehensive exams). Students elect two areas of interest and develop a contractual set of requirements with a faculty member of each area. When both GACs are completed there is a meeting (typically one to two hours) to discuss the student's interests, directions in the field, and the upcoming dissertation.

### Dissertation and the Final Oral Examination

A dissertation proposal should be submitted soon after the comprehensive examination and GACs are completed. The dissertation committee should consist of five members—two faculty members each from the sociology department and The Heller School and one outside member. The joint Ph.D. dissertation may be accepted by the sociology department and The Heller School upon the recommendation of the dissertation committee. To be granted the degree, the student is required to defend the dissertation in a public final oral examination.

## Special Notes Relating to the Doctoral Program

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Students enrolled in the Ph.D. program in social policy may elect to pursue a joint master's degree in women's and gender studies & social policy, with the program director's permission as well as the agreement of the women's and gender studies program. This degree option replaces a master's degree in social policy in the student's program and is generally entered prior to the award of a doctoral degree in social policy. The joint degree provides students an opportunity to mesh The Heller School's social policy research and analytical training with issues that affect women and gender. The joint M.A is for a select group of students interested in pursuing an additional interdisciplinary perspective. Students in the program must be willing to do additional coursework, take part in a proseminar, and write a master's thesis.

## Courses of Instruction

Listed on the following pages are graduate courses of instruction for the Heller School for Social Policy and Management. Courses meet for three hours a week unless otherwise specified.

Most courses are available to all students qualified to take them. Access to some courses is governed by the signature of the instructor. Other courses impose a numerical limit to preserve environmental conditions suitable to the pedagogy the instructor employs; students increase their chances of gaining enrollment in such courses by participating in pre-enrollment.

Generally, a course is offered with the frequency indicated at the end of its description. The frequency may be designated as every semester, every year, every second year, every third year, or every fourth year.

Courses numbered 100-199 are for undergraduate and graduate students; and courses numbered 200 and above are primarily for graduate students. Undergraduates may not enroll in courses numbered 200 or higher without the written permission of the instructor.

Suffixes after course numbers have the following meanings:

A or B	Semester course
C	Semester course meeting throughout the year
D	Full-year course
E	Intensive course, two semester course credits in one semester
F	Half-semester course, half-course credit
G	Quarter-course credit

A semester course carries one semester course credit (four semester-hour credits), while a year course carries two semester course credits (eight semester-hour credits). Exceptions are noted under the individual course descriptions. Certain courses do not count for rate of work and do not carry course credit toward graduation. Occasionally, courses are awarded additional semester-hour credits, yet count as only one semester course toward graduation. All such courses are specifically identified in the course listing. Certain courses require a laboratory course taken concurrently.

A student may take either half of a full-year course with a D suffix for credit with the approval and consent of the course instructor on the appropriate form designated by the Office of the University Registrar. Students who enrolled in full-year courses in the fall term are continued in the spring term automatically.

The University reserves the right to make any changes in the offerings without prior notice.

### Courses of Instruction

#### (100-199) For Both Undergraduate and Graduate Students

##### HS 104b American Health Care

[ ss ]  
Examines and critically analyzes the United States health care system, emphasizing the major trends and issues that have led to the current sense of "crisis." In addition to providing a historical perspective, this course will establish a context for analyzing the current, varied approaches to health care reform. Usually offered every year.  
Mr. Altman and Mr. Thier

##### HS 110a Wealth and Poverty

[ ss ]  
Examines why the gap between richer and poorer citizens appears to be widening in the United States and elsewhere, what could be done to reverse this trend, and how the widening disparity affects major issues of public policy. Usually offered every year.  
Mr. Shapiro

##### HS 120a Race and the Law

[ ss ]  
*This course may not be repeated for credit by students who have taken WMNS 120a in previous years.*

Explores how race has been defined and used to uphold or undermine the principles espoused in the Constitution and other sources of the law in the United States. Issues discussed range from treatment of Native Americans at the nation's birth to the modern concept of affirmative action. One of our premises is that ideally the law represents the synthesis of the narratives of various elements of a society. Usually offered every year.  
Ms. Hill

##### HS 124a Dilemmas of Long-Term Care

[ ss ]  
Fifty million Americans have a disability. What kinds of help do they want? What are the responsibilities of families, friends, and communities to help? Current U.S. approaches to service delivery, financing, and organization are reviewed and alternatives considered. Usually offered every second year.  
Mr. Leutz

#### (200 and above) Primarily for Graduate Students

##### HS 215f Corporate Finance

*Prerequisites: HS 251f and HS 246f. Meets for one-half semester and yields half-course credit. This course may not be repeated for credit by students who have taken HS 215b in previous years.*  
Introduces the modern theory of corporate finance and the institutional background of financial instruments and markets. Considers ways to measure value. Explores alternative forms of financing and ways to analyze them. Considers the financing tools appropriate for for-profit and nonprofit organizations.  
Mr. Friedman

##### HS 225a Fundraising and Development

Examines the critical role of fundraising and development in successful nonprofit organizations. Students learn to analyze, plan, and evaluate a comprehensive fundraising program and to create elements of a professional fundraising portfolio. Explores management and leadership issues associated with the rapidly changing field of development and philanthropy.  
Mr. Whalen

**HS 229f Health Financing in Developing Countries**

*Meets for one-half semester and yields half-course credit.*

Examines the mobilization of resources for the health system as a whole and the funding of individual providers for health services in developing countries. Provides the tools for examining broad reforms as well as refinements of individual components of the health care system.  
Mr. Shepard

**HS 233a Managing Policy and Practice Change in Health Services**

Begins with definitions of policy and how policy is made from both theoretical and practical perspectives. Examines several frameworks for analyzing policy implementation and for planning implementation strategies. Several sessions will focus on the management skills and tools useful to planning and managing the implementation of policy change. Students will have the opportunity to bring conceptual knowledge and skills together in analysis of several case studies.  
Ms. Holcombe

**HS 234f National Health Accounts: Applications to Low and Middle Income Countries**

*Meets for one-half semester and yields half-course credit.*

National Health Accounts (NHA) is a globally accepted framework and approach for measuring total national health expenditure. Provides an overview of the concepts and methodology of NHA. Students will understand the international classification systems used to categorize health expenditures, be able to construct NHA tables, and understand the uses to which NHA data can be put.  
Mr. Nandakumar

**HS 236a International Health System**

Studies how global movements in dealing with health have shaped health systems, the emerging challenges developing countries are facing, and how these might affect health systems. Students will study the link between health and development, how health systems are organized, how health care is financed, the role of public and private sectors in providing health care, regulation, and consumer behavior.  
Mr. Nandakumar

**HS 237f M.S. Capstone I**

*Meets for one-half semester and yields half-course credit.*

Provides focused attention on health policy and management topics that are of special significance and require in-depth exploration. Uses fundamental and core readings on each topic, supplemented by descriptions and analyses of health care programs and interventions relevant to each topic.  
Ms. Bhalotra

**HS 238f M.S. Capstone II**

*Meets for one-half semester and yields half-course credit.*

Integrates all aspects of the M.Sc. curriculum. Management and policy aspects in this course span mission, strategy, and operations. Students are expected to incorporate lessons from their previous coursework, including management concepts and techniques and policy frameworks to assess decision-making, planning, implementation, and evaluation issues at the organizational, institutional, and individual levels.  
Ms. Bhalotra

**HS 239b International Health Economics**

Aims at providing a rigorous economic framework that addresses positive and normative issues in the economics of health in developing countries. Topics covered include: relationship between health outcomes and macro-economic performance; micro-economics of health care and insurance markets including demand for health care services, insurance, supply of physician services, and other medical services; normative analysis for health policy and projects including market failure and public intervention; and emerging issues in international health in low in low-and middle-income countries. Usually offered every semester.  
Mr. Nandakumar

**HS 241f Information System Strategies**

*Meets for one-half semester and yields half-course credit.*

Introduces students to fundamental issues related to Management Information Systems (MIS). Managers need an understanding of all of their organizational functions along with ways to measure all aspects of business operations. For effective management, this ongoing flood of information needs to be ordered, monitored, evaluated, processed, and utilized in a number of ways. An effective MIS can provide both a framework and a set of tools to enable managers to accomplish each of these tasks in order to make proper strategic choices and informed decisions. A major part of our work will be to uncover what types of information we need and how best to measure and use this information effectively.  
Mr. Fournier

**HS 242f Social Entrepreneurship**

*Meets for one-half semester and yields half-course credit.*

The field of social entrepreneurship is relatively new. It involves creating new ventures that pursue the dual missions of social benefit and financial return on investment. There are nonprofit, for-profit, and hybrid social enterprise ventures that have a social mission and aim to be financially self-sufficient or are profit-driven. The field is innovative in management approaches to social problems. It is also focused on social issues amenable to these approaches. The field is more involved in social investment than in charitable giving, looking for practical ways to get sustainable social change. Since social enterprises generally start small, basic issues are planning for their social impact, scale, replication, and sustainability. The aims of this course are to introduce the concepts and challenges of social entrepreneurship while also providing the tools to be an effective social entrepreneur.  
Staff

**HS 244f Nonprofit Law, Governance, and Structure**

*Meets for one-half semester and yields half-course credit.*

Covers the legal structures under which non-profit organizations are organized and the responsibilities implied by those structures. Students learn the roles and responsibilities of non-profit boards of directors, ingredients for improving the effectiveness of boards, and skills for managing the board-staff relationship.  
Staff

**HS 245f Economics**

*Meets for one-half semester and yields half-course credit.*

Begins with the analysis of markets and introduces the concept of market failure. Considers the theory of the firm, modifications necessary for mission-driven organizations, and special economic issues that arise for mission-driven organizations.  
Mr. Friedman

**HS 246f Statistics**

*Meets for one-half semester and yields half-course credit.*

Presents students with an introduction to the fundamentals of parametric statistics. Covers the essentials required for students to understand issues related to measurement and how to generate descriptive information and statistical analyses from these measurements. Focuses primarily on understanding the importance of summary measures along with a study of fundamental statistical distributions.  
Mr. Fournier

**HS 247f Evaluation for Managers**

*Meets for one-half semester and yields half-course credit.*

Focuses on program evaluation techniques of interest to managers, including balanced scorecard methods, needs assessment, participatory evaluation methods, process/implementation analysis, impact analysis, cost-benefit analysis, and utilization-focused evaluation. These techniques are discussed in the context of building "learning organizations" that enable the organization and its managers to know whether they are succeeding.

Mr. Hahn

**HS 248b Financial Management**

*Prerequisite: HS 251a.*

Develops students as educated consumers of financial information. Covers financial management problems encountered by today's human service professionals in a real-world perspective based on sound financial and accounting theory. Includes topics such as financial statement analysis, budget development and control, managing growth, cash flow management, and management controls.

Mr. McLaughlin

**HS 249f Social Justice, Management, and Policy**

*Meets for one-half semester and yields half-course credit.*

Allows students the opportunity to explore the management implications of "Knowledge Advancing Social Justice." Examines historical and contemporary thinkers, justice issues, and management activities. Students grapple with the daily management dilemmas faced by managers and change agents both inside and outside organizations.

Ms. Bhalotra

**HS 250a Financial Accounting**

Develops a fundamental understanding of financial accounting and reporting issues as they apply to nonprofit and for-profit organizations. Students will learn about the importance of fiscal responsibility and integrity in the efficient utilization of an organization's resources relative to organizational goals. Accounting practices that are unique to nonprofit organizations will be introduced, discussed and differentiated from those practices employed by for-profit entities. Emphasis will be placed on interpreting financial statements to understand how accounting information, in a variety of settings, can be utilized by decision makers.

Ms. Anderson

**HS 251f Managerial Accounting**

*Meets for one-half semester and yields half-course credit.*

Provides general introduction to the concepts, problems, and issues related to managerial accounting. Managerial accounting predominantly addresses the internal use of economic information regarding the resources used in the process of producing goods and providing services. Fundamental aspects of cost behavior and cost accounting will be discussed, but always from the perspective of the manager who must make decisions rather than the accountant who prepares the information.

Ms. Anderson

**HS 252b Strategic Management**

Provides students with the theoretical constructs and practical tools necessary to create and manage organizations strategically. Includes strategic process, organizational design, and development of planning tools and cycles. All students perform an applied strategic analysis for an actual organization.

Ms. Babcock or Mr. McLaughlin

**HS 253b Leadership and Organizational Behavior**

Focuses on leadership and managing organizations. Uses cases on a variety of organizations to expose students to problems and to improve their effectiveness in analyzing, diagnosing, and leading people in organizations. Students learn organizational concepts, analytic frameworks, and models, and practice their leadership skills in class. Uses case discussions, simulations, role-playing, mini-lecturing, and experimental exercises. Provides an opportunity to develop leadership skills through group work and reflection.

Mr. Chilingirian

**HS 254a Human Resource Management**

Considers how human resource management might aid in achieving organizational excellence. Focuses on the development of concepts and strategies that can increase your effectiveness in developing policies and practices to enhance the value of people in the organizations you serve.

Ms. Gittell

**HS 255a Management Information Systems**

Explores the role that information plays in achieving organizational objectives and how information systems can effectively manage the flow of information. Focuses attention on assessing the informational needs of organizations and their members and on developing information systems for meeting those needs.

Mr. Fournier or Ms. Gittell

**HS 256f Community Building for Managers**

*Meets for one-half semester and yields half-course credit.*

Focuses on the elasticity of the term "community building," some historical themes, and how a term originally focused mostly on neighborhood revival is now also used in the context of building stronger ties among people who share specific interests and used by managers who would like to reinvent the workplace around community principles. With community building jargon increasingly entering into management and public policy literature, managers must understand the parameters of this "movement" and acquaint themselves with some of the skills and developments that people doing this work have found useful.

Mr. Hahn

**HS 257a Financial and Managerial Accounting**

Staff

**HS 257f Conflict Resolution by Negotiation**

*Meets for one-half semester and yields half-course credit.*

Develops in students an understanding of the nature, advantages, and limitations of negotiations as a conflict resolution tool. Provides a normative and practical framework for pursuing a negotiation strategy as a method of resolving disputes. Provides students with opportunities to apply this knowledge in a variety of simulated negotiation contexts. Finally, exposes students to feedback regarding their negotiation approaches via explicit instructor evaluation and via the impact of their actions on their teammates and opponents.

Mr. Prottas

**HS 258a Operations Management in Service Organizations**

*Prerequisite: HS 280a or 282a.*

Explores how operations management skills can help organizations to deliver high-quality services while using resources efficiently. Students develop skills including quality assessment, process mapping, productivity analysis, wait-time analysis, and scheduling.

Ms. Gittell

**HS 259a Topics in Sustainable Development**

Topics may include, but are not limited to, the following: household economics; culture, power, and development; masculinity and gender; HIV/AIDS as a public policy issue; gender and globalization; and theories of social change.

Staff

**HS 259f Topics in Sustainable Development**

*Meets for one-half semester and yields half-course credit.*

Topics may include, but are not limited to, the following: household economics; culture, power, and development; masculinity and gender; HIV/AIDS as a public policy issue; gender and globalization; and theories of social change.

Staff



**HS 260f Introduction to International Organizations**

*Meets for one-half semester and yields half-course credit.*

A broad overview of major international organizations: the United Nations System, the World Bank and International Monetary Fund, the World Trade Organization, and the European Union. Examines these organizations from the perspective of NGOs and other civil society organizations, with particular emphasis on access by communities to information, oversight of practices, and participation in decision-making. Usually offered every semester.

Ms. Green

**HS 261b Rights-Based Approaches to Development**

Serves two purposes: first, to provide students with a solid understanding of international human rights standards and systems; and second, to explore in some depth the implications of a rights-based approach to poverty and to development.

Ms. Green

**HS 262f Culture, Power, and Development**

*Meets for one-half semester and yields half-course credit.*

Students engage with constructs of cultural superiority, debate about modernization, and learn about what motivates individual and cultural change. Students are introduced to alternative theoretical approaches to culture and development and learn how to apply those theories to different historic contexts as well as contemporary situations.

Ms. Ready

**HS 263f Applied Geographic Information Systems (GIS)**

*Meets for one-half semester and yields half-course credit. Prerequisite: HS297F or permission of the instructor.*

Builds on the introductory GIS course, further enabling students to develop technical skills in the use of ARCVIEW GIS software; qualitative skills in data gathering, analysis, and presentation; and potential of GIS as a tool for planning and evaluating development projects. Includes a computer lab.

Mr. Lakshmikanthan

**HS 264b Natural Resource Management and Coexistence**

Focuses on the historical and political backdrop to conflict over resources and on generalizations derived about these conflicts. The class examines several case histories on basic principles of cooperation in the management of natural resources.

Identifies potential areas of future cooperation that could lead to coexistence of ethnic or economic groups within a country, between neighboring countries using the same resources, or of larger regions where group members may have different requirements.

Mr. Klein

**HS 264f Principles of Ecology for Development Planners**

*Meets for one-half semester and yields half-course credit.*

Introduces ecological principles that influence the sustainability of national and local development programs throughout the world.

Mr. Olson

**HS 265f Ecology and Development: Science and Policy**

*Prerequisite: HS 264f. Meets for one-half semester and yields half-course credit.*

Deepens the understanding of ecology through the exploration of case studies of development programs.

Mr. Klein

**HS 266f Economic Concepts for Development Practitioners**

*Meets for one-half semester and yields half-course credit.*

Covers basic principles of microeconomics, focusing on the supply and demand framework with applications and examples to developing countries.

Mr. Godoy or Mr. Suaya

**HS 268f Principles of Law and Development**

*Meets for one-half semester and yields half-course credit.*

Through a primer on law and legal institutions, examines the use of the legal order to solve problems of poverty, vulnerability, and environmental degradation in developing nations.

Ms. Powell-Willingham

**HS 269f Food Security and Nutrition**

*Meets for one-half semester and yields half-course credit.*

Explores how international and national agencies define and measure food security and nutritional status and set goals for strategic interventions.

Mr. Lockwood

**HS 270f Seminar in Health and Human Rights**

*Meets for one-half semester and yields half-course credit.*

A seminar with a focus on reading, discussion, and student research rather than on lectures. What are the implications of a "rights-based approach" to health for policy makers, medical professionals, health related industries, and patients? What roles do civil and political rights like participation, freedom of speech, and non-

discrimination as well as the notion of a right to health itself, play in health policy-making and policy implementation? Each student is expected to draft and present a substantial seminar paper. Usually offered every semester.

Ms. Green

**HS 271a Framework for Development**

Provides a conceptual umbrella for all the coursework in the SID program. Introduces students to the major currents of thinking about sustainable development. Topics include poverty, inequality, globalization, human rights, the environment, and the role of institutions. Students examine what is known about the drivers of development as well as the links between global and national policies, and actions for sustainable development.

Mr. Godoy, Ms. Green, Ms. Holcombe, and Mr. Kamal

**HS 272f Creating Microfinance Institutions and Partnerships**

*Meets for one-half semester and yields half-course credit.*

Covers building and staffing large-scale, cost-effective microfinance institutions and explores strategies for partnerships with local NGOs and village-level organizations to expand outreach.

Mr. Ashe

**HS 273b Applied Ecology in Sustainable Development**

Applies basic concepts governing terrestrial and aquatic ecosystem functions to the special problems of development. Achieving sustainable management of ecological processes by preserving and restoring biotic integrity is presented in case histories. Compatibility of agriculture, forestry, and fisheries with habitat preservation will be discussed.

Mr. Klein

**HS 274a Directed Readings in Sustainable Development**

Usually offered every year.

Staff

**HS 274b Directed Readings in Sustainable Development**

Usually offered every year.

Staff

**HS 274f Directed Readings in Sustainable Development**

*Meets for one-half semester and yields half-course credit.*

Usually offered every semester.

Staff

**HS 275a Directed Research in Sustainable Development**

Usually offered every year.

Staff

**HS 275b Directed Research in Sustainable Development**

Usually offered every year.  
Staff

**HS 275f Directed Research in Sustainable Development**

*Meets for one-half semester and yields half-course credit.*  
Usually offered every semester.  
Staff

**HS 276f World Health**

*Meets for one-half semester and yields half-course credit.*

A primer on major diseases and problems of health care in developing nations. Topics include descriptions of disease incidence and prevalence, including infectious, chronic, and mental disease; determinants of health, including culture and behavior; the roles of nutrition, education, and reproductive trends and poverty; demographic transitions, including aging and urbanization; the structure and financing of health systems; and the globalization of health.

Ms. Bhalotra

**HS 277f Planning and Implementation: A Primer**

*Meets for one-half semester and yields half-course credit.*

Studies analytical methods utilized in development planning. The issues and methods of project implementation are taught. Drawing on case studies, the class examines the complex interactions between beneficiary communities, social mobilization, training, marketing strategies, and other factors that affect achievements.

Staff

**HS 278f Monitoring and Evaluation**

*Meets for one-half semester and yields half-course credit.*

Explores issues and methods of development project monitoring and evaluation, including economic, social, and environmental issues and how these functions are critical to project management.

Staff

**HS 279a Planning and Implementation: Concepts and Methods**

For students who wish to study in more depth analytical methods utilized in development planning. Issues and methods of project implementation are discussed, and, drawing on case studies, the course examines the complex interactions between beneficiary communities, social mobilization and leadership, participation and training, and other factors that affect accountability and achievement.

Mr. Simon

**HS 280a Statistics for Managers**

Provides students with knowledge of basic statistical concepts and methods used by managers. Enables participants to prepare, review, and critically analyze numerical descriptions of the various activities and responsibilities associated with health and human services management.

Staff

**HS 280f Micro-Enterprise Development and Finance**

*Meets for one-half semester and yields half-course credit.*

Covers a broad range of operational issues related to the design, implementation, and evaluation of microfinance initiatives reflecting a range of methodologies and approaches.

Mr. Ashe or Staff

**HS 281f International Advocacy in Action**

*Meets for one-half semester and yields half-course credit.*

Introduces concepts and methods for using organizational program experience to strengthen internal management, program planning, and public policy. Examines the experience of noted NGOs.

Mr. DeRosa

**HS 282f Environmental Impact Assessment**

*Meets for one-half semester and yields half-course credit.*

A primer on the basic concepts and methods of formal environmental impact assessments and adaptations for community-led small projects.

Mr. Boyer

**HS 283f Gender and Development**

*Meets for one-half semester and yields half-course credit.*

Gender, as a social construct, is explored in diverse cultures and societies. Examines gender's major influence on the development process.

Ms. Ready

**HS 284f Gender Analysis in Development Planning**

*Meets for one-half semester and yields half-course credit.*

Examines recent concepts and methods for gender analysis as an integral factor in program planning across cultures.

Staff

**HS 285a Marketing**

An overview of marketing with a focus on how to formulate marketing strategies and identify and evaluate strategic-based tactics in order to achieve organizational marketing goals. Topics include strategic market planning, market research and analysis; consumer behavior; market segmentation, targeting, and positioning; social marketing; and the marketing mix—product, price, distribution, promotion, and marketing communications.

Staff

**HS 285f Rights-Based Approach to Development**

*Meets for one-half semester and yields half-course credit.*

Provides a broad introduction to international human rights laws, mechanisms, and practices, including special protections for vulnerable groups and the key debates underpinning the rights-based approach to development and poverty. Also covers the international and regional institutions that exist to protect human rights.

Ms. Green

**HS 286f Civil Society and Non-Governmental Organizations**

*Meets for one-half semester and yields half-course credit.*

The phenomenal growth in non-governmental organizations throughout the world in the past two decades has transformed the delivery of development assistance and relationships between the north and south. Examines the nature of civil society, types of and relationships among NGOs, and NGO relationships with the state, multilateral and bilateral organizations, and community organizations.

Mr. Short or Mr. Simon

**HS 287f Land Poverty and Reform**

*Meets for one-half semester and yields half-course credit.*

Examines the evolution of land reform theory and practice around the world, including the current model encouraged by the World Bank.

Mr. Simon or Staff

**HS 288f Sustainable Energy: Technology and Economics**

*Meets for one-half semester and yields half-course credit.*

On global and community levels energy remains a constraint to development and often has negative environmental impacts. Technologies for cheap and renewable energies are opening up new possibilities for poor communities. Explores several of those technologies and their economies.

Mr. Kamal

**HS 289f The Demographics of Development**

*Meets for one-half semester and yields half-course credit.*

A primer on population growth and the socioeconomic dynamics of reducing fertility rates.

Ms. Holcombe

**HS 290a Economic Analysis for Managers**

Introduces economic approaches to managerial and policy decision-making. Covers supply and demand, market structures, pricing and market failure, as well as useful tools such as optimization and game theory. Concepts are reinforced with case analyses and examples from the health and human services sectors. Some calculus required.

Mr. Hodgkin

**HS 291f Development in Conflict Situations**

*Meets for one-half semester and yields half-course credit.*

Enhances skills in humanitarian work in conflict situations by looking at concrete practices and reflecting on fundamental issues involved. Gives a broad look at different aspects of work in conflict situations. The theory of the course is rooted in the analysis that there is not a relief-development continuum, but rather different processes that go back and forth between each other. Aims to give students an overall framework for looking at humanitarian work in conflict situations by giving an overview of the issues and debates in development theory.

Ms. Thompson

**HS 292f Geographic Information Systems for Development Planners**

*Meets for one-half semester and yields half-course credit. Prerequisite: HS 297f or permission of instructor.*

Meets the growing demand for GIS in international development planning and provides students with hands-on experience in implementing a GIS, with emphasis on data analysis and presentation. Prepares students for extensive use of GIS in their second-year master's project. The planning process presented in the seminar teaches students how to develop a planning proposal. The seminar also focuses on how to determine an organization's GIS requirements, focus on those requirements during the planning process, and use the requirements to assess the size and scope of the system needed. Each student will complete a GIS data analysis project and will present work in progress.

Mr. Lakshmikanthan

**HS 293f Religion and Development**

*Meets for one-half semester and yields half-course credit.*

Explores the connections between religion and development from theoretical, activist (engaged religious), and practitioner (faith-based NGO) perspectives. Considers (1) basic social-science perspectives on the connections of religious cosmology, beliefs, and practices to social and cultural identity, solidarity, and ideas about human dignity, social inequalities, and the desirability or inevitability of social change and (2) notions of religious obligations and the role of religion as a motivating force or barrier to social transformation and sustainable development. This module seeks to build a positive understanding of the potential contributions of religious forces, with attention to peace-building and economic-development activities.

Ms. Messer or Staff

**HS 294f Regional/Country Development Studies**

*Meets for one-half semester and yields half-course credit.*

Staff

**HS 295b M.B.A. Capstone**

*Prerequisite: Completion of all required management courses in the M.B.A. (human services) program.*

Integrates all aspects of the M.B.A. (human services) curriculum. Aspects of management covered in this course span strategy and operations. Topics covered include general management, leadership, organizational design, marketing, communications, corporate responsibility, human resource management, business policy, management of technology and innovations, ethical and legal issues in management, quality and risk management, and management of diversity in the workplace. The course uses a comprehensive case study approach, combined with theoretical readings. Explores relationships among the context, content, and process of managing organizations and illustrates the complexities created by overlapping interests and by differences in perceptions, values, and goals.

Ms. Babcock and Ms. Curnan

**HS 295f Natural Resource Development Planning**

*Meets for one-half semester and yields half-course credit.*

Investigates major issues of natural resource management affecting the sustainability of development.

Mr. Godoy

**HS 297f Introduction to Geographic Information Systems**

*Meets for one-half semester and yields half-course credit.*

A primer for non-specialists on GIS and its capabilities as a tool for planning and monitoring. Includes a computer lab.

Mr. Lakshmikanthan

**HS 298f Development Management**

*Meets for one-half semester and yields half-course credit.*

Examines contextual factors that influence the implementation of development, as well as the management skills necessary to implementing sustainable development programs.

Ms. Holcombe

**HS 299b Team Consulting Project**

A capstone educational experience for students nearing the end of the M.B.A. (human services) program. Working under the supervision of a faculty advisor, teams of three or four M.B.A. and Heller/Hornstein students provide management consulting services to nonprofit, community-based health and human services agencies.

Mr. Bailis

**HS 299f NGOs: Structure and Governance**

*Meets for one-half semester and yields half-course credit.*

Run as an NGO management workshop responding to issues and problems identified by students. Issues typically include mission statements, structure, governance, participation, and funding.

Mr. Simon

**HS 300a Theory and Analysis of Social Policy**

Develops theoretical perspectives on social policy, social justice, and social change, and a framework for analyzing and developing social policies. Identifies major institutional systems that function in any society throughout human evolution and which are key variables of social policy and social change practice.

Mr. Gil

**HS 300f Integrated Conservation and Development**

*Meets for one-half semester and yields half-course credit.*

Conservation biologists and economic development planners have often had conflicting priorities and means. The class reviews methods of achieving biodiversity conservation and community development through an integrated approach.

Mr. Boyer

**HS 301a Oppression and Social Movements**

Explores the nature of oppression in contemporary and past human societies and the dynamics and role of social movements in confronting oppression and pursuing social change toward human liberation. The seminar is based on the assumption that all types of oppression throughout social evolution have common origins and functions. Examines these common aspects, as well as specific manifestations, such as racism, sexism, social class discrimination, colonialism, etc.

Mr. Gil

**HS 302f Theories of Development**

*Meets for one-half semester and yields half-course credit.*

Focuses on the alternative available theories proposed in industrial and developing worlds as potential guides for explaining and finding solutions to development problems.

Ms. Seidman

**HS 303a Historical and Contemporary Developments in Social Welfare**

Examines the development of social welfare over time by reviewing policy arguments within a historical context and uses an analytic framework centered on eligibility, benefits, administration, financing, and behavioral incentives to assess perennial issues in social welfare and analyze contemporary challenges.

Mr. Doonan

**HS 303b Legislative Drafting**

*This course may not be repeated for credit by students who have taken HS 303f in previous years.*

Provides students with a sufficient background in legislative theory, methodology, and techniques to enable them to conceptualize how to translate policy into effectively implemented law and to assess bills purporting to resolve particular social problems.

Ms. Seidman

**HS 304f Regional Development Studies**

*Meets for one-half semester and yields half-course credit.*

Examines the experience of one group of countries at developing joint efforts at development trade, cross-boundary environmental management, and conflict resolution.

Staff

**HS 305f Environmental Treaties**

*Meets for one-half semester and yields half-course credit.*

Studies major goals and implementation mechanisms for selected international environmental conventions and protocols. Also provides students with a basic understanding of the scientific underpinnings for each treaty (for instance the nature of ozone depleting substances and their effect on the atmosphere).

Mr. Ramakrishna

**HS 316a Violence in Everyday Life: Sources, Dynamics, and Prevention**

Explores the meaning, sources, and dynamics of social-structural and interpersonal violence and the relations among these destructive phenomena. Traces the social, psychological, economic, political, and cultural dimensions of violence and counter-violence in everyday life, with special emphasis on links between the organization and quality of work in society and levels of violence. It also explores approaches to reducing and eventually eliminating violence in human relations from local to global levels.

Mr. Gil

**HS 317b The Social Policy and Management Context for Children, Youth, and Families**

Provides an overview of populations, social policies, and programs in the United States that affect the well-being of children, youth, and families. Human development theory, as well as prominent policy and management themes, are embedded throughout the course. These include: defining and measuring meaningful outcomes for children, youth, and families and using knowledge to advance social justice on behalf of America's diverse populations. The objective of this course is to engage students in critical thinking, dialogue, and debate about the populations, policies, and programs in their chosen field. Provides essential information for understanding the problems, supports, and opportunities related to children, youth, and families in the United States and for considering the policies and programs that have been, or may be, developed to improve the well-being of these populations.

Ms. Curnan and Ms. Klerman

**HS 319a Work and Individual and Social Development**

Explores changes in the organization and design of work and the exchange of work products throughout the evolution of human societies, and the consequences of these changes for individual and social development. Facilitates insights into work as a universal, existential process whose structure and dynamics were shaped and reshaped by individuals and societies throughout history as they interacted with one another and with natural environments in pursuit of survival and development, and as they gained knowledge of nature and enhanced their technological capacities and skills. Explores essential attributes of modes of work conducive to optimal human development and liberation.

Mr. Gil

**HS 322b Sociological Inquiry**

Introduces students to the basic research literature on social stratification, social mobility, and inequality. The theme of this seminar is an analysis of rising inequality world wide, placing the United States in this context. An examination of the sources for this phenomenon includes globalization, economic restructuring, public policy, and social mobility.

Mr. Shapiro

**HS 330b Child-Related Policies in the United States**

Provides students with information about the health problems that children face from birth to early adulthood and the policies that have been developed to prevent or ameliorate those problems in the United States. Particular attention is paid to the development of federal policies, the agencies that implement them, and the legislation under which they operate. Explores the role of local health initiatives and of the private sector, including providers, advocacy groups, and other not-for-profit organizations.

Ms. Klerman

**HS 350a Economics for Management and Social Policy**

Introduces techniques of economic analysis, mainly from microeconomics. These tools are applied to problems of management and social policy. Uses case studies and frequent exercises to develop application and quantitative skills.

Mr. Godoy

**HS 355f Social Policy Frameworks**

*Meets for one-half semester and yields half-course credit.*

Provides frameworks for thinking about social policy and its implications for managers. Examines policy in terms of the organizations that initiate and deliver policy. Looks at the tools of social policy, especially those associated with the welfare state, such as social insurance, social assistance, and a wide variety of social services. Explores the underlying economic, social, and demographic trends that can drive changes in social policy. Considers issues of process in designing policy, democratic accountability, rights, opportunities for minority interests, and advocacy.

Mr. Friedman

**HS 360b Critical Factors for Successful Leadership in Health and Human Services**

Provides students with an understanding of what leadership is and how it can be exercised in today's complex health and/or human service organizations. Allows for analyses and conclusions to be based on observations, feedback, and reflections either made from personal experience or gained through readings, case studies, and exposure to similar themes in the core curriculum. Each session provides one or more case examples of specific challenges that will enable students to debate competing views and theories. Allows future health and human services leaders to begin to formulate their own concept of leadership.

Mr. May and Mr. Weiner

**HS 372b Economic Theory and Social Policy**

*Prerequisite: a recent course in microeconomics.*

Applies economic analysis to problems of importance to social policy. The particular applications may vary from year to year but may include such topics as unemployment and inflation, social security, and the economics of race and gender.

Mr. Friedman



**HS 373a Minority Children and Families**

Using frameworks from cultural and ecological perspectives and psychological and sociological disciplines, examines the adaptations and well-being of four selected groups: African, Hispanic, Asian, and Native American. Provides a broad overview of the adjustment of minority children and families and examines processes that affect their adjustment, especially those that relate to racial and cultural issues and social and demographic factors. Explores current events, social policies, and their implications for ethnic minority groups. Class activities examine conceptual and methodological issues in research on minorities and study their implications for theory, practice, and policy.

Ms. Nguyen

**HS 401b Research Methods**

*Prerequisite: Completion of, or current enrollment in, a graduate-level statistics course.*

Provides a basic foundation in social science research methods. Focuses on skills needed to understand and initiate policy-oriented social research. Theoretical as well as practical issues involved in the interpretation and conduct of social research are considered. The perspective is multidisciplinary and emphasizes investigations of substantive health, education, and social welfare problems. Students have the opportunity to review and redesign research in their own area of interest.

Staff

**HS 403b Qualitative Research**

*Open to Ph.D. students only.*

Acquaints students with the theory and practice of qualitative research. Provides basic experience in pure observation, participant observation, keeping memos and field notes, in-depth interviewing, interpretation, and presentation of findings. Readings and discussion focus on philosophical, historical, and theoretical foundations of qualitative methods and their practical relevance for social policy. Students will also become familiar with key aspects of qualitative research and will grapple with issues related to reliability and validity, as well as political and ethical dimensions of qualitative research.

Staff

**HS 404b Applied Regression Analysis**

An applied course in multiple regression analysis. Emphasis placed on the assumptions underlying the regression model, how to test for violations, and corrections that can be made when violations are found.

Mr. Fournier

**HS 405a Applied Econometrics**

*Prerequisite: HS 404b. Limited to second-year students in The Heller Ph.D. program.*

Focuses on applications of regression analysis and extensions to areas where the standard assumptions do not hold. Introduces applications of logit and its extensions, probit, corrections for censoring and sample selection bias, and simultaneous equations. Each student designs and carries out a research project.

Mr. Friedman

**HS 407b Survey Research Methods**

*Prerequisite: HS 404b or equivalent.*

Focuses on processes and techniques of survey research methods. Special attention is devoted to different modes of questionnaire design, development, and administration. Implementation issues considered include interviewing strategies and other data collection procedures, field supervision, code book development, and documentation data management. Data analysis issues include scale and index construction, reliability and validity assessments, and general analysis strategies.

Mr. Saxe

**HS 408a Evaluation Research**

*Prerequisite: Completion of a graduate-level research methods course.*

Provides participants with an understanding of the basic concepts of evaluation research and their application to a diverse set of social policy problems. Emphasizes methodological issues and their application to social interventions and the delivery of human service programs. Exemplars of the application of evaluation research strategies are drawn from specific social intervention problems in social services, mental health, education, criminal justice, and health care. Students also have a chance to design their own evaluation study.

Mr. Saxe

**HS 409a Advanced Econometrics**

*Prerequisites: HS 404b and HS 405a.*

Builds on the econometrics course to further develop students' skills in using multivariate statistical techniques, particularly for time-series and longitudinal data. Based on examples from human service and health care research. Students read/critique papers using each technique studied and learn to apply it in computer lab.

Mr. Hodgkin

**HS 410b Applied Research Seminar: Quantitative**

Designed to provide students with a series of formal exercises simulating the major steps in the dissertation process. Students gain competency in manipulating data from a large, complex data set; summarizing the methodology of and findings from previous studies; and synthesizing and communicating the results of data analysis—placing study objectives and results in the context of prior research.

Mr. Ritter

**HS 411b Applied Research Seminar: Qualitative**

*Prerequisite: HS 403b or permission of instructor.*

Provides students with hands-on experience in qualitative research, with an emphasis on data analysis and presentation. A series of exercises reviews the process of research from design through presentation of findings. Using a large qualitative data set, class members explore data collection, preparation, and analysis strategies. Readings and discussion link qualitative analysis to crucial research design and validity issues. Each student completes a data analysis project and presents work in progress.

Staff

**HS 412b Substance Use and Societal Consequences**

Provides an overview of the use and abuse of alcohol, tobacco, and other drugs. Examines the consequences of abuse from a societal perspective and reviews types of policy approaches to dealing with the problems associated with substance abuse. Specific topics include an overview of biological and clinical aspects, theories of addictive behavior, epidemiology, medical and economic consequences, prevention and education, and policy approaches including taxation and regulation.

Ms. Horgan

**HS 414f Ethical Issues in Social Science Research**

*Meets for one-half semester and yields half-course credit.*

Provides students an opportunity to explore the ethical dimensions of social science research. Ethical considerations are an integral part of social science research because such research often involves the use of human participants from vulnerable populations. While social science researchers are expected to have an understanding of the ethical issues associated with their discipline, few have the opportunity to develop this knowledge. In this course students examine different topics associated with research design, data collection, data interpretation, and publication of study findings.

Staff

**HS 415f Introduction to Statistical Programming Using SAS**

*Meets for one-half semester and yields half-course credit.*

Introduces students to SAS programming in a Windows operating system. Covers two specific areas: (1) how to operate within the SAS interactive environment and (2) how to use the SAS programming language to build usable datasets and perform analyses.

Mr. Ritter

**HS 422f Cost-Effectiveness**

*Meets for one-half semester and yields half-course credit.*

Addresses the application of the technique of cost-effectiveness analysis to evaluate health and other types of programs in the United States and in developing countries. Presents the theoretical foundations and applications of cost-effectiveness analysis. Uses interactive discussions and computer exercises where students learn to perform cost-effectiveness analyses and apply the technique to a problem of their choice.  
Mr. Shepard

**HS 423f Policy Analysis**

*Meets for one-half semester and yields half-course credit.*

Provides an overview of approaches to and tools for policy analysis and an assessment of their strengths and limitations. Begins with a brief overview of the stages of policy process, including policy formulation, rulemaking, and implementation. Includes a survey of policy analysis quantitative techniques. Considerable attention is spent probing imbedded assumptions in each model. Focuses on the impact of values on policy analysis and the goals of efficiency, equity, security, and liberty. The ethics and role of the policy analyst are discussed, and students have the opportunity to write and present a policy analysis critique.  
Mr. Doonan

**HS 425f Case Study Methodologies**

*Meets for one-half semester and yields half-course credit.*

Provides students with the preliminary tools to conduct and critique case studies. Begins with an examination of the appropriateness, strengths, and weaknesses of this method. Threats to internal and external validity are examined along with techniques to properly collect and document data from multiple sources. Techniques are reviewed for case selection, data analysis, and study presentation. The final class is spent critiquing actual case studies.  
Mr. Doonan

**HS 427f The New Immigrants: Contexts, Adaptation, and Policies**

*Meets for one-half semester and yields half-course credit.*

An introduction to the complex dynamics of immigration in the United States. An interdisciplinary course drawing on scholarship in sociology, political science, psychology, and social welfare is built upon three central themes: migration, membership, and everyday life. Provides an overview of issues faced by new immigrant families and describes the ways in which U.S. public policy impacts these issues.  
Ms. Nguyen and Mr. Prottas

**HS 472b Policy and Program Implementation**

Provides doctoral students with frameworks of use for the study of the implementation of public policies. Considers the implementation process in the United States from a broad perspective, ranging from the context of legislation and the role of courts to how the role of street-level bureaucrats can be studied. Political science, organizational theory, and sociological perspectives are used to develop frameworks for understanding the process through which public policy is realized and how it impacts institutions and individuals.  
Mr. Prottas

**HS 505f Quality and Performance Measurement in Health Care**

*Meets for one-half semester and yields half-course credit.*

A conceptual and analytic framework of the field of quality of health care, which includes quality improvement and performance measurement; understanding of the contemporary research and policy initiatives that relate to quality of health care; and insights into the ways that quality relates to issues of provider payment, organization of health care facilities, and costs and access to health care. By the end of the module, students should have an understanding of the centrality of quality of care issues in contemporary health services research, health care policy, and management of health care organizations.  
Ms. Garnick

**HS 507f State Health Policy**

*Meets for one-half semester and yields half-course credit. Prerequisite: HS 513a or permission of instructor.*

Examines the role of the states in the U.S. health care system. Provides an overview of state activities in health, including state responsibilities for managing health programs and institutions. Models to understand the nature of policy-making and politics in states are presented and discussed. Examines major state health programs such as Medicaid. Outlines and explores the policy and legislative processes. State efforts to reform their health care systems are discussed with special attention to implementation issues, barriers, limits of state action, and prospects for the future of state health reform.  
Mr. Doonan

**HS 508f Managed Care**

*Meets for one-half semester and yields half-course credit. Prerequisite: HS 513Aa or permission of instructor.*

Provides an overview of the evolution and taxonomies of managed care and describes some of its most significant organizational and operational characteristics. Specific areas of focus include its role in Medicaid and Medicare, as well as special strategies such as those adopted for behavioral health care. Draws upon health policy and management literature to inform a discussion about future directions for managed care.  
Ms. Bhalotra

**HS 509a Policy and Program Evaluation in Development Settings**

For students who have learned how to manage in a health or human services policy environment and wish to know whether the public policies they are helping to implement are working. Reviews methods, tools, and strategies to help managers assess measurable impacts of implementation of policies and programs. Teaches students how to assess policies and to evaluate programs—what evaluation is, how to do it, and most importantly, how to critically review studies done by others.  
Mr. Hahn

**HS 510a Methods in Behavioral Health Services Research**

Aims at students (1) becoming familiar with the quantitative methods used for health services research in the fields of mental health and substance abuse by reading key papers and discussing them; (2) becoming knowledgeable about the important research studies in mental health and substance abuse; (3) becoming an informed, critical consumer of research and, therefore, a better producer; and (4) becoming able to design a study and write a proposal for external funding.  
Mr. Hodgkin

**HS 511b Contemporary Issues in the Management of Child, Youth, and Family Services**

Managing human service systems and programs to benefit children, youth, and families in America today means managing people in a time of fiscal constraint and dramatic social, economic, and political change; and, on the other hand, in a time of great organizational and civic innovation. Builds on the analytic tools students have begun to hone in the master's program and helps them learn how to apply these tools to effectively implement policies and programs in the not-for-profit sector.  
Ms. Curnan

**HS 513a Issues in National Health Policy**

An overview of the U.S. health care system is followed by a critical analysis of the major issues and trends in the health care field. Concentrates on the activities of federal and state governments and the private sector. Also explores likely future issues affecting our health system. Of special concern is the issue of the large number of Americans with no or inadequate health insurance. A related problem is the rising cost of medical care, which results in increases in the number of uninsured. Mr. Altman and Mr. Wallack

**HS 515a Race/Ethnicity, Gender in Human Services Research**

Explores theoretical and empirical approaches to race/ethnicity and gender as factors in health and human services practices, programs, and policies in the United States. Begins by examining current data on racial/ethnic and gender differences in health, mental health, functional status, and life-style. Attention then turns to alternative accounts of the causes of these differences. Although primary focus is on patterns of race/ethnicity and gender differences in health outcomes and services that have received the most comprehensive attention, the course offers perspectives on research methods and analytic frameworks that can be applied to other issues. Staff

**HS 516f Race/Ethnicity and Gender in Health Services Research**

*Meets for one-half semester and yields half-course credit.*

Explores theoretical and empirical approaches to race/ethnicity and gender as factors in health and human service practices, programs, and policies in the United States. Justice concepts as guides to policy, practices, and research on inequalities in life chances are examined first. The course then explores current data on racial/ethnic and gender differences in health, behavioral health, functional status, and life-course. With this background, attention turns to alternative accounts of the causes of these differences. Examined then in turn are theories and research strategies that look for quantitative explanation for unequal life outcomes. Although we will focus on the patterns of race/ethnicity and gender differences in health outcomes and service use that have received the most comprehensive attention, the course offers examples and perspectives on research methods and analytic frameworks that have been applied to other issues.

**HS 518a Management of Health Care Organizations**

Introduces students to the concepts, theories, and practical problems of managing people in health care organizations. Case material is drawn from hospital, HMO, group practice, public health agency, and for-profit company settings. Students gain a better understanding of the range of strategic and operational problems faced by managers, some of the analytic tools to diagnose problems, and the role of leadership (and management) in improving performance. Mr. Chilingierian

**HS 519a Health Economics**

*Prerequisite: An introductory microeconomics course.*

Economic models of demand, production, and markets for goods and services can be used to analyze the key resource allocation questions in health care. Applies economic models to questions of demand concerning the utilization and distribution of health care and to questions of supply, encompassing issues of cost, efficiency, and accessibility of care. The incentives and behavior of consumers and producers of health care are considered using these models.

Ms. Bishop

**HS 520a Payment and Financing of Health Care**

Examines current payment practices to health care providers, the problems with current methods, and possible modifications. Focuses only upon hospital care, physician services, and managed care. Covers the different ways that managed care organizations are structured. The payment and performance of managed care organizations and how performance is related to organizational strategies are included.

Mr. Wallack

**HS 521a Political and Organizational Analysis in Health Policy**

Focuses on refining the analytical skills useful to students for understanding the political and organizational factors influencing health care and health care policy. The readings and issues discussed are not a survey of current issues in health politics. Most readings were selected because they represent an innovative, interesting, or challenging piece of analysis. The goal of each class is to identify and critique the core arguments of the work, the conceptual categories and assumptions on which the argument is based, and the data presented in its support.

Mr. Prottas

**HS 523a Economics of Aging and Disability**

Provides students with background and tools to carry out economic analysis of individual and public decision-making with respect to life-cycle risks of disability and retirement, including long-term care services that compensate for functional disability. Students will compare and contrast issues and analysis for two groups: elders and working-aged persons with disabilities.

Ms. Bishop

**HS 524a Long-Term Care: A Policy Perspective**

One of the most important health policy issues facing the nation is how to finance and provide long-term care for persons with chronic illness and disabilities. Uses historical and political economy frameworks to analyze the origins of current long-term care policies and programs. Topics covered include home care, institutional care, concepts of need, informal care, choice and autonomy, acute care connections, integration, private approaches, international comparisons, and reform options. Primary focus will be on the aged, but other populations with disabilities will be considered.

Mr. Leutz

**HS 525a Aging Issues and Policies**

Provides students with a base of knowledge about the policy arena and the politics of aging and an opportunity to explore selected policy issues in some depth. Focuses on a few areas that provide fertile ground for policy development and/or analysis, and has three components: (1) lectures covering background information; (2) discussions critically evaluating readings; and (3) student presentations. Projects and papers provide students opportunities to examine issues surrounding the design and implementation of particular policies, develop curriculum for particular topics, or undertake critiques of policies already in place.

Ms. Mutschler

**HS 526a Organizational Theory and Behavior**

An introduction to organizational theory and behavior from a policy and management perspective. Examines a number of major perspectives on the nature and process of organization. The course objectives are: to develop an awareness of what organizational theory is and why it is important in providing analytical lenses to see (or ignore) phenomenon which might be overlooked; to review how some theorists have analyzed organizations; to develop a critical attitude toward the literature; and to encourage the development of an integrative (and creative) point of view.

Ms. Gittell and Mr. Chilingierian

**HS 527a Law & Policy: Gender Equality in Theory and Practice**

Students will 1) be able to identify the most important legal issues related to women's rights in the U.S. and around the globe; 2) understand the constitutional, statutory and international law frameworks for analyzing gender issues, including basic equal protection and due process analyses; 3) recognize the relationship between the development of law, policy and social change; and 4) understand and apply the different models of gender equality employed by the courts and legal theorists. Lecture, discussion, and case study/Socratic methods are used. Usually offered every year.

Ms. Hill

**HS 527f Law and Society: Gender Equality**

*This course may not be repeated for credit by students who have taken HS 527b in previous years. Meets for one-half semester and yields half-course credit.*

Explores issues of gender equity that arise in different contexts, including in the state's treatment of its citizens in the workplace and within the family. Central to the course is the study of laws that impact women's lives. These include civil rights laws as well as laws related to sexual coercion and exploitation of women. The course is loosely divided into three areas of study. During the first few weeks the course examines the history of women's rights and the development of constitutional protection of them. Next looks specifically at laws aimed at securing women's economic equality with emphasis on workplace antidiscrimination provisions. In the final weeks, examines the problems of violence against women in the home and elsewhere and the law's response to it.

Ms. Hill

**HS 528f Law and Society: Race and Class**

*This course may not be repeated for credit by students who have taken HS 528a in previous years. Meets for one-half semester and yields one-half course credit.*

Explores race in American society from the framework of civil rights law. Using the case method, it attempts to facilitate a multicultural inquiry into antidiscrimination law by presenting civil rights issues as integrated social problems. Though the cases are organized around the traditional civil rights categories of education and housing, it also offers exploration of emerging areas such as the rights of language minorities and people with disabilities.

Ms. Hill

**HS 529a Social Policy and Population Groups**

Gives a broad introduction to some of the fundamental challenges for human services policies and programs that advance justice by examining alternative accounts of inequality and exclusion with respect to population characteristics such as race/ethnicity, gender, disability, and age. Uses a range of demographic and social science concepts and methods to explore the changing definition, life chances, social and health program experiences, and political participation of groups defined by demographic and social location characteristics. Concludes with examination of social movements, policy approaches, and institutional restructuring as means to promote equality and inclusion.

Ms. Nguyen

**HS 532b Social Policy Analysis: Technique and Application**

Examines approaches to policy analysis and assesses strength and limitations of various methods. Exposes students to a range of methods and theoretical frameworks for exploring and understanding contemporary social problems and policy challenges. Begins with an overview of the stages of policy process, including policy formulation, rulemaking, and implementation. Policy analysis will be defined and a distinction made with policy research. The course also focuses on the criteria for evaluating policy options, including efficiency, equity, security, and liberty. Ethics and the role of values in shaping analysis will be explored. Actual policy analysis is evaluated in the areas of children and family policy, health, and welfare policy. Students have the opportunity to write and present a policy analysis critique.

Mr. Altman and Mr. Doonan

**HS 534b Assets and Social Policy**

The class conducts a thorough and rigorous examination of the central features, assumptions, and implications of asset-based policy, focusing on four central aspects of asset-based policy. Explores the analytic features of an asset perspective and determines whether such policies could make a significant difference. Reviews evidence regarding the impact of asset-based policies from demonstration projects just now becoming available. Also examines in detail the implications for social policy.

Mr. Shapiro

**HS 541b Knowledge, Politics, and Children**

Engages students in a critical examination of the relationship between knowledge and advocacy, and the influence of both on the development of early childhood policy in the United States. Readings are drawn from academic and popular sources, including theoretical work, empirical studies, journalistic writings, and novels. Classroom discussion focuses on the analysis of "different ways of knowing" and different rules of evidence with respect to the resources, needs, and life circumstances of young children and their families. Selected child policy issues are examined from state-level and federal perspectives.

Staff

**HS 543b Measurement of Inequalities**

*For Ph.D. students only.*

Students will (1) develop a theoretical understanding of the causes of inequalities across different levels of social organization, such as households, communities, and nations; (2) review the evidence of how economic inequalities affect classic indicators of quality of life, such as health, empowerment, life-expectancy, and psychological well-being, and (3) develop a simple, practical method to define and measure inequalities and quality of life that can be applied across cultures and scales. The best recent theoretical and empirical literature on inequality and quality of life and on practical exercises is drawn upon. Some of the class time is spent conducting practical exercises on how to measure quality of life along multiple dimensions and how to integrate the different measures into a simple, comprehensible index with intuitive appeal. Practical exercises with statistical software to estimate various forms of inequalities in populations is also used.

Mr. Godoy

**HS 544f Vulnerable Youth: Policy and Programmatic Responses**

Examines the status of and our response to the problems of children and youth who are at risk of not becoming self-sufficient as young adults. Examines topical issues from a variety of perspectives, borrowing from recent literature on preschool programs, education programs, second-chance job training programs, teen parenting programs, comprehensive community change initiatives/community development, and antipoverty initiatives.

Mr. Hahn

**HS 572a Economics of Mental Health**

Applies economic analysis to policy and research issues in the mental health sector, including cost-effectiveness, managed care, benefit design, and adverse selection. Studies the impact of different approaches to financing treatment and paying providers in the public and private sectors.

Mr. Hodgkin



**HS 586a Issues in Substance Abuse Treatment**

Provides an overview of issues related to clinical prevention and treatment services for alcohol, tobacco, and other drug abuse. Examines the organization, delivery, and financing of abuse services. Specific topics include the structure of the treatment system, access to service, the process of treatment, and the effectiveness, cost, cost-effectiveness, and quality of treatment. Examines the impact of managed care on the way services are organized and delivered and on clinical outcome.  
Ms. Horgan

**HS 602c Children, Youth, and Family Dissertation Seminar**  
Staff**HS 603c Health Policy Dissertation Seminar**  
Staff**HS 604c Assets and Inequality Dissertation Seminar**  
Staff**HS 605c Behavioral Health Seminar**  
Staff**HS 777a Social Welfare Tutorial**  
Staff**HS 777b Social Welfare Tutorial**  
Staff**HS 777f Social Welfare Tutorial**  
Staff**HS 800g Proseminar**

Open only to Heller students. Yields one-quarter course credit (one credit). May be repeated for credit as the seminar topic varies.  
Mr. Simon

A graduate school

**Brandeis International Business School**

Courses of Study:

Master of Arts in International Economics and Finance

Master of Science in Finance

Master of Business Administration

Doctor of Philosophy

**History and Organization**

The Brandeis International Business School (formerly known as the Graduate School of International Economics and Finance) is a pioneering professional school dedicated to teaching and research in global finance, management, and economic policy.

Established in 1994, the School responds to the growing need for international vision and expertise by preparing exceptional individuals from around the world to become principled leaders of global companies and public institutions.

The School teaches cutting-edge theory, immerses students in international experiences, and connects them to best practice in business and policy. This learning experience transforms the way its graduates view the world and helps them develop insights to chart its future.

The School's research covers fields ranging from currency markets, corporate financial signaling and asset prices to patents and technology flows, international branding, multicultural communication, and many other fields. Its major research units include the following.

*The Barbara and Richard Rosenberg Institute of Global Finance*

Established in 2001 with a generous gift from Barbara and Richard Rosenberg, the Institute anticipates and addresses major trends and challenges in the global economy through research, public conferences and symposia, and teaching.

*The Center for Asia-Pacific Business and Economics*

The Center addresses trade, investment, finance, and development in the Asia Pacific as a whole, and in particular countries of the region. The Center is also an APEC Study Center.

Additional information on the School, its programs and activities, and its admissions policies may be obtained from the School's website, [www.brandeis.edu/global](http://www.brandeis.edu/global), or by contacting its administrative offices at Brandeis University.

**Objectives**

The Brandeis International Business School prepares students for the challenges of the emerging global marketplace. Its programs address the complex responsibilities faced by business and government leaders in their varied professional environments.

**M.A.ief Program**

The Lemberg M.A. in International Economics and Finance is a two-year professional degree that integrates analytical skills in economics and capital markets with practical management insights and global economic perspectives. It prepares students for careers in finance, economic policy, consulting, multinational corporations, and international organizations.

**M.B.A. Program**

The M.B.A. at IBS is a two-year professional degree, offers in-depth training in all business and management functions with special emphasis on finance and strategy. Its internationally focused curriculum and language requirement distinguish it sharply from "generic" M.B.A. degrees. Students select one of three concentrations:

international business, international finance, and international economic policy.

**M.S.F. Program**

The M.S. in finance is a 10-course, part- and full-time program focused on the quantitative and analytical tools of modern finance, with emphasis on applications in investments and corporate financial management. The program accommodates the schedules of working professionals by offering year-round evening courses and may be completed within five semesters.

**Ph.D. Program**

The Ph.D. in international economics and finance, offered in collaboration with the University's economics department, provides advanced training in economic theory, research techniques, and creative problem-solving in an integrated, global economic framework. Concentrations are limited to international trade, international finance, international business, and development/transition economics. The program prepares students for research, teaching, and policy making careers in business, government, and international agencies.

**Combined B.A./M.A. Programs**

Brandeis and Wellesley College undergraduate students may apply for admission to a special B.A./M.A. track within the Lemberg M.A.ief Program in the spring of their third year. They begin taking program courses in their fourth year of undergraduate study and satisfy the master's degree requirements in one additional year of study at the graduate level after receiving their B.A. degree.

## Admission

## Academic Regulations

### How to Be Admitted to the Brandeis International Business School

The School seeks outstanding candidates from around the world and from a wide range of backgrounds and experiences. Factors critical in the evaluation of applicants to all IBS degree programs include academic achievement, aptitude for graduate study, motivation, leadership, and experience. Detailed information regarding admission requirements, applications, policies, and procedures is available on the IBS website and by contacting the Office of Admissions.

### Test Scores and Deadlines

Applicants for the Lemberg M.A.ief Program must submit the results of either the GMAT or the GRE. Applicants for the M.B.A. and M.S.F. programs must submit GMAT scores. Ph.D. applicants are required to submit the results of the GRE. A TOEFL score of 600 or higher is normally required for students whose native language is not English. Although interviews are not required, they are recommended.

**Early action:** For Lemberg M.A.ief Program and M.B.A. Program, IBS offers an early action and scholarship priority deadline of December 15.

**Lemberg M.A.ief Program:** December 10 and February 15 Priority Deadline for Scholarships/April 15 Final Deadline.

**Lemberg M.A.ief Program, B.A./M.A. track:** March 15.

**M.B.A. Program:** December 10 and February 15 Priority Deadline for Scholarships/April 15 Final Deadline.

**M.S.F. Program:** January 7 for spring entry/April 15 for summer entry/August 1 for fall entry.

**Ph.D. Program:** January 15. Note: Admission is offered only in even years (2006, 2008, etc.).

### Requirements for the Degree

Degree requirements vary by program and can be found on page 403 of this *Bulletin*.

### Registration

Every resident, post-resident, and continuation student must register at the beginning of each term, whether attending regular courses of study, carrying on research or independent reading, writing a thesis or dissertation, or utilizing any academic service or facility of the University. All students on semester abroad must register and enroll in ECON 290a for that semester.

### Auditing Courses

The privilege of auditing courses without paying a fee is extended to all regularly enrolled full-time graduate students except special students. Special students may audit courses by paying for them at the same rate as those taken for credit. No courses may be audited without the permission of the instructor. Auditors may not take examinations or expect evaluation from the instructor. No credit is given for an audited course.

### Change of Program

Students are allowed to drop courses after the end of registration. To do so, an Add/Drop Form is obtained from the IBS office of administration and student services and returned to the Office of the University Registrar. Courses must be dropped no later than one week prior to the beginning of an examination period.

Exemptions from required courses must be requested in writing on a Requirement Completion Form, which may be obtained from the IBS office of administration and student services. All requests for exemptions must be requested during a student's first semester in IBS.

### Incompletes

A student who has not completed the research or written work for any course may receive an EI ("incomplete") or a failing grade at the discretion of the course instructor. A student who receives an EI must satisfactorily complete the work of the course in which the incomplete was given in order to receive credit for the course and a letter grade. An incomplete, unless given by reason of the student's failure to attend a final examination, must be made up no later than the end of the term following the term in which it was received. When failure to take a final examination has resulted in an EI, resolution of that EI to a letter grade must occur within six weeks of the beginning of the next term. An EI that is not resolved within the stated time limits will automatically become an I ("permanent incomplete"). A student may petition the dean for a change in a permanent incomplete, provided the petition is signed by the instructor of the course.

### Residence Requirements

Residence requirements vary by program, and can be found on page 403 of this *Bulletin*.

### Post-Resident Students

A graduate student who has completed residence requirements and who needs to utilize the full range of academic services and University facilities while completing degree requirements is a post-resident student and should register for CONT 500 (Graduate Research) or the appropriate courses required to complete his/her program.

### Continuation Students

A doctoral student who has completed all degree requirements except the dissertation is eligible for continuation status. A student in this category enrolls on a full-time basis, and is eligible for University health insurance, borrowing privileges in the Library, a computer account, use of gym facilities, and purchase of a parking sticker. They are not normally eligible for fellowships or for leaves of absence, except for health reasons.

A student must be registered and enrolled in the term(s) in which the dissertation is defended.

Continuation students must enroll before the end of registration period each semester in CONT 500a/b (Graduate Research). For questions regarding these enrollments please contact the Office of the University Registrar.

International students must enroll in CONT 500a (Graduate Research). Please contact the International Students and Scholars Office (ISSO) if there are special circumstances.

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## Special Students

Properly qualified applicants who wish to audit or to take courses without working for a degree may be admitted. Special students are normally not eligible for University loans, scholarships, fellowships, or teaching or research assistantships. Special students who later wish to change their status to that of part-time or full-time students working for a degree must apply for admission as resident students. They must also file a special petition if they wish credit to be accepted for any courses taken at Brandeis as special students. Credit for such coursework may be granted in exceptional cases. Normally, no more than two courses taken for credit may be transferable if the student is admitted to either the master's or doctoral program.

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## Leave of Absence

Students may petition for a leave of absence. The petition must have the approval of the dean. Leaves of absence of up to one year will normally be granted to students in good academic standing who present compelling personal reasons. Returns from leave may be subject to conditions established at the inception of the leave. Time spent on authorized leaves of absence will not be counted toward the maximum time permitted to complete degree requirements.

If for any reason a student must extend a leave of absence, he or she must request such an extension in writing before the leave of absence expires. Failure to do so will result in involuntary withdrawal from IBS. Students who extend their leaves of absence beyond one year may lose funding. Should a student wish to return, the student will be considered for funding as part of the School's entering class of students.

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## Withdrawal

A student who wishes to withdraw voluntarily from Brandeis International Business School during a semester must do so in writing to the assistant dean and must file his or her request **before** the last day of instruction of the semester. Failure to notify in writing of a withdrawal may subject the student to loss of eligibility for refunds in accordance with the refund schedule outlined in the "Fees and Expenses" section. Permission to withdraw voluntarily will not be granted if the student has not discharged all financial obligations to the University or has not made financial arrangements satisfactory to the bursar. When a student withdraws during or at the end of a semester course enrollments are not expunged from his or her record. Rather, a grade of W ("dropped") is entered for each course.

Students who are obliged to register and fail to do so by the appropriate deadline or who fail to pay their bill will be administratively withdrawn. They may be readmitted (see below) for study in a subsequent term, but not for the term in which they were withdrawn for failure to register. Belatedly fulfilling financial obligations will not negate the effects of administrative withdrawal.

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## Readmission

A student who was not enrolled in IBS for one year or more and has not obtained a leave of absence will need to apply for readmission and will be charged the readmission fee. IBS will determine in each case whether a student should be readmitted. If requirements have changed during the student's absence or the student is not deemed current in his or her field of study, the student may be required to repeat or supplement previous academic requirements. When a student is reinstated, he or she will be informed of current status regarding credits and time to degree.

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## Graduate Cross-Registration

A full-time graduate student at Brandeis University may enroll in one graduate course each term at Babson College, Bentley College, Boston College, Boston University, Tufts University, Wellesley College, or the Graduate Consortium in Women's Studies at MIT. Information on courses for cross-registration at each of the host institutions is available at the graduate school office of each institution.

A student who wishes to enroll in a course at one of these institutions should consult with the instructor in the particular course and should expect to satisfy the prerequisites and requirements normally required for admission to the course, including adherence to the academic calendar of that course.

A student at Brandeis University who wishes to enroll in a graduate course at one of the host institutions should obtain a registration permit from the Office of the University Registrar and should present this permit to the office of the registrar of the host institution.

## Fees and Expenses

### Tuition and Fees

#### Tuition

Tuition for full-time resident students for the 2006-07 academic year is \$16,476 per semester (or \$32,851 per two-semester academic year) for Lemberg, M.B.A., and Ph.D. students. The same tuition rate applies to the required semester abroad. The tuition rates for the part-time M.S.F. is \$2,945 per course. Due to inflation, students who will be at Brandeis more than one year may expect tuition and other charges to increase slightly during their academic careers.

Payment of tuition and other fees is due on August 11, 2006, for the fall semester and January 5, 2007, for the spring semester. A student who has not paid such fees by the day of registration will be refused the privilege of registration. A late fee will be assessed to all student accounts with outstanding balances after the stated due date. The amount of the late fee will be \$100, or 2% of the outstanding balance, whichever is greater.

#### Technology Fee: \$199 per year.

#### Returned Check Fee: \$25 per incident.

A bank service fee will be charged to a student's account if a payment or a check negotiated through Brandeis is returned by the bank for any reason.

#### Transcript Fee: \$5.

Students, former students, and graduates should request official transcripts of their records from the Office of the University Registrar, Kutz Hall. Students are entitled to 20 formal transcripts of their academic work without charge. A charge of \$5 will be made for each subsequent transcript. Requests by mail for transcripts must be accompanied by a check in the correct amount payable to Brandeis University. Official transcripts will be issued only to those students whose University financial records are in order.

#### Orientation Fee: \$35 per year.

#### Graduate Activity Fee: \$33 per year.

#### Student Health Services Fee: \$537 per year (optional).

Entitles the full-time graduate student to use of Health Services.

#### Student Health Insurance Plan (single coverage): \$1,648 per year (estimated).

All three-quarter or full-time students are required by state law to show certification of health insurance. Students without insurance of their own must purchase the

Student Health Insurance Plan through the University. The fee is payable prior to registration and no portion is refundable. Student insurance is optional for special students. Additional insurance options, including family coverage, are described in *A Guide to University Health Services*, which is available from Health Services.

#### Parking Fee: \$35-150 per year.

Payable annually at fall registration for privilege of parking an automobile on campus. Fee varies with assigned parking area.

#### Late Fee: \$100, or 2% of the outstanding balance, whichever is greater.

A student who defaults in the payment of indebtedness to the University shall be subject to suspension, dismissal, and refusal of a transfer of credits or issuance of an official transcript. In addition, the University may refer the debt to an outside collection agency. The student is responsible for costs associated with the collection of the debt.

Such indebtedness includes, but is not limited to, delinquency of a borrower in repaying a loan administered by the student loan office and the inability of that office to collect such a loan because the borrower has discharged the indebtedness through bankruptcy proceedings. If the student is a degree, certificate, or diploma candidate, his or her name will be stricken from the rolls.

A student who has been suspended or dismissed for nonpayment of indebtedness to the University may not be reinstated until such indebtedness is paid in full.

#### Final Doctoral Fee: \$235.

This fee covers all costs for the year in which the Ph.D. degree will be conferred, including the costs for the full publishing services for the dissertation; publication of the abstract of the dissertation in *Dissertation Abstracts*; issuance of a Library of Congress number, appropriate library cards, and deposit of the dissertation in digital format at the Library of Congress; binding four copies of the dissertation—one hardbound for the author, and three xerographic softbound copies (for the author, IBS, and Library); and a microfiche for the Brandeis Library. The final doctoral fee covers the rental expenses for academic robes for graduation and the cost of the diploma.

Note: All candidates for the Ph.D. degree must pay the \$235 final doctoral fee at the Office of Student Financial Services before they file their application for degree with the Office of the University Registrar.

### Refunds

The only fee that may be refundable, in part, is the tuition fee. No refund of the tuition fee will be made because of illness, absence, or dismissal during the academic year. A student who is withdrawing must notify Brandeis International Business School in writing; refunds will be based on the date of notification and calculated in accordance with the following:

#### 1. Tuition

##### Withdrawal

Before the opening day of instruction: 100% of the term's tuition.

On or before the second Friday following the opening day of instruction: 75% of the term's tuition.

On or before the fifth Friday following the opening day of instruction: 50% of the term's tuition.

After the fifth Friday following the opening day of instruction: no refund.

Requests for refunds should be addressed to the Office of Student Financial Services.

#### 2. Scholarship

In the case of a scholarship student who withdraws, the student's account will be credited with the same proportion of the term scholarship as charged for tuition: 75% if the student leaves on or before the second Friday; 50% on or before the fifth Friday, and no refund thereafter.

#### 3. Stafford Loans

In compliance with federal law, special refund arrangements apply to students receiving aid under Title IV. Contact Brandeis International Business School financial aid officer for additional information.

### Refund Policy for Dropped Courses

A student who drops courses on the per course tuition charge basis is allowed a refund following this schedule:

#### 1. Full semester-long courses

Before the opening day of instruction through the last day of the registration period (see the Academic Calendar): 100% of the dropped course's tuition fee.

On or before the fifth Friday following the opening day of instruction: 50% of the dropped course's tuition fee.



After the fifth Friday following the opening day of instruction: no refund.

## 2. Module courses

On or before the second Friday of module instruction (see the Academic Calendar): 100% of the dropped course's tuition fee.

After the second Friday of module instruction: no refund.

## Housing

Ten-month living expenses in the Waltham area for a single individual on an economical budget are estimated to range from \$9,000-16,000. Limited housing is available in the University's graduate residence halls. Costs for on-campus housing range from approximately \$3,150-3,480 per semester for a single person. Graduate housing includes kitchen facilities, but students may also purchase University meal plans.

## Financial Aid

Both U.S. residents and international students are eligible for merit- and need-based financial support from IBS and are also encouraged to explore outside funding sources. To be considered for need-based financial aid through federal loan programs, U.S. residents must submit a Free Application for Federal Student Aid (FAFSA). This form is available at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). In past years, international students have received support from the Fulbright, Muskie, Ford, Mandella, Soros, and other scholarship programs and from their governments and employers.

## Scholarships

Committed to enrolling a highly qualified student body, the School awards scholarships and loans based on academic and professional promise, need, and availability of funds. All students—U.S. residents and international students—are automatically considered for scholarship assistance upon admission.

Financial support varies by program. Financial aid is not available in the part-time M.S.F. program. M.A.ief and M.B.A. students are sometimes offered partial tuition scholarships, but in all cases are expected to finance their own living expenses. Exceptional Ph.D. students may receive full tuition waivers and support toward living expenses. Master's degree students who study abroad receive a grant toward the cost of airfare to the partner school.

The School's major scholarship programs include:

Dean's Prize Scholarships

American Leadership Awards

Global Leadership Awards

Jeffrey J. Steiner Fellowships

Milton W. Feld Fellowships

Isaiah Leo Scharfman Fellowships

National Society of Hispanic MBA Scholarships

National Society of Black MBA Scholarships

Further information on eligibility and application requirements for these scholarships and for the School's need-based aid is provided on the IBS website and can be obtained also by contacting the IBS Office of Admissions.

## Assistantships

A limited number of research and teaching assistantships are available for qualified students.

## Faculty

### John Ballantine, Director of the MSF Program

Bank regulation. Corporate finance. Financial institutions. Labor economics. Strategic management.

### F. Trener Dolbear, Director of the MAief Program

Public sector. Macroeconomics.

### Benjamin Gomes-Casseres, Director of M.B.A. Program

International business. Alliance management. Business strategy.

### Blake LeBaron, Director of Ph.D. Program

International finance. Exchange rates. Artificial stock markets.

### Brenda Anderson

Accounting and financial analysis.

### Edward Bayone

Country risk, credit risk. Real estate finance and development.

### Chad Bown

International economics. Economic development and industrial organization.

### Linda Bui

Environmental economics. Industrial organization. Public economics.

### Laarni Bulan

Empirical corporate finance. Real options.

### Alfonso Canella

Airline industry. Health care economics. Project evaluations. Valuations.

### Stephen Cecchetti

Advanced macroeconomic theory. Monetary economics. Financial economics.

### Can Erbil

Development economics. Political economy. International trade. Economic modeling.

### Jens Hilscher

Asset pricing. Corporate finance. International finance.

### Adam Jaffe, Dean of Arts and Sciences

Technology. Economic growth. Industrial organization.

### Gary Jefferson

China. Technical progress. Open economy macroeconomics. Transition economics.

### Richard Keith

Finance, planning, and control. Managerial accounting.

### Hong Li

Time series econometrics. Macroeconomics. Monetary economics.

### Catherine L. Mann

International finance. Outsourcing. Technology. U.S. economic policy.

### Rachel McCulloch

International trade theory. Trade policy. Macroeconomic coordination. Investment and technology transfer.

### Nidiya Menon

Development economics. Econometrics. Labor economics.

**Andrew Molinsky**

Cross-cultural interaction. Organizational behavior.

**Brad Morrison**

Operations and service management. Supply chain management. Global outsourcing.

**Carol Osler**

Asset pricing. Currency market. Exchange rates.

**Peter Petri**

International trade. Development. Japan. Asia-Pacific.

**Charles Reed**

Entrepreneurship. General management. International marketing.

**Robert R. Reitano**

Asset liability. Risk management. Derivative hedging applications. Equity and fixed income derivative pricing. Quantitative finance.

**Paroma Sanyal**

Environmental economics. Industrial organization. R&D and technology.

**Rashmi Shankar**

Macroeconomics. International finance.

**Xin Wang**

Pricing auctions in marketing; consumer behavior, international marketing, market research.

Other distinguished practitioners and educators serve as adjunct professors. An up-to-date list is available on the school's website, [www.brandeis.edu/global](http://www.brandeis.edu/global).

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## Requirements for the Degree of Master of Arts

**Program of Study**

Students must successfully complete an approved schedule of at least 16 semester-length courses (or the equivalent) during their four semesters of residency at Brandeis. This includes seven required courses (in the areas of accounting, financial theory, quantitative techniques, international economic environment, international trade, international macroeconomics, and international corporate finance) and the remaining nine must be selected from a list of approved electives. Four semester-length courses (or the equivalent) may be completed during a semester abroad.

**Residence Requirement**

Two years (four semesters) of full-time residence is required. One of these may be a semester spent at a foreign university associated with the program. For candidates on the B.A./M.A. track, one year of residence as a graduate student is required.

**International Experience Requirement**

Students are required to have international experience through living, working, or studying outside the United States. This requirement can be fulfilled with experience gained prior to entry into IBS or while the student is enrolled at IBS. For a list and explanation of the options available for satisfying the requirement, consult the IBS website or the Office of Student Services.

**Language Requirement**

Students are required to have basic knowledge of a language other than English. This requirement can be fulfilled with a language learned prior to entry into IBS or while the student is enrolled at IBS. For a list and explanation of the options available for satisfying the requirement, consult the IBS website or the Office of Student Services.

**Concentrations**

Students may concentrate in one of three fields: international finance, international economic policy, or international business. Concentrating requires taking four semester-equivalent courses in the field beyond the required core courses. Students who complete this requirement receive the M.A. in international economics and finance with a concentration in international finance (or international economic policy or international business).

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## Requirements for the Degree of Master of Science in Finance (M.S.F.)

**Program of Study**

Students must successfully complete an approved schedule of 10 semester-length courses (or the equivalent), a minimum of eight courses at the International Business School. Five courses are required (in the areas of accounting, investment analysis, quantitative techniques, international economic environment, and international corporate finance), and the remaining five must be selected from a list of approved electives. MSF students have the option of transferring in a maximum of two graduate-level courses taken within the last five years, with approval of the program director.

**Residence Requirement**

Students may complete the requirements at their own pace. Full-time residency is not required. However, students are normally required to complete their requirements within four calendar years after beginning work in the program.

**Concentrations**

Students concentrate in one of two fields: business finance or international investments. Concentrating requires taking two semester courses (or the equivalent) in the field beyond the required courses. Students who complete this requirement receive the M.S. in finance with a concentration in business finance (or international investments).

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## Requirements for the Degree of Master of Business Administration (M.B.A.)

**Program of Study**

Students must successfully complete a minimum of 16 semester-length courses (or the equivalent) during their four terms of residency at Brandeis. At least nine and one-half semester-course credits must be taken within a required set of subjects (in the areas of economic environment of business, quantitative methods, accounting and control, finance, marketing, operations, organizational behavior, and business policy) and the remaining courses must be selected from a list of approved electives. Four semester-length courses (or the equivalent) may be completed during a semester abroad.

**Residence Requirement**

Two years (four semesters) of full-time residence are required. One semester may be spent at a foreign university associated with the program.

**International Experience Requirement**

Students are required to have international experience through living, working, or studying outside the United States. This requirement can be fulfilled with experience gained prior to entry into IBS or while the student is enrolled at IBS. For a list and explanation of the options available for satisfying the requirement, consult the IBS website or the Office of Student Services.

**Language Requirement**

Students are required to have basic knowledge of a language other than English. This requirement can be fulfilled with a language learned prior to entry into IBS or while the student is enrolled at IBS. For a list and explanation of the options available for satisfying the requirement, consult the IBS website or the Office of Student Services.

**Concentrations**

Students concentrate in one of three fields: international business, international finance, or international economic policy. Concentrating in finance requires taking four semester-equivalent finance courses beyond the required core courses. Students concentrating in international economic policy are required to take four semester-equivalent courses in economics beyond the required core courses. Students who complete these concentration requirements receive the M.B.A. in international finance (or the M.B.A. in international economic policy) instead of the M.B.A. in international business, which is the automatic concentration for a student not seeking one of the other two options.

**Requirements for the Degree of Doctor of Philosophy****Program of Study**

Requirements include successful completion of formal coursework, outstanding performance in examinations designed to measure field competence, and completion of a thesis that represents substantial original research. Students are required to complete seven core courses (in the areas of microeconomics, macroeconomics, econometrics, and finance) and must also complete at least two elective courses in two of the four following major fields:

1. International trade
2. International finance
3. International business
4. Development/transition economics

After core and field examination requirements are substantially completed, students are required to enroll in ECON 399a (Dissertation Workshop). This workshop provides opportunities for students to hear research presentations by faculty members and visitors, present papers in progress, and define thesis objectives.

**Residence Requirement**

Three years of full-time residence are normally required. However, for most students it takes four or more years of full-time study to complete the degree.

**Core and Field Examinations**

Each candidate for the Ph.D. must pass a written examination, offered annually, covering the core required subjects. Students must also pass written examinations in two of the four major fields (see above) to demonstrate competence in a broad specialty. Field examinations are offered as required.

**Dissertation and Defense**

All candidates for the Ph.D. will submit a dissertation in a form approved by his or her dissertation director and by a committee appointed by the director of the Ph.D. program. The student will defend the dissertation at a final oral examination.

## Courses of Instruction

Listed on the following pages are graduate courses of instruction for the Brandeis International Business School. Courses meet for three hours a week unless otherwise specified.

Most courses are available to all students qualified to take them. Access to some courses is governed by the signature of the instructor. Other courses impose a numerical limit to preserve environmental conditions suitable to the pedagogy the instructor employs; students increase their chances of gaining enrollment in such courses by participating in pre-enrollment.

Generally, a course is offered with the frequency indicated at the end of its description. The frequency may be designated as every semester, every year, every second year, every third year, or every fourth year.

Courses numbered 100-199 are for undergraduate and graduate students; and courses numbered 200 and above are primarily for graduate students. Undergraduates may not enroll in courses numbered 200 or higher without the written permission of the instructor.

Course abbreviations are as follows:

BUS	Business
CONT	Continuation
ECON	Economics
FIN	Finance

Suffixes after course numbers have the following meanings:

A or B	Semester course
C	Semester course meeting throughout the year
D	Full-year course
E	Intensive course, two semester course credits in one semester
F	Half-semester course, half-course credit
G	Quarter-course credit

A semester course carries one semester course credit (four semester-hour credits) while a year course carries two semester course credits (eight semester-hour credits). Exceptions are noted under the individual course descriptions. Certain courses do not count for rate of work and do not carry course credit toward graduation. Occasionally, courses are awarded additional semester-hour credits, yet count as only one semester course toward graduation. All such courses are specifically identified in the course listing. Certain courses require a laboratory course taken concurrently.

A student may take either half of a full-year course with a D suffix for credit with the approval and consent of the course instructor on the appropriate form designated by the Office of the University Registrar. Students who enrolled in full-year courses in the fall term are continued in the spring term automatically.

The University reserves the right to make any changes in the offerings without prior notice.

### Courses of Instruction

#### (200 and above) Primarily for Graduate Students

##### **BUS 211f Information Management**

*Open only to IBS students. Meets for one-half semester and yields half-course credit. This course may not be repeated for credit by students who have taken IEF 281f in previous years.*

Surveys of quantitative techniques and computer tools in management information systems including database manipulation. Objective of the course is to help students acquire advanced computer skills through cases and hands-on applications. Usually offered every year.

Staff

##### **BUS 220a Organizational Behavior**

*This course may not be repeated for credit by students who have taken IEF 237b in previous years. Open only to master's degree students.*

Covers the fundamentals of organizational behavior, including the topics of leadership, work motivation, organizational culture, organizational structure, group dynamics, perception, decision-making, and cross-cultural interaction. Assignments include group project analysis of a real organizational dilemma using concepts covered in class. Usually offered every year.

Mr. Molinsky

##### **BUS 221a Managing across Cultures**

*This course may not be repeated for credit by students who have taken IEF 230a in previous years.*

Focuses on interpersonal challenges of managing across cultures. Using a combination of lecture, role-plays, video, and student presentations, this course will equip students with skills and perspectives that will enable them to function more effectively in foreign cultural situations. Usually offered every year.

Mr. Molinsky

##### **BUS 222a The Leadership Experience**

*This course may not be repeated for credit by students who have taken IEF 231a in previous years.*

Presents the challenges of leading and managing in interpersonally challenging situations. Topics include delivering bad news, conducting performance reviews, handling difficult employees, and giving and receiving feedback. Extensive use of role-plays and simulated managerial situations. Usually offered every year.

Mr. Molinsky

##### **BUS 224f Launching Your Global Career**

*Meets for one-half semester and yields half-course credit.*

The goal of this course is to equip students with the career management skills essential to surviving and excelling in today's global labor market. Provides graduate students with a foundation and necessary tools for identifying target positions; conducting an effective and efficient job search; building career-planning and job-search skills that will be useful throughout their careers.

Ms. Katz



**BUS 225a Organizations and Management**

Explores organizational structures and processes of firms. Topics include alignment of strategy and structure, elements of organizational design, organization of multibusiness and multinational firms, internal and external networks, public policy, and organizational leadership. Uses case studies and class discussion extensively. Usually offered every year.

Mr. Gomes-Casseres

**BUS 230a Entrepreneurship**

*This course may not be repeated for credit by students who have taken IEF 235b in previous years.*

Addresses the fundamentals of starting and growing a business, including entrepreneurial finance and financial management. Covers theory and practice and includes presentations by speakers engaged in entrepreneurship, underwriting, and venture capital. The major assignment is a team project to construct a business plan for a startup company using actual data. Usually offered every year.

Mr. Reed

**BUS 231a Entrepreneurial Finances and Business Plans**

*Open only to IBS students. This course may not be repeated for credit by students who have taken IEF 234b in previous years.*

Introduces techniques for preparing business plans and explores the process of using a business plan to acquire funding. Requires students to prepare a business plan for a new venture and to present this plan in front of a critical audience. Usually offered every year.

Mr. Reed

**BUS 232a International Entrepreneurship**

*This course may not be repeated for credit by students who have taken IEF 235a in previous years.*

International entrepreneurs seek and evaluate new venture and business expansion opportunities worldwide. This course examines world trade issues, emergence of economic unions, and the economic opportunities of major established and emerging markets around the world from an entrepreneur's perspective. Usually offered every year.

Ms. Zimmerman

**BUS 235f Real Estate**

*Open only to IBS students. Meets for one-half semester and yields half-course credit. This course may not be repeated for credit by students who have taken IEF 228f in previous years.*

Introduction to the analysis, financing, and management of income-producing real property. Explores how investors and developers identify projects, determine value, design marketing strategies, and obtain financing in the debt and equity markets. Usually offered every year.

Mr. Bayone

**BUS 236f International Real Estate**

*Prerequisite: BUS 235f. Meets for one-half semester and yields half-course credit.*

A follow-up to BUS 235f. Looks at the analysis, financing, and management of income-producing real property in mature markets (Hong Kong and Western Europe) and in the emerging markets (Latin America, Eastern Europe, and mainland China). Using case discussion, explores how developers and investors identify projects, determine value, design marketing strategies, and obtain financing in their debt and equity markets. Usually offered every year.

Mr. Bayone

**BUS 250a Global Marketing Strategy**

*This course may not be repeated for credit by students who have taken IEF 225b in previous years.*

Starting with a brief overview of marketing disciplines, the course will develop strategies for entering and operating in diverse international markets at varying levels of investment. The case study method will be used to examine the process that leads to a successful marketing strategy, including financial analysis, economic and geographic evaluation, cultural and political assessment, and infrastructure evaluation. Usually offered every year.

Staff

**BUS 251a Financial Product Marketing**

*This course may not be repeated for credit by students who have taken IEF 226a in previous years.*

Focuses on the application of general marketing concepts and practices to financial services and products. Strongly recommended for students pursuing a marketing career in the financial industry. Usually offered every year.

Staff

**BUS 252a Marketing Management**

An in-depth exploration and practical application of the basic marketing tools of product policy, pricing, promotion, distribution, sales management, customer segmentation and retention, in order to analyze marketing opportunities and develop marketing programs for a variety of management situations. Usually offered every year.

Ms. Zimmerman

**BUS 253a Marketing Research**

A practical exploration of a broad sampling of market research techniques to compile, analyze, and apply consumer, product, and market intelligence to strategic and marketing decisions concerning market evaluations, customer segmentation, product design, demand, promotion, distribution, and global brand management. Usually offered every year.

Ms. Wang

**BUS 260a Competition and Strategy**

*This course not be repeated for credit by students who have taken IEF 245f or IEF 245a in previous years.*

Introduces frameworks for analyzing industries and firm competitive advantage and reviews key concepts in business strategy. Uses case method to practice strategic thinking and team projects to practice business research. Core for M.B.A. students and recommended for other business students. Usually offered every year.

Mr. Gomes-Casseres

**BUS 261f Technology Strategy**

*Open only to IBS students. Meets for one-half semester and yields half-course credit. This course may not be repeated for credit by students who have taken IEF 248a or IEF 248f in previous years.*

Examines issues through the lens of the Internet revolution. Discusses the implications for technology strategy of new technologies, rapid change, network economics and standards, information economics and regulation. Students will use a mix of cases, online research, and conceptual readings. Usually offered every year.

Mr. Gomes-Casseres

**BUS 262f Alliance Strategy**

*Open only to IBS students. Meets for one-half semester and yields half-course credit. This course may not be repeated for credit by students who have taken IEF 246f in previous years.*

In many industries, collaboration between firms now goes hand-in-hand with competition. Inter-firm alliances of various sorts (e.g., joint ventures, joint research, and long-term supply contracts) have become critical to success in high-technology industries, as well as in certain geographic markets. Surveys the strategic and organizational issues involved in using such alliances. Discuss ideas from the theoretical, empirical, and normative research on the topic, and apply these ideas to managerial decisions using case studies. Usually offered every year.

Mr. Gomes-Casseres

**BUS 263f Innovation and Corporate Advantage: Lessons from the Energy Industry**

*Open only to IBS students. Meets for one-half semester and yields half-course credit.*

Using the global energy industry as a backdrop, explores how innovations in strategic positioning, key business processes, and culture can be applied to achieving corporate advantage of the firm. In their final project, students apply these principles to an industry of their choice. Usually offered every year.

Mr. Singer

**BUS 265a Consulting Perspectives**

*This course may not be repeated for credit by students who have taken BUS 264f or IEF 240f in previous years.*

A hands-on view of the consulting industry and the experience of working on a consulting team. Provides insights into the consulting role, consulting tools and processes, working in teams, and guidelines for making effective presentations. Usually offered every year.

Mr. Sherden

**BUS 270a Managing International Business**

*This course may not be repeated for credit by students who have taken IEF 230b in previous years.*

Firms compete internationally through trade, foreign investment, and alliances. To succeed, they need to manage three sources of competitive advantage: country environments, firm capabilities, and government policies. Using case discussion, students analyze the international strategies of United States, Japanese, and European firms. Usually offered every year.

Staff

**BUS 272a Operations Management**

Explores how different business strategies require different business processes, and, conversely, how different operational capabilities support different strategies to gain competitive advantage. Topics may include inventory management, cycle time management, supply chain management, quality management, and process management and improvement, as well as recent development such as lean or world-class manufacturing, just-in-time operations, time-based competition, and business re-engineering. Usually offered every year.

Mr. Morrison

**BUS 273f Supply Chain Management**

*Meets for one-half semester and yields half-course credit.*

Studies classic and contemporary issues in supply chain strategy and management. Examines what capabilities a supply chain must have to support a firm's business strategy and the implications for supply chain structure. Topics include the strategic role of the supply chain, methodologies for designing and planning a supply chain, and issues in the management of supply chains. Uses analytical spreadsheet models and case studies to examine structure and performance of domestic and global supply chains in a variety of industries. Usually offered every year.

Mr. Morrison

**BUS 274f Global Outsourcing**

*Meets for one-half semester and yields half-course credit.*

Explores the key strategic issues firms face in deciding whether to outsource and when, where, and how to do so. Draws on the experiences of a series of guest speakers as context for classroom discussion. Usually offered every year.

Mr. Morrison

**BUS 275f Transnational Negotiations**

*Open only to IBS students. Meets for one-half semester and yields half-course credit. This course may not be repeated for credit by students who have taken IEF 236f in previous years.*

Explores the dynamics of international business negotiations in the context of evolving global industries. Students will develop an understanding of negotiation strategy, positioning, and process, as well as the skill necessary to effectively design, negotiate, and manage transnational deals. Usually offered every year.

Staff

**BUS 276a Business Dynamics: Managing in a Complex World**

A study of why so many business strategies generate disappointing results or outright failure. Case studies include successful applications of system dynamics in growth strategy, management of technology, operations, project management, and implementation of improvement programs. Usually offered every year.

Mr. Morrison

**BUS 277f Corporation and Communities**

*Open only to IBS students. Meets for one-half semester and yields half-course credit. This course may not be repeated for credit by students who have taken IEF 237f in previous years.*

Through case studies and meetings with corporate decision makers, students explore shifting strategies and developing programs in the rapidly changing arena of corporate social responsibility.

Mr. Appell

**BUS 278f Corporate Governance: from Colossal to Best Practices**

*Prerequisite: FIN 212a. Open only to IBS students. Meets for one-half semester and yields half-course credit.*

How the board of directors, management, shareholders, and an external auditor should work. How individual goals and external pressures influence individuals, and how their decisions impact a corporation's failure or success. Focuses on the United States with comparisons to Europe and Asia. Usually offered every year.

Mr. Schumann

**BUS 280f Operational Risk Management**

*Prerequisite: FIN 212a. Meets for one-half semester and yields half-course credit.*

Today's managers must be able to assess the risk profile of their business and respond to issues as they arise. Examines how companies are dealing with massive changes in legislation that have made executives in the U.S. and abroad fully accountable for effective operational risk management and how they are using the Enterprise Risk Management framework of COSO and COBIT, and the Balanced Scorecard. Usually offered every year.

Mr. Schumann

**BUS 281f Laws of International Transactions: Legal Environment of Business**

*Prerequisite: It is recommended that students have taken a core of economics or finance courses. Open only to IBS students. Meets for one-half semester and yields half-course credit.*

An introductory course intended to explore fundamental legal issues and concepts that impact financial management. Recent events in commercial and financial markets make it evident that legal and compliance risks require the same level of scrutiny and review as other financial activities, such as capital budgeting. While this module does not undertake to completely or totally prepare students to engage in these reviews, it provides the basic building blocks.

Students should emerge with an understanding of the nexus of law and finance. The text primarily used is *Managers and the Legal Environment: Strategies for the 21st Century* and is supplemented with case studies to ensure learning of the application of legal concepts. Usually offered every year.

Mr. Aikens

**BUS 286a Applications of System Dynamics**

*Prerequisite: BUS 276a.*

Gives students the opportunity to apply the standard method of system dynamics to assist a real company or organization. The core activity in the course is to work with a client organization, using the tools of system dynamics to develop insights into a problem the client has identified. Students experience conceptualizing and building a system dynamics model "from scratch," learn a set of standard pieces of model structure called "molecules," and gain an appreciation for the challenges and rewards of consulting for clients in a helping relationship. Usually offered every year.

Mr. Morrison

**BUS 291g General Education Seminar**

*Open only to IBS students. Enrollment is limited; signature of the instructor is required. Yields one-fourth course credit (one credit). May be repeated for credit as the seminar topic varies.*

Each General Education Seminar addresses a narrow, important topic and is taught jointly by an IBS faculty member and a prominent outside expert. Each seminar involves nine hours of structured learning and discussion. Usually offered every semester.

Staff

**BUS 295a Field Projects in Consulting**

*Open only to second-year M.B.A. students.*

Designed for second-year M.B.A. students to allow them to apply the principles and techniques taught in the business school curriculum to real business through management consulting opportunities and classroom meetings. Usually offered every year.

Ms. Goldstein

**BUS 297a Field Project**

*Prerequisite: Two semesters at IBS or permission of program director. Yields half-course credit.*

Offers students an opportunity to apply the theories and key themes covered in the core courses in a real-life setting. Requires completion of at least six weeks of a paid or unpaid internship approved and monitored by a faculty advisor. The project could involve a research or consulting assignment or a structured internship in the school's fields. Interested students should consult the guidelines established by the school. Usually offered every year.

Staff

**BUS 298a Independent Study**

*This course may not be repeated for credit by students who have taken IEF 298b in previous years.*

Normally available for a student who wishes to pursue advanced reading on research in a subject or field not available in the department's course listings. Usually offered every semester.

Staff

**BUS 298f Independent Study**

*Meets for one-half semester and yields half-course credit.*

See BUS 298a for course description.

Mr. Gomes-Casseres

**BUS 299a Master's Project**

*Prerequisite: Two semesters at IBS or permission of program director. This course may not be repeated for credit by students who have taken IEF 299a in previous years.*

A student wishing to complete a master's project under the guidance of a faculty advisor may enroll in this course during his or her final semester in the master's program. Projects may involve a short analytical thesis, the solution of an applied problem, or a report on work completed in an appropriate internship. Usually offered every year.

Staff

**ECON 200f Fundamentals of Microeconomics**

*Open only to IBS students. Meets for one-half semester and yields half-course credit. This course may not be repeated for credit by students who have taken IEF 200f in previous years.*

Designed for first-year M.A. students. An introduction to key theoretical concepts in microeconomics. Calculus will only be used in a very limited number of cases.

Emphasizes topics important in other IEF classes, such as financial theory or international trade. Some material is applicable to courses in business strategy. Usually offered every year.

Staff

**ECON 201a Global Economic Environment**

*May not be repeated for credit by students who have taken IEF 253a, 257a or 201a in previous years.*

A look at global economic environments from the perspective of all stakeholders, including governments, businesses, consumers, labor, rich, and poor. Takes a multidisciplinary approach drawing on international politics, economy, finance, and business management. The course is divided in two major themes: the economic finance dimension and the political social dimension. Usually offered every year.

Mr. Cecchetti or Mr. Ballantine

**ECON 202a International Macroeconomics**

*Prerequisite: ECON 201a (formerly IEF 201a). May not be repeated for credit by students who have taken IEF 202b in previous years.*

Reviews standard international macroeconomics, including balance of payments accounting, PPP and interest parity, and the Mundell-Fleming paradigm. Advanced topics include speculative attacks against fixed exchange-rate regimes, models of target zone, and stopping hyperinflations. Usually offered every year.

Ms. Osler

**ECON 210f Quantitative Techniques**

*Meets for one-half semester and yields half-course credit. This course may not be repeated for credit by students who have taken IEF 288f in previous years.*

Introduction to statistical thinking and analytic methods, emphasizing business decision-making. Considerable use of statistical software permits focus on concepts, models, and interpretation. Topics include descriptive statistics, financial models, estimation, hypothesis testing, regression, and forecasting. Usually offered every year.

Staff

**ECON 211f Introduction to Econometrics**

*Prerequisite: Statistics or ECON 210f (formerly IEF 288f). Open only to IBS students. Meets for one-half semester and yields half-course credit. This course may not be repeated for credit by students who have taken IEF 283f in previous years.*

Survey of quantitative techniques and computer tools in data analysis and forecasting, including econometric estimation. The course will include case studies and the use of computer applications. Usually offered every year.

Staff

**ECON 212f Applications of Econometrics**

*Prerequisite: ECON 211f or equivalent.*

*Open only to IBS students. Meets for one-half semester and yields half-course credit.*

Applications of econometric theory including the multiple regression, heteroskedasticity, auto correlation, multicollinearity, and dummy variables.

Staff

**ECON 215a Econometrics with International Applications**

*Prerequisite: Statistics and Math. This course may not be repeated for credit by students who have taken IEF 284b in previous years.*

Econometric theory and applications. Discusses the statistical theory of regression modeling and associated hypothesis testing, with emphasis on the construction, interpretation, and use of econometric models. Usually offered every year.

Ms. Li

**ECON 225a Comparative Institutional Economics**

*Prerequisite: ECON 80a. This course may not be repeated for credit by students who have taken ECON 125a in previous years.*

Examines the role of institutions in shaping economic behavior and performance, particularly in developing and transition economies. Topics include problems and models of transition, enterprise reform, market failure in key economic systems, and constitutional economics. Usually offered every second year.

Mr. Jefferson

**ECON 232f Country Risk Analysis**

*Prerequisites: ECON 201a (formerly IEF 201a) (may be taken concurrently). Open only to IBS students. Meets for one-half semester and yields half-course credit. This course may not be repeated for credit by students who have taken IEF 221f in previous years.*

Explores country risk from the perspective of bankers who seek long-standing relationships with clients in emerging markets. Examines quantitative and qualitative techniques to manage country risk in a dynamic environment. Various country crises and success stories will be analyzed by using case studies. Usually offered every year.

Mr. Bayone



**ECON 241f Regulating Competition**

*Open only to IBS students. Meets for one-half semester and yields half-course credit.* Although the U.S. economy is a market economy, government regulation exists in almost all areas. Thus, for would-be regulators and for managers of private enterprises who have to function in this environment, it is important to understand the rationale behind government intervention into the market, in the U.S. and in an international context. Considers theoretical and practical aspects of competition policy, intellectual property right laws, and regulation. Various economic theories about how regulators behave are also looked into, although the focus is on current policy issues and regulatory structure. Also focuses on the recent move away from regulation and the pros and cons of deregulation. Two particular industries are studied—telecommunications and transportation. The case studies used help to illuminate the various types of regulation and competition policy, how they work in reality, the problems associated with them, and suggested remedies wherever possible. Usually offered every year.  
Ms. Sanyal

**ECON 242f Regulating Private Enterprise**

*Open only to IBS students. Meets for one-half semester and yields half-course credit.* Focuses on the rationale behind regulating private public utility regulation, with particular emphasis on the rate of return regulation. Six particular industries are studied: telecommunications, electric utilities, environment, transportation, drugs, and workplace safety. Usually offered every year.  
Ms. Sanyal

**ECON 251f Political Economy**

*Open only to IBS students. Meets for one-half semester and yields half-course credit.* Emphasizes the interaction of economic and political processes and explores the integration of trade and financial markets from a political economy perspective. Tries to understand how interest-group politics and informational problems and asymmetries interact in shaping policy outcomes. Usually offered every year.  
Mr. Erbil

**ECON 252f The Economy of China**

*Prerequisite: ECON 200f (can be taken concurrently). Open only to IBS students. Meets for one-half semester and yields half-course credit.* Provides an analytical overview of China's economic transformation, emphasizing the period since 1980. Topics covered include the reform process, the role of institutions, including the financial and fiscal sectors, corporate governance reform, trade and foreign direct investment, science and technology, regional and income disparities, and the changing laws, practice, and culture that define the role of business within China. Usually offered every year.  
Mr. Jefferson

**ECON 260a International Trade Policy and Institutions**

*Prerequisites: ECON 201a (formerly IEF 201a). Open only to IBS students. This course may not be repeated for credit by students who have taken IEF 260b in previous years.* Develops the fundamental economic theories behind the various policies that regulate and interfere with international trade. Examines the predominant national and international institutions that are charged with administering these policies as well as the scope and process for potential reform. Usually offered every year.  
Mr. Bown

**ECON 261f Services in World Markets**

*Open only to IBS students. Meets for one-half semester and yields half-course credit.* Analyzes the economic issues involved in the integration into world markets of trade in consulting and professional services, investment, financial and banking services, telecommunications, and transportation. Also addresses the tradeoffs in regulating services trade through the WTO's General Agreement on Trade in Services (GATS), regional initiatives, as well as conflict areas and dispute settlement. Usually offered every year.  
Mr. Bown

**ECON 270a Economic Development Strategies**

*Prerequisite: ECON 201 (formerly IEF 201a). This course may not be repeated for credit by students who have taken IEF 275b.* Discusses the current situation of developing countries and the main theories of development and underdevelopment. Introduces the field and tools of development economics, explores the theoretical and policy debates around developing economies, and looks at alternative development strategies. Usually offered every year.  
Mr. Erbil

**ECON 272f Investing in Developing Countries**

*Prerequisite: ECON 201a. Meets for one-half semester and yields half-course credit.* Examines how investments are made in developing countries, starting with an historical survey of capital flows to developing countries, including grants, loans, and investments (direct and equity). Assesses the attractiveness of these different mechanisms from the perspective of both the providers and recipients. Also looks at the specifics of raising money for developing country investments. Usually offered every year.  
Staff

**ECON 273f Public Finance in Developing Countries**

*Prerequisites: ECON 201a (formerly IEF 201a). Open only to IBS students. Meets for one-half semester and yields half-course credit. This course may not be repeated for credit by students who have taken IEF 257f in previous years.* Key issues in public finance for developing countries. Emphasis on applied economic analysis. Topics include the role of the state vs. the market, financing public expenditure, tax policy (focus on VAT and investment incentives), and fiscal programming for macroeconomic stabilization. Usually offered every year.  
Staff

**ECON 274f Investment Policy in Developing Countries**

*Prerequisite: ECON 201a (formerly IEF 201a), reasonable understanding of basic macro and microeconomics. Open only to IBS students. Meets for one-half semester and yields half-course credit. This course may not be repeated for credit by students who have taken IEF 262f.* Provides an analytical introduction to investment policy in developing countries. Emphasis is on applied economic analysis. Although the focus is on developing countries, the material is highly pertinent to transitional and emerging economies as well. Usually offered every year.  
Staff

**ECON 275a Political Economy of Development: Case of the Middle East**

*This course may not be repeated for credit by students who have taken IEF 167b in previous years.* Covers major issues concerning the political economy of the contemporary Middle East, including economic development strategies, population growth, water resources, investment in human capital, the changing role of the state, impact of current political reforms, and integration into the global economy. Usually offered every year.  
Staff

**ECON 276f International Institutions in the Global Economy**

*Prerequisite or corequisite: ECON 202a (formerly IEF 202b). Open only to IBS students. Meets for one-half semester and yields half-course credit.* Explores the role of international organizations in the development process. Topics include alternative approaches to lending for development and the global financial architecture. Case studies of World Bank and IMF experience, with particular emphasis on East Asia and Latin America, illustrate the application of different strategies. Experts from these institutions will participate in the delivery of the course. Usually offered every year.  
Staff



**ECON 291g General Education Seminar**

*Open only to IBS students. Enrollment is limited; signature of the instructor is required. Yields one-fourth course credit (one credit). May be repeated for credit as the seminar topic varies.*

Each General Education Seminar addresses a narrow, important topic and is taught jointly by an IBS faculty member and a prominent outside expert. Each seminar involves nine hours of structured learning and discussion. Usually offered every semester.

Staff

**ECON 297a Field Project**

*Prerequisite: Two semesters at IBS or permission of program director. This course may not be repeated for credit by students who have taken IEF 297a in previous years.*

Offers students an opportunity to apply the theories and key themes covered in the core courses in a real-life setting. Requires completion of at least six weeks of a paid or unpaid internship approved and monitored by a faculty advisor. The project could involve a research or consulting assignment or a structured internship in the school's fields. Interested students should consult the guidelines established by the school. Usually offered every year.

Staff

**ECON 298a Independent Study**

*This course may not be repeated for credit by students who have taken IEF 298b in previous years.*

Normally available for a student who wishes to pursue advanced reading on research in a subject or field not available in the department's course listings. Usually offered every semester.

Staff

**ECON 299a Master's Project**

*Prerequisite: Two semesters at IBS or permission of program director. This course may not be repeated for credit by students who have taken IEF 299a in previous years.*

A student wishing to complete a master's project under the guidance of a faculty advisor may enroll in this course during his or her final semester in the master's program. Projects may involve a short analytical thesis, the solution of an applied problem, or a report on work completed in an appropriate internship. Usually offered every year.

Staff

**ECON 301a Advanced Microeconomics I**

*Prerequisite: Microeconomics and Math. This course may not be repeated for credit by students who have taken IEF 301a in previous years.*

Study of the theories of microeconomics, including optimization, theory of the firm, theory of the consumer, duality theory, general equilibrium, welfare economics, public goods, and externalities. Usually offered every year.

Staff

**ECON 302a Advanced Microeconomics II**

*Prerequisite: Microeconomics and Math. This course may not be repeated for credit by students who have taken IEF 302a in previous years.*

Study of the modern theory of consumption, investment, the current account, and the implications of monetary and fiscal policy. Topics include inflation, unemployment, rational expectations, the impact of a government deficit, the determination of interest rates, and the behavior of exchange rates. Long-run properties of short-run models and the microeconomics of macro models. Usually offered every year.

Staff

**ECON 303a Advanced Macroeconomics I**

*Prerequisite: Microeconomics and Math. This course may not be repeated for credit by students who have taken IEF 302a in previous years.*

Study of the modern theory of consumption, investment, the current account, and the implications of monetary and fiscal policy. Topics include inflation, unemployment, rational expectations, the impact of a government deficit, the determination of interest rates, and the behavior of exchange rates. Long-run properties of short-run models and the microeconomics of macro models. Usually offered every year.

Staff

**ECON 304a Advanced Macroeconomics II**

*Prerequisite: ECON 303a (formerly IEF 302a). This course may not be repeated for credit by students who have taken IEF 302b in previous years.*

Current research issues in macroeconomics, such as the impact of supply shocks, real demand shocks, and monetary shocks on output, interest rates, and exchange rates. Empirical studies and testing of competing macroeconomic theories. Usually offered every year.

Ms. Shankar

**ECON 312a Advanced Econometrics**

*Prerequisite: ECON 215a (formerly IEF 284b). This course may not be repeated for credit by students who have taken IEF 384b in previous years.*

Covers several econometric topics drawn from cross-sectional and time series disciplines. A theme throughout the course is the use of computational models such as bootstrapping and Monte-Carlo experiments. Usually offered every year.

Mr. LeBaron

**ECON 314f Topics in Applied Econometrics**

*Prerequisite: Ph.D. econometrics core course. Open only to IBS students. Meets for one-half semester and yields half-course credit.*

Provides a solid understanding of advanced cross-section and panel data econometric models. Usually offered every second year.

Ms. Sanyal

**ECON 326f Agent-Based Modeling**

*Prerequisites: ECON 301a, 302a, 303a, and 304a. Open only to IBS students. Meets for one-half semester and yields half-course credit.*

Agent-based models are used to build computational mode economies, starting with the construction of individual agents. Computational methods are used to build realistic macroeconomics from simple building blocks. Usually offered every second year.

Mr. LeBaron

**ECON 330a International Macroeconomics**

*Prerequisite: ECON 304a (formerly IEF 302b). This course may not be repeated for credit by students who have taken IEF 330a in previous years.*

Applications of macroeconomic theory to open economies. Topics include international parity theorems, models of exchange rate determination, and central bank management of the exchange rate. Usually offered every year.

Staff

**ECON 335f Central Banking**

*Prerequisites: ECON 302a and 304a. Open only to IBS students. Meets for one-half semester and yields half-course credit.*

Introduces students to the theory and practice of central bank design and monetary policy implementation. An advanced Ph.D.-level class that assumes a basic knowledge of theoretical econometrics. Usually offered every second year.

Mr. Cecchetti

**ECON 340a Industrial Organization**

*Prerequisite: ECON 302a (formerly IEF 301b). This course may not be repeated for credit by students who have taken IEF 335b in previous years.*

Examines factors that affect the organization of industrial activity. The course includes cross-country studies of firm and industry structure and performance and their technological and institutional determinants, innovative behavior under comparative market multinationals and their strategic behavior, and comparative perspectives on the economic role of the state. Usually offered every year.

Ms. Sanyal

**ECON 360a International Trade Theory**

*Open only to IBS students.*

Analyzes the economic issues involved in the integration into world markets of trade in consulting and professional services, investment, financial and banking services, telecommunications, and transportation. Also addresses the tradeoffs in regulating services trade through the WTO's General Agreement on Trade in Services (GATS), regional initiatives, as well as conflict areas and dispute settlement. Usually offered every year.

Staff

**ECON 365f International Trade Agreements and Disagreements**

*Prerequisite: ECON 302a (formerly IEF 301b). Open only to IBS students. Meets for one-half semester and yields half-course credit.*

Examines the core theoretical and empirical research in multilateral and preferential trade agreements and disagreements. Topics include the economics of rules of reciprocity, nondiscrimination, enforcement, antidumping and countervailing measures, safeguards, and dispute settlement. Usually offered every second year.

Mr. Bown

**ECON 370a Development Economics**

*Prerequisite: ECON 201 (formerly IEF 201a). This course may not be repeated for credit by students who have taken IEF 275b.*

Discusses the current situation of developing countries and the main theories of development and underdevelopment. Introduces the field and tools of development economics, explores the theoretical and policy debates around developing economies, and looks at alternative development strategies. Usually offered every year.

Mr. Erbil

**ECON 380f Computable General Equilibrium Modeling: Theory and Application**

*Prerequisite: Ph.D.-level microeconomics. Open only to IBS students. Meets for one-half semester and yields half-course credit.*

Introduces the basic theory and applied tools for constructing and implementing computable general equilibrium models for policy analysis. We start from a small closed economy and proceed to learn the structure of open economy general equilibrium models, how to model the labor market, formulate scenarios and run policy simulations. Usually offered every year.

Mr. Erbil

**ECON 398a Readings**

Usually offered every year.

Staff

**ECON 399a Dissertation Workshop**

*Prerequisite: ECON 302a (formerly IEF 301b) and ECON 304a (formerly IEF 302b). This course may not be repeated for credit by students who have taken IEF 399a in previous years.*

Involves invited lectures by Brandeis faculty and other researchers. Presentation and discussion of dissertation topics and work in progress. Usually offered every year.

Mr. LeBaron

**FIN 201a Financial Theory**

*Prerequisite: ECON 210f (formerly IEF 288f) or statistics (may be taken concurrently).*

*May not be taken for credit by students who have taken ECON 171a or IEF 205a in previous years. Students who have taken ECON 171a should enroll in FIN 301a.* Topics related to financial economics, including investors' attitudes toward risk, portfolio selection, asset pricing models (Capital Asset Pricing Model and the Arbitrage Pricing Model), options and future markets, the efficient market hypothesis, and the determinants of a firm's financial structure. Usually offered every year.

Mr. Hilscher

**FIN 202a International Corporate Finance**

*Prerequisite: ECON 201a (formerly IEF 201a). May not be taken for credit by students who have previously taken IEF 210b.*

Analysis of the exposure of the multinational firm from accounting and economic perspectives, survey of investment finance, and other international operations. Usually offered every year.

Ms. Bulan or Mr. Ballantine

**FIN 210f Accounting Principles**

*Open only to M.S.F. students. Meets for one-half semester and yields half-course credit. May not be repeated for credit by students who have taken IEF 203f in previous years.*

Provides a foundation for understanding the accounting principles used in private and public companies. Key accounting concepts such as financial statement analysis, income measurements, and accrual accounting are presented in a multinational context. Usually offered every year.

Staff

**FIN 211f Accounting Principles II**

*Prerequisite: FIN 210f (formerly IEF 203f).*

*Open only to M.S.F. students. Meets for one-half semester and yields half-course credit. May not be repeated for credit by students who have taken IEF 204f in previous years.*

Builds on the Accounting Principles course designed for M.S.F. students. Topics include accounting for debit equity securities, cash flow, financial statement analysis, and international accounting. Usually offered every summer.

Staff

**FIN 212a Accounting and Financial Analysis**

*May not be repeated for credit by students who have taken IEF 204a in previous years. May not be taken for credit by students who have taken FIN 213a.*

Introduction to basic accounting principles, including analysis of financial statements using case studies. Develops fundamental concepts and accounts and applies them to income measurement, capital values, and costs, with a focus on international accounting issues. Usually offered every year.

Mr. Keith

**FIN 213a Advanced Financial Accounting**

*Prerequisite: Some knowledge of accounting. Open only to IBS students. May not be repeated for credit by students who have taken IEF 204b in previous years. This is an alternative to FIN 212a; may not be taken for credit by students who have taken FIN 212a.*

Provides an accelerated and in-depth foundation in financial accounting that is aimed at the needs of the financial decision-maker. Covers income measurement, capital values, costs, non-U.S. accounting, accounting for foreign exchange and derivatives, and MNC tax accounting issues. Usually offered every year.

Staff

**FIN 214a Managerial Accounting**

*Prerequisites: FIN 212a or 213a.*

Introduction to internal reporting issues and problems employed in planning, control, and evaluation. Topics include cost behavior, overhead cost allocation, budgeting, and variance analysis. Taught from the perspective of the decision maker rather than the accountant who prepares the information. Usually offered every year.

Ms. Anderson

**FIN 215f Managerial Accounting and Control**

*Prerequisite: FIN 210f (formerly IEF 203f) or FIN 212a (formerly IEF 204a) or FIN 213a (formerly IEF 204b). Open only to IBS students. Meets for one-half semester and yields half-course credit. This course may not be repeated for credit by students who have taken IEF 286f in previous years.*

Intermediate-level managerial accounting with special emphasis on applications to managerial decision making for strategic purposes. Covers conceptual and technical skills needed to manage financial and strategic control problems facing analysts and managers. Areas covered include cost behavior, understanding strategy in the context of managerial financial decisions, and the nature of strategic planning and managerial control. Usually offered every year.

Staff

**FIN 216f Financial Statement Analysis**

*Prerequisite: FIN 210f (formerly IEF 203f) or FIN 212a (formerly IEF 204a) or FIN 213a (formerly IEF 204b). Open only to IBS students. Meets for one-half semester and yields half-course credit. This course may not be repeated for credit by students who have taken IEF 287f in previous years.*

Designed to develop skills in analyzing external financial reports. Topics include financial statements terminology, mergers and acquisitions, cash flow analysis, and foreign exchange and foreign tax issues.

Usually offered every year.

Mr. Keith

**FIN 217f Financial Modeling**

*Prerequisite: FIN 210f (formerly IEF 203f) or FIN 212a (formerly IEF 204a) or FIN 213a (formerly IEF 204b). Open only to IBS students. Meets for one-half semester and yields half-course credit. This course may not be repeated for credit by students who have taken IEF 282f in previous years.*

Introduces quantitative modeling techniques for analyzing the financial performance of projects and companies and valuing earning streams. A key objective is to help students develop sophisticated skills in using spreadsheets and related software through cases and hands-on applications. Usually offered every year.

Mr. Canella

**FIN 218f Financial Modeling II**

*Prerequisite: Fin 217f or Fin 212a or Fin 213a. Meets for one-half semester and yields half-course credit.*

Continues Financial Modeling I (Fin 217f) in the analysis of quantitative financial performance of projects and companies and valuing earning streams. It supplements Fin 217f in its use of real options for valuations, new industries with their own peculiarities (insurance, pharmaceuticals), and the privatization of a telecommunications firm. Usually offered every year.

Mr. Canella

**FIN 221f International Banking**

*Prerequisites: FIN 201a (formerly IEF 205a). This course may not be repeated for credit by students who have taken IEF 219f. Meets for one-half semester and yields half-course credit.*

Provides a survey of international banking. Topics will include structures and functions of global banks, financial innovations, syndications, offshore banking centers, supervision, and risk analysis.

Students will use case studies and will form teams to perform a country analysis project. Usually offered every year.

Staff

**FIN 223f Project Finance**

*Prerequisites: FIN 202a, FIN 217f. Open only to IBS students. Meets for one-half semester and yields half-course credit.*

Examines the financial, economic, political, and technological factors that affect very large, capital-intensive projects. Looks at how they are combined into a coherent structure, financed via a combination of non-recourse debt and equity. Usually offered every year.

Mr. Canella

**FIN 230a Foreign Exchange**

*Prerequisite: ECON 202a and FIN 201a.*

*This course may not be repeated for credit by students who have taken ECON 230a in previous years.*

Covers every aspect of exchange rates, from the micro to the macro. Topics covered include: currency trading and currency market microstructure; currency derivatives; exchange-rate forecasting; currency market efficiency; exchange rates and the real economy; exchange-rate dilemmas around the world today. Usually offered every second year.

Ms. Osler

**FIN 231a Creating and Managing Value**

*Prerequisite: FIN 202a (formerly IEF 210b) (may be taken concurrently). May not be taken for credit by students who have previously taken IEF 212a.*

Introduces some of the basic decisions companies must confront when they are trying to create and manage the value of the firm. Topics include investments in new projects, debt financing and capital structure targets, mergers, acquisitions, and sales of companies. Usually offered every year.

Mr. Ballantine

**FIN 232a Mergers and Acquisitions Analysis**

*Prerequisites: FIN 201a and FIN 202a (formerly IEF 210b) (may be taken concurrently). This course may not be repeated for credit by students who have taken IEF 214f or 214b.*

Reviews the core concepts involved in mergers and acquisitions; value, negotiation, deal structuring, corporate strategy and valued added, financing, and tax consequences. Usually offered every year.

Mr. Ballantine

**FIN 233f Relative Values of Securities**

*Prerequisites: FIN 201a (formerly IEF 205a) and FIN 212a (formerly IEF 204a) or FIN 210f (formerly IEF 203f). This course may not be repeated for credit by students who have taken IEF 223f. Open only to M.S.F. students. Meets for one-half semester and yields half-course credit.*

Introduces students to the issues and analysis necessary for making the decision to purchase securities. The principal focus is on publicly traded securities. Debt and equity security values will be addressed. Usually offered every year.

Mr. Aikens

**FIN 234f Cases in International Financial Management**

*Prerequisite: FIN 202a (formerly IEF 210b) (may be taken concurrently). Open only to IBS students. Meets for one-half semester and yields half-course credit. May not be taken for credit by students who have taken IEF 212f in previous years.*

Uses case studies to explore key topics in international finance: large-scale foreign investment and financing decisions in the Euromarkets; project finance; Islamic banking and finance; foreign exchange risk measurement and management. Students apply analytical skills to decision making under conditions of extreme uncertainty. Staff

**FIN 241f Financial Planning and Control**

*Prerequisites: FIN 202a (formerly IEF 210b) (may be taken concurrently). This course may not be repeated for credit by students who have taken IEF 216f in previous years.*

Examines financial planning methodologies and tools as well as financial control mechanisms. Includes case studies using real life examples, accounting, and financial objectives. Usually offered every year.

Mr. Canella

**FIN 242f Credit Risk Analysis**

*Prerequisites: FIN 212a (formerly IEF 204a). Open only to IBS students. Meets for one-half semester and yields half-course credit. This course may not be repeated for credit by students who have taken IEF 220f in previous years.*

Examines credit risk (i.e., the possibility that an obligor will fail to perform as agreed) from the perspective of the commercial banker. Focuses on a sound understanding of the firm and its business plan and how the banker constructs the appropriate structure for the senior loan. Topics include asset-based, real estate, and cash flow lending. Usually offered every year.

Mr. Bayone

**FIN 244f Credit Risk Analysis II**

*Open only to IBS students. Meets for one-half semester and yields half-course credit.*

Examines credit risk (i.e., the possibility that an obligor will fail to perform as agreed) for foreign companies that largely operate in their overseas markets. Based on a sound understanding of the firm, its business plan, and the environment in which it operates, the banker constructs the appropriate structure for the senior loan. Usually offered every year.

Mr. Bayone

**FIN 245f Off Balance Sheet Finance**

*Prerequisite: FIN 202a. Open only to IBS students. Meets for one-half semester and yields half-course credit.*

Delves deeply into the various mechanisms and vehicles that corporations use to finance operations and ventures outside of their balance sheet. Covers, among others, leasing, venture leasing, and Special Purpose Entities (SPEs).

Mr. Canella



**FIN 246a Applied Corporate Finance**

*Prerequisite: FIN 202a (formerly IEF 210b) and 212a (formerly IEF 204a), or FIN 210f (formerly IEF 203f). May not be taken for credit by students who have taken IEF 213a in previous years.*

Explores the application of core finance disciplines to real world situations. Students who take this course should have completed coursework or have actual knowledge of managerial accounting, financial management and control, valuation, M&A, strategic marketing, financial forecasting, etc. Additionally, students should be near graduation and preparing for a career in a private sector firm. Usually offered every year.  
Mr. Aikens

**FIN 248a Financial Strategies**

*Prerequisite: FIN 201a and FIN 202a (formerly IEF 210b). May not be taken for credit by students who have taken IEF 214a in previous years.*

Focuses on the techniques used by financial practitioners to understand and then enhance shareholder value. Students taking the course will improve their skills in financial statement analysis, analyze alternative methods of valuation analysis, and examine an array of asset and liability restructuring techniques used by corporate managers and investment bankers to boost shareholder value. Usually offered every year.  
Staff

**FIN 250f Financial Forecasting**

*Prerequisite: ECON 210f or equivalent. Open only to IBS students. Meets for one-half semester and yields half-course credit.*

Covers some of the basics of financial time series analysis with a special emphasis on forecasting. Basic time series skills are covered, drawing many examples from finance. These include linear regression, ARMA models, trend modeling, and vector autoregressions. We also cover more unusual topics such as bootstrapping and technical trading rules. Usually offered every year.  
Mr. LeBaron

**FIN 251f Foreign Exchange Markets**

*Prerequisite: ECON 201a (formerly IEF 201a). This course may not be repeated for credit by students who have taken IEF 218f in previous years.*

Aims to provide a systematic understanding of foreign exchange markets. The topics include participants and uses of foreign exchange markets; determination and forecasting of foreign exchange rates; and forwards, futures, swaps, and options. Concludes with several sessions using a computerized foreign exchange trading simulation program. Usually offered every year.  
Staff

**FIN 254f Financial Manias and Crises**

*Prerequisites: FIN 201a (formerly IEF 205a). Open only to IBS students. Meets for one-half semester and yields half-course credit. This course may not be repeated for credit by students who have taken IEF 252f in previous years.*

Class investigates speculative financial manias—their causes, characteristics, effects, and policy responses. Using historical and recent examples from the United States and abroad, the psychological aspects of markets and other factors that contribute to manias are examined.  
Staff

**FIN 255a World Financial Centers**

*Prerequisite: A knowledge of financial theory is highly desirable. Intended primarily for M.S.F. students, but M.A.i.e.f. and M.B.A. students with appropriate background knowledge in finance may also apply. Consult the program administrator for details regarding special costs and meeting times. May be repeated once for credit in a different center.*

Meets each summer in a financial center of global significance. Provides analysis of international financial markets, institutions, and regulatory systems in the host center. Explores their relationship with global financial trends and systems. Includes examining the microstructure of markets, equity trading, futures and options, mergers and acquisitions, banking and currencies, and regional issues of topical interest. Usually offered every summer and run in collaboration with overseas academic partner.  
Mr. Ballantine and Mr. Sherrington

**FIN 261a Fixed Income Securities**

*Prerequisites: FIN 201a (formerly IEF 205a). This course may not be repeated for credit by students who have taken IEF 223b in previous years.*

Focuses on capital markets and, in particular, analysis of debt securities and markets, conventions, mathematics, and relative valuation. Emphasis is placed on factors determining market-expected yields such as default risk, liquidity, terms, optionality, and structure. Usually offered every year.  
Mr. Reitano

**FIN 264f Equity Portfolio Management**

*Prerequisites: FIN 201a. Meets for one-half semester and yields half-course credit.* Analyzes sources of return in the stock market, techniques of equity analysis and equity portfolio construction, varieties of equity instruments and management styles, and the role of equities in a diversified portfolio. The course is taught from the viewpoint of a multibillion dollar institutional investor and emphasizes practice rather than theory. Usually offered every year.  
Mr. Mitchell

**FIN 266f Hedge Fund Management**

*Prerequisites: FIN 201a (formerly IEF 205a). Open only to IBS students. Meets for one-half semester and yields half-course credit. This course may not be repeated for credit by students who have taken IEF 229f in previous years.*

Covers the historical evolution of hedge funds, analyzes the regulatory government, and considers key issues in the “hedge fund universe,” such as price versus value, risk versus volatility. Usually offered every year.  
Staff

**FIN 270a Options and Derivatives**

*Prerequisites: FIN 201a (formerly IEF 205a). This course may not be repeated for credit by students who have taken IEF 215b in previous years.*

Examines financial innovations in the securities market, including futures and forward contracts, options, and swaps. Valuation of these contracts and their use as dynamic hedging instruments will be examined in detail. The role of secondary mortgage markets and the various derivative mortgage products will also be analyzed in the context of asset-backed lending. Usually offered every year.  
Mr. Reitano

**FIN 271a Pricing Derivatives on Equities and Other Tradable Securities**

*Prerequisite: FIN 201a or 301a; FIN 270a; courses or experience in statistics, calculus, and programming.*

Explores in some detail the mathematics of pricing financial derivatives on equities and other tradable securities, with particular emphasis on the various discrete computational methods and their convergence properties. Usually offered every year.  
Mr. Reitano

**FIN 272f Topics in Financial Engineering**

*Prerequisites: FIN 201a (formerly IEF 205a). Open only to IBS students. Meets for one-half semester and yields half-course credit. This course may not be repeated for credit by students who have taken IEF 226f in previous years.*

Explores the core concepts of financial engineering by examining three interrelated topics: debt and capital structure decisions, company reorganization and restructuring, and international investments and finance. Each topic is used to investigate the underlying theory and management practice of financial engineering. Usually offered every year.  
Staff



**FIN 273a Financial Innovation and Structured Finance**

*Prerequisites: FIN 201a (formerly IEF 205a). This course may not be repeated for credit by students who have taken IEF 228a in previous years.*

Introduces financial engineering innovation within the context of managerial decisions and solving vexing problems of investment management and corporate finance. A functional perspective is followed that characterizes various products by the needs they satisfy, cost factors, and exploitation of arbitrage opportunities. Case studies detail the innovation and use of recent structured securities. Usually offered every year.  
Staff

**FIN 278a Integrated Financial Analysis**

*Prerequisites: FIN 202a (formerly IEF 210b). Jointly taught by faculty from Brandeis University and Babson College, course held at Brandeis University. This course may not be repeated for credit by students who have taken IEF 229b in previous years.*

A team-taught course that focuses on the practical problem-solving applications of the core courses for business finance and economics. Reviews all the relevant definitions and everyday calculations and problems that students are likely to encounter in basic financial analysis. Usually offered every year.  
Mr. Ballantine (Brandeis) and Mr. Shulman (Babson)

**FIN 280a Risk Management**

*Prerequisite: FIN 201a (formerly IEF 201a). May not be taken for credit by students who have previously taken IEF 208a.*

Covers methods of evaluating and controlling risk in financial portfolios and enterprises. Examines methods for internal monitoring and managing exposure to various types of risk, compliance with regulatory requirements and processes, and financial engineering techniques for managing risk, including the use of derivative securities. Usually offered every year.  
Staff

**FIN 282a Investment Analysis: Strategy and Real Options in Decision-Making**

*Prerequisites: FIN 202a (formerly IEF 210b) (may be taken concurrently). This course may not be repeated for credit by students who have taken IEF 225a in previous years.* The class focuses on strategic investments and decision making. The application of option pricing techniques to the valuation of real investment projects is covered. This methodology introduces the concept of managerial flexibility as a valuable and strategic option that is incorporated into the traditional valuation models of discounted cash flows and net present value. Usually offered every year.

Ms. Bulan

**FIN 285a Computer Simulations and Risk Assessment**

*Prerequisites: FIN 201a (formerly IEF 205a). This course may not be repeated for credit by students who have taken IEF 217a in previous years.*

Examines recent advances in computational methods for evaluation risk and decision making in risky situations. Emphasizes a common computational framework for solving many problems from business, finance, and economics using statistical methods, such as Monte-Carlo and resampling. Usually offered every year.  
Mr. LeBaron

**FIN 291a General Education Seminar**

*Open only to IBS students. Enrollment is limited; signature of the instructor is required. Yields one-half course credit (two credits). May be repeated for credit as the seminar topic varies.*

Each General Education Seminar addresses a narrow, important topic and is taught jointly by an IBS faculty member and a prominent outside expert. Each seminar involves nine hours of structured learning and discussion. Usually offered every semester.

Staff

**FIN 291g General Education Seminar**

*Open only to IBS students. Enrollment is limited; signature of the instructor is required. Yields one-fourth course credit (one credit). May be repeated for credit as the seminar topic varies.*

See FIN 291a for course description.

Staff

**FIN 297a Field Project**

*Prerequisite: Two semesters at IBS or permission of program director. This course may not be repeated for credit by students who have taken IEF 297a in previous years.* Offers students an opportunity to apply the theories and key themes covered in the core courses in a real-life setting. Requires completion of at least six weeks of a paid or unpaid internship approved and monitored by a faculty advisor. The project could involve a research or consulting assignment or a structured internship in the school's fields. Interested students should consult the guidelines established by the school. Usually offered every year.  
Staff

**FIN 298a Independent Study**

Normally available for a student who wishes to pursue advanced reading on research in a subject or field not available in the department's course listings. Usually offered every semester.  
Staff

**FIN 299a Master's Project**

*Prerequisite: Two semesters at IBS or permission of program director. This course may not be repeated for credit by students who have taken IEF 299a in previous years.* A student wishing to complete a master's project under the guidance of a faculty advisor may enroll in this course during his or her final semester in the master's program. Projects may involve a short analytical thesis, the solution of an applied problem, or a report on work completed in an appropriate internship. Usually offered every year.  
Staff

**FIN 301a Advanced Financial Theory**

*This course may not be repeated for credit by students who have taken IEF 305a in previous years.* An introduction to capital market theory and the theory of corporate finance. Usually offered every second year.  
Mr. Reitano

# Rabb School of Continuing Studies

## Division of Graduate Professional Studies

### History and Organization

In 1992, the School of Summer and Continuing Studies was named The Rabb School of Continuing Studies in honor of Norman S. and Eleanor E. Rabb in recognition of over four decades of support for Brandeis. With three divisions—Graduate Professional Studies, the Summer School, and The Osher Lifelong Learning Institute at Brandeis—The Rabb School seeks to serve lifelong learners by supporting the University in its mission of providing open inquiry and outstanding teaching in a world of challenging social and technological transformation.

In 1997, the Division of Continuing Studies, now the Division of Graduate Professional Studies, was established in the Rabb School specifically to extend the opportunity for excellent, applied professional education at the graduate level to a more diverse, part-time, working-adult population. All degree programs in the Division are professionally-oriented, applied in nature (combining requisite theory with the practical application of learned material), and taught by expert adjunct faculty who are practitioners of their subject matter in their professional lives.

Degree programs at the Master's and Graduate Certificate level are offered in the Division of Graduate Professional Studies of the Rabb School and are overseen by the Rabb School Council, made up of faculty representing the other schools in the University and chaired by a full-time faculty member. New degrees, as well as substantive changes to the curriculum, are reviewed for approval by the Rabb School Council and as necessary by both the Council of the Graduate Professional Schools and the Academic Affairs Committee of the Board of Trustees.

The Division of Graduate Professional Studies in the Rabb School currently offers four master's degree programs, requiring ten to twelve, three-credit courses, in applied fields:

Master of Software Engineering (est. 1997)

Master of Science in Bioinformatics (est. 2002)

Master of Science in Management of Projects and Programs (est. 2003)

Master of Science in Information Technology Management (est. 2005)

The Division also offers credit-bearing graduate certificate programs of five, six or seven courses, embedded in each of these degree areas. Further, the Division offers an opportunity for students to take two degrees, sequentially, transferring up to three courses if appropriate from the first program.

Programs in the Division of Graduate Professional Studies have traditionally been offered on campus, part-time in the evening, in three, ten-week terms, year round. Given The Rabb School's commitment to make graduate credit-bearing and professionally-oriented academic resources at Brandeis available to as many qualified part-time students as possible, the Division gradually expanded into distance learning, receiving the New England Association for Schools and Colleges' approval for its first online credential (Graduate Certificate in Software Engineering) in 2004. In 2006, two complete degrees, Master of Software Engineering and Master of Science in Information Technology Management, as well as an additional Graduate Certificate in Information Technology Management, are available entirely online and in the classroom.

In addition, the Division collaborates with corporate partners in offering credit-bearing courses to special student groups at corporate sites or welcoming corporate-sponsored students in on campus or online courses. There are no degree programs offered at or (electronically) through sites other than the Brandeis campus.

### Objectives

The Rabb School Division of Graduate Professional Studies offers excellent graduate academic programs for working professionals and provides a variety of distinctive niche programs that reflect current and future areas of study and occupation. The Division provides a collegial community for part time, professionally-oriented, non-resident students.

The **Master of Software Engineering** prepares students to participate fully in integrated teams of software developers, software acquirers, and software end users. Students have the necessary software engineering skills and knowledge to ensure the delivery of reliable software to increasingly large, complex and international end user markets. (Available online and on campus)

The **Master of Science in Bioinformatics** brings together disciplines including Biology, Computer Science, statistical data modeling and information technology. Students must develop an understanding of and be able to contribute directly to the analysis of biological data, the design of databases for storage, retrieval and representation of bio-molecular data, and the development of novel computational tools. Students' work will support better understandings of biological systems, human disease and drug development, ultimately impacting the practice of modern medicine.

The **Master of Science in Management of Projects and Programs** provides current project managers and potential project managers with an integrated understanding of a broad scope of business functions at the upper-middle, team-leading level of corporate operations, combined with the technical skills and knowledge to analyze, organize and manage the expression of projects, on time and on budget.

The **Master of Science in Information Technology Management** prepares students for knowledgeable leadership in the broadest scope of application of information technology. By understanding its importance to an organization and its use in a global economy, students will acquire the skills and knowledge to direct the development and deployment of information systems of high quality. (Available online and on campus)

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## Admission

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## Academic Regulations

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### How to Apply

Admission policies and procedures for degree and certificate programming in the Division of Graduate Professional Studies are described in detail on both the Division website ([www.brandeis.edu/rabbgrad](http://www.brandeis.edu/rabbgrad)) and the Student Handbook located on the website. Standards of admission to all programs are clear, consistent and simple. Applicants to graduate programs in the Rabb School generally hold bachelor's degrees from regionally accredited U.S. institutions or their equivalent. All formal applications for admission are evaluated by a faculty/staff committee. Applications and admission decisions are made on a rolling basis, with entry points at the beginning of each of the three standard, ten-week terms (September, January and May).

Brandeis undergraduate degree candidates are not eligible for application to programs in the Division of Graduate Professional Studies or registration in GPS courses for credit. While Brandeis graduate students from other units are eligible to register for GPS courses, they must pay full tuition for any course taken.

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### Academic Standing

Prior to filing a formal application, students may take up to four graduate courses, thereby determining whether commitment to both the chosen field and a master's degree program or graduate certificate is appropriate for them. It is standing policy that a course graded below B- may not be applied toward a graduate certificate or degree, regardless of when it is taken. Students are allowed a maximum of 12 courses to complete a 10-course master's degree, and a maximum of seven courses to complete a five-course graduate certificate program.

Given the part-time nature of all Rabb School programs, and recognizing that working people frequently encounter unanticipated life experiences, students may take up to five years to complete a ten to twelve course program. (Most students complete their degrees in less than three.)

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### Requirements for the Degrees

Detailed information about the requirements for the degree programs offered by The Rabb School, Division of Graduate Professional Studies, can be found in a later section of this Bulletin. Please refer to pages 417 for the requirements and expected learning outcomes for specific degrees. Specific course lists and requirements may be found at [www.brandeis.edu/rabbgrad/students/programs.php](http://www.brandeis.edu/rabbgrad/students/programs.php)

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### Auditing Courses

Auditing Rabb School courses is not permitted.

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### Change of Program

Courses may be dropped with modest financial penalty until the second meeting, after which students may drop courses until the ninth (of ten) meetings/online modules with no refund of tuition. Final course grades below B- may not be applied toward a Graduate Certificate or Master's Degree.

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### Incompletes

Incompletes are granted in exceptional cases, arranged between the student and the instructor and documented, including specific closure date, in the Division's office. Unaddressed incompletes become failures after the established deadline.

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### Transfer of Credit

Rabb School degree candidates are not permitted to cross-register either in other graduate programs on campus or in programs elsewhere, although they may with advance approval take a course elsewhere and transfer it to the Rabb School. Up to two courses not previously counted for any degree program may be considered for transfer into a Rabb School degree, although not as either of the last two courses in the program. Very occasionally, a student may test out of a particular course, waiving that requirement but replacing it with an additional course from the program.

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### International Students

International student applicants to Rabb School's entirely part-time programs are required to submit their overseas academic credentials to an evaluator designated by the Division, to declare and sign that they are in the United States legally and to demonstrate via TOEFL or well-documented, successful professional employment in an English-speaking environment that they are proficient in the English language.

## Fees and Expenses

### Tuition and Expenses

The following tuition and fees are in effect for the 2006-2007 academic year. These figures are subject to annual revision by the Brandeis University Board of Trustees.

Payment of tuition occurs per course registration and must be completed in full in order for the registration to be official and for students to attend the first meeting of the class. Except under rare, pre-arranged circumstances, students not paid in full are not permitted to attend classes. Late registration is permitted on a space-available basis, between the first and second class meetings, and carries a late fee.

**Registration fee:** \$50 (per term, regardless of number of courses)

**Tuition per three-credit course:** \$1,945

**Late registration fee:** \$60 (in addition to the fee above)

### Other fees

Lab fee (dependent on course needs): \$150

Course materials fee (dependent on course needs): \$100

Application fee for admission to a degree or certificate program: \$50

Application to graduate fee: \$100

### Refunds

All fees other than tuition (registration, lab, late registration, course material, and application fees) are non-refundable after the first day of a term. Students who wish to cancel their registration and receive a tuition refund must state their intention to withdraw by completing a course add/drop form and submitting it to the Division of Graduate Professional Studies. Tuition will be refunded according to the following schedule:

Withdrawal before the first class meeting – 100%

Withdrawal before the second class meeting – 75%

No refund thereafter

### Financial Aid

While the Rabb School of Continuing Studies offers no financial aid, students are able to participate in both publicly and privately funded student loan programs, based upon eligibility. Arrangements are made on an individual basis through the Associate Director, Admissions and Student Services, Division of Graduate Professional Studies.

### Requirements for the Degree of Master of Software Engineering

#### Program of Study

The MSE requires three core courses, at least one advanced level programming language and six electives, totaling ten courses (30 credits) altogether. Specific courses may be found at [www.brandeis.edu/rabbgrad/students/programs.php](http://www.brandeis.edu/rabbgrad/students/programs.php).

#### Learning Outcomes

Graduates are able to:

- Apply a systematic, disciplined, quantifiable approach to the cost effective development, operation and maintenance of software systems to the satisfaction of their beneficiaries, within some or all of the following areas of specialization: application development; database programming and management; network and web security; web development.
- Build solutions using different technologies, architectures and life cycle approaches, in the context of different organizational structures, with demonstrated programming expertise in a least one language among C, C++, Java, and VB.NET.
- Foster the development, adoption and sustained use of standards of excellence for software engineering practices.
- Speak and write effectively and think critically about a wide range of issues arising in the context of working constructively on software projects.

### Requirements for the Degree of Master of Science in Information Technology Management

#### Program of Study

The MS-ITM requires six core courses and four electives, totaling ten courses (30 credits) altogether. Specific courses may be found at [www.brandeis.edu/rabbgrad/students/programs.php](http://www.brandeis.edu/rabbgrad/students/programs.php).

#### Learning Outcomes

Graduates are able to:

- Develop and lead teams of technical people toward the achievement of established goals and manage the development of their product.
- Identify the ways in which technology can be applied to solve both existing and anticipated problems.
- Leverage that technology to realize strategic management goals and opportunities.
- Assure the quality and value of information to those who ultimately use it for decision making.
- Think, write and speak cogently and persuasively about ongoing and anticipated work with colleagues, end users and corporate leadership, and listen carefully to feedback.



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## Requirements for the Degree of Master of Science in Project and Program Management

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### Program of Study

The MS-PM requires four core courses and six electives, totaling ten courses (30 credits) altogether. Specific courses may be found at [www.brandeis.edu/rabbgrad/students/programs.php](http://www.brandeis.edu/rabbgrad/students/programs.php).

### Learning Outcomes

Graduates are able to:

- Exercise management and leadership skills in the conduct of programs and projects that may be international in scope and present the challenges posed by acquisitions, mergers and/or downsizing.
- Initiate, plan, execute, control, evaluate and close out projects in a way that assures the delivery of the negotiated scope and quality level while meeting time and budget constraints.
- Understand and critically assess projects and programs in their larger corporate context and be able to communicate effectively the project/program status, issues, expectations, and risks, both orally and in writing, to senior management.

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## Requirements for the Degree of Master of Science in Bioinformatics

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### Program of Study

The MS-B requires two foundation courses, three core courses, one advanced programming language, one scripting language, one database course and four electives, totaling 12 courses (36 credits). Specific course lists may be found at [www.brandeis.edu/rabbgrad/students/programs.php](http://www.brandeis.edu/rabbgrad/students/programs.php)

### Learning Outcomes

Graduates are able to:

- Gain and express a comprehensive understanding of biological systems: quantitative principles, information flow in bio-systems, genome organization, protein function, metabolic pathways and signaling cascades.
- Apply an array of skills in the analysis of gene and protein sequence data in the context of protein three-dimensional structure, high throughput genomic and proteomic data for pattern matching and model building.
- Leverage the computational and molecular biological expertise gained to foster productive communication among biologists, chemists, and computer scientists.
- Think critically and write and speak cogently and persuasively about ongoing and anticipated work, with colleagues, end-users and corporate leadership, and listen carefully to feedback.

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## Requirements for Sequential Master's Degrees

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### Program of Study

Students must complete the first degree in its entirety. Transfer of up to three courses from the first to the second program is permitted (if appropriate). The student must fulfill any outstanding core requirements in the second degree, along with the requisite number of electives to total seventeen to twenty-two courses (51 to 66 credits, depending on programs) altogether.

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## Graduate Certificates

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The credit-bearing Graduate Certificates embedded in each of the master's degree programs (involving five, six or seven courses depending upon field) share the same outcomes but not the depth and breadth of subjects and general understanding, offered in the degree programs. Specific courses and requirements may be found at <http://www.brandeis.edu/rabbgrad/students/programs.php>.

## Courses of Instruction

Listed on the following pages are courses of instruction for the Rabb School of Continuing Studies, Division of Graduate Professional Studies. Courses meet for three hours a week unless otherwise specified.

Most courses are available to all students qualified to take them. Access to some courses is governed by the signature of the instructor. Other courses impose a numerical limit to preserve environmental conditions suitable to the pedagogy the instructor employs.

Generally, a course is offered with the frequency indicated at the end of its description. The frequency may be designated as every semester, every year, every second year, every third year, or every fourth year.

The University reserves the right to make any changes in the offerings without prior notice.

### Courses of Instruction

#### **RBIF 101 Protein Sequence and Structure Analysis**

This course begins by building a foundation in protein structure which is then used as a basis for critically evaluating database search results and protein sequence alignments. Mass spectrometry as it relates to proteomics and structure-based drug discovery are covered as well. Each student will have an independent protein sequence to analyze and report upon at the end of the course. Usually offered every year.  
Mr. Cheng and Mr. Caffrey

#### **RBIF 103 Probability and Statistics**

This course is an introduction to probability and statistics in the bioinformatics context. Topics covered include: probability theory with one and many random variables, classical and Bayesian methods, Poisson processes and Markov chains and applications to sequence analysis, gene finding and phylogenetics. Usually offered every year.  
Mr. Partensky

#### **RBIF 105 Proteomics: Analytical and Computational Principles**

Proteomics constitute the parallel characterization of the set of proteins from an organism's genome. High-throughput, parallel study of proteins is invaluable to the discovery of modern medicines. This course covers emerging analytical techniques for the study of proteomes, as well as the computational tools that support them. Usually offered every year.  
Mr. Moutsatsos

#### **RBIF 107 Python Programming for Bioinformatics**

This course covers the Python computer scripting language with an emphasis on bioinformatics. Python is being adopted by bioinformaticians as a preferred scripting language because of its simplicity and object-oriented nature. Python's important features and methodologies are covered in this course, including syntax, semantics, libraries, and software environment. Usually offered every second year.  
Staff

#### **RBIO 101 Molecular Biology Lab**

This course covers modern molecular biology lab techniques. It is a highly interactive course including hands-on laboratory experiments covering such topics as cloning a gene, expressing and purifying a protein, isolating DNA and learning how microarray data are generated and analyzed. It is intended for students who have had little or no experience in a biology lab. Usually offered every second year.  
Staff

#### **RCHE 101 General, Organic, and Biochemistry**

This course introduces principles of general, organic and biochemistry, with an emphasis on bioinformatics. Topics include general chemistry: matter, energy, and measurement, chemical bonds and reactions, reaction rates and equilibrium, acids and bases; organic chemistry: the functional groups; biochemistry: lipids, proteins, enzymes, nucleic acids, chemical communication, gene expression and protein synthesis, immunochemistry. Usually offered every year.  
Mr. Wynn and Mr. Pollastri

#### **RMGT 110 Leadership, Team-building, and Decision Making**

This course examines management and leadership issues within organizations. Integrating leadership theory and day-to-day practice with case discussion and field interviews, the course emphasizes personal strategies for developing leadership skills. This course explores emotional

intelligence, mentoring, team building, communication skills, relationship building, growing people, and decision-making. Usually offered every year.  
Ms. Phillips or Mr. Holberton

#### **RMGT 115 Knowledge Management**

This course examines the relationship between knowledge management and information technology and its extensions for the innovative and strategic management paradigms of the future. The central message of the course is that knowledge, not money or technology, will be the primary economic unit of business in the twenty-first century. Usually offered every year.  
Ms. Phillips

#### **RPJM 10 Microsoft Project for Project Management Professionals**

This non-credit course is intended to provide students with an understanding of both fundamental and practical approaches to the use of Microsoft Project to manage both individual and multiple projects. The components of Microsoft Project that effectively meet the needs of the five fundamental phases of the project management lifecycle will be discussed, demonstrated, and illustrated. Usually offered every year.  
Mr. Parker

#### **RPJM 102 Business Perspectives for Project Managers**

Understanding the language of accounting and financial information is important for all program and project managers. This course is designed to introduce students to the underlying concepts regarding the preparation and consequences of the information being used in program and project management. The course will focus on the role, use, and application of financial techniques in managerial decision-making. Usually offered every year.  
Mr. Sherman

**RPJM 110 Risk Management in Projects and Programs**

This course will provide the student with a thorough understanding of Risk Management: a systematic, iterative approach that encompasses Risk Planning, Identification, Qualitative Analysis, Quantitative Analysis, Response Planning, and Monitoring & Control. Applications to industry projects will be stressed as students build a risk management toolkit and uncover methods to implement risk management programs successfully. Usually offered every year.  
Ms. Marando or Mr. Stewart

**RPJM 114 Managing Projects across Cultures and Geographics**

Using concepts and methodologies from cultural anthropology and project management, this course will provide students with a framework for identifying, describing and comparing cultural knowledge that is relevant to project management. Students will learn how to anticipate and recognize cultural misunderstanding and how to take specific steps toward dealing with cross-cultural dynamics. Usually offered every year.  
Ms. Todd

**RPJM 118 Procurement and Contract Management**

This course will cover in depth the procurement process in its entirety, including concepts, principles and ethics, pricing methods, awards, and all phases of contract administration. It will include development of bids and requests for proposals, evaluation of responses, and the capabilities and use of various types of contracts and pricing mechanisms. Usually offered every year.  
Mr. Gentile

**RSEG 102 Advanced Programming in Java**

This course explores advanced topics of Java programming language: object-oriented programming, collection framework, exception handling, and Java event model. Swing graphical user interface components, Java multithreading, files and streams, Java networking, and J2SE 5.0 New Java features are also covered in this course. Usually offered every year.  
Mr. Yurik

**RSEG 104 Advanced Programming in VB.NET**

This course presents in-depth analysis of Microsoft.Net architecture, concentrating on advanced features provided by the VisualBasic.NET programming environment. We concentrate on architectural issues and how to implement them in real-world distributed applications. Students learn techniques for building a modern multi-tier application. Usually offered every year.  
Mr. Zilbermints

**RSEG 107 Perl Programming**

This course covers Perl's invocation, basic syntax, regular expression parser, lists, hashes, filehandles, built-in functions, and control-flow mechanisms. Students will be introduced to Perl's references and modules, which support complex data structures. Applications will include writing CGI scripts and using Perl to access an SQL database. Usually offered every year.  
Mr. Hemdal

**RSEG 109 Object-Oriented Design**

This course focuses on Unified Modeling Language (UML) object-oriented methodology, covering classes and object diagrams, data abstraction, inheritance, use cases, behavioral modeling, polymorphism, and information hiding. Other areas of study include object-oriented programming languages, as well as the lifecycle and maintenance of object-oriented applications. Usually offered every year.  
Ms. Yurik

**RSEG 113 Advanced Programming in C++ (Level 2)**

This course focuses on advanced features of C++ needed to produce high-quality C++ code on large development projects. A variety of C++ design patterns and proven idioms are discussed, including Standard C++ Library and Standard Template Library (STL) classes. Best programming techniques discuss issues of reusability, robustness, efficiency and memory usage. Usually offered every year.  
Ms. Yurik

**RSEG 125 Foundations of Software Quality Assurance**

This course covers a broad range of topics related to software quality assurance (SQA). The course will explore combined application of a variety of SQA components, including SQA activities typically performed by external participants; extension of SQA activities to project schedules and budget control; SQA implementation issues; SQA risk management considerations; and costs associated with SQA. Usually offered every year.  
Mr. Raben

**RSEG 135 Software Test Process Evaluation and Improvement**

This course offers practical tools and procedures for improving the software testing processes in organizations. Topics include test strategy, test project estimation and planning, test specification techniques, test environment staging, test metrics, test process management, defect management, test process communication, test automation, testware management, testing involvement, and test personnel availability. Usually offered every year.  
Mr. Raben

**RSEG 151 XML and Related Languages**

This course surveys the open standards that are making data representations and documents interchangeable, searchable, dynamic, and customizable. Students will learn how to design application-specific markup grammars using XML rules; how to validate the XML files; how to transform them; and how to parse XML documents. Usually offered every year.  
Mr. Malkenson

**RSEG 161 Web Development Technologies**

The course provides an overview of client and server side technologies used in developing web applications. On the client side, students learn to create attractive and well-functioning web pages using XHTML, tables and forms, Cascading Style Sheets and JavaScript. Server side web development focuses on web development with servlets and JSP, and on accessing a database in a web application. Usually offered every year.  
Mr. Yurik

**RSEG 169 Database Programming Fundamentals**

This course provides students with a thorough introduction to relational database concepts via the Structured Query Language (SQL). Through a hands-on approach, the course provides a solid foundation in SQL terms, concepts and statements, as well as introducing embedded SQL and JDBC interfaces. Usually offered every year.  
Mr. Russo or Mr. Gibson

**RSEG 171 Data Warehousing and Data Mining**

This course explores the issues of distributed databases, data warehousing, and data mining. In addition, the course will introduce students to specialized database systems that show signs of future growth.  
Mr. Gibson

**RSEG 173 TCP/IP**

This course is an in-depth study of the TCP/IP Internet Protocol Suite. It compares the suite to the OSI reference model and describes the workings of a number of applications such as FTP, Telnet, TFTP, DNS, and DHCP, HTTP and IP Security (IPSec), and Voice over IP (VOIP). Usually offered every year.  
Mr. Marin

**RSEG 290 Special Topics**

Special topics courses are offered each semester. Please see Schedule of Classes for specific topics offered.  
Staff

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# General University Requirements

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## Objectives

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The general requirements for students who entered Brandeis in the fall of 2000 and thereafter incorporate a variety of interconnected elements to build a strong, general education foundation. The fundamental goals of the program are to improve students' abilities to integrate knowledge from different fields; to provide opportunities for the acquisition and development of writing, linguistic, and quantitative skills; to introduce flexibility in the scheduling of degree requirements throughout the undergraduate career; and to expand students' opportunities to interact with faculty in small class settings in the first year of instruction.

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## General University Requirements

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### A. University Seminar

All students in their first year will complete one semester course from the USEM program; this course may or may not be designated as a USEM+W course (see University Writing below). For students entering in the fall of 2007 and thereafter, USEM+W will no longer be offered.

### B. University Writing

All students will complete one of the following options:  
 Option I: One University Seminar Plus Writing (USEM+W) taken in the first year, plus two writing-intensive courses.  
 Option II: One University Writing Seminar (UWS) taken in the first year, plus one writing-intensive course, in addition to a University Seminar (also taken in the first year).

For students entering in the fall of 2007 and thereafter, University Writing Option I will no longer be offered. All students must satisfactorily complete a UWS course and two writing intensive courses, one of which may be an oral communications course.

Students normally complete the writing-intensive component of the writing requirement in their second or third year. Courses numbered in the 90s may not satisfy the writing intensive designation.

### C. Quantitative Reasoning

All students will take one course that is designated as meeting the quantitative reasoning requirement.

### D. Foreign Language

The foreign language requirement is met by successful completion of a third semester course (normally numbered in the 30s) in the introductory language sequence. No more than one course (and never the final one) in the sequence may be taken on the pass-fail grading option.

### E. Non-Western and Comparative Studies

Students will complete one semester course designated as meeting the requirement in non-Western and comparative studies.

### F. School Distribution

Students will complete one semester course in each of the four schools of the University: Creative Arts, Humanities, Science, and Social Science. In general, "double counting" is encouraged; most students will satisfy the school distribution requirement in the context of others, e.g., in satisfying the requirements of a major or minor. Between and among general University requirements, the only limitations on double counting are as follows: University Seminars are interdisciplinary in character and have membership in no specific school of the University. The three-course foreign language sequence may not be applied toward the humanities component of this requirement. No single course in a student's program may satisfy the quantitative reasoning requirement and the science component of this requirement. No courses numbered in the 90s may apply toward this component. Finally, a single course may be used toward school distribution in only one school.

The pages that follow contain additional information (including course lists) for the non-Western and comparative studies, quantitative reasoning, University seminar, and writing requirements.



## Foreign Language

### Objectives

Knowledge of a foreign language is intrinsic to a sound education in the liberal arts. Language not only defines cultural identity, it constitutes the basis of the literary and philosophical heritage that is at the heart of advanced learning in the humanities.

Stepping into another language enriches the imagination by offering fresh insights, perspectives that challenge unexamined habits of mind, and the simple adventure of gaining access to an alien way of life and thought.

Brandeis requires its undergraduates to command a certain degree of proficiency in the use of one foreign language, either ancient or modern. The requirement is satisfied when the student has successfully completed and passed a 30-level (or higher) course with a letter grade. The customary progression for language course work done at the University is three semesters comprising the 10-, 20-, and 30-level course sequence. The number of class hours required per week in any given course may vary depending on departmental requirements.

Below is a list of the language programs of study available at Brandeis with the basic course sequence for satisfying the language requirement. Additional courses beyond the basic sequence can be found in the course listings for each of these programs.

### Basic Language Sequences

Arabic	10a, 20b, 30a
Chinese	10a, 20b or 29b, 30a
French	10a, 20b, and one of the following: 32a, 33a, 34a
German	10a, 20b, and 30a
Greek (Ancient)	10a, 20b, 30a
Hebrew	10a, 20b or 29b, 34a, 35a, 39a
Biblical Hebrew	10a, 20b or 29b, NEJS 10a
Italian	10a, 20b, 30a
Japanese	10a, 20b, 30a
Latin	10a, 20b, 30a
Russian	10a, 20b, 30a
Spanish	10a, 20b, and one of the following: 31a, 32a, 33a, 34a
Yiddish	10a, 20b, 30a

# Non-Western and Comparative Studies

## Objectives

The non-Western and comparative studies requirement encourages students to explore through various disciplines cultures beyond the Western tradition. The common goal of courses in the program is to acquaint students with world-views, indigenous intellectual traditions, and social institutions that have developed largely outside the traditions of European society and its North American transplants. By examining some particular culture, society, or region of the non-Western world (such as those of Africa, Asia, the Middle East, Latin America,

and Oceania) or by systematically comparing a range of values and institutions across cultural boundaries, students are expected to broaden their understanding of human achievements and potentialities beyond their own heritage. The program includes the comparative analysis of cultures and their interactions and draws attention to the intellectual problems inherent in the study of cultural systems other than one's own.

## Courses of Instruction

### AAAS 18b

Africa and the West

### AAAS 60a

Economics of Third World Hunger

### AAAS 80a

Economy and Society in Africa

### AAAS 85a

Survey of Southern African History

### AAAS 115a

Introduction to African History

### AAAS 122a

Politics of Southern Africa

### AAAS 123a

Third World Ideologies

### AAAS 126b

Political Economy of the Third World

### AAAS 132b

Introduction to African Literature

### AAAS 133b

The Literature of the Caribbean

### AAAS 134b

Novel and Film of the African Diaspora

### AAAS 158a

Theories of Development and Underdevelopment

### AAAS 167a

African and Caribbean Comparative Political Systems

### AAAS 175a

Comparative Politics of North Africa

### ANTH 1a

Introduction to the Comparative Study of Human Societies

### ANTH 55a

Models of Development

### ANTH 80a

Anthropology of Religion

### ANTH 105a

Myth and Ritual

### ANTH 127a

Medicine, Body, and Culture

### ANTH 133a

Culture and Power in Africa

### ANTH 134a

South Asia: Tradition and the Contemporary Experience

### ANTH 135b

Modern South Asia: Society and Politics

### ANTH 144a

The Anthropology of Gender

### ANTH 147b

The Rise of Mesoamerican Civilization

### ANTH 153a

Writing Systems and Scribal Traditions

### ANTH 156a

Power and Violence: The Anthropology of Political Systems

### ANTH 163b

Production, Consumption, and Exchange

### ANTH 178b

Culture, Gender, and Power in East Asia

### ANTH 184b

Cross-Cultural Art and Aesthetics

### CHIN 130b

China on Films: The Changes of Chinese Culture

### COML 122b

Writing Home and Abroad: Literature by Women of Color

### ECON 26a

Latin America's Economy

### ENG 77b

Literatures of Global English

### ENG 127a

The Novel in India

### FA 12a

History of Asian Art

### FA 13b

Buddhist Art

### FA 15b

Arts of the Ming Dynasty

### FA 24b

Twentieth-Century and Contemporary Latin American Art

### FA 39b

Islamic Art and Architecture

### FA 181b

The Art of Japan

### FA 182a

The Art of China

### FA 184a

Studies in Asian Art

### FREN 165b

Francophone Literature of Africa

### HIST 56b

World History to 1960

### HIST 71a

Latin American History, Pre-Conquest to 1870

### HIST 71b

Latin American History, 1870 to the Present

### HIST 80a

Introduction to East Asian Civilization

### HIST 80b

East Asia: Nineteenth Century to the Present (China and Japan)

- HIST 116a**  
Black Homeland: West Africa
- HIST 148b**  
Central Asia in Modern Times
- HIST 173b**  
Latin American Women: Heroines, Icons, and History
- HIST 174a**  
The Legacy of 1898: U.S.-Caribbean Relations since the Spanish-American War
- HIST 176a**  
The Emergence of Modern Japan
- HIST 180b**  
Topics in Modern Chinese History
- HIST 181a**  
Seminar on Traditional Chinese Thought
- HIST 182b**  
The Samurai
- HIST 184a**  
Nation and Empire in Modern East Asia
- IMES 104a**  
Islam: Civilization and Institutions
- LGLS 124b**  
International Law and Development
- MUS 3b**  
Introduction to World Music
- NEJS 113b**  
Law in the Bible and the Ancient Near East
- NEJS 116a**  
Ancient Near Eastern Religion and Mythology
- NEJS 122a**  
Dealing with Evil in Ancient Babylon and Beyond: Magic and Witchcraft in Antiquity
- NEJS 144a**  
Jews in the World of Islam
- NEJS 184a**  
Music in Biblical and Near Eastern Religion
- NEJS 185b**  
The Making of the Modern Middle East
- NEJS 186a**  
Introduction to the Qur'an
- NEJS 187a**  
Political Islam
- NEJS 187b**  
Shi'ism and Political Protest in the Middle East
- NEJS 188a**  
The Rise and Decline of the Ottoman Empire, 1300-1800
- NEJS 188b**  
The Destruction of the Ottoman Empire, 1800-1923
- NEJS 193a**  
Societies in Conflict: Exploring the Middle East through Authentic Materials
- NEJS 194a**  
Civil Society in the Middle East
- NEJS 195a**  
Military and Politics in the Middle East
- NEJS 195b**  
War and Reconstruction in Iraq
- NEJS 196a**  
Marriage, Divorce, and Sexual Ethics in Islamic Law
- NEJS 196b**  
Women, Gender, and Islamic Civilization
- NEJS 197b**  
Political Cultures of the Middle East
- PHIL 119b**  
Chinese Philosophy
- POL 128a**  
The Politics of Revolution: State Violence and Popular Insurgency in the Third World
- POL 140a**  
Politics of Africa
- POL 144a**  
Latin American Politics I
- POL 144b**  
Latin American Politics II
- POL 146b**  
Seminar: Topics in Revolutions in the Third World
- POL 147a**  
The Government and Politics of China
- POL 148a**  
Seminar: Contemporary Chinese Politics
- POL 150a**  
Politics of Southeast Asia
- POL 180b**  
Sustaining Development
- REL 107a**  
Approaches to Religious Studies
- REL 141b**  
The Buddhist Science of Mind
- SAL 101a**  
South Asian Women Writers
- SAL 110b**  
South Asian Postcolonial Writers
- SOC 107a**  
Global Apartheid and Global Social Movements
- SOC 171a**  
Women Leaders and Transformation in Developing Countries
- SPAN 111b**  
Introduction to Latin American Literature
- SPAN 163a**  
The Latin American Boom and Beyond
- SPAN 164b**  
Studies in Latin American Literature
- SPAN 168b**  
Latin America Narrated by Women
- THA 130a**  
Suzuki

# Quantitative Reasoning

## Objectives

The quantitative reasoning requirement has been established to develop students' abilities to collect, summarize, and analyze numerical data; to make abstract concepts operational; and to think critically about the accuracy and soundness of conclusions based on data or on mathematical models. Quantitative reasoning courses usually embed methodological training in their subject matter. These courses vary widely in the skills that are emphasized, but they usually include one or more of the following:

- A.** Learning to read, construct, interpret, and evaluate tables, graphs, and charts.
- B.** Developing quantitative measures of physical, behavioral, or social phenomena.
- C.** Using mathematical models to express causal relationships and to explore the implications of changed assumptions or proposed solutions to problems in the physical or social world.

**D.** Collecting and organizing numerical data from archives, surveys, lab experiments, or other sources.

**E.** Testing hypotheses, using experimental or statistical controls.

**F.** Assessing the limitations of research, such as the reliability and validity of measures, adequacy of experimental design, sample size and quality, and alternative hypotheses and interpretations.

Each Brandeis undergraduate is required to take one course from the approved list of quantitative reasoning courses. This list may change, so students should consult the most recent list of approved courses in the *Course Schedule* to assure that they will receive requirement credit. (Naturally, students will not be denied credit retroactively if a course taken to fulfill the requirement is later dropped from the list.)

Courses with an asterisk (\*) satisfy the quantitative reasoning requirement only when they are taken with the corresponding lab.

## Courses of Instruction

### ANTH 110a

Human Evolution

### BCHM 100a

Introductory Biochemistry

### BIOL 22a

Genetics and Molecular Biology

### CHEM 11a

General Chemistry

### CHEM 11b

General Chemistry

### CHEM 15a

Honors General Chemistry Lectures I

### CHEM 15b

Honors General Chemistry Lectures II

### CHEM 150b

Special Topics in Chemistry

### CHSC 5a

The Magnitude of Things and How on Earth They Matter

### CHSC 6a

Forensic Science: Col. Mustard, Candlestick, Billiard Room

### CHSC 8b

Chemistry and Art

### \* COSI 21a

Data Structures and the Fundamentals of Computing

### \* COSI 21b

Structure and Interpretation of Computer Programs

### \* COSI 22a

Fundamentals of Programming

### \* COSI 22b

Programming Paradigms

### ECON 2a

Introduction to Economics

### ECON 83a

Statistics for Economic Analysis

### ECON 135a

Industrial Organization

### ECON 184b

Econometrics

### HIST 126a

Early Modern Europe (1500-1700)

### HIST 127b

Household and Family in Late Medieval and Early Modern Europe (1300-1800)

### HSSP 100b

Introduction to Epidemiology, Biostatistics, and Population Health

### LGLS 138b

Science on Trial

### MATH 8a

Introduction to Probability and Statistics

### MATH 36a

Probability

### MATH 36b

Mathematical Statistics

### NEJS 165a

Analyzing the American Jewish Community

### PHSC 2b

Introductory Astronomy

### PHSC 9b

Introduction to Physics

### PHYS 10a

Physics for the Life Sciences I

### PHYS 10b

Physics for the Life Sciences II

### PHYS 11a

Basic Physics I

### PHYS 11b

Basic Physics II

### PHYS 15a

Honors Basic Physics I

### PHYS 15b

Honors Basic Physics II

### PHYS 39a

Advanced Physics Laboratory



**PSYC 51a**

Statistics

**SOC 181a**

Quantitative Methods of Social Inquiry

**PSYC 52a**

Research Methods in Psychology

**SOC 183a**

Evaluation of Evidence

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## University Seminars

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### Objectives

The University Seminars (USEM) are special courses specifically designed for first-year students and intended as a foundation for their studies at Brandeis. The primary objective is to offer a small seminar environment where students, under the close guidance of faculty, can engage major texts from ancient times to the present. The topics and texts of the seminars are extremely broad-ranging and come from every school of the University; such diversity allows students and faculty to focus on subjects in which they have a particular interest. The seminars are also quite consciously interdisciplinary: although taught by faculty from regular departments, the seminars seek to transcend traditional disciplinary boundaries and to address important problems from a much broader perspective. That approach is indeed integral to the mission of humanistic inquiry, which seeks to address fundamental and enduring questions of human existence.

The seminars are also skill-oriented. At one level, they seek to develop writing and analytical skills; seminar discussions, under faculty guidance, will help students to formulate key questions and to construct a critical analysis of the author's assumptions, evidence, and argumentation.

University Seminars that are designated as "USEM+W" (e.g. USEM 3a sec. 1W) may be used to satisfy Option I of the first year writing requirement. These courses provide an additional hour of writing instruction per week and periodic individual tutorials under the guidance of a trained writing instructor. This targeted writing instruction should appeal particularly to students who wish to sharpen the writing skills required for academic work at the University, as well as for their later professional careers.

For students entering in the fall of 2007 and thereafter, USEM+W courses will no longer be offered thus University Writing Option I will no longer be offered. All students will be required to satisfactorily complete a USEM course and a UWS course and two writing intensive courses, one of which may be an oral communications course.

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### Courses of Instruction

#### **USEM 1b Jewish Literatures in Eastern Europe**

[ usem ]

The emergence of a modern literary consciousness was one of the results of the breakup of traditional Jewish society. Examines some of the leading Jewish writers in Eastern Europe who wrote in Hebrew, Yiddish, Polish, or Russian. Mr. Polonsky (Near Eastern and Judaic Studies)

#### **USEM 2a Divergent Jewish Cultures: Israel and America**

[ uswi ]

Examines the shaping of identities of descendants of European Jews who emigrated to the United States and to Israel. It posits the continuity of common bonds amidst growing divergence in the encounter with distinctive social and political ecologies.

Mr. Troen (Near Eastern and Judaic Studies)

#### **USEM 3a On Slavery, Religion, and Women**

[ uswi ]

Slavery is the most extreme form of power that one human being can exercise over another. Religion aims to express humanity's highest ethical aspirations. How, then, does religion support slavery? Are enslaved women treated differently than enslaved men? Do slave-holding women exercise their power differently than slave-holding men? To answer these questions, female slave narratives, pro-slavery biblical interpretation, American slave religion, and biblical, early Christian, and early Rabbinic statutes and teachings are examined.

Ms. Brooten (Near Eastern and Judaic Studies)

#### **USEM 4a Literacy and Development**

[ usem ]

Studies various definitions and forms of literacy across cultures and eras as depicted in literature and social science texts. Students' personal literacy stories are part of the curriculum. Requires 10 hours of volunteer service to a literacy program. Ms. Hale (Romance and Comparative Literature)

#### **USEM 5b Conceptions of the Good Life**

[ usem ]

Explores competing conceptions of the "good life" and of moral right and how these conceptions vary within different cultural periods in history; also explores standards for what is good and for justifying claims that one way of life is better than another. Included are conceptions of the "good life" as pleasure (Epicurus), as virtuous activity (Aristotle), as renunciation, as reason (Kant), as utilitarianism (J.S. Mill), as self-assertion (Nietzsche), as faith (Kierkegaard), as aesthetics, and as spirituality. Ms. Hayim (Sociology)

#### **USEM 6a Anatomy and Gender: Early to Modern Times**

[ uswi ]

Traces changing perceptions of the body and sexual difference from the Enlightenment in Europe to contemporary America. Examines relations between men and women, concepts of masculinity and femininity, and the social construction of decent and indecent behavior in Western culture.

Ms. Kelikian (History)

**USEM 7b The Concept of Time**

[ uswi ]

Explores the changing concept of time from human and scientific points of view. Topics include ancient and medieval views of time, the Newtonian concept of universal time, and changes brought by relativity and quantum mechanics.

Mr. Bensinger or Mr. Blocker (Physics)

**USEM 8a Metamorphosis**

[ usem ]

Examines how literature responds, internally and externally, to the challenge that change poses for the individual and society. Metamorphosis, the transformation of one object into another, is the primary focus within each text studied, but considerable time is also spent in determining how each text relates to the others with which it shares characters, plots, and themes. As multiple versions of a few particular stories are read, only students with a tolerance for repetition and an appreciation for variation should consider enrolling.

Ms. Walker (Classical Studies)

**USEM 9a The Wandering Hero in Ancient Literature**

[ uswi ]

Focuses on the *Epic of Gilgamesh*.

Examines such issues as friendship, social responsibility, the meaning of life, mortality and immortality, the difference between the human and divine. Texts are read from Mesopotamia, Greece, Israel, and Canaan, which intersect literally and thematically with the epic, such as *The Odyssey*, *Genesis*, *Aqhat*, *Ecclesiastes*, and selected Sumerian narratives.

Mr. Abusch (Near Eastern and Judaic Studies)

**USEM 9b Going to Hell: Journeys to the Underworld**

[ usem ]

Why does the theme of a living being, either divine or human, going to visit the world of the dead occur in several cultures? This seminar explores connections to the meaning of life and justice within the specific cultures engendering each text.

Ms. Walker (Classical Studies)

**USEM 10a The Popular Book**

[ uswi ]

Explores the social significance of popular books. Examines such books' historical development, the contemporary industries that produce and market them, and the people who read them. Students discuss how popular books relate to issues such as power, identity, and individualism.

Ms. Miller (Sociology)

**USEM 10b Reading, Writing, and Arithmetic**

[ usem ]

Explores the role of mathematics and mathematicians through works of biography, philosophy, popular science, drama, and fiction.

Mr. Diamond (Mathematics)

**USEM 11a Risk: What Is It and How Do We Deal with It?**

[ usem ]

Risk has been an important feature of our lives for thousands of years. However analyzing risk in a formal way has been an exercise of the last few hundred years—with most of that limited to the last 50. What is "risk" and how has our understanding changed over the centuries? How are the decisions of individuals, groups, and societies altered in risky circumstances? Elementary probability, statistics and decision models, puzzles, and real world applications are examined.

Mr. Dolbear (Economics)

**USEM 11b Exchange**

[ usem ]

Explores the concept of "exchange," and the different types of exchange encountered in daily life and throughout history—Adam and Eve, Native Americans and early settlers, knowledge, drugs, global exchange, bribery, the stock exchange, free speech, Napster, pollution, trading, and more.

Mr. Erbil (Economics)

**USEM 12b Hand and Brain**

[ usem ]

The specialized developments of the human hand and the parallel developments of the brain, tool use, sign language, and language acquisition are discussed. The control of voluntary movements is a key focus. Includes laboratory demonstrations.

Mr. Lackner (Psychology)

**USEM 13b Classics in American Autobiography**

[ uswi ]

An examination of a variety of works written between the 18th and 20th centuries, focusing on various autobiographers' narrative strategies as well as their personal and political motivations for telling their life stories to a larger audience.

Ms. Jones (History)

**USEM 14a Imagining the Other: Encounters in North America from Columbus to the Revolution**

[ uswi ]

Using North America after Columbus as a case study, examines the problems of understanding and representing people across cultural frontiers. Focuses on the various ways authors have explored and defined boundaries of race, ethnicity, and gender.

Ms. Kamensky (History)

**USEM 15a Journeys to Enlightenment**

[ uswi ]

Literature often symbolizes the meaning of existence as a journey from error to truth, from affliction to freedom and enlightenment. Works by Dante, Rabelais, Shakespeare, Blake, Baudelaire, Hesse, and Hurston illustrate visions of human existence that have been entertained from the Middle Ages to the present.

Mr. Kaplan (Romance and Comparative Literature)

**USEM 16a The Art of Scientific Investigation**

[ usem ]

Explores the scope and methods of science. Is scientific investigation art or craft or methodology? The importance of identifying "right" problems. The role of hypothesis, imagination, intuition, and serendipity. The feeling for order behind natural phenomena. Research strategies. Planning and carrying out experiments. "Chance favors the prepared mind." Observation, reason, and error. The scientific temperament. Examples of classic and romantic scientists. Illustrated with examples of great discoveries. Reading: selected writing of scientists.

Mr. Lowenstein (Biochemistry)

**USEM 17a Through a Gendered Lens: Women and Men in Modern Jewish Culture**

[ uswi ]

Gender roles are changing rapidly in modern Jewish society. Engages students in an interdisciplinary investigation of the roots of these changes. Examines male and female roles in pre-modern European Jewish culture and the transformations in gender relations, education, family, and religious life that took place during the Haskalah (Enlightenment) Movement of the 19th century and up to the start of the Holocaust. Readings are drawn from fiction, poetry, and autobiography originally written in Yiddish and Hebrew and from recent studies in cultural history.

Ms. Kellman (Near Eastern and Judaic Studies)

**USEM 17b Picturing Gender and the Jews: Men and Women in Jewish Fiction and Film**

[ uswi ]

Explores changing definitions of ethnoreligious identity over the course of the 20th century, through the prisms of literature and film, using gender as a primary tool of analysis. The overarching theme of the curriculum is the transformation of the relationship of the individual to family and community.

Ms. Fishman (Near Eastern and Judaic Studies)

**USEM 18a Understanding Evil and Human Destiny**

[ uswi ]

Designed to introduce students to some of the Western classics that deal with the impact of evil on human destiny. Suffering, justice, and death are studied in their relationship with God, the world, and history.

Mr. Kimelman (Near Eastern and Judaic Studies)

**USEM 18b Latinos in the United States: Constructing Transnational Identities**

[ uswi ]

Latinos are now the largest minority in the United States. They come from many different countries, socioeconomic backgrounds, and ethnic groups. Some are recent immigrants, others have lived here for generations. Does it make sense to lump them together into one category? Analyzing texts such as historical documents, memoirs, novels, poems, and films, this course examines how group identity/ies have been constructed by and for people of Latin American descent over the past century.

Ms. Arrom (History)

**USEM 19a Dangerous Beauty**

[ usem ]

What is the relationship of the beautiful to the good? Is our culture's preoccupation with physical beauty—in movies, television, magazines—a principal source of its dilemmas? Or is beauty itself a moral force rather than the handmaiden of sex and violence? These and related questions are pursued in this seminar, using as the principal text the recent study by Elaine Scarry, *On Beauty and Being Just*, in which she argues that the beautiful should be enlisted as a powerful ally in the fight for justice.

Mr. Yourgrau (Philosophy)

**USEM 19b Political Truths and Modern Fictions**

[ usem ]

Explores a series of modern works of fiction with an eye to the particular insights that they provide into the nature of various political phenomena, e.g., class conflict, violence, and bureaucracy, and to what it is about fiction in general that allows us to think about politics, character, and social relationships together. Authors include Conrad, Kafka, Baldwin, Camus, Saramago, Kundera, Voinovich, Lampedusa, al-Shaykh, and Lessing.

Ms. Smiley (Philosophy)

**USEM 20a From Colonies to Independent States: Decolonization in Comparative Perspective**

[ usem ]

The middle of the 20th century was a time of political, social, and economic upheaval globally. Colonies of European powers embarked on the path to independence, struggling to define new identities. Struggles over power, identity, race, and class characterize the decolonization experience of developing countries. The decolonization experience using (primarily) literature and political writings is examined. The experience of Africa, Asia, and the Caribbean are covered. Texts include Frantz Fanon, *The Wretched of the Earth* and *A Dying Colonialism*; Jean-Paul Sartre, *Colonialism and Neocolonialism*; speeches of Amílcar Cabral; Edward Said, *Orientalism*; George Orwell, *Burmese Days*; Joseph Conrad, *Heart of Darkness*; VS Naipaul, *A Bend in the River*; Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*. Where appropriate, the course uses films (*Indochine*, *The Battle of Algiers*, etc.) to provide a different perspective on decolonization.

Ms. Thorne (Politics)

**USEM 20b Art and the Asian City: Tokyo, Shanghai, Hong Kong**

[ usem ]

Studies the evolution of the urban environment in three modern Asian cities and its impact on the visual arts. Examines the city as the financial and cultural hub of the nation, as well as the site of clashing cultural identities, personal anxieties, and civic crises.

Ms. Wong (Fine Arts)

**USEM 21b Language and Identity**

[ usem ]

Explores how who we are is reflected in the language we use and examines the ways in which language influences our perception of ourselves. Topics include the role of metaphor in the expression of identity, issues related to bilingualism, cultural identity, gender, and language.

Ms. Chevalier (German, Russian, and Asian Languages and Literature)

**USEM 22a Right and Left in Europe from 1900 to the Present**

[ usem ]

Reviews the main political families of 20th-century Europe and their 19th-century ancestries. Using original texts, novels, and documentaries to examine the ideas and followers of each movement, it introduces the participants to analytical tools as well as to modern history.

Mr. Jankowski (History)

**USEM 23a Opera as Drama**

[ uswi ]

Explores the literary, theatrical, and musical dimensions of opera. The course may be organized in one of several ways, e.g., by historical period, by thematic considerations, by composer or group of composers, by librettist or librettists, or by literary sources.

Mr. Keiler or Mr. McGrade (Music)

**USEM 24a Greeks Bearing Gifts into the Future: Classical Myths Told and Retold**

[ usem ]

Surveys several major literary works of the ancient Greeks and Romans in order to study their mythological content, variant myths, and the influence of mythology on Greek art, later literature, and modern film.

Ms. Koloski-Ostrow (Classical Studies)

**USEM 25b Trials of Truth, Power, and Justice**

[ uswi ]

Engages questions of truth, power, and justice in trials seen in literature, philosophy, history, journalism, political propaganda, and film. Trials purport to assess and adjudicate conflicting claims of truth and falsehood, guilt and innocence, within the constraints of formal principles and according to the dictates of established procedure.

Mr. Sheppard (Near Eastern and Judaic Studies)

**USEM 26a Property in the Information Age**

[ usem ]

Examines the history and future of such concepts as copyrights, copylefts, patents, licensing, public domain, fair-use, interfaces, caching, framing, work-for-hire, joint tenancy, digital cash, software freedom, upgrades, wares, electronic read-once books and DIVX movies, in a collective effort to understand what, exactly, is the information age doing to the core human idea of property.

Mr. Pollack (Computer Science)

**USEM 27a Current Ethical Debates**

[ usem ]

Provides students with the analytical skills and theoretical grounding that enable them to articulate and defend their own views about a range of ethical issues raised by current events concerning life, death, and the ethics of free speech.

Ms. McGrath (Philosophy)

**USEM 27b Coming into One's Own: Sources of the Self in Modern Literature**

[ usem ]

With the collapse of the old imagery of hierarchy and harmony, individuals who have been cut loose from their social moorings require new images and symbols in order to orient themselves in the world. Explores problems of acting in a world where the outward signs denoting inner life are no longer believed to be adequate and where definite limits and fixed principles are missing.

Mr. Teuber (Philosophy)

**USEM 28b The Jewish Family: Past and Present**

[ uswi ]

Examines the transformation of the Jewish family in four different settings (Europe, America, North Africa, and the Middle East) from medieval to modern times, focusing primarily on the internal dynamics of family life and interaction with majority cultures.

Ms. Freeze (Near Eastern and Judaic Studies)

**USEM 29a From Jewish Shtetl to the New World**

[ uswi ]

Examines the transformation of Jewish life from its roots in Eastern Europe to its transplantation in America. Focuses on social and religious change, culture, family life, politics, and women's experiences.

Ms. Freeze (Near Eastern and Judaic Studies)

**USEM 29b Russia, "Herstory": Memory, Identity, and Culture**

[ uswi ]

Explores the life stories of Russian women (especially Russian Orthodox and Jewish) through memoirs, diaries, novels, and films. Focuses on women's family lives, religion, involvement in revolutionary movements and culture, their role in a new Soviet society, and post-Soviet realities.

Ms. Freeze (Near Eastern and Judaic Studies)

**USEM 30b Development of Play, Art, and Creativity**

[ uswi ]

Are there relations among intrinsic motivation, play, art, and creativity? This seminar explores these possible relations and how creativity develops, especially among artists. Ideas and writings from developmental psychology, theories of creativity, and the arts are used.

Mr. Watson (Psychology)

**USEM 31a Views of Human Nature**

[ usem ]

What is human nature? Are we inherently good or inherently selfish? Do we come with built-in psychological tendencies, or are we free to shape ourselves? How do biology, context, and culture shape our behavior? Such questions are explored through philosophical, biological, psychological, and anthropological readings.

Ms. McIntosh (Anthropology)

**USEM 31b Religion and Society in the Modern Middle East**

[ usem ]

Examines the relation between Islam and society in the Modern Middle East through reading and discussion of the writings of prominent Muslim thinkers and leaders.

The focus is on Islam's reaction to modernity and on some social, economic, and political issues facing Islamic societies in our times.

Mr. Levy (Near Eastern and Judaic Studies)

**USEM 32b Crime and Punishment in History**

[ uswi ]

Examines how America and other Western political communities have defined, represented, and punished crime. Discusses diverse texts—speeches, court cases, memoirs, novels, and films—to develop a critical historical perspective on such concepts as evil, responsibility, and justice.

Mr. Willrich (History)

**USEM 33b Then and Now: Re-imagining the Classics**

[ uswi ]

Participants read works from the Western Canon that have so perplexed writers that some have rewritten the original text and produced a new work. Some characters simply haunt our imagination: Antigone, Dionysus, Faust, Hamlet. They defy authority or promise a dangerous liberation; they sell their soul to the devil or think so originally that they loosen our grip on reality. Students analyze the canonical text and then study the work as it has been reinterpreted at a later date in history. By listening to the dialogue that takes place across centuries, students will come to understand distinct cultural periods, including their own, more clearly.

Ms. Ratner (Romance and Comparative Literature)

**USEM 34a A Haunted America: American Dreamers as Wanderers, Visionaries, Isolates**

[ usem ]

In Langston Hughes's poem, *Dream Deferred*, the question is posed: "What happens to a dream deferred?" Examines what happens to the 20th-century dreamer lured, often obsessed, and frequently tormented by the promise of the mythic American dream. The class will map an America haunted by various definitions of the dream, its displacement, its erosions, and its reinventions.

Ms. Whelan (English and American Literature)

**USEM 34b Contemporary Latino Immigrant Film, Literature, Music, and Visual Art**

[ usem ]

An exploration of Latino and Latina literary texts, film, and visual art to analyze and discuss Latino immigrant experience in the United States and the ways in which art communicates that experience. Considers immigrants not only as a transnational group of people displaced as consequence of history, but also as an extraordinary creative force that remakes history and depicts cultural difference through artistic expressions.

Ms. Reyes de Deu (Romance and Comparative Literature)

**USEM 35a Biological Time**

[ usem ]

A broad-ranging discussion of "what does time mean?" for organisms and biological phenomena operating within them. How and why is development so "well-timed?"—such that a given kind of organism is inherently set up to carry out its own distinct gestation period? At the other end of life, how and why are lifespans so tightly regulated? How is it that organisms of a given species experience such similar aging and mortality schedules? What about the intriguing temporal cycles that operate over much shorter timescales—most prominently, daily rhythms of behavior and internally controlled "temporal order" for physiological and biochemical processes?

Mr. Hall (Biology)

**USEM 35b Cultural Conflicts Generated by Scientific Milestones**

[ usem ]

Scientific milestones have generated major controversies throughout history. Delves into conflicts generated by Galileo's dethroning of the Earth, Darwinian evolution, the development of nuclear bomb power, and the potential uses of the genome project and animal cloning.

Ms. White (Biology)

**USEM 36a Romanticism in 19th-Century Music**

[ usem ]

An exploration of the ideas that inspired 19th-century composers. Music listening is complemented by reading poems, novels, essays, and plays to help gain an understanding and an appreciation of Romantic ideas about nature, love, genius, heroism, the supernatural, nationalism, and (especially) music.

Mr. McGrade (Music)

**USEM 36b Drama and Social Issues**

[ usem ]

What are the values and purposes of drama? What drama can tell us about violence and sexuality, about political relationships, and about ourselves is explored through plays by writers from Sophocles to Calderón to Dorfman.

Ms. Fox (Romance and Comparative Literature)



**USEM 37a For Our Own Protection? The Power of Censorship**

[ usem ]

Throughout history books have been burnt, works of art destroyed, plays banned, and opposition silenced. This seminar examines past and present uses and abuses of censorship and human rights such as free speech. Examples discussed include different media and countries.

Ms. Gonzales Ros (Romance and Comparative Literature)

**USEM 37b Art and Memory**

[ uswi ]

Studies works of art and architecture, grounded in the discipline of art history, that either create collective memory or demonstrate the distillation of memory from landscapes or travel. The curriculum explores the myriad ways artists as diverse as Daniel Libeskind and Maya Lin, Henri Matisse and Giorgio de Chirico and, Wassily Kandinsky and Georgia O'Keeffe work with memory and imagination.

Ms. Scott (Fine Arts)

**USEM 38a The Portrait of the Artist**

[ usem ]

This seminar focuses on the "Portrait" of the artists from the Renaissance to the 20th century, including self-portraits, images of the studio and models, biography, and the artists' insertion into his works.

Assignments focus on artworks in Boston museums, supplemented by biographical, literary, philosophical, and art historical texts.

Mr. Unglaub (Fine Arts)

**USEM 38b World Views**

[ uswi ]

People act in society according to many stimuli, including their world views. These are ways of understanding how the world works or should work. They include propositions that may be religious, secular, economic, psychological, feminist, and more. Examines many world views, and the class works toward having each student define his or her own world view, however much in process it may be.

Mr. Fellman (Sociology)

**USEM 39a On the Road from Homer to Ridley Scott**

[ usem ]

The voyage has always played an important role in European and American literature and culture. Analyzes the theme of the voyage as it occurs in written works and in films, pondering questions about why the trip is made and what the "road" in the trip means. Why, for example, does Odysseus in Homer's *Odyssey* embark on his trip? Or why do the title characters in Ridley Scott's film *Thelma and Louise* set off on theirs?

Mr. Randall (Romance and Comparative Literature)

**USEM 39b Literature and Human Rights**

[ usem ]

Works of fiction and film to address the problem of human rights are explored. Discussion is centered in Latin America, but without excluding other regions. Studies testimonies and works of fiction that posit the following fundamental questions: how the human is defined in relation to the possession of rights; how the "universal" is drawn and what it excludes; how particular national belonging interrelates with this notion of universality; and who is the guarantor and holder of these rights.

Mr. Rosenberg (Romance and Comparative Literature)

**USEM 40a Language, Logic, and Meaning**

[ usem ]

This seminar introduces the study of meaning in language, and the role that logic plays in thought and reasoning, as well as in our conceptualization of semantics. Looks at basic concepts of semantics, pragmatics, and language use. Topics include the meaning of meaning; natural vs. communicative meaning; meaning and intentions; sentences vs. utterances; semantics vs. pragmatics, implied meanings; ambiguity.

Mr. Pustejovsky (Computer Science)

**USEM 41a Darwin's *On the Origin of Species***

[ usem ]

The publication of Charles Darwin's *On the Origin of Species* utterly transformed Western society. As a result, his work is often cited, frequently celebrated, sometimes maligned, but seldom read. This course provides students with the opportunity to read and study *The Origin* in its entirety.

Mr. Morris (Biology)

**USEM 42a Sufism: Islamic Mysticism**

[ usem ]

An examination of the teachings and practices of the Muslim Sufi tradition. Explores the origins of Sufism, its relation to other dimensions of Islam, its development in the Medieval period, and the extensive debates regarding Sufism in the modern period.

Mr. Lumbard (Near Eastern and Judaic Studies)

**USEM 43b Speaking Truth to Power? The Intellectual and Social Responsibility**

[ usem ]

Study of key 19th- and 20th-century intellectuals and their precursors from classical antiquity and after, in terms of questions of commitment, responsibility, and complicity.

Mr. Sanders (English and American Literature)

**USEM 44a I Spy: Ritual, Spectatorship, and Violence**

[ usem ]

Focuses on a central aspect of Western culture: the connection between the I and the eye—the need to watch, to see and be seen, to peek and pry, to be a voyeur, to seek pleasure through watching.

Mr. Mandrell (Romance and Comparative Literature)

**USEM 45a Relativism, Absolutism, Pluralism**

[ usem ]

There is real diversity of opinion—and often conflict—about right and wrong, about values, and most generally, about how we ought to live our lives. This diversity, it has been argued, holds between individuals, genders, generations, sub-cultures, religions, civilizations, historical periods, and so on.

Mr. Samet (Philosophy)

**USEM 45b Philosophy and Everyday Life**

[ usem ]

In this seminar, students are asked to think philosophically about moral problems that confront us in our day-to-day lives (something philosophers rarely do).

Examples include racist/sexist jokes, white lies, gossip, sexual behavior, smoking, gambling, downloading MP3s, mutual responsibilities of parents and children, charity, drug use, modesty, and politeness.

Mr. Samet (Philosophy)

**USEM 46a Feast and Famine: Food and Social Relations**

[ usem ]

Food brings together our physical bodies and our capacity for making culture; this has made it a central topic for writers, artists, historians, anthropologists, and others. Examines ways of eating (and not eating) that mediate, express, and exemplify relations among people.

Ms. Ferry (Anthropology)

**USEM 47a From Word to Image: Creating the Theatrical Essay**

[ usem ]

What is worth talking about in the theater in these times, post 9/11, in a world filled with massive change and suffering?

Explores the theatrical equivalent of the essay and what it means to write on your own feet using image and sound.

Ms. Krstansky (Theater Arts)

**USEM 47b Growing Up Male: The Boy Culture**

[ usem ]

Using Erik Erikson's theory of the life cycle, explores the difficult transitions in adult life and the various roles men play as they mature from adolescence into adulthood and old age. Topics include the creation of the autonomous self; the search for a vocation and success; the patterns of romance, intimacy, and parenthood; the mid-life crisis; old age; and the confrontation with death.

Mr. Holmberg (Theater Arts)

**USEM 48b The Rational and Irrational**

[ usem ]

Rationality has often been viewed as humanity's most distinctive and prized possession. Reason is said to elevate us above other living things and to make human existence especially valuable. Critics and detractors, however, have held that there is at bottom a core of irrationality that is indispensable to the meaning of our lives. Explores the scope and limits of human reason from the perspectives of philosophy, psychology, and literature.

Mr. Hirsch (Philosophy)

**USEM 49b Communities**

[ usem ]

What is a community and what does it mean to belong to one? This seminar explores the concept of community in different contexts, including traditional communities, urban communities, virtual communities, small worlds, and social networks. Students will have an opportunity to assess the idea of "the Brandeis community."

Mr. Jacobson (Anthropology)

**USEM 50a Jews, Gender, and Art: Ancient Routes to Contemporary America**

[ uswi ]

The relationship between Jews and art, Jews and gender, and gender and art have been studied. What we will do in this course is put all three pieces together, combining Jews, gender, and art. Ultimately, we will try to answer why Jewish men and women artists have become some of the most important visual artists of 20th-century America. We will visit museums, speak with artists, read art history, consider some sociological theory, and examine other germane readings.

Ms. Reinharz (Sociology)

**USEM 51a Trauma and Memory in the Literary Imagination**

[ uswi ]

Examines the work of writers who have borne witness to traumatic events from war and genocide to family violence and interracial conflict. In addition to first-person accounts that narrate extreme experience, readings include critical studies in the meaning of trauma and its representations. The ways trauma is figured in Holocaust literature, confessional poetry, memoirs about Iran in the 1990s, and monologues about the Rodney King trial are studied. The study ends with a unit on witnessing today's traumas, from 9/11 to hurricane Katrina, and the role of visual documents and monuments in the process of bearing witness to extreme experiences.

Ms. Skorczewski (English and American Literature)

**USEM 52a Race and Representation**

[ usem ]

As readers of literature and as viewers of film, do we have shared assumptions about the racial and ethnic identities encoded in the texts we receive? How do we learn to "read" categories such as "white," "ethnic," or "mixed," and how is this related to our status as citizens? Narrative and cinematic strategies in 19th- and 20th-century texts are reviewed, paying close attention to issues of assimilation and marginality, racialized constructions of gender, and the politics of interpretation.

Ms. Smith (African and Afro-American Studies/English and American Literature)

**USEM 52b First Person Spiritual**

[ uswi ]

Participants explore constructions of religious identity through autobiographical writing about captivity, conversion, crime, devotion, and losing faith. Compares experiences across different cultural, historical, and political contexts and encourages critical thinking about what it means to forge a public spiritual self.

Ms. Bryant (African and Afro-American Studies)

**USEM 53a Between Conflict and Cooperation: Muslims, Christians, and Jews in Medieval Spain**

[ usem ]

An examination of social and intellectual interaction among the three religious communities of medieval Spain, focusing on literature, philosophy, and religion (including mysticism). Will study how the interaction of the three faiths helped produce a unique culture.

Mr. Decter (Near Eastern and Judaic Studies)

**USEM 53b Common Questions, Different Answers: The Bible and Near Eastern Literature**

[ uswi ]

Archaeological and textual finds of the last one-and-a-half centuries have radically changed how we read the Bible. We now have thousands of previously unknown texts from all over the Near East that provide a new framework for interpretation. Near Eastern literature asks many of the same questions as the Bible. How are the answers the texts give similar to or different from one another?

Mr. Wright (Near Eastern and Judaic Studies)

**USEM 54a Ideas of Equality, Systems of Inequality**

[ usem ]

Examines classic and contemporary accounts of equality and inequality in Western and non-Western societies. Influential philosophical texts on equality and inequality are read first, and then these speculative accounts are confronted with empirical evidence from the ancient Near East and from so-called "egalitarian" societies. The origin of an ideology of individual equality in the Western tradition is located and ways that obvious evidence of social inequality is rationalized in contemporary America are examined.

Mr. Parmentier (Anthropology)

**USEM 55a Tales of Travel**

[ usem ]

Looks at the way travel creates meaning through writing, images, and film. Examines tales of fictional and non-fictional travelers in order to ponder themes of empire, tourism, national identity, natural history, and scientific imperialism.

Ms. Davila (Romance and Comparative Literature)

**USEM 56b Place, Memory, and Identity**

[ usem ]

Human identities are constantly under construction, forged from the intersection of human behaviors, memories, and places. This seminar uses academic writings, popular literature, film, and other sources to explore the complex and intertwined topics of place, memory, and identity.

Mr. Golden (Anthropology)

**USEM 57a Freedom and Repression**

[ uswi ]

Looks at various models of freedom, as well as at how states engage in repression to preserve systems of privilege. Specific cases examine democracy in the United States, colonialism in Africa, and totalitarianism in Nazi Germany and Stalinist Russia.

Mr. Cunningham (Sociology)

**USEM 57b Why Work?**

[ uswi ]

Mankind has always "worked," but the tasks and their material and social significance have evolved, and this evolution is accelerating. Considers how societies in different times and places view work, how different societies parcel out the tasks that individuals perform, how technology and specialization interact, and how work is related to experience beyond the workplace. Why do members of affluent societies work as long and as hard as we do?

Ms. Carter (Economics)

**USEM 58a The Secret Life of Things**

[ usem ]

What makes us certain of the difference between inanimate things and living beings? Studies living or life-bearing objects in texts such as *The Aeneid*, Defoe's *Robinson Crusoe*, Shakespeare's *The Tempest*, film such as *Fitzcarraldo*, and in the theoretical writings of Marx and Mauss. Mr. Plotz (English and American Literature)

**USEM 58b Animal Kingdoms**

[ uswi ]

The term "animal kingdom" suggests an analogy between the human and animal worlds. Explores the meaning and significance of the analogy—aesthetically and ideologically—in a wide variety of cultural activities and artifacts with a focus on "high" and "popular" cultures. Mr. Morrison (English and American Literature)

**USEM 59a U.S Slavery and the Popular Imagination**

[ usem ]

An investigation of political, cultural, and imaginative representations of U.S. slavery. Does depicting slavery heal its monumental injury or perpetuate it? Can slavery function not only as a historical fact but as a rich ground for political action and imaginative play? Ms. Abdur-Rahman (English and American Literature)

**USEM 60b Art and the Bible**

[ uswi ]

From prohibition to inspiration, the Bible has had a profound influence on the development of art. Explores the rich and complex relationship between sacred text and image in Jewish, Christian, and Islamic art from antiquity to the present. Mr. McClendon (Fine Arts)

**USEM 61a Illness Narratives**

[ usem ]

How do people make sense of illness and caring for sick people through stories? Beginning with a historical overview of Western medicine, analyzes illness narratives as a coping device and a means to restore one's biography. The different viewpoints of health care providers and patients are linked to the broader structural characteristics of the modern health care system. Mr. Timmermans (Sociology)

**USEM 61b Stigmatized Identities**

[ uswi ]

Society creates stigmas that can stain one's reputation. Examines sources and forms of stigmatization and managing stigmatized identities, focusing on deviance, disabilities, and the Hollywood "blacklist." Investigates stigma through text, film, and firsthand interviews. Mr. Conrad (Sociology)

**USEM 62a Children's Literature and the Construction of Childhood**

[ usem ]

Whether children's literature has sought to civilize or to subvert, to moralize or to enchant, it has formed a bedrock for the adult sensibility. Childhood reading reflects the unresolved complexity of the experience of childhood itself, as well as larger cultural shifts in values and beliefs. Ms. Miller (German, Russian, and Asian Languages and Literature)

**USEM 63b Political Argument**

[ usem ]

When government rests on the consent of the governed, persuasion becomes paramount. But in the eagerness to win favor, persuasion can easily turn into manipulation. How then can political argument be both reasonable and effective? This question is explored in this seminar. Mr. Silberman (Philosophy)

**USEM 64b Madness in Western Civilization**

[ usem ]

Explores the meaning of "madness" in Western civilization—how its definition changed over time, how societies have sought to address the problems it raises, and how it has been reflected in literature, art, and law. Mr. Freeze (History)

**USEM 65a Critique of Erotic Reason**

[ uswi ]

Perhaps the most prominent literary theme of the last two centuries is love, (especially of the romantic and erotic variety) and marriage. It has amounted to a secular metaphysics of the post-religious age. But is the novel of love still possible in our demystified world? Does it belong to an era and a way of life that has receded into the past? Explores a few classics of this genre together with some philosophical essays from Plato to the present. Works by Jane Austen, Goethe, Stendhal, Flaubert, Musil, Schnitzler, Kundera, Jeanette Winterson, and others. Mr. Dowden (German, Russian, and Asian Languages and Literature)

**USEM 66a The "West" through "Eastern" Eyes: Modern Chinese and Japanese Travels Abroad**

[ usem ]

The late 19th and early 20th century saw a profusion of Japanese and Chinese works about life in the "West." This seminar considers diaries, reports, literary travelogues, and works of fiction set abroad, examines the significance of their authorship, genre, audience, and narrative structure. All readings are in English. Mr. Fraleigh (German, Russian, and Asian Languages and Literature)

**USEM 66b History of Utopia**

[ usem ]

What might a better world look like? How do people in different cultures imagine the ideal life? Students read the original *Utopia* (by Englishman Thomas More), together with several 20th-century utopian novels, and an American work of their choice. Ms. Irr (English and American Literature)

**USEM 67a Politics as Seen through Fiction**

[ usem ]

How modern fiction helps us understand the dilemmas of politics, the tensions between ideas and actions, social change, leaders and followers, societies in transition and decay, revolution, law, bureaucracy, and ethnicity. Koestler, Twain, Sartre, Oz, Solzhenitsyn, Kafka, and Greene are read. Format is a highly interactive seminar with several short writing assignments. Mr. Levin (Politics)

**USEM 68b The Art of Living**

[ uswi ]

How ought I to live my life? This seminar approaches this question by examining still powerful ancient religious, philosophical, and literary models, as well as the profound challenges posed to them by modern thought and art. Mr. Powelstock (German, Russian, and Asian Languages and Literature)

**USEM 69a Human Movement and the Sense of Self**

[ usem ]

The capacity to move reflects and governs self identity. How would being unable to move affect your experiences and others' experience of you? What can be learned about human adaptability and volition from movement problems in space flight or from robotic prostheses interfaced to the human brain? Is *The Matrix* possible? These questions are analyzed through discussion of laboratory demonstrations and texts in neuroscience, psychology, and philosophy. Mr. DiZio (Psychology)

**USEM 70a Desire and the Wrong Dream: American Identity in Modern Drama**

[ usem ]

Dramatically explore the social evolution of American identity in theatrical works of the 20th century from O'Neill's *The Hairy Ape* (1921) to the musical *Hair* (1968). Examines themes of family, gender, class, race, and the "American Dream." Mr. Edmiston (Theater Arts)

**USEM 71b Right and Society**

[ usem ]

Explores theories of the best society, the nature of public and private obligation, the authority of law, and the nature of justice. Focuses on a handful of key texts from the classical and modern periods and examines their different visions of the nature of public duty and public life and their different theories of the role of political life in human destiny. Mr. Burt (English and American Literature)

**USEM 72a War and Memory**

[ uswi ]

Explores how wars and other violent conflicts are remembered (and repressed or “forgotten”) in the short term and in the long term. Examines personal and “collective memory” and considers the many different genres and form in which memories of trauma and loss may be encoded, including oral reminiscences, fiction, poetry, memorabilia, monuments, and memorials. Uses case studies and various theoretical models to make sense of the management and representation of traumatic memory.

Ms. Schattschneider (Anthropology)

**USEM 73a Thinking about Infinity**

[ uswi ]

Explores the attempts of the finite human mind to think about infinity. Readings in mathematics, history of science, philosophy, literature, and art, including Euclid, Plato, Cantor, Poincare, Einstein, Pascal, Kant, Hegel, Wordsworth, Shelley, Joyce, Beckett, Leonardo, Michaelangelo, and Raphael.

Mr. Flesch (English and American Literature)

**USEM 74a The Race for the Poles**

[ usem ]

Why go to the North or South Poles? They were uninhabited, located on constantly moving pack ice, and had little commercial value. How did American and British explorers claim and document empty landscape? Polar narratives describe abstract qualities such as heroism and manhood while also using the language of scientific precision. Discusses how these two modes of thought balance against each other in explorers' accounts (Frederick Cook, Robert Peary, Matthew Henson, Josephine Diebitsch-Peary, Ernest Shackleton), fiction (Edgar Allan Poe, Frank Norris), and documents from the controversy about whether Cooke or Peary reached the Pole first. We will use what we have learned to think about the first lunar landing and some of the history of the United States' space program.

Ms. Chu (English and American Literature)

**USEM 74b Women's Biography and Society**

[ uswi ]

Through the biographies of female intellectuals, controversial political activists, and “ordinary” women, this seminar investigates the relationship among women's everyday lives, history, and the sex/gender system.

Ms. Hansen (Sociology)

**USEM 75a United States and Africa**

[ uswi ]

The first Africans arrived in what is now the United States before the Pilgrims landed in Massachusetts. This seminar analyzes how cultures and people interact in the creation of race and nation. Africa has influenced American economics, speech, and music (from spirituals to hip-hop). The United States itself has had “Back to Africa” Movements, and elements of the American Civil Rights struggle were used by various African leaders. Some see Africa as an idyllic “Mother-land” free from the evils of the West. Others see it as the home of AIDS, famine, and civil war. However, Africa is not a country, but a continent.

How do we comprehend its diversity? How do Africans see us? A range of materials is used, including Olaudah Equiano's *Narrative*, Manthia Diawara's *In Search of Africa*, Richard Wright's *Black Power*, Marcus Garvey's *Philosophy and Opinions*, Keith Richburg's *Out of America* and Steven Spielberg's film *Amistad*. Mr. Sundiata (African and Afro-American Studies/History)

**USEM 76a Law and the Search for Authority**

[ uswi ]

Examines how societies seek to justify their basic legal rules. Readings drawn from political, historical, and philosophical works that search for ultimate legal principles in written constitutions, totalitarian authority, custom and tradition, or the fallible capacities of human reason.

Mr. Gaskins (American Studies)

**USEM 77a Where the Idea of the Computer Came From**

[ usem ]

Where did the idea of the computer come from? Examines its cultural, non-engineering roots in philosophy, logic, and mathematics: algorithms, undecidability, games, mechanical intelligence and the mind, and precursor ideas of desktop publishing and Internet technology. Readings include historical documents as well as fiction. A willingness to think abstractly and mathematically is an informal prerequisite.

Mr. Mairson (Computer Science)

**USEM 78b Jews and Gender**

[ usem ]

A look at the construction of Jewish sexuality in literature, films, illustrations, caricatures, and posters in the last 150 years as a response to modern theories of race, ethnicity, and nationality.

Mr. Peleg (Near Eastern and Judaic Studies)

**USEM 79a Environment as Modern Myth: Books, Movies, and Marketplace**

[ usem ]

What role does the natural environment play in our vision of the world? Is it a warm and welcoming womb; a savage, fearsome force; a worldly embodiment of a higher power; a precious resource needing protection from man's destruction; a convenient source of images for product marketing? Explores these divergent images as portrayed in fiction and nonfiction, film, and popular culture; and analyzes the relationship between these concepts and our treatment of the natural world.

Ms. Goldin (American Studies/Legal Studies)

**USEM 80a Alienation, Isolation, and Difference in Cultural Studies**

[ usem ]

Discusses how we characterize the many meanings of the term “alien”. Whether it be as a monster from a science fiction movie, an immigrant to America, or a new college student, our ideas about the strange and foreign are also a reflection of our own self-identity.

Ms. Davé (American Studies)

**USEM 81a The Subversiveness of Asking “Why?”**

[ usem ]

It is common to wonder why people behave as they do. Less common is consideration of the implications of even supposing that the question might be answerable. Considers causal accounts of human actions and consequences for notions of responsibility and punishment.

Ms. Herzfeld (Chemistry)

**USEM 81b Monsters and Messiahs: The Scientist in Theater and Film**

[ usem ]

Scientists are sometimes pictured as villains, as saviors, or as ordinary people. This course examines how portrayals of scientists in plays and films color our views of science and its practitioners. In this seminar, students read and see plays and films in which science plays a role. Seeks to understand how one sorts myth from reality in viewing how the scientist is represented in these genres. This course is designed for a mixed audience of science and non-science students.

Mr. Epstein (Chemistry), Mr. Hill (Theater Arts), and Mr. Petsko (Biochemistry/Chemistry)

**USEM 82b War in World History**

[ uswi ]

How has war affected the course of world history? How different does war look across the ages? How has technological innovation influenced the conduct of war and the evolution of societies? These broad questions are addressed.

Mr. Art (Politics)



**USEM 83a Critical Thinking**

[ usem ]

Learn how to identify, construct, analyze, and evaluate arguments, as well as the common traps and false assumptions that lead to shoddy thinking. Primary objectives are to develop the ability to distinguish good arguments from bad arguments and the ability to reason well.

Mr. Petsko (Biochemistry/Chemistry)

**USEM 83b Science in Art**

[ uswi ]

How do we know whether that painting or that sculpture is "genuine"? Usually it's because we take the word of the museum or of the art dealer. But many works of art are discredited every day as new methods are applied to determine the "fine structure" of a particular artifact. Art objects are looked at critically, from the point of view of the conservator, who has to determine a piece's value before it is bought or is displayed.

Ms. Ringe (Chemistry/Biochemistry)

**USEM 84a Philosopher's Choice**

[ usem ]

The students determine the issues they want to discuss, which are selected from the readings, but the instructor chooses the readings. Everyone in the class will bring only his or her own experience, instead of any expertise, to the material in the readings. Readings will include works by Ryszard Kapuscinski, Philip Roth, Ckournos, Ben Rogers, Jeffrey Toobin, Bob Woodward, Thomas Mann, Alan Dershowitz, Saul Bellow, John Updike, Homer, and Virginia Woolf.

Mr. Greenberg (Philosophy)

**USEM 84b The American Immigrant Experience**

[ uswi ]

The story of America, from colonial days to our day, is the story of immigration. Explores that story using letters, memoirs, fiction, and film. Through these sources, selected immigrants are accompanied as they leave home, journey to a new land, secure a job, interact with a new culture, and clash with their Americanized children.

Mr. Sarna (Near Eastern and Judaic Studies)

**USEM 85b Breaking the Rules: Deviance and Non-Conformity in Pre-Modern Europe**

[ uswi ]

Explores the ways in which "deviant" behavior was defined and punished by some, but also justified and even celebrated by others in pre-modern Europe. Topics include vagrancy, popular uprisings, witchcraft, religious heresy, and the status of women.

Mr. Sreenivasan (History)

**USEM 86b The Art of Seeing Things****Invisible**

[ usem ]

Our world is largely a creation of vision's capacities. To learn what vision could tell us about ourselves and about other life forms, a variety of perspectives on vision, including psychology, art, biology, speculative fiction, comparative zoology, philosophy, and computer science, is explored.

Mr. Sekuler (Psychology)

**USEM 87a Be a Mensch! Write!**

[ uswi ]

Creativity, memory, emancipation: from fairy tales passed on orally to globally communicated cybertales, humans all over the world create, interpret, and critique stories to leave their indelible mark.

Investigates the meaning of reading and writing in Homer's *Odyssey*, Virginia Woolf's *A Room of One's Own*, Bernhard Schlink's *The Reader*, and others.

Ms. von Mering (German, Russian, and Asian Languages and Literature)

**USEM 87b Seeking Justice: Jews and Germans**

[ uswi ]

The relationship between Jews and Germans is defined by the most horrific crime against humanity, the Holocaust. How could a modern civilized nation like Germany perpetrate the Nazi crimes? What led to Hitler's success, and how have Jews and Germans overcome a history of injustice since 1945?

Ms. von Mering (German, Russian, and Asian Languages and Literature)

**USEM 88a Confessions and Meditations**

[ uswi ]

Studies four great works of self-reflection and self-examination: Augustine's *Confessions*, Marcus Aurelius' *Meditations*, Rousseau's *Confessions*, and Thoreau's *Walden*. Considers such questions as: What has spurred the writer on to self-examination? Why do they write? What do they defend, and what do they question, in their own lives? What solutions do they propose? How do they think they (and perhaps we, too) should live?

Ms. Quinney (English and American Literature)

**USEM 88b Free Will**

[ usem ]

Explores the debates over free will and the limits of human choice that have pervaded literary, philosophical, and religious writing since ancient times. Readings include selections from the Hebrew Bible and the New Testament, Augustine, Luther, Calvin, Shakespeare, Milton, Locke, Edwards, Dostoevsky, Kafka, and Beckett.

Ms. Targoff (English and American Literature)

**USEM 89b College 101**

[ usem ]

This seminar studies one of the most important institutions in modern America: the university. Students examine the current organization and orientation of higher education in historical and sociological perspective, using non-fiction accounts, memoirs, and fiction about the college experience.

Mr. Engerman (History)

# University Writing

The writing requirement is satisfied by completing one of the following options:

**Option I:** One University Seminar Plus Writing (USEM+W) course taken in the first year, plus two writing-intensive courses. The USEM+W course has a fourth hour of instruction focusing on composition that is closely linked, thematically and stylistically, to the academic disciplines that define the context and content of the course.

For students entering in the fall of 2007 and thereafter, USEM+W will no longer be offered.

**Option II:** One University Writing Seminar (UWS) taken in the first year, plus one writing-intensive course, in addition to a University Seminar (also taken in the first year). The UWS is a full-credit course specifically dedicated to writing as a subject in its own right; it treats writing as a multifaceted art and gives students an opportunity to study and experiment with a broad range of writing styles.

All first-year students will thus complete either a USEM+W or a UWS course. Both courses place special emphasis on forms of argumentation. Other areas of attention include critical reading, essay structure, revising, research skills, and proper documentation.

For students entering in the fall of 2007 and thereafter, USEM+W courses will no longer be offered; thus, University Writing Option I will no longer be offered. All students will be required to satisfactorily complete a USEM course and a UWS course and two writing intensive courses, one of which may be an oral communications course.

Writing-intensive courses are upper-level courses that are offered in departments throughout the University. Normally taken in a student's second or third year, these courses are based in a specific academic discipline and require frequent or regular attention to writing and instruction in the skills of academic writing.

The list of courses that satisfy the writing-intensive requirement changes each year. The following list should be considered preliminary. Courses that satisfy the requirement in a particular semester are designated "wi" in the *Schedule of Classes* for that semester. When there is a conflict between this *Bulletin* and the *Schedule of Classes* regarding the designation of a course as writing intensive, then the information in the *Schedule of Classes* takes precedence. To find classes offered in a semester that are designated as "wi," search for the attribute of "genr/wi." Consult with the director of University writing if in doubt about whether a course satisfies the requirement in a specific semester.

## Courses of Instruction

### COMP 1a Composition

*Prerequisite: Placement by the director of university writing. Successful completion of this course does NOT satisfy the first-year writing requirement.*

A course in the fundamentals of writing, required as a prerequisite to the first-year writing requirement for selected students identified by the director of university writing. Several sections offered in the fall semester and one section in the spring semester.

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### UWS ##a and ##b University Writing Seminar

University writing seminars focus on strategies and techniques of college-level argument. Students learn to frame analytical questions, make original claims, structure complex ideas, integrate sources of various kinds, and revise for greater cogency and clarity. In assignments of increasing complexity, students receive intensive instruction in academic writing, submit drafts for review, and attend one-on-one conferences with their instructor. The courses in the program are normally taken in the first year.

Staff

## Writing Intensive Courses

### AAAS 79b

Afro-American Literature of the Twentieth Century

### AAAS 81b

Religion in African-American History

### AAAS 123a

Third World Ideologies

### AAAS 125b

Caribbean Women and Globalization: Sexuality, Citizenship, Work

### AAAS 126b

Political Economy of the Third World

### AAAS 145b

What Is Race?

### AAAS 158a

Theories of Development and Underdevelopment

### AMST 100a

Classic Texts in American Culture to 1900

### AMST 105a

The Eastern Forest: Paleoecology to Policy

### AMST 168b

Religions in America

### ANTH 83a

Anthropological Inquiry

### ANTH 131b

Latin America in Ethnographic Perspective

### ANTH 144a

The Anthropology of Gender

### BIOL 17b

Conservation Biology

### BIOL 18a

General Biology Laboratory

### CHEM 39b

Intermediate Chemistry Laboratory

### CHEM 59a

Advanced Experimental Chemistry

### CHIN 105a

Advanced Conversation and Composition I

### CHIN 105b

Advanced Conversation and Composition II

- CLAS 115b**  
Topics in Greek and Roman History
- CLAS 120a**  
Age of Caesar
- CLAS 166a**  
Medieval Literature: A Millennium of God, Sex, and Death
- COML 165a**  
Reading, Writing, and Teaching across Cultures
- ECON 8b**  
The Global Economy
- ECS 100a**  
European Cultural Studies Proseminar: Modernism
- ECS 100b**  
European Cultural Studies Proseminar: Making of European Modernity
- ED 100b**  
Exploring Teaching (Secondary)
- ENG 19b**  
The Autobiographical Imagination
- ENG 26a**  
Detection and Analysis: Deciphering Theories of Madness
- ENG 39a**  
Poetry: Beginner's Ear
- ENG 79a**  
Directed Writing: Beginning Screenplay
- ENG 109b**  
Directed Writing: Short Fiction
- ENG 119a**  
Directed Writing: Fiction
- ENG 119b**  
Directed Writing: Poetry
- ENG 129a**  
Writing Workshop
- ENG 129b**  
Understanding the Screenplay: A Workshop
- ENG 137a**  
Primal Pictures
- ENG 144b**  
The Body as Text
- ENG 181a**  
Making Sex, Performing Gender
- FA 171a**  
Impressionism: Avant-Garde Rebellion in Context
- FA 174b**  
Post-Impressionism and Symbolism, 1880-1910
- FA 175b**  
Avant-Garde Art in the Twentieth Century
- FA 191b**  
Studies in Renaissance and Baroque Art
- FA 197b**  
Methods and Approaches in the History of Art
- FREN 106b**  
The Art of Composition
- FREN 113a**  
French Fiction
- FREN 122b**  
The Renaissance: When France became France
- GER 105a**  
Learning Language through Literature—  
Learning Literature through Language
- HBRW 123a**  
Introduction to Modern Hebrew Literature I
- HBRW 123b**  
Introduction to Modern Hebrew Literature II
- HBRW 143a**  
Advanced Survey of Hebrew and Israeli Literature I
- HBRW 143b**  
Advanced Survey of Hebrew and Israeli Literature II
- HBRW 146a**  
The Voices of Jerusalem
- HBRW 161b**  
Israel Today: Advanced Conversation and Writing
- HBRW 164b**  
Israeli Theater
- HBRW 166b**  
Portrait of the Israeli Woman
- HBRW 170a**  
Israeli Cinema
- HIST 51a**  
History of the United States: 1607-1865
- HIST 123b**  
Reformation Europe (1400-1600)
- HIST 140a**  
A History of Fashion in Europe
- HIST 142a**  
Crime, Deviance, and Confinement in Modern Europe
- HIST 146a**  
Romantic Europe, 1798-1848
- HIST 147a**  
Imperial Russia
- HIST 147b**  
Twentieth-Century Russia
- HIST 152b**  
Salem, 1692
- HIST 157a**  
Americans at Work: American Labor History
- HIST 164b**  
The American Century: The United States and the World, 1945 to the Present
- HIST 169a**  
Thought and Culture in Modern America
- HIST 170a**  
Italian Films, Italian Histories
- HIST 186b**  
War in Vietnam
- ITAL 105a**  
Italian Conversation and Composition
- JOUR 107b**  
Media and Public Policy
- JOUR 112b**  
Literary Journalism: The Art of Feature Writing
- LALS 100a**  
Seminar: Topics in Latin American and Latino Studies
- LGLS 132b**  
Environmental Law and Policy
- MATH 23b**  
Introduction to Proofs
- MATH 47a**  
Introduction to Mathematical Research
- MUS 44a**  
Mozart

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<b>NEJS 75a</b> Introduction to Yiddish Literature	<b>PHIL 20a</b> Social and Political Philosophy: Democracy and Disobedience	<b>PSYC 52a</b> Research Methods in Psychology
<b>NEJS 75b</b> Classic Yiddish Fiction	<b>PHIL 22b</b> Philosophy of Law	<b>PSYC 131b</b> Seminar in Health Psychology
<b>NEJS 111a</b> The Hebrew Bible/Old Testament	<b>PHIL 110a</b> The Good Life or How Should I Live?	<b>RECS 130a</b> The Russian Novel
<b>NEJS 140a</b> History of the Jews from the Maccabees to 1497	<b>PHIL 113b</b> Aesthetics: Painting, Photography, and Film	<b>RUS 110a</b> Russian Language for Russian Speakers
<b>NEJS 176a</b> Seminar in American Jewish Fiction: Philip Roth and Cynthia Ozick	<b>PHYS 39a</b> Advanced Physics Laboratory	<b>SOC 107a</b> Global Apartheid and Global Social Movements
<b>NEJS 186a</b> Introduction to the Qur'an	<b>POL 127a</b> Ending Deadly Conflict	<b>SPAN 106b</b> Spanish Composition, Grammar, and Stylistics
<b>NEJS 190a</b> Describing Cruelty	<b>POL 127b</b> Seminar: Managing Ethnic Conflict	<b>THA 104a</b> Playwriting
	<b>POL 151a</b> Cultural Pluralism and Democratic Governance	<b>THA 150a</b> The American Drama since 1945



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# University Organization

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## Board of Trustees

Under Massachusetts law, the Board of Trustees is the governing body of the University. There are four faculty representatives and three student representatives to the Board who participate in Board meetings and have votes on the several committees. The chair of the Fellows, the president of the National Women's Committee, and the president of the Alumni Association serve *ex officio*. The Board annually elects an Alumni Term Trustee, who serves a four-year term with full voting privileges.

### The President

The President, the chief executive officer of the University, is appointed by the Board of Trustees and is responsible for all University activities.

### Board of Fellows

University Fellows comprise about 400 national leaders from a broad base of business, educational, and public life who lend counsel, expertise, and support to University development and planning programs.

### The President's Council

President's Councilors are leading men and women throughout the country whose skills and experience are placed at the disposal of the Brandeis President in areas of their special competence.

## The Provost and Deans

The provost and senior vice president for academic affairs is the chief academic officer of the University with administrative authority under the President for setting and implementing academic policy. The provost provides strategic leadership for the academy to achieve the University's academic mission and to improve the quality of the institution's teaching, learning, and scholarship.

The provost is responsible for academic governance and strategic planning for Arts and Sciences, The Heller School for Social Policy and Management, The International Business School, The Rabb School for Continuing Studies, The University Libraries, The Rose Art Museum, and research centers and institutes. Other administrative responsibilities include sponsored programs and technology licensing.

The dean of arts and sciences has administrative responsibility for the graduate, undergraduate, and research functions of the school of arts and sciences. The dean is responsible for the undergraduate and graduate curricula, faculty, staffing, oversight of academic departments, and other academic matters.

The dean of The Heller School for Social Policy and Management oversees the academic activities of the University's first professional school and its work in such policy areas as children, youth, families, health, mental health, substance abuse, disabilities, aging, social change, and economic inequalities.

The dean of the International Business School oversees the academic, professional, and development activities of the University's second professional school. Research areas of the school include international business, economic policy, trade and export, finance, and regional economic integration.

## The Faculty Senate

The faculty senate, the elected representative body of the faculty, discusses such issues as academic freedom and responsibility, University policy, appointments, tenure, dismissal, and salaries.

## The Vice Presidents

The executive vice president and chief operating officer oversees Brandeis's financial and administrative operations. The office's major responsibilities include budget and planning, financial accounting, capital programs (planning, design, and construction), endowment and investment management, information technology, procurement services, plant operations, human resources, public safety, and internal audit. The executive vice president serves as principal liaison to the following committees of the Board of Trustees: Budget and Finance; Investment; Physical Facilities; Personnel, Compensation, and Ethics; and Audit.

The senior vice president for institutional advancement is responsible for directing the fundraising and external relations activities, including planned giving, leadership gifts, the Annual Fund, alumni events and services, and corporate and foundation relations, in addition to a major multi-year capital campaign.

The senior vice president for students and enrollment oversees the recruitment, retention, and quality of life for students. Departments and units reporting to the senior vice president include undergraduate admissions, student financial services, registrar's office, undergraduate academic affairs (including advising, disability services, study abroad, and international students and scholars), student enrichment services (including TYP, Posse, and BUGS-Brandeis University Group Study), Hiatt Career Center, research and planning, and student life (including athletics, chaplaincy, community service, health services, intercultural center, judicial orientation, psychological counseling, residence life, and student activities).

The senior vice president for communications is responsible for the oversight and execution of critical university-wide internal communications and external communications. The senior vice president oversees the execution of emergency communications planning and is involved in all crisis communications; further, she is responsible for an integrated marketing communications program that highlights Brandeis's research accomplishments, academic excellence, social justice mission, and scholarly contributions to the Jewish community.

Under the direction of the senior vice president, the Office of Communications provides design and editorial services for print and web publishing, public relations and media relations to all areas of the university.

The general counsel is the chief legal advisor to the President, the Board of Trustees, and the University's senior management officers.

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## **National Women's Committee**

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Established in 1948 with the founding of Brandeis University, the original mission of the Brandeis University National Women's Committee was to support the Brandeis University libraries through the acquisition of books and research journals, restoration and preservation, development of computer technology, and student work assistance. More recently, the Committee has expanded its fund-raising mission to include student scholarships and fellowships in Humanities, Judaica, Sciences, and Social Justice/Heller School. Since the organization's founding by eight women in Boston, BUNWC has contributed more than \$100 million to Brandeis University.

The organization is comprised of chapters nationwide that offer members a wide range of educational activities. Events include lectures and unique study-group programs using syllabi provided by Brandeis faculty.

The national center is appropriately located in the Goldfarb Library, where professional staff collaborate with volunteers and the University to coordinate fundraising efforts and implement educational programs.

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9	Center on Hunger and Poverty
8	Center for International Development
9	Center for Youth and Communities
8	Community, Families, and Work Program
8	Crown Center for Middle East Studies
10	Maurice and Marilyn Cohen Center for Modern Jewish Studies (Lown School)
8	Fisher-Bernstein Institute
9	Jacob and Libby Goodman Institute for the Study of Zionism and Israel
8	Gordon Public Policy Center
9	Hadassah-Brandeis Institute
9	Institute for Child, Youth, and Family Policy
9	Fisher-Bernstein Institute
9	Institute on Assets and Social Policy
9	International Center for Ethics, Justice, and Public Life
10	Lown School of Near Eastern and Judaic Studies
10	Mandel Center for Studies in Jewish Education
9	National Program on Women and Aging
9	National Scientific Council on the Developing Child
10	Rosenstiel Basic Medical Sciences Research Center
8	Bernard G. and Rhoda G. Sarnat Center for the Study of Anti-Jewishness
9	Nathan and Toby Starr Center for Mental Retardation
10	Schneider Institute for Health Policy
10	Steinhardt Social Research Institute
10	Tauber Institute for the Study of European Jewry
11	Volen National Center for Complex Systems
11	Women's Studies Research Center
13	<b>Residence Halls</b>
16	<b>Residence Life</b>
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25	<b>Transfer Credit Policies</b>	429	<b>Writing-Intensive Courses</b>
		368	<b>Yiddish</b>
		14	<b>Ziv Quadrangle</b>

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## Correspondence Directory

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**Brandeis University**

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Waltham, Massachusetts  
02454-9110  
781-736-2000  
781-736-3009 TTY/TDD

**The College of Arts and Sciences****Office of Admissions**

Dean of Admissions  
Carl and Ruth Shapiro Admissions Center  
781-736-3500  
800-622-0622 (outside Massachusetts)  
admissions@brandeis.edu

**Office of Student Financial Services**

(includes undergraduate financial aid,  
student accounts, student loans, and  
student employment)  
Director of Student Financial Services  
Usdan 120  
781-736-3700  
www.brandeis.edu/offices/sfs  
sfs@brandeis.edu

**Graduate School of Arts and Sciences**

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Graduate School of Arts and Sciences  
Kutz Hall  
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gradschool@brandeis.edu  
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**The Heller School for  
Social Policy and Management**

Admissions and Financial Aid Information  
781-736-3820  
781-736-2774 Fax  
helleradmissions@brandeis.edu  
www.heller.brandeis.edu

**International Business School**

Admissions and Financial Aid Information  
Office of Admissions  
Sachar International Center  
781-736-2252  
800-878-8866 (catalog and application  
requests only)  
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**Rabb School of Continuing Studies****Graduate Professional Studies**

781-736-8787  
rabbgrad@brandeis.edu

**The Brandeis University Summer School**

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**The Osher Lifelong Learning Institute at  
Brandeis University**

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www.brandeis.edu/rabb  
www.brandeis.edu/rabbgrad  
www.brandeis.edu/summer  
www.brandeis.edu/programs/bali

# Block System

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 8:30	A	A	A	A	A
9:00 9:30	B	G S <sub>6</sub>	B	B	G S <sub>7</sub>
10:00 10:30	C	H	C	C	H
11:00 11:30	D		D	D	
12:00 12:30	E	J	E	E	J
1:00 1:30	F	N S <sub>2</sub>	F	F	N S <sub>4</sub>
2:00 2:30	K S <sub>1</sub>		R K S <sub>3</sub>	R	R
3:00 3:30	L	P	L		P
4:00 4:30		S <sub>5</sub>			
5:00 5:30	M		V M	V S <sub>8</sub>	
6:00 6:30	Q X <sub>1</sub> Y		X <sub>4</sub> Q X <sub>2</sub> Y	Q X <sub>3</sub>	
7:00 7:30					
8:00 8:30					
9:00					

A = 8:00-9:00 any three days  
 B = 9:00-10:00 M W Th  
 C = 10:00-11:00 M W Th  
 D = 11:00-12:00 M W Th  
 E = 12:00-1:00 M W Th  
 F = 1:00-2:00 M W Th  
 G = 9:00-10:30 T F  
 H = 10:30-12:00 T F  
 J = 12:00-1:30 T F  
 K = 2:00-3:30 M W

L = 3:30-5:00 M W  
 M = 5:00-6:30 M W  
 N = 1:30-3:00 T F  
 P = 3:00-4:30 T F  
 Q = 6:30-7:30 M W Th  
 R = 2:00-3:00 T Th F  
 S<sub>1</sub> = 2:00-5:00 M [= K + L]  
 S<sub>2</sub> = 1:30-4:30 T [= N + P]  
 S<sub>3</sub> = 2:00-5:00 W [= K + L]  
 S<sub>4</sub> = 1:30-4:30 F [= N + P]

S<sub>5</sub> = 4:30-7:30 T  
 S<sub>6</sub> = 9:00-12:00 T [= G + H]  
 S<sub>7</sub> = 9:00-12:00 F [= G + H]  
 S<sub>8</sub> = 5:00-8:00 Th  
 V = 5:00-6:30 T Th  
 X<sub>1</sub> = 6:30-9:30 M  
 X<sub>2</sub> = 6:30-9:30 W  
 X<sub>3</sub> = 6:30-9:30 Th  
 X<sub>4</sub> = 6:30-9:30 T  
 Y = 6:30-8:00 M W

# Final Examination Schedule 2006-07

## Fall Term 2006

Examination Date	Examination Time	Examination Block(s)
<b>Friday, December 8</b>	9:15 am-12:15 pm	H, S <sub>6</sub>
	1:30-4:30 pm	European Language Common Exams*
	6:00-9:00 pm	none
<b>Monday, December 11</b>	9:15 am-12:15 pm	F
	1:30-4:30 pm	D
	6:00-9:00 pm	L, P, S <sub>3</sub> , S <sub>5</sub> , X <sub>4</sub> , V
<b>Tuesday, December 12</b>	9:15 am-12:15 pm	Math Common Exams*
	1:30-4:30 pm	A, K, S <sub>1</sub>
	6:00-9:00 pm	M, Q, X <sub>1</sub> , X <sub>2</sub> , Y
<b>Wednesday, December 13</b>	9:15 am-12:15 pm	Economics Common Exams*
	1:30-4:30 pm	B, X <sub>3</sub> , S <sub>8</sub>
	6:00-9:00 pm	N, R, S <sub>2</sub> , S <sub>4</sub>
<b>Thursday, December 14</b>	9:15 am-12:15 pm	E
	1:30-4:30 pm	J
	6:00-9:00 pm	G, S <sub>7</sub>
<b>Friday, December 15</b>	9:15 am-12:15 pm	C
	1:30-4:30 pm	Other Common Exams/ Conflict Resolution
	6:00-9:00 pm	none

## Spring Term 2007

Examination Date	Examination Time	Examination Block(s)
<b>Friday, May 4</b>	9:15 am-12:15 pm	H, S <sub>6</sub>
	1:30-4:30 pm	European Language Common Exams*
	6:00-9:00 pm	none
<b>Monday, May 7</b>	9:15 am-12:15 pm	F
	1:30-4:30 pm	D
	6:00-9:00 pm	N, R, S <sub>2</sub> , S <sub>4</sub>
<b>Tuesday, May 8</b>	9:15 am-12:15 pm	Math Common Exams*
	1:30-4:30 pm	A, K, S <sub>1</sub>
	6:00-9:00 pm	M, Q, X <sub>1</sub> , X <sub>2</sub> , Y
<b>Wednesday, May 9</b>	9:15 am-12:15 pm	Economics Exams*
	1:30-4:30 pm	B, X <sub>3</sub> , S <sub>8</sub>
	6:00-9:00 pm	L, P, S <sub>3</sub> , S <sub>5</sub> , X <sub>4</sub> , V
<b>Thursday, May 10</b>	9:15 am-12:15 pm	E
	1:30-4:30 pm	J
	6:00-9:00 pm	G, S <sub>7</sub>
<b>Friday, May 11</b>	9:15 am-12:15 pm	C
	1:30-4:30 pm	Other Common Exams/ Conflict Resolution
	6:00-9:00 pm	none

\*Applies to some multisectioned courses. Questions concerning exam date for courses that meet in two or more blocks should be referred to the Office of the University Registrar.

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## Notes

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## 2006-07 Academic Calendar

### Fall Term 2006\*

Tuesday– Thursday	August 15– September 14	Registration period for graduate students.
Sunday	August 27	Residence halls open for all undergraduate students.
Monday– Thursday	August 28– September 14	Registration period for all undergraduate students.
Tuesday	August 29	Residence halls open for returning students.
Thursday	August 31	First day of instruction.
Monday	September 4	Labor Day: No University exercises, staff holiday.
Thursday	September 14	Last day to add/drop classes
Thursday	September 14	All work for spring term 2006 undergraduate incompletes due to instructors.
Thursday	September 21	Last day for undergraduates to elect a pass/fail option for the current term and to request a P grade for the preceding term.
Thursday	September 21	Grades replacing spring 2006 undergraduate incompletes due in the University Registrar's Office.
Monday	October 2	Yom Kippur: No University exercises.
Tuesday	October 3	Brandeis Monday: Monday class schedule in effect.
Tuesday	October 3	February Ph.D. candidates should submit penultimate copies of dissertations to program chairs.
Friday	October 6	Last day for undergraduates to drop courses without a "W" transcript notation (instructor's permission required).
Friday	October 6	Last day to drop Module I courses (instructor's and chair's permission required).
Monday	October 9	Columbus Day: Classes in session, staff holiday.
Friday	October 13	Undergraduate midterm grades due.
Tuesday– Friday	October 31– November 10	Registration period for spring term 2007.
Wednesday	November 1	Last day for February graduate degree candidates (certificates, final and continuing master's and Ph.D.) to file Application for Degree in the Office of Student Financial Services. Final day for February Heller School degree candidates to file Application for Degree at the Heller School Registrar.

Friday	November 10	Last day for undergraduates to drop courses with a "W" transcript notation (instructor's permission required).
Wednesday	November 22	Last day to drop courses for graduate students (instructor's and chair's permission required).
Thursday– Friday	November 23– November 24	Thanksgiving holiday: No University exercises, staff holiday.
Friday	December 1	Final day for faculty certification that all February master's candidates have completed degree requirements, including language(s) and theses, and all Ph.D. candidates have defended dissertations.
Tuesday	December 5	Last day of instruction.
Tuesday	December 5	Last day to voluntarily withdraw from the semester (written notification required).
Wednesday– Thursday	December 6– December 7	Study days.
Friday– Friday	December 8– December 15	Final examination period.
Friday	December 15	Final day for February graduate doctoral degree candidates to deposit their dissertations at their graduate school office.
Saturday	December 16 at noon	Residence halls close.
Friday	December 22	Fall term grades due.
Friday	December 22	Grades replacing spring 2006 graduate incompletes due in the University Registrar's Office.

\* Note: Make-up examinations for spring term 2006 will be held September 6, 7, and 11, 2006.

### Policy of Brandeis University Pertaining to Religious Observance

In constructing the academic calendar, religious holy days will not be the sole factor in determining days on which classes will be held or suspended. It is the policy of the University, however, that students be encouraged to observe their appropriate religious holy days; that instructors strive to facilitate this by allowing absence from classes for such purposes and by trying to insure that no

examinations, written reports, oral reports, or other mandatory class assignments are scheduled for or due on such holy days; and that instructors provide ample opportunities for such students to make up work missed on such occasions without penalty. Jewish holidays begin at sundown of the previous evening and end at nightfall of the day listed.

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**Spring Term 2007\***

Tuesday– Monday	January 9– January 29	Registration period for graduate students.
Sunday	January 14	Residence halls open for new undergraduate students.
Monday	January 15	Martin Luther King Day: No University exercises, staff holiday.
Tuesday– Monday	January 16– January 29	Registration period for all undergraduate students.
Tuesday	January 16	First day of instruction.
Monday	January 29	Last day to add/drop classes.
Monday	January 29	All work for fall term 2006 undergraduate incompletes due to instructors.
Wednesday	January 31	Brandeis Monday: Monday class schedule in effect.
Monday	February 5	Grades replacing fall 2006 undergraduate incompletes due in the University Registrar's Office.
Monday	February 5	Last day for undergraduates to elect a pass/fail option for the current term and to request a P grade for the preceding term.
Monday	February 19	Presidents Day: No University exercises, staff holiday.
Monday– Friday	February 19– February 23	Midterm Recess: No University exercises.
Monday	February 26	Last day for undergraduates to drop courses without a "W" transcript notation (instructor's permission required).
Monday	February 26	Last day to drop Module I courses (instructor's and chair's permission required).
Thursday	March 1	Last day for May graduate degree candidates (certificates, final and continuing master's and Ph.D.) to file Application for Degree in the Office of Student Financial Services. Final day for February Heller School degree candidates to file Application for Degree at the Heller School Registrar.
Thursday	March 1	May Ph.D. candidates should submit penultimate copies of dissertations to program chairs.
Friday	March 9	Undergraduate midterm grades due.
Monday– Tuesday	April 2– April 10	Passover and spring recess: No University exercises.
Wednesday– Friday	April 11– April 20	Registration period for fall term 2007.
Thursday	April 12	Final day for faculty certifications that May Ph.D. candidates have defended dissertations.
Thursday	April 12	Last day to drop courses for graduate students (instructor's and chair's permission required).

Friday	April 13	Last day for undergraduates to drop courses with a "W" transcript notation (instructor's permission required).
Monday	April 16	Patriots Day: Classes in session, staff holiday.
Wednesday	May 2	Last day of instruction.
Wednesday	May 2	Last day to voluntarily withdraw from the semester (written notification required).
Thursday	May 3	Study day.
Friday– Friday	May 4– May 11	Final examination period.
Wednesday	May 9	Final day for May graduate doctoral degree candidates to deposit dissertations at their graduate school office.
Wednesday	May 9	Final day for faculty certification that all May master's candidates have completed degree requirements, including language(s) and theses.
Wednesday	May 9	Grades for all graduate degree candidates due.
Saturday	May 12 at noon	Residence halls close for undergraduates.
Monday	May 14	Senior grades for all courses without final exams due by 10:00 a.m. Senior grades for all courses with final exams due by 10:00 a.m. on the third day after the examination, and in no case later than Monday, May 14, at 10:00 a.m.
Monday	May 14	Last day for graduating seniors to convert current term pass/fail enrollments to a "P."
Tuesday	May 15 at 9:30 am	Department degree meetings.
Thursday	May 17 at 3:00 pm	Faculty meeting.
Sunday	May 20	Commencement.
Monday	May 21	Residence halls close for all students.
Tuesday	May 22 at 10:00 am	All other spring term grades due.
Tuesday	May 22	Grades replacing graduate incompletes from fall term 2006 due.
Monday	May 28	Memorial Day: Staff holiday.

\* Note: Make-up examinations for fall term 2006 will be held January 17, 18, and 22, 2007.