
2008–09

Brandeis University
Bulletin

Course Offerings



**Spring Term 2009***

Monday– Tuesday	January 12 January 27	Registration period for graduate and undergraduate students.	Thursday– Thursday	April 9 April 16	Passover and spring recess. No university exercises.
Friday	January 9	New students arrive on campus; residence halls open for new students only.	Monday	April 20	Patriots Day: Class in session, staff holiday.
Sunday	January 11	Residence halls open for returning students.	Wednesday	April 22	Brandeis Thursday: Thursday class schedule in effect.
Tuesday	January 13	First day of instruction.	Wednesday	April 29	Last day of instruction. Last day to voluntarily withdraw from the term [written notification required].
Monday	January 19	Martin Luther King Day: No university exercises, staff holiday.	Thursday	April 30	Study day.
Tuesday	January 20	Brandeis Monday: Monday class schedule in effect.	Friday– Friday	May 1 May 8	Final examination period.
Tuesday	January 27	Last day to add classes. All work for fall term 2008 undergraduate incompletes due to instructors.	Monday	May 4	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 Sunday, May 10, at 3:00 p.m.
Tuesday	February 3	Last day for undergraduates to elect a pass/fail option for the current term and to request a P grade for the preceding term. Grades replacing fall 2008 undergraduate incompletes due.	Wednesday	May 6	Grades for all graduate degree candidates due.
Monday– Friday	February 16 February 20	Last day for undergraduates to elect a pass/fail option for the current term and to request a P grade for the preceding term. Grades replacing fall 2008 undergraduate incompletes due.	Saturday	May 9	Residence halls close for undergraduates.
Tuesday	February 24	Midterm Recess: No university exercises.	Monday	May 11	Last day for graduating seniors to convert current term pass/fail enrollments to a "P."
Tuesday	March 3	Last day to drop Module I courses (instructor's and chair's permission required).	Tuesday	May 12	Department degree meetings.
Friday	March 6	Undergraduate midterm grades due.	Thursday	May 14	Faculty meeting.
Tuesday	March 20	Last day for undergraduates to drop courses with a "W" transcript notation (instructor's permission required).	Sunday	May 17	Commencement.
Tuesday	March 31	Last day for undergraduates to drop courses with a "W" transcript notation (instructor's permission required). Last day for graduate students to drop courses or change grading basis to audit (instructor's and chair's permission required).	Monday	May 18	Residence halls close for all students.
Monday– Tuesday	March 30 April 7	Registration period for fall term 2009.	Tuesday	May 19	All other spring term grades due.
			Monday	May 25	Memorial Day: Staff holiday.

* Note: Makeup examinations for fall term 2008 will be held January 14, 15, and 20, 2009.



2008–09

Brandeis University
Waltham, Massachusetts

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Brandeis University

Brandeis University is a private, coeducational, nonsectarian institution of higher learning and research. Located in Waltham, Massachusetts, it has 3,200 students drawn from fifty states and 104 countries, and its faculty of 349 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 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 twenty-four departments and twenty-six interdepartmental programs. They choose from among forty-three majors and forty-seven 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 twenty-eight fields and postbaccalaureate programs in computer science, studio art, ancient Greek and Roman studies, and premedical 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 doctorate in social policy, a master of business administration, and a master of public policy with a variety of concentrations, including health; behavioral health; children, youth, and families; aging; assets and inequalities; and sustainable development. 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 PhD program pursue careers in teaching, research, and high-level administration. Graduates of the MBA program hold a variety of managerial positions in public, private, and nonprofit organizations with a social mission. Graduates of the MPP program work as policy analysts, advocates, and researchers. Graduates of the programs in sustainable development hold positions in international agencies and local development organizations throughout the world. Faculty research focuses on major social policy and management issues surrounding the areas of children, youth, families, health, mental health, substance abuse, disabilities, aging, and economic 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 is home to the Department of Near Eastern and Judaic Studies, Hornstein: The Jewish Professional Leadership Program at Brandeis University, and the Maurice and Marilyn Cohen Center for Modern Jewish Studies, and has spurred the creation of numerous centers and institutes that explore the modern Jewish experience. The National Center for Jewish Film is also affiliated with the Lown School.

The Brandeis International Business School (IBS) was established in 1994. IBS provides a transformational educational experience to exceptional and culturally diverse students, enabling them to become principled leaders of global companies and public institutions throughout the world. The school's programs focus on international business, economics, and finance. 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, global entrepreneurship, 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. Each year, more than 3,100 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 and online graduate study), 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.

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

ten men's, and ten women's, and one coed sport. 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."

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.

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, PO 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 Phone
781-271-0950 Fax

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; and
- endeavors to foster a just and inclusive campus culture that embraces the diversity of the larger society.

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 2006–07, the graduation rate for students who entered Brandeis in 2001 was 88 percent.

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 educational records within forty-five 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 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 officer's capacity to act responsibly in the student's 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 (Brandeis' online student record system) to restrict disclosure of directory information, all or in part. Changes to privacy settings may require up to forty-eight 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 (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).

A student may use the personal privacy settings within sage to indicate which items of directory information, if any, appear in the online directory. To access this function in sage, log on and go to: Student Services > Personal Portfolio > Directory Restrictions/ Privacy Settings.

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

Brandeis International Business School

The Brandeis International Business School provides a transformational educational experience to exceptional and culturally diverse students, enabling them to become principled leaders of global companies and public institutions throughout the world. Student success in the global economy is the hallmark of the school's learning experience. The school is designed to be international in scope, intimate in scale, and intellectually rigorous.

Over 400 students from more than sixty countries work and study together at the business school complex, which includes the Lemberg Academic Center and the Sachar International Center.

The school teaches cutting-edge theory, immerses students in international experiences, and connects them to best practices in business and policy. This learning experience transforms the way IBS graduates view the world and helps them develop insights to chart the world's future. The school's research covers fields as diverse as currency markets, corporate financial signaling, asset prices, patents and technology flows, international branding, and multicultural communication.

The school's programs address the complex challenges decision-makers face in the emerging global economy, in varied business and policymaking environments.

MAief program: The Lemberg MA in international economics and finance, offered in collaboration with the university's economics department, 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.

MBA program: The MBA in international business is a two-year professional degree that offers in-depth training in all business and management functions, with special emphasis on strategy, leadership, and entrepreneurship. Students can also concentrate in international finance or in international economic policy. The program's internationally focused curriculum, language requirement, international experience component, and multicultural aspects distinguish it from "generic" MBA degree programs.

MSF program: The MS in Finance is a ten-course, part-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.

PhD program: The PhD 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. The program prepares students for research, teaching, and policymaking careers in business, government, and international agencies.

Combined BA/MA programs: Brandeis and Wellesley undergraduate students may apply for admission to a special BA/MA track within the Lemberg MAief program in the spring of their third year. They begin taking program courses in their fourth year and satisfy the master's degree requirements in one additional year of study at the graduate level after receiving their BA degrees.

The Heller School for Social Policy and Management

The internationally renowned Heller School was founded in 1959. The school offers five degrees: a PhD in social policy, a master of business administration (MBA), a master of public policy (MPP) in social policy, a master of arts in sustainable international development (MA/SID), and a master of science (MS) in international health policy and management. The PhD program prepares individuals for advanced positions in teaching, research, and administration. Students may focus on policy issues in the areas of children, youth, and families; health and behavioral health; or assets and inequalities. Two federal training programs assist in preparing doctoral students to contribute original scholarly research to the field of social policy. Students in the MBA 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. MPP students are prepared to work as policy analysts, researchers, and advocates in government, public, and private sector settings. Students may focus their studies on aging; health; children, youth, and families; or poverty alleviation. 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 MS 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 for Health Policy, which encompass the Institute on Healthcare

Systems and the Institute for Behavioral Health; the Institute for Child, Youth, and Family Policy, which incorporates the Center for Youth and Communities and the Nathan and Toby Starr Center for Mental Retardation; the Institute on Assets and Social Policy, which includes the National Program on Women and Aging; the Center for International Development; the Lurie Institute for Disability Policy; and the Sillerman Center for the Advancement of Philanthropy.

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, information assurance, and information technology management, as well as opportunities for sequential, multiple degrees;
- 2) Credit-bearing graduate certificates in project management, bioinformatics, software engineering, information assurance, information technology management, and virtual team management and communication; and
- 3) Online graduate certificates and master's degrees in software engineering, information assurance, and information technology management, as well as an online graduate certificate in virtual team management and communication.

The division also works with companies in the Greater Boston area to offer professionally oriented graduate courses on-site or online. Classes generally meet online or one night a week for ten 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 members are the hallmark of summer offerings. Special programs and institutes include the Hebrew Language Summer Institute and chamber music workshops with the Lydian String Quartet, artists-in-residence. 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 non-credit, 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; ten-week terms begin in the fall and the spring. At midday, the Lunch & Learn program features excellent speakers (e.g., journalists, academics, artists) on an eclectic array of topics. Twice a year, in January and June, the program offers Brandeis at BOLLI Seminars, one-week learning opportunities led by Brandeis faculty 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

Heller School

The Schneider Institutes for Health Policy 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.

- **The Institute on Healthcare Systems** at the Schneider Institutes conducts research and policy studies spanning six core competency areas: financing, organization, value of health services, quality, high-cost and high-risk populations, and technology. In addition to its national work, the Institute on Healthcare Systems has a growing portfolio of international projects devoted to research, policy advice, and technical assistance, mostly in developing countries.
- **The Institute for Behavioral Health** at the Schneider Institutes 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.

The Institute for Child, Youth, and Family Policy, which includes the **Center for Youth and Communities**, the **Lurie Institute for Disability Policy**, 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.

- **The Center for Youth and Communities**, 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. The center's ultimate goal is to "make knowledge productive."

- **The Lurie Institute for Disability Policy**, begun in 2007, supports research, policy development, education and training, and enhanced public engagement and dialogue about autism and other disabilities, with a focus on the life span of persons with disabilities and their families.

- **The Starr Center for Mental Retardation** is at the forefront of the field of disability-policy studies, conducting research on the social consequences of disability from early childhood through the elderly years.

The Institute on Assets and Social Policy 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, grass-roots advocates, private philanthropies, and the media, the institute bridges the worlds of academic research, government policymaking, and the interests of organizations and constituencies.

The Sillerman Center for the Advancement of Philanthropy, established in 2007, will empower a generation of philanthropists to become social entrepreneurs. Serving as a resource to strengthen the country's family foundations as they partner with nonprofits, the center will provide research-supported advice on effective grant-making, develop best practices, help successful ventures reach scale, and offer courses and other educational opportunities in philanthropy.

International Business School

The Asper Center for Global Entrepreneurship serves as Brandeis's platform to probe and understand the key trends affecting entrepreneurship across cultures and borders. It provides learning experiences through courses, seminars, conferences, internships, business-plan competitions, field visits, and meetings with global entrepreneurs.

The Rosenberg Institute of Global Finance, established in 2001, seeks to analyze and anticipate major trends in global financial markets, institutions, and regulations, and to develop the information and ideas required to solve emerging problems. The institute promotes research, policy analyses, and informal exchanges among scholars and practitioners, and participates in the school's teaching programs. The institute also co-sponsors the annual U.S. Monetary Policy Forum, which brings academics, market economists, and policymakers together to discuss U.S. monetary policy.

The Asia-Pacific Center for Economics and Business conducts research, teaching, and outreach on business and economic issues in the Asia-Pacific region and on U.S.-Asia Pacific relations. Its activities include faculty research projects, conferences, seminars, graduate and undergraduate courses, and exchange programs with Asia-Pacific universities. The center is also an APEC Study Center.

In addition, Brandeis International Business School research focuses on trends in technology and innovation, as well as international trade issues.

Science Centers

The Ashton Graybiel Spatial Orientation Laboratory pursues research in human spatial orientation, motor control, and adaptation. Unique approaches include emphasis on intersensory and sensory-motor interactions, recognition of the intimate relationship between moment-to-moment control and long-term adaptation, and exploitation of nonterrestrial conditions, such as space flight, artificial gravity, and virtual environments.

The Center for Behavioral Genomics combines cutting-edge research and research training. Its strategy is to apply the information from the human genome project and other genetic advances and link these genomic tools to molecular, cellular, and systems analyses of brain functions. The goal is to understand and identify treatments for complex behaviors, dysfunctions, and diseases.

The Rosenstiel Basic Medical Sciences Research Center is a research center unlike any other in the United States. Its unique mission is to bring together in one facility world-class scientists from a wide range of disciplines but with a common focus: the application of the tools of structural biology, genetics, and immunology to basic research questions with immediate and long-term impact on human health. It 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.

The Sloan-Swartz Center for Theoretical Neurobiology at Brandeis University is devoted to training predoctoral students and postdoctoral researchers with strong analytic and computational backgrounds to apply these skills to neuroscience.

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.

International and Policy Centers

The Crown Center for Middle East Studies is intended to produce objective, dispassionate research regarding all aspects of the contemporary Middle East. Established with the help of the Crown Family Foundation, the center has a geographic scope that includes the twenty-two members of the Arab League, as well as Israel, Turkey, and Iran. Extending beyond Arab-Israeli tensions, the Crown Center's substantive scope will include Arab politics, Islamic studies, economic development, and regional security and arms control.

The Schusterman Center for Israel Studies, established in 2007, is dedicated to promoting exemplary teaching and scholarship in Israeli history, politics, culture, and society at Brandeis University and beyond. The center is committed to advancing knowledge and understanding of the modern State of Israel by training a new generation of scholars and teachers, building a vibrant academic community, and supporting research, publications, and conferences. It seeks to make Brandeis a hub for nurturing and catalyzing Israel Studies.

- **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 in the history, society, and culture of the State of Israel.

The Center for German and European Studies pursues teaching, research, and outreach to broader communities about the social, political, and cultural issues involved in integrating diversity and difference in Germany and Europe in the new millennium.

The Gordon Public Policy Center is one of the nation's first interdisciplinary centers for the study of public policy.

The International Center for Ethics, Justice, and Public Life develops 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. Principal programs include a master's program in coexistence and conflict, institutes for international judges, a fellowship program for undergraduates involving international summer internships, and public conferences, events, and publications.

The Schuster Institute for Investigative Journalism, the nation's first investigative reporting center based at a university, was launched in 2004. It enables working journalists to do long-term investigative projects on significant social and political problems that could lead to changes in public policy or opinion. Institute journalists also work with Brandeis students who serve as research assistants, offering them an unusual learning opportunity to further enrich their education. The work of the journalists and students will help fill an increasing void in the American media, which are gradually abdicating their role as public watchdogs.

Jewish Studies Centers

The Hadassah-Brandeis Institute: International Research on Jewish Women develops fresh ways of thinking about Jews and gender worldwide by producing and promoting scholarly research and artistic projects. The world's only academic center of its kind, HBI provides research resources and programs for scholars, students, and the public. The institute publishes books and a journal, convenes international conferences and local programming, and offers highly competitive grant and internship programs.

The Maurice and Marilyn Cohen Center for Modern Jewish Studies is a multi-disciplinary research center dedicated to the social scientific study of contemporary Jewry. The mission of the center is to engage in academically rigorous research that concerns all facets of modern Jewish life and the role of religion and ethnicity in modern society. The center's work not only contributes to a scholarly understanding of these topics but also provides policymakers and community leaders with timely analyses of current issues. A signature feature of the Cohen Center is its use of innovative research methods to answer complex questions.

- **The 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. Housed at the Cohen Center for Modern Jewish Studies, the institute takes an approach that includes research, policy analysis, and the dissemination of information and ideas through publications, conferences, and educational programming.

The Steinhardt Social Research Institute was established at Brandeis University in 2005 by a gift from Michael Steinhardt and the Jewish Life Network/Steinhardt Foundation. The institute collects and analyzes statistical data about the U.S. Jewish population. It also conducts methodological studies designed to create new paradigms for studying the Jewish community.

The Tauber Institute for the Study of European Jewry seeks to study the history and culture of European Jewry in the modern period, with a special interest in studying the causes, nature, and consequences of the European Jewish catastrophe.

- **The Bernard G. and Rhoda G. Sarnat Center for the Study of Anti-Jewishness** aims to foster 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.

The Nathan Perlmutter Institute for Jewish Advocacy provides graduate-level instruction in the fields of community relations and community organization, serves as a resource for training both professional and lay leadership, and provides guidance to the field through research and publications.

The Mandel Center for Studies in Jewish Education is dedicated to transforming the quality of teaching and learning in Jewish education settings by supporting innovative research initiatives and pioneering new approaches to developing Jewish educators.

The Institute for Informal Jewish Education enriches the field of informal Jewish education through professional education, innovative programming, and original research.

Women's Studies Centers

The Brandeis University Women's Studies Research Center, founded in 2001, is an interdisciplinary think tank of resident and visiting scholars where research, art, and activism converge around issues of gender. Housed in a special 10,000-square-foot facility, the center offers the year-round Student-Scholar Partnership Program and has incubated the Community, Family, and Work Project, the Brandeis Institute on Investigative Journalism, and the WAGE Project, among others.

The Arts at Brandeis

Brandeis University offers a distinguished array of undergraduate, postbaccalaureate, graduate, and doctoral degrees in the arts. During its history, Brandeis has been visited by many of the greatest artists of their time, including Aaron Copland, Marian Anderson, Marc Chagall, Langston Hughes, Martha Graham, Arthur Miller, Beverly Sills, Philip Glass, Barbra Streisand, Mikhail Baryshnikov, and Steven Spielberg. Famed composer Leonard Bernstein served on the Brandeis music faculty from 1951 to 1955 and was a trustee from 1976 until his death in 1990. Each year, more than 300 professional and student arts events take place on campus, with annual attendance of approximately 30,000 people.

The Office of the Arts was founded in 2003 to cultivate the performing, visual, and cultural arts at Brandeis as a meaningful component of a liberal arts education and research study. It advocates that creativity and active participation in the arts are essential to humanistic learning and social transformation.

The Rose Art Museum engages its communities with the significant art, artists, and ideas of our time. In the field of contemporary art, the Rose is ranked among the most distinguished university museums in the country. It is home to Brandeis's 8,000-piece permanent collection, which includes works spanning from

Rembrandt and Cezanne to deKooning and Warhol. The addition of the Lois Foster Wing in 2001 has enabled the Rose to exhibit bolder, more ambitious shows, and Brandeis is working with renowned architects Shigeru Ban and Dean Maltz on a second expansion. Next door to the Rose is the site of the planned Edmond J. Safra Fine Arts Center, which will provide the Department of Fine Arts with new art studios, a digital resource center, and a student gallery.

The Brandeis Theater Company is a production and performing ensemble composed of professional guest artists, students, and faculty of the Department of Theater Arts. It produces a five-play season at the Spingold Theater Center. The 2008–09 season includes Stephen Sondheim's musical *Saturday Night*, Euripides's *Hecuba*, and stage adaptations of the literary classics *The House of Mirth* and *Siddhartha*. Tickets are available online.

The Brandeis Concert Season features more than fifty professional and student concerts each year in the Slosberg Music Center. The talents of Brandeis students are showcased in six performing ensembles, including the Brandeis-Wellesley Orchestra. Tickets are available online.

- The Lydian String Quartet, hailed as "exuberant and bristling with sophistication" by the *New York Times*, has been in residence at Brandeis since 1981. The quartet, which has performed internationally, as well as at Lincoln Center, the Kennedy Center, and Boston's Symphony Hall, works with student composers and ensembles and coaches recipients of the Leonard Bernstein Scholarship for musical excellence.
- The Brandeis World Music Series brings international musicians to campus to share diverse histories and cultures through the universal narrative of music. The 2008–09 season features classical music from India and a multimedia concert by artists from Spain. In association with these residencies, Brandeis sponsors symposia, open classes, and discussions on related topics from literature to politics. Through the community outreach program Music Unites Us, every fourth-, fifth-, and seventh-grade student from the Waltham Public School District will attend these concerts to learn about cultural diversity.

The Leonard Bernstein Festival of the Creative Arts was founded in 1952 by the legendary composer for the university's first commencement. It features nearly one hundred exhibitions and performances by international, national, and regional artists, actors, and musicians, as well as by Brandeis students and faculty. Annual attendance is approximately 5,000 people from across Greater Boston. The 2009 Bernstein Festival is scheduled for April 23–26.

The Arts and Social Justice

Brandeis's commitment to social justice is reflected in many of the university's arts programs and research centers where the arts play a significant role in *tikkun olam*—"repairing the world." The Slifka Program in Intercommunal Coexistence, housed in the International Center for Ethics, Justice, and Public Life, works with theater, music, and visual artists around the globe to explore the intersection of the arts and peace-building. The Women's Studies Research Center is where art, research, and activism converge. It is home to the Kniznick Gallery, the only exhibition space in New England devoted to women's art.

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 Web site: 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, and more than 35,000 music and film resources. In addition to our physical resources, we have more than 28,000 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 eighteen academic and research libraries in New England. For information on Consortium activities, see www.blc.org.

The Brandeis Identification Card serves as a library card. Students must present this card in order to check out library materials. They may manage their 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 LATTE learning management system, which is used by over 500 classes a semester 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 ASK 24/7 service, as well as via e-mail. The 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 multimedia lab in the Farber Library. 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 e-mail services, host personal Web pages, 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. E-mail kiosks are available across campus for quick access to e-mail.

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 reserve 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 are located on the second level of the Farber Library. The archives house 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 more than 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 one hundred 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; the HBI Series on Jewish Women; and the Schusterman Center Series in Israel Studies. Brandeis University Press also publishes the Menachem Stern Jerusalem Lectures 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 *The Art of the Turnaround: Creating and Maintaining Healthy Arts Organizations*; *Yehuda Amichai: The Making of Israel's National Poet*; *Israel in the Middle East*; *Marie Syrkin: Values Beyond the Self*; *Four Centuries of Jewish Women's Spirituality*; and *Between Jew and Arab: The Lost Voice of Simon Rawidowicz*.

The Carl and Ruth Shapiro Admissions Center

While a new state-of-the-art admissions facility is being constructed at the foot of campus, the Carl and Ruth Shapiro Admissions Center has been temporarily relocated to the Bernstein-Marcus administration building. The center serves as the focal point for prospective students and their parents. It 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 the leading museum of modern and contemporary art in New England. 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 fortieth 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 2008–09 academic year, the Rose will present a wide variety of shows, beginning on September 25 with three visually compelling exhibitions: "Invisible Rays: The Surrealism Effect"; "Drawing on Film"; and "Project for a New American Century." For more information, please go to www.brandeis.edu/rose.

Slosberg Music Center

Located near the approach to the campus, the Slosberg Music Center includes classrooms, practice rooms, and office facilities for the music department and the Office of the Arts. The center houses the Brandeis Electro-Acoustic Music Studio (BEAMS), the William Platt Jencks Early Music Room, 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 myriad student performances, from solo recitals to large ensemble concerts. It has two Steinway concert grand pianos and a 17-stop Noack 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 composed 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 nine 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.

The New Ridgewood Residence Halls

Under construction in 2008 are three residence halls that will provide 184 new beds in apartment-style housing—with all single bedrooms, kitchens, and living rooms. The northernmost of the three buildings will include the South Campus Commons, a 3,200-square-foot multipurpose space for events, dances, presentations, and general student use, as well as a kitchen that will allow for larger-group meals. These residence halls will open at the start of the spring 2009 semester.

Rosenthal Residence Halls

Adjacent to Massell Quadrangle, the Anne and David Rosenthal Student Residence Halls accommodate 181 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 composed 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 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. Outfitted with a conference room, lounge, multi-purpose room, kitchen, and library, the center houses sixteen lively student organizations. Space is available for reservation.

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 café; 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), WBRF-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 six-lane 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 the 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 a one-meter diving board, as well as two multipurpose rooms, 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.

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.

Academic Services

Office of Academic Services

The staff in the Office of Academic Services 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 adviser during the first year. Upon declaring a major, students receive faculty advisers 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.

Brandeis University Group Study (BUGS):

Evening drop-in tutorial assistance is offered for more than thirty 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 twenty talented 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.

Information and Services for Students with Disabilities

Brandeis 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. Because 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 Academic Services, 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) and alumni. 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. Advisers 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 Web site 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 (ESL) Program

Classes and tutorials are offered in written and spoken English to students whose first language is not English. 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 ESL 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 toward 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 periodicals 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 Affairs

With offices located in the Shapiro Campus Center and in the Usdan Student Center, the Division of Student Affairs 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 accepts requests but cannot promise to assign entering students to specific roommates or 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 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 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 employs an assistant director of off-campus housing to assist with helping students find living options in the surrounding community. Entering transfer students are admitted with the understanding that they may not be eligible for on-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 two hundred to five hundred students. Each area is under the supervision of a professional, full-time community development coordinator. In addition, student resident staff, known as community advisers, 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 offers a limited number of housing units to 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 individual graduate schools by May 31.

In addition, the assistant director of off-campus housing 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 Web site at 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 one hundred 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 advisers, faculty, staff, and the community as a whole. The programs specifically address the core values developed within the Division of Student Affairs 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 for living and learning in a pluralistic and diverse community.

The newest department initiative, First-Year Experience: Spirit, Mind, and Body, is a class taught under the PE umbrella and offered to first-year students. The class is offered for fifteen 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; creates positive relationships with students, faculty and staff; and exercises 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 the Harlan Chapel Christian Community.

Brandeis has an active Muslim Student Association that works to meet the social and religious needs of the Muslim community on campus. With the leadership of a professional adviser, 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 that is also home to the Muslim Students Association.

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

Hiatt Career Center

Located in Usdan Student Center, the Hiatt Career Center purposely and rigorously prepares students and recent alumni to transform their unique backgrounds and academic and experiential learning into meaningful professional futures, and to position themselves as highly desirable candidates for employers and graduate schools both domestically and throughout the world.

Hiatt staff members assist students and young alumni in assessing their interests and skills and exploring how these can translate into meaningful career paths. Students receive individual counseling to identify specific career goals within the wide range of opportunities available to liberal arts graduates. The center also conducts a wide array of career development programs in cooperation with faculty, the Office of Academic Services and other departments to assist students with their career development and graduate school preparation. The staff includes a pre-law adviser dedicated to working with students interested in law school and law careers.

In addition to personalized assistance with resumes, cover letters, and mock interviews, the Hiatt staff works with students to assess their skills, values and interests; to explore a wide array of career paths using different mediums such as in-depth research tools, access to alumni networking opportunities, career panels and other events; and to help connect them to meaningful work and graduate school opportunities through an on-campus recruitment program, job postings, and a comprehensive internship program.

Students are encouraged early in their Brandeis experience to participate in various experiential programs to gain real-world perspective through the alumni network, the shadowing program, and the internship program. Beginning as early as the first year, the Hiatt shadowing experience allows students to spend a day with Brandeis alumni in the workplace. The internship program, most often pursued in the sophomore and junior years, offers students hundreds of opportunities in a full range of professional areas. Internships provide important experiences that complement liberal arts course work and may be eligible for academic credit or transcript notation (see the “Internships for Credit” section).

The center strives to combine individualized attention with state-of-the-art online resources and databases. Students are constantly advised of upcoming events and career opportunities so that they can select those appropriate to their goals.

The Hiatt Center is open during the week for both individual and walk-in appointments.

Athletics

Recognizing the importance of physical activity in a sound educational program, Brandeis 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.

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. In addition, the university offers a club sports program with twenty-two teams ranging from crew to Tae Kwon Do. 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, nontraditional 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, spring recesses, and 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. As 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 twofold 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, the center maintains 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.

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. 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.

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 Affairs, 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, the Student Services Bureau, and administrative offices.

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, who meet regularly to conduct its business and supervise its 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 Kutz Hall.

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.

Public Safety

The Department of Public Safety is located at Stoneman. Responsibilities of this twenty-five-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.

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.

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.

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 twenty-four departments and twenty-six interdepartmental programs, which offer forty-three majors and forty-seven minors. 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 Studies
 Sociology
 Theater Arts

Interdepartmental Programs

Biological Physics
 Business
 Comparative Literature
 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
 South Asian Studies
 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 laboratory, 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 Freshman 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 a student'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) 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 contact the College Board Headquarters, 45 Columbia Avenue, New York, New York 10023, or go to their Web site at www.collegeboard.com. For information on the ACT, write the American College Testing Program, 500 ACT Drive, PO Box 168, Iowa City, Iowa 52243 or go to their Web site at www.actstudent.org. For information on TOEFL, write to Educational Testing Service, Corporate Headquarters, Rosedale Road, Princeton, New Jersey 08541 or go to their Web site at www.ets.org/toefl.

Early Decision

Freshman 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 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 are 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 twelve 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 international 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 BA degrees 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 postsecondary institutions; designed for and accessible to regular college students and taught by instructors whose institutional responsibilities are primarily at the postsecondary 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 creditworthy by sponsoring and cooperating colleges and universities may not meet Brandeis requirements.

Advanced Placement

Brandeis 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 following chart.

Unlike for some other languages, there is no Advanced Placement exam in Hebrew. Therefore, the Hebrew program at Brandeis offers students who are non-native, 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.

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, PO Box 549110, Waltham, Massachusetts, 02454-9110. Brandeis's school code number is 3092. Requests for additional information on the Advanced Placement Program should be addressed similarly.

During the student's second semester at Brandeis, the student should come to the Office of the University Registrar to submit the paperwork that will allow the office to process the request for credits. Students who apply Advanced Placement exam 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 exam credit. Course equivalents are determined by the academic departments and posted by the Office of the University Registrar.

Examination	Accepted Scores	Requirement Met	Semester Course Credit	Equivalent Brandeis Courses
Art History	5	School of Creative Arts	1	None
Biology	5	School of Science	1	None
Chemistry*	4,5	School of Science Quantitative Reasoning	2	CHEM 11a,b, 18a,b
Chinese	4,5	Foreign Language	1	CHIN 30-level
Computer Science AB	5	School of Science	1	COSI 11a
Economics: Macro	4,5	School of Social Science	1	None
Economics: Micro	4,5	School of Social Science Quantitative Reasoning	1	ECON 2a
Environmental Science	4,5	School of Science	1	None
English: Language	4,5	None	1	None
English: Literature	4,5	School of Humanities	1	None
European History	4,5	School of Social Science	1	None
French Language	4,5	Foreign Language	1	FREN 30-level
French Literature	4,5	Foreign Language	1	FREN 30-level
German Language	5	Foreign Language	1	GER 30-level
German Literature	None	None	0	None
Government: U.S.	5	School of Social Science	1	POL 14b
Italian Language	4,5	Foreign Language	1	ITAL 30-level
Italian Literature	None	None	0	None

continued

Examination	Accepted Scores	Requirement Met	Semester Course Credit	Equivalent Brandeis Courses
Latin: Literature	5	Foreign Language	1	LAT 30-level
Mathematics AB**	4 5	School of Science School of Science	1 2	MATH 10a MATH 10a,b
Mathematics BC**	3 4,5	School of Science School of Science	1 2	MATH 10a MATH 10a,b
Music Literature	5	School of Creative Arts	1	MUS 1a
Music Theory	5	School of Creative Arts	1	MUS 5b
Physics B**	4,5	School of Science Quantitative Reasoning	2	PHYS 10a,b
Physics C: Mechanical***	4,5	School of Science Quantitative Reasoning	1	PHYS 15a
Physics C: Electrical***	4,5	School of Science Quantitative Reasoning	1	PHYS 15b
Psychology	4,5	School of Social Science	1	PSYC 1a
Spanish Language	4,5	Foreign Language	1	HISP 30-level
Spanish Literature	4,5	Foreign Language	1	HISP 30-level
Statistics	4,5	Quantitative Reasoning School of Science	1	MATH 8a
U.S. History	4,5	School of Social Science	1	None
World History	4,5	School of Social Science	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 receive credit for either Mathematics AB or Mathematics BC, but not for both.

***Students may 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 5 or better, for a maximum of sixteen 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 5 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 BA or BS 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 sixteen credits (four four-credit courses) 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 sixteen course credits may be granted, because residence requirements specify that a minimum of sixteen 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 nonletter 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 contact information for the forwarding of all inquiries, materials, and test results is:

Brandeis University
Office of Admissions
Mailstop 003
PO 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), the CSS/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 an 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 can be filed online at www.fafsa.ed.gov. 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 postsecondary undergraduate institutions. The priority filing date for applying for renewal of financial aid is April 17.

Although 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 postsecondary undergraduate institutions. The priority filing date for applying for financial aid is April 17.

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 postsecondary undergraduate institutions.

7. If a student changes his or her academic program (that is, taking fewer 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, he/she should consult a financial aid counselor first to discuss the impact on 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, that is, 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, because 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 *Bulletin* pertaining to class standing (under "Academic Regulations").

Federal 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 5 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 \$3,500 during the first year, \$4,500 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. For the 2008–09 academic year, the interest rate on the subsidized version of this loan is a fixed rate of 6.0% and the interest rate on the unsubsidized version of this loan is a fixed rate of 6.8%. This loan carries a 0.5% net origination fee and interest rate rebate.

Borrowers of the Perkins Loan, 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 federal, private, or parent student loan (for example, Federal Direct Stafford or PLUS), 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, PO Box 549110, Waltham, Massachusetts, 02454-9110 or e-mail sfs@brandeis.edu.

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.

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 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 Web site at 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 university deposit of \$500 must be paid by each candidate upon notification of acceptance. This deposit confirms each candidate's intention to begin studies at Brandeis. The deposit will cover any outstanding charges upon graduating from, or otherwise leaving the university with any remaining credit returned to the student.

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

Tuition

The tuition fee for 2008–09 is \$36,122 and the fee for each semester course required for degree credit is \$4,515 or \$1,129 per credit, per term.

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, and charges are not 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 fourteen-meal per week board contract for the 2008–09 academic year are \$10,366. Other meal contract options are available.

For upperclass students, other living accommodations are available at annual rates ranging up to \$1,992 more than the standard residence hall room (double-occupancy) rate of \$5,808.

Students residing in residence hall rooms must sign room licenses and board contracts binding for the full academic year. If a student has a room change and is placed in an area which does not require a board plan, and wishes not to have a board plan, the student must be in contact with the campus card office.

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

Transcript Fee

Students are entitled to twenty 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 2008–09:

1. Student activities fee, \$364.
2. Student health service fee, \$590.
3. Technology fee, \$218.
4. Student Health Insurance Plan (single coverage), \$1,464 (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 2008–09:

1. Laboratory fees, \$15–\$50.
2. Studio fees, \$10–\$80.
3. Medical school application processing fee, \$50.
4. Monthly payment plan fee, \$70.
5. Parking fees, \$35–\$150.
6. Off-campus study fee, \$400 per semester.
7. Returned check fee, \$25.
8. International health and accident insurance, mandatory for students participating in study abroad programs, \$36 per month, if required.
9. 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 percent 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 15, 2008; the second semester bill will be issued during November and payment will be due on or before January 9, 2009.

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 \$70 must be returned to TMS by July 15, 2008. The payment plan electronic withdrawals will begin on August 1, 2008.

Refund Policy

A student who leaves the university without the approval of the Office of Academic Services 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 Academic Services.

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 midpoint 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 percent of the period of enrollment. After 60 percent, 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 (for example, 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 (for example, students who live off campus), funds that were disbursed to support educationally related expenses (for example, 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 BA or BS) 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, oral communication, 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 as freshmen are required to complete a minimum of 128 credits (32 four-credit courses).

At least 7 full-time semesters and a minimum of 112 credits (28 four-credit courses) must be completed in fall or spring semesters at Brandeis or in an approved study abroad program.

Students who elect to study abroad for two semesters must complete 8 full-time semesters and 128 credits in fall or spring semesters at Brandeis 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 below).

Transfer Students

Students entering Brandeis as transfer students are required to complete 32 semester courses (equivalent to 8 fulltime fall or spring semesters or 128 semester-hour course credits). At least 4 full-time fall or spring semesters (16 semester courses/64 semester-hour course credits) must be completed in residence at Brandeis. Semesters on study abroad may not be counted toward the minimum.

Options for fulfilling the academic residency requirement

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

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 or the Summer Hebrew Program at Middlebury College.
3. Approved courses taken while on a leave of absence for medical reasons.
4. Approved courses taken through an approved summer study abroad program.
5. For students who applied for fall-term admission as freshmen, but who were accepted for the following spring term as members of the midyear 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.

Non-Resident Credit for Purpose

College courses taken while in high school, or summer courses taken outside of Brandeis, may be used for placement purposes, general degree requirements (for example, 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.

Although 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; neither 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 freshmen prior to August 2003 should consult the *Bulletin* published the year they entered.

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.

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 (for example, writing, oral communication, 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 advisers to come to a mutually acceptable degree of overlap. Between and among general university requirements, the limitations on double-counting are as follows: 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.

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, oral communication, analytical, 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 USEM course. These courses are designed to develop first-year students' analytical and writing or oral communication skills.

B. University Writing and Oral Communication

First-year students entering in the fall of 2007 and thereafter must satisfactorily complete one UWS course, one writing-intensive course, and either a second writing-intensive course or an oral communication course.

Some students will 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 a UWS 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, USEM, UWS, or other writing or oral communication 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 or oral communication components of this requirement are normally completed in a student's second or third year. Writing-intensive and oral communication courses, which are offered in departments throughout the university, are based in academic disciplines and include writing or oral communication as an integral part of the course work. Writing-intensive courses involve frequent writing assignments, opportunities for rewriting, and consultations with the instructor. Oral communication courses involve instruction, feedback and at least two assignments to develop oral communication skills. Writing-intensive and oral communication courses may serve multiple purposes, advancing students toward majors, minors, non-Western and comparative studies or distribution requirements. Courses numbered in the 90s are not eligible for a writing-intensive or oral communication 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, for example, 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: 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 adviser 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.

All majors must be declared before the start of a student's final semester at Brandeis.

Requirements for majors offered by each department and program are listed in the subject area sections of the *Bulletin*.

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 GPA 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
 Education Studies
 English and American Literature
 Environmental Studies
 European Cultural Studies
 French and Francophone Studies
 German Language and Literature
 Health: Science, Society, and Policy
 Hebrew Language and Literature
 Hispanic Studies
 History
 Independent Interdisciplinary Major
 International and Global Studies
 Islamic and Middle Eastern Studies
 Italian Studies
 Language and Linguistics
 Latin American and Latino Studies
 Mathematics
 Music
 Near Eastern and Judaic Studies
 Neuroscience
 Philosophy
 Physics
 Politics
 Psychology
 Russian Language and Literature
 Sociology
 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.

Art History
 Music
 Studio Art
 Theater Arts

School of Humanities

The school of humanities offers the undergraduate a systematic introduction to our literary and philosophical heritage.

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

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; film studies; history of ideas; Islamic and Middle Eastern studies; journalism; legal studies; medieval and renaissance studies; peace, conflict, and coexistence studies; Russian and East European studies; social justice and social policy. The major in neuroscience is supported by various members of the psychology department.

African and Afro-American Studies
 American Studies
 Anthropology
 East Asian Studies
 Economics
 Environmental Studies
 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

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 Regulations

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 thirty 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 3 semester courses per term and 7 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 (twelve 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 thirty-two courses or contribute toward the grade point average.

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:

- Completed all general university requirements.
- Completed thirty-two semester courses and the academic residency requirement.
- 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 BA/MA 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.

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 advisers. 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 Academic Services; 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 Academic Services; such requests are granted only in exceptional circumstances. If granted permission, the Committee on Academic Standing will normally instruct the University Registrar to record a grade of "W" ("dropped") on the student's permanent record.

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.

Auditing

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

Class Standing

The minimum number of semester courses required for advancement to each class is as follows: sophomore: six; junior: fourteen; senior: twenty-two. The minimum number of courses required for graduation is thirty-two.

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

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:

A	High Distinction
B	Distinction
C	Satisfactory
D	Passing, but Unsatisfactory
E	Failure

The letters "S" (Satisfactory) or "U" (Unsatisfactory) may be used as the midsemester grades for undergraduates. At the end of the semester 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:

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

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

Credit/No Credit Grading

Certain course specifically, ENG 19a, ENG 79a and b, ENG 109a and b, ENG 119a and b, ENG 139a and b, MUS 10a through 15b, 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 GPA of 3.500 and 3.700, respectively.

The award of *summa cum laude* requires a cumulative GPA 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. Letter grades covered by "pass" ("P" for performance at the D- level or above) will not be used in computing GPA but will be considered by Committee on Academic Standing when determining academic standing. *Grades of "fail" ("F" for performance below a D- level) will be converted to grades of "E" and will be used in computing GPA.*

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, 121 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 Academic Services.

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 Academic Services 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 University 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 Standing section 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 nonvoting members are the class advisers, associate registrar, director of the International Students and Scholars Office, and director of the Transitional Year Program.

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 Academic Services.

Academic Standing

Students are placed on the Dean's List when they have earned a GPA 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 (a course numbered 99) in the fall term may receive an "S" in that course and still be eligible. Students are not eligible for consideration until all permanent grades have been recorded by the Office of the University Registrar. Dean's List students receive formal acknowledgement of this achievement from the Office of Academic Services.

Students are in good academic standing when they earn a semester grade point average of at least 2.000, have not received a grade of E, F, or NC, and no more than one grade in the range (D+, D, or D-).

Advising alert is considered good academic standing, but serves as an indicator to the student that they are not performing at the academic level expected by the university. Students who receive a single grade of D with a semester GPA of at least 2.000 will be placed on Advising Alert. Students with cumulative grade point averages of 2.200 or below will also be placed on Advising Alert.

Probation is an official notation that satisfactory academic progress is not being achieved. Students whose semester record contains one or more grades of E, F, or NC or two or more grades in the range (D+, D, D-) will be placed on probation. Students whose semester record contains a single grade in the range (D+, D, D-) will be placed on probation if the semester GPA is below 2.000. Students placed on probation will normally be returned to good academic standing following a semester of satisfactory grades (grades of C- and above).

The following chart defines academic standing:

Semester Record	Semester GPA Less Than 2.000	Semester GPA 2.000 or Greater
No grade below C-	Good Standing, unless cum GPA is below 2.2, in which case Advising Alert	Good Standing, unless cum GPA is below 2.2, in which case Advising Alert
1 D	Probation	Advising Alert
2 Ds, 1E, 1F, or 1 NC	Probation	Probation

If a student receives more than one D, E, U, F, or NC in a single semester or if a student has had multiple semesters with unsatisfactory grades, the student may be required to withdraw from the university because of a lack of academic progress. A student may be required to withdraw from the university even if the student has not been on advising alert or probation in a prior semester. The university may require a student to withdraw at any time, should the university determine that the student's 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 standing.

The academic standing of students who earn unsatisfactory grades will be reviewed at the end of each semester by the Committee on Academic Standing according to the above stated definitions. Letter grades covered by "pass" ("P" for performance at the D- level or above) will not be used in computing grade point averages but will be considered by COAS when determining academic standing. A student with one unsatisfactory grade will have the choice of meeting with his or her class adviser or having his or her parent(s) and/or guardian(s) notified of their academic standing.

A student with two or more unsatisfactory grades who are placed on probation will have their parent(s) and/or guardian(s) notified. Parents will also be notified when a student changes their status at the university either by voluntarily withdrawing or by being required to withdraw by COAS. The student's academic adviser will also be notified of a student's academic standing.

Special Academic Opportunities

A student with an unsatisfactory record who either voluntarily withdraws from the university or who is required to withdraw from the university may petition to return to the university. COAS will consider petitions for readmission. The student is expected to spend a minimum of one year away from the university. 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 voluntary or involuntary withdrawal from the university are not eligible for transfer toward the Brandeis degree. Petitions for readmission for a fall semester must be received no later than June 1 and petitions for readmission for a spring semester must be received no later than November 1.

Leave of Absence

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 Academic Services.

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 Academic Services no later than the 20th day of instruction. Students are required to inform the Office of Academic Services 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.

Leave of Absence for Medical Reasons

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 Academic Services. During a leave of absence for medical reasons, students may take two courses (eight credits) per semester for a maximum of four courses (sixteen 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.

Students requesting to return from a Leave of Absence for Medical Reasons must petition the Committee on Academic Standing for permission and must provide documentation that the medical condition has been alleviated and that the student is ready to return to full-time academic life at Brandeis.

Voluntary Withdrawal from the University

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.

Extended Credit

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. *This status allows completion of required course work only.* 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). *Students who complete their course work 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.* 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.

Students who do not meet the above criteria (8 semesters and 120 course credits) are not eligible for this option and must petition for a ninth semester in residence through the Office of Academic Services.

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. 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 a 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 4 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 advisers 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 BA/MA program are not eligible for senior reduced-rate status.

Computer science, the 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 IIM major may be obtained in the Office of Academic Services.

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.

All minors must be declared before the start of a student's final semester at Brandeis.

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 and Francophone Studies
 German Language and Literature
 Health: Science, Society, and Policy
 Hebrew Language and Literature
 Hispanic Studies
 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
 South Asian Studies
 Theater Arts
 Women's and Gender Studies
 Yiddish and East European Jewish Culture

Undergraduate Research Opportunities

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 Academic Services.

Internship for Credit

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.

Brandeis offers three different forms of credit-bearing internships. Structured internships, which include weekly meetings as a class, are offered by departments under the course number 89. Internship courses, which are individually arranged by a single student and instructor, are offered under the course number 92. Research-based internship courses, which are individually arranged by a single student and instructor around a research project, are offered with the course number 93 and the course title Research Internship.

All internship courses are subject to the normal enrollment deadlines; specific directions for registering can be found on the *Schedule of Classes* each semester. Participation is normally limited to juniors and seniors. International students wishing to complete internships must enroll in an internship course, meet visa requirements, and obtain approval from ISSO for all internships. A student may not receive credit for more than two such courses, the equivalent of eight credits. Students interested in pursuing an internship while on study abroad should contact the Office of Study Abroad for further information on procedures and requirements specific to such opportunities.

Students may also apply for transcript notation for internships that would not otherwise qualify for academic credit through a program administered by the Hiatt Career Center. Transcript notation allows the university to recognize career-related learning experiences by including them on the official student transcript, provided that these internships have concrete career-related learning goals and outcomes, as determined by a committee of Hiatt staff members and other administrators. For further information, please visit the Hiatt Career Center Web site.

Expected Components of Academic Year Internships

Students should work the equivalent of at least ten and no more than fifteen hours per week for at least ten weeks of a thirteen-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, and so on. 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 one hundred hours during the summer internship; for example, ten hours per week for ten weeks, seventeen hours per week for six weeks, and so on. 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 faculty member.

Experiential and Community-Engaged Learning

Experiential learning is a process through which a student develops knowledge, skills, and values from direct experiences. Experiential learning allows students to learn through action in addition to their classroom experiences. Academic experiential education at Brandeis includes community-engaged learning, internships and other activities including performances, lab work, and creative and studio work. Additional details about experiential learning at Brandeis and course listings may be found at www.brandeis.edu/experientiallearning.

Community-engaged learning (CEL) initiatives at Brandeis draw students, faculty, staff, and community members into conversations about citizenship and social responsibility. In our academic and volunteer programs, we seek to develop sustainable and productive partnerships with organizations and communities beyond the boundaries of campus, in ways that help address pressing social needs and foster democratic participation in civic life. Community-engaged learning is an aspect of the university's broad-based commitment to experiential learning. By integrating hands-on practice and thoughtful reflection, CEL projects enhance the university's commitments to social justice and academic rigor. In local, regional, and international projects, we encourage students to assume important leadership roles, building linkages with community actors and reflecting upon the nature of equitable and sustainable partnerships.

Additional details may be found at www.brandeis.edu/community-engaged/, along with a listing of CEL courses.

Undergraduate Peer Assistantships for Credit

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 PEER 94a (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 GPA.

Tufts University School of Medicine Early Acceptance Program

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 GPA of 3.50 or better, and a cumulative GPA 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 University Medical School, and the opportunity to participate in special seminars. Accepted students 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 twenty-eight 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 BA and the Columbia JD simultaneously.

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

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 course work at Brandeis, 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 BA in physics (or possibly some other science major) from Brandeis University and a BS 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 the following 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 GPA of 3.0 or above. Letters of recommendation from the Office of Academic Services and from the program coordinator at Brandeis are also required to apply.

Franklin W. Olin College of Engineering Certificate in Engineering

Olin College offers a five-course Certificate in Engineering for students at Brandeis as part of a special collaboration. This certificate is not equivalent to an engineering degree, but represents a substantial investment in engineering courses that could help students pursue a wider field of postgraduate opportunities in industry or graduate school. The courses of study are designed to provide the student with a fundamental understanding of an engineering field, and typically consist of courses ranging from introductory engineering courses to advanced courses.

One of the five courses may be an approved Brandeis course with the remaining four taken through cross-registration at Olin. There are six programs of study: Engineering Design, Materials Engineering, Bioengineering, Electrical and Computer Engineering, Mechanical Engineering, and Engineering Systems.

For students who want to concentrate their studies and immerse themselves in a team-based engineering environment through residence at Olin, there is an option to enroll at Olin for a semester. For further details and to explore academic options, please consult with either Robert Meyer (Physics) or Timothy Hickey (Computer Science). For direct consultation at Olin, contact the Certificate Program Coordinator, Mark L. Chang, mark.chang@olin.edu or 781-292-2559.

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; although 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, as 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. Because 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 advisers to prospective law school applicants. Students requesting a dean's certification should contact the Office of Academic Services.

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 Academic Services 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 Advisers. These advisers provide ongoing guidance, aid in the application procedure, and participate in the preparation of letters of recommendation.

The basic requirements for prehealth 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/as/prehealth.html.

Teaching

The university offers a program that fulfills Massachusetts 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 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 Academic Services. 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. More than 250 programs in 69 countries have been approved for Brandeis students' participation. The Office of Academic Services 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 Academic Services for approval to study abroad. Application deadlines can be found on the study abroad Web site at www.brandeis.edu/as/abroad.html. 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, 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 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.

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 predissertation or dissertation research abroad. The Saul Epstein-Meyer Schindler Endowment for Overseas Study provides additional funding for humanities students, and 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 Academic Services 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 may be portable. More information on this policy change is available on the study abroad Web site at www.brandeis.edu/as/abroad.html.

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 adviser, 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 may be portable.

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

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. Brandeis is supportive of students' supplementing their academic experience by cross-registering at these schools. Although Brandeis will provide academic advising, it cannot provide transportation to these 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 twelve 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 GPA. Additional information may be obtained from the Office of the University Registrar.

Due to differences in academic calendars among the colleges in the consortium, it is not advisable for graduating seniors to enroll in a cross-registered course in their final semester.

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 thirty-seven 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 Academic Services.

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, and so on. The field study project must have the approval of the student's department of major. The project will be supervised by a faculty adviser 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.

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 with 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 \$750 book allowance, and uniforms. Applications for scholarships are due by December 1 of senior year.

Freshmen and sophomores already in college can compete for two-, three-, and three-and-one-half-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 \$750 book allowance, and uniforms.

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

The Graduate School of Arts and Sciences

History and Organization

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, composed of a faculty representative of each graduate program and four graduate student representatives. The Council is chaired by the dean of arts and sciences or his designee. 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 chief executive officer of the Graduate School.

Objectives

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 nonprofit 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

During the academic year 2008–09, 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
 Coexistence and Conflict & Sustainable International Development
 Comparative History
 Computational Linguistics
 Computer Science
 Cultural Production
 Education (Elementary)
 Education (Secondary)
 English and American Literature
 English and American Literature & Women's and Gender Studies
 Genetic Counseling
 Jewish Professional Leadership and Management of Human Services (Heller School)
 Jewish Professional Leadership and Near Eastern and Judaic Studies
 Jewish Professional Leadership and Public Policy (Heller School)
 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 (Heller School)
 Psychology
 Sociology
 Sociology and Social Policy (Heller School)
 Sociology & Women's and Gender Studies
 Sustainable International Development & Women's and Gender Studies
 Teaching of Hebrew
 Theater Arts

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

Graduate School

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.

Admission

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.

Testing

Applicants should consult specific program requirements for testing information. Many programs require the GRE general test, and some may require the appropriate subject test. In the case where the GRE is not required, it is highly recommended that the applicant take the exam prior to submitting an application. In the case of certain programs, the GMAT may be substituted for the GRE. Requirements may be found at www.brandeis.edu/gsas.

Applicants should take the GRE no later than six weeks prior to the program's deadline. GRE scores that are received after the appropriate deadline may not be considered. For more information, please consult the Education Testing Service, Princeton, New Jersey 08541-6155, www.gre.org.

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). Applications for admission to the test should be made to TOEFL, Educational Testing Service, Princeton, New Jersey 08541-6155, USA, www.toefl.org. Applicants may also take the IELTS exam (International English Language Testing Exam). The minimum score for admission is 7.0. For more information, visit www.IELTS.org.

Application

Specific requirements for each graduate program are to be found under the appropriate headings in this *Bulletin* and at www.brandeis.edu/gsas. 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 Web site or they may download the application for admission from the Web site. The application for admission should be completed and returned to the GSAS by the specified deadline.

Applications for admission for the spring term should be filed by December 1. PhD 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 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 or should visit www.brandeis.edu/gsas.

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 Web site. **No application will be processed until this fee is paid.** There is a one-time fee waiver for Brandeis students, alumni, and staff.

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. 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 Graduate School 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.

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 or certificate 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 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:

1. Should a PhD student wish to be admitted in a subsequent academic year, he or she must reapply in full.
2. Master's and certificate students admitted into a program may apply for a maximum one-year deferral of their enrollment. Students should submit a request, in writing, to the assistant dean for admission with a \$300 tuition deposit to hold their spot. Confirmation of the deferral will be provided in writing from the Graduate School.
3. Doctoral students are not eligible to defer their enrollment.

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.

International Students Requirements for the Degree

Academic Standing

Admission is valid only for one academic year. Graduate programs 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 also 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 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, New Jersey 08541-6155, www.toefl.org. Applicants may also take the IELTS exam (International English Language Testing Exam). The minimum score for admission is 7.0. For more information, visit www.IELTS.org.

Financial Aid

Financial aid in the form of scholarships and fellowships is available to outstanding PhD 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 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. Additional information regarding employment regulations is provided to students by the International Students and Scholars Office.

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 postbaccalaureate certificate programs are listed in the relevant program sections of this *Bulletin*.

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, 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.

Beginning in the fall of 2008, students entering graduate programs with a master's thesis requirement must electronically deposit their thesis to the Robert D. Farber University Archives. For currently enrolled students, the deposit of a master's thesis is voluntary. The master's thesis requirement will not be considered fulfilled and the thesis will not be published through the University Archives, until the Certification of Master's Thesis Acceptance form is submitted to the Graduate School. The signed and completed form must reach the Graduate School by the submission deadline listed in the Academic Calendar.

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

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, ordinarily computed as twelve 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.

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 one or more courses, 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 PhD 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 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.

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*.

Joint Degrees

Interdisciplinary in design, the joint MA degree in women's and gender studies and a discipline aims to give MA and PhD 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 PhD, 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 PhD degree programs in NEJS and sociology, politics and social policy, and sociology and social policy.

Students who are interested in designing a joint PhD 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.

Degrees in Passing

Students enrolled in a PhD 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.

Application for Graduate Degrees and Postbaccalaureate Certificates

Candidates for graduate degrees and certificates must file an application with the University Registrar per the specified dates in the academic calendar in the year in which the degree or certificate 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 or certificate. Postbaccalaureate certificate candidates must have a minimum of a B-GPA 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 postbaccalaureate 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.

Dissertation and Final Oral Examination

When a student is ready to write the doctoral dissertation, the chair of the student's program will appoint a dissertation reading committee of no fewer than three faculty members. Two of the committee members must come from the student's own department, one must be tenured, and one must come from another department or from outside the university. The student's principal adviser will serve as the chair of this committee, which will guide the research and preparation of the dissertation. The student must provide each reader with a copy of the dissertation, along with an abstract of no more than 350 words, for approval. The style and format of the dissertation is determined by each program.

Academic Regulations

The dissertation, when approved by the readers as eligible for a defense, must 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 dissertation reading committee, with the approval of the Dean of the Graduate School of Arts and Sciences and 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 student of the time and place of the final oral examination at least two weeks prior to the scheduled date of the examination.

The program and the Graduate School office will publish the time and place of the candidate's final oral examination of the doctoral dissertation. The defense must be on the premises of the university; the final oral examination is open to any member of the faculty engaged in graduate instruction and invited faculty members from other institutions. A student must be registered and enrolled in the term(s) in which the dissertation is defended and submitted to the Graduate School office.

The dissertation examining committee, approved by the program chair and the Dean of the Graduate School of Arts and Sciences, must comprise of a minimum of three faculty members. At least one must be a tenured member of the Brandeis faculty; at least two must be faculty members holding an appointment in that program's home department; at least one must either be a 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 hold a PhD degree, although the program chair, with the approval of the Dean of the Graduate School of Arts and Sciences, 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 at the final oral examination, will be submitted to the Office of the University Registrar.

If the dissertation examining committee requires substantial revisions of the dissertation text, the revisions must be reviewed and accepted by the entire committee, not just the dissertation supervisor. If these revisions are not made within six months of the dissertation defense, there must be a re-defense of the dissertation.

Deposit and Publication of Dissertation

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

All students will receive a digitally scanned, softbound copy of the dissertation; those wishing a hardbound copy of the original may order one through ProQuest/UMI. Softbound copies will also be distributed to the department and to the Library. The Library will receive a microfiche copy. All dissertations will be processed through ProQuest/UMI Dissertation Publishing. Bibliographic citations and abstracts will be published in Dissertation Abstracts International in print, on-line, CD-ROM, and microform. Bibliographic information concerning these documents will also be made available through the UMI Dissertation Abstracts Database and to a worldwide network of online information providers including OCLC and Dialog®. 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.

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.

Program of Study

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

Graduate students may not register for an undergraduate course (numbered below 100) for degree or certificate (except in premedical studies) 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 adviser. 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.

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.

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 Web site, 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.

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. Students may not be excused if they were able to notify the instructor in advance and failed to do so, either. 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.

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. Postbaccalaureate students must have at least a B- average to be eligible for the certificate.

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.

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 date published in the academic calendar for the term. 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 that the petition is signed by the instructor of the course and the program chair. All grade changes are subject to the approval of the University Registrar.

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 postbaccalaureate 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 PhD 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.

Graduate Cross-Registration

A full-time graduate student at Brandeis 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 at Brandeis 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. The student 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. Due to differences in academic calendars among the colleges in the consortium, it is not advisable for degree candidates to enroll in a cross-registered course in their final semester.

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 MA and MS degrees.

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

Master of Fine Arts

The minimum residence requirement for all MFA 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 MFA 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 PhD degree.

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. Full-time students should consult with their advisers 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 PhD 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.

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 and is enrolled in fewer than twelve 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.

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 (Graduate Research), or the appropriate courses required to complete their programs.

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 (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.

Graduate Summer Term

GSAS Graduate Summer Term exists for students in several categories.

A. Students in the programs listed below are required to register for summer term:

1. PhD students in the life sciences, chemistry, physics, or computer science program are required to be on campus or at a related lab for the full year while engaged in taking classes and/or doing research related to their field of study and should register for CONT 250b. Registration for Graduate Summer Term does not count toward the residency requirement. The registration fee will be waived for students who register by June 2.

2. Master's students in genetics counseling are required to participate in a clinical internship and in research and should register for BIOL 212a and BIOL 213a. Registration for Graduate Summer Term does not count toward the residency requirement. The registration fee will be waived for students who register by June 2.

3. Master's students in the coexistence program are required to participate in an internship and should register for COEX 297a. Registration for Graduate Summer Term does not count toward the residency requirement. The registration fee will be waived for students who register by June 2.

4. Master's students in the MAT or the Hornstein Jewish Professional Leadership program should register for the courses that have been determined by your program. Full-time tuition will be charged.

B. Students planning to receive an August degree are required to register for summer term:

1. PhD students planning to receive an August degree are required to register for CONT 250b. The registration fee will be waived for students who register by June 2.

2. Master's students planning to receive an August degree are required to register for CONT 250b. The registration fee will be waived for students who register by June 2.

C. Students not in a program listed above, but engaged in summer research, may choose to register for CONT 250b. The registration fee will be waived for students who register by June 2.

D. Students not in a program listed above, but planning to complete a thesis course or independent study course during the summer term must complete registration by sending an email to Richard Cunnane (rcunnane@brandeis.edu) in the Office of the University Registrar indicating which thesis or independent study course they wish to enroll in. Students should include their sage identification number and full name in the body of the email. A per course charge will apply.

Brandeis Summer School

Students who are pursuing a master's degree or postbaccalaureate certificate may choose to enroll in graduate level courses in the Brandeis Summer School. Some GSAS departments may choose to designate selected courses offered through the Summer School for credit toward a GSAS master's degree or postbaccalaureate certificate. Students may review course listings in the Summer School Bulletin on the Summer School Web site www.brandeis.edu/summer.

Please note that GSAS students who register for summer courses in the Brandeis Summer School, the Heller School, or the International Business School will be expected to pay the appropriate tuition to that school. GSAS tuition scholarships and grants do not apply.

Postbaccalaureate Students

A postbaccalaureate 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.

Postbaccalaureate 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 toward graduate degrees.

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.

Students must apply as a special student for each semester in which they wish to take a class. Details can be found at www.brandeis.edu/gsas.

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.

Leave of Absence with Credit

Students enrolled in a PhD or master's program with a two-year residency may apply to study abroad with credit. Although 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. Because 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.

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.

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.

Fees and Expenses

Payment of tuition and other fees is due on August 15, 2008, for the fall semester and January 9, 2009, 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 ten 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 \$70 must be returned to TMS by July 15, 2008. For any applications returned by July 15, 2008, the payment plan electronic withdrawals will begin on August 1, 2008.

Contact the Office of Student Financial Services for additional 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 or certificate 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. 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 or certificate 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 2008–09 are as follows:

Full-time resident students: \$36,122 per year, or \$18,061 per term.

Post-resident students: \$2,258 per year.

Continuation fee: \$1,130 per year.

Postbaccalaureate studio art students: \$17,500 per year.

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

Master of Science, genetic counseling students: \$27,092 per year.

Special students, postbaccalaureate computer science and premedical students, and part-time resident students: \$4,515 per course, per term or \$1,129 per credit, per term.

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

Postbaccalaureate Program Fees

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

Graduate Activity fee: \$36.

Orientation Fee: \$40.

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

Technology Fee: \$218 per year.

Final Doctoral Fee: \$235.

This fee covers all costs for the year in which the PhD 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 PhD 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. Students are entitled to twenty official 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. Official transcripts will be issued only to those students whose university financial records are in order.

Student Health Services Fee: \$590 (optional).

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

Student Health Insurance Plan (single coverage): \$1,464 (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: \$70.

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 percent if the student leaves on or before the second Friday, 50 percent 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 \$9,000–17,100. Limited housing is available in the university's graduate residence halls. Costs for on-campus housing range from approximately \$3,243–3,976 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, Massachusetts 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, 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 MFA degree, or more than five years of study for the PhD 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 this *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 adviser.

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.

Dean's Fellowship

Brandeis established the Dean's Fellowship in 1995. The fellowship was created to encourage students from groups whose underrepresentation in the nation's PhD population has been severe and long-standing 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 five years of funding with a nine-month stipend, assuming satisfactory academic progress.

Factors considered in 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.

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.

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 ten-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 or certificate 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. Postbaccalaureate certificate students may borrow up to \$7,000 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 \$12,000 a year (\$5,000 for independent postbaccalaureate 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 \$20,500.

Repayment of a Stafford Loan begins six months after the borrower ceases to be enrolled at least half-time. The repayment period is ten 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.

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 postbaccalaureate certificate 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.

Courses of Instruction

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.

Course Abbreviations

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

Requirement Codes

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.

General University Requirements

ca School of Creative Arts

fl Foreign Language

hum School of Humanities

nw Non-Western and Comparative Studies

oc Oral Communication

qr Quantitative Reasoning

sn School of Science

ss School of Social Science

wi Writing-Intensive

Department of
African and Afro-American Studies

Courses of Study:
 Minor
 Major (BA)

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 adviser or another professor. Majors may ask for guidance in the selection of elective courses with related content or approach within their chosen disciplines.

Faculty

Wellington Nyangoni, Chair

Africa: economic development.
 Comparative Third World political economy.

Peniel E. Joseph (on leave 2008–2009)

African-American history. Twentieth-century American social history. African Diaspora.

Mingus Mapps

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

Wayne Marshall

Ethnomusicology. Cultural study of music. Hip-hop. Regaeton. Electronic popular music.

Faith Smith (on leave 2008–2009)

Literature and popular culture of the Caribbean. African-American literature. African Diaspora.

Ibrahim Sundiata (on leave spring 2009)

Africa: Social history. Slavery. African Diaspora. Afro-Brazil.

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. One of the following: AAAS 70a (Introduction to Afro-American History), AAAS 79b (Afro-American Literature of the Twentieth Century), AAAS 115a (Introduction to African History), or AAAS 133b (The Literature of the Caribbean).

C. The remaining three courses will be selected from among the department's offerings.

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 adviser by the undergraduate advising head.

Requirements for the Major

A. Required of all candidates: nine semester courses from among the AAAS and cross-listed courses below. One of the nine 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 must be taken in each of the following areas: social science, humanities, and history.

C. At least four courses should constitute a field of specialization. Students may elect either (a) four courses in one of the following disciplines: literature, music, history, political science, sociology, and economics or (b) an interdisciplinary focus on Africa or Afro-American affairs. Students must confirm their choice of specialization with the department academic adviser.

D. Five of the nine 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).

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. Provides fundamental insights into Africa, the Caribbean, and the Americas through approaches and techniques of social science and the humanities. Usually offered every year.

Mr. Joseph

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 potential 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.

Staff

AAAS 79b Afro-American Literature of the Twentieth Century

[hum ss wi]

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 in order to understand how religion has influenced African-American life. Topics include religious experience and identity, religion in popular culture, institutional developments, political activism among religious figures, theological innovations, and religious conflict. Usually offered every second year.

Staff

AAAS 82a Urban Politics

[ss]

Examines urban politics in the United States from the early twentieth century to the present. Topics include urban political machines; minority political participation; the evolution of American suburbs; and racial, economic, and political inequities that challenge public policymaking. 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 105a The Black Power Movement

[ss]

A study of the Black Power Movement’s promotion of racial pride, self-determination, unity, and revolution in American society and abroad from 1955–1975. Usually offered every second year.

Mr. Joseph

AAAS 114b Race, Ethnicity, and Electoral Politics in the United States

[ss]

Explores the role that 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]

Explores the history of African societies from their earliest beginnings to the present era. Topics include African participation in antiquity as well as early Christianity and preindustrial political, economic, and cultural developments. 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. Addresses the larger perspective of global communications. Usually offered every third year.

Mr. Nyangoni

AAAS 120b Race in African-American History

[ss]

Is race un-American? Explores the meanings and functions of race through the critical lens of African American racial thought. Analyzes primary sources from the antebellum period to the present to answer such questions as: Is race racist? What is black culture? Does justice require “colorblindness”? Usually offered every third year.

Staff

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 perspective. 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.

Staff

AAAS 132b Introduction to African Literature

[hum nw ss]

Examines the cultural production of African writers and filmmakers and their critiques of the postcolonial state. Topics include 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 135b Global Hip-Hop

[ca wi]

Explores hip-hop's international reach and social significance; specifically, how the genre resonates as a quintessentially American and African-American form in local contexts around the world. Through various case studies, the course examines how hip-hop animates local cultural politics in an age of globalized media, migration, and transnationalism. Special one-time offering; was offered spring 2008.

Mr. Marshall

AAAS 145b What Is Race?

[ss wi]

What is race? How has it shaped what it means to be American? Explores nineteenth- and twentieth-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.

Staff

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.

Staff

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.

Staff

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

[nw 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 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]

Offers analysis of political and economic issues in developing countries with 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 171a Reggae Representation, Race and Nation

[ca]

This course examines the various narratives of reggae, and by extension Jamaican music and nationhood, including academic, journalistic, and filmic perspectives. We will also appraise reggae's own musical representations of race, gender, sexuality, religion, nation, and diaspora. Special one-time offering, fall 2008.

Mr. Marshall

AAAS 175a Comparative Politics of North Africa

[nw ss]

Explores the formation and development of political cleavages and cleavage systems, and of mass-based political groups, analyzing 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

ECON 69a

The Economics of Race and Gender

ENG 16a

Nineteenth-Century African-American Literature: Texts and Contexts

ENG 87a

Sex and Race in the American Novel

ENG 127b

Migrating Bodies, Migrating Texts

ENG 138a

Making Modern Subjects: Caribbean/Latin America/U.S.A. 1850–1950

ENG 147b

South African Literature and Apartheid

ENG 167b

The Postmodern African-American Novel

ENG 197b

Within the Veil: African-American and Muslim Women's Writing

HIST 115a

History of Comparative Race and Ethnic Relations

HIST 116a

Black Homeland: West Africa

HS 120a

Race and the Law

MUS 160a

Digital Pop from Hip-Hop to Mashup

PHIL 18a

Philosophy of Race and Gender

POL 124b

Race, Inequality, and Social Policy

POL 140a

Politics of Africa

Department of

American StudiesCourses of Study:
Major (BA)**Objectives**

American studies is an interdisciplinary field devoted to the study of all things American. An inquiry into the many varieties of American culture, past and present, the major seeks to provide students with a historical perspective on the United States and an educated awareness of the ways in which the nation has shaped the lives of its citizens as well as people around the world. The curriculum embraces a wide range of cultural expressions, including literature, film, music, art, architecture, and digital media. Typically, students who enroll anticipate careers in fields such as law, business, public service, education, journalism, and the entertainment industry. As the sponsor of programs in legal studies and journalism, the department aims to provide a broad background to those areas and welcomes students who seek active engagement with the contemporary world through a firm grounding in a sound liberal arts education.

How to Become a Major

Normally, students declare their major in their sophomore year and complete the three required courses (see below) by the end of their junior year. Working with a departmental adviser, 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, American studies majors often take several departmental courses that also satisfy the requirements of their program. Courses in other departments that satisfy American studies elective requirements are listed below and are also listed on the departmental Web site. Students who wish to be considered for departmental honors must write a senior thesis in a full-year course (AMST 99d). Special opportunities are available for supervised internships (AMST 92a), one-on-one readings courses (AMST 97a,b), and individually directed research courses (AMST 98a,b). Majors are encouraged to gain a valuable cross-cultural perspective on America by studying abroad in their junior year.

Faculty

Stephen Whitfield, Chair

Modern political and cultural history.

**Joyce Antler, Undergraduate Advising Head
(on leave 2008–2009)**

Women's history. Social history.

Jacob Cohen

Culture, politics, and thought.

Shilpa Davé

Race and ethnicity. Asian-American studies. Gender and popular culture.

Thomas Doherty

Media and culture.

Brian Donahue

Environmental studies.

Maura Farrelly (Director, Journalism Program)

Journalism. Religion.

Richard Gaskins (Director, Legal Studies; Director, Social Justice and Social Policy) (on leave spring 2009)

Law. Social policy. Philosophy.

Laura Goldin

Environmental studies.

Requirements for the Major

A. Normally students take AMST 10a (Foundations of American Civilization) in their sophomore year and no later than the spring term of their junior year.

B. Normally students will take AMST 100a (Classic Texts in the American Culture to 1900) in their sophomore year or no later than their junior year.

C. After completing 100a, with a minimal grade of C–, students must take AMST 100b (Twentieth-Century American Culture), normally in their junior or senior year.

D. Six 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) and participate in a year-long honors colloquium. AMST 99d does not satisfy other departmental requirements.

F. No 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.

Courses of Instruction

(1–99) Primarily for Undergraduate Students

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 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 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 adviser. 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 adviser. 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 adviser, prepare a thesis. In addition to regular meetings with a faculty adviser, 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]

Priority given to American studies majors. This is the core seminar for American studies majors; a text-based course tracing the American experience from the earliest colonizations through the nineteenth century. Usually offered every semester. 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 twentieth 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 second 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 oc]

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 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 that 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. Staff

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. Staff

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. Staff

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. Staff

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 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 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 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. Dave

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]

An interdisciplinary course exploring how journalistic practice is mediated by the moving image—cinematic, televisual, and digital. The historical survey will span material from the late-nineteenth-century "actualities" of Thomas Edison and the Lumiere Brothers to the viral environment of the World Wide Web, a rich tradition that includes newsreels, expeditionary films, screen magazines, combat reports, government information films, news broadcasts, live telecasts, television documentaries, amateur video, and the myriad blogs, vlogs, and webcasts of the digital age. Usually offered every second year.

Mr. Doherty

AMST 132b International Affairs and the American Media

[ss]

Examines and assesses American media coverage of major international events and perspectives, with special emphasis on the Middle East. In addition to analyzing the political, economic, cultural, and tactical factors that influence coverage, students will be challenged to consider the extent to which the American media has influenced their own understanding of the crisis in the Middle East and the relationship the United States has with that part of the world. Students will engage in online chats with students in the Middle East, and they will write and edit their own television news pieces about developments in the region. Usually offered every second year.

Ms. Farrelly

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 communication in the twentieth century. Usually offered every year.

Staff

AMST 135b Radio in American Culture

[ss]

Explores the cultural history of radio: the broadcast industry, legislation and regulation, and programming from 1920 to the present. Topics include news, advertising, serial drama, comedy, wartime radio, religion, race, Top 40, and sports/talk radio, using both texts and program recordings. Usually offered every second 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 139b Reporting on Gender, Race, and Culture

[ss]

Examines the news media's relationship to demographic and cultural change, and the influence of journalistic ideologies on the coverage of women and various ethnic and cultural groups. Usually offered every second year.

Staff

AMST 140b The Asian-American Experience

[oc ss]

Examines the political, economic, social, and contemporary issues related to Asians in the United States from the mid-nineteenth century to the present. Topics include patterns of immigration and settlement, and individual, family, and community formation explored through history, literature, personal essays, films, and other popular media sources. Usually offered every second year.

Ms. Dave

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. Discusses the historical, social, political, and economic forces shaping those lives and how they are reflected in literature. Usually offered every second year.

Ms. Dave

AMST 144b Signs of Imagination: Gender and Race in Mass Media

[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. Dave

AMST 149a On the Edge of History

[ss]

Examines how visionaries, novelists, historians, social scientists, and futurologists in America from 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]

Examines the central dilemmas of the American experience through various major works. Topics include 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]

Examines how the United States has interacted with the rest of the world, especially Europe, as a promise, as a dream, as a cultural projection. 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]

Examines 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 problems of immigrant acculturation today. Usually offered every third year.

Staff

AMST 163b The Sixties: Continuity and Change in American Culture

[ss]

Analyzes 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 second year.

Staff

AMST 168b American Religious History

[ss wi]

Charts the origins and development of the various—and primarily Judeo-Christian—religious movements that have shaped and been shaped by the American experience. Topics include the origins of the "Bible Belt," the religious debate over slavery, the black church in America, the social gospel, and the difference between fundamentalism and evangelicalism. Usually offered every second year.

Ms. Farrelly

AMST 169a Ethnicity, Immigration, and Race in the United States

[ss]

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 affected the arrival and settlement of African, Asian, European, American Indian, and Latino populations in the late nineteenth and twentieth 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. Dave

AMST 170a The Idea of Conspiracy in American Culture

[ss]

Considers 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 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]

Studies 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. Focuses on 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.

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 twentieth 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 Campus and Community: Improving Environmental Sustainability at Brandeis and Beyond

[oc ss]

In this hands-on course, students design and implement environmental sustainability initiatives to benefit the campus and the local community. 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

Cross-Listed Courses**AAAS 70a**

Introduction to Afro-American History

AAAS 79b

Afro-American Literature of the Twentieth Century

AAAS 81b

Religion in African-American History

AAAS 82a

Urban Politics

AAAS 114b

Race, Ethnicity, and Electoral Politics in the United States

AAAS 120b

Race in African-American History

AAAS 131b

American Freedom before Emancipation

AAAS 155a

Slavery in America

AAAS 156a

The Civil Rights Movement

ANTH 158a

Urban Anthropology

ANTH 159a

Museums and Public Memory

ENG 6a

American Literature in the Age of Lincoln

ENG 7a

American Literature from 1900 to 2000

ENG 8a

Twenty-First-Century American Literature

ENG 16a

Nineteenth-Century African-American Literature: Texts and Contexts

ENG 17a

The Alternative Press in the United States: 1910–2000

ENG 27b

Classic Hollywood Cinema

ENG 46a

Nineteenth-Century American Women Writers

ENG 47a

Asian-American Literature

ENG 106b

American Utopias

ENG 118a

Stevens and Merrill

ENG 126a

American Realism and Naturalism, 1865–1900

ENG 147a

Film Noir

ENG 157b

American Women Poets

ENG 166b

Whitman, Dickinson, and Melville

ENG 167b

The Postmodern African-American Novel

ENG 176a

American Gothic and American Romance

ENG 177a

Hitchcock's Movies

ENG 177b

American Popular Music and Contemporary Fiction

ENG 180a

The Modern American Short Story

ENG 187a

American Fiction since 1945

ENG 187b

American Writers and World Affairs

ENVS 11b

Water Resources Management and Policy

ENVS 13b

Coastal Zone Management

ENVS 14b

The Maritime History of New England

FA 22b

History of Boston Architecture

FA 123a

American Painting

FA 130a

Twentieth-Century American Art

FA 173a

Georgia O'Keeffe and Stieglitz Circle

FA 194b

Studies in American Art

HISP 195a

Latinos in the United States: Perspectives from History, Literature, and Film

HIST 51a

History of the United States: 1607–1865

HIST 51b

History of the United States: 1865 to the Present

HIST 150b

Gettysburg: Its Context in the American Civil War

HIST 151b

The American Revolution

HIST 152a

The Literature of American History

HIST 152b

Salem, 1692

HIST 153a

Americans at Home: Families and Domestic Environments, 1600 to the Present

HIST 153b

Slavery and the American Civil War

HIST 154b

Women in American History, 1600–1865

HIST 157a

Americans at Work: American Labor History

HIST 158b

Social History of the Confederate States of America

HIST 160a

American Legal History I

HIST 160b

American Legal History II

HIST 161b

American Political History

HIST 164a

Recent American History since 1945

HIST 164b

The American Century: The U.S. and the World, 1945 to the Present

HIST 166b

World War II

HIST 168b

America in the Progressive Era: 1890–1920

HIST 169a

Thought and Culture in Modern America

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

HIST 186b

War in Vietnam

HIST 189a

Topics in the History of Early America

HIST 189b

Reading and Research in American History

HIST 195a

American Political Thought: From the Revolution to the Civil War

- HIST 195b**
American Political Thought: From the Gilded Age through the New Deal
- HIST 196a**
American Political Thought: From the 1950s to the Present
- HS 110a**
Wealth and Poverty
- JOUR 103b**
Advertising and the Media
- JOUR 104a**
Political Packaging in America
- JOUR 107b**
Media and Public Policy
- JOUR 109b**
Digital and Multimedia Journalism
- JOUR 110b**
Ethics in Journalism
- JOUR 112b**
Literary Journalism: The Art of Feature Writing
- JOUR 114b**
Arts Journalism
- JOUR 120a**
The Culture of Journalism
- JOUR 125b**
Journalism of Crisis
- JOUR 140b**
Investigating Justice
- 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 132b**
Environmental Law and Policy
- LGLS 133b**
Criminal Law
- LGLS 138b**
Science on Trial
- MUS 32b**
Everybody Sings the Blues: A Jazz Survey
- MUS 38a**
American Music
- NEJS 153b**
Abraham Joshua Heschel: Spirituality and Action
- NEJS 158a**
Divided Minds: Jewish Intellectuals in America
- NEJS 161a**
American Jewish Life
- NEJS 162a**
American Judaism
- NEJS 162b**
It Couldn't Happen Here: Three American Anti-Semitic Episodes
- NEJS 163a**
Jewish-Christian Relations in America
- NEJS 164a**
Judaism Confronts America
- NEJS 164b**
The Sociology of the American Jewish Community
- NEJS 165a**
Analyzing the American Jewish Community
- NEJS 165b**
Changing Roles of Women in American Jewish Societies
- NEJS 167a**
East European Jewish Immigration to the United States
- NEJS 172a**
Women in American Jewish Literature
- NEJS 173b**
American Jewish Writers in the Twentieth Century
- NEJS 176a**
Seminar in American Jewish Fiction: Philip Roth and Cynthia Ozick
- PHIL 74b**
Foundations of American Pragmatism
- POL 14b**
Introduction to American Government
- POL 101a**
Parties, Interest Groups, and Public Opinion
- POL 103b**
Seminar: Political Leadership
- POL 105a**
Elections in America
- POL 108a**
Social Movements in American Politics
- POL 110a**
Media, Politics, and Society
- POL 111a**
The American Congress
- 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 120b**
Seminar: The Politics of Public Policymaking
- POL 124a**
Race and Politics in the United States
- POL 125a**
Women in American Politics
- POL 167a**
United States and China in World Politics
- POL 168b**
American Foreign Policy
- POL 169b**
U.S. Policy in the Middle East
- SOC 105a**
Feminist Critiques of Sexuality and Work in America
- SOC 156a**
Social Change in American Communities
- THA 25a**
American Musical Theater
- THA 150a**
The American Drama since 1945
- THA 155a**
Icons of Masculinity
- THA 165b**
Tough Guys and Femmes Fatales: Gender Trouble in Noir and Neo-Noir
- WMGS 106b**
Women in the Health Care System

 Department of

Anthropology

 Courses of Study:
 Minor
 Major (BA)
 Combined BA/MA
 Master of Arts
 Doctor of Philosophy

Objectives

Undergraduate Major

Anthropology is the study of people, or more properly, of humankind. This exploration of what it means to be human ranges from the study of culture and social relations, to human biology and evolution, to languages, to music, art and architecture, and to vestiges of human habitation in the past. It considers why and how people from distant parts of the world and dissimilar cultures are different and the same, how the human species has evolved over millions of years, and the ways people make sense of and order their lives.

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 MA and PhD 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 methods 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 a Major

Students who wish either to major in anthropology or to study for a minor in anthropology should see the undergraduate advising head, who will discuss specific interests and assign an adviser. Students may wish to study within the general anthropology program or to select the linguistic or archaeological anthropology track. ANTH 1a (Introduction to the Comparative Study of Human Societies) and ANTH 5a (Human Origins) should be taken early in their academic career. Students on the linguistic anthropology track should take ANTH 1a and LING 100a (Introduction to Linguistics) as early as possible. 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 and on-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 advising head.

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.

MA Programs: Applicants to the master's program in anthropology or in anthropology & women's and gender studies need not have completed an undergraduate major in anthropology or sociology-anthropology. Students enrolled in the MA program in anthropology or anthropology & women's and gender studies may, after having completed the equivalent of their first semester's course work, 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 MA program in anthropology or in anthropology & women's and gender studies with demonstrated financial need may petition the graduate school for partial tuition scholarships.

PhD Program: 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. 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.

Faculty

Sarah Lamb, Chair, Women's and Gender Studies Liaison

Social-cultural theory. Gender studies. Anthropology of aging. Understandings of personhood. Medical anthropology. Immigrant and transnational communities. South Asia. United States.

Mark Auslander (Director, Cultural Production Program)

Art and aesthetics. Museum studies. Religion. Kinship. Historical anthropology. Development. Africa. United States.

Elizabeth Emma Ferry, Director of Graduate Studies

Economic anthropology. Political anthropology. Commodities, mining, and mineral collecting. United States-Mexican transnationalism. Mexico.

Charles Golden, Undergraduate Advising Head

Archaeology of complex societies. Modern contexts of archaeological research. Mesoamerica. The Maya.

Justeen Hyde

Cultural constructions of risk, medicalization of social problems, adolescence, child welfare institutions, community-based participatory research and evaluation, politics of public health.

David Jacobson

Social anthropology. Urban social organization. Psychosocial transitions. Families and households. Computer-mediated communication. United States. Africa.

Smita Jassal (Madeleine Haas Russell Visiting Professor)

Gender. Cultural Studies. Development. Folklore. Partition Societies. South Asia.

Laurie LaPorte

Globalization, identity and ethnicity, practice theory, migration, field methods, children and youth, gender studies, love, gossip, Cape Verde, African diaspora, Atlantic Islands.

Sophia A. Malamud

Linguistics. Formal semantics and pragmatics. Discourse functions of syntax. Game-theoretic approaches to language. Mathematical properties of linguistic formalisms.

Janet McIntosh (on leave 2008-2009)

Linguistic anthropology. Psychological anthropology. Religion. East Africa.

Richard Parmentier (on leave fall 2008)

Semiotic anthropology. Historical anthropology. Material culture. Language and communication. Oceania. Middle Ages. United States.

Ellen Schattschneider (Chair, International and Global 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.

Requirements for the Minor

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 adviser 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.

Requirements for the 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. One of the nine courses required for the major must focus on the ethnographic or archaeological study of a particular area or region of the world (examples of these courses are: ANTH 112a, 118b, 131b, 133a, 134a, 135a, 135b, 137b, 147b, 149a, 168a, 178b). An area course taken as part of a study abroad program or at another institution may fulfill this requirement, with the permission of the Undergraduate Advising Head.

C. 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.

D. A minimum of five of the nine courses required for the major must be taken from Brandeis anthropology faculty.

E. 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 99a and ANTH 99b. One semester course credit for this year-long, two-semester course may be counted toward 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 or the undergraduate advising head. Requirements 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 adviser in anthropology).
- E. Candidates for a degree with honors must enroll in ANTH 99a and b 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 archaeology 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, ANTH⁹168a, ANTH 187a, and ANTH 188b.
- C. Candidates for a degree with honors must enroll in ANTH 99a and b during their senior year.

Combined BA/MA Program

The four-year BA/MA 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 and independent graduate-level academic work. Students must submit a two- to three-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/adviser during this intensive year of graduate study.

Eligibility for the program is normally limited to anthropology majors who have maintained a minimum 3.5 GPA overall and a 3.67 (A-) GPA 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 BA/MA. Specifically, they must complete the following:

- A. A minimum of three years residence on campus, one of which must be at the graduate level.
- B. A total of 38 courses (versus 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 (ten 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 adviser, one additional anthropology faculty member, and a faculty member outside the department.

All candidates for the combined BA/MA must complete all the requirements for the program by the end of their eighth semester (for entering freshmen). If the requirements for the MA portion are not complete at that time, the student is eligible only for the BA degree.

Requirements for the Degree of Master of Arts

Program of Study

Students admitted to the MA program in anthropology must fulfill the Graduate School residence requirement of one full year of course work. Course requirements include the foundational course, ANTH 201a (History of Anthropological Thought). In addition, all candidates for the MA 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 adviser to be assigned to each student upon matriculation.
- B. Master's research paper requirement: Completion of a master's research paper of professional quality and length (normally twenty-five to forty pages). The paper will be evaluated by two faculty members.
- C. There is no foreign language requirement for the master's degree in anthropology.

Requirements for the Joint Degree of Master of Arts in Anthropology & Women's and Gender Studies

Students pursuing the joint MA in anthropology & women's and gender studies combine their interests in anthropology and the study of women, gender, and/or sexuality. Candidates may undertake a freestanding terminal joint master's degree or complete the joint master's as they work toward a doctoral degree.

The terminal master's degree can be achieved in one year, but students may benefit from the rich array of course offerings by extending their studies into a second year. Doctoral students in the anthropology program may enroll in the joint master's degree program at any time during their graduate studies with the approval of their adviser and of the women's and gender studies program.

Students interested in the joint degree program should consult with Ms. Lamb, the anthropology department women's and gender studies liaison.

Program of Study

Candidates for the joint MA in anthropology & women's and gender studies must fulfill the residence requirement of one full year of course work (eight semester courses), and complete the following course requirements:

- A.** The graduate foundational course ANTH 201a (History of Anthropological Thought).
- B.** ANTH 144a (Anthropology of Gender).
- 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 alternative).
- 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 adviser.
- F.** Participation in a fall semester noncredit women's and gender studies graduate proseminar.
- G.** Joint MA paper requirement: Completion of a master's research paper of professional quality and length (normally twenty-five to forty pages) on a topic related to the joint degree. The paper will be read by two faculty members, one of whom is a member of the anthropology department, and one of whom is a member of the women's and gender studies core or affiliate faculty.

Language Requirement

There is no foreign language requirement for the joint master's degree.

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 must complete ANTH 201a (History of Anthropological Thought) during their first year of residence. ANTH 202b (Designing Anthropological Research) and ANTH 203b (Contemporary Anthropological Theory) must also be completed within the first two years of residence. These three graduate foundational courses in anthropology emphasize epistemological issues in cross-cultural research and the relationship between scientific and humanistic modes of inquiry. 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 adviser. 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 comprising 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 at least two anthropology department faculty members, one of whom, the principal adviser, 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. The department faculty meet annually 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 PhD training.

Residence Requirement

Candidates for the PhD in anthropology are required to meet the residence requirement as set forth by the Graduate School.

Qualifying Procedure

Upon completion of course requirements (normally by the end of the third 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.

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 semester. Mr. Auslander, Ms. Lamb, or Mr. Urcid

ANTH 5a Human Origins

[ss]

Studies 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 or Mr. Urcid

ANTH 26a Communication and Media

[ss]

An exploration of human communication and mass media from a cross-cultural perspective. Examines 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 is discussed. Usually offered every second year.

Ms. McIntosh

ANTH 33b Crossing Cultural Boundaries

[ss]

An examination of situations where individuals, either actually or imaginatively, willingly or unwillingly, cross over the boundaries separating their own culture and other cultural traditions. The understandings and misunderstandings that result from these encounters are examined in primary texts and images and in scholarly reconstructions. Transient experiences are compared with sites that develop over a long period of time (colonial settlements, plantations, frontiers). Potentials for reflexive self-understanding and meaningful dialogue are sought in fictional and nonfictional representations of boundary crossings. Usually offered every second year. Mr. Parmentier

ANTH 55a Anthropology of Development

[nw ss]

This course combines an examination of the historical development of “development” concepts and institutions with case studies of particular developmental projects in the United States and abroad. Throughout the course, we will sustain a dynamic interplay between development theory and practice. Usually offered every second year.

Ms. Ferry

ANTH 60a Archaeological Methods

[ss]

Focuses on the exploration of archaeological sites on and near campus to offer 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. Usually offered every second year.

Mr. Golden or Mr. Urcid

ANTH 60b Archaeological Analysis

[ss]

Introduces 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 or Mr. Urcid

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 second 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 in complex societies, global cultures, and world historical religions. Usually offered every second year.

Ms. Lamb or Ms. Schattschneider

ANTH 83a Anthropological Inquiry

[ss wi]

Prerequisite: ANTH 1a or ANTH 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

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 and on-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 GPA of B+ in anthropology courses is required for eligibility. For information, see the Guidelines for Anthropology Internships, available from the undergraduate adviser. Usually offered every year.

Staff

ANTH 98a Individual Readings and Research in Anthropology

Individual readings and research under the direction of a faculty supervisor. Usually offered every year.

Staff

ANTH 98b Individual Readings and Research in Anthropology

Individual readings and research under the direction of a faculty supervisor. Usually offered every year.

Staff

ANTH 99a Senior Research

Seniors who have a 3.5 or higher GPA in anthropology courses and who wish to be considered for honors submit a thesis proposal to the department faculty and, if accepted, enroll in this course with permission of the instructor. Usually offered every year.

Staff

ANTH 99b Senior Thesis

Prerequisite: Satisfactory completion of ANTH 99a. *Does not count toward the major in anthropology.*

Seniors who wish to complete a senior honors thesis normally enroll in this course. Usually offered every year.

Staff

(100–199) For Both Undergraduate and Graduate Students

ANTH 105a Myth and Ritual

[nw ss]

Studies myth and ritual as two interlocking modes of cultural symbolism. Evaluates theoretical approaches to myth by looking at creation and political myths. Examines performative, processual, and spatial models of ritual analysis through study of initiation, sacrifice, and funerals. Usually offered every second year.
Ms. Schattschneider

ANTH 108b History, Time, and Tradition

[ss]

Explores topics relating to the historical dimension of societies 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 forgetting, historical monuments, and museums. Usually offered every third year.
Mr. Parmentier

ANTH 109a Children, Parenting, and Education in Cross-Cultural Perspective

[ss]

Examines childcare techniques, beliefs about childhood and adolescence, and the objectives of school systems in different areas of the world, in order to illuminate cross-cultural similarities and differences in conceptions of personhood, identity, gender, class, race, nation, and the relationship between the individual and society. Usually offered every third year.
Ms. LaPorte

ANTH 110a Human Evolution

[qr ss]

Looks at evolutionary principles that shape human physical characteristics and generate variability of human groups around the world. Explores 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.
Staff

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 third year.
Mr. Parmentier

ANTH 115b Space and Landscape

[ss]

Human behavior is framed by and creates the spaces and landscapes in which we live. This seminar 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. Focuses 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 fourth 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 or Mr. Urcid

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, and music); and the possibility of cross-cultural typologies. Usually offered every second 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

ANTH 128a Meaning and Material Culture

[ss]

Investigates 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. Parmentier or 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. Ferry or 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 from Mexico and the United States; weaving, beauty pageants, and jokes in Guatemala; and daily life in revolutionary Cuba. Usually offered every 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 Asian Culture and Society

[ss nw]

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 or Ms. Jassal

ANTH 136a Kingdoms, Empires, and City-States: State Formation in Comparative Perspective

[ss]

Archaeological research and theory provide a unique perspective on the nature of states including the Aztec, Maya, Sumerians, Egyptians, and others through 5000 years of human history. This course is a comparative, multidisciplinary seminar examining the development of complex societies in the ancient world and the significance of the state in modern society. Usually offered every second year.
Mr. Golden

ANTH 137b Gender and the Sacred in Asia

[ss]

Ritual, violence, gender, religion, and cultural creativity in Asia, especially East Asia and South Asia. Religious movements, sacrifice and patriliney, 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., instant messaging, blogging, social networking, online dating) 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 the role of language in creating concepts of 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 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 third year.
Staff

ANTH 144a The Anthropology of Gender

[nw ss wi]

Anthropology majors have priority for enrollment.

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 same-sex sexualities and transsexuality, the impact of globalization on systems, and the history of feminist anthropology. Usually offered every year.
Ms. Lamb or 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 third year.
Ms. Lamb or Ms. Schattschneider

ANTH 147b The Rise of Mesoamerican Civilization

[nw ss]

Traces the development of social complexity in pre-Columbian Mesoamerica, from initial colonization in the Late Pleistocene to the Spanish conquest in the sixteenth century. Reviews major societal transformations like agriculture, the inception of village life, and the rise of civilizations. Usually offered every third year.
Mr. Golden or 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 twenty 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 fourth 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 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 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 second year.

Ms. Ferry

ANTH 168a The Maya

[ss]

Explores the culture of the Maya in Mexico and Central America through nearly 3000 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 third 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 third year.

Ms. Schattschneider

ANTH 184b Cross-Cultural Art and Aesthetics

[nw ss]

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 or Mr. Urcid

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 or Mr. Parmentier

ANTH 187a Materials Research in Archaeology, I

[ss]

Enrollment limited to advanced undergraduate and graduate students. Signature of Mr. Golden, 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; GIS; and statistical analysis. Courses are offered each semester, taught by faculty from the Center for Materials Research in Archaeology and Ethnology, a consortium that includes 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. Golden, 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

(200 and above) Primarily for Graduate Students**ANTH 201a History of Anthropological Thought**

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 or Ms. Schattschneider

ANTH 202b Designing Anthropological Research

Survey of principal methodological issues in anthropological fieldwork and analysis, including research design, technologies of data collection, and ethnographic representation. Usually offered every second year.

Mr. Jacobson

ANTH 203b Contemporary Anthropological Theory*Prerequisite: ANTH 201a.*

Intensive survey of the major theoretical trends in contemporary anthropology. Examination of comparative, semiotic, materialist, Marxist, feminist, poststructuralist, post-colonial and phenomenological approaches, as well as core concepts: culture, social change, practice, agency, structure, power, modernity and the global. Usually offered every second year.

Ms. Lamb

ANTH 205b Anthropological Approaches to Development

Explores "development" as a concept and as a set of practices, techniques, and institutions; different schools of development within their historical contexts; and development practices and institutions as ethnographic objects. Usually offered every fourth year.

Ms. Ferry

ANTH 207b Trauma: Theory and Experience

Explores the intellectual history of the concept of trauma and considers the salience of the concept for contemporary social and cultural theory and for research on the aftermath of mass violence, state terror, genocide, and torture. Offered every fourth year.

Ms. Schattschneider

ANTH 225a Readings and Research in Cultural Analysis

Mr. Auslander or Mr. Parmentier

ANTH 226a Readings and Research in Archaeology

Mr. Golden or 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 or Mr. Urcid

ANTH 229a Readings and Research in Ritual and Performance in Africa
Mr. Auslander

ANTH 231a Readings in Cognitive Culture
Ms. McIntosh

ANTH 232a Readings and Research in Development
Ms. Ferry

ANTH 235a Readings and Research in Latin American Cultures
Ms. Ferry, Mr. Golden, or Mr. Urcid

ANTH 238a Readings and Research in Urban Anthropology
Mr. Jacobson

ANTH 241a Readings and Research in New World Ethnohistory
Mr. Golden or Mr. Urcid

ANTH 243a Readings and Research in Anthropology of Body
Ms. Lamb or Ms. Schattschneider

ANTH 247b Readings and Research in Human Development
Ms. Lamb

ANTH 250a Readings and Research in Psychological Anthropology
Ms. McIntosh

ANTH 251a Readings and Research in Colonialism/Postcolonialism
Ms. McIntosh

ANTH 252a Readings and Research in Anthropology of Art
Mr. Urcid

ANTH 253a Readings and Research in Economic Anthropology
Ms. Ferry

ANTH 255a Readings and Research in African-American Studies
Mr. Auslander

ANTH 255b Readings and Research in East Asian Anthropology
Ms. Schattschneider

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 Readings and Research in Ethnography and Arts
Mr. Auslander

ANTH 280a Readings and Research in Modernity and Culture
Mr. Auslander or Ms. Lamb

ANTH 283a Readings and Research in Fieldwork
Mr. Jacobson

ANTH 284a Readings and Research in Archaeological Methods
Mr. Golden or Mr. Urcid

ANTH 285a Readings and Research in Gender and Sexuality
Ms. Lamb or 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

Arabic Language and Literature

Faculty

See Near Eastern and Judaic Studies.

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

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

Department of

Biochemistry

Courses of Study:
Major (BA/BS)
Combined BS/MS
Master of Science
Doctor of Philosophy

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 specialization 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 course work in advanced biochemistry and physical biochemistry. Students in the bioorganic chemistry specialization 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 course work, biochemical techniques, and a research project. Additional courses and seminars are available in a wide range of subjects.

How to Become a Major

Students who are interested in majoring in biochemistry should speak with the department advising head.

Faculty

Gregory Petsko, Chair

X-ray crystallographic analysis of protein structure and enzyme mechanisms.

Jeff Gelles

Mechanisms of mechanoenzymes. Stochastic processes in single-enzyme molecules. Light microscopy as a tool to study enzyme mechanisms.

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

Dynamics of enzymes. Magnetic resonance methods.

Daniel Krummel

RNA biochemistry, RNA-protein interactions. RNA processing.

Christopher Miller, Graduate Program Chair (on leave 2008–2009)

Structure and function of ion channel proteins. Membrane transport and mechanisms of electrical excitation.

Daniel Oprian, Undergraduate Advising Head

Structure-function studies of visual pigments and other cell surface receptors.

Dagmar Ringe

Structures of enzymes and enzyme-substrate complexes. X-ray crystallography.

Douglas Theobald

Structural bioinformatics analysis of telomeric complexes, integrating X-ray crystallographic structure determination, molecular evolution, and structure-function studies.

Requirements for the 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 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 (Thermodynamics and Statistical Thermodynamics), and either BCHM 104b (Physical Chemistry of Macromolecules) or CHEM 143b (Kinetics, Dynamics, and Transport); 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 advance by the biochemistry undergraduate advising head.

Degree of Bachelor of Science

In addition to the degree requirements listed previously for the Bachelor of Arts degree, the Bachelor of Science degree requires one semester each of BCHM 101a and BCHM 103b (Advanced Biochemistry).

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 PhD 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 (any course numbered 100 or higher) 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 previously, departmental honors require completion of two semesters of BCHM 99 (Research for Undergraduates), submission of an acceptable research thesis, and a final GPA 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 the department for participation in this program is made at the beginning of the senior year.

Combined BS/MS Program

In addition to all courses required for the BS degree, the BS/MS 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 course work) summer research residency lasting at least ten 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 thirty-eight courses; no more than four semesters of research (BCHM 99 or BCHM 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 BS is awarded. To qualify for the BS/MS degree, the thesis must constitute a significant research contribution; if a thesis is found to be unacceptable under the BS/MS program, it will automatically be considered under the honors program.

In order to complete the honors program or the combined BS/MS 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:

A.	
BCHM 101a	Advanced Biochemistry: Enzyme Mechanisms
BCHM 102a	Quantitative Approaches to Biochemical Systems
BIOP 200b	Reading in Macromolecular Structure-Function Analysis

One advanced (100–200 level) course from the School of Science, approved in advance by the graduate program chair.

BCHM 300a,b Biochemical Techniques (laboratory rotations)

Residence Requirement

The minimum residence requirement is one year.

Language Requirement

There is no language requirement.

Thesis

The student must complete an acceptable MS thesis describing original research.

Requirements for the Degree of Doctor of Philosophy in Biochemistry

Students must successfully complete:

A.	The core curriculum consisting of:
BCHM 101a	Advanced Biochemistry: Enzyme Mechanisms
BCHM 102a	Quantitative Approaches to Biochemical Systems
BCHM 300a,b	Biochemical Techniques (laboratory rotations course)
BIOP 200b	Readings in Macromolecular Structure-Function Analysis
CONT 300b	Ethical Practices in Health-Related Sciences

B. Elective courses: four advanced (100- and 200-level) courses from the School of Science. Each course used to satisfy this requirement must be approved in advance by the graduate program chair. Ordinarily, at least one of these courses will be an advanced graduate seminar (200-level) offered by the biochemistry department.

C. Students in their second and higher years of study must register for BCHM 401d (Biochemical Research Problems)—a dissertation research course—during every semester in which they are enrolled.

D. 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 toward completion of the thesis defense.

Students ordinarily complete the core curriculum plus one elective in the first year and complete the remaining requirements in their subsequent years in the program.

Requirements for the Degree of Doctor of Philosophy in Biochemistry with Specialization in Bioorganic Chemistry

In order to receive a PhD in biochemistry with a specialization in bioorganic chemistry, students must complete the requirements defined for the biochemistry PhD degree, with the following restrictions:

A. As one of their four elective courses, students must complete one course in synthetic organic chemistry, chosen from the following:
CHEM 134b Advanced Organic Chemistry: Synthesis
CHEM 135a Advanced Organic Chemistry: Synthesis II

B. As one of their four elective courses, students must complete one other advanced chemistry course approved in advance by the graduate program chair.

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.

Requirements for the Degree of Doctor of Philosophy in Biochemistry with Specialization in Quantitative Biology

In order to receive a PhD in biochemistry with a specialization in quantitative biology, students must complete the requirements defined for the biochemistry PhD degree, and in addition must satisfy 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 quantitative biology program faculty advisory committee. With the approval of the biochemistry graduate program chair, courses taken to satisfy the quantitative biology specialization requirements can be used to satisfy course requirements of the biochemistry PhD degree.

Students wishing to obtain the specialization must first gain approval of the graduate program chair or quantitative biology liaison. This should be done as early as possible; ideally, during the first year of graduate studies.

Teaching Requirement

As a part of their PhD 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 PhD program. This support is provided by a combination of university funds, training grants, and individual research grants.

Qualifying Examinations

A qualifying examination must be taken following the first year of course work. In this examination, the student will be asked to present and defend an original proposition put forth by the student. In addition, the student must successfully pass a comprehensive examination administered following the second year of course work.

Courses of Instruction**(1–99) Primarily for Undergraduate Students****BCSC 1a Designer Genes**

[sn]

Does NOT satisfy the requirement for the major in biochemistry.

We are living during a far-reaching biological revolution. Information is stored in genes as DNA, the hereditary material of life, and this information is converted into proteins. This course investigates: identifying undesirable mutations; creating desirable mutations; cloning of cells, organs, and animals in agriculture and medicine. Usually offered every second year.

Staff

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 sn]

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

BCHM 101a Advanced Biochemistry: Enzyme Mechanisms

[sn]

Prerequisites: One year of organic chemistry with laboratory and BCHM 100a or equivalents.

Describes the principles of biological catalysts and the chemical logic of metabolic pathways. Discusses representative enzymes from each reaction class, 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

Dissertation and Defense

The required dissertation must summarize 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.

Special Note Relating to Graduate Students

In addition to the formal courses listed in the following sections, 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.

BCHM 102a Quantitative Approaches to Biochemical Systems

[sn]

Prerequisite: BCHM 100a or 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. Also discusses the physical bases of spectroscopic and diffraction methods commonly used in the study of proteins and nucleic acids. Usually offered every year.

Ms. Kern

BCHM 103b Advanced Biochemistry: Information Transfer Mechanisms

[sn]

Prerequisites: One year of organic chemistry with laboratory and BCHM 100a or equivalents.

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.

Mr. Oprian

BCHM 104b Physical Chemistry of Macromolecules

[sn]

Prerequisites: CHEM 141a or equivalent and BCHM 100a or equivalent.

Illustrates the basic principles on which biological macromolecules are constructed and by which they function. Describes overall structures of proteins, nucleic acids, and membranes 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. Theobald

BCHM 150a Research for the BS/MS Candidates

[sn]

Prerequisites: BIOL 22a and BCHM 100a, one year of organic chemistry and laboratory, and BCHM 99.

The final semester(s) of laboratory research under the BS/MS program, to be pursued under the supervision of a faculty adviser.

Usually offered every year.

Staff

BCHM 150b Research for the BS/MS Candidates

[sn]

See BCHM 150a for special notes and course description. Usually offered every year.

Staff

BCHM 150e Research for the BS/MS Candidates

See BCHM 150a for special notes and course description.

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]

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. Miller and Mr. Oprian

(200 and above) Primarily for Graduate Students**BIOP 200b Reading in Macromolecular Structure-Function Analysis**

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. Usually offered every year.

Mr. Petsko

BCHM 219b Enzyme Mechanisms

Ms. Hedstrom

BCHM 220a Proteases

Ms. Hedstrom

BCHM 223a Enzymology of Biofuels, Bioplastics, and Bioremediation

Mr. Oprian

BCHM 224a Single-Molecule Biochemistry and Biophysics

Mr. Gelles

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

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

BCHM 401d Biochemical Research Problems

All graduate students beyond the first year must register for this course.

Independent research for the MS and PhD degrees. Specific sections for individual faculty members as requested.

Staff

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.

Staff

Cross-Listed Courses**PHYS 105a**

Biological Physics

QBIO 110a

Numerical Modeling of Biological Systems

QBIO 120b

Quantitative Biology Instrumentation Laboratory

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 144a
Computational Chemistry

COSI 230a
Topics in Computational Biology

CHEM 143b
Kinetics, Dynamics, and Transport

CHEM 146a
Single Molecule Spectroscopy

CHEM 246b
Advanced NMR Spectroscopy

CHEM 147b
Mass Spectrometry

An interdepartmental program Biological Physics

Courses of Study:
Major (BS)

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 a 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.

BIPH 11a,b (Seminar in Biological Physics) 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)

Bulbul Chakraborty

(Physics)

Zvonimir Dogic

(Physics)

Seth Fraden

(Physics, Volen National Center for Complex Systems)

Jeff Gelles

(Biochemistry)

Anne Gershenson

(Chemistry)

Michael Hagan

(Physics)

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)

Azadeh Samadani

(Physics)

Requirements for the 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; PHYS 31a (formerly PHYS 30b); PHYS 39; PHYS 40

Mathematics: MATH 10a,b

Chemistry: CHEM 11a,b and CHEM 18a,b or equivalents

Biology: BIOL 18a,b and BIOL 22a,b

Biological Physics: BIPH 11a,b

BIPH 11a,b (Seminar in Biological Physics) should be taken in the first or second year. Students who enter the program after their first year may find it convenient to replace BIPH 11a,b with PHYS 105a (Biological Physics), which covers the same material at a higher level of both mathematics and physics.

Students with high enough Advanced Placement Examination scores may place out of some of the elementary courses. See the Advanced Placement Credit chart in an earlier section of this *Bulletin* for details concerning the equivalent Brandeis courses for sufficient scores in the tests in Mathematics (AB or BC), Physics (C), and Chemistry. Credit toward the major is given for all these tests except for Physics C: Electrical. Students who take advanced placement credit for PHYS 15b will be required to take PHYS 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 in the following sections. 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, and 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 144a, PHYS 105a, NPHY 115a*, NBIO 136b, QBIO 110a.

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 15a,b; PHYS 19a,b
 Year 2: CHEM 11a,b; CHEM 18a,b; PHYS 20a, PHYS 40a
 Year 3: BIOL 18a,b; BIOL 22a,b; PHYS 39a
 Year 4: PHYS 31a (formerly PHYS 30b); 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; PHYS 40a
 Year 2: BIOL 18a,b; BIOL 22a,b; CHEM 25a,b; CHEM 29a,b
 Year 3: BCHM 100a; PHYS 39a, one elective
 Year 4: PHYS 30a; PHYS 31a (formerly PHYS 30b); 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:

Year 1: CHEM 11a,b; CHEM 18a,b; MATH 10a,b
 Year 2: BIOL 18a; BIOL 22a; BIPH 11a,b; PHYS 11a,b or PHYS 15a,b; PHYS 19a,b
 Year 3: BIOL 18b; BIOL 22b; PHYS 20a; PHYS^{40a}; one elective
 Year 4: PHYS 31a (formerly PHYS 30b); PHYS 39a; 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.

Courses of Instruction

(1–99) Primarily for Undergraduate Students

BIPH 11a Seminar in Biological Physics

Corequisite: PHYS 15a. 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 15b. 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

See BIPH 98a for course description.
 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

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 I

CHEM 11b
General Chemistry II

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
Introductory Physics I

PHYS 11b
Introductory Physics II

PHYS 15a
Advanced Introductory Physics I

PHYS 15b
Advanced Introductory Physics II

PHYS 19a
Physics Laboratory I

PHYS 19b
Physics Laboratory II

PHYS 20a
Modern Physics I

PHYS 31a
Quantum Theory I

PHYS 39a
Advanced Physics Laboratory

PHYS 40a
Introduction to Thermodynamics and
Statistical Mechanics

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.

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
Computational Chemistry

NBIO 136b
Computational Neuroscience

NBIO 140b
Principles of Neuroscience

NPHY 115a
Dynamical Systems, Chaos, and Fractals

PHYS 105a
Biological Physics

QBIO 110a
Numerical Modeling of Biological Systems

Department of Biology

Courses of Study:
Major (BA/BS)
Combined BS/MS

Objectives

Undergraduate Major

The undergraduate program in biology, leading either to the BA or to the BS 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 to advanced, specialized, graduate-level courses in many of these areas. The biology department has twenty-five full-time faculty members with teaching and research interests in the fields of genetics, molecular biology, development, cancer, immunology, neurobiology, motility, cell biology, structural biology, animal behavior, and ecology.

Because 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" later in this section for additional programs in those areas.

Faculty

Eve Marder, Chair (Volen National Center for Complex Systems)

Neurotransmitter modulation of neural circuits.

Susan Birren (National Center for Behavioral Genomics, Volen National Center for Complex Systems)

Developmental neurobiology.

Carolyn Cohen (Rosenstiel Center)

Structural molecular biology.

Paul Garrity (National Center for Behavioral Genomics, Volen National Center for Complex Systems)

Neural development and behavior.

Bruce Goode (Rosenstiel Center) (on leave 2008–2009)

Biochemistry and genetics of yeast cytoskeleton.

Leslie Griffith (National Center for Behavioral Genomics, Volen National Center for Complex Systems)

Biochemistry of synaptic plasticity.

James Haber (Rosenstiel Center) (on leave 2008–2009)

Genetics and molecular biology of yeast meiotic and mitotic recombination. Mating-type switching. Repair of broken chromosomes.

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.

Michael Marr (Rosenstiel Center)

Mechanisms controlling gene expression.

Graduate Programs in the Biological Sciences

For MS and PhD 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*.

How to Become a 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. Exceptionally well-prepared students may enroll in BIOL 22a (Genetics) in their first year.

Most students begin the biology series in their sophomore year and take BIOL 22a (Genetics and Molecular Biology) and BIOL 22b (Cell Structure and Function), plus labs. During their sophomore year, students can also enroll in CHEM 25a,b (Organic Chemistry), with associated labs.

Other course schedules are indeed possible, but students should note that some biology electives have a *prerequisite* of completion of CHEM 25a. Taking CHEM 25a,b in the sophomore year allows students to begin taking electives in their junior year, as well as to begin completing the remaining requirements for the BA or BS degree in biology. Students also have the option of enrolling in BIOL 99a,b (Senior Research) during the senior 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.

Paul Miller (Volen National Center for Complex Systems)

Computational and theoretical neuroscience.

James Morris

Evolution. Medicine. Epigenetics. History of science.

Sacha Nelson (National Center for Behavioral Genomics, Volen National Center for Complex Systems)

Synaptic integration in the visual cortex.

Daniela Nicastro (Rosenstiel Center)

Electron tomography of cellular and macromolecular structures.

Suzanne Paradis (National Center for Behavioral Genomics, Volen National Center for Complex Systems)

Molecular mechanisms of synapse development.

Dan L. Perlman (Chair, Environmental Studies)

Ecology, conservation biology, animal behavior.

Joan Press, Undergraduate Advising Head and Senior Honors Coordinator (Rosenstiel Center)

Developmental immunology and immunogenetics.

Ruibao Ren (Rosenstiel Center) (on leave spring 2009)

Signal transduction.

Michael Rosbash (National Center for Behavioral Genomics)

RNA processing and molecular neurobiology.

Piali Sengupta (National Center for Behavioral Genomics, Volen National Center for Complex Systems)

Behavioral and neuronal development in *C. elegans*.

Neil Simister (Rosenstiel Center)

Molecular immunology. Antibody transport.

Judith Tsipis (Chair, Genetic Counseling)

Genetic counseling.

Gina Turrigiano (National Center for Behavioral Genomics, Volen National Center for Complex Systems)

Activity-dependent regulation of neuronal properties.

Lawrence Wagh (on leave 2008–2009)

Mammalian embryogenesis. Gene expression in single cells. DNA amplification and *in vitro* DNA diagnostics.

Requirements for the Major

A. Required of all candidates: BIOL 22a,b; BIOL 18a,b lab; CHEM 11a,b or CHEM 15a,b; CHEM 18a,b or CHEM 19a,b lab; CHEM 25a,b; CHEM 29a,b lab; PHYS 10a,b or PHYS 11a,b or PHYS 15a,b; PHYS 18a,b or PHYS 19a,b lab; and Option I or II below.

Option I: The BA Degree in Biology

The BA is 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 one course from the Quantitative Course List below. Students must complete a total of five elective courses, *three of which must come from Category 1 and be taken at Brandeis*.

Two semesters of BIOL 99 (or BCHM 99a,b or NEUR 99a,b) may count as one elective in Category 1 *with permission of the biology department honors coordinator and the biology undergraduate advising head*.

Additional courses may be taken as electives from the Quantitative Course List, Category 1, or Category 2 (see below).

Option II: The BS Degree in Biology

The BS is 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 as in A above), students must complete BCHM 100a plus two courses from the Quantitative Course List. In addition, students must complete five elective courses, *at least three of which must come from Category 1 and be taken at Brandeis*.

Two semesters of BIOL 99 (or BCHM 99a,b or NEUR 99a,b) may count as one elective for the BS in Biology in Category 1 *with permission of the biology department honors coordinator and the biology undergraduate advising head*.

Additional courses may be taken as electives from the Quantitative Course List (beyond the two used to fulfill the BS quantitative requirement), Category 1, or Category 2 (see below).

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 earned 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.

Quantitative Course List

CHEM 144a

MATH 10a, 10b, 15a, 20a, 22a, 22b

NPHY 115a

NPSY 137b

QBIO 110a

Any one of the following statistics courses: BIOL 51a, ECON 83a, HSSP 100b, MATH 36b, or PSY 51a.

Note: AP calculus will not satisfy the quantitative requirement.

Category 1 Electives

BIOL 15a (only if taken before BIOL 22a or b)

BIOL 17b

All other BIOL courses numbered higher than 22 (excluding courses numbered 90–98)

BCHM 100a

All NBIO courses (excluding courses numbered 90–98)

Two semesters of BIOL 99 (or BCHM 99a,b or NEUR 99a,b) may count as one elective *with permission of the biology department honors coordinator and the biology undergraduate advising head*.

Category 2 Electives

ANTH 116a

BCHM courses numbered higher than 100

CHEM 33a, 141a, 142a, 143b, 146a, 147b

QBIO 120b

Any one course from the quantitative course list above (a single course cannot be used to fulfill both the quantitative requirement and an elective).

Note: Only one course may be taken from the statistics grouping (BIOL 51a, PSYC 51a, ECON 83a, MATH 36b, or HSSP 100b), either as an elective or to fulfill the quantitative requirement.

B. Senior Research

Any senior, regardless of GPA, may enroll in laboratory research (BIOL 99a and b or BIOL 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 99 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 minimum 3.30 grade point average in all courses offered for the biology major, or have a minimum 3.00 GPA 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 BS/MS Program

Candidates for departmental honors may be admitted to a special four-year BS/MS 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 BS/MS degree in biology, students must complete a total of thirty-eight 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 BS/MS degree, at least six must be at the graduate level (and completed with a grade of B– or higher) 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.

Special Notes Relating to the Undergraduate Program

A. BIOL 18a and b (labs) and BIOL 22a and 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 programs:

Semester in Environmental Science at the Marine Biological Laboratory in Woods Hole: Five courses are offered each fall as part of a residential program, including 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 two semester course credits may be counted toward the biology BA or BS elective requirement.

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.

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.

Students should see Mr. D.L. Perlman for further information on these programs, including information on the transferability of course credits as biology electives.

C. Biology majors who wish to enroll in PHYS 11a and b (Basic Physics), rather than PHYS 10a and b (Physics for the Life Sciences), must complete *both* MATH 10a and b as prerequisites.

D. AP exam credit: Students receiving AP credit as per university guidelines may use these to satisfy the general chemistry (CHEM 11) or physics (PHYS 10, 11) requirements. However, neither AP Math AB scores of 4, 5 nor AP Math BC scores of 3, 4, 5 may be used to satisfy the quantitative course requirement for the biology major.

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. This course progresses from a molecular and cellular biology description of basic facts in human genetics and reproduction, AND an evolutionary description of human origins in Africa and global migration, to a demographic and epidemiological view of human population growth, and a consideration of some of the very complex problems arising from the presence of more than six billion people 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 and media. 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

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 interactions with and impacts on 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 the Human Genome Project, genomics, gene therapy, stem cells, and the new medical and ethical challenges these developments pose in the twenty-first century. Usually offered every third year.
Ms. Sengupta

BISC 4b Food, Nutrition, and Health

[sn]

Does NOT meet requirements for the major in biology.

Nutrition is the science of food and its role in health and disease. This course will introduce the biological background to provide students with tools to better understand everything from how we choose food to how our diet influences our long-term health. Usually offered every year.

Ms. Lai

BISC 5a Pathogens and Human Disease

[sn]

Prerequisite: High school chemistry and biology. Does NOT meet requirements for the major in biology. May not be taken by students who have completed BIOL 125a, 132a, or 175b.

This course discusses the life cycle, pathogenesis, transmission, and epidemiology of certain organisms (bacteria, viruses, fungi, etc.) that cause important human diseases. Other topics include emerging diseases, host defense mechanisms, vaccines, public health concerns. Usually offered every year.

Ms. Press

BISC 5b Diseases of the Mind

[sn]

Prerequisite: High school chemistry. Does NOT meet requirements for the major in biology. May not be taken by students who have completed BIOL 22b.

An exploration of biology of several protein folding diseases including Alzheimer's, Parkinson's, Huntington's, ALS, and mad cow disease and their effect on normal brain function. Examines the medical and ethical challenges of therapies, drug design, and clinical trials on patients afflicted with these disorders. Usually offered every second year.

Ms. Kosinski-Collins

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

BISC 7a The Biology and Culture of Deafness

Does NOT satisfy the school of science requirement. Does NOT meet requirements

for the major in biology.

An exploration of the biology, sociology, and language of the deaf. Looks at normal mechanisms of hearing and different causes of deafness. Medical models of deafness are compared with social/cultural concepts of deafness. The course will also introduce students to the language of the deaf community, American Sign Language (ASL). Usually offered every second year.

Mr. Morris

BISC 7b Exercise Physiology

[sn]

Does NOT meet requirements for the major in biology.

An introductory course in exercise physiology, with the focus on the muscular, neuromuscular, cardiovascular, and metabolic responses and the physiological adaptations that occur during exercise. Concepts related to physical fitness, body composition/weight control, and training principles are discussed. Usually offered every year.

Mr. Burr

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 health care 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. Yields full-course credit.

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 experimental design and problem solving in genetics and genomics. 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. Yields half-course credit.

Laboratory fee: \$20 per semester.

Provides firsthand experience with modern molecular biology techniques and illustrates basic approaches to experimental design and problem solving in molecular and cellular 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 macromolecular 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 Ecology

[sn]

Prerequisite: BIOL 22a or 15b, or a score of 5 on the AP Biology Exam, or permission of the instructor.

Studies organisms and the environments in which they live. Focuses on the physical factors and intra- and interspecies interactions that explain the distribution and abundance of individual species from an evolutionary perspective. Usually offered every year.

Staff

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.
Staff

BIOL 28a Marine Biology

[sn]

Prerequisites: BIOL 22a and BIOL 22b.

Survey of the basic biology, behavior, and life history of marine biota. Review of physical habitats, from polar to tropical waters. Weekly laboratory consists of field trips to different habitats and examination of specimens from several marine phyla. Focus is on the evolution of adaptive responses to the physical and biological factors in marine communities. Usually offered every third year.
Staff

BIOL 30b Biology of Whales

[sn]

Prerequisites: BIOL 22a and BIOL 22b, plus two upper-level biology electives.

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 third year.
Staff

BIOL 31b Biology of Fishes

[sn]

Prerequisites: BIOL 22a and BIOL 22b, plus two upper-level biology electives.

Topics include evolution, systematics, anatomy, physiology, and behavior of freshwater, marine, and anadromous fishes from temperate and tropical environments. Studies fish interactions in communities: predator/prey, host/symbiont relationships, and fish as herbivores. Also examines the ecology of fish populations. Usually offered every third year.
Staff

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]

Prerequisites: BIOL 22a and BIOL 22b. CHEM 25a and CHEM 25b are recommended.

Introduces basic physiological principles with an overview of neural and hormonal control mechanisms. Topics include physiology of cardiovascular and respiratory systems, electrolyte regulation, digestion and absorption, and reproduction, with an overview of immunology. Usually offered every year.
Ms. Griffith

BIOL 43b Comparative Vertebrate Anatomy

[sn]

Prerequisite: BIOL 22b.

This course is designed to provide a solid basis for an understanding of vertebrate and in particular human anatomy. The gross and microscopic morphology of each organ system is considered in depth. Correlations between structure and function are emphasized. Lectures, laboratory dissections, and clinical cases are used to illustrate the structure and function of the human body. 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 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; for example, fat and cholesterol, vitamins, minerals, fiber, and alcohol in these disease processes. Usually offered every second year.
Mr. Hayes

BIOL 60b Evolution

[oc qr sn]

Prerequisite: BIOL 22a (formerly BIBC 22a).

"Nothing in biology makes sense except in the light of evolution," Dobzhansky said famously. Evolution is a unifying theory of biology, because it explains almost everything about the living world—the diversity of life, similarities among organisms, and the characteristics of all living things. This course examines processes and patterns of evolution, including the origin and fate of variation, natural and sexual selection, inbreeding and genetic drift, the evolution of sociality, the species concept and the origin of species, biodiversity, and phylogenetics, as well as the history of life on Earth, including the fossil record and human evolution. Usually offered every year.
Mr. Morris

BIOL 93a Research Internship and Analysis

Supervised biological research experience in a Brandeis University laboratory. In consultation with a Brandeis faculty member, the student will design and execute an individual research project, culminating in an oral and written presentation. Students seeking to do biology research in Brandeis laboratories outside the biology department must obtain sponsorship of a biology department faculty member as well as permission of the departmental curriculum committee chair (or UAH). This course is not intended to and will not provide credit for off-campus internships. Offered both semesters and requires permission of the instructor and fulfillment of BIOL 93 guidelines. Students wishing to do a summer internship for academic credit must: obtain permission from their biology department sponsor prior to commencing the internship; complete the summer internship (a minimum of 10 weeks full-time); and complete the appropriate academic work. Credit will be awarded via the student enrolling BIOL 93 in the subsequent fall term. Usually offered every semester.
Staff

BIOL 98a Readings in Biology*Prerequisites: BIOL 22a and BIOL 22b. Does NOT meet requirements for the major 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 99a Senior Research

The first of a 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 99a (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 99b Senior Research

A continuation of BIOL 99a. See BIOL 99a for course description.

Staff

BIOL 99e Senior Research

See BIOL 99a for course description. Usually offered every semester.

Staff

(100–199) For Both Undergraduate and Graduate Students

BIOL 101a Molecular Biotechnology

[sn]

Prerequisite: BIOL 22a.

A study of the molecular basis of DNA replication, RNA transcription focusing on molecular biology techniques such as PCR, DNA sequencing, genomics, cloning, microarrays, and siRNA and their relation to human disease research applications. Usually offered every year.

Ms. Kosinski-Collins

BIOL 102b Structural Molecular Biology

[sn]

Prerequisites: BIOL 22a and b, 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.

Ms. Nicastro

BIOL 105b Molecular Biology

[sn]

Prerequisites: BIOL 22a and b.

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.

Mr. Marr 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 in understanding complex processes such as the control of DNA replication or the regulation of the cell cycle and cell differentiation. A second emphasis is on the mechanisms that preserve genetic stability and ensure accurate transmission of genetic information from generation to generation in both somatic and germ cells. Classical genetic methods and molecular genetic and genomic approaches are examined. Research papers of current and historical interest are discussed. Usually offered every second year.

Mr. Haber

BIOL 125a Immunology

[sn]

Prerequisites: BIOL 22a and b.

Topics include properties, functions of cells involved in innate and adaptive immunity; genes, structure, function of immunoglobins and T cell receptors; cell interactions; lymphocyte differentiation; genetic regulation; MHC restriction; cell interactions and signaling; tolerance and autoimmunity; vaccines; viral immunity; AIDS. Usually offered every year.

Ms. Press

BIOL 126b Protein Structure and Disease

[sn]

Prerequisites: BIOL 22a and b, 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 b.

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.

A survey of the physiology and the properties of bacteria, viruses, and other microorganisms. Topics include microbial nutrition, metabolism, growth, and genetics; immunity and other means of microbial control; pathogenicity, epidemiology, concepts in infectious disease. Selected disease-causing organisms are discussed, including problems they pose for medical control and society. Usually offered every second year.

Ms. Press

BIOL 134b Tropical Ecology

[sn oc]

Prerequisite: BIOL 23a or permission of the instructor.

Offers an in-depth look at tropical ecology focusing on the question: why are tropical regions ecologically so different from temperate and polar regions? Usually offered every second year.

Staff

NBIO 136b Computational Neuroscience

[sn]

Prerequisite: 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 multicompartment 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.

Mr. Miller

NBIO 140b Principles of Neuroscience

[sn]

Prerequisite: BIOL 22b or permission of the instructor.

Examines the 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.

Mr. Lisman

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.

Staff

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. Paradis and 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 neurodevelopmental and neurodegenerative disorders. Usually offered every second year.

Mr. Nelson

NBIO 147a Neurogenetics

[sn]

Prerequisites: BIOL 18a and BIOL 22a.

Topics include 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: roundworms, fruit flies, fish, mammals. Neurobiological areas: embryonic neural development, nerve cell differentiation and pattern formation, membrane excitability, responses to sensory stimuli, biological rhythms, and reproductive behavior. Usually offered every third year.

Ms. Paradis and Ms. Sengupta

NBIO 148b Cellular Neuroscience

[sn]

Prerequisite: NBIO 140b or permission of the instructor. May be taken concurrently with NBIO 140b.

Focuses on cellular and molecular 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. Nelson

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. Marder

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 and b and BIOL 22a and b.

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

Ms. Lovett and Mr. Morris

BIOL 160b Human Reproductive and Developmental Biology

[sn]

Prerequisites: BIOL 22a and b.

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 b.

Covers the fundamental rules of behavior of cells in multicellular organisms. Examines cellular and molecular mechanisms that govern cell growth, and 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 b.

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, and 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]

Prerequisites: BIOL 125a and permission of the instructor.

An advanced lecture- and literature-based course that focuses on a select group of microorganisms (bacteria, viruses, etc.) considered important in human disease. Topics include mechanisms/determinants of pathogenicity, immune evasion, host immune responses, vaccines, public health issues, and 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

COSI 230a

Topics in Computational Biology

A graduate program

Biophysics and Structural Biology

Courses of Study:
Master of Science
Doctor of Philosophy

Objectives

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 chemo-mechanical energy transduction. Applicants are expected to have strong backgrounds in the physical sciences with undergraduate majors in any related field, such as biology, biochemistry, chemistry, engineering, mathematics, or physics. The course requirements for the PhD 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 PhD dissertation is carried out under the personal supervision of a faculty adviser; advisers 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.

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 Gelles
(Biochemistry)

Michael Hagan
(Physics)

Jané Kondev
(Physics)

Christopher Miller (on leave 2008–2009)
(Biochemistry)

Requirements for the Degree of Master of Science

Program of Study

This graduate program does not normally admit students to pursue the MS degree. In special cases, however, the MS degree may be awarded upon completion of an approved program of study consisting of at least six graduate-level courses in biology, physics, biochemistry, quantitative biology, 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 MS, a student must submit a thesis reporting a substantial piece of original research carried out under the supervision of a research adviser or advisers.

Requirements for the Degree of Doctor of Philosophy

Program of Study

The PhD program in biophysics and structural biology is designed to accommodate students with previous academic majors in a wide range of fields, including biology, biochemistry, physical chemistry, engineering, and physics. Consequently, the course requirements for the PhD 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 PhD. 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 toward completion of the thesis defense.

Courses of Instruction

(200 and above) Primarily for Graduate Students

BIOP 200b Reading in Macromolecular Structure-Function Analysis

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. Usually offered every year.

Mr. Petsko

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.

Staff

BIOP 300b Introduction to Research in Biophysics

A continuation of BIOP 300a.

Staff

BIOP 401d Biophysical Research Problems

Independent research for the MS or PhD degrees. All graduate students beyond the first year must register for this course. Usually offered every semester.

Staff

Teaching Requirement

As part of their PhD 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 PhD program. This support is provided by a combination of university funds, training grants, and faculty research grants.

Qualifying Examinations

To qualify for the PhD degree, each student must write and defend in oral examinations two 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 PhD candidate in independent research. The dissertation research must be presented and defended in a final oral examination.

Requirements for the Degree of Doctor of Philosophy in Biophysics and Structural Biology with Specialization in Quantitative Biology

Program of Study

Students wishing to obtain this specialization must first gain approval of the graduate program chair or quantitative biology liaison. This should be done as early as possible; ideally, during the first year of graduate studies. In order to receive the PhD in biophysics and structural biology with additional specialization in quantitative biology, candidates must complete the requirements for the PhD described above and 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.

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.
Staff

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

Enzymology of Biofuels, Bioplastics, and Bioremediation

BCHM 224a

Single-Molecule Biochemistry and Biophysics

BIOL 102b

Structural Molecular Biology

BIOL 103b

Mechanisms of Cell Functions

CHEM 129b

Special Topics in Inorganic Chemistry: Introduction to X-ray Structure Determination

CHEM 132b

Advanced Organic Chemistry: Spectroscopy

CHEM 143b

Kinetics, Dynamics, and Transport

CHEM 144a

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

An interdepartmental program

Courses of Study:
Minor

Business

Objectives

The Business Program 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 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. Satisfactory completion of the program is noted on the student's transcript.

Committee

Edward Bayone, Chair
(International Business School)

Maura Jane Farrelly
(American Studies; Journalism)

Richard Gaskins (on leave spring 2009)
(American Studies; Legal Studies)

Benjamin Gomes-Casseres
(International Business School)

Andrew Molinsky
(International Business School; Psychology)

Paroma Sanyal
(Economics)

Xin Wang
(International Business School)

Faculty

Edward Bayone, Chair
(International Business School)

Preeti Banerjee
(International Business School)

Alfonso Canella
(International Business School)

Benjamin Gomes-Casseres
(International Business School)

Richard Keith
(International Business School)

Charles Reed
(International Business School)

Detlev Suderow
(International Business School)

Xin Wang
(International Business School)

Hagit Weihs
(International Business School)

Grace Zimmerman
(International Business School)

Requirements for the Minor

A. Two core courses, one in economics and one in business: ECON 2a and BUS 10a.

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 Web site for business internships: 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 four-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, but internships can also be done during a prior academic semester or summer. Searching the university's main Web site for "internships" will lead to information on availability of courses, guidelines, and requirements.

Courses of Instruction

(1–99) Primarily for Undergraduate Students

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.
Staff

BUS 6a Financial Accounting

[ss]

Prerequisite: ECON 2a. This course may not be repeated for credit by students who have taken FIN 212a 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. 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.

Ms. Banerjee, Mr. Bayone, Mr. Canella, Mr. Reed, and Ms. Wang

BUS 30a Entrepreneurship and Innovation

[ss]

Prerequisite: ECON 2a. An elective course for the business minor.

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 60a Business and Marketing Strategy

[ss]

Prerequisite: ECON 2a; BUS 6a and BUS 10a are recommended.

An introduction to key concepts in competitive strategy and marketing, which are used to help firms create, sustain, and capture value. Topics include industry analysis, competitive advantage, market identification, and marketing policies. Incorporates case studies, discussion method, team projects, and business research. Usually offered every year.

Ms. Zimmerman

BUS 70a Business in the Global Economy

[ss]

Prerequisite: ECON 2a; BUS 6a and BUS 10a are recommended.

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 U.S., Japanese, and European firms operate outside their home countries. Usually offered every year.

Ms. Zimmerman

BUS 71a Introduction to Finance

[ss]

Prerequisite: ECON 2a; BUS 6a or BUS 4a are recommended. This course may not be taken for credit by students who have previously taken ECON 71a or ECON 171a. This course cannot be counted as an elective toward the economics major or minor.

Introduces students to topics and methods in the field of finance. Covers how firms secure financing via equity and debt markets, valuation of stocks and bonds, fundamental analysis techniques, capital budgeting techniques, relationship of risk and return, and the time-value-of-money. Usually offered every year.

Staff

BUS 75a Financial Analysis for Management

[ss]

Seniors will have priority for admission. Students must complete all other required business minor courses before taking BUS 75a.

Examines management decisions using quantitative, strategic, and financial analysis. Special attention to large companies with financial challenges and industries in transition, such as automobile, airlines, and oil. Also examines how industry trends affect the decisions of small businesses and investors. Usually offered every year.

Mr. Canella

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

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

Mr. Suderow

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

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

Elective Courses

BUS 30a

Entrepreneurship and Innovation

BUS 60a

Business and Marketing Strategy

BUS 70a

Business in the Global Economy

BUS 71a

Introduction to Finance

BUS 75a

Financial Analysis for Management

BUS 89a

Work in the Global Business Environment: Internship and Seminar

BUS 98a

Independent Study

Cross-Listed Courses**ECON 8b**

The Global Economy

ECON 57a

Environmental Economics

ECON 76b

Labor Economics

ECON 77a

Introduction to Regulation and Public Policy

ECON 80a

Microeconomic Theory

ECON 135a

Industrial Organization

ECON 161a

International Finance

ECON 171a

Financial Economics

ECON 172b

Money and Banking

ECON 174a

Corporate Finance

ECON 177b

Economic Regulation and Deregulation

The following courses are eligible as "alternative perspectives on business" (refer to requirement item C earlier in this section):

AAAS 126b

Political Economy of the Third World

AMST 188b

Justice Brandeis and Progressive Jurisprudence

AMST 189a

Legal Foundations of American Capitalism

ANTH 163b

Production, Consumption, and Exchange

COSI 33b

Internet and Society

HIST 108b

Corporations, Cooperatives, and Cartels: Four Centuries of American Business

HIST 160b

American Legal History II

HS 104b

American Health Care

HS 110a

Wealth and Poverty

HSSP 104b

Health Economics

JOUR 103b

Advertising and the Media

LGLS 129b

Law, Technology, and Innovation

PHIL 13b

The Idea of the Market: Economic Philosophies

POL 172b

Introduction to International Political Economy

PSYC 34b

Social Psychology

PSYC 150b

Organizational Behavior

SOC 1a

Order and Change in Society

SOC 117a

Sociology of Work

Department of Chemistry

Courses of Study:
Minor
Major (BA/BS)
Combined BA/MA
Master of Arts
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 allows 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 MA, MS, and PhD degrees, includes course work, 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. All students will be required to demonstrate knowledge in advanced areas of 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 a 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 or PHYS 15a,b (Basic Physics I,II), which is a prerequisite for physical chemistry and advanced experimental chemistry. Completing PHYS 11a,b or PHYS 15a,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 advisers to develop a program of courses to shape their needs and interests. To apply for the honors program, a student must select a research adviser and submit a proposed plan to the department by September 15 of his or her senior 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 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.

Faculty

Irving Epstein, Chair

Nonlinear chemical dynamics. Spatial pattern formation, oscillations, and chaos in reaction-diffusion systems. Mathematical modeling of biochemical kinetics and neural systems. Networks.

Jeffrey Agar (on leave fall 2008)

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.

Li Deng

Asymmetric catalysis and asymmetric synthesis. Solid phase synthesis and combinatorial chemistry. Chiral recognition. Chemical approaches toward understanding protein functions.

Milos Dolnik

Pattern formation in reaction-diffusion systems. Mathematical modeling of complex chemical reactions and gene networks. Deterministic chaos.

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 (on leave fall 2008)

Protein dynamics, stability, and folding. Optical spectroscopy of single molecules. Protein engineering and directed evolution.

Liz Hedstrom

Relationship between protein structure and function in enzyme catalysis and inhibitor action. Understanding the effects of mutations in vivo.

Judith Herzfeld

Solid-state NMR studies of the structure and functional mechanisms of membrane proteins. Statistical thermodynamics of proton transfer and transport in aqueous systems and proteins.

Peter Jordan

Statistical mechanics of membranes and of membrane transport. Modeling of ion and water pores. Molecular dynamics. Modeling peptide-membrane interaction.

Philip Keehn (on leave 2008–2009)

Synthetic methods, organic synthesis of strained rings, and theoretically interesting molecules. Host-guest complexes. Plant medicinals. Applications of NMR spectroscopy to organic systems. Photooxidation.

Isaac Krauss

Study of organic synthesis, including its interface with other areas of chemical science, including organometallics and chemical biology.

Oleg Ozerov

Organometallic chemistry. Structure, bonding, and reactivity relationships. Catalytic applications of organotransition metal complexes. Ligand promoted reactivity at transition metal centers.

Gregory Petsko

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 neurodegenerative diseases such as Parkinson's Disease and Alzheimer's Disease. Yeast genetics.

Susan Pochapsky

Self-assembly of chemical and biological systems. Transient interactions in solution by NMR. NMR of soluble proteins. Protein stability and folding by NMR and mutagenesis.

Thomas Pochapsky

Biological redox enzymes structure and mechanism. Transient interactions in solution by NMR. Biomimetic energy conversion.

Jason Pontrello

Small molecule organic synthesis. Solid-phase synthesis. Polymer chemistry.

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

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.

Christine Thomas

Synthesis of new ligands and transition metal complexes with the ultimate goal of uncovering new approaches to the catalytic activation and functionalization of small molecules and organic substrates.

Bing Xu

Biofunctional magnetic nanoparticles. Development of new bioanalytical protocols and techniques for studying biological activity. Molecular hydrogels and interactions with biological systems in vitro and in vivo. Develop new biomaterials.

Anatol Zhabotinsky

Oscillating chemical reactions and pattern formation in reaction-diffusion systems. Mathematical modeling of biochemical kinetics and neural systems.

Requirements for the Minor

The minor in chemistry consists of:

A. Six full-credit (four-semester-hour) courses and three half-credit (two-semester-hour) courses:

CHEM 11a and b (or CHEM 15a and b)
CHEM 18a and b (or CHEM 19a and b)
CHEM 25a
CHEM 29a

B. Three additional full-credit (four semester-hour) chemistry courses that meet the major requirements; BCHM 100a, 101a, 103b, or 104b may be substituted for one of these courses.

Requirements for the Major**Bachelor of Arts**

A. Two semesters of general chemistry lectures (CHEM 11a,b; or CHEM 15a,b) with laboratory (CHEM 18a,b; CHEM 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 PHYS 15a,b, which are prerequisites for physical chemistry and advanced experimental chemistry. *Students are urged to complete PHYS 11a,b or PHYS 15 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 or MATH 20a is 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); GPA 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 advisers.

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.

Bachelor of Science

A. Two semesters of general chemistry lectures (CHEM 11a,b, or CHEM 15a,b) with laboratory (CHEM 18a,b, or CHEM 19a,b).

B. Two semesters of organic chemistry lectures (CHEM 25a,b) with laboratory (CHEM 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; CHEM 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 PHYS 15a,b, which are prerequisites for physical chemistry and advanced experimental chemistry. *Students are urged to complete PHYS 11a,b or PHYS 15a,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 or 20a is 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 GPA 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 advisers.

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 BA requirements also apply to BS degrees.

Combined BA/MA Program

Candidates for departmental honors may be admitted to a special four-year BA/MA 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 the BA.

Additionally, the following requirements must also be completed:

A. One 130-level organic chemistry course.

B. One 140-level physical chemistry course. The overall BA/MA course selection must include at least two of CHEM 141a, 142a, and 143b.

C. One 100-level chemistry course OR one of CHEM 39b, 59a or 59b.

D. Two other 100-level courses from the School of Science.

The above five courses may not also be counted toward the BA requirements. Grades of B– or better are required in the 100-level science courses. Candidates should carefully 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 thirty-eight courses, only four of which may come from AP/IB credits, consistent with university regulations.

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 Arts**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.

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 occur twice a year, before the start of each term. The results of these examinations will determine the student’s initial program of course work and will be considered by the graduate studies committee in evaluating the student’s progress.

Residence Requirement

The minimum residence requirement for the MA degree is one year.

Requirements for the Degree of Master of Science**Program of Study**

In general, each student will be required to pass a minimum of six graduate-level courses, of which one must be outside the student’s field of research. If a student fails to pass a placement examination after two attempts, a graduate course in that area of chemistry must be passed before the end of the second year. A list of courses appropriate for this purpose is available upon request. It is expected that students will choose a research adviser during the first year.

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 occur twice a year, before the start of each term. The results of these examinations will determine the student's initial program of course work and will be considered by the graduate studies committee in evaluating the student's progress.

Residence Requirement

The minimum residence requirement for the MS degree is two 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 one seminar during their residence.

Dissertation and Defense

An MS dissertation is required and must describe the results of an original investigation and demonstrate the competence of the candidate in independent investigation, critical ability, and effectiveness of expression. The thesis must be approved by the research adviser and a second reader appointed by the graduate studies committee. Two copies of the thesis must be submitted to the department in final form by the same deadline that PhD candidates need to deposit dissertations (refer to the Academic Calendar).

Special Notes Relating to the Master's Degrees

The MA degree is awarded as a first step toward the PhD. The MS degree is designed for advanced students who do not wish to complete the PhD degree.

Students may normally hold only one master's degree in the department. For example, a student who has received an MA degree may not apply for the MS degree.

Students in the MA or MS program are not eligible for scholarship or fellowship support.

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 six graduate-level courses, of which one must be outside the student's field of research. If a student fails to pass a placement examination, a graduate course in that area of chemistry must be passed 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 adviser 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 course work and will be considered by the graduate studies committee in evaluating the student's progress.

Readmission to the PhD degree program will be based on the student's record in course work 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 in his or her major field by passing the qualifying exam in that field. Depending on the field, the qualifying exam takes the form of cumulative examinations or propositions. Cumulative examinations (given six times each year on unannounced topics) are taken starting in the first semester of graduate work. Proficiency is demonstrated by passing six exams within a reasonable period of time. Propositions are generally assigned during the third semester of graduate work and form the basis of a combination of written and oral examinations. Either three propositions are assigned or two propositions are supplemented by a research proposal. Students in all fields must maintain satisfactory progress by passing these examinations.

Residence Requirement

The minimum residence requirement for the PhD degree 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.

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

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 PhD in chemistry with additional specialization in quantitative biology, candidates must:

A. Complete the requirements for the PhD described above.

B. Complete the course requirements of the quantitative biology specialization as outlined in that section of this *Bulletin*.

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.

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 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 I

[qr sn]

This course may not be taken for credit by students who have passed CHEM 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 ninety-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. Petsko

CHEM 11b General Chemistry II

[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 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 ninety-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. Epstein

CHEM 15a Honors General: Principles of Material Evolution I

[qr sn]

This course may not be taken for credit by students who have passed CHEM 11a in previous years.

An enriched version of general chemistry for students with good preparation. Introduces the chemical principles governing the evolution of our material world through the condensation, coexistence, and aqueous stages. Three class hours and one recitation per week. The corresponding laboratory is CHEM 19a. Usually offered every year.

Ms. Herzfeld

CHEM 15b Honors General: Principles of Material Evolution 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 11b in previous years.

A continuation of CHEM 15a. Introduces the chemical principles governing the evolution of our material world through the photonic, biotic, and anthropic stages. Three class hours and one recitation per week. The corresponding laboratory is CHEM 19b. Usually offered every year.

Ms. Herzfeld

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 basic laboratory methods 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. Calorimetric experiment using probes interfaced with computers. Identification of unknowns based on physical and chemical properties. Analysis of the metal content of substances by 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 weak monoprotic and polyprotic 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 included is identification of unknowns based on selective precipitation and chromatography. 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 11b or 15b or the equivalent. Structure, reactions, preparations, and uses of the compounds of carbon. Three class hours and one ninety-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 ninety-minute recitation per week. Usually offered every year.

Staff

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 per semester.

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 ninety-minute laboratory lecture per week. Usually offered every year.

Staff

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 per semester.

A continuation of CHEM 29a with an emphasis on the synthesis of typical organic compounds. One afternoon of laboratory per week. One ninety-minute laboratory lecture per week. Usually offered every year.

Staff

CHEM 33a Environmental Chemistry

[sn]

Prerequisite: A satisfactory grade (C- or better) in CHEM 11b or CHEM15b or the equivalent.

The course surveys the important chemical principles and reactions that determine the balance of the molecular species that exist 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, 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 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]

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 and provides experimental verification of chemical principles in thermodynamics, kinetics, macromolecules, semiconductors, nanochemistry, photochemistry, and electrochemistry. The properties, reactions, and structure of compounds are understood by evaluating their physiochemical responses to changes in experimental conditions. The experiments use spectroscopy, chromatography, electrochemical and other instrumental methods employed in the modern chemical laboratory. The program includes the methodology of quantitative measurement, statistical data analysis, and report writing. One one-hour lecture and one afternoon of laboratory per week. Usually offered every second year.

Staff

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 b 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

See CHEM 95a for course description.

Usually offered every year.

Staff

CHEM 99d Senior Research

Prerequisites: CHEM 59a, 59b, or 141a, 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 involves writing 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]

Prerequisites: Satisfactory grade(s) in CHEM 41a and b, CHEM 59a and b, or equivalent. *Laboratory fee:* \$45 per semester.

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. Ms. Thomas

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. Deng

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. Xu

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. Discusses the formation of carbon-carbon single and double bonds and carbocycles and procedures for oxidation, reduction, and functional group interchange. Examines selected total syntheses. Usually offered every year.

Mr. Snider

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. Hydrogenation, hydride addition, epoxidation, dihydroxylation, olefin metathesis, C-H activation, and C-C bond forming reactions are covered. Lectures will include treatment of the interplay between mechanistic study and reaction design.

Usually offered every second year.

Mr. Krauss

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 Thermodynamics and Statistical Thermodynamics

[sn]

Prerequisites: 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.

Mr. Pochapsky

CHEM 142a Quantum Mechanics and Spectroscopy

[sn]

Prerequisites: 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 Schrödinger 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.

Ms. Gershenson

CHEM 143b Kinetics, Dynamics, and Transport

[sn]

Prerequisites: 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 Computational Chemistry

[sn]

Prerequisites: 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 Molecule Spectroscopy

[sn]

Prerequisites: 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.

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 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 200e Advanced Chemistry Laboratory III

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 organotransition 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 250c Biophysical Chemistry Seminar

Required of graduate students in biophysical chemistry every semester.

Staff

CHEM 298a Independent Study

Usually offered every year.

Staff

CHEM 401d Dissertation Research

Independent research for the PhD degree.

Specific sections for individual faculty members as requested.

Staff

Chemistry Colloquium

Lectures by faculty and invited speakers.

Required of all graduate students.

Noncredit.

Courses of Related Interest**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

Q BIO 110a

Numerical Modeling of Biological Systems

Q BIO 120b

Quantitative Biology Instrumentation Laboratory

NBIO 136b

Computational Neuroscience

Chinese

Faculty

Yu Feng

(German, Russian, and Asian Languages and Literature)

Courses of Instruction

(1–99) Primarily for Undergraduate Students

CHIN 10a Beginning Chinese I

Mandarin is taught in this intensive course, intended for students with no previous knowledge of Chinese. Class meets four days per week plus one section of individual conversation. It offers training in basic Chinese grammar, speaking, aural comprehension, reading and writing. Chinese characters, and the “pinyin” phonetic system as a tool for learning Chinese. Usually offered every fall.
Mr. Feng

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 Mandarin Chinese or a non-Mandarin dialect (e.g., Cantonese). Emphasizes reading and writing skills, 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 fall.
Staff

CHIN 30a Intermediate Chinese

[fl]
Prerequisite: CHIN 20b or equivalent.
Development of skills in listening, speaking, reading, and writing, including the writing of short essays. Usually offered every fall.
Staff

CHIN 40b Advanced Intermediate Chinese

[fl hum]
Prerequisite: CHIN 30a or equivalent
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

(100–199) For Both Undergraduate and Graduate Students

CHIN 105a Advanced Conversation and Composition I

[fl hum wi]
Prerequisite: CHIN 40b or equivalent.
Designed for advanced students who wish to enhance and improve their skills in listening, speaking, reading, and writing through listening and reading authentic or slightly modified materials, discussing and writing on various topics of Chinese society and culture. Usually offered every fall.
Staff

CHIN 105b Advanced Conversation and Composition II

[fl hum wi]
Prerequisite: CHIN 40b or equivalent.
Designed for advanced students who wish to enhance and improve their speaking proficiency and writing skills. 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 spring.
Staff

CHIN 106b Business Chinese and Culture

[fl hum]
Prerequisite: CHIN 40b or equivalent.
An advanced Chinese course where students develop their language proficiency and cultural knowledge in professional settings such as the workplace. 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 enhance their self-confidence in Chinese workplaces. Usually offered every second spring.
Staff

CHIN 120a Readings in Contemporary Chinese Literature: Advanced Chinese Language

[fl hum wi]
Prerequisite: CHIN 105a or equivalent.
For advanced students of Chinese, an introduction to contemporary Chinese short stories from the 1990s and later. Focuses on significant expansion of vocabulary and grammar, and on providing students an opportunity to develop and polish both oral and written skills through class discussion, presentations, and writing assignments. Usually offered every fall.
Staff

CHIN 120b Readings in Contemporary Chinese Literature: Advanced Chinese Language II

[fl hum wi]
Prerequisite: CHIN 120a or equivalent.
Continuation of CHIN 120a. Study of contemporary Chinese short stories from the 1990s and later. These stories not only represent new literary themes and linguistic expressions, but also reflect the modernization, commercialization, and urbanization that is transforming China. The course improves students' knowledge of the language, as well as enhancing their understanding of Chinese society and culture. Usually offered every spring.
Staff

CHIN 130b China on Film: The Changes of Chinese Culture

[fl hum nw]
Open to all students. Conducted in English and all films viewed have English subtitles.
Focuses on the enormous changes under way 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 second spring.
Staff

Department of
Classical Studies

Courses of Study:
Minor
Major (BA)
Graduate Certificate

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 two thousand years.

Undergraduate Major in Classical Studies

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.

Graduate Certificate Program in Ancient Greek and Roman Studies

The department offers a five-course certificate program for students with a bachelor's degree in any field. The program permits students who have taken RSEM 161 (The Examined Life) at the Rabb School and other practicing professionals in the area to continue their professional education, to gain professional development points, and to advance their school careers.

Designed to combine class experience and scholarship with experiential learning, the program allows students to make trips to various museum exhibitions, work in our Classical Artifact Research Center, learn to improve verbal and written skills, understand aesthetic creativity within the ancient world, consider the problems of historical and archaeological preservation, gain insight into archival documentation of antiquity, learn digital technologies, and gain expertise in visual media related to the ancient world (slides, digital databases, Internet resources).

How to Become a Major or Minor

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 Web site 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.

How to Be Admitted to the Graduate Program

Candidates for admission should have a bachelor's degree in any subject. 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 ancient Greek and Roman studies. Admission decisions are based primarily on the candidate's undergraduate academic record, two letters of recommendation, and the personal statement that is part of the application form. Applicants to the certificate program need not have completed an undergraduate major in classics. Students are encouraged, though not required, to visit the campus and to talk to the director of the program.

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.

Eirene Visvardi, Florence Levy Kay Fellow in Ancient Greek Theater

Ancient Greek drama. Greek lyric poetry.
Ancient aesthetics. Ancient and modern theater. Theories of performance and the emotions.

Cheryl L. Walker, Undergraduate Advising Head

Roman and Greek history. Caesar. Alexander the Great. Medieval literature and culture.

Requirements for the Minor

Five courses are required for the minor. 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.

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 toward the nine required courses with the consent of the thesis adviser.

C. We strongly urge classical studies majors to work in both Greek and Latin languages, as 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 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 first track in classics includes both Greek and Latin, languages and literatures, whereas the second track in Greek or Latin literature requires just one core language and literature. The third 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 adviser.

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, CLAS 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 adviser.

Independent Interdisciplinary Major in Classical and English Literature

A student interested in an Independent Interdisciplinary Major in classical and English literature may petition for such through the Office of Academic Services. 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.

Requirements for the Graduate Certificate in Ancient Greek and Roman Studies

Program of Study

A. One core course: The graduate-level capstone course (CLAS 250b) is offered in alternate years in the spring semester and can be taken anytime in the two-and-a-half-year cycle.

B. Four electives: Four additional undergraduate courses from a selection of regularly offered undergraduate courses in the Department of Classical Studies, which may include independent study. Faculty in the Department of Classical Studies must teach at least three of the required five courses. A course covering another ancient civilization may be chosen (in consultation with the program chair) as one or two of the electives counting toward the five courses required for the certificate. N.B.: Students will be expected to fulfill graduate-level requirements in all courses taken.

C. Optional experiential component: A graduate course in Directed Study (CLAS 251a) is also offered to students who complete some approved experiential summer study and may serve as one of the four required elective courses.

Residence Requirement

There are no residency requirements.

Language Requirement

There is no foreign language requirement, although courses in Latin and Greek (above level 30) may be taken toward completion of the certificate.

Note: All classical studies courses (CLAS) are taught in English and assigned reading materials are in English.

Courses of Instruction

(1–99) Primarily for Undergraduate Students

HUM 10a The Western Canon

[hum]

Foundational texts of the Western canon: the Bible, Homer, Vergil, and Dante.

Thematic emphases and supplementary texts vary from year to year. Not offered 2008–2009.

Staff

CLAS 92a Internship

Usually offered every year.

Staff

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 adviser as they write their honors paper. Usually offered every year.

Staff

HUM 125a Topics in the Humanities

[hum]

An interdisciplinary seminar on a topic of major significance in the humanities; the course content and instructor vary from year to year; may be repeated for credit, with instructor's permission. Usually offered every third year.

Staff

(100–199) For Both Undergraduate and Graduate Students

CLAS 100a Survey of Greek History: Bronze Age to 323 BCE

[hum]

Surveys 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. Topics include the Age of Alexander the Great, the Age of Pericles, the Greekness of Alexander, and Imperialism in Antiquity. 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 BCE) 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 BCE 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 145b Topics in Greek and Roman Art and Archaeology

[ca hum]

Topics vary from year to year and the 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 the 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 students who took CLAS 145b in spring 2005.

Examines Pompeii and Herculaneum, buried by Vesuvius in 79 CE, 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 CE. Usually offered every third year.

Ms. Koloski-Ostrow

CLAS 165a Roman Decadence: Latin Literature in Translation

[hum]

Famous Roman texts (200 BCE–200 CE) 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, and the relationship between myth, drama, and religion. Also explores visual representations of myth. Usually offered every second year.

Mr. Mueller

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. Mueller

CLAS 180a Lovers, Tyrants, and Other Enemies: Greek Tragedy from Aeschylus to Brecht

[ca hum]

Aims to familiarize students with Greek tragedy while raising a series of questions about its function as a literary genre and as a public medium in the religious and political context of fifth-century BCE democratic Athens. Special two-time offering: fall 2007 and fall 2008.

Ms. Visvardi

CLAS 181b Eros: Love, Desire, and Identity in Ancient Greece

[ca hum]

An exploration of dance and dance culture in classical Athens through the different genres of choral poetry, tragedy, and comedy that incorporate choruses. Also considers philosophical texts that reflect on the origins and role of choral performance. Investigates the occasions that call for choral performance, the identity of the dancers, the ethical, political, and philosophical messages of the poetry that accompanies their performance, and the role that the community attributes to their dance. Discusses how philosophers view choral performance and examines the relation between ethical cultivation, political indoctrination, and the natural power of dance. Special two-time offering: spring 2008 and spring 2009.

Ms. Visvardi

(200 and above) Primarily for Graduate Students

CLAS 250b Capstone Course

Taught consecutively by department faculty on the methodologies, perspectives, and theories in the field of classical studies. Students gain insight, for example, into Homeric scholarship, Vergilian studies, historiography, and new methods and research in such areas as classical archaeology, anthropology, epigraphy, ancient Greek and Roman history, and ancient art. Usually offered every second year in the spring semester.
Staff

CLAS 251a Directed Study

A graduate course for students who complete some approved experiential summer study (e.g., participation in an archaeological excavation or in a two-week summer program at Cumae, Italy, on the Bay of Naples through the Vergilian Society). Usually offered every year in the fall semester.
Ms. Koloski-Ostrow

CLAS 298a Independent Study

Staff

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 or instructor's permission.
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 or instructor's permission.
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

GRK 125a Greek Lyric Poetry

[hum fl]
Prerequisite: GRK 30a or equivalent.
Close reading and interpretation of mainly fragmentary poems, several of them newly recovered from Hellenistic papyri, of Archilochus, Alcman, Solon, Sappho, and Simonides, along with selected epinicians of Pindar and his nephew, Bacchylides; reconstruction of the poetics of lyric performance. 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 wi]
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 the *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 fourteenth 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

Cross-Listed Courses**ANTH 1A**

Introduction to the Comparative Study of Human Societies

ANTH 60A

Archaeological Methods

ANTH 60B

Archaeological Analysis

ANTH 80A

Anthropology of Religion

ANTH 105A

Myth and Ritual

ANTH 149A

Archaeology of Egypt and Canaan in Ancient Times

ANTH 153A

Writing Systems and Scribal Traditions

ANTH 156A

Power and Violence: The Anthropology of Political Systems

ENG 10A

Canonical Precursors: Genesis, Homer, Sappho, Ovid, Virgil

FA 17A

History of Art I: From Antiquity to the Middle Ages

FA 41A

Art and the Origins of Europe

HIST 56B

World History to 1960

HIST 80A

Introduction to East Asian Civilization

HIST 103A

Roman History to 455 CE

HIST 110A

The Civilization of the Early Middle Ages

HIST 113A

English Medieval History

HUM 10A

The Western Canon

HUM 125a

Topics in Humanities

LING 100A

Introduction to Linguistics

LING 112B

Historical Linguistics

NEJS 8A

The Bible in Its Near Eastern Context

NEJS 9A

The World of the Ancient Near East

NEJS 101A

Elementary Akkadian

NEJS 101B

Intermediate Akkadian

NEJS 102A

Elementary Hittite

NEJS 104A

Comparative Grammar of Semitic Languages

NEJS 104B

Ezra, Daniel, and Early Aramaic Texts

NEJS 106A

Northwest Semitic Inscriptions

NEJS 106B

Elementary Ugaritic

NEJS 110B

The Hebrew Bible: Meaning and Context

NEJS 111A

The Hebrew Bible/Old Testament

NEJS 111B

History of Israelite Religion

NEJS 112A

The Book of Genesis

NEJS 113B

Law in the Bible and the Ancient Near East

NEJS 114B

Biblical Ritual, Cult, and Magic

NEJS 116A

Ancient Near Eastern Religion and Mythology

NEJS 122A

Magic and Witchcraft in the Ancient Near East

NEJS 128A

Introduction to Christianity

NEJS 128B

History of Jewish and Christian Women in the Roman Empire

NEJS 130B

Ancient Greek-Speaking Judaism and Christianity

NEJS 140A

History of the Jews from the Maccabees to 1497

PHIL 1A

Introduction to Philosophy

PHIL 161A

Plato

PHIL 162B

Aristotle

POL 186B

Classical Political Thought

THA 1A

The Theater in History I

THA 100A

Theater Literature and Theory I

THA 160A

History of Theater Design: Classical Period to 1900

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 an 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 toward early and mid-career professionals who are working, or 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 MA 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, one academic, and the other academic or professional. 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)

Theodore Johnson
(Coexistence and Conflict)

Daniel Terris
(American Studies)

Requirements for the Degree of Master of Arts

Program of Study

The sixteen-month program involves one academic year in residence at Brandeis in which students complete seven courses (26 credits), followed by a three-month field placement and a master's paper (12 credits) by December. In their second academic year, students will have nonresident status.

Required Core Courses (five courses)

COEX 210a (Coexistence and Conflict: Theory and Analysis)
COEX 220a (Strategies for Coexistence Interventions)
COEX 230a (Coexistence Research Methods)

And eight credits of the following core electives:

COEX 240a (Dialogue and Mediation Skills)
COEX 260f (Development, Aid, and Coexistence) and
COEX 261f (Advanced Development, Aid, and Coexistence)
COEX 270a (The Future of Diversity Work)
POL 127b (Managing Ethnic Conflict)

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) is open to graduate students from other departments, POL 127b (Managing Ethnic Conflict) is open to qualified undergraduates and graduate students from other departments. COEX 220a (Strategies for Coexistence Interventions) is open only to those who have completed COEX 210a. COEX 230a (Coexistence Research Methods) is open only to students who are undertaking the complete master's degree program. COEX 240a is open only to students enrolled in the MA program; other students may enroll with the instructor's permission. COEX 260f, 261f, and 270a are open to all graduate students.

Elective Courses (two 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 that 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 MA 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 fieldwork, with a concluding paper written under the supervision of a faculty mentor. Students must develop an MA 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 of the following options:

- 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 policymakers 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 MA 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 1 of their continuation year in the program. Satisfactory completion of this report will be an essential part of accreditation for the MA degree.

A typical student's program will be as follows:

Academic Year 1, Fall Semester

COEX 210a (Coexistence and Conflict: Theory and Analysis)
COEX 230a (Coexistence Research Methods)
Two elective courses, one of which must be a core elective.

Academic Year 1, Spring Semester

COEX 220a (Strategies for Coexistence Interventions)
Two elective courses, one of which must be a core elective.

Academic Year 1, Summer

Master's project fieldwork.

Academic Year 2, Fall Semester

Fieldwork continued.
Master's paper submitted by December 1.

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.

Students who complete all requirements for the degree by December 1 will be awarded the degree in February of the following year.

Requirements for the Dual Degree of Master of Arts in Sustainable International Development & Coexistence and Conflict

Admission

This dual-degree program has a single (combined) application that reflects the admissions criteria set by each program; applicants must apply for the dual degree at the outset. To gain acceptance applicants must be admitted by both programs, meet the MA/SID requirements for accelerated track students, and demonstrate the maturity as well as the writing skills to complete both degrees in an integrated fashion.

Program of Study

This dual-degree program prepares students for careers in emergency response and rehabilitation programs as well as for development work in areas of conflict. Students will build their understanding of the structural and psychosocial causes of conflict and violence and will be able to analyze strategies for interventions. They will also gain a poverty and development context for understanding and responding to conflict situations. A total of seventy semester course credits are required to complete the program.

Students must complete thirty-two credits in the first year that include twenty-two credits in required courses from the Heller MA/SID program. The balance of credits are filled by electives as specified by the Heller MA/SID program with an additional four credits from the approved list of conflict and coexistence program electives. Students must also participate in the MA/SID Capstone in May of their first year and are required to make a presentation related to their anticipated topic of their master's paper.

In the second year, students must complete the remaining thirty-eight credits from COEX, which includes eighteen credits of required courses. The other twenty credits comprise four credits from approved COEX courses, four credits from approved courses in the MA/SID program, and the remaining twelve credits are earned through successful completion of a field project undertaken in the summer between the first and second year and a master's paper. Preparation for the summer field project is undertaken in the prior spring semester as part of the research course. The submission deadline for the written report from the field project and the master's paper is December 1.

Courses of Instruction

(200 and above) Primarily for Graduate Students

COEX 210a Coexistence and Conflict: Theory and Analysis

Open only to students enrolled in the MA 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

Prerequisite: COEX 210a. Open only to students enrolled in the MA 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 MA program in coexistence and conflict. Yields half-course credit.

Preparation for the research necessary for the required field project in the MA program in coexistence and conflict. Usually offered every year.

Mr. Johnson

COEX 240a Dialogue and Mediation Skills

Open only to students enrolled in the MA 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.

Mr. Johnson

COEX 250a The Arts of Building Peace

How can music, theater, poetry, literature, and visual arts contribute to community development, coexistence, and nonviolent 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 260f Development, Aid, and Coexistence

Meets for one-half semester and yields half-course credit.

Increases the knowledge and skills of students undertaking development and aid work in conflict situations. Explores how such work can address development needs, as well as the need to increase intercommunal equity, understanding, and cooperation. Usually offered every year.

Mr. Johnson

COEX 261f Advanced Development, Aid, and Coexistence

Meets for one-half semester and yields half-course credit.

This seminar builds on the concepts and theories offered in the basic course. Students will master the skills of conflict mapping, strategic intervention, and analysis using case studies of current and past conflicts where development assistance was also required. Usually offered every second year.

Mr. Johnson

COEX 270a The Future of Diversity Work

This course may not be taken for credit by students who have taken COEX 270f in previous years.

This seminar uncovers the myths and challenges of race and multiculturalism and explores various approaches that have addressed them. It examines future scenarios to help form a more constructive approach to coexistence that goes beyond those challenges. Usually offered every year.

Mr. Johnson

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 adviser. 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

Comparative History

See History.

An interdepartmental program

Comparative Literature

Courses of Study:
Minor
Major (BA)

Objectives

The Comparative Literature Program engages the study of literatures and cultures within and across national boundaries. It comprises the comparative analysis of literary texts not only in relation to genres, forms, and movements but within the larger context of social discourse and cultural practices. Because cultural practices are not static but continually changing, comparative literature is sensitive not only to historical context, but also to how cultural forms adapt to new conditions. Analysis of cultural differences, diversities, and similarities will promote a greater knowledge of the rapidly changing globe we inhabit, and also deepen students' critical understanding of their own cultures.

How to Become a Major or Minor

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.

Program Committee

Michael Randall, Chair and Undergraduate Advising Head

(French and Francophone Studies)

Stephen Dowden

(German, Russian, and Asian Languages and Literature)

Susan Lanser (on leave spring 2009)

(English and American Literature; Women's and Gender Studies)

David Powelstock

(German, Russian, and Asian Languages and Literature)

Fernando Rosenberg (on leave spring 2009)

(Hispanic Studies)

Harleen Singh (on leave spring 2009)

(German, Russian, and Asian Languages and Literature; Women's and Gender Studies)

Requirements for the Minor

The minor in comparative literature requires five courses, distributed as follows:

A. COML 100a (Comparing Literatures: Theory & Practice) to be taken as early as possible in the student's academic career.

B. Two upper-level literature courses (normally 100 or above) each taught in a language other than English.

C. Two comparative literature courses offered or cross-listed by Comparative Literature Program.

No more than two classes taken toward the minor can double count toward any other major or minor.

No course with a grade below a C- will count toward the minor; nor will a course taken pass/fail.

Requirements for the Major

The major in comparative literature requires a minimum of nine courses, distributed as follows:

A. COML 100a (Comparing Literatures: Theory & Practice), to be taken as early as possible in the student's academic career.

B. Three upper-level literature courses taught in a language other than English. Normally they are numbered 100 and above, exclusive of language skills courses. The three courses may be drawn from more than one language tradition.

C. Four upper-level courses in COML or any of the courses offered by other departments or programs that are cross-listed below. These courses will bridge more than one national literature or literary tradition and engage in cross-cultural examination.

D. One additional literature course. This course need not be comparative.

No course with a grade below a C- will count toward the major; nor will a course taken pass/fail.

No more than three courses may count toward any other major, and no more than two courses in film studies may be counted toward the comparative literature major.

The program encourages students to incorporate a historical focus into their comparative literature curriculum, and to consider beginning or continuing the study of a second foreign literature in the original.

Honors

Students who wish to pursue honors must enroll in COML 99d, normally in the senior year, and complete a thesis. One semester of thesis research may substitute for an upper-level comparative course. A senior project is required only of students pursuing honors.

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 100a Comparing Literatures: Theory and Practice

[hum]

What is common and what is different in literatures of different cultures and times? How do literary ideas move from one culture to another? In this course students read theoretical texts, as well as literary works from around the world. Usually offered every year.

Mr. Powelstock

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 de Troyes' *Yvain*. Usually offered every second year.

Mr. Lansing

COML 103b Madness and Folly in Renaissance Literature

[hum wi]

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 simultaneously 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, twentieth-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. Usually offered every second year.

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. Usually offered every second year.

Ms. Singh

COML 123a Perfect Love?

[hum]

Analyzes how the desire to achieve a "perfect form of love," defined as one that denies the body in favor of a more spiritual attachment, can lead to illness and highly unhealthy behavior in literary texts and modern film. Filmmakers and authors studied include Wang-Kar Wai, Marguerite de Navarre, Boccaccio, Chretien de Troyes, and Hawthorne. Usually offered every second year.

Mr. Randall

COML 130a Poetic Voices of Protest

[hum]

Poets are citizens, lovers, artists. Discusses major poems and prose by Whitman, Baudelaire, Rilke, T. S. Eliot, Anna Akhmatova, Abraham Joshua Heschel, and others celebrating American nationhood, and protesting world war, moral chaos, or Soviet dictatorship. 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 146b Classical East Asian Poetics

[hum nw]

An introduction to the classical poetic forms of China, Japan, and Korea. Special consideration is paid to issues of canonization, classical theories of literature, and the development of multilingual literary traditions. All readings are in English. Usually offered every third year.

Mr. Fraleigh

COML 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

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

HUM 125a (Topics in the Humanities) may be considered as a cross-listed course, depending on the topic. Students should contact the undergraduate advising head before registering.

AAAS 125b

Caribbean Women and Globalization: Sexuality, Citizenship, Work

AAAS 132b

Introduction to African Literature

AAAS 133b

The Literature of the Caribbean

AAAS 134b

Novel and Film of the African Diaspora

CLAS 166a

Medieval Literature: A Millennium of God, Sex, and Death

ECS 100a

European Cultural Studies Proseminar: Modernism

ECS 100b

European Cultural Studies Proseminar: Making of European Modernity

ENG 10a

Canonical Precursors: Genesis, Homer, Sappho, Ovid, Virgil

ENG 37b

Modern Drama

ENG 40b

The Birth of the Short Story: Gods, Ghosts, Lunatics

ENG 50a

Love Poetry from Sappho to Neruda

ENG 68a

The Political Novel

ENG 107a

Caribbean Women Writers

ENG 111b

Postcolonial Theory

ENG 114b

Gender and the Rise of the Novel in England and France

ENG 115b

Fictions of Liberty: England in a Revolutionary Age

ENG 127a

The Novel in India

ENG 127b

Migrating Bodies, Migrating Texts

ENG 128a

Alternative Worlds: Modern Utopian Texts

ENG 138a

Making Modern Subjects: Caribbean/Latin America/U.S.A. 1850–1950

ENG 140a

Satire and Its Uses

ENG 155a

Literature and Empire

ENG 171a

History of Literary Criticism

ENG 197b

Within the Veil: African-American and Muslim Women's Writing

FREN 110a

Cultural Representations

FREN 137a

The Twentieth and Twenty-First Centuries: Plague, War, and Human Power

FREN 155b

French Drama of the Twentieth Century

FREN 165b

Francophone Literatures

HISP 111b

Introduction to Latin American Literature

HISP 160a

Literatura y Justicia en Latinoamerica

HISP 164b

Studies in Latin American Literature

HISP 193b

Topics in Cinema: Global Latin American Cinema

HISP 195a

Latinos in the United States: Perspectives from History, Literature, and Film

HUM 10a

The Western Canon

JAPN 130a

The Literature of Multicultural Japan

JAPN 135a

Screening National Images: Japanese Film and Anime in Global Context

NEJS 175b

Responses to the Holocaust in Literature

NEJS 179a

Jewish Literature of the Middle Ages and Renaissance

NEJS 180a

Love and Passion in Medieval Jewish Literature and Thought

NEJS 181a

Jews on Screen

NEJS 181b

Film and the Holocaust

SAS 101a

South Asian Women Writers

SAS 110b

South Asian Postcolonial Writers

SAS 140a

We Who Are at Home Everywhere: Narratives from the South Asian Diaspora

THA 33b

Acting IV: Acting the Classics

THA 115b

The Avant-Garde

THA 160a

History of Theater Design: Classical Period to 1900

THA 185b

Dramatic Structure: Analysis and Application

Department of
Computer Science

Courses of Study:
Minor
Major (BA/BS)
Postbaccalaureate Certificate (PB)
Combined BA/MA
Combined PB/MA
Master of Arts
Doctor of Philosophy

Objectives**Undergraduate Major and Minor**

The undergraduate program in computer science teaches the theoretical fundamentals 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.

Postbaccalaureate Program in Computer Science

The computer science department offers a postbaccalaureate 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 postbaccalaureate/MA 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 course work, 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 adviser. Dissertation research typically requires two to three additional years.

Graduate Program in Computational Linguistics

The graduate program in computational linguistics is concerned with the scientific study of language from a computational perspective. It is an interdisciplinary field, which draws on linguistic theory (phonology, syntax, semantics, and pragmatics) and computer science (artificial intelligence, theory of computation, and programming methods).

How to Become a Major or a Minor

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, the computer science 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.

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 (on leave 2008–2009)

Compiler design. Analysis of parallel algorithms. Logic programming. Data structures. Bioinformatics.

Ira Gessel

Combinatorics.

Pengyu Hong (on leave 2008–2009)

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.

Olga Papaemmanouil

Databases and application-level networking.

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.

Nianwen Xue

Linguistic structures. Language processing. Natural computational linguistics.

Requirements for the Minor

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.

Requirements for the Major

Degree of Bachelor of Arts

The minimum requirements for the computer science major are twelve 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 seventeen 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).

Combined BA/MA Program in Computer Science

Available only to Brandeis students who have completed all requirements for the undergraduate BA 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.

Combined BA/MA Program in Computational Linguistics

The five-year BA/MA degree program in computational linguistics is designed for outstanding undergraduate students who will have completed all requirements for the undergraduate BA degree within four years at Brandeis, with a major preferably in either language and linguistics or computer science. Eligibility for the program is normally limited to students who have maintained a minimum 3.5 GPA in all linguistics and computer science courses taken. Students complete the MA in computational linguistics by taking computational linguistics courses in the senior (fourth) year and in one additional (fifth)

year of study. The MA degree provides a solid foundation for professional work in the field of computational linguistics or for additional graduate study in computational linguistics and theoretical linguistics. An application should be submitted no later than the start of the first semester of the student's senior year.

Program of Study

Students admitted to the program must fulfill the following requirements, in addition to completing their BA: a schedule of course work designed in conjunction with and approved by the director of graduate studies consisting of nine courses, which includes: four to five core courses, three to four electives, and either an internship in computational linguistics or a master's thesis. The specific course work will vary according to the student's background in computer science and/or linguistics; however all students will be required to complete COSI 114b and 217a. Depending on the student's preparation for the program, additional courses beyond the nine may be required.

Residence Requirement

The minimum residence requirement is one year after completing the BA degree.

Special Notes Relating to Undergraduates

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.

Requirements for the Postbaccalaureate Certificate in Computer Science

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 COSI 2a and 99d. At most, two electives can be cross-listed courses.

Combined Postbaccalaureate/MA Program

Available only to Brandeis students who have completed all requirements for the postbaccalaureate certificate. Students should propose a course of study that typically consists of six graduate-level courses, which may include independent study.

Special Notes Relating to Postbaccalaureate Students

Postbaccalaureate students with a programming background may ask to be exempted from the introductory courses COSI 11a and COSI 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.

Requirements for the Degree of Master of Arts

Computer Science

Program of Study

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.

Computational Linguistics

Program of Study

The two-year MA program in computational linguistics is designed for outstanding students, preferably with an undergraduate degree in either language and linguistics or computer science. The MA provides a solid foundation for professional work in the field of computational linguistics or pursuit of a PhD in computational linguistics and theoretical linguistics.

Students must complete a schedule of course work designed in conjunction with and approved by the director of graduate studies consisting of nine courses, which includes: four to five core courses, three to four electives, and either an internship in computational linguistics or a master's thesis. The specific course work will vary according to the student's background in computer science and/or linguistics; however all students will be required to complete COSI 114b and 217a. Depending on the student's preparation for the program, additional courses beyond the nine may be required.

Residence Requirement

The minimum residence requirement is two years.

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

Requirements for the Degree of Doctor of Philosophy

Adviser

By the end of the first year, the student must obtain the consent of a computer science faculty member to serve as adviser and dissertation committee chair.

Course Requirements

The same as those 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. 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 adviser and the director of graduate studies of a thesis committee consisting of the adviser, 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.

COSI 21b Structure and Interpretation of Computer Programs

[sn qr1]

*Prerequisites: COSI 21a, COSI 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 3-D Animation

[sn]

Covers the fundamental concepts of 3-D animation and teaches both the theory underlying 3-D animation as well as the skills needed to create 3-D movies. Students demonstrate their understanding of the concepts by creating several short animated movies. Usually offered every third year.

Mr. Hickey

COSI 93a Research Internship and Analysis

Provides students with an opportunity to work in a computer science research lab for one semester, pursuing a project that has the potential to produce new scientific results. Students and the faculty member mutually design a project for the semester that supports the research agenda of the group. Students must attend all research group meetings and present their findings in oral and written form at the end of the semester. The project typically includes background research, some lab work, and collaboration with other group members. Course requires signature of the instructor, is subject to the availability of undergraduate research positions, and is typically open only to juniors and seniors.

Staff

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 GPA 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; COSI 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 101a (formerly COSI 35a), or COSI 25a (formerly 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 Modal, Temporal, and Spacial Logic for Language

[sn]

Prerequisites: COSI 21b or COSI 29a; COSI 101a (formerly COSI 35a).

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 101a (formerly COSI 35a).

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 COSI 29a; COSI 101a (formerly COSI 35a).

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 (formerly COSI 125a) 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

[qr sn]

Prerequisite: MATH 10a, MATH 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 that 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, COSI 22a, and COSI 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; COSI 22a,b; COSI 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, COSI 146a (formerly COSI 46a), 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 COSI 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 COSI 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 COSI 29a.

The study of data secrecy, privacy, and security. How can information be encoded so that an adversary cannot alter it, forge it, or gain any knowledge of it? Usually offered every second year.

Staff

COSI 175a Data Compression and Multimedia Processing

[sn]

Prerequisites: COSI 21a, COSI 29a, COSI 30a, and COSI 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. Topics include 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 COSI 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 101a (formerly COSI 35a).

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 101a (formerly COSI 35a).

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? The class reads about theories of organization in different settings and scales (cells, brains, minds, behavior, society, economies), and studies papers, models, and algorithms from a variety of fields that might shed light on the issue. Usually offered every third year.

Mr. Pollack

COSI 217b Natural Language Processing Systems

Prerequisite: COSI 114b or permission of the instructor.

This course looks at building coherent systems designed to tackle real applications in computational linguistics. Particular topics will vary from year to year, but each call will consider some of the following: machine (aided) translation, speech interfaces, information retrieval/extraction, natural language question answering systems, dialogue systems, summarization, computer-assisted language learning, language documentation/linguistics hypothesis testing, and handwriting recognition. Usually offered every year.

Staff

COSI 220a Advanced Topics in Systems

Prerequisite: COSI 31a.

Covers selected areas in advanced computer systems and engages students in top-flight systems research. The class is based on a discussion of important research papers and a research project. Usually offered every second year.

Ms. Shriram

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

Computational Chemistry

LING 130a

Formal Semantics: Truth, Meaning, and Language

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

Cultural Production

Courses of Study:

Master of Arts

Objectives

The graduate program in cultural production, leading to the MA 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, such topics as, 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 MA, 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)

Aliyyah Abdur-Rahman (on leave 2008–2009)
(English and American Literature)

Mary Baine Campbell
(English and American Literature)

Cynthia Cohen
(Coexistence and Conflict)

Judith Eissenberg
(Music)

Tory Fair
(Fine Arts)

Jane Hale
(Romance Studies)

Paul Jankowski (on leave 2008–2009)
(History)

Peter Kalb
(Fine Arts)

Allan Keiler
(Music)

Thomas King
(English and American Literature)

James Mandrell
(Romance Studies)

Charles McClendon
(Fine Arts)

Laura J. Miller
(Sociology)

Richard Parmentier (on leave fall 2008)
(Anthropology)

John Plotz
(English and American Literature)

Jonathan Sarna
(Hornstein Jewish Professional Leadership Program; Near Eastern and Judaic Studies)

Harleen Singh (on leave spring 2009)
(German, Russian, and Asian Languages and Literature; Women's and Gender Studies)

Ellen Schattschneider
(Anthropology)

Nancy Scott
(Fine Arts)

Faith Smith (on leave 2008–2009)
(English and American Literature; African and Afro-American Studies)

Requirements for the Degree of Master of Arts

Program of Study

This graduate program involves a minimum of 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 following three clusters:

Cluster 1: Performance: Object/Body/Place

Courses in performance theory, theater, discursive practice, embodiment, mythopoesis, adornment, and the city as lived text.

Cluster 2: Visuality: Image/Media/Signs

Courses in comparative experiences of vision, cinema, television, digital and other new media, Internet studies, materiality, photography, advertising, and mass communications.

Cluster 3: Memory: Museums/Preservation/Archives

Courses in historical consciousness, the politics and poetics of museums and memorials, traumatic memory, historical methods, artifact conservation, documentation, and archival practice.

Students take 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 MA 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.

Under exceptional circumstances, a student may petition to the director of the program for permission to write a master's thesis (in contrast to the normally expected Master's paper.) It is expected that the thesis will be in the seventy-five to one hundred page range; the thesis must involve independent research and represent an original scholarly contribution. A two- to three-page written proposal to write a thesis, signed by the student's adviser, should be submitted to the director within the first four weeks of the semester in which the student intends to graduate. The completed thesis will be evaluated by two faculty members, selected by the director in consultation with the student. The student is responsible for submitting an electronic copy of the thesis, in accordance with university regulations.

Courses of Instruction

(200 and above) Primarily for Graduate Students

CP 201a Making Culture: Theory and Practice

Examines theories of mass, public, popular, and elite culture. Surveys the social dynamics of remembrance, visuality, and performance. Discusses 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, 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 MA Students

Independent research on a topic approved by the director and mentored by the student's adviser, leading to a written master's paper. Usually offered every semester.
Staff

CP 298a Independent Study

Staff

CP 301a Readings in Cultural Production

Mr. Auslander

Cluster 1: Performance: Object/Body/Place

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

Elective Courses**ANTH 112a**

African Art and Aesthetics

ANTH 115b

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 160a

Digital Pop from Hip-Hop to Mashup

MUS 209a

Seminar in Psychoanalysis and Biography: The Psychoanalytic Study of the Artist

NEJS 161b

Representations of the City in Literature, Art, and Architecture

Cluster 2: Visuality: Image/Media/Signs**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

Elective Courses**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

HISP 195a

Latinos in the United States: Perspectives from History, Literature, and Film

SOC 221b

Sociology of Culture

THA 155a

Icons of Masculinity

Cluster 3: Memory: Museums/Preservation/Archives**Core Courses****ANTH 108b**

History, Time, and Tradition

ANTH 159a

Museums and Public Memory

ANTH 207b

Trauma: Theory and Experience

HIST 204b

Narrative Strategies: Writing History in a Postmodern Age

NEJS 181b

Film and the Holocaust

Elective Courses**AMST 144b**

Signs of Imagination: Gender and Race in Mass Media

COEX 250a

The Arts of Building Peace

ED 158b

Looking with the Learner: Practice and Inquiry

ENG 127b

Migrating Bodies, Migrating Texts

ENG 128a

Alternative Worlds: Modern Utopian Texts

ENG 147b

South African Literature and Apartheid

ENG 211a

Psychoanalytic Theory

ENG 237a

Reading the Black Transnation

GECS 160a

In the Shadow of the Holocaust: Global Encounters

HIST 169a

Thought and Culture in Modern America

HIST 170a

Italian Films, Italian Histories

JAPN 130a

The Literature of Multicultural Japan

NEJS 133a

Art, Artifacts, and History: The Material Culture of Modern Jews

NEJS 184a

Introduction to Jewish Museum Studies

NEJS 190a

Describing Cruelty

NEJS 291a

History and Memory in the Middle East

SAS 140a

We Who Are at Home Everywhere: Narratives from the South Asian Diaspora

SOC 148b

Sociology of Information

An interdepartmental program

East Asian Studies

Courses of Study:
Minor
Major (BA)

Objectives

The East Asian Studies Program (EAS) 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 adviser a faculty member who seems best suited to that student's interest and area of future work.

Committee

Aida-Yuen Wong, Chair
(Fine Arts)

Yu Feng
(German, Russian, and Asian Languages and Literature)

Matthew Fraleigh
(German, Russian, and Asian Languages and Literature)

Donald Hindley
(Politics)

Gary Jefferson, Undergraduate Advising Head
(Economics)

Stephen Platt
(History)

Hiroko Sekino
(German, Russian, and Asian Languages and Literature)

Ellen Schattschneider, Colloquium Director
(Anthropology)

Ralph Thaxton
(Politics)

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 elective 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 elective 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.

Requirements for the Major

A. Satisfactory completion of at least ten semester courses from among the EAS and elective offerings. No course with a grade below C- can count toward the major requirement of ten 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 ten 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 ten. 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 elective offerings:

1. At least one course in the social sciences (in addition to HIST 80a) and at least one course in the humanities or creative arts.

2. An additional course in either the social sciences (other than HIST 80a) or in the humanities or creative arts.

Honors

Candidates for honors are required to register for EAS 99d (or for a 99d course [or 99a and 99b courses] in an appropriate department) and to prepare an honors thesis on a topic relating to East Asia. If completed successfully, the 99d course [or 99a and 99b courses] can be counted as two of the ten courses of the major.

Courses of Instruction

(1–99) Primarily for Undergraduate Students

EAS 98a Independent Study

Usually offered every year.
Staff

EAS 98b Independent Study

Usually offered every year.
Staff

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

(100–199) For Both Undergraduate and Graduate Students

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 eighteenth 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

Core Courses

CHIN 10a

Beginning Chinese I

CHIN 20b

Continuing Chinese

CHIN 30a

Intermediate Chinese

CHIN 40b

Advanced Intermediate Chinese

HIST 80a

Introduction to East Asian Civilization

JAPN 10a

Beginning Japanese

JAPN 20b

Continuing Japanese

JAPN 30a

Intermediate Japanese

JAPN 40b

Advanced Intermediate Japanese

Elective Courses

The following courses are approved for the program. Not all are given in any one year. Please consult *Schedule of Classes* each semester. Additional courses may be approved by the chair on a case-by-case basis.

ANTH 178b

Culture, Gender, and Power in East Asia

CHIN 98a

Readings in Modern Chinese

CHIN 98b

Readings in Modern Chinese

CHIN 105a

Advanced Conversation and Composition I

CHIN 106b

Business Chinese and Culture

CHIN 120a

Readings in Contemporary Chinese Literature: Advanced Chinese Language

CHIN 120b

Readings in Contemporary Chinese Literature: Advanced Chinese Language II

CHIN 130b

China on Film: The Changes of Chinese Culture

COML 146b

Classical East Asian Poetics

EAS 175a

Masterpieces of Chinese Literature

ECON 30a

The Economy of China

ECON 64a

East Asia's Economies

FA 12a

History of Asian Art

FA 13b

Buddhist Art

FA 15b

Arts of the Ming Dynasty

FA 181b

The Art of Japan

FA 184a

Studies in Asian Art

HIST 80b

East Asia: Nineteenth Century to the Present (China and Japan)

HIST 176a

The Emergence of Modern Japan

HIST 181a

Seminar on Traditional Chinese Thought

HIST 182a

Sino-American Relations from the Eighteenth Century to the Present

JAPN 98a

Readings in Japanese

JAPN 98b

Readings in Japanese

JAPN 105a

Advanced Conversation and Composition I

JAPN 120a

Readings in Contemporary Japanese Literature

JAPN 120b

Readings in Modern Japanese Literature

JAPN 125b

Putting Away Childish Things: Coming of Age in Modern Japanese Literature and Film

JAPN 130a

The Literature of Multicultural Japan

JAPN 135a

Screening National Images: Japanese Film and Anime in Global Context

JAPN 140a

The World of Early Modern Japanese Literature

JAPN 145a

The World of Classical Japanese Literature

MUS 4a

Introduction to Chinese Music

PHIL 119b

Chinese Philosophy

POL 147a

The Government and Politics of China

POL 148a

Seminar: Contemporary Chinese Politics

POL 150a

Politics of Southeast Asia

POL 167a

United States and China in World Politics

 Department of
Economics

 Courses of Study:
 Minor
 Major (BA)

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, for example, international economics, financial markets, industrial organization, the regulation of economic activity, the public sector, technology, growth, and development.

The department stresses analytic and quantitative approaches to the study of human choice and economic behavior, the functioning of the economic system, and specific subject areas and economic issues. Students develop analytic and quantitative skills in the economics major that are useful not only for economics but for other subjects as well. Both 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 and government. Some graduates pursue advanced degrees in economics and others enroll in professional schools of business, law, public policy, and other fields. Programs of study can be designed to match the interests of the student (see the following list of courses).

Brandeis juniors 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*). Brandeis also offers a business minor (see the Program in Business section of this *Bulletin*).

How to Become a Major or Minor

The major has a single entry point, ECON 2a (Introduction to Economics), and is one of the courses that fulfills 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 required for the major build on intermediate courses and have from three to six prerequisites. Calculus is required for the intermediate theory courses.

Faculty

Rachel McCulloch, Chair

International economic theory and policy.
 Industrial organization.

Chad P. Bown

International economics. Economic development. Industrial organization.

Linda Bui

Environmental economics. Public finance.
 Applied microeconomics. Industrial organization.

Laarni Bulan

Corporate finance. Corporate governance.
 Real options.

Anne Carter

Technological change. Input/output analysis.

Stephen Cecchetti (on leave 2008–2009)

Advanced macroeconomic theory. Monetary economics. Financial economics.

H. Michael Coiner, Undergraduate Advising Head

Economics of higher education.
 Macroeconomics. International economics.

F. Trener Dolbear

Macroeconomics. Public sector.

Can Erbil

Economic development. International trade.
 Public finance.

Kathryn Graddy

Applied microeconomics. Empirical industrial organization.

Nader Habibi

Economics of the Middle East.

George J. Hall

Macroeconomics.

Jens Hilscher

Asset pricing. Corporate finance.
 International finance.

Adam Jaffe, Dean of Arts and Sciences

Technological change. Economics of regulation. Industrial organization.

Gary H. Jefferson

Economics of innovation. Institutional economics. Development. Industrial organization. China.

Blake LeBaron

Macroeconomics. International finance.
 Microeconomics.

Hong Li (on leave fall 2008)

Time series econometrics.
 Macroeconomics. Monetary economics.

Catherine L. Mann

International finance. Outsourcing.
 Technology. U.S. economic policy.

Nidhiya Menon

Empirical microeconomics. Economic development. Econometrics. Economic demography and labor.

Carol Osler

International finance. Financial markets.
 Open economy. Macroeconomics.

Peter Petri

International trade. Development. Japan.
 Korea.

Scott A. Redenius

Economic history. The economics of financial institutions.

Paroma Sanyal

Industrial organization. Regulation, microeconomics.

Elif Sisli Ciamarra

Corporate finance. Corporate governance. Financial intermediation.

Daniel Tortorice

Macroeconomics: business cycles, consumption, and unemployment fluctuations.

Patricia Tovar

International trade. Political economy. Development. Microeconomics. Behavioral economics.

Requirements for the 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. This means that only some of the cross-listed courses, those that specifically have ECON 2a as a prerequisite, may be counted toward the minor in economics. Students must earn at least a C– in each of these three electives

C. Students undertaking the economics minor and the business minor are subject to additional restrictions to minimize the overlap in content. These students should consult their advisers or the undergraduate advising head for approval of such combined programs.

D. No course taken pass/fail may count toward requirements for the minor.

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, ECON 185a, or ECON 215a. A grade of at least C– is required.

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; not all 100-level courses meet this criterion. ECON 122b, 170a, and 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 lower-level electives 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 prior approval of the undergraduate advising head.

E. A passing letter grade must be obtained in each course taken for credit toward the major. No course taken pass/fail may count toward requirements for the major. Students must earn at least a C– in three of the four electives, that is, no more than one grade of D, D+, or D–. Students must also achieve a GPA 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 previously listed 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.

G. 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. Candidates for honors must maintain a GPA of at least 3.5 in the major. Honors are awarded on the basis of excellence in courses taken in the major and the senior thesis.

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*.

Mathematics

The required intermediate theory courses (ECON 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 ECON 80a or ECON 82b 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 adviser.

Academic Adviser 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 one or two groups more appropriate. Majors should discuss educational objectives and course selections and sequencing with their academic advisers.

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 Web site for internships: www.brandeis.edu/programs/internships/students.

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 thirty-two 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 Web site for "internships" will lead to information on availability of courses, guidelines, and requirements.

ECON Course Offering Groups

1. Core Analytical Courses

ECON 2a	Introduction to Economics
ECON 8b	The Global Economy
ECON 80a	Microeconomic Theory
ECON 82b	Macroeconomic Theory
ECON 83a	Statistics for Economic Analysis
ECON 184b	Econometrics
ECON 185a	Econometrics with Linear Algebra

2. International and Comparative

ECON 26a	Latin America's Economy
ECON 30a	The Economy of China
ECON 60b	The Economics of International Trade Disputes
ECON 64a	East Asia's Economies
ECON 122b	The Economics of the Middle East*
ECON 141b	Economics of Innovation
ECON 160a	International Trade Theory
ECON 161a	International Finance
ECON 162a	Outsourcing and Offshoring: Informational Technology and Globalization
ECON 175a	Introduction to the Economics of Development*
ECON 176a	The Household, Health, and Hunger in Developing Countries

3. The U.S. Economy: Analysis, Institutions, Policy

ECON 57a	Environmental Economics
ECON 59b	The Economics of Education
ECON 69a	The Economics of Race and Gender
ECON 76b	Labor Economics
ECON 77a	Introduction to Regulation and Public Policy
ECON 134b	Public Sector Economics
ECON 135a	Industrial Organization
ECON 171a	Financial Economics
ECON 172b	Money and Banking
ECON 174a	Corporate Finance
ECON 177b	Economic Regulation and Deregulation

4. Analytical Methods

ECON 170a	Mathematics of Economics and Finance*
ECON 181b	Game Theory and Economic Applications

Several first-year Brandeis International Business School courses may be appropriate analytical electives for advanced undergraduates. These include courses in the PhD program in international economics. Interested students should see their adviser or the undergraduate advising head for more information.

*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.

Mr. Coiner

ECON 8b The Global Economy

[ss]

Prerequisite: ECON 2a. This course is not a writing-intensive course.

Applies the basic tools and models of economic analysis 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 30a The Economy of China

[ss nw]

Prerequisite: ECON 2a.

Analysis of China's economic transformation with particular emphasis on China's economic reforms since 1978, including the restructuring of its enterprise, fiscal, financial, and political systems and the roles of trade, foreign investment, and technology in driving China's economic advance. Usually offered every year.

Mr. Jefferson

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.

Ms. Bui

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, policymakers, 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 economics 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]

Prerequisite: ECON 2a.

Examines the postwar 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 69a The Economics of Race and
Gender**

[ss]

Prerequisite: ECON 2a.

The role of race and gender in economic decision making. Mainstream and alternative economic explanations for discrimination, and analysis of the economic status of women and minorities. Discussion of specific public policies related to race, class, and gender. Usually offered every second year.

Staff

ECON 76b Labor Economics

[ss]

Prerequisite: ECON 2a.

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. Calculus is required. See "Special Notes Relating to Undergraduates" in the Bulletin for more information.

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]

Prerequisite: ECON 8b. Calculus is required. See "Special Notes Relating to Undergraduates" in the Bulletin for more information.

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 GPA 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.

Seniors who wish to complete a senior honors thesis normally enroll in this course. Usually offered every year.

Staff

**(100–199) For Both Undergraduate
and Graduate Students****ECON 122b The Economics of the Middle
East**

[nw ss]

Prerequisite: ECON 2a or the equivalent. Does not count toward the upper-level elective requirement for the major in economics.

Examines the Middle East economies—past experiences, present situation, and future challenges—drawing on theories, policy formulations and empirical studies of economic growth, trade, poverty, income distribution, labor markets, finance and banking, government reforms, globalization, and Arab-Israeli political economy. Usually offered every year.

Mr. Habibi

ECON 134b Public Sector Economics

[ss]

Prerequisites: 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. Coiner

ECON 135a Industrial Organization

[qr ss]

Prerequisites: 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. Graddy

ECON 141b Economics of Innovation

[ss]

Prerequisites: 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 142a Research Seminar on the Economics of Higher Education

[ss]

Prerequisite: ECON 2a.

This seminar will use economics to analyze issues related to the organization of modern universities and the markets in which they operate. Each student will prepare a major research paper and present her/his findings to the class. The paper can be based on statistical analysis of data for multiple institutions, a historical analysis, or a case study of a particular institution's approach to a specific issue. The course is intended to give students experience designing and executing their own original research project as preparation for undertaking a senior honors thesis. Usually offered every year.

Mr. Jaffe

ECON 160a International Trade Theory

[ss]

Prerequisites: 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.

Ms. McCulloch

ECON 161a International Finance

[ss]

Prerequisites: ECON 82b 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.

Ms. Mann

ECON 162a Outsourcing and Offshoring: Information Technology and Globalization

[ss]

Prerequisite: ECON 80a. Corequisite: ECON 83a.

Examines how information technology facilitates services trade, how important services transactions are in global trade and investment, and whether services trade requires a new trade theory. Topics include issues for business strategy and national policy arising from globalization of services. Usually offered every second year.

Ms. Mann

ECON 170a Mathematics of Economics and Finance

[ss]

Prerequisites: 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, or permission of the instructor.

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.

Staff

ECON 172b Money and Banking

[ss]

Prerequisites: ECON 82b and 83a, or permission of the instructor.

Considers the relationship of the financial system to real economic activity, focusing especially on central banks. Roughly one-half of the course is devoted to a study of the design and operation of central banks in the modern economy. The other half of the course considers the structure, management, regulations and supervision of bank and nonbank financial intermediaries; including examination of the globalization of the financial system. Students are assumed to know intermediate macroeconomics and elementary financial theory. Usually offered every year.

Mr. Redenius

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.

Staff

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.

Staff

ECON 176a The Household, Health, and Hunger in Developing Countries

[nw ss]

Prerequisites: ECON 80a and 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 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, ECON 82b, and ECON 83a, or permission of instructor. This course may not be taken for credit by students who have previously taken or are currently enrolled in ECON 185a or ECON 215a.

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

Financial Analysis for Management

HS 104b

American Health Care

HS 110a

Wealth and Poverty

HSSP 104b

Health Economics

PHIL 13b

The Idea of the Market: Economic Philosophies

POL 173a

Foreign Economic Policy

Interdepartmental programs in Education

Courses of Study:
Minor
Major (BA)
Master of Arts in Teaching

Objectives

The Education Program offers several different undergraduate and graduate programs. Undergraduate students are able to select a path to pursue either education studies (major or minor) or teacher education (minor in elementary, middle, or high school teaching). The Brandeis Master of Arts in Teaching (MAT) program offers concentrations in elementary teaching (public or Jewish day school) or secondary—middle or high school—teaching (biology, chemistry, English, history, physics, or Bible). For a more complete description of the education program, please consult the program's Web site, www.brandeis.edu/programs/education.

Any undergraduate at Brandeis may begin fulfilling requirements of the major or minor at any time, without formal admission. It is recommended that students meet with an education program adviser during their first or second year in order to plan for program requirements. Permission, which is required to enroll in the education studies major or minor and the teacher education minor, should be sought no later than when a student has completed two education courses.

Undergraduate Education Studies Major

The education studies major is designed for students interested in the social, historical, and cultural contexts of education and the role of education in shaping policy, practice, learning, and identity. This major encourages students to think critically about such questions as: How do various political, economic, historical, psychological, and social forces shape education and public expectations for school? What does school teach us about society? How do K–12 schooling and higher education shape individual and communal identities and life opportunities? How can we better understand and guide learning in and out of school? What kinds of learning, schools, and teachers do young people need and deserve?

A Brandeis graduate with an education studies major will be prepared to pursue:

- education policy, legislative, or nonprofit work;
- careers in education-related fields such as school psychology, higher education, informal education, museum education;
- graduate study and a career in teaching; and/or
- graduate study and a scholarly career in education.

In addition to developing skills and habits of inquiry, critical thinking, and analysis associated with a strong liberal arts education, education studies majors will acquire a historical and comparative understanding of schooling, a deeper understanding of teaching and learning, educational research skills, and an understanding of the ethical dimensions of education.

Because candidates for the education studies major must complete nine courses, including a senior seminar, students should consult with an education studies adviser no later than the beginning of the junior year about the program requirements. No course for the major may be taken on a pass/fail basis. Students must receive a grade of C– or higher for any course to be counted as part of the education studies major.

Please note that the education studies major does not lead to a teaching license. Students interested in becoming licensed as teachers need to enroll in the teacher education program that leads to licensure.

Undergraduate Education Studies Minor

This minor gives students a chance to explore the impact of political, historical, psychological, economic, and social forces that shape education and public expectations for schools. The minor's interdisciplinary approach is suitable both for students interested in the broad social and cultural contexts of education and for those interested in educational careers.

Students must receive a grade of C– or higher for any course to be counted as part of the education studies minor. Please note that the education studies minor does not lead to a teaching license. Students interested in becoming teachers need to enroll in the Brandeis teacher education program that leads to licensure.

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 adviser to develop a plan for teacher education courses (which begin in the sophomore year) and other required courses. Please see the education program Web site for specific course requirements. This minor is also valuable for those planning careers in related fields, such as special education.

Four central themes define the Brandeis teacher education programs. These themes are woven throughout our courses:

- 1. 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.
- 2. 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.
- 3. 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.
- 4. 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.

Candidates for the elementary or secondary teaching license must achieve a grade of at least B– in all required undergraduate teacher education courses. Satisfactory grades and permission of the education program adviser (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 who successfully complete the elementary, middle, or high school teacher education program, including the requirements set by the state of Massachusetts (including passing appropriate portions of the Mass. Test for Teacher Licensure—MTEL), may be recommended by Brandeis for initial licensure to teach in Massachusetts. The state of Massachusetts has reciprocal licensing arrangements with more than forty other states. Information on licensure requirements may be found on the education program Web site, www.brandeis.edu/programs/education

Of the students who completed the Brandeis teacher education program and took the MTEL tests in 2005–06, 100 percent passed both the Communications and Literacy Skills test and the Subject Matter Knowledge tests.

Master of Arts in Teaching

In the MAT program, we conceive of teaching as practical intellectual work dedicated to enlargement of human capacity at the individual and societal level. Successful completion of the program leads to the degree and (with the exception of the secondary Bible concentration) the initial license to teach in Massachusetts, which has reciprocity agreements with more than forty other states and the District of Columbia.

The MAT in Elementary Education offers a choice of two concentrations: public elementary or Jewish day schools. The MAT in secondary education offers a choice of four concentrations: history, English, sciences, or Bible. A coherent one-year/four-semester course of study integrates sustained guided-teaching practice in area schools with challenging course work 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 MAT is the early career induction 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-on-one conferences.

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: elementary education in public or Jewish day schools; or secondary education in history, English, sciences, or Bible.

Strong liberal arts preparation with depth in an appropriate discipline and/or a record of professional accomplishment in an appropriate field is expected. Applicants to the Elementary MAT should be able to demonstrate possession of the knowledge necessary to teach the four subjects constituting the core of the elementary school curriculum: mathematics, literacy/English language arts, science, and the social studies. Applicants to the Secondary MAT must have an undergraduate major or other very strong academic background in the content area they wish to teach. Program faculty are available for consultation and transcript review prior to application with respect to this or other admissions criteria. Prospective applicants are urged to request transcript review.

Prior experience with children is strongly advised. Applications should include three letters of reference, the results of the GRE general exam, a transcript, a resume, 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 Web site.

Program Committee

Joyce Antler

(American Studies)

Marc Brettler

(Near Eastern Jewish Studies)

Ruth Charney

(Mathematics)

Joseph Cunningham

(Psychology)

Jane Hale

(Romance Studies)

Andrew Hahn

(The Heller School)

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 MAT/ Assistant Director

Elementary education. Teacher education. Democracy and education.

Marcie Abramson

Mathematics.

Tara Brown

Race, class, and gender in education. Urban and alternative education.

Robin Dash

Arts and Education.

Helen Featherstone

Visiting Professor. Educational research. Elementary and mathematics teacher education

Sharon Feiman-Nemser

Elementary education. Jewish education. Teacher education.

Tom Heyman

Elementary science.

Rachel Kramer

Elementary education. Literacy education.

Sondra Langer

Preschool education.

Jon Levisohn

Philosophy of education. Jewish education.

Deborah Moriarty

Reading and literacy.

Joseph Reimer

Education policy. Informal education.

Edward Rossiter

Secondary curriculum and instruction.

Faye Ruopp

Mathematics.

Theodore Sizer

Public education.

Affiliated Education Studies Faculty**Joyce Antler**

(American Studies)

Joseph Cunningham

(Psychology)

Michael Coiner

(Economics)

Jane Hale

(Comparative Literature)

Requirements for the Minor**Education Programs Leading to Licensure****Secondary**

PSYC 36b (note that PSYC 1a is a prerequisite for PSYC 36b), ED 100b, and ED 102a 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, including recommended courses in their major. 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 (student teaching).⁹

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 taken in 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 adviser for elementary candidates regarding these and other program requirements. It is strongly recommended that, whenever possible, students consult the adviser during their first year. The education program Web site 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 two others, will fulfill the Department of Early Education and Care requirements for lead teachers in infant/toddler and/or preschool. 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 150a	History of Childhood and Youth in America
AMST 180b	Topics in the History of American Education
COML 165a	Reading, Writing, and Teaching across Cultures
ED 158b	Looking with the Learner: Practice and Inquiry
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 at the end of the education course listings.

Students may substitute successful completion of an essay, thesis, or internship, as described below, for the fourth 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 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 C- or higher in each course taken for credit in the minor. Pass/Fail courses will not earn credit toward the minor.

E. Students may have only two cross-over courses that meet requirements for both the education (licensure) minor and the education studies minor.

Requirements for the Major**Education Studies Major**

A. ED 155b Education and Social Policy

B. A second core course in which to study education from the perspective of a foundational discipline. Students may choose their second core course from one of the following courses:

AMST 150a	History of Childhood and Youth in America
AMST 180b	Topics in the History of American Education
COML 165a	Reading, Writing, and Teaching across Cultures
ED 158b	Looking with the Learner: Practice and Inquiry
ED 159b	Philosophy of Education
SOC 104a	The Sociology of Education

C. At least six other program electives, no more than two of which can be used to meet the requirements of both the teacher education (licensure) minor and the education studies major. As part of fulfilling the elective requirements, students must take three courses in either group 1 (Schooling, Policy, and Society) and one course in group 2 (Human Development, Learning, and/or Teaching), or vice versa (three courses in group 2 and one course in group 1). We urge majors to choose for one of their electives a course that focuses on cross-cultural understanding, such as COML 165a, ED 158b, or PAX 186a. Please see the listing of groups of electives listed below.

Please note that majors who intend to do an honors thesis involving empirical research are required to have completed a research course before their senior year.

Students may substitute successful completion of an essay or internship, as described below, for one of the six elective courses.

Essay: An approved research or honors essay, usually taken in the senior year. Students would receive credit for this essay, or ED 98a (Individual Readings and Research in Education), or an independent study or research course approved by the director of the education program.

Internship: An internship (ED 92) approved by the director of the education program. (Students who are student teaching in the education program will also be eligible to receive internship credit if they are concurrently pursuing an education studies major.) Students who choose this option will keep a journal about their experiences and produce a final paper.

D. ED 165a Reading (and Talking Back to) Research on Education. All education studies majors are required to enroll in this seminar during the fall semester of their senior year.

E. Honors: Students who wish to be considered for honors in education studies will be required to complete a senior thesis. Students who intend to do an honors thesis must discuss their potential thesis topic with a faculty adviser in education studies during their junior year. These students will have an opportunity to begin their research in ED 165a and will then enroll in ED 99b to complete their thesis.

F. Pass/Fail courses will not earn credit toward the major. Students must receive a grade of C– or higher for any course to be counted as part of the education studies major.

Requirements for the Degree of Master of Arts in Teaching

The MAT is a full-time, in-residence, year-long, forty-eight-credit program running summer-fall-spring-summer consecutive terms.

Candidates for the degree of Master of Arts in Teaching – Elementary Education are admitted to one of two concentrations: public education or Jewish day schools (DeLeT).

Candidates for the degree of Master of Arts in Teaching – Middle or Secondary Education are admitted to one of the following concentrations: biology, chemistry, history, English, physics, or Bible.

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 in 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 principles and practices of inquiry-oriented pedagogy in the subject area(s). 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.

Additional information about required courses, calendar, and other information about the program and the specific concentrations may be found on the MAT Web site, www.brandeis.edu/programs/MAT. Consult the department coordinator for section assignments.

Internship

Intensive internships are an integral part of the MAT program. Duration ranges from two to five days a week; students are responsible for their own transportation. The program arranges placements in public or Jewish Day schools, in districts such as Belmont, Boston, Framingham, Newton, and Waltham. 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.

Teacher Research

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

MAT graduates whose initial teaching positions are in the greater Boston area are provided ongoing professional development in their first year. Social support, reflection on teaching challenges, and individual advising are offered in monthly meetings and in one-on-one conferences.

Courses of Instruction

(1–99) Primarily for Undergraduate Students

ED 92a 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

ED 99a Senior Research

Staff

ED 99b Senior Research

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. 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.

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.

Ms. Moriarty

ED 102a Secondary Curriculum, Instruction, and Assessment

[oc 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.

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 to 12:00 pm or 2:00 pm to 6:00 pm. Usually offered every spring semester.

Ms. Langer

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.

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 MAT 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 fifteen 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.

Ms. Levenson

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 thirty 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 wi]

Examines the various functions that 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.

Staff

ED 157b The Psychology of Student Learning

[ss]

Open only to MAT 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.

Ms. Davis or Mr. Reimer

ED 158b Looking with the Learner: Practice and Inquiry

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 twelve-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

ED 165a Reading (and Talking Back to) Research on Education

[ss]

Corequisite: ED 155b. Open to education studies majors only.

In this required capstone course for education studies majors, students will review quantitative and qualitative research through disciplinary lenses. Students pursue some topic of inquiry by either reviewing and synthesizing educational research, or conducting some empirical research. Usually offered every year.

Ms. Featherstone

ED 170a Critical Perspectives in Urban Education

[ss]

Examines the nature of urban schools, their links to the social and political context, and the perspectives of the people who inhabit them. Explores the historical development of urban schools; the social, economic, and personal hardships facing urban students; and challenges of urban school reform.

Usually offered every year.

Ms. Brown

(200 and above) Primarily for Graduate Students**ED 221b Readings in Education**

Staff

ED 260a Special Education: Teaching for Inclusion

Open only to MAT students.

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. Brumbach

ED 261a Inquiry-Based Science Teaching and Learning

Open only to MAT 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.

Staff

ED 262a Teaching Mathematics in Elementary Classrooms

Open only to MAT 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 MAT students.

A weekly seminar closely coordinated with the Field Internship (ED 265a). Students explore and evaluate approaches to classroom organization and management, instructional planning, and assessment. They form habits of critical collegiality 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 fall.

Ms. Pearlmutter

ED 263b Reflective Teaching

Open only to MAT students.

A weekly seminar closely coordinated with the Field Internship (ED 265b). Students explore and evaluate approaches to classroom organization and management, instructional planning, and assessment. They form habits of critical collegiality 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 spring.

Ms. Kish or Ms. Pearlmutter

ED 264a Foundations of Education

Open only to MAT students.

Explores philosophical, sociological, historical, and political contexts of 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.

Ms. Levenson, Mr. Roosevelt, and Staff

ED 265a Field Internship

Open only to MAT students.

Supervised teaching internship 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. Usually offered every fall.

Staff

ED 265b Field Internship

Open only to MAT students. Corequisite: ED 263b.

Supervised teaching internship 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. Usually offered every spring.

Staff

ED 266a Teacher Research

Open only to MAT students.

Students design and carry out a systematic investigation addressing a question or problem arising in their practice. Students explore principles and methods of classroom-based research and review examples of published teacher research. Students present their inquiry projects to fellow students, mentor teachers, and faculty in a teacher research colloquium at the conclusion of their second summer session. Usually offered every year.

Ms. Feiman-Nemser or Mr. Roosevelt

ED 267a Fundamentals of Teaching

Open only to MAT students.

Central seminar taught in conjunction with the Field 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, Mr. Rossiter, or Ms. Troen

ED 267b Fundamentals of Teaching

Open only to MAT students.

A continuation of ED 267a, the central seminar taught in conjunction with the Field Internship (ED 265b).

Mr. Roosevelt, Mr. Rossiter, or Ms. Troen

ED 268a Pedagogy of Teaching English

Prerequisite: ED 264a. Corequisite: ED 267a. Open only to MAT students in the secondary English concentration.

This course prepares teachers of secondary English language arts to effectively plan for and assess student learning in three primary areas of instruction: writing, reading, and speaking. The following are emphasized: methods of engagement with literature, content-specific assessment and discussion techniques, writing process instruction, reading strategy and vocabulary instruction, and methods for reaching a diverse group of learners. An underlying goal of this course is for teachers to approach their chosen profession with a spirit of reflection, continuous improvement, and collaboration. Usually offered every year.

Ms. Blais

ED 269a Pedagogy of Teaching History

Prerequisite: ED 264a. Corequisite: ED 267a. Open only to MAT students in the secondary history concentration.

This course supports the aspiring secondary school history teacher as he or she prepares for the student teaching experience. Emphasis is placed on building a content-specific personal resource library, planning for cohesive lessons and units, teaching a variety of history content to students of diverse personal backgrounds and academic abilities, and developing collegial relationships in the teaching profession. Usually offered every year.

Ms. Dunne

ED 270a Pedagogy of Teaching Science

Prerequisite: ED 264a. Corequisite: ED 267a. Open only to MAT students in the secondary sciences concentrations.

Provides students with an overview of trends, issues, strategies, and resources specific to the teaching of secondary school science. Focuses on the following key concepts as they relate to teaching secondary science: inquiry, teaching for understanding, knowing students as learners, strategies and resources to support science teaching, successful laboratory activities, professionalism, and social justice. Usually offered every year.

Ms. Kraus

ED 271a The Pedagogy of Teaching Tanakh

Prerequisite: ED 264a. Corequisite: ED 267a. Open only to MAT students in the secondary Bible concentration.

This course is designed to provide opportunities to develop the intellectual and pedagogical skills needed for teaching Tanakh. Usually offered every year.

Ms. Tanchel

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.

Schooling, Policy, and Society**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

ANTH 109a

Children, Parenting, and Education in Cross-Cultural Perspective

COML 165a

Reading, Writing, and Teaching across Cultures

ECON 59b

The Economics of Education

ED 155b

Education and Social Policy

ED 159b

Philosophy of Education

HIST 153a

Americans at Home: Families and Domestic Environments, 1600 to the Present

HS 373a

Children and Families of Color

HSSP 192b

Sociology of Disability

NEJS 235b

Philosophy of Jewish Education

PHIL 148b

Philosophy of the Humanities

SOC 104a

Sociology of Education

SOC 108a

Youth and Democracy

SOC 154a

Community Structure and Youth Subcultures

Human Development, Learning, and/or Teaching**BISC 7a**

The Biology and Culture of Deafness

ED 100a

Exploring Teaching (Elementary)

ED 100b

Exploring Teaching (Secondary)

ED 103a

Teaching Strategies for Early Childhood

ED 107a

Teaching and Learning Reading in Elementary Schools

ED 158b

Looking with the Learner: Practice and Inquiry

HBRW 236a

Teaching and Learning in Jewish Classrooms

LING 197a

Language Acquisition and Development

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

Department of

English and American Literature

Courses of Study:

Minor

Major (BA)

Master of Arts

Doctor of Philosophy

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 a 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.

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 thirty-five pages; the thirty-five-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 PhD applicants and recommended for terminal MA and joint MA 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.

Faculty

John Burt, Chair

American literature. Romanticism. Composition. Philosophy of education. Literature of the American South. Poetry.

Aliyyah Abdur-Rahman (on leave 2008–2009)

Nineteenth- and twentieth-century African-American literature and culture. Gender, queer theory, and sexual politics. Critical race theory. Multiethnic feminisms.

Ulka Anjaria

Nineteenth- and twentieth-century South Asian literature and modernity. Postcolonial studies. Theories of the novel. Nationalism. Literature and the modern state. Cultural anthropology.

Olga Broumas, Co-Director of Creative Writing

Poetry.

Mary Baine Campbell

Medieval literature. Poetry. Renaissance literature.

William Flesch

Poetry. Renaissance. Theory.

Michael Gilmore

Puritanism. Literature of the American Revolution. American Renaissance. Film studies.

Caren Irr

Twentieth-century American literature. Theory. Cultural studies.

Gish Jen, Co-Director of Creative Writing

Fiction.

Thomas King

Performance studies. Gender studies. Gay studies. Seventeenth- and eighteenth-century drama.

Susan S. Lanser (on leave spring 2009)

Eighteenth- and nineteenth-century British and French studies. Women writers. The novel. Women's studies and lesbian/gay studies. Comparative literature.

Stephen McCauley

Writer-in-Residence.

Paul Morrison (on leave 2008–2009)

Modernism. Literary criticism and theory.

Thisbe Nissen

Fannie Hurst Writer-in-Residence.

John Plotz, Undergraduate Advising Head

Victorian literature. The novel. Politics and aesthetics.

Laura Quinney, Graduate Advising Head

Romanticism. Literature and philosophy. Eighteenth-century literature.

David Sherman

Modernism. Contemporary British literature. Narrative theory. Ethical philosophy. Elegy.

Dawn Skorzewski, Director of University Writing

Twentieth-century poetry. Psychoanalysis and pedagogy. Composition studies.

Faith Smith (on leave spring 2008–2009)

African and Afro-American literature. Caribbean literature.

Elizabeth Swanstrom, The Florence Levy Kay Fellow in the Digital Humanities

Digital culture and electronic literature. History of science. Media theory. Twentieth-century American and Latin American literature.

Ramie Targoff

Renaissance literature. Shakespeare. Religion and literature.

Michaele Whelan, Vice Provost

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/eighteenth-century British literature
- 5—Nineteenth-century British literature
- 6—Nineteenth-century American literature
- 7—Twentieth-century literature
- 8—Miscellaneous literary subjects
- 9—Writing courses

Requirements for the Major

Literature Major

Nine semester courses are required, including the following:

A. 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, 33a, 40b, 43a, 44a, 46b, 50a, 53a, 63a, 64b, 103a, 104a, 114b, 115b, 122a, 123b, 124a, 125a, 125b, 132b, 133a, 134a, 135a, 142b, 143a, 144b, 145b, 152b, 173a, 174b.

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, 77b, 107a, 111b, 127a, 127b, 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 and cross-listed courses. Transfer students should see special notes section for information on 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 b), which counts as a tenth course. In rare cases, students may elect instead to complete the senior honors thesis (ENG 99d for two semesters). 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 49a, ENG 79a, ENG 79b, ENG 109a, ENG 109b, ENG 119a, ENG 119b, ENG 129a, ENG 129b, ENG 139b, 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 two of the required workshops must be taken with senior creative writing faculty. 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—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 77b, 107a, 111b, 127a, 127b, 147b, 197b, AAAS 133b. See cross-listed courses as well. Please note: ENG^o10a 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 Exam 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 49a, ENG 79a, ENG 79b, ENG 109a, ENG 109b, ENG 119a, ENG 119b, ENG 129a, ENG 129b, ENG 139b, 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 adviser, 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 eight to twelve books, chosen by the candidate in collaboration with the thesis adviser 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 (Introduction to Literary Method). Fourteen semester courses are required; fifteen if pursuing honors in literature or the poetry or fiction thesis option, including the following:

A. ENG 11a.

B. One course in foundational texts—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 77b, ENG 107a, ENG 111b, ENG 127b, ENG 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): for example, ENG 19a, ENG 19b, ENG 39a, ENG 49a, ENG 79a, ENG 79b, ENG 109a, ENG 109b, ENG 119a, ENG 119b, ENG 129a, ENG 129b, ENG 139b, 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 the creative writing major description.

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 adviser, 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 eight to twelve books, chosen by the candidate in collaboration with the thesis adviser 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 toward the major, of which only one may be a workshop. This restriction includes courses taken while studying abroad and cross-listed courses. Transfer students should see special notes section for information on 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 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 in the Age of Lincoln), ENG 16a (Nineteenth-Century African-American Literature), ENG 7a (American Literature from 1900–2000), ENG 8a (Twenty-First-Century American Literature). Alternatively, students might elect to take a sequence of courses in a single genre: for example, 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 (Nineteenth-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 eighteenth 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 79a, ENG 79b, 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 exam credits do not count toward the minor.

Creative Writing Major/English, American, and Anglophone Literature Minor

Thirteen courses are required, including the following:

A. 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 (for example, 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 77b, 107a, 111b, 127a, 127b, 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 79a, ENG 79b, ENG 109a, ENG 109b, ENG 119a, ENG 119b, ENG 129a, ENG 129b, 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, the 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 adviser, 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 eight to twelve books, chosen by the candidate in collaboration with the thesis adviser 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 exam 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 in the Age of Lincoln), ENG 16a (Nineteenth-Century African-American Literature), ENG 7a (American Literature from 1900–2000), ENG 8a (Twenty-first-Century American Literature). Alternatively, students might elect to take a sequence of courses in a single genre: for example, 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 (Nineteenth-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 eighteenth 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
Thirteen semester courses are required, including the following:

A. 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, 33a, 40b, 43a, 44a, 46b, 50a, 53a, 63a, 64b, 103a, 104a, 114b, 115b, 122a, 123b, 124a, 125a, 125b, 132b, 133a, 134a, 135a, 142b, 143a, 144b, 145b, 152b, 173a, 174b.

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, 77b, 107a, 111b, 127a, 127b, 147b, 197b, HUM 10a. See cross-listed courses as well.

D. Three semester courses in directed writing (poetry, prose, or both): ENG 19a, 19b, 39a, 79a, 79b, 109a, 109b, 119a, 119b, 129a, 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 and cross-listed courses. Transfer students should see special notes section for information on transfer credits.

H. Advanced Placement exam credits do not count toward the major/minor.

Special Notes Relating to Undergraduates

Courses numbered 89 and 92 do not count toward requirements for any major or minor offered by the department.

This department participates in the European cultural studies major and, in general, its courses are open to ECS majors.

More detailed descriptions of the courses offered each semester will be available in the English and American literature department office.

The following policy is for students who transfer to Brandeis after one year or more at another postsecondary institution. 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 and an External Transfer Credit Form. 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 but generally will follow these guidelines for the following tracks only: literature major, literature/creative writing double major, and the literature major/creative writing minor.

A student who transfers to Brandeis with sophomore standing can transfer up to two courses toward one of the aforementioned tracks.

A student who transfers to Brandeis with junior standing can transfer up to four courses toward one of the aforementioned tracks.

Requirements for the Degree of Master of Arts (Terminal Degree)

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 MA program within four years; the department strongly encourages MA 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

MA students will present a paper at the First-Year Symposium in the spring term.

Thesis Requirement

This project must be twenty-five to thirty-five pages long, and must be deposited electronically to the Robert D. Farber University Archives. Papers written for course work, papers presented at conferences, and papers written specifically for the MA 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 MA degree-level work.

Requirements for the Degree of Master of Arts (Earned in Passing, as Part of the PhD Program)

Students admitted to the doctoral program are eligible to apply for an MA degree in passing upon completion of the following requirements. (For information about the terminal MA 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.

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 adviser 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. Joint MA paper requirement: Completion of a master's research paper of professional quality and length (normally twenty-five to forty pages) on a topic related to the joint degree. The paper will be read by two faculty members, at least one of whom is a member of the English and American literature department, and at least one of whom is a member of the women's and gender studies core or affiliate faculty.

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 thirteen term courses. A student who comes to Brandeis with a BA degree is required to take thirteen courses for the PhD degree. A student who comes to Brandeis with an MA 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 MA. Of the nine additional courses required for the PhD 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 BA degree normally take two courses during each term of their second year and complete their course work during their third year. Students who come with a MA degree complete their course work during their second year. All second-year students take ENG 299b (Classroom Pedagogy and the Teaching of Writing) 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 advisers 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 PhD, 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 2006, graduate students organized "Traffic," the third 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 PhD 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 a key first-year course, the University Writing Seminar (UWS). Together these programs train students in writing and rhetoric. UWS courses 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 course work. 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- 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 by taking a graduate-level literature course in a foreign language (not in translation) and writing the seminar paper using foreign language texts; 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 PhD 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. 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 be provided to only 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 PhD, 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 course work 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 ABD 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 PhD program with a BA must earn the degree within eight years. Students entering the PhD program with an MA 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 adviser. If the student's adviser agrees to support the requested extension, the adviser 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) 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 1a Reading Literature

[hum]

This course is designed to introduce students to basic skills and concepts needed for the study of Anglophone literature and culture. These include skills in close reading; identification and differentiation of major literary styles and periods; knowledge of basic critical terms; definition of genres. Usually offered every 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 British Literature in the Age of Darwin and Dickens

[hum]

Offers general coverage of the major literary genres in the nineteenth 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. Authors will include 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 wi]

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 or Ms. Irr

ENG 8a Twenty-First-Century American Literature

[hum]

An introductory survey of trends in recent American literature with a focus on prose. Readings vary yearly but always include winners of major literary prizes such as the Pulitzer Prize, 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 nineteenth-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 twentieth-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 17b Twentieth-Century British Poetry

[hum]

A survey of major British poets of the last century with a focus on modernism and its many legacies. Attention to the formation of avant-garde movements and other poetic engagements with social experience.

Includes Hardy, Yeats, Owen, Loy, Eliot, H. D., Larkin, Gunn, Hill, Walcott, Heaney, and others. Usually offered every second year.

Mr. Sherman

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 four to seven 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. Students will be selected after the submission of a sample of writing, preferably four to seven 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 20a Bollywood: Popular Film, Genre, and Society

[hum nw]

An introduction to popular Hindi cinema through a survey of the most important Bollywood films from the 1950s until today. Topics include melodrama, song and dance, love and sex, stardom, nationalism, religion, diasporic migration, and globalization. Usually offered every third year.

Ms. Anjaria

ENG 21a Adolescent Literature from Grimm to Voldemort

[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 storytelling. 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]

Seventeenth-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]

Prerequisite: Any USEM.

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 28a Nature Writing

[hum]

Explores literary responses to the natural environment from Thoreau to the present. Several genres of creative nonfiction will be discussed, such as memoir, manifesto, science writing, natural history, exploration narratives, and disaster stories. Usually offered every fourth year.

Ms. Irr

ENG 28b Queer Readings: Before Stonewall

[hum]

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 30a Twentieth-Century American Comic Novel

[hum]

A study of twentieth-century American novels in which comedy is used to grapple with serious literary and social issues.

Special one-time offering, fall 2008.

Mr. McCauley

ENG 33a Shakespeare

[hum]

A survey of Shakespeare as a dramatist. From nine to twelve plays will be read, representing all periods of Shakespeare's dramatic career. Usually offered every year.

Mr. Flesch or Ms. Targoff

ENG 35b Staging the Novel: Reading and Writing Adaptations

[hum wi]

Examines novels by Scott, Bronte, and Dickens alongside contemporary stage and modern film adaptations to explore the phenomenon of adaptation. As a final project, students write an original state adaptation to be performed at the end of the semester. Special one-time offering; was offered spring 2008.

Ms. Holm

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.

Staff

ENG 37b Modern Drama

[hum]

An intensive study of British, U.S., and European drama of the last hundred years. Topics include new definitions of tragedy, changing sex/gender roles and the stage, the well-made play, the “angry” play, theater of the absurd. Usually offered every fourth year.

Mr. Morrison

ENG 38a Reading the Clone: From Frankenstein to Dolly

[hum]

The possibility of human cloning raises urgent concerns of ethics, science, and human identity. This course explores literary engagement with anxieties surrounding artificial reproduction. Texts include *Frankenstein*, *Brave New World*, contemporary novels and film, and digital media. Special one-time offering, fall 2008. Ms. Stickgold-Sarah

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 four to seven 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 40b The Birth of the Short Story: Gods, Ghosts, Lunatics

[hum wi]

How old is the short story? It may go back to the Stone Age, Aesop's fables, or medieval saints' lives, but some credit Edgar Allan Poe and the Scottish shepherd James Hogg. This class takes an in-depth look at three key centers of the genre: Edinburgh, New York, and Moscow. Authors include Melville, Hawthorne, Dickens, Gogol, and Chekov. Usually offered every second year.

Mr. Plotz

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, Spencer, 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 46a Nineteenth-Century American Women Writers

[hum]

How did American women writers engage with the social, political, and economic changes of the nineteenth 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.

Staff

ENG 46b American Gothic Romantic Fiction

[hum wi]

American Gothic and romantic fiction from Charles Brockden Brown to Cormac McCarthy. Texts by Brown, Cooper, Poe, Hawthorne, Melville, Faulkner, O'Connor, Warren, and McCarthy. Usually offered every third year.

Mr. Burt

ENG 47a Asian-American Literature

[hum]

Examines literature in English by North American writers of Asian descent from the nineteenth 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.

Staff

ENG 47b Modern English Fiction

[hum]

A survey of English fiction written during the first half of the twentieth century, including works by Joseph Conrad, E. M. Forster, Katherine Mansfield, and Virginia Woolf. Usually offered every fourth year.

Staff

ENG 48a Introducing New Media

[hum]

Considers important theoretical frameworks for understanding the manner in which digital technology relates to cultural production, aesthetic expression, and prior media forms. Readings by N. Katherine Hayles, Lev Manovich, Neal Stephenson, William Gibson, and Talan Memmott, among others. Usually offered every third year.

Ms. Swanstrom

ENG 49a Scriptwriting for the Short Film

[hum]

Offered exclusively on a credit/no credit basis. Students will be selected after the submission of a sample of writing, preferably four to seven pages. Samples should be submitted to the department office (Rabb 144) no later than two days before the first class meeting. Addressed many facets of writing screenplays for short films (under eight pages). Students develop two to three scripts through creative exercises, rewriting, and critiques. Supplementary screenings and reading focuses on the particulars of short fiction and cinematic writing. Special one-time offering, fall 2008.

Ms. Salzer

ENG 50a Love Poetry from Sappho to Neruda

[hum]

This course explores the relationship between love and poetry. Starts with the ancient Greek poet Sappho and proceeds through the centuries, reading lyrics by Catullus, Ovid, Propertius, Petrarch, Dante, Shakespeare, Donne, Rossetti, and others. Usually offered every third year.

Ms. Targoff

ENG 53a Renaissance Fiction and the Project of Nationhood

[hum]

England's quest to establish itself as an empire during the Renaissance stimulated a vast body of fictional works dedicated to the investigation of English identity. This seminar examines how these authors support and undermined political regimes. Readings from Shakespeare, Spenser, Marlowe, Sir Philip Sidney, and Lady Mary Wroth. Special one-time offering, spring 2009.

Mr. Hodes

ENG 57a Modern British and Irish Fiction

[hum]

Twentieth-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 Laundrette*. Usually offered every second year.

Mr. Plotz

ENG 57b Writing the Nation: James Baldwin, Philip Roth, Toni Morrison

[hum]

An in-depth study of three major American authors of the twentieth century. Highlights the contributions of each author to the American literary canon and to its diversity. Explores how these novelists narrate cross-racial, cross-gendered, cross-regional, and cross-cultural contact and conflict in the United States. Usually offered every third year.

Ms. Abdur-Rahman

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 60a Documentary Prose and Film

[hum]

An introduction to documentary, covering major works of nonfiction prose and film. Focuses on the variety of documentary techniques in both media and controversies surrounding efforts to represent the real. Usually offered every third year.

Ms. Irr

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 Theater, 1660–1800

[hum wi]

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 twentieth 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 77a Screening the Tropics

[hum]

How territories and modes of life are designated as "tropical," and how this is celebrated or "screened out" in film, photography, national policy, travelogues, and fiction. Films by Cozier, Cuarón, Duigan, Denis, Fung, Henzell, Ousmane, and Sissako. Usually offered every fourth year.
Ms. Smith

ENG 77b Literatures of Global English

[hum nw]

Survey of world Anglophone literatures, in translation, with attention to writers' literary responses 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 79a Directed Writing: Beginning Screenplay

[hum wi]

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 five pages. Samples should be e-mailed to the instructor no later than two weeks before the first class meeting.

Fundamentals of screenwriting: structure, plot, conflict, character, and dialogue. 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 wi]

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 five pages. Samples should be e-mailed 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 87a Sex and Race in the American Novel

[hum]

Depictions of racial and sexual others abound in American literature of the twentieth century. Reading texts across racial, geographical, and temporal divides, this course investigates the representation of non-normative sexualities as signaled, haunted, or repaired by an appeal to race. Usually offered every third year.
Ms. Abdur-Rahman

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 88a Modernist Travels

[hum]

An examination of the representations of travel and expatriation in modernist novels in order to gauge the literary significance of changing technologies of mobility and national identity in the early twentieth century. Special one-time offering, spring 2009.
Ms. Chalk

ENG 89a Peer Tutoring Internship Seminar

Prepares students to act as writing assistants in a writing-intensive course. Students in this seminar examine readings in rhetoric composition and pedagogy as well as their own writing to foster a critical consciousness. Usually offered every semester.
Staff

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]
Foundational texts of the Western canon: the Bible, Homer, Vergil, and Dante. Thematic emphases and supplementary texts vary from year to year. Not offered 2008–2009.
Staff

(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 Exploring the Self in Seventeenth-Century Poetry

[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 The English Novel, Jane Austen to Thomas Hardy

[hum wi]
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 nineteenth-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 107b Literary Witnessing and the Poetics of Memory

[hum]
Investigation of the memorial function of modern literature as a response to historical trauma. How is the present haunted by the past; how is literature haunted by the dead? Historical contexts are primarily slavery in the Americas and European genocides. Readings will include theoretical and philosophical considerations of the role of the witness, collective memory, and historical evidence. Usually offered every second year.
Mr. Sherman

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 four to seven 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 four to seven 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 Postcolonial 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 eighteenth 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 115b Fictions of Liberty: England in a Revolutionary Age

[hum]
Explores the intersections of English literature and European revolution in the tumultuous period from 1789 to 1848. Reading fiction, autobiography, poetry, and philosophy, the class considers textual practices that tested the political, religious, ethnic, sexual, social, and economic limits of English liberties. Usually offered every second year.
Ms. Lanser

ENG 117b Novels of William Faulkner

[hum]
A study of the major novels and stories of William Faulkner, the most influential American novelist of the twentieth century. Usually offered every third year.
Mr. Burt

ENG 118a Stevens and Merrill

[hum]

Intensive study of two major American poets of the twentieth 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 four to seven 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 four to seven 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 123b English Literature in the Age of Shakespeare

[hum]

An exploration of the literary world in which Shakespeare lived and wrote. Readings include poems by Spenser, Sidney, and Donne; plays by Marlowe and Jonson; essays by Montaigne and Bacon, as well as a few works by Shakespeare. Usually offered every third year.

Ms. Targoff

HUM 125a Topics in the Humanities

[hum]

An interdisciplinary seminar on a topic of major significance in the humanities; the course content and instructor vary from year to year; may be repeated for credit, with instructor's permission. Usually offered every third year.

Staff

ENG 125a Romanticism I: Blake, Wordsworth, and Coleridge

[hum]

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]

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

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 Blazing World*, Voltaire's *Candide*, Casanova's *Icosameron*, selections from Charles Fourier, Alexander Bogdanov's *Red Star*, Octavia Butler's *Xenogenesis: Dawn*, 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 four to seven 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 five pages. Samples should be e-mailed to the instructor no later than one week before the first class meeting.

Covers the fundamentals of screenwriting: structure, plot, conflict, character, and dialogue. 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: nineteenth- and twentieth-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.

Staff

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 nineteenth 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 Dostoevsky 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.

Mr. Morrison

ENG 138a Making Modern Subjects: Caribbean/Latin America/U.S.A. 1850–1950

[hum]

Considers inflections of "the modern" across the Americas, allowing us to compare models and strategies at a historical moment when shifts from slavery to "freedom" and from Europe to the U.S.A., frame anxieties about empire, citizenship, technology, vernaculars, and aesthetics. Usually offered every third year.

Ms. Smith

ENG 139b Intermediate Screenwriting

[hum wi]

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 five 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 biweekly 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 sixteenth through the eighteenth centuries. Usually offered every third year.

Mr. King

ENG 145b Jane Austen: Gender, Art, and History

[hum wi]

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 twentieth-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 167a Introduction to Postcolonial Literature

[hum nw]

An introduction to basic concepts in postcolonial studies using selected literary works from South Asia, Africa, and the Caribbean. Specific themes covered include the colonial encounter; colonial education and the use of English; nationalism; gender, violence, and the body; and postcolonial diasporas. Usually offered every third year.

Ms. Anjaria

ENG 167b The Postmodern African-American Novel

[hum]

A study of experimental fiction of prominent twentieth-century African-American authors. Investigates features of the postmodern novel including disruptive chronologies, the representation of fragmented identities, intertextual play and parody, and the critique of Western modernity as long-standing practices in black writing. Usually offered every third year.

Ms. Abdur-Rahman

ENG 171a History of Literary Criticism

[hum]

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 nineteenth-century founders of the genre in America, the second half of the course deals with some twentieth-century masters. Usually offered every third year.

Mr. Burt

ENG 177a Hitchcock's Movies

[hum]

A study of thirteen 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 postrealist and postmodernist 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 twentieth 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

ENG 197b Within the Veil: African-American and Muslim Women's Writing [hum]

In twentieth-century United States culture, the veil has become a powerful metaphor, signifying initially the interior of African-American community and the lives of Muslims globally. This course investigates issues of identity, imperialism, cultural loyalty, and spirituality by looking at and linking contemporary writing by African-American and Muslim women. Usually offered every third year.
Ms. Abdur-Rahman

(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 205b Social Theory and Aesthetic Practice: Victorian Literature and the Emergence of the Social Sciences

Looks at Victorian poetry (including Dickinson, Tennyson, Browning, Barrett Browning, Whitman, Meredith) and fiction (including Hawthorne, Dickens, Melville, Eliot, Hardy, James, and Conrad) shaped by the day's social theories (including early ethnography and sociology, Darwin, and such political theorists as Marx and Mill). Explores the influence exerted on social science by literary works that represented alternative social arrangements or even offered themselves as alternative to the social realm altogether. Usually offered every third year.
Mr. Plotz

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, Carolee 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, and 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 from 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 nineteenth-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 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 221b Narrative Theory

Considers verbal narrative from multiple theoretical and methodological perspectives, exploring a range of oral and written forms and their components in order to understand narrative practices and interrogate narrative theories across genres, modes, and discourse fields. Usually offered every second 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 227b American Encounters: Faulkner, Baldwin, Roth, Morrison

Crossing race, region, and religion, this course studies four of the most formidable, prolific, acclaimed American authors of the twentieth century. Probing interlocking constructions of narrative and nation, texts are analyzed in light of shifting paradigms in American thought, politics, and expressive culture. Usually offered every second year.
Ms. Abdur-Rahman

ENG 228b Literature and Hersey

A study of the presence of Gnostic and other heresies in English literature, especially the work of Milton and Blake. Special one-time offering; was offered spring 2008.
Ms. Quinney

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.
Staff

ENG 231a Performing the Early Modern Self

Examines contemporary performance theory against everyday and formal performances of the Restoration and eighteenth-century England. Investigates agents' negotiations of social and personal space in plays, diaries, novels, and treatises. Usually offered every third year.
Mr. King

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 Inquiries

Through an engagement with women's writing, with social configurations of gender, and with twenty-first-century practices, explores new issues in eighteenth-century literary and cultural studies and grapples with thorny problems in feminist theory and scholarship. Usually offered every fourth year.
Ms. Lanser

ENG 236a American Poetry of the Nineteenth Century

A graduate seminar on American poetry of the nineteenth century, including Dickinson, Whitman, Emerson, Melville, Tuckerman, the "Fireside poets" (Longfellow, Whittier, Lowell, Bryant), the "Nightingales" (Sigourney and Oakes-Smith), religious and patriotic lyrics, and much more. Usually offered every third year.
Mr. Burt

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 237b The Worlds of Twentieth-Century American Fiction

An exploration of the world views of major twentieth-century American novelists. Charts the geopolitical and ecological underpinnings of their foremost writings and how contemporary global or transnational concerns emerged in American letters. Special one-time offering, fall 2008.
Ms. Irr

ENG 240b The Ethics of Representation in Nineteenth- and Twentieth-Century Fiction

Examining exemplary works of nineteenth- and twentieth-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 every 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: Twentieth-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. Skorczewski

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

Cross-Listed Courses**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

HIST 155a

Thinking with Witches: Witchcraft in England and New England

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 125b

Putting Away Childish Things: Coming of Age in Modern Japanese Literature and Film

JAPN 140a

The World of Early Modern Japanese Literature

RECS 130a

The Russian Novel

RECS 147b

Tolstoy: Freedom, Chance, and Necessity

SAS 101a

South Asian Women Writers

SAS 110b

South Asian Postcolonial Writers

SAS 140a

We Who Are at Home Everywhere: Narratives from the South Asian Diaspora

SAS 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

AMST 144b

Signs of Imagination: Gender and Race in Mass Media

HISP 195a

Latinos in the United States: Perspectives from History, Literature, and Film

LING 8b

Structure of the English Language

NEJS 172a

Women in American Jewish Literature

PHIL 182a

Wittgenstein's Philosophical Investigations

RECS 154a

The Art of Vladimir Nabokov

THA 106a

British, Irish, and Postcolonial Theater

THA 150a

The American Drama since 1945

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.

Courses of Instruction

(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

Environmental Studies

Courses of Study:
Minor
Major (BA)

Objectives

The environmental studies program at Brandeis University prepares students to tackle the critical environmental issues that face our world today—from global warming and pandemics to toxic exposure and conflicts over shrinking natural resources—through a broad interdisciplinary approach that integrates course work across the natural and social sciences and humanities. Several of the courses offer extensive hands-on learning through fieldwork and direct involvement in local and regional environmental issues. Individually tailored internships place students in an extensive network of government, public interest, and industry groups in the Boston area and beyond, working alongside environmental professionals in the field. Environmental studies majors also learn research, report writing, oral communication, mapping, Web site development, and problem-solving skills that equip them for their later work and studies—whether or not they pursue a career in an environmental field.

In order to help students integrate their studies, we strongly recommend that students undertake either one of the excellent approved environmental field study semester abroad programs, or that they take the Brandeis Environmental Field Semester (EFS). The EFS is a single, coherent, semester-long program consisting of four integrated courses along with substantial blocks of guided field research. EFS students gain intensive experience in the conservation and stewardship of land, using local communities as a living laboratory.

How to Become a Major or a Minor

Students can begin study in the environmental studies major or minor with virtually any course in the program (except ENVS 89a or ENVS 99a or b). We encourage students to take the interdisciplinary foundation course, AMST 20a (Environmental Issues), early in their first or second year. In order to declare the major or minor, students should meet with the environmental studies advising head. Any member of the environmental studies faculty can provide guidance on course selection and programs, and recommend an adviser.

Committee

Dan L. Perlman, Chair
(Biology)

Brian Donahue
(American Studies)

Richard Gaskins (on leave spring 2009)
(American Studies; Legal Studies)

Laura Goldin, Undergraduate Advising Head
(American Studies)

James Morris
(Biology)

Timothy Rose
(Chemistry)

Sara Shostak
(Sociology)

Eva Thorne
(Politics)

Requirements for the Minor

Students pursuing the environmental studies minor must successfully complete six required courses, distributed as follows:

- A.** One core course: AMST 20a (Environmental Issues).
- B.** One capstone experience: ENVS 89a (Environmental Internship), ENVS 97a (Senior Essay), or an approved senior honors thesis submitted to any department. The environmental internship is strongly recommended.
- C.** Two elective courses from the social sciences/humanities group.
- D.** Two elective courses from the natural sciences group.

Requirements for the Major

Students pursuing the major in environmental studies must successfully complete thirteen courses that allow for breadth, depth, and integration of their learning along with practical skills, distributed as follows:

- A.** Five core courses: AMST 20a (Environmental Issues) and four courses, one from each core category listed below:
 1. Economics/Law: ECON 57a (Environmental Economics), LGLS 132b (Environmental Law and Policy), or ENVS 18b (International Environmental Conflict and Collaboration).
 2. Environmental History: AMST 101a (American Environmental History), AMST 105a (The Eastern Forest: Paleoecology to Policy), or AMST 106b (Food and Farming in America).
 3. Ecological Sciences: BIOL 23a (Ecology) or BIOL 17b (Conservation Biology).

4. Physical Sciences: CHEM 33a (Environmental Chemistry), CHSC 3b (Solving Environmental Challenges: The Role of Chemistry), ENVS 15a (Reason to Hope: Managing the Global Commons for Peace), or ENVS 17b (Global Warming and Nuclear Winter).

Students taking introductory science courses may receive partial credit toward the major. Students may satisfy the physical sciences core requirement by taking a full-year course with lab in the following subjects: chemistry, organic chemistry, or physics.

B. Two modules in geographic information systems (GIS): HS 297f (Introduction to GIS) and HS 263f (Applied GIS) or HS 292f (GIS for Development Planners). Note that each module meets for one-half semester and yields half-course credit.

C. One capstone experience: ENVS 89a (Environmental Internship) or ENVS 97a (Senior Essay) or ENVS 99a and 99b (Senior Research and Senior Thesis). The environmental internship is strongly recommended.

D. Six electives: at least two from the social sciences/humanities group and at least two from the natural sciences group.

Students may receive credit for up to two electives toward the major for each full-year introductory science course taken with the appropriate lab. One elective credit will be granted for each full year of chemistry, organic chemistry, physics, or genetics and cell biology. These students are still required to take two social sciences/humanities group electives and two natural sciences group electives.

E. Students who wish to be considered for departmental honors must take ENVS 99a (Senior Research) and ENVS 99b (Senior Thesis). Honors will be awarded on the basis of cumulative excellence in all courses taken in the major, including ENVS 99a and b.

Special Notes Relating to Majors

Students may double-count no more than four courses used to fulfill the environmental studies major with another major or minor.

Off-Campus Study Opportunities

Courses from approved semester programs such as the School for Field Studies, SIT, and the Wood's Hole Semester in Environmental Science can be applied to electives for the major or minor with approval from the undergraduate advising head.

Courses of Instruction

(1–99) Primarily for Undergraduate Students

ENVS 11b Water Resources Management and Policy

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 third year; will not be offered 2008–2009.
Staff

ENVS 12b Introduction to Marine Mammals [sn]

Prerequisite: A college-level biology course. 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 third year; will not be offered 2008–2009.
Staff

ENVS 13b Coastal Zone Management

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; not offered 2008–2009.
Staff

ENVS 14b The Maritime History of New England

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 third year; not offered 2008–2009.
Staff

ENVS 15a Reason to Hope: Managing the Global Commons for Peace

[sn]
Explores global security arrangements that would tend toward 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 17b Global Warming and Nuclear Winter

[sn]
Prerequisite: high school-level math and science course work.
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 18b International Environmental Conflict and Collaboration

[ss]
A study of the development of international environmental law and policy through a historical lens. Examines how early diplomatic initiatives have—and importantly, have not—shaped the contemporary structure of international environmental relations. Usually offered every year.
Mr. Chester

ENVS 28a Wetlands: Hydrology, Ecology, Restoration

[sn]

Prerequisite: Two semesters of introductory science (biology or chemistry or physics).

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 third year; not offered 2008–2009.
Staff

ENVS 89a Environmental Internship

[oc]

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

ENVS 97a Senior Essay

Usually offered every year.
Staff

ENVS 98a Independent Study

Usually offered every year.
Staff

ENVS 98b Independent Study

Usually offered every year.
Staff

ENVS 99a Senior Research

Usually offered every fall semester.
Staff

ENVS 99b Senior Thesis*Prerequisite: ENVS 99a.*

Usually offered every spring semester.
Staff

(100–199) For Both Undergraduate and Graduate Students**ENVS 100e GIS and Field Methods: The New England Landscape**

[ss]

Open to students in the environmental field semester program only.

The skills, methods, and fieldwork component of the four-course environmental field semester. Trains students in geographic information systems (GIS), ecology, farm and forest work, and research into the ecology, history, and stewardship of conservation land in New England. Usually offered every year.
Mr. Donahue and Mr. D. L. Perlman

Required Core Course for the Major and Minor**AMST 20a**

Environmental Issues

Electives**Social Science/Humanities Group****AMST 101a**

American Environmental History

AMST 102a

Women, the Environment, and Social Justice

AMST 104b

Boston and Its Suburbs: Environment and History

AMST 105a

The Eastern Forest: Paleoecology to Policy

AMST 106b

Food and Farming in America

AMST 191b

Greening Campus and Community: Improving Environmental Sustainability at Brandeis and Beyond

ANTH 55a

Anthropology of Development

ECON 57a

Environmental Economics

ECON 175a

Introduction to the Economics of Development

ENG 28a

Nature Writing

ENVS 11b

Water Resources Management and Policy

ENVS 13b

Coastal Zone Management

ENVS 14b

The Maritime History of New England

ENVS 18b

International Environmental Conflict and Collaboration

HIST 100a

Fire and Ice: An Ecological Approach to World History

HS 263f

Applied Geographic Information Systems (GIS)

HS 297f

Introduction to Geographic Information Systems

LGLS 132b

Environmental Law and Policy

PHIL 21a

Environmental Ethics

POL 180b

Sustaining Development

SOC 175b

Civic Environmentalism

SOC 193a

Environment, Health, and Society

Natural Sciences Group

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

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

An interdepartmental program

European Cultural Studies

Courses of Study:
Major (BA)

Objectives

The European Cultural Studies Program (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.

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), 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 the 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, Chair and Undergraduate
Advising Head**

(German, Russian, and Asian Languages and
Literature)

Rudolph Binion

(History)

Dian Fox

(Romance Studies)

Jane Hale

(Romance Studies)

Gila Hayim

(Sociology)

Arthur Holmberg

(Theater Arts)

Edward Kaplan

(Romance Studies)

Jytte Klausen

(Politics)

Richard Lansing

(Romance Studies)

Robin Feuer Miller (on leave 2008–2009)

(German, Russian, and Asian Languages and
Literature)

Paul Morrison (on leave 2008–2009)

(English and American Literature)

Antony Polonsky

(Near Eastern and Judaic Studies)

Michael Randall

(Romance Studies)

Jerry Samet

(Philosophy)

Nancy Scott

(Fine Arts)

Requirements for the Major

The major consists of ten semester courses (eleven, if the student elects to write a thesis):

A. ECS 100a or 100b (ECS 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 and 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 (for example, NEJS, anthropology) 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.

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]

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

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; 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 Academic Services.

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

HECS = Hispanic and European Cultural Studies

IECS = Italian and European Cultural Studies

RECS = Russian and European Cultural Studies

French**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 Ashkenazic 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 eighteenth 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 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 eighteenth-century infanticide to twentieth-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 eighteenth and early nineteenth century to the present. Examines the role of German Jews in German politics, economic life, and culture; the rise of anti-Semitism in the nineteenth 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, and 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 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 to include the *Vita Nuova*, the *Aeneid* (Bk. 6), and selections from the Bible, Aristotle's *Nicomachean Ethics*, and St. Thomas's *Summa Theologicae*. 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 nineteenth 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 nineteenth-century history and with reference to twentieth-century critical theory. Usually offered every second year.
Ms. Miller

RECS 148a Russian Drama: Text and Performance

[hum]

Open to all students. Conducted in English. Students may choose to do readings either in English translation or in Russian.

Examines the rich tradition of Russian drama and theater. Readings include masterpieces of the nineteenth and twentieth 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 The Art of Vladimir Nabokov

[hum]

Open to all students. Conducted in English. Students may choose to read the Russian novels 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 twentieth century. Focuses on the major Russian- and English-language novels. Usually offered every second year.
Mr. Powelstock

Spanish**HECS 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 seventeenth-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

HECS 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: Partial Listing

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.

ENG 68a

The Political Novel

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	HIST 133b Rights and Revolutions: History of Natural Rights	PHIL 179a God, Man, and World: Descartes, Spinoza, Leibniz
FA 118b Drawing upon Literature	HUM 125a Topics in the Humanities	POL 11b Introduction to Comparative Government: Europe
FA 170b Nineteenth-Century European Painting and Sculpture	MUS 42a The Music of Johann Sebastian Bach	POL 156b West European Political Systems
FA 177b Twentieth-Century European Art and Architecture in Berlin	MUS 45a Beethoven	POL 194a Politics and the Novel
HIST 52b Europe from 1789 to the Present	MUS 56b Romanticism and Music	SOC 10b Introduction to Sociological Theory
HIST 132a European Thought and Culture: Marlowe to Mill	MUS 57a Music and Culture: From Romanticism to the Modern Era	SOC 141a Marx and Freud
HIST 132b European Thought and Culture since Darwin	MUS 65a Music, the Arts, and Ideas in Fin-de-Siecle Vienna	SOC 164a Existential Sociology
	PHIL 113b Aesthetics: Painting, Photography, and Film	
	PHIL 138a Metaphysics	

An interdepartmental program

Courses of Study:
Minor

Film Studies

Objectives

The Film Studies Program is an interdisciplinary program that offers insight into motion picture media. The minor has three primary goals: it seeks to offer an informed background into motion picture history, to develop a critical appreciation of the cultural meanings of the moving image, and to give some hands-on exposure to the creative aspects of film production.

The curriculum provides a broad overview of the history of the moving image, analytical expertise into cinematic style and cultural context, and an introduction to at least one aspect of film production. A field that has a special affinity with interdisciplinary inquiry, film studies stands as an obvious 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, East Asian studies, English and American literature, fine arts, German language and literature, history, international and global studies, Italian studies, politics, Russian language and literature, 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. Students who complete the requirements of the program receive film studies certificates and notations on their transcripts.

Committee

Alice Kelikian, Chair
(History)

Scott Edmiston, Director, Office of the Arts
(Office of the Provost)

Paul Morrison (on leave 2008–2009)
(English and American Literature)

Matthew Fraleigh
(German, Russian, and Asian Languages and Literature)

Sabine von Mering
(German, Russian, and Asian Languages and Literature)

Timothy Hickey
(Computer Science)

Requirements for the Minor

Students must complete six courses:

A. Core course: FILM 100a (Introduction to the Moving Image).

B. Five 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.

C. A research paper or creative project usually undertaken in the senior year and approved by the Film Studies Committee.

Courses of Instruction

(1–99) Primarily for Undergraduate Students
FILM 92a 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

(100–199) For Both Undergraduate and Graduate Students
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

FILM 110a Film Production I

[ss]

Preference given to film studies minors.
An introduction to the basic principles and techniques of fictional narrative motion picture production. Each student will produce three short films. The films will emphasize dramatic development and creative storytelling through image composition, camera movement, editing, and sound. Usually offered every year.
Mr. Weinberg

FILM 110b Motion Picture Editing

[ss]

Preference given to film studies minors.
Students will develop visual literacy through a study of the editor's role in cinematic storytelling. The course provides an overview of the craft's history and theory and offers practical training in editing digital video with Final Cut Pro. Special one-time offering, was offered spring 2008.
Mr. Dellelo

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 111a

Images of the American West in Film and Culture

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

THA 155a

Icons of Masculinity

Courses in Non-American Cinema
CHIN 130b

China on Film: The Changes of Chinese Culture

ENG 20a

Bollywood: Popular Film, Genre, and Society

ENG 77a

Screening the Tropics

GECS 167a

German Cinema: Vamps and Angels

HBRW 170a

Israeli Cinema

HISP 193b

Topics in Cinema: Global Latin American Cinema

HIST 170a

Italian Films, Italian Histories

JAPN 135a

Screening National Images: Japanese Film and Anime in Global Context

RECS 149b

The Rise and Fall of Russian Modernism: Cultural and Political Revolutions, 1900–1934

SAS 150b

Indian Film: The Three-Hour Dream

Courses in Creative Aspects of Film Production
COSI 65a

Introduction to 3-D Animation

ENG 67a

Art of the Screenplay

ENG 79a

Directed Writing: Beginning Screenplay

ENG 129b

Understanding the Screenplay: A Workshop

ENG 139b

Intermediate Screenwriting

FILM 110a

Film Production I

FILM 110b

Motion Picture Editing

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

Finance

See International Business School.

Department of Fine Arts

Courses of Study:
Minor
Major (BA)
Postbaccalaureate Program

Objectives

Undergraduate Major

The Department of Fine Arts 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 by studying it, 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; 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 BFA and MFA graduate programs.

Postbaccalaureate Program in Studio Art

The Department of Fine Arts offers a postbaccalaureate 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.

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 ten colleges and universities that participate in this program.

How to Become a Major or Minor

Art History

Students who are art history majors are 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 adviser 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 adviser 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.

How to Be Admitted to the Postbaccalaureate Program

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 Department of Fine Arts.

Faculty

Charles McClendon, Chair

Medieval art and architecture.

Markus Baenziger, Undergraduate Advising Head (Studio Art)

Sculpture.

Claudia Bucher

Media.

Graham Campbell

Painting.

Sean Downey, Postbaccalaureate Coordinator

Drawing and painting.

Tory Fair (on leave spring 2009)

Sculpture.

Alfredo Gisholt

Printmaking.

Talinn Grigor

History of architecture.

Peter Kalb

Twentieth century/contemporary art.

Susan Lichtman

Painting.

Nancy Scott (on leave fall 2008)

European and American art, from the French Revolution to World War II.

Jonathan Unglaub (on leave 2008–2009)

Renaissance and Baroque art.

Joseph Wardwell

Drawing and painting.

Aida Yuen Wong, Undergraduate Advising Head (Art History)

Asian art.

Requirements for the Minor

Six courses are required for the minor in art history:

- A. One course in pre-Renaissance or Asian art history.
- B. Five additional art history courses.

All courses taken for the minor 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.

Department majors in studio art cannot minor in 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.

Requirements for the Major

Students may major in either studio art or art history. In courses fulfilling the requirements for the major, students must have received a C– or higher. All students are required to maintain a GPA of 2.0 or higher in course work taken in the major. A minimum of twelve 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 eighteen semester courses total.

Studio Art

Studio majors are required to take:

- A. Four semesters of beginning and intermediate courses in either painting or sculpture or a combination of beginning and intermediate courses in a combination of media, selected by students in consultation with their department adviser and completed by the end of the junior year.
- B. Two semesters of studio electives in drawing, design, sculpture, painting, printmaking or new media.
- C. Two semesters of Senior Studio (FA 110a and 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 76b or FILM 100a for an elective, but not both.

Art History

Art history curriculum general requirements: ten required courses from among the FA and cross-listed course offerings, plus two electives.

- A. FA 17a and one elective from the fine arts and cross-listed courses or two courses—one course in ancient art and one course in medieval art.
- 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 [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 adviser 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.

Special Notes Relating to Undergraduates

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.

Requirements for the Postbaccalaureate Program in Studio Art

Five courses are required; students usually enroll in two courses the first semester and three courses in the second semester.

A. Each semester students should enroll in FA 200a in the fall and FA 200b in the spring, a tutorial with an adviser from the studio faculty. Postbaccalaureate program faculty are available to meet each week with students for individual critiques. Participation in these studio visits, as well as group critiques, visiting artists' lectures, and field trips are considered part of the tutorial curriculum.

B. Students should enroll in three additional courses appropriate to their needs and interests. The courses are designed to cultivate independent studio work and to help build the student's portfolio. Courses recommended for postbaccalaureate students are:

- FA 104a or b Advanced Drawing
- FA 116a or b Intermediate Printmaking
- FA 110a or b Senior Studio in Sculpture
- FA 7b Life Painting
- FA 8a Sculpture in the Age of New Media:
Mutational Mayhem

Other courses are acceptable with approval of the course instructor and the student's adviser.

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. Downey

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 nonrepresentational drawing. This is a beginning-level practical studio course. Usually offered every year.

Staff

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 nonmajors. 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. Lichtman, and Mr. Wardwell

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.

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

Mr. Downey, Ms. Lichtman, and Mr. Wardwell

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 of images through the use of modern materials and contemporary ideas about sculpture. Assignments are based on abstract thought and problem solving. The intent of this course is to give students a rich studio experience and promote a fresh and meaningful approach to visual concepts. Usually offered every semester.

Mr. Baenziger, Ms. Fair, and Staff

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. Baenziger, Ms. Fair, and Staff

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 that students are 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. Downey

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

[ca]

Studio fee: \$50 per semester. This course may not be repeated for credit by students who have taken FA 117b in previous years.

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

Ms. Bucher

FA 98a Independent Study in Studio Art

Prerequisites: Normally open only to studio majors in their junior and senior years. 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 adviser. Appropriate studio fees will be charged.

Usually offered every year.

Staff

FA 99b Senior Research in Studio Art

Prerequisites: A GPA 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. Gisholt

FA 103b Intermediate Drawing II

[ca]

Recommended for students who have had previous drawing experience. Studio fee: \$30 per semester.

See FA 103a.

Mr. Gisholt

FA 104a Advanced Drawing I

[ca]

Prerequisites: FA 103a and FA 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 FA 103b or permission of the instructor. Studio fee: \$30 per semester.

See FA 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]

Prerequisite: Previous drawing experience. Studio fee: \$40 per semester.

FA 107a and FA 107b are two parts of a year-long experience, intended to begin in the fall and continue 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]

Prerequisite: FA 107a or permission of the instructor. Studio fee: \$40 per semester.

FA 107a and FA 107b are two parts of a year-long experience, intended to begin in the fall and continue 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]

Prerequisites: 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. Campbell

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. Campbell

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 create 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]

Prerequisites: FA 108a and b, FA 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. Baenziger and Mr. Wardwell

FA 110b Senior Studio II

[ca]

Prerequisites: FA 108a and b, FA 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. Baenziger and Mr. Wardwell

FA 111a Sculpture Seminar

[ca]

Prerequisites: Two studio courses at Brandeis or permission of instructor. Studio fee: \$50 per semester.

Brings studio fine arts majors together, or those who have fulfilled the prerequisite, to discuss advanced topics in sculpture in direct relationship with personal studio endeavors. Students engage in a wide variety of activities, including reading artists' writings, visiting current exhibitions, and using drawing as a conceptual tool in relationship to personal studio interest. Usually offered every year.
Ms. Fair

FA 112a Intermediate Sculpture

[ca]

Prerequisite: 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.
Ms. Fair

FA 112b Intermediate Sculpture II

[ca]

Prerequisite: 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.
Ms. Fair

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, FA 109a or b, or postbaccalaureate students in studio art. Usually offered every semester.
Mr. Gisholt

FA 118b Drawing upon Literature

[hum ca]

Prerequisite: A studio art course taught at Brandeis. 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 119a Sound Art Studio

[ca]

Prerequisite: Any studio art or music course or permission of the instructor.

Students learn how to create a dialog between sonic and visual elements in creative works. The evolving practice of incorporating sound and image, digital and otherwise, is studied to provide models for individual and collaborative student works. Usually offered every third year.
Mr. Baenziger and Mr. Chasalow

FA 200a Postbaccalaureate Tutorial/Independent Study

Staff

FA 200b Postbaccalaureate Tutorial/Independent Study

Staff

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 Silk Road. 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 all students; first-year students and sophomores are encouraged to enroll.

A study of the major styles in architecture, painting, and sculpture of the West from the Renaissance to the early twentieth century. Usually offered every year.

Staff

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 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.

Staff

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

[nw ca]

Introduces arts of the Islamic lands from seventh-century Syria to sixteenth-century Turkey, Iran, and India. Provides an overview of major themes and regional variations, and their socio-historical context. Usually offered every third year.

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 CE. 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 twelfth to the fifteenth 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 fifteenth and sixteenth 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 sixteenth-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 periods. Usually offered every fourth year.

Staff

FA 63a The Age of Rubens and Rembrandt

[wi ca]

Explores the major figures of seventeenth-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 modernism in twentieth-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 74a Art since 1945

[ca]

Survey of developments in painting and sculpture since World War II. 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 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 an artistic medium. Topics include Alfred Stieglitz and the photo-secession, Depression-era documentary, Robert Frank and street photography, and postmodern photography. Usually offered every second year.

Staff

FA 85b Museum Studies

[ca]

An experiential learning seminar focused on the art object in the context of the museum; the history of museums (architecture, educational mission, curatorial presentation); museum ethics and provenance studies; new theories of museums and their expanded role in the community. Usually offered every second year.

Ms. Scott

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 adviser.

Usually offered every year.

Staff

FA 99d Senior Research in History of Art

Prerequisite: A minimum GPA 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 nineteenth- and twentieth-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 152a Contemporary Art

[ca]

After theories of power and representation and art movements of pop, minimalism, and conceptual art were established by the 1970s, artists began to create what we see in galleries today. This course addresses art at the turn of the twentieth century with attention to intersections of art and identity, politics, economy, and history. Usually offered every third year.

Mr. Kalb

FA 153a Israeli Art

[ca]

An examination of the visual arts created in Israel since the beginning of the twentieth century. Combines a chronological overview of major trends with an in-depth examination of select case studies of individual artists and specific themes.

Special one-time offering, fall 2008.

Ms. Ankori

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 - 1886, 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 172a History of Modern Sculpture: Statue, Structure, and Site

[ca]

Charts the development of sculpture for nineteenth-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-twentieth-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 Postimpressionism and Symbolism, 1880–1910

[ca wi]

The course curriculum covers postimpressionist artists Seurat, Cezanne, Van Gogh, and Gauguin, and more broadly, symbolist trends, expressionism, and art nouveau at the end of the nineteenth century. These trends are followed through chronologically to the early twentieth century in the art of Matisse and the fauves, and in German expressionism. Usually offered every fourth year.

Ms. Scott

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 twentieth-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.

Staff

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: Caravaggio

[ca wi]

Open to fine arts majors and minors and medieval and Renaissance minors only.

Studies the dark, sensuous imagery, turbulent life, and volatile social and religious culture of Michelangelo da Caravaggio, who revolutionized painting at the dawn of the seventeenth century. Usually offered every third year.

Mr. Unglaub

FA 192a Studies in Modern Art

[ca]

Topics may vary from year to year; the course may be repeated for credit.

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.

Mr. McClendon

Cross-Listed Courses

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

French and Francophone Studies

Courses of Study:
 Minor
 Major (BA)

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.

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, 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. Please note: many French majors and minors choose to study abroad for all or part of their junior year.

Faculty

See Romance Studies.

Requirements for the Minor

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 adviser in the department.

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 the Appropriate Level

To choose the appropriate course, students need to take a placement exam. It is a self-graded exam that can be accessed online at www.brandeis.edu/registrar/frentest.html. After finishing the exam, students should complete the questionnaire online. A faculty member will then contact each student to discuss placement. Students who fail to take the placement exam will not be permitted to enroll.

If a student has a score of 620 or above on the French SAT II or a score of 4 or 5 on the French AP exam, the language requirement is automatically fulfilled, and the student is eligible to enroll in 100-level courses. See "How to Become a Major or a Minor."

Requirements for the Major

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). 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.

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 adviser in the department.

Special Notes Relating to Undergraduates

Students may take two 30-level French courses for credit with permission of the director of language programs.

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 at 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. Students enrolling for the first time in a French course at Brandeis must take the online placement exam at 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. Students enrolling for the first time in a French course at Brandeis must take the online placement exam at 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. Students enrolling for the first time in a French course at Brandeis must take the online placement exam at 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, and so on 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. Students enrolling for the first time in a French course at Brandeis must take the online placement exam at 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 and identity. 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

(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 resumes, analyzing recits and portraits, and composing explications de texte and dissertations. Usually offered every semester. Staff

FREN 110a Cultural Representations

[fl hum wi]

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 fl wi]

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, and creativity in the French novel. Major novels of the nineteenth and early twentieth 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, and 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 Krzysinska, 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 sixteenth century, what we know as France today was a tapestry of feudal and postfeudal states. The strangeness of this culture can confound modern understanding as much as many foreign cultures. Studies works such as eleventh-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 sixteenth 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

HUM 125a Topics in the Humanities

[hum]

An interdisciplinary seminar on a topic of major significance in the humanities; the course content and instructor vary from year to year; may be repeated for credit, with instructor's permission. Usually offered every third year. Staff

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 seventeenth-century masterpieces of comedy, tragedy, Pascal's *Pensées*, and the psychological novel *La princesse de Clèves*. 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 eighteenth-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. Usually offered every second year. Ms. Voiret

FREN 134b Masculine/Feminine in French Literature

[hum]

This course may not be repeated for credit by students who took FREN 190b 2 in fall 2006.

Examines diverse representations of masculinity and femininity in French literature with special focus on historical and cultural aspects. Readings include: Racine, Andromaque; Rousseau, Emile; Stendahl, *Le Rouge et le Noir*; Duras, *L'Amant*; and articles from Beauvoir, Badinter, and so on. Usually offered every second year. Ms. Voiret

FREN 135a The Nineteenth Century

[hum]

Prerequisite: FREN 106b or the equivalent, or permission of the instructor.

Liberation and selfhood in nineteenth-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 wi]

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

FREN 143a French Existentialism: An Introduction

[hum]

Prerequisite: FREN 106b or the equivalent, or permission of the instructor.

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 Ashkenazic 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 neoclassical plays in the same years. Francophone theater in the Caribbean, Quebec, and Africa (Schwarz-Bart, Farhoud, Mbia) borrowed from and adapted aesthetic principles from the French dramatists to dramatize colonial and postcolonial experiences. Students may choose to perform a play as a final class project. Usually offered every fourth year.

Ms. Hale

FREN 165b Francophone Literatures

[hum nw]

Prerequisite: FREN 106b or the equivalent, or permission of the instructor. May be repeated for credit with special permission.

A survey of the poetry, prose, and drama of Francophone writers of Africa or the Caribbean (in alternating sequence). Topics include Negritude, French and African languages, tradition and change, oral and written literature, Islam, the influence of film, and the role of women Francophone writers. 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. Usually offered every fourth year.

Staff

Cross-Listed Courses

ECS 100a

European Cultural Studies Proseminar: Modernism

ECS 100b

European Cultural Studies Proseminar: Making of European Modernity

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 course work 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 course work 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 (on leave 2008–2009)
(Biology)

Elaine Hiller
(Biology)

Judith Jackson
(Genetic Counseling)

Melissa Kosinski-Collins
(Biology)

David Rintell
(Biology)

Beth Rosen Sheidley
(Genetic Counseling)

Gretchen Schneider
(Biology)

Joan Stoler
(Genetic Counseling)

Lawrence Wanh (on leave 2008–2009)
(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 health care 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.

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 thesis 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.

Courses of Instruction

BIOL 101a Molecular Biotechnology

[sn]

Prerequisite: BIOL 22a.

A study of the molecular basis of DNA replication, RNA transcription focusing on molecular biology techniques such as PCR, DNA sequencing, genomics, cloning, microarrays, and siRNA and their relation to human disease research applications. Usually offered every year.

Ms. Kosinski-Collins

BIOL 128a Human Genetics

[sn]

Prerequisites: BIOL 22a and b.

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 b.

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 health care 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. Schneider

BIOL 203a Proseminar: The Molecular Basis of Genetic Diseases

Covers the molecular basis of muscular dystrophy, fragile X syndrome, cystic fibrosis, Huntington's 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.
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 twenty to thirty 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. Usually offered every year.
Ms. Rosen-Sheidley

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. Rosen-Sheidley

BIOL 212a Genetic Counseling Internship I

Students complete a 25–30 contact day clinical genetic internship under the supervision of a genetic counselor or other qualified clinician. Students increase their knowledge of clinical genetics and master genetic counseling skills by offering genetic counseling services in a prenatal, pediatric, cancer, general, adult, or specialty clinic setting. Usually offered every summer.
Ms. Schneider

BIOL 212b Genetic Counseling Internship II

Students complete a 25–30 contact day clinical genetic internship under the supervision of a genetic counselor or other qualified clinician. Students increase their knowledge of clinical genetics and master genetic counseling skills by offering genetic counseling services in a prenatal, pediatric, cancer, general, adult, or specialty clinic setting. Usually offered every fall and spring.
Ms. Schneider

BIOL 213a Genetic Counseling Research I

In the summer semester students chose a research project, do a review of the literature and summarize key findings, and write a research proposal for a thesis project (to be done in the following fall/spring semesters). Usually offered in the summer.
Ms. Rosen-Sheidley

BIOL 213b Genetic Counseling Research II

Prerequisite: BIOL 213a.
Students are introduced to the principles and basic techniques of social science research in a series of seminars while they implement their thesis research projects. Usually offered fall and spring.
Ms. Rosen-Sheidley

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 216b Internship Seminar Series

This is a noncredit seminar required for all genetic counseling students.
Students meet once a week for a series of lectures, presentations and mock sessions that explore issues related to advanced practice in genetic counseling. Topics include advanced genetic counseling case management, Bayesian analysis, and the use of the NSGC code of ethics. Usually offered every year.
Staff

BIOL 220a Clinical Genetics II

Prerequisite: 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.
Ms. Schneider and Ms. Stoler

BIOL 236b Genetics, Law, and Social Policy

Explores advances in human genetics, the clinical and economic benefits promised by new tests, and 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

German Language and Literature

Courses of Study:
 Minor
 Major (BA)

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.

How to Become a Major

The department welcomes all students who wish to become majors in German language and literature. Nonmajors 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.)

Faculty

See German, Russian, and Asian Languages and Literature.

Requirements for the Minor

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.

Requirements for the Major

A. ECS 100a (European Cultural Studies: Proseminar/Modernism) 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 toward 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.

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 oc]

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 “Zwölfertonmusik”? 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? 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 competency. Usually offered every year.

Ms. Geffers Browne

GER 104a Let’s Talk! Shall We?

[oc hum fl]

Prerequisite: GER 30a.

Designed to focus on fostering students’ oral skills. Numerous mock situations and roleplaying exercises provide students with the opportunity to develop and polish oral competency in the German language. Various mock social gatherings like student outings and parties, festive family events, romantic dates, academic and professional interview situations offer 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. Usually offered every year.

Ms. Geffers Browne

GER 105a Learning Language through Literature/Learning Literature through Language

[fl hum wi]

Prerequisite: GER 30a or the equivalent.

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 twentieth 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, as the course is designed as an interactive language/literature course. Usually offered every year.

Ms. Geffers Browne

GER 109b Meisterwerke Deutscher Kurzprosa

[hum]

Conducted in German.

Tailored to suit the needs of advanced intermediate students, this course explores in detail several short prose masterworks by writers including Martin Buber, Franz Kafka, Friedrich Nietzsche, Thomas Mann, Rainer Maria Rilke, and Arthur Schnitzler. Usually offered every third year.

Mr. Dowden

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 eighteenth 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

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, Holderlin, 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, Prosa, Drama

[hum]

Focuses on the prose, poetry, and drama of love in German literature since Goethe. Works by Goethe, Kleist, Novalis, Tieck, Rilke, Hofmannsthal, Schnitzler, Treichel, and others. Usually offered every third year.
Mr. Dowden

GER 130b Die Prinzessin und der Golem: Maerchen

[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 Kunstmarchen and calendar stories composed by German writers from Romanticism into the twentieth 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 twentieth 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 eighteenth-century infanticide to twentieth-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 eighteenth and early nineteenth century to the present. Examines the role of German Jews in German politics, economic life, and culture; the rise of anti-Semitism in the nineteenth 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, and 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: GER 105a 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**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

HUM 125a

Topics in Humanities

MUS 65a

Music, the Arts, and Ideas in Fin-de-Siecle Vienna

Department of German, Russian, and Asian Languages and Literature

Courses of Study:

See Chinese.

See East Asian Studies.

See European Cultural Studies

See German Language and Literature.

See Japanese.

See Russian Language and Literature.

See South Asian Studies.

Faculty**Stephen Dowden, Chair; Chair, European Cultural Studies; Undergraduate Advising Head (German)**

German modernism. Romanticism. The Novel: Kafka, Bernhard, Thomas Mann, Broch, Musil, Goethe. Austrian literature.

Irina Dubinina, Language Coordinator (Russian)

Bilingualism. Russian heritage speakers. Teaching language through culture/film/theater. Second-language acquisition in Russian. First-language attrition.

Yu Feng, Language Coordinator (Chinese)

Chinese language.

Matthew Fraleigh

Classical and modern Japanese literature and language. Cultural and literary exchange between China and Japan. Literature and travel.

Christine Geffers Browne, Language Coordinator (German)

Foreign language acquisition. German realism. Christianity and literature. German-Jewish identity.

Robin Feuer Miller (on leave 2008–2009)

Dostoevsky and Tolstoy. Nineteenth-century Russian literature and comparative literature. The novel. Reader-response criticism.

Yukimi Nakano

Japanese.

David Powelstock, Undergraduate Advising Head (Russian); Chair, Russian and East European Studies

Nineteenth- and twentieth-century Russian literature. Romanticism. Modernism. Czech literature. Poetry. Translation. Literary theory.

Hiroko Sekino, Language Coordinator (Japanese)

Japanese.

Harleen Singh (on leave spring 2009)

South Asian studies. Comparative literature. Postcolonial theory and studies.

Sabine von Mering

Eighteenth- and nineteenth-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 (BA/BS)

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 BA or BS 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 a 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 adviser. Those interested in lab experience and senior research should contact prospective mentors about these opportunities.

Faculty (Executive Committee)

Peter Conrad, Chair
(Sociology)

Sarita Bhalotra, Associate Chair
(Heller School)

Sarah Lamb
(Anthropology)

Walter Leutz
(Heller School)

James Morris
(Biology)

Sacha Nelson
(Biology)

Sara Shostak
(Sociology)

Judith Tsipis
(Biology)

Requirements for the Minor

To complete the minor, students must complete the four required courses as noted in part A below: 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.

Requirements for the Major

A. All students are required to complete four core courses plus a hands-on experience, a senior seminar, and elective requirements which vary for the BA and the BS degrees. The core courses are: SOC 191a, HS 104b, HSSP 100b, and one of three biology courses: BIOL 15b, BIOL 22b, or BIOL 42a. All students working toward a BS degree must take BIOL 42a as a core biology course. To fulfill the hands-on experience requirement, students must complete either HSSP 89a, HSSP 98a or b, HSSP 99d, or WMGS 92a. HSSP 100a is the capstone course, generally taken in the senior year. LGLS 114a may be substituted for HS 104b.

Students must choose one of the two tracks described below—Option I leading to the BA in HSSP or Option II leading to the BS 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-.

Students may, with approval from the HSSP chair, transfer up to two courses (eight credits) taken from outside Brandeis for the major, petitioning to use them as either core courses or electives.

Option I: The BA Degree in HSSP

Students wishing to obtain a Bachelor of Arts degree must complete all the requirements listed in part A above, plus four elective courses, including one each from “focal areas” A, B, and C. The BA option requires ten courses to complete.

Option II: The BS Degree in HSSP

Students wishing to obtain a Bachelor of Science degree must complete all the requirements listed in part A above, plus five electives from focal areas A, B, and C (from the lists below, three of them being from focal area A); and twenty-four course credits of additional science or math electives at or above the 10-level. 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) and will count as half course (2 credits) toward the six science courses (twenty-four credits) higher than the 10-level required for the BS.

PYSC 51a or MATH[®]10b may count as one of the six additional basic math/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 adviser, as well as two members decided upon by the student and the adviser, and must be approved by the chair of HSSP.

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 twenty- to twenty-five-page research paper relating to their internship. Usually offered every year.
Ms. Gonsalves

HSSP 92a Internship and Analysis

Staff

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 twenty- to twenty-five-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 twenty- to twenty-five-page paper. Usually offered every year.
Staff

HSSP 99d Senior Research

Under the direction of a member of the HSSP faculty, students conduct a year-long, original, health-related research project (laboratory- or field-based) and write a thesis.
Staff

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 prerequisites 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 BS option of HSSP. To assess their options, premed students should consult the Web site www.brandeis.edu/as/prehealth/.

(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 and major epidemiological concepts, and provided with 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]

Prerequisite: ECON 2a.

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

HSSP 106a Managing Medicine

[ss]

Prerequisite: HS 104b or LGLS 114a.

Overview of the principles of management within health-care 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 107b Innovation in Health Care: Risks and Rewards

[ss]

Prerequisite: HS 104b or permission of the instructor. Priority given to HSSP majors and minors.

An overview of the role of medical technology in the U.S. health care system, with a focus on the impact of prescription drugs on the health care system, their promise for the future, and inherent risks. Usually offered every year.

Ms. Thomas

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 course work 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 114b Racial/Ethnic and Gender Inequalities in Health and Health Care

[ss]

An examination of the epidemiological patterns of health status by race/ethnicity, gender, and socio-economic status. Addresses current theories and critiques explaining disparities in health status, access, quality, and conceptual models, frameworks, and interventions for eliminating inequalities. Usually offered every second year.

Ms. Jefferson

HSSP 192b Sociology of Disability

[ss]

In the latter half of the twentieth 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 year.

Mr. Gullely

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

Comparative Vertebrate 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

Heredity

BISC 4b
Food, Nutrition, and Health

BISC 5a
Pathogens and Human Disease

BISC 5b
Diseases of the Mind

BISC 6b
Environmental Health

BISC 7a
The Biology and Culture of Deafness

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

HSSP 114b
Racial/Ethnic and Gender Inequalities in Health and Health Care

PHIL 23b
Biomedical Ethics

PHIL 123b
Topics in Biomedical Ethics

PSYC 33a
Developmental Psychology

PSYC 37a
The Psychology of Adult Development and Aging

PSYC 38a
Health Psychology

PSYC 130b
Life Span Development: Middle Adulthood

PSYC 145b
Aging in a Changing World

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 107b
Innovation in Health Care: Risks and Rewards

HSSP 112b
Public Health Perspectives on Child Well-Being

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

LGLS 138b
Science on Trial

SOC 176a
Nature, Nurture, and Public Policy

WMGS 106b
Women in the Health Care System

WMGS 136a
Gender, Race, and Science

Hebrew Language and Literature

Courses of Study:
 Minor
 Major (BA)
 Master of Arts in Teaching Hebrew

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; that is, 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. This program is the first of its kind in the United States and addresses the urgent need for qualified Hebrew teachers in Jewish education.

How to Become a 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:

- Any fourth-semester Hebrew course, excluding HBRW 41a. 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.

- One course in classical Hebrew: HBRW 122a, 122b, or NEJS 10a.
- One course in modern Hebrew literature: HBRW 123a, 123b, 143a, or 143b. 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.

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 twelve courses and two semesters of practicum training. Seven of the twelve 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 course work, provides students with an opportunity to practice their teaching, in formal and informal education as well as in different settings such as day schools, afternoon schools, and elementary and high schools.

Faculty

See Near Eastern and Judaic Studies.

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, 123b, 143a, 143b, NEJS 174a, 174b, 177a, 178a, or 180b.

B. One course in biblical or rabbinic Hebrew: HBRW 122a, 122b, NEJS 10a, 25a, 110b, 111b, 114b, 115a, 117b, 118b, 121b, 122b, 123b, 126a, 126b, 127b, or 170a.

C. Three additional courses selected from the following: HBRW 41a, 44b, 49b, 121a, 121b, 123a, 123b, 141a, 143a or 143b, 144a, 146a, 161b, 164b, 166b, 167b, 168a, 168b, 170a, or any of the NEJS courses listed above.

D. HBRW 123a, 123b, 143a, 143b, if used to fulfill the requirement for section A, cannot be counted for the requirement in section C.

E. HBRW 123a, 123b, 143a, 143b, 146a, 161b, 164b, 166b, 167b, 170a 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 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 (Foundational Course in Judaic Studies).

B. Two Advanced Composition and Grammar Study. HBRW 161b (Israel Today: Advanced Conversation and Writing) and HBRW 167b (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, 25a, 110b, 111b, 114a, 114b, 115a, 117b, 118b, 121b, 122b, 123b, 126a, 126b, 127b, and 170a.

2. Modern Hebrew literature: NEJS 177a, 174a, 174b, 178a, and 180b.

D. At least one additional elective from the following courses: HBRW 121a, 121b, 123a, 123b, 141a, 143a or 143b, 144a, 146a, 164b, 166b, 168a, 168b, 170a or any of the NEJS courses listed above.

E. Either HBRW 97a or b (Senior Essay) or HBRW 99a and b (Senior Thesis—a two-semester 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 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 fourteen 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	The Revival of Modern Hebrew
NEJS 101a	Comparative Grammar of Semitic Languages
HBRW 168a	Proficiency Based Instruction in Hebrew I
HBRW 168b	Proficiency Based Instruction in Hebrew II
HBRW 222b	The Role of Jewish Texts in Communal Organizations
HBRW 303a	Assessing the Learning and Teaching of Hebrew
HBRW 307a	Curriculum Theory, and Development
HBRW 309a	Readings on Connection of Language and Identity

Required Practicum Courses

HBRW 301a	Hebrew II Practicum I
HBRW 301b	Hebrew II Practicum II

Elective Courses

Four from the following list of electives:

Psychology and Education

ANTH 61b	Language in American Life
ED 101a	Elementary School Curriculum and Teaching: Literacy, Social Studies, and Other Topics
ED 101b	Elementary School Curriculum and Teaching: Arts, Multiculturalism, and Other Topics
ED 157b	The Psychology of Student Learning
PSYC 130b	Life Span Development: Adulthood and Old Age

Biblical Texts in Hebrew

HBRW 122a and 122b	Introduction to Classical Hebrew
NEJS 10a	Biblical Hebrew Grammar and Text
NEJS 110b	The Hebrew Bible: Meaning and Context
NEJS 114b	Biblical Ritual, Cult, and Magic
NEJS 115a	The Book of Deuteronomy
NEJS 117b	The Dead Sea Scrolls
NEJS 118b	The Book of Psalms
NEJS 122b	Biblical Narrative Texts: The Historical Tradition
NEJS 208a	Biblical Hebrew Composition
NEJS 210a	Exodus: A Study in Method

Hebrew Literature

HBRW 123a and 123b	Introduction to Modern Hebrew Literature
HBRW 143a and 143b	An Advanced Survey of Hebrew and Israeli Literature
HBRW 144a	Hebrew Drama
HBRW 146a	Voices of Jerusalem
HBRW 164b	Israeli Theater
NEJS 174a	Reading Israel from the Margins: An Exploration of the Self in Modern Hebrew Literature
NEJS 174b	Line of Resistance: Israeli Women Writers on War and Peace
NEJS 177a	Representing the Holocaust in Hebrew Literature
NEJS 180b	(Re) Imagining Israel: Narrative, Identity, and Zionism in Hebrew Literature

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.

Staff

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 that helps students 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. 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.

Staff

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. 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 99a Senior Thesis

Signature of the director required to enroll.

Usually offered every year. Staff

HBRW 99b Senior Thesis

Signature of the director required to enroll.

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. 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. 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. Four class hours per week.

Concentrates on the study of biblical and classical Hebrew literary works, such as epigraphy, 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, as approved by the director of the Hebrew language program. 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 BCE to 68 CE). Written and oral expression in modern Hebrew are also stressed.

Staff

HBRW 123a Introduction to Modern Hebrew Literature I

[fl hum wi]

Prerequisite: Any 40-level Hebrew course or the equivalent, as determined by the director of the Hebrew language program. 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

[fl hum wi]

Prerequisite: Any 40-level Hebrew course or its equivalent, as determined by the director of the Hebrew language program. 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: Four semesters of Hebrew or permission of the instructor. 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: Four semesters of Hebrew or permission of the instructor. Four class hours per week.

An advanced course that enhances advanced language skills through a survey of early Israeli literature and poetry (1950–1975) 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: Four semesters of Hebrew or permission of the instructor. 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

[hum ca fl]

Prerequisite: Four semesters of Hebrew or permission of the instructor. 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: Four semesters of Hebrew or permission of the instructor. Four class hours per week.

Aims to develop students' language proficiency through analysis of selected materials that depict the unique tradition, literature and poetry, 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: Five semesters of Hebrew or permission of the instructor. 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 164b Israeli Theater

[fl hum wi]

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

[fl hum]

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

[hum fl]

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

Staff

HBRW 298a Independent Study

Staff

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 Assessing 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

HBRW 309a Readings on Connection of Language and Identity
Ms. Ringvald

Hispanic Studies

Courses of Study:
Minor
Major (BA)

Objectives

The Hispanic studies program explores 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 lead to some depth of understanding of issues facing Hispanic communities at home and abroad. Increasingly, technology (uses of the Internet, Web page design, PowerPoint presentations, and others) 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 academic or professional fields, such as education, law, medicine, business, international relations, and social services 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 major or a minor in Hispanic studies 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 HISP 104b; students with an AP Spanish score of 4 or an SAT II score of 620 in Spanish should enroll in HISP 105a, and those with an AP Spanish score of 5 should enroll in HISP 106b. Heritage speakers should enroll in HISP 108a. These last two courses are the first in the sequence that count toward the major.

Once students have completed HISP 106b or HISP 108a, they then begin the sequence of literature and culture courses. These include at least one, but no more than two, of the following: HISP 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, and HISP 198a (Senior Seminar). Please note: many Hispanic studies 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 (two courses per semester) up to a maximum of four courses and minor (up to two courses). Students interested in learning more about the 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, students need to take a placement exam. It is a self-graded exam that can be accessed online at www.brandeis.edu/registrar/spantest.html. After finishing the exam, students complete the questionnaire online. A faculty member will then contact students to discuss their placement. Students who fail to take the placement exam will not be permitted to enroll.

If a student has a score of 620 or above on the Spanish SAT II, or a score of 4 or 5 on the Spanish AP exam, language requirement is automatically fulfilled and the student is eligible to enroll in 100-level courses. See "How to Become a Major or a Minor" above.

Faculty

See Romance Studies.

Requirements for the Minor

The minor consists of five semester courses:

A. HISP 106b (Spanish Composition, Grammar, and Stylistics) or HISP 108a (Spanish for Bilingual Students).

B. At least one, but no more than two, of the following: HISP 109b (Introduction to Hispanic Cultural Studies), HISP 110a (Introduction to Peninsular Spanish Literature), or HISP 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 HECS (Hispanic and European Cultural Studies). All students pursuing a Hispanic studies minor will be assigned an advisor in the department. Enrollment in the Hispanic studies minor must be completed by the end of the first semester of the senior year. All courses are conducted in Spanish, unless otherwise noted.

Requirements for the Major

The major consists of nine semester courses:

A. HISP 106b (Spanish Composition, Grammar, and Stylistics) or HISP 108a (Spanish for Bilingual Students).

B. At least one, but no more than two, of the following: HISP 109b (Introduction to Hispanic Cultural Studies), HISP 110a (Introduction to Peninsular Spanish Literature), or HISP 111b (Introduction to Latin American Literature), to be completed as early as possible.

Courses of Instruction

(1–99) Primarily for Undergraduate Students

HISP 10a Beginning Spanish

Prerequisite: Students enrolling for the first time in a Spanish course at Brandeis must take the online placement exam at 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

HISP 20b Continuing Spanish

Prerequisite: HISP 10a or the equivalent. Students enrolling for the first time in a Spanish course at Brandeis must take the online placement exam at 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

HISP 31a Intermediate Spanish: Composition and Grammar

[fl]
Prerequisite: HISP 20b or the equivalent. Students enrolling for the first time in a Spanish course at Brandeis must take the online placement exam at 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

D. The additional courses must be from the Spanish literature offerings numbered above 111, at least two of which must deal with Spanish or Latin American literature before 1900. 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).

E. HISP 198a (Seminar in Literary and Cultural Studies) in the fall semester of the senior year. Those seeking departmental honors will also take HISP 99b in the spring to complete the senior thesis. Honors students must have maintained a 3.60 GPA in Hispanic studies 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 Hispanic studies major for courses that are cross-listed under ECS (abbreviated HECS) will be required to do the reading and writing in Spanish. All courses are conducted in Spanish, unless otherwise noted. All students pursuing a Hispanic studies major will be assigned an adviser in the department. Enrollment in the Hispanic studies major must be completed by the end of the first semester of the senior year.

Special Notes Relating to Undergraduates

Students may take two 30-level Spanish courses for credit with permission of the director of language programs.

HISP 32a Intermediate Spanish: Conversation

[fl]

Prerequisite: HISP 20b or the equivalent. Students enrolling for the first time in a Spanish course at Brandeis must take the online placement exam at 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

HISP 33a Intermediate Spanish: Reading

[fl]

Prerequisite: HISP 20b or the equivalent. Students enrolling for the first time in a Spanish course at Brandeis must take the online placement exam at 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

HISP 34a Intermediate Spanish: Topics in Hispanic Culture

[fl]

Prerequisite: HISP 20b or the equivalent. Students enrolling for the first time in a Spanish course at Brandeis must take the online placement exam at 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

HISP 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

HISP 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

HISP 99b Senior Thesis

Students should first consult the undergraduate advising head. Usually offered every year.
Staff

(100–199) For Both Undergraduate and Graduate Students**HISP 104b Peoples, Ideas, and Language of the Hispanic World**

[hum fl]

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

HISP 105a Spanish Conversation and Grammar

[hum fl]

Prerequisite: HISP 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

HISP 106b Spanish Composition, Grammar, and Stylistics

[wi hum fl]

Prerequisite: HISP 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

HISP 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. Davila

HISP 109b Introduction to Hispanic Cultural Studies

[hum fl]

Prerequisite: HISP 106b, or HISP 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 year.
Mr. Mandrell

HISP 110a Introduction to Peninsular Spanish Literature

[hum fl]

Prerequisite: HISP 106b, or HISP 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 seventeenth century. Texts covered range from the epic Cantar del Cid to Cervantes and masterpieces of Spanish Golden Age theater. Usually offered every year.
Ms. Fox

HISP 111b Introduction to Latin American Literature

[nw hum fl]

Prerequisite: HISP 106b, or HISP 108a, or permission of the instructor.
The goal of this course is to recognize main trends of Latin American literary and cultural production. Examines canonical Latin American texts (poems, short stories, chronicles, and a novel) from the time of the conquest to modernity. Emphasis is placed on problems of cultural definition and identity construction as they are elaborated in literary discourse. Looks at continuities and ruptures in major themes (coloniality and emancipation, modernismo and modernity, indigenismo, hybridity and mestizaje, nationalisms, Pan-Americanism, etc.) throughout Latin American intellectual history. Usually offered every semester.
Ms. Perez or Mr. Rosenberg

HISP 120b Don Quijote

[hum fl]

Prerequisite: HISP 109b, or HISP 110a, or HISP 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

HISP 125b Literary Women in Early Modern Spain

[hum fl]

Prerequisite: HISP 109b, or HISP 110a, or HISP 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

HISP 136b Latino Cultural Expression: Literature, Performance, and Film

[wi hum]

May not be repeated for credit by students who took SPAN 195a in spring 2007 or SPAN 136b in prior semesters. Readings and discussions are in English.

Introduction to Latino creative expression in various genres. Themes include the relationship between gender and sexuality with race and ethnicity; class; language; autobiography and memory; migration and diasporas; sexual and cultural citizenship; multiracial ideates; queer subjectivities; and religious "transgressions." Usually offered every year.

Ms. Negron

HISP 140a Topics in Poetry: Hispanic Poetry of the Twentieth Century

[hum fl]

Prerequisite: HISP 109b, or HISP 110a, or HISP 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.

Ms. Perez or Mr. Rosenberg

HECS 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 seventeenth-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

HISP 155b Latin America between Baroque and Kitsch

[hum fl]

Prerequisite: HISP 109b, or HISP 110a, or HISP 111b, or permission of the instructor.

Analyzing general characteristics associated with a baroque style such as ornamentation, double meaning, parody, satire, imitation, and so on, 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 seventeenth and twentieth centuries. Usually offered every second year.

Ms. Perez

HISP 160a Literatura y Justicia en Latinoamerica

[hum fl]

Prerequisite: HISP 111b.

Twentieth- and twenty-first-century Latin American literature, film, performance, and art. The cultural material to be examined addresses issues of justice and the rule of law, such as the organization of the nation-state, the rights of minorities, revolution, dictatorship and its aftermath, testimony and witnessing, and so on. Literature and the arts as alternative tribunals where justice is debated and adjudicated. Usually offered every second year.

Mr. Rosenberg

HISP 163a The Latin American Boom and Beyond

[fl hum nw]

*Prerequisite: HISP 109b, or HISP 110a, or HISP 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

HISP 164b Studies in Latin American Literature

[fl hum nw wi]

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. Davila, Ms. Perez, and Mr. Rosenberg

HISP 166b Writing the Latin American City

[fl hum]

Prerequisite: HISP 109b, 110a, or 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. Davila

HISP 168b Latin America Narrated by Women

[fl hum nw]

Prerequisite: HISP 109b, 110a, or 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 seventeenth to the twenty-first century are studied, looking at the different ways in which gender intersects their discourses. Usually offered every second year.

Ms. Perez

HECS 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

HISP 170a Topics in Eighteenth- and Nineteenth-Century Spanish Literature

[hum]

Prerequisite: HISP 110a or permission of the instructor. Course may be repeated for credit.

Topics will vary from year to year, but might include Spanish Enlightenment and romanticism: *costumbrismo*, Romantic drama, Becquer, Galdos (the novelas contemporaneas), or eighteenth- and nineteenth-century poetry of the sublime. Usually offered every second year.

Mr. Mandrell

HISP 171a Inquisicion: Brujas, fornicadores, judios y protestantes

[hum]

Prerequisite: HISP 109b, 110a, or 111b.

An examination of the interaction between the Spanish Inquisition and a wide range of targets. The course is particularly interested in the ways that individual "heretics" present themselves to their inquisitors and how they transform their interrogations into acts of self-fashioning. In addition to inquisitorial records, literary and visual interpretations of the Inquisition are also examined. Special one-time offering, fall 2008.

Mr. Perclis

HISP 181a Autores, narradores y lectores

[hum]

Prerequisite: HISP 109b, 110a, or 111b.

Considers the delicate relationships between and among authors, narrators, and readers across a spectrum of fiction, from medieval to modern, Spain to the U.S.

Usually offered every second year.

Mr. Mandrell

HISP 185b Espana 200X

[fl hum]

Prerequisites: HISP 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

HISP 191a Hispanic Topics in Translation

[fl 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 realist representations of women, ideas of the modern and modernity, Spanish realism, "Latinidad," or the Spanish Civil War. Usually offered every second year.

Staff

HISP 193b Topics in Cinema: Global Latin American Cinema

[hum wi]

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. Perez, Mr. Mandrell, or Mr. Rosenberg

HISP 195a Latinos in the United States: Perspectives from History, Literature, and Film

[hum]

Open to all students; conducted in English.

Comparative overview of Latino literature 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

HISP 198a Seminar in Literary and Cultural Studies

[hum]

Prerequisite: HISP 109b, 110a, or 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.

Mr. Rosenberg

 Department of
History

 Courses of Study:
 Minor
 Major (BA)
 Combined BA/MA
 Master of Arts
 Doctor of Philosophy

Objectives

Undergraduate Major

The major in history seeks to provide students with a broad introduction to the historical origins 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 adviser, students should design a major that makes sense in terms of their other course work and career plans. The 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 99a and 99b), 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 geographical 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 earn only the degree of Master of Arts may apply for admission to the MA program described below. Deadline for applications to the PhD program is January 15; for applications to the MA 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 adviser. 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 oral 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 a 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 adviser a faculty member who seems best suited to that student's interest and area of future work. The adviser and student will then select a course of study that gives greatest coherence to the student's other course work 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 MA 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 previously, should submit applications by January 15; for applications to the MA degree program, the deadline is April 30.

Faculty

Jane Kamensky, (Chair)

Colonial America. American social and cultural history.

Silvia Arrom (on leave fall 2008)

Latin America. Women's history. Social history.

Rudolph Binion

Modern history. Culture and thought. Psychohistory.

David Engerman (Graduate Advising Head for American History, spring 2009) (on leave fall 2008)

History of American foreign policy. International and cultural history.

David Hackett Fischer

Modern history. Social institutions.

Gregory Freeze, Dean of the Graduate School of Arts and Sciences

Russia and Germany. Social and religious history.

Mark Hulliung

Intellectual, cultural, and political history—European and American.

Paul Jankowski

Modern European and French history.

William Kapelle, Undergraduate Advising Head

Medieval history.

Alice Kelikian

Modern history. Social institutional history.

Stephen Platt

East Asian history.

Govind Sreenivasan, Graduate Advising Head for Comparative History

Early modern European history. Germany.

Ibrahim Sundiata (on leave spring 2009)

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

Michael Willrich (Graduate Advising Head for American History, fall 2008) (on leave spring 2009)

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 Reinharz (NEJS), Jonathan Sarna (HRNS), Stephen Whitfield (AMST), Brian Donahue (AMST), Karen Hansen (SOC), Peniel Joseph (AAAS).

Requirements for the Minor

All minors are expected to complete five courses, of which four must be taught by members of the history faculty. The fifth course can be cross-listed from another department or transferred from study elsewhere, subject to the approval of the department advising head. Advanced Placement exam credits would not count toward the minor; neither 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.

Requirements for the Major

All majors are expected to complete satisfactorily at least nine semester courses in history from among the HIST and cross-listed offerings. No course grade below a C will be given credit toward the major requirement of nine 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.

Of these nine courses, at least one must cover history before 1800 and another history after 1800. Of the nine courses, also, at least one must be in U.S., another in European, and another in non-Western history. Finally, at least one course, normally taken in the sophomore or junior year, must require a substantial research paper.

Students may not double-count the same course toward the period requirement (pre-1800 and post-1800) or double- or triple-count the same course toward the area requirement (U.S., Europe, and non-Western). They may, however, double- or triple-count the same course towards the period, area, and/or research paper requirements as long as it meets each of them.

A minimum of six courses counted toward the major must be taught by members of the history faculty. 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 five courses instead of the usual six 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 99a and 99b (Senior Research), which must be taken in addition to the regular nine-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.

Combined BA/MA Program

Students with exceptional records may apply for the BA/MA 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 adviser 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. A consistent record of superior performance in history courses is required. The total number of courses required for completion of a BA/MA program is thirty-eight, of which at least four must be at the graduate level and not counted toward the major requirements.

Requirements for the Degree of Master of Arts

Comparative History

This one-year, full-time program has the following requirements. Each student must complete the first-year program as defined by the graduate program in comparative history and must pass an examination in one foreign language.

An MA 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 master's thesis. The master's thesis must also be deposited electronically to the Robert D. Farber University Archives.

PhD candidates in comparative history may apply for the MA degree contingent upon successful completion of these first year requirements.

American History

Students who are admitted for a terminal MA degree must complete one full year of coursework and the foreign language requirement. Courses will include the two-semester colloquium in American history, a master's thesis, and four other courses approved by the executive committee. An average of at least A- is normally required for continuation in the program. The master's thesis must also be deposited electronically to the Robert D. Farber University Archives.

Requirements for the Degree of Doctor of Philosophy

Comparative History

Program of Study

During the first year in the program, students will complete an MA 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, PhD 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 PhD, students in comparative history may earn a joint MA with women's and gender studies by completing the following requirements in conjunction with program requirements for the MA:

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 adviser 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. Completion of a master's research paper of professional quality and length (normally twenty-five to forty pages) on a topic related to the joint degree. The paper will be read by two faculty members, one of whom is a member of the history department and one of whom is a member of the women's and gender studies core or affiliate faculty.

For further information about the joint MA, 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 sixteen 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 continue 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 PhD 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, PhD 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 nineteenth-century emigration/immigration, eighteenth-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 MA 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 MA, JD, 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 adviser, another American history faculty member, and an outside reader from another university.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

HIST 51a History of the United States: 1607-1865

[ss]

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. Mr. Engerman

HIST 52b Europe from 1789 to the Present

[ss]

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 twentieth 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

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 PhD, students in American history may earn a joint MA with women's and gender studies by completing the following requirements in conjunction with program requirements for the MA:

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 adviser 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. Completion of a master's research paper of professional quality and length (normally twenty-five to forty pages) on a topic related to the joint degree. The paper will be read by two faculty members, one of whom is a member of the history department and one of whom is a member of the women's and gender studies core or affiliate faculty.

For further information about the joint MA, please see the women's and gender studies program section found elsewhere in this *Bulletin*.

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]

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 nineteenth century. Usually offered every year.

Staff

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 nineteenth 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.

Staff

HIST 98a Readings in History

Usually offered every year.

Staff

HIST 98b Readings in History

Usually offered every year.

Staff

HIST 99a 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 in the fall semester and, under the direction of a faculty member, prepare an honors thesis on a suitable topic. Usually offered every year.

Staff

HIST 99b Senior Thesis

Does not meet the major requirement in history.

Seniors who are candidates for degrees with honors in history must register for this course in the spring semester 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 CE

[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 108b Corporations, Cooperatives, and Cartels: Four Centuries of American Business

[ss]

An examination of how social values help to determine the structure of business, and how the evolving forms of business shape society. Topics range from industrialization to outsourcing and from workers' cooperatives to conglomerates. Special one-time offering, spring 2009.

Mr. Appelbaum

HIST 109a Science and Society in the Modern Age

[ss]

Examines topics in the history of science. Students will investigate the use of scientific methodologies and discoveries in reshaping political, cultural, and social life in Europe and American from 1600. Readings include Bacon, Voltaire, Darwin, and E. O. Wilson. Special one-time offering, spring 2009.

Mr. Donnelly

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 111a History of the Modern Middle East

[ss]

An examination of the history of the Middle East from the nineteenth century to contemporary times. Focuses on political events and intellectual trends, such as imperialism, modernity, nationalism, and revolution, that have shaped the region in the modern era. Usually offered every second year.

Mr. Sohrabi

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 fifteenth 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]

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 117a Native United States American History

[ss]

Studies the North American indigenous people, including their role in American culture, their history, and their experiences in the contemporary United States. Special one-time offering, spring 2008.

Ms. Hangen

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 fourteenth to the sixteenth 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 fifteenth and sixteenth 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 sixteenth and seventeenth 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 premodern 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 sixteenth century to the Romantic upheaval of the early nineteenth 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-nineteenth-century realism to late twentieth-century unrealism. Usually offered every year.

Mr. Binion

HIST 133b Rights and Revolutions: History of Natural Rights

[ss]

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 twentieth 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 138a Europe in the World, 1901–1945

[ss]

Discusses major development in Europe within a comparative, global framework (e.g., modernism, mass politics, new radical regimes and ideologies, challenged to imperialism, war and genocide, changing class and gender relations). Emphasizes critical reflection on historiography and historical interpretation. Usually offered every third summer.

Mr. Becker

HIST 139b Fascism East and West

[ss]

A comparative analysis of dictatorship in Europe, Japan, and Latin America during the twentieth 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, and 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 145a War in European History

[ss]

Introduces students to the changing nature of war and warfare in European history since the Middle Ages. Explores the reciprocal influence of armies and societies and the ways in which wars reflect the cultures of the polities waging them. Usually offered every second 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 eighteenth century to the present. Usually offered every fourth year.

Mr. Freeze

HIST 148b Central Asia in Modern Times

[nw ss]

Surveys the modern history of Central Asia, emphasizing the twentieth 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 fourth 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 nineteenth century. Usually offered every fourth year.

Ms. Kamensky

HIST 155a Thinking with Witches: Witchcraft in England and New England

[ss hum]

Examines the history, literature, and scholarly debate surrounding witchcraft in England and New England from 1500–1700. Readings include accounts of witchcraft trials and testimonials; contemporary plays, poems, woodcuts, and novels; anthropological and historical texts; and several important films. Usually offered every third year.

Ms. Kamensky and Ms. Targoff

HIST 157a Americans at Work: American Labor History

[ss]

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.

Staff

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.

Staff

HIST 159a Old South, New South, from Jim Crow to Katrina

[ss]

A survey of southern history from the Civil War to the present, emphasizing political and economic changes that were initiated by and shaped the lives of men and women, farmers and factory workers, immigrants and native-born blacks, and whites. Usually offered every second year.

Staff

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 twentieth 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 fourth 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 171b Latino/a History

[ss]

History of the different Latino groups in the United States from the nineteenth century when westward expansion incorporated Mexican populations through the twentieth century waves of migration from Latin America. Explores the diversity of Latino experiences including identity, work, community, race, gender, and political activism. Usually offered every second year.

Ms. Arrom

HIST 173b Latin American Women: Heroines, Icons, and History

[nw ss wi]

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 wi]

This seminar explores relations between the Greater Antilles (Cuba, Puerto Rico, Haiti, and the Dominican Republic) and the United States during the twentieth 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.
Staff

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 179a Labor, Gender, and Exchange in the Atlantic World, 1600–1850

[ss]

An examination of the interaction of cultures in the Atlantic World against a backdrop of violence, conquest, and empire-building. Particular attention is paid to the structure and function of power relations, gender orders, labor systems, and exchange networks. Usually offered every second year.
Mr. Sreenivasan

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.
Staff

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.
Staff

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 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.
Staff

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-eighteenth century. Usually offered every third year.
Ms. Kamensky

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, and others. 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 Master's Thesis

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.
Ms. Kamensky

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.
Staff

HIST 201a Major Problems in American Legal History

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 nineteenth 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 Postmodern 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 postmodern 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

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.
Staff

HIST 206b Text/Context in American Social History

This seminar explores interdisciplinary perspectives—sociological, autobiographical, journalistic, anthropological—on the writing of American history. Six classics in American social history are paired with a recent monograph dealing with the same or a similar topic. Usually offered every second year.
Staff

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 I

Designed for first- and second-year graduate students. Usually offered every second year.
Mr. Hulliung

HIST 212a Seminar in Comparative History II

Mr. Fischer and Mr. Jankoski

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 215b Teaching World History

Open only to MAT students.
Focuses on the rational and content of world history as a teaching subject. Explores whether the "case" for world history is simply that more material must be somehow be better, or whether a global perspective offers genuine analytic and interpretive gains. Offered summer 2008.
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 eighteenth through the twentieth centuries. Usually offered every second year.
Ms. Kelikian

HIST 221b Colloquium in Early Modern European History

An introduction to the major episodes in the religious, social, political, and intellectual history of early modern Europe (c. 1450–1800), with special attention given to methods of historical scholarship and discussion of various historiographic interpretations. Usually offered every year.
Mr. Sreenivasan

HIST 301d Directed Research in American History for MA 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 adviser. 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

Cross-Listed Courses

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 BCE

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 and Mass Killing in the Twentieth Century

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

NEJS 150b
History of Poland since 1750

NEJS 151b
Ghettos, Gondolas, and Gelato: The Italian Jewish Experience

NEJS 152b
Anti-Judaism, Anti-Semitism, and Anti-Zionism

NEJS 162a
American Judaism

NEJS 162b
It Couldn't Happen Here: Three American Anti-Semitic Episodes

NEJS 167a
East European Jewish Immigration to the United States

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

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. Because 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. The program 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 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 (on leave fall 2008)
(History)

Richard Gaskins
(American Studies)

Susan Lanser (on leave spring 2009)
(Comparative Literature; English and
American Literature; Women’s and Gender
Studies)

Robin Feuer Miller (on leave 2008–2009)
(German, Russian, and Asian Languages and
Literature)

David Powelstock
(German, Russian, and Asian Languages and
Literature)

**Michael Randall, Undergraduate Advising
Head**
(Romance Studies)

Eugene Sheppard
(Near Eastern and Judaic Studies)

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 2008 will be PHIL 13b (The Idea of the Market), Mr. Gaskins (Legal Studies, Philosophy).

The seminar for spring 2009 will be ECS 100b (The Making of European Modernity), Mr. Randall (Romance Studies).

B. Three courses selected in consultation with the HOID undergraduate adviser, 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.

Courses of Instruction

(1–99) Primarily for Undergraduate Students

HOID 98a Independent Study

Usually offered every year.
Staff

HOID 98b Independent Study

Usually offered every year.
Staff

History of Ideas Seminars

ECS 100b

European Cultural Studies Proseminar:
Making of European Modernity

PHIL 13b

The Idea of the Market: Economic
Philosophies

A graduate program

The Hornstein Jewish Professional Leadership Program

Course of Study:
Master of Arts

Objectives

The Hornstein Jewish Professional Leadership Program prepares leaders to understand and confront the challenges of a rapidly changing Jewish community, and to help shape its future. Intellectually robust, and experientially varied, the program offers three separate dual-degree tracks which students complete in approximately two years (five semesters):

- MA/MBA program with the Heller School of Social Policy and Management.
- MA/MPP program with the Heller School of Social Policy and Management.
- MA/MA program with the Department of Near Eastern and Judaic Studies.

All programs combine top-quality scholarship, professional education, and carefully selected fieldwork experiences to equip leaders with the tools necessary to help craft twenty-first-century Jewish life.

Students in the Hornstein program 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, nonprofit management, and Jewish communal leadership, and highlights the roles of research, evaluation, and reflective practice in achieving professional success.

How to Be Admitted to the Graduate Programs

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 dual-degree programs. Applicants must submit a single application to the Graduate School of Arts and Sciences, demonstrating professional and academic capability, and the capacity for sustaining an intensive program of study.

In addition, applicants are expected to submit results of either the Graduate Management Admission Test (for the Hornstein-Heller MBA program) or the Graduate Record Examination (for the Hornstein-Heller MPP and Hornstein-NEJS MA programs). Applicants must also submit a statement that describes their Jewish interests and future professional plans, and a sample of written material. Applicants are required to arrange for a personal interview. Contact hornstein@brandeis.edu for further details.

Faculty

Jonathan D. Sarna, Director

American Jewish history. Judaism in the Americas.

David Mersky

Philanthropy and fundraising.

Joseph Reimer

Jewish educational leadership.

Amy Sales

Jewish institutions. Demography. Planning and evaluation.

Len Saxe

Jewish identity. Socio-demography. Evaluation research.

Ellen Smith

Visual and material culture of religion. American Jewish history.

Lawrence Sternberg

Jewish advocacy and community relations.

See the Department of Near Eastern and Judaic Studies in this *Bulletin*, and the Heller School for Social Policy and Management Web site, www.heller.brandeis.edu for related faculty.

Requirements for the Degree of Master of Arts

Hornstein-Heller School for Social Policy and Management MA/MBA 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 MBA from the Heller School for Social Policy and Management.

Degree Requirements

The dual degree requires eighty course credits comprised of specific Hornstein courses totaling approximately thirty-two credits, specific Heller courses totaling thirty-eight credits, and one four-credit Near Eastern and Judaic Studies course. The remaining credits are taken as electives. The program is usually completed in five semesters, including the summer between years one and two.

Supervised Professional Field Experience

Supervised professional field experience forms part of the Hornstein program. It is designed to immerse students in the best professional practices within the Jewish community, and to help students refine their practical skills, learn to turn theory into action, and become self-reflective and effective practitioners.

Field experience usually takes place in the summer and/or second year of the program and usually consists of approximately 125–250 hours of work managing a project jointly created by the student, the Hornstein faculty, and the supervisor in the field organization.

Foster Seminar in Israel on Contemporary Jewish Life

Students travel to Israel as a required part of the curriculum to examine contemporary issues in Israeli society and its relationship with diaspora communities.

Language Requirement

All students are expected to know the Hebrew alphabet prior to beginning their studies. Fluency in Hebrew at a level comparable to one year of Brandeis University training is required for graduation. Students not meeting this requirement upon entrance are required to enroll in courses in Hebrew language during their academic residency. Students may fulfill the Hebrew language requirement by passing (B– or above) a 20-level or higher Hebrew course.

Cocurricular Requirements

Hornstein Leadership Forum

Meeting regularly throughout the year, this required forum brings innovative Jewish leaders into an intimate setting with Hornstein students for conversations about what makes a Jewish leader. Leaders share their vision for the coming generation of Jewish leadership, and pose “real-life” case studies from their experiences, challenging students to think through with the leader and one another possible responses. Students are involved in the planning and coordination of the seminar.

Starr Colloquium

Students spend three days during their first academic year 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 leadership with an outstanding leader of the Jewish communal world.

Residence Requirement

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

Hornstein-Heller School for Social Policy and Management MA/MPP Program

Program of Study

This program prepares professional leaders with the full complement of policy analysis and development skills, as well as specialized knowledge of Judaic studies and contemporary Jewish life. The program blends the Heller School's public policy 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 a Master of Public Policy from the Heller School for Social Policy and Management.

Degree Requirements

The dual Master of Arts in Jewish Professional Leadership/Master of Public Policy in Social Policy is a rigorous, interdisciplinary degree program that provides students with the skills necessary for advanced careers in the government, nonprofit, and private sectors.

The dual degree requires eighty-two course credits comprised of specific Hornstein courses totaling approximately thirty-four credits, specific Heller courses totaling thirty-two credits, and four Near Eastern and Judaic Studies credits. The remaining credits are taken as electives. The program is usually completed in five semesters including the summer between years one and two.

Dual-degree students must meet the MPP second-year thesis requirement and will generally focus their theses on Jewish community related policy. Thesis advisers will include the instructor of the thesis seminar and a designee from the Hornstein program.

Supervised Professional Field Experience

Supervised professional field experience forms part of the Hornstein program. It is designed to immerse students in the best professional practices within the Jewish community, and to help students refine their practical skills, learn to turn theory into action, and become self-reflective and effective practitioners.

Field experience usually takes place in the summer and/or second year of the program and usually consists of approximately 125–250 hours of work managing a project jointly created by the student, the Hornstein faculty, and the supervisor in the field organization.

Foster Seminar in Israel on Contemporary Jewish Life

Students travel to Israel as a required part of the curriculum to examine contemporary issues in Israeli society and its relationship with diaspora communities.

Language Requirement

All students are expected to know the Hebrew alphabet prior to beginning their studies. Fluency in Hebrew at a level comparable to one year of Brandeis University training is required for graduation. Students not meeting this requirement upon entrance are required to enroll in courses in Hebrew language during their academic residency. Students may fulfill the Hebrew language requirement by passing (B– or above) a 20-level or higher Hebrew course.

Cocurricular Requirements

Hornstein Leadership Forum

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Milender Seminar in Jewish Communal Leadership

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Residence Requirement

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

Hornstein-Near Eastern and Judaic Studies Dual MA Program

Program of Study

This program prepares future Jewish leaders to understand contemporary issues within the context of Jewish history, culture, and tradition. The program provides the knowledge, research skills, and practical tools necessary to envision and help shape twenty-first-century Jewish life. Graduates of this dual-degree program receive a Master of Arts in Jewish Professional Leadership from the Hornstein Program, and a Master of Arts from the Department of Near Eastern and Judaic Studies.

Degree Requirements

The dual degree requires eighty course credits, usually completed in five semesters, including the summer between years one and two. Approximately thirty-two credits are taken as Hornstein courses, thirty-six credits as NEJS courses, eight credits as electives, and the remaining four credits are earned for the final project.

In the NEJS department, students take nine graduate-level (100-level or higher) NEJS or HBRW courses (thirty-six credits), including at least one pre-modern course. In the Hornstein Program, students take approximately thirty-two Hornstein credits that focus on contemporary issues and professional perspectives. Completing the overall curriculum are four credits for a final project and eight elective credits from outside Hornstein/NEJS which students select with the input of their advisers. These electives may be taken in Heller, IBS, psychology, sociology, cultural production, or other departments or programs.

A series of required cocurricular learning experiences complements the coursework, 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 advisers from Hornstein and NEJS.

Supervised Professional Field Experience

Supervised professional field experience forms part of the Hornstein program. It is designed to immerse students in the best professional practices within the Jewish community, to help students refine their practical skills, learn to turn theory into action, and become self-reflective and effective practitioners.

Field experience usually takes place in the summer and/or second year of the program and usually consists of approximately 125–250 hours of work managing a project jointly created by the student, the Hornstein faculty, and the supervisor in the field organization.

Foster Seminar in Israel on Contemporary Jewish Life

Students travel to Israel as a required part of the curriculum to examine contemporary issues in Israeli society and its relationship with diaspora communities.

Language Requirement

All candidates are required to demonstrate proficiency in modern Hebrew at a level comparable to two years of Brandeis training in order to graduate. Students not meeting this requirement upon entrance are required to enroll in courses in Hebrew language during their academic residency. Students may fulfill the Hebrew language requirement by passing (B– or above) a 40-level or higher Hebrew course

Final Project

Students must complete a master’s project that reflects and integrates their study in this joint program.

Cocurricular Requirements

Hornstein Leadership Forum

Meeting regularly throughout the year, this required forum brings innovative Jewish leaders into an intimate setting with Hornstein students for conversations about what makes a Jewish leader. Leaders share their vision for the coming generation of Jewish leadership and pose “real-life” scenarios from their experiences, challenging students to think through with the leader and one another possible responses. Students are involved in the planning and coordination of the seminar.

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Milender Seminar in Jewish Communal Leadership

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Residence Requirement

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

Affiliated Institutes

The Hornstein program is affiliated with several Brandeis institutes and programs that promote research and continuing professional education in the field of Jewish professional leadership and Jewish education. Students have access to research projects, training, courses, and professionals associated with the following.

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.

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.

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.

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.

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.

Schusterman Center for Israel Studies: The Schusterman Center for Israel Studies is dedicated to promoting exemplary teaching and scholarship in Israeli history, politics, culture, and society at Brandeis and beyond. For more information, please see www.brandeis.edu/israelcenter.

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.

Courses of Instruction

See the sections for the Department of Near Eastern and Judaic Studies and the Heller School for Social Policy and Management in this *Bulletin* for additional related courses.

(200 and above) Primarily for Graduate Students

HRNS 202b Jewish Identity and Learning through the Life Cycle

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

HRNS 205f Summer Camp: The American Jewish Experience

Meets for one-half semester and yields half-course credit.
How did American summer camps evolve? How did Jews appropriate this form for their communal needs? How did leadership develop and what are the pressing issues of today? These questions will be examined from historical, educational, and managerial perspectives. Usually offered every year.
Mr. Reimer

HRNS 206b Informal Education in Jewish Settings

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

HRNS 229a Jewish Polity and Organizational Life

Core course required for all Hornstein students. Also open to undergraduate seniors and to graduate students from other departments with permission and signature of instructor.

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. Sales

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.
Staff

HRNS 239b History and Philosophy of Jewish Philanthropy and Fundraising

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

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

Core course required of all Hornstein students.
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

Core course required of all Hornstein students.
Provides a conceptual framework and develops a community organizational approach to organizing and implementing fundraising campaigns for Jewish communal organizations. Usually offered every year.
Mr. Mersky

HRNS 243b Financial Resource Development for the Nonprofit Agency*Prerequisite: HRNS 241a.*

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

Mr. Mersky

HRNS 245b Jewish Leaders as Jewish Educators

Examines the role of the American Jewish leader as Jewish educator. In a voluntary community, continuity depends largely on education: the capacity to offer a compelling vision that wins hearts and minds. Leaders are called upon to educate their community through the stories they tell, the questions they raise and the policies they sponsor. This course examines those leadership capacities through these lenses: traditional Jewish views of leaders as educators, contemporary theories of leadership, and case studies of twentieth-century Jewish leaders. Students will also pursue the developmental question of how one becomes an effective Jewish leader/educator. Usually offered every second year.

Mr. Reimer

HRNS 246f Statistics for Jewish Professional Leaders*Core course required of all Hornstein students. Meets for one-half semester and yields half-course credit.*

Provides an introduction to statistical thinking and analytical methods. Focus is on understanding statistical reasoning and interpreting analyses. Topics include descriptive and inferential statistics applied to understanding survey research, evaluation, and policy studies relevant to Jewish organizational leadership. Usually offered every year.

Mr. Saxe

HRNS 247f Program Evaluation for Jewish Professional Leaders*Prerequisite: HRNS 246a or equivalent course in statistical research methods.**Meets for one-half semester and yields half-course credit.*

Provides participants with an understanding of the basic concepts of evaluation research and their application to Jewish communal policy. Emphasizes methodological issues and their application to social interventions and program delivery using exemplars from the Jewish communal sphere. Usually offered every second year.

Mr. Saxe

HRNS 260a Jewish Community and Identity*Core course required for all Hornstein students. Also open to undergraduate seniors and to graduate students from other departments with permission and signature of instructor.*

This course approaches an understanding of Jewish identity from a social science perspective. It considers the role of Jewish identity in developing notions of peoplehood and community. Along with exploring socio-psychological theories of identity development, it considers the question of who is a Jew, the formation of Jewish identity at the individual and group level, the forces that promote or detract from strong Jewish identification, and the measurement of Jewish identity. The goal of the course is to develop a complex understanding of identity and its implications for Jewish communal work. Usually offered every year.

Ms. Sales

HRNS 297a Hornstein Professional Field Experience*Open to Hornstein students who have completed at least one semester of course work in the program. Course yields half-course credit.*

Students work 125–250 hours under the mentorship of a leader in a Jewish nonprofit organization. Placements are carefully designed to advance professional leadership skills and match students' interests and career goals. Each student is advised by a faculty member and by the manager or fieldwork and alumni relations. Usually offered every semester.

Staff

HRNS 300a Readings in International Jewish Community

Staff

HRNS 301b Readings in Jewish Education

Mr. Reimer

HRNS 302a Readings in Philanthropy and the Contemporary Jewish Community

Ms. Sales

HRNS 307a Readings on the Jews of Boston

Ms. Smith

HRNS 308a Readings in Jewish Organizational Behavior

Mr. Rosen

HRNS 309a Readings in Pluralism in Jewish Education

Staff

HRNS 310a Readings in Jewish Advocacy

Mr. Sternberg

HRNS 311a Readings in Jewish Philanthropy and Fundraising

Mr. Mersky

HRNS 350f Foster Seminar in Israel on Contemporary Jewish Life

An intensive examination of contemporary issues in Israeli society and its relationship with Diaspora communities.

Ms. Smith

HRNS 380a Proseminar: Issues, Structure, and Perspectives of the American Jewish Community

Required course for all Hornstein students. An introduction to key issues in the structure and perspectives of the American Jewish community. Students will develop a shared background, language, and experiences in their first semester to serve as a foundation throughout their career—both at Brandeis and in the field. Usually offered every year.

Mr. Reimer

HRNS 390a Independent Study

Staff

Independent Interdisciplinary Major

Courses of Study:
Major (BA)

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.

How to Become a Major

An IIM must be designed in collaboration with three faculty members from at least two, preferably three, different departments. Although it is acceptable to have faculty from the International Business School or the Heller School, the primary adviser 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.

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 the full-year IIM 99d (Senior Research).
- D.** Students who wish to be considered for "departmental" honors must achieve a 3.25 cumulative GPA and must complete the two-semester (eight-credit) 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 UCC, which grants final approval of all IIM proposals.

Students who wish to develop a proposal for an IIM should consult with the Office of Academic Services.

E. Courses graded Pass/Fail cannot 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.

Special Notes Relating to Undergraduates

Interested students should stop by the Office of Academic Services or visit www.brandeis.edu/as/advpol/IIMmajor.html to view the entire IIM guidelines and proposal.

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 (BA)

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; Media, Communications, and the Arts; Inequality, Poverty, and Global Justice; 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 a Minor

Students who wish to major or minor in international and global studies may choose as an adviser 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 IGS 10a (Introduction to International and Global Studies) 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.

Faculty Committee

Ellen Schattschneider, Chair
(Anthropology)

Chad Bown
(Economics)

Steven Burg
(Politics)

David Engerman (on leave fall 2008)
(History)

Janet McIntosh (on leave 2008–2009)
(Anthropology)

Fernando Rosenberg (on leave spring 2009)
(Romance Studies)

Kerry Chase
(Politics)

Laura Goldin
(American Studies)

Elizabeth Ferry
(Anthropology)

Richard Parmentier (on leave fall 2008)
(Anthropology)

Marion Smiley
(Philosophy)

Javier Urcid
(Anthropology)

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.

E. Minimum grade: All Brandeis courses used to fulfill the requirements of the IGS minor must be taken for a letter grade (not pass/fail) and must be C or above.

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; although each requires four courses from within its list of specialization courses, the specializations have different structures. The six specializations are:

- Cultures, Identities, and Encounters (any four courses from the course list)
- Global Economy (three courses from the required course list and one elective)
- Global Environment (any four courses from the course list)

- Global Governance (any four courses from the course list)
- Inequality, Poverty, and Global Justice (two courses from each of the two sub-tracks)
- Media, Communications, and the Arts (any four courses from the course list)

D. Electives: Two additional courses from other specializations, neither 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 requirement: Completion of a fourth-semester course in a modern foreign language. The requirement may be fulfilled by enrolling in language courses at Brandeis or elsewhere, or by providing other evidence of proficiency, such as course work offered in that language.

F. International experience requirement: Normally, students satisfy this requirement for a semester-long study abroad program (during the academic year) approved by Brandeis's Study Abroad Office. Students may substitute an international internship for study abroad; the internship must include at least one hundred hours over at least six weeks (presumably during the summer) and must be at an organization concerned with the central issues of the IGS major. If extended international residence would be a hardship, IGS students may petition the IGS internship coordinator to undertake a U.S.-based internship directly involved in international and global issues. Students meeting this requirement with an international or domestic internship must receive permission of the IGS internship coordinator prior to starting the internship, and must enroll in IGS 89b (usually offered in the fall semester) either during or immediately after their internship.

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 toward 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 adviser 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 adviser. The first semester of IGS 99d may be used toward 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 toward the major.

I. Minimum Grade: All Brandeis courses used to fulfill the requirements of the IGS major must be taken for a letter grade (not pass/fail) and must be C or above.

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. Attention paid to international economic institutions (World Trade Organization, International Monetary Fund, World Bank), strategies for economic development, and 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 or Mr. Ross

IGS 89b Internship Seminar in International and Global Studies

Prerequisite: IGS 10a.

A weekly seminar combined with an internship placement at an organization focusing on global matters. Academic components include readings on globalization, oral presentation on research, and a paper reflecting on the internship experience. Students are responsible for arranging their own internship placement and for contacting the instructor before the start of their internship. This course may count toward the IGS major requirement as an elective outside the student's specialization. Usually offered every year.
Staff

IGS 92a Global Studies Internship

This course is offered only for non-IGS majors, or for IGS majors engaged in approved credit-bearing internships who have been exempted from IGS 89b. Signature of the IGS internship coordinator is required. Usually offered every year.
Staff

IGS 98a Independent Study

Usually offered every year.
Staff

IGS 98b Independent Study

Usually offered every year.
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

International and Global Studies: 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

International and Global Studies Specializations**Cultures, Identities, and Encounters: Electives****AAAS 18b**

Africa and the West

AAAS 125b

Caribbean Women and Globalization: Sexuality, Citizenship, Work

AAAS 145b

What Is Race?

AMST 140b

The Asian-American Experience

AMST 142b

Love, Law, and Labor: Asian American Women and Literature

ANTH 33b

Crossing Cultural Boundaries

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

Postimperial Fictions

ENG 111b

Postcolonial Theory

ENG 155a

Literature and Empire

ENG 197b

Within the Veil: African-American and Muslim Women's Writing

FA 192a

Studies in Modern Art

FREN 137a

The Twentieth and Twenty-First Centuries: Plague, War, and Human Power

FREN 165b

Francophone Literatures

GECS 160a

In the Shadow of the Holocaust: Global Encounters

HECS 169a

Travel Writing and the Americas: Columbus's Legacy

HIST 56b

World History to 1960

HIST 61a

Cultures in Conflict since 1300

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 144a

Jews in the World of Islam

POL 127b

Seminar: Managing Ethnic Conflict

POL 145b

The Islamic Challenge: Politics and Religion in the West

SAS 110b

South Asian Postcolonial Writers

SAS 140a

We Who Are at Home Everywhere: Narratives from the South Asian Diaspora

SAS 170b

South Asia in the Colonial Archive

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

Global Economy: Electives**AAAS 80a**

Economy and Society in Africa

AAAS 126b

Political Economy of the Third World

ECON 30a

The Economy of China

ECON 61a

The Economics of Reprivatization in the New Europe

ECON 122b

The Economics of the Middle East

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

Global Environment: 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

Anthropology of Development

BIOL 17b

Conservation Biology

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 17b

Global Warming and Nuclear Winter

ENVS 18b

International Environmental Conflict and Collaboration

HIST 100a

Fire and Ice: An Ecological Approach to World History

POL 180b

Sustaining 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 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 165a

Seminar: Globalization and Governance in the Trading System

POL 169b

U.S. Policy in the Middle East

POL 172b

Introduction to International Political Economy

SOC 119a

War and Possibilities of Peace

Global Governance: Transnational Cooperation and Conflict Sub-Area**AAAS 163b**

Africa in World Politics

ENVS 18b

International Environmental Conflict and Collaboration

LGLS 124b

International Law and Development

LGLS 125b

International Law and Organizations

LGLS 128b

Comparative Law

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 174b

Seminar: Problems of National Security

POL 175b

Global Civil Society

POL 176a

Seminar: International Intervention

POL 178a

The Rise of East Asia and the Pacific in the Global Political Economy

POL 180b

Sustaining Development

Media, Communications, and the Arts: Suggested Foundational Course**ANTH 26a**

Communication and Media

ENG 77a

Screening the Tropics

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

SOC 146a

Mass Communication Theory

**Media, Communications, and the Arts:
Communicating across Cultures Sub-Area****AAAS 117a**Communications and Social Change in
Developing Nations**AAAS 134b**

Novel and Film of the African Diaspora

AMST 132bInternational Affairs and the American
Media**ANTH 112a**

African Art and Aesthetics

ANTH 184b

Cross-Cultural Art and Aesthetics

COML 122bWriting Home and Abroad: Literature by
Women of Color**COML 160a**

Contemporary East European Literature

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

THA 115b

The Avant-Garde

Inequality, Poverty, and Global JusticeStudents 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

Anthropology of Development

ANTH 127a

Medicine, Body, and Culture

ANTH 142a

AIDS: Science, Society, and Policy

ANTH 163b

Production, Consumption, and Exchange

ECON 176aThe Household, Health, and Hunger in
Developing Countries**HS 110a**

Wealth and Poverty

HSSP 102a

Global Perspectives on Health

POL 159aSeminar: 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 115aHistory of Comparative Race and Ethnic
Relations**NEJS 187a**

Political Islam

NEJS 187bShi'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

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 communication, 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. Students who complete the requirements of the program receive certificates from the Internet Studies Program and an official notation on their transcripts.

Committee

Timothy Hickey, Chair
(Computer Science)

Anne Carter
(Economics)

Richard Gaskins (on leave spring 2009)
(American Studies)

Benjamin Gomes-Casseres (on leave fall 2008)
(International Business School)

Caren Irr
(English and American Literature)

David Jacobson
(Anthropology)

Requirements for the Minor

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 change.

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 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

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

LGLS 150a
Law and Society in Cyberspace

ENG 48a
Introducing New Media

LGLS 129b
Law, Technology, and Innovation

SOC 148b
Sociology of Information

An interdepartmental program

Islamic and Middle Eastern Studies

Courses of Study:
Minor
Major (BA)

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

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 comprise 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 semester 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

Joseph Lumbard, Chair and Undergraduate Advising Head

(Near Eastern and Judaic Studies)

Tzvi Abusch (on leave 2008–2009)

(Near Eastern and Judaic Studies)

Shai Feldman
(Politics)

Gordon Fellman (on leave 2008–2009)

(Sociology)

Nader Habibi
(Economics)

Avigdor Levy (on leave 2008–2009)

(Near Eastern and Judaic Studies)

Kanan Makiya

(Near Eastern and Judaic Studies)

Leonard Muellner
(Classical Studies)

Wellington Nyangoni

(African and Afro-American Studies)

Ibrahim Sundiata (on leave spring 2009)

(African and Afro-American Studies;
History)

Ilan Troen

(Near Eastern and Judaic Studies)

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: ARBC 103a and b, FA 39b, NEJS 144a, 188a, 186a, 190b, 191a, 196a.
- D. At least one course pertaining to the modern period: ANTH 133a, NEJS 145a, 185b, 187a, 187b, 188b, 189a, 190a, 192a, 193a, 194a, 195a, 197b, 198b, POL 133a, 164a, 169b, 170a, SOC 157a, WMGS 140a, 195b.
- E. Two additional courses from the list of electives later in this section.

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: ARBC 103a and b, FA 39b, NEJS 144a, 188a, 186a, 190b, 191a, 196a.

D. Two courses pertaining to the modern period: ANTH^o133a, NEJS 145a, 185b, 187a, 187b, 188b, 189a, 190a, 192a, 193a, 194a, 195a, 197b, 198b, POL^o133a, 164a, 169b, 170a, SOC 157a, WMGS 140a, 195b.

E. Three additional courses from the list of electives later in this section.

Requirements for the Degrees of Bachelor of Arts/ Master of Arts in Near Eastern and Judaic Studies & Women's and Gender Studies

Brandeis undergraduates who are NEJS or IMES majors with either a second major in WMGS or a minor in WMGS are invited in their senior year to apply for admission to the BA/MA joint degree in Near Eastern and Judaic Studies & Women's and Gender Studies. Students must complete all requirements and earn the BA, including the successful completion of the major in NEJS or IMES prior to the start of the one year master's program.

Program of Study

Fourteen courses are required:

A. Internal transfer credit: seven Brandeis undergraduate courses (NEJS, IMES, WMGS, and/or approved cross listed courses) numbered 100 or above for which grades of B- or higher have been earned.

B. Seven courses taken in the fifth year: four approved NEJS electives and three WMGS courses approved by the program adviser. Between the BA and the MA the following WMGS courses must be completed: a course in feminist research methodologies (WMGS 198a, the feminist inquiry course offered through the Graduate Consortium in Women's Studies, or an alternative), WMGS 205a or another course designated as a graduate foundational course in women's and gender studies, and two elective courses in WMGS, one inside and one outside the NEJS department.

C. Successful completion of one of the following: a comprehensive examination, a culminating project or a master's thesis. If a master's thesis encompasses both a NEJS and a WMGS component, it will satisfy requirement E.

D. Participation in a fall semester noncredit Women's and Gender Studies Graduate Proseminar.

E. Joint MA paper requirement: Completion of a master's research paper of professional quality and length (normally twenty-five to forty pages) on a topic related to the joint degree. The paper will be read by two faculty members, one of whom is a member of the Near Eastern and Judaic Studies department, and one of whom is a member of the women's and gender studies core or affiliate faculty.

Resident Requirement

One year of full-time residence (the fifth year) is required subsequent to completing the BA.

Language Requirement

All candidates are required to demonstrate proficiency in Biblical or Modern Hebrew or in Arabic.

Requirements for the Degrees of Bachelor of Arts/Master of Arts in Near Eastern and Judaic Studies

Brandeis undergraduates who are NEJS or IMES majors are invited in their senior year to apply for admission to the five year BA/MA. Students must complete all requirements for the BA at the end of the fourth year, including the successful completion of the major in NEJS or IMES.

Program of Study

Fourteen courses are required:

A. Internal transfer credit: seven Brandeis undergraduate courses (NEJS, IMES, and/or approved cross-listed courses) numbered 100 or above for which grades of B- or higher have been earned.

B. Seven courses taken in the fifth year: four approved NEJS courses taught by NEJS faculty and three approved electives. Approved undergraduate language courses may be taken and count toward the required three electives

C. Successful completion of one of the following: a comprehensive examination, a culminating project or a master's thesis.

Resident Requirement

One year of fulltime residence (the fifth year) is required subsequent to completing the BA.

Language Requirement

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

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 are approved for the program. Not all are 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 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 122b**
The Economics of the Middle East
- ECON 175a**
Introduction to the Economics of Development
- ENG 197b**
Within the Veil: African-American and Muslim Women's Writing
- FA 39b**
Islamic Art and Architecture
- FA 153a**
Israeli Art
- HIST 110a**
The Civilization of the Early Middle Ages
- HIST 110b**
The Civilization of the High and Late Middle Ages
- HIST 111a**
History of the Modern Middle East
- 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
- HUM 125a**
Topics in Humanities
- 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 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 189a**
The Arab-Israeli Conflict
- NEJS 190a**
Describing Cruelty
- NEJS 190b**
Islamic Philosophy
- 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 194b**
Sufi Teachings
- 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 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 287a**
Seminar on Nationalism and Religion in the Middle East
- NEJS 289a**
Seminar: States and Minorities in 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
- POL 170a**
Arms Control 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 175b**
Civic Environmentalism
- WMGS 140a**
Diversity of Muslim Women's Experience

An interdepartmental program

Italian Studies

Courses of Study:
Minor
Major (BA)

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 a Minor

Students in the major and the minor work closely with an adviser 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.

Committee

Richard Lansing, Chair and Undergraduate Advising Head
(Romance Studies)

William Kapelle
(History)

Alice Kelikian
(History)

Charles McClendon
(Fine Arts)

Benjamin Ravid
(Near Eastern and Judaic Studies)

Paola Servino (on leave spring 2009)
(Romance Studies)

Jonathan Unglaub (on leave 2008–2009)
(Fine Arts)

Requirements for the Minor

A minor in Italian studies consists of five semester courses:

- A.** An advanced language course: ITAL 105a or ITAL 106a.
- B.** A literature course: ITAL 110a, ITAL 120b, or IECS 140a.
- C.** Any two of the Italian-related culture courses listed in requirement C above, or two other courses approved by the student's advisor.
- D.** Any elective course from the listings in A, B, or C.

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, students need to take a placement exam. It is a self-graded exam that can be accessed online at www.brandeis.edu/registrar/italtest.html. After finishing the exam, students complete the questionnaire online. A faculty member will then contact students to discuss their placement. Students who fail to take the placement exam will not be permitted to enroll.

If a student has a score of 620 or above on the Italian SAT II, or a score of 4 or 5 on the Italian AP exam, language requirement is automatically fulfilled and the students is eligible to enroll in 100-level courses. See "How to Become a Major or a Minor" above.

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, ITAL 128a, IECS 140a, COML 102a, or 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)
	The Renaissance
HIST 123a	Fascism East and West
HIST 139b	Italian Films, Italian Histories
HIST 170a	Mapping Modern Italian Culture
ITAL 128a	Opera
MUS 52a	Ghettos, Gondolas, and Gelato:
NEJS 151b	The Italian Jewish Experience

D. Students must complete either ITAL 97a or b (Senior Essay) or ITAL 99d (Senior Thesis) in their senior year, or an equivalent course or courses in a cognate department that 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 toward 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).

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 at 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 at 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 at 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 oc]

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

ITAL 134b Nella cultura ebraica italiana: cinema e letteratura

[fl hum]

Prerequisite: ITAL 105a, 106a, or equivalent. Conducted in Italian. Materials fee: \$30.

Analyzes Italian Jewish representations in Italian culture from the founding of the ghetto in Venice in 1516 to modern times. Works of Italian Jewish writers and historians are examined as well as Italian movies that address Jewish themes within the mainstream of Italian culture. This course has an interdisciplinary approach while focusing on advanced Italian language skills. Special one-time offering; was offered spring 2008.
Ms. Servino

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 to include the *Vita Nuova*, the *Aeneid* (Bk. 6), and selections from the Bible, Aristotle's *Nicomachean Ethics*, and St. Thomas' *Summa Theologicae*. Usually offered every second year.
Mr. Lansing

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.

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 139b

Fascism East and West

HIST 170a

Italian Films, Italian Histories

IECS 140a

Dante's *Divine Comedy*

MUS 52a

Opera

NEJS 151b

Ghettos, Gondolas, and Gelato: The Italian Jewish Experience

Japanese

Faculty

Matthew Fraleigh

(German, Russian, and Asian Languages and Literature)

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 little or no previous knowledge of Japanese. This course offers intensive training in the basics of Japanese grammar, listening comprehension, speaking, reading, and writing. Students acquire Japanese language proficiency through various interactive classroom activities, workbook, audio, video, and computer-assisted exercises. 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. This course aims to further develop a student's four language skills in listening, speaking, reading, and writing Japanese through various classroom activities, workbook, audio, video, and writing 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 with more emphasis on reading and writing. 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

[fl hum]

Prerequisite: JAPN 40b or the equivalent.

Designed for advanced students of Japanese who wish to enhance and improve their skills in listening, speaking, reading, and writing. Students will develop their 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

[fl hum]

Continuation of JAPN 105a. For advanced students of Japanese who wish to enhance and improve their speaking proficiency as well as reading and writing skills. Speaking skills will be developed through conversation, discussion of texts and films, and oral presentation. Various reading topics on Japanese culture and various forms of writing will be assigned to improve students' reading and writing skills.

Usually offered every year.

Ms. Sekino

JAPN 120a Readings in Contemporary Japanese Literature

[hum nw]

Prerequisite: JAPN 105b. Course is conducted in Japanese.

Offers advanced students of Japanese the chance to read, analyze, and discuss short fiction by contemporary authors. Film adaptations of these literary works as well as other related visual materials are used for additional listening practice. Usually offered every year.

Mr. Fraleigh

JAPN 120b Readings in Modern Japanese Literature

[hum nw]

Prerequisite: JAPN 105b or equivalent. Course is conducted in Japanese.

A continuation of JAPN 120a. Students read, analyze, and discuss Japanese short fiction by a wide range of modern authors from Meiji period to the present day. Screening of film adaptations and television programs complement class discussion, which is conducted in Japanese. Usually offered every year.

Mr. Fraleigh

JAPN 125b Putting Away Childish Things: Coming of Age in Modern Japanese Literature and Film

[hum nw]

Explores the ways in which modern Japanese writers and filmmakers 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, and several recent films are also screened. Usually offered every third year.

Mr. Fraleigh

JAPN 130a The Literature of Multicultural Japan

[hum nw]

"Multicultural" may not be an adjective that many associate with Japan, but as we will find in this class, Japan's modern literary and cinematic tradition is rich with works by and about resident Koreans, Ainu, Okinawans, outcasts, and sexual and other marginalized minorities. Why then does the image of a monocultural Japan remain so resilient? Usually offered every third year.
Mr. Fraleigh

JAPN 135a Screening National Images: Japanese Film and Anime in Global Context

[hum nw]

All films and readings are in English.
An introduction to some major directors and works of postwar Japanese film and anime with special attention to such issues as genre, medium, adaptation, narrative, and the circulation of national images in the global setting. Usually offered every third year.
Mr. Fraleigh

JAPN 145a The World of Classical Japanese Literature

[hum nw]

A survey of some of the most important works of Japanese literature from its origins to the late sixteenth century, including a wide range of genres: fiction, essays, travelogues, poetry, and drama. All readings are in English. Usually offered every third year.

Mr. Fraleigh

JAPN 140a The World of Early Modern Japanese Literature

[hum nw]

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 third year.
Mr. Fraleigh

An interdepartmental program

Courses of Study:
Minor

Journalism

Objectives

The journalism program examines the place of the media in the American—and more broadly speaking, the global—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, and 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. Although there are a few courses that teach specific journalistic skills, the journalism program is not a nuts-and-bolts communications 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.

Although 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 affected 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

Thomas Doherty (American Studies)	Eileen McNamara (Journalism)
Mari Fitzduff (Coexistence and Conflict)	Laura Miller (Sociology)
Ben Gomes-Casseres (on leave fall 2008) (Economics)	Stephen Whitfield (American Studies)
Tim Hickey (Computer Science)	
Janet McIntosh (on leave 2008–2009) (Anthropology)	

Requirements for the Minor

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

A. Core courses: Students must take two core courses, one from a "History/Culture" area, which consists of either JOUR 120a or AMST 137b; and one from a "Writing" area, which consists of either JOUR 15a or JOUR 138b.

B. Ethics: All students are required to take JOUR 110b.

C. Internship/thesis: Students have three options for satisfying this requirement:

1. JOUR 89a, which must be taken in conjunction with a preapproved off-campus internship (with prior approval, students may complete the off-campus internship in the summer prior to taking JOUR 89a).

2. JOUR 98a or b, in which students complete a semester-long independent study with a faculty member of the journalism program and are graded on a single independently researched writing project.

3. The completion of an honors thesis, in which students write a thesis in their major that is on a topic related to the media (a faculty member of the journalism program must serve as an outside reader).

D. Electives: Students must take two electives from the electives course list below. Each elective must be from a different department.

Courses of Instruction**Core Courses****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 15a Writing for Broadcast and the Internet

[ss wi]
A hands-on workshop designed to teach basic broadcast news-writing skills, as well as techniques for gathering, producing, and delivering radio and television news. Stresses the importance of accuracy. Issues of objectivity, point of view, and freedom of the press are discussed. Writing assignments will be written on deadline. Usually offered every year.
Ms. Melnicove

JOUR 89a Contemporary Media: Internship and Analysis

Prerequisite: JOUR 15a 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

JOUR 110b Ethics in Journalism

[ss]
Should reporters ever misrepresent themselves? Are there pictures that 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 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 138b The Contemporary World in Print

[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 news gathering and writing, providing 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.
Ms. McNamara

(100–199) Journalism Electives for Both Undergraduate and Graduate Students

JOUR 103b Advertising and the Media

[ss]

Combines a historical and contemporary analysis of advertising's role in developing and sustaining consumer culture in America with a practical analysis of the relationship between advertising and the news media in the United States. 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.

Ms. McNamara

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 Digital and Multimedia Journalism

[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 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 wi]

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 130b Medical and Science News Writing

[ss]

Scientific progress has brought extraordinary medical advances and serious environmental crises. Good medical and science journalism has never been more important in understanding our world and how to fix it. This course is an introduction to the skills needed to cover medical and science news. It focuses on how to report and write daily news stories and longer features. It also explores the ethical, social, and political issues raised by the press coverage of science and medicine. Usually offered every second year.

Ms. Bass

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.

Staff

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 117a

Communications and Social Change in Developing Nations

AMST 130b

Television and American Culture

AMST 131b

News on Screen

AMST 132b

International Affairs and the American Media

AMST 134b

The New Media in America

AMST 135b

Radio in American Culture

AMST 144b

Signs of Imagination: Gender and Race in Mass Media

ANTH 26a

Communication and Media

ENG 60a

Documentary Prose and Film

POL 110a

Media, Politics, and Society

POL 115a

Constitutional Law

POL 115b

Seminar: Constitutional Law and Theory

POL 116b

Civil Liberties in America

SOC 146a

Mass Communication Theory

An interdepartmental program

Language and Linguistics

Courses of Study:
Minor
Major (BA)

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 a 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)

Janet McIntosh (on leave 2008–2009)
(Anthropology)

Leonard C. Mueller
(Classical Studies)

Richard J. Parmentier (on leave fall 2008)
(Anthropology)

Nianwen Xue
(Computer Science)

Affiliated Faculty

Alan Berger
(Philosophy)

Harry Mairson
(Computer Science)

Jerry Samet
(Philosophy)

Javier Urcid
(Anthropology)

Requirements for the Minor

A. Five semester courses are required:

1. LING 100a and 120b.
2. LING 110a, LING 130a, or LING 140b.
3. Two other courses from the LING courses numbered higher than LING 98 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.

Requirements for the Major

A. Nine courses are required of all candidates:

1. LING 100a, 110a, 120b, and either LING 130a or 140b.
2. Four additional courses from the LING courses numbered higher than LING 98 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, to be chosen from the following list (or by consent of the undergraduate advising head): CHIN 105a, CHIN 105b, FREN 105a, FREN 106b, GER 103a, GER 104a, HBRW 141a, HBRW 161b, ITAL 105a, JAPN 105a, RUS 105a, RUS 106b, SPAN 105a, SPAN 106b.

B. Honors will be awarded on successful completion of a senior thesis (LING 99d) in addition to the above course requirements. A GPA of 3.50 or higher in language and linguistics courses is normally required. Students must receive approval of a formal thesis proposal (from a department faculty member in consultation with the undergraduate advising head) before beginning work on the thesis.

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.

Students interested in computational linguistics are encouraged to consider the BA/MA or the MA in this field. For details about the computational linguistics program see the Department of Computer Science in an earlier section of this *Bulletin*.

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 GPA 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

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.
Staff

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.
Staff

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 Formal Semantics: Truth, Meaning, and Language

[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 the current linguistic theory of model-theoretic semantics. Topics include the nature of word meanings, categorization, compositionality, and plurals and mass terms. Usually offered every year.

Ms. Malamud

LING 140a Architecture of Conversation: Discourse and Pragmatics

[oc ss]

Prerequisite: LING 100a or permission of the instructor.

Assuming a theory of sentence-level linguistic competence, what phenomena are still to be accounted for in the explication of language knowledge? The class explores topics in language use in context, including anaphora, deixis, implicature, speech acts, information packaging, and pragmatics of dialogue. Usually offered every year.

Ms. Malamud

LING 160b Mathematical Methods in Linguistics

[sn]

An introduction to fundamental mathematical concepts needed for advance work in linguistics and computational linguistics. Topics include: set theory, theory of relations, fundamentals of logic, formal systems, lambda calculus, formal language theory, theory of automata, basics of probability and statistics, game theory, and decision theory. Usually offered every year.

Staff

LING 190b Topics in Cognitive Science: Corpus Methods for Linguists

[ss]

Prerequisites: LING 100a or COSI 11a or permission of the instructors. Course may be repeated for credit with permission of the instructor(s).

Advances in technology have opened up new ways for linguists to collect and analyze linguistic data. Using computers, extremely large bodies of text ("corpora") can be collected and analyzed at a level of detail out of reach to previous generations. For both linguists and computer scientists, the development of the World Wide Web and other natural language resources have heightened the importance of techniques for dealing with very large texts. This course introduces the skills necessary for computer-aided text manipulation, through a combination of lectures, demonstrations, and hands-on exercises. The course is aimed at both linguistics and computer science students, combining techniques and analytical skills from both disciplines. Usually offered every year.

Ms. Colomer and Ms. Goldberg

LING 197a Language Acquisition and Development

[oc 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

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

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 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 36b

Mind, Meaning, and Language

PHIL 37a

Philosophy of Language

PHIL 39b

Philosophy of Mind

PHIL 137a

Nature or Nurture? The Innateness Controversy

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

Latin

See Classical Studies.

An interdepartmental program

Latin American and Latino Studies

Courses of Study:

Minor

Major (BA)

Objectives

The Latin American and Latino studies program provides a major and a minor to all interested undergraduate students who wish to structure their studies of Latin America or Latino USA. The program 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.

How to Become a Major or a Minor

Students in the major and the minor work closely with an adviser 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 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.

Program Faculty

Javier Urcid, Chair
(Anthropology)

Silvia Arrom (on leave fall 2008)
(History)

Elizabeth Ferry
(Anthropology)

Ricardo Godoy
(Heller School)

Charles Golden
(Anthropology)

Donald Hindley
(Politics)

James Mandrell
(Romance Studies; Women's and Gender
Gender Studies)

Wellington Nyangoni
(African and Afro-American Studies)

Ronnie Perelis
(Romance Studies)

Ángela Pérez-Mejía (on leave 2008–2009)
(Romance Studies)

Lucia Reyes de Deu
(Romance Studies)

Fernando Rosenberg (on leave spring 2009)
(Romance Studies)

Laurence Simon
(Heller School)

Faith Smith (on leave 2008–2009)
(African and Afro-American Studies;
English and American Literature)

Ibrahim Sundiata (on leave spring 2009)
(African and Afro-American Studies;
History)

Eva Thorne
(Politics)

Patricia Tovar
(Economics)

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 and Latino 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 discipline, even if offered by different departments; and no more than two courses may be electives requiring a paper to count for LALS.
- D.** No course with a final grade below C– can count toward the LALS minor.

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, and no more than three courses may be electives requiring a paper to count for LALS.
- 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 language 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 must complete LALS 99d, a two-semester senior thesis.
- G.** No course with a final grade below C– can count toward the LALS major.

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 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. In fall 2008, HISP 164b counts for LALS 100a (Mr. Rosenberg). In spring 2009, ANTH 131b counts for LALS (Ms. Ferry).
Examines major themes and problems in Latin American studies from an interdisciplinary perspective. Topics vary from year to year.
Staff

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

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

HECS 169a

Travel Writing and the Americas: Columbus's Legacy

HISP 108a

Spanish for Bilingual Students

HISP 111b

Introduction to Latin American Literature

HISP 136b

Latino Cultural Expression: Literature, Performance, and Film

HISP 155b

Latin America between Baroque and Kitsch

HISP 160a

Literatura y Justicia en Latinoamerica

HISP 163a
The Latin American Boom and Beyond

HISP 164b
Studies in Latin American Literature

HISP 166b
Writing the Latin American City

HISP 168b
Latin America Narrated by Women

HISP 195a
Latinos in the United States: Perspectives from History, Literature, and Film

HIST 71a
Latin American History, Pre-Conquest to 1870

HIST 71b
Latin American History, 1870 to the Present

HIST 171b
Latino/a History

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

Elective Courses (requiring a substantial eighteen- to twenty-page 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, Immigration, and Race in the United States

ANTH 55a
Anthropology 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

ENG 138a
Making Modern Subjects: Caribbean/Latin America/U.S.A. 1850-1950

HISP 140a
Topics in Poetry: Hispanic Poetry of the Twentieth Century

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

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 Literatures

HISP 191a
Hispanic Topics in Translation

HISP 193b
Topics in Cinema: Global Latin American Cinema

POL 146b
Seminar: Topics in Revolutions in the Third World

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 legal studies program office (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 declare a legal studies minor, however, to take legal studies courses.

Committee

Richard Gaskins, Director
(American Studies)

Gila Hayim
(Sociology)

Anita Hill
(Heller School)

Melissa Stimell
(Legal Studies)

Andreas Teuber
(Philosophy)

Michael Willrich
(History)

Peter Woll
(Politics)

Faculty

Richard Gaskins, Director (on leave spring 2009)
American legal culture. Legal rhetoric.
Environmental policy.

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, that may include any course listed in B above, and elective courses listed 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 GPA 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 April 1 for fall term internships or by November 1 for spring term internships. This course may not be repeated for credit. A biweekly class, a supervised law-related internship in a public agency or nonprofit organization, and a related research paper. Examples of internship activities include investigating discrimination cases, negotiating between consumers and small business, and attending criminal and family courts. Internships must be arranged through the program administrator. 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 roles that courts, Congress, and administrative agencies play in organization and delivery of health services. Usually offered every year.

Staff

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 if 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

[oc ss]

Should 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, for example, 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, and 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 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 oc]

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.

Staff

LGLS 132b Environmental Law and Policy

[ss wi oc]

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.

Students also engage with the local community to address current legal issues. Usually offered every second year.

Ms. Goldin

LGLS 133b Criminal Law

[ss]

Topics may vary from year to year. Students may repeat the course for credit, with permission of the program administrator, if the focus is different each time.

For fall 2008, the course focuses on American criminal law: the criminal justice process and changing roles of prosecution, defense, judges, and juries. Reviews statutory powers and constitutional restraints on officials; analyzes discretion in arrest, prosecution, and punishment. Explores the mutual impact of crime and community structure. In alternate years, the emphasis will be on international perspectives. Usually offered every second year.

Mr. Leahy

LGLS 138b Science on Trial

[qr ss]

Surveys the procedures and analytic methods by which scientific data enter into litigation and regulation/policy making. Introduces basic tools of risk analysis and legal rules of evidence. Case studies of tobacco litigation and regulation; use of DNA and other forensic evidence in the criminal justice system; the Woburn ground-water contamination case; and other topics to be selected, such as genetics in the courtroom, court-ordered Cesarean 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

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 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

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 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 Campus and Community: Improving Environmental Sustainability at Brandeis and Beyond

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 57a

Environmental Economics

ECON 60b

The Economics of International Trade Disputes

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

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.

Department of Mathematics

Courses of Study:
Minor
Major (BA)
Combined BA/MA
Master of Arts
Doctor of Philosophy

Objectives

Undergraduate Major

As our society becomes more technological, it is increasingly 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 5a, 8a, 10a, 10b, 15a, or 20a 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, finance, actuarial science, or mathematics teaching, but many choose the major for its inherent interest.

Graduate Program in Mathematics

The graduate program in mathematics is designed primarily to lead to the PhD. The formal course work 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.

Faculty

Ruth Charney, Chair

Geometric group theory. Topology.

Mark Adler

Analysis. Differential equations. Completely integrable systems.

Refik Inanc Baykur

Symplectic topology. 4-manifolds.

Joël Bellaïche

Number theory.

Mario Bourgoïn

Knot theory.

Lior Fishman

Diophantine approximation. Geometric measure theory.

Ira Gessel, Graduate Advising Head

Combinatorics.

Ivan Horozov

Number theory.

Kiyoshi Igusa

Differential topology. Homological algebra.

Dmitry Kleinbock, Undergraduate Advising Head

Dynamical systems. Ergodic theory. Number theory.

Bong Lian

Representation theory. Calabi-Yau geometry. String theory.

Alan Mayer (on leave fall 2008)

Classical algebraic geometry and related topics in mathematical physics.

Susan Parker, Elementary Mathematics Coordinator (on leave spring 2009)

Combinatorics. Elementary mathematics instruction.

Daniel Ruberman

Geometric topology and gauge theory.

Gerald Schwarz (on leave 2008–2009)

Algebraic groups. Transformation groups.

Pierre Van Moerbeke (on leave 2008–2009)

Stochastic processes. Korteweg-deVries equation. Toda lattices.

How to Become a 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 15a and 20a, or MATH 22a and b 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 10a, 10b, 15a, 20a, or 22a) in the first year.

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.

Requirements for the Minor

A. MATH 22a or 15a; MATH 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.

Requirements for the Major

A. MATH 22a or 15a; MATH 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: 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 the Education Program section in this *Bulletin*) may earn a bachelor's degree in mathematics by satisfying major requirements A, B, C, and D above and the following:

F. MATH 8a (Introduction to Probability and Statistics) or 36a (Probability).

G. Two additional courses, either MATH courses numbered 27 or higher or cross-listed courses.

H. A computer science course numbered 10 or higher.

I. Completion of the High School Teacher Licensure Program.

Combined BA/MA Program

Undergraduate students are eligible for the BA/MA program in mathematics if they have completed MATH 101a and b; 110a; 111a and b; and 121 a and 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 toward 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.

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 course used to satisfy the requirements for the major or minor must be passed with a grade of C- or higher.

B. Students planning to take MATH 10a or 10b or to place into MATH 15a or 20a should take the Calculus Placement Exam. This online exam can be found, along with instructions for scoring and interpreting the results, at www.brandeis.edu/registrar/newstudent/testing.html. Students planning to take MATH 22a must take the MATH 22a Placement Exam, which can be found at the same place.

Students with AP Mathematics credit should consult the chart on page 23 of this *Bulletin* to see which Brandeis mathematics courses are equivalent to their AP credit. Note: Students who want to use their AP score to place into an upper-level course must still take the Calculus Placement Exam or the MATH 22a Placement Exam to make sure that their preparation is sufficient. 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 sequence 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 22a,b in place of MATH 15a and MATH 20a.

D. A student may not receive credit for more than one of MATH 15a and 22a; or MATH 20a 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 or MATH 22a or b. Students may also take MATH 23b concurrently with MATH 35a and MATH 36a, as 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.

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 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, 20a, and 23b.

2. Offered once each year are MATH 8a, 30a and b, 35a, 36a and b, 37a, 40a and b, 45a.

3. In addition, the following semester courses are usually offered every second year according to the following schedule:

a. even-odd years (e.g., 2008–2009): MATH 3a, 28a, 32a, 39a, and 47a.

b. odd-even years (e.g., 2009–2010): MATH 28b, 34a, 38b, and 56a.

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 academic residency 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 MATH 121a and b. With the permission of the graduate adviser, 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 adviser 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 the 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 three semesters, usually beginning in the 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 academic 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 adviser.

Qualifying Examination

The qualifying examination consists of two parts: a major examination and a minor examination. Both are normally completed by the end of 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 toward the PhD. The minor examination will be more limited in scope and less advanced in content. 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 second year.
Ms. Charney (spring)

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.
Staff (fall and spring)

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.
Mr. Bourgoin (fall)

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), 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.
Mr. Bourgoin (fall), 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 take MATH 15a or 22a for credit, but not both.

Matrices, determinants, linear equations, vector spaces, eigenvalues, quadratic forms, linear programming. Emphasis on techniques and applications. Usually offered every semester.

Staff (fall and spring)

MATH 20a Techniques of Calculus: Calculus of Several Variables

[sn]

Prerequisites: MATH 10a and b. Students may take MATH 20a or 22b for credit, but not both.

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. Horozov (fall), Staff (spring)

MATH 22a Linear Algebra and Intermediate Calculus, Part I

[sn]

Prerequisite: MATH 22 placement exam and permission of the instructor. Students may take MATH 15a or 22a for credit, but not both.

MATH 22a and b cover linear algebra and calculus of several variables. The material is similar to that of MATH 15a and MATH 20b, but with a more theoretical emphasis and with more attention to proofs. Usually offered every year.

Mr. Ruberman (fall)

MATH 22b Linear Algebra and Intermediate Calculus, Part II

[sn]

Prerequisite: MATH 22a or permission of the instructor. Students may take MATH 20a or 22b for credit, but not both.

See MATH 22a for course description. Usually offered every year.

Mr. Mayer (spring)

MATH 23b Introduction to Proofs

[sn wi]

Prerequisites: MATH 15a, 20a, or 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), Mr. Lian (spring)

MATH 28a Introduction to Groups

[sn]

Prerequisites: MATH 23b and either MATH 15a or 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 second year.

Mr. Horozov (spring)

MATH 28b Introduction to Rings and Fields

[sn]

Prerequisites: MATH 23b and either MATH 15a, 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 second year.

Staff

MATH 30a Introduction to Algebra, Part I

[sn]

Prerequisite: MATH 23b and MATH 22a, or permission of the instructor.

An introduction to the basic notions of modern algebra-rings, fields, and linear algebra. Usually offered every year.

Mr. Bellaiche (fall)

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.

Mr. Lian (spring)

MATH 32a Differential Geometry

[sn]

Prerequisites: MATH 23b and either MATH 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 (spring)

MATH 34a Introduction to Topology

[sn]

Prerequisites: MATH 23b and either MATH 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.

Staff

MATH 35a Advanced Calculus

[sn]

Prerequisites: MATH 15a or 22a and MATH 20a 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.

Staff (spring)

MATH 36a Probability

[qr sn]

Prerequisite: MATH 20a 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. Kleinbock (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. Igusa (spring)

MATH 37a Differential Equations

[sn]

Prerequisites: MATH 15a or 22a and MATH 20a 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. Baykur (fall)

MATH 38b Number Theory

[sn]

Prerequisites: MATH 23b and either MATH 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 (spring)

MATH 40a Introduction to Real Analysis, Part I

[sn]

Prerequisites: MATH 23b and MATH 22a and b or permission of the instructor.

MATH 40a and b give a rigorous introduction to metric space topology, continuity, derivatives, and Riemann and Lebesgue integrals. Usually offered every year.

Mr. Fishman (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.

Mr. Mayer (spring)

MATH 45a Introduction to Complex Analysis

[sn]

Prerequisites: MATH 15a or 22a and MATH 20a 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. Mayer (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 second year.

Mr. Igusa (fall)

MATH 56a Introduction to Stochastic Processes and Models

[sn]

Prerequisites: 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.

Staff

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. Bellaiche (fall)

MATH 101b Algebra II

[sn]

Continuation of MATH 101a. Usually offered every year.

Mr. Horozov (spring)

MATH 110a Geometric Analysis

[sn]

Manifolds, tensor bundles, vector fields, and differential forms. Frobenius theorem. Integration, Stokes's theorem, and de Rham's theorem. Usually offered every year.

Mr. Adler (fall)

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.

Staff

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 (fall)

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 (spring)

MATH 121a Topology I

[sn]

Fundamental group, covering spaces. Cell complexes, homology and cohomology theory, with applications. Usually offered every year.

Mr. Baykur (fall)

MATH 121b Topology II

[sn]

Continuation of MATH 121a. Manifolds and orientation, cup and cap products, Poincaré duality. Other topics as time permits. Usually offered every year.

Mr. Igusa (fall)

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 Möbius 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.

Mr. Gessel (fall)

(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 PhD 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.

Staff

MATH 202a Algebraic Geometry I

Varieties and schemes. Cohomology theory. Curves and surfaces. Usually offered every second year.

Mr. Horozov (fall)

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.

Staff

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.

Mr. Bellaïche (spring)

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. Parker (fall)

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.

Staff

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. Lian (fall)

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.

Mr. Kleinbock (spring)

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.

Mr. Ruberman (fall)

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.

Staff

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.

Staff

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.

Mr. Ruberman (spring)

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

Staff

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 PhD degree. Specific sections for individual faculty members as requested.

Staff

Cross-Listed 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.

BIOL 51a

Biostatistics

COSI 30a

Introduction to the Theory of Computation

ECON 184b

Econometrics

ECON 185a

Econometrics with Linear Algebra

PHIL 106b

Mathematical Logic

PHYS 110a

Mathematical Physics

Courses of Related Interest
PHIL 38b

Philosophy of Mathematics

An interdepartmental program

Courses of Study:
Minor

Medieval and Renaissance Studies

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 seventeenth 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 adviser and the chair of the program to map out their particular plan of study.

Faculty

Jonathan Decter, Chair

(Near Eastern and Judaic Studies)

Bernadette Brooten

(Near Eastern and Judaic Studies)

Mary Campbell

(English and American Literature)

William Flesch

(English and American Literature)

Dian Fox

(Romance Studies)

William Kapelle

(History)

Richard Lansing

(Romance Studies)

Avigdor Levy (on leave 2008–2009)

(Near Eastern and Judaic Studies)

Charles McClendon

(Fine Arts)

Sarah Mead-Ramsey

(Music)

Michael Randall

(Romance Studies)

Benjamin Ravid

(Near Eastern and Judaic Studies)

Govind Sreenivasan

(History)

Jonathan Unglaub (on leave 2008–2009)

(Fine Arts)

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 to the core history course and electives, students choose one of the three options for fulfilling the capstone of the minor:

1. The completion of an independent study on a medieval or Renaissance topic (MEVL 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, read by at least two faculty members in the program.

3. MEVL 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.

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 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

HISP 110a

Introduction to Peninsular Spanish Literature

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)

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

MUS 131b

Music in Medieval and Early Modern Europe

NEJS 140a

History of the Jews from the Maccabees to 1497

NEJS 140b

The Jews in Europe to 1791

NEJS 149a

The Jews of Muslim and Christian Spain

NEJS 151b

Ghettos, Gondolas, and Gelato: The Italian Jewish Experience

NEJS 152a

From Inquisition to Holocaust

NEJS 152b

Anti-Judaism, Anti-Semitism, and Anti-Zionism

NEJS 157b

Medieval Jewish Philosophy

NEJS 188a

The Rise and Decline of the Ottoman Empire, 1300–1800

Elective Courses Counting as Colloquium Course

The following courses may count as medieval and Renaissance studies colloquia for the 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: Caravaggio

FREN 120a

The French Middle Ages: Before France Was France

FREN 122b

The Renaissance: When France Became France

HECS 150a

Golden Age Drama and Society

HISP 120b

Don Quijote

HISP 125b

Literary Women in Early Modern Spain

IECS 140aDante's *Divine Comedy***NEJS 179a**

Jewish Literature of the Middle Ages and Renaissance

HIST 221b

Colloquium in Early Modern European History

LAT 125a

Medieval Latin

NEJS 180a

Love and Passion in Medieval Jewish Literature and Thought

MUS 200b

Proseminar in Medieval Music

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 required and elective 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 interaction between students and faculty, formal and informal.

Thesis research leading to the PhD 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. 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 and DNA repair; developmental genetics; behavioral genetics and neural development; biophysics of single nerve cells; learning and memory; integration of neural function; immune cell differentiation and development; molecular biology of the immune system; molecular and cell architecture; organization of subcellular structures; structure and function of proteins; mammalian embryogenesis and the biotechnology of DNA diagnostics.

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 PhD 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.

Because the summer months provide an important opportunity for uninterrupted laboratory work, the molecular and cell biology program provides twelve-month stipend support for all full-time PhD students.

Faculty

Jeffrey Agar (Rosenstiel Center; Volen National Center for Complex Systems)
Mass spectrometry.

Susan Birren (National Center for Behavioral Genomics; Volen National Center for Complex Systems)
Developmental neurobiology.

Carolyn Cohen (Rosenstiel Center)
Structural molecular biology.

Paul Garrity (National Center for Behavioral Genomics; Volen National Center for Complex Systems)
Neural development and behavior.

Bruce Goode (Rosenstiel Center)
Biochemistry and genetics of yeast cytoskeleton.

Leslie Griffith (National Center for Behavioral Genomics; Volen National Center for Complex Systems)
Biochemistry of synaptic plasticity.

James Haber (Director, Rosenstiel Center) (on leave 2008–2009)
Genetics and molecular biology of yeast meiotic and mitotic recombination. Mating-type switching. Repair of broken chromosomes.

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 mutagenesis.

Michael Marr (Rosenstiel Center)
Mechanisms controlling gene expression.

Daniela Nicastro (Rosenstiel Center)
Electron tomography of cellular and macromolecular structures.

Suzanne Paradis (National Center for Behavioral Genomics; Volen National Center for Complex Systems)
Molecular mechanisms of synapse development.

Gregory Petsko (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.

Michael Rosbash (National Center for Behavioral Genomics)
RNA processing and molecular neurobiology.

Piali Sengupta (National Center for Behavioral Genomics; Volen National Center for Complex Systems), Graduate Advising Head
Behavioral and neuronal development in *C. elegans*.

Neil Simister (Rosenstiel Center)
Molecular immunology. Antibody transport.

Lawrence Wanhg (on leave 2008–2009)
Mammalian embryogenesis, gene expression in single cells, DNA amplification and *in vitro* DNA diagnostics.

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. Graduate courses are available in the areas of genetics, molecular biology, developmental biology, cell biology, structural biology, immunology, and neurobiology. A total of six graduate-level courses, which must include BIOL 103b, BIOL 101a, and one laboratory or research based course, with the balance to be agreed upon with the program adviser, are required for the degree. BIOL 105b may be taken in lieu of BIOL 101a with the permission of the program adviser. The laboratory or research component can be met by BIOL 300a and b, BIOL 155a, BIOL 298a or BIOL 299a, and is typically taken in the spring. All students are required to take CONT 300b (Ethical Practice in Health-Related Sciences), usually offered 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 at least three of the areas represented in the program, that is genetics, developmental biology, molecular biology, neurobiology, immunology, cell biology, and structural biology. The background that 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 adviser to be agreed upon by the program at the end of the first year. The adviser will assist the student in planning a well-balanced program in his/her specific field of interest. In addition, the adviser 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 PhD degree. However, students for whom English is a second language are strongly recommended to take remedial English courses.

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 by 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 by 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/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.

Courses of Instruction**(100–199) For Both Undergraduate and Graduate Students****BIOL 101a Molecular Biotechnology**

[sn]

Prerequisite: BIOL 22a.

A study of the molecular basis of DNA replication, RNA transcription focusing on molecular biology techniques such as PCR, DNA sequencing, genomics, cloning, microarrays, and siRNA and their relation to human disease research applications.

Usually offered every year.

Ms. Kosinski-Collins

BIOL 102b Structural Molecular Biology

[sn]

Prerequisites: BIOL 22a and b, 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.

Ms. Nicastro

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 PhD in molecular and cell biology with additional specialization in quantitative biology, candidates must complete (a) the requirements for the PhD 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.

BIOL 105b Molecular Biology

[sn]

Prerequisites: BIOL 22a and b.

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.

Mr. Marr 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 in understanding complex processes such as the control of DNA replication or the regulation of the cell cycle and cell differentiation. A second emphasis is on the mechanisms that preserve genetic stability and ensure accurate transmission of genetic information from generation to generation in both somatic and germ cells. Classical genetic methods and molecular genetic and genomic approaches are examined. Research papers of current and historical interest are discussed. Usually offered every second year.

Mr. Haber

BIOL 125a Immunology

[sn]

Prerequisites: BIOL 22a and b.

Topics include properties, functions of cells involved in innate and adaptive immunity; genes, structure, function of immunoglobins and T cell receptors; cell interactions; lymphocyte differentiation; genetic regulation; MHC restriction; cell interactions and signaling; tolerance and autoimmunity; vaccines; viral immunity; AIDS. Usually offered every year.

Ms. Press

BIOL 126b Protein Structure and Disease

[sn]

Prerequisites: BIOL 22a and b, 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 b.

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.

A survey of the physiology and the properties of bacteria, viruses, and other microorganisms. Topics include microbial nutrition, metabolism, growth, and genetics; immunity and other means of microbial control; pathogenicity, epidemiology, concepts in infectious disease. Selected disease-causing organisms are discussed, including problems they pose for medical control and society. Usually offered every second year.

Ms. Press

BIOL 134b Tropical Ecology

[sn oc]

Prerequisite: BIOL 23a or permission of the instructor.

Offers an in-depth look at tropical ecology focusing on the question: why are tropical regions ecologically so different from temperate and polar regions? Usually offered every second year.

Staff

NBIO 136b Computational Neuroscience

[sn]

Prerequisite: 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 multicompartment 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.

Mr. Miller

NBIO 140b Principles of Neuroscience

[sn]

Prerequisite: BIOL 22b or permission of the instructor.

Examines the 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.

Mr. Lisman

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.

Staff

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. Paradis and 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 neurodevelopmental and neurodegenerative disorders. Usually offered every second year.

Mr. Nelson

NBIO 147a Neurogenetics

[sn]

Prerequisites: BIOL 18a and BIOL 22a.

Topics include 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: roundworms, fruit flies, fish, mammals. Neurobiological areas: embryonic neural development, nerve cell differentiation and pattern formation, membrane excitability, responses to sensory stimuli, biological rhythms, and reproductive behavior. Usually offered every third year.

Ms. Paradis and Ms. Sengupta

NBIO 148b Cellular Neuroscience

[sn]

Prerequisite: NBIO 140b or permission of the instructor. May be taken concurrently with NBIO 140b.

Focuses on cellular and molecular 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. Nelson

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. Marder

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 and b and BIOL 22a and b.

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

Ms. Lovett and Mr. Morris

BIOL 160b Human Reproductive and Developmental Biology

[sn]

Prerequisites: BIOL 22a and b.

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 b.

Covers the fundamental rules of behavior of cells in multicellular organisms. Examines cellular and molecular mechanisms that govern cell growth, and 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 b.

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, and 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]

Prerequisites: BIOL 125a and permission of the instructor.

An advanced lecture- and literature-based course that focuses on a select group of microorganisms (bacteria, viruses, etc.) considered important in human disease. Topics include mechanisms/determinants of pathogenicity, immune evasion, host immune responses, vaccines, public health issues, and bioterrorism agents. Usually offered every second year.

Ms. Press

(200 and above) Primarily for Graduate Students**BIOL 200a Proseminar**

For first-year PhD students. Emphasizes the reading, analysis, and presentation of scientific papers. There is considerable emphasis on oral presentations and writing. Students will be guided toward preparing research papers and grant applications, presenting talks and posters at scientific meetings, and writing and defending PhD 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. Marr and Mr. Ren

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 health care 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. Schneider

BIOL 203a Proseminar: The Molecular Basis of Genetic Diseases

Covers the molecular basis of muscular dystrophy, fragile X syndrome, cystic fibrosis, Huntington's 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.
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 twenty to thirty 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. Usually offered every year.
Ms. Rosen-Sheidley

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. Rosen-Sheidley

BIOL 212a Genetic Counseling Internship I

Students complete a 25-30 contact day clinical genetic internship under the supervision of a genetic counselor or other qualified clinician. Students increase their knowledge of clinical genetics and master genetic counseling skills by offering genetic counseling services in a prenatal, pediatric, cancer, general, adult, or specialty clinic setting. Usually offered every summer.
Ms. Schneider

BIOL 212b Genetic Counseling Internship II

Students complete a 25-30 contact day clinical genetic internship under the supervision of a genetic counselor or other qualified clinician. Students increase their knowledge of clinical genetics and master genetic counseling skills by offering genetic counseling services in a prenatal, pediatric, cancer, general, adult, or specialty clinic setting. Usually offered every fall and spring.
Ms. Schneider

BIOL 213a Genetic Counseling Research I

In the summer semester students chose a research project, do a review of the literature and summarize key findings, and write a research proposal for a thesis project (to be done in the following fall/spring semesters). Usually offered in the summer.
Ms. Rosen-Sheidley

BIOL 213b Genetic Counseling Research II

Prerequisite: BIOL 213a.
Students are introduced to the principles and basic techniques of social science research in a series of seminars while they implement their thesis research projects. Usually offered fall and spring.
Ms. Rosen-Sheidley

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 216b Internship Seminar Series

This is a noncredit seminar required for all genetic counseling students.
Students meet once a week for a series of lectures, presentations and mock sessions that explore issues related to advanced practice in genetic counseling. Topics include advanced genetic counseling case management, Bayesian analysis, and the use of the NSGC code of ethics. Usually offered every year.
Staff

BIOL 220a Clinical Genetics II

Prerequisite: 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.
Ms. Schneider and Ms. Stoler

BIOL 224b The RNA World

Prerequisite: BCHM 100a, BIOL 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.
Staff

BIOL 236b Genetics, Law, and Social Policy

Explores advances in human genetics, the clinical and economic benefits promised by new tests, and 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 298a Readings in Molecular and Cell Biology

Usually offered every year.
Staff

BIOL 299a Master's Research Project

Usually offered every year.
Staff

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 adviser, the student plans a sequence of such tenures, each comprising nine weeks, 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 adviser, the student plans a sequence of such tenures, each comprising nine weeks, 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.
Staff

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. Miller

BIOL 350d Graduate Student Research Seminar

Usually offered every year.
Mr. Ren

BIOL 401d Dissertation Research

Independent research for PhD candidates. Specific sections for individual faculty members as requested.
Staff

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.
Staff

Cross-Listed Courses**QBIO 110a**

Numerical Modeling of Biological Systems

QBIO 120b

Quantitative Biology Instrumentation Laboratory

Department of
Music

Courses of Study:
Minor
Major (BA)
Master of Arts
Master of Fine Arts
Doctor of Philosophy

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 adviser.
- **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 adviser. 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 adviser. 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 MA in music & women's and gender studies.

Composition and Theory

The department offers three degree programs in composition and theory: MA (normally one year), MFA (normally two years), and PhD (normally two or more years following the completion of MFA 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: MA (normally one year), MFA (normally two years), and PhD (normally two or more years following the completion of MFA 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 and 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 MA in music & women's and gender studies. Topics include feminist theory, gender studies, cultural history, and the investigation of work by and about women.

How to Become a Major

Students wishing to major in music should arrange to meet with the undergraduate advising head, who will refer them to the faculty adviser 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.

A note about piano proficiency: keyboard proficiency must be demonstrated prior to graduation. Keyboard instruction under the basic piano program is offered for those students who are deficient at the keyboard. No fee is charged for this instruction and no credit is granted.

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.

Faculty

Mary Ruth Ray, Chair

Viola, Lydian String Quartet.

Martin Boykan

Composition. Analysis.

Eric Chafe, Undergraduate Adviser (History Track)

Music of Monteverdi. Bach. Wagner. Seventeenth century. Postromantic music. Twentieth-century music. Analysis.

Yu-Hui Chang, Undergraduate Advising Head

Composition. Theory and analysis.

Eric Chasalow, Graduate Program Chair (Composition)

Composition. Analysis. Electronic music.

Judith Eissenberg, Undergraduate Adviser (Cultural Studies Track)

Violin, Lydian String Quartet. Chamber music performance and analysis. Director, MusicUnitesUS.

Joshua Gordon

Cello, Lydian String Quartet. Performance and analysis.

Neal Hampton

Director, Brandeis Orchestra. Jazz history.

Allan Keiler, Graduate Program Chair (Musicology); Joint MA Adviser (Music & Women's and Gender Studies)

Nineteenth-century music. Theory and analysis. Beethoven.

Wayne Marshall

Ethnomusicology. Cultural study of music. Hip-hop. Reggaeton. Electronic popular music.

Sarah Mead-Ramsey

Director, Brandeis Early Music Ensemble. The Authenticity Question.

Bob Nieske

Director, Jazz Ensemble. Jazz bass. Jazz improvisation and composition.

James Olesen (on leave 2008–2009)

Chorus. Chamber Choir. Director, Brandeis choruses.

David Rakowski, Undergraduate Adviser (Composition Track)

Composition. Theory and analysis.

Daniel Stepner, Undergraduate Adviser (Performance Track)

Violin, Lydian String Quartet. Performance and analysis.

Vocal Instructors

Pamela Dellal, *mezzo-soprano*

Maggie Galloway, *jazz vocals*

Pamela Wolfe, *soprano*

Instrumental Instructors

Jill Dreeben, *Flute*

Laura Ahlbeck, *Oboe*

Margo McGowan, *Clarinet*

Margaret Phillips, *Bassoon*

Tom Hall, *Saxophone*

Nona Gainsforth, *French Horn*

Michael Milnarik, *Euphonium and Tuba*

Dana Russian, *Trumpet*

Jeffrey Roberts, *Jazz and Classical Guitar*

Anthony Weller, *Jazz and Classical Guitar*

Elizabeth Foulser, *Double Bass*

Robert Schulz, *Percussion*

Evan Hirsch, *Piano*

Jean Meltaus, *Piano*

Janice Weber, *Piano*

Ben Cook, *Jazz Piano*

Frances Fitch, *Harpsichord*

Christa Rakich, *Organ*

Virginia Crumb, *Harp*

Requirements for the 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 through MUS 135b.

C. One additional music course: MUS 3b, MUS 6b, or any other MUS course numbered higher than 20.

Requirements for the 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 track adviser. Students are encouraged to develop areas of interest within the track, in consultation with the respective adviser, 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 track adviser. MUS 111a and b (Private Instruction: Instrumentalists), or MUS 112a and b (Private Instruction: Voice), may be taken once only for major credit.

Electives include, MUS 6b, MUS 105a/b, MUS 106a, MUS 107a, MUS 108b, MUS 109b, MUS 190a, MUS 193a. See the full list of electives at the end of this section for electives offered outside of the music department.

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 alternative 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 track adviser. MUS 111a and b (Private Instruction: Instrumentalists), or MUS 112a and b (Private Instruction: Voice), may be taken once only for major credit. See the full list of electives at the end of this section.

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 track adviser. Music courses must number 89 or higher; MUS 111a and b (Private Instruction: Instrumentalists), or MUS 112a and b (Private Instruction: Voice), may be taken once only for major credit.

Electives include: MUS 131b–MUS 135b (exclusive of three courses meeting the history requirement), MUS 110b, MUS 150a, MUS 183b. See the full list of electives at the end of this section for electives offered outside of the music department.

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 MUS 99d (Senior Project) by petition.

Electives:

Three additional electives numbered 89 or higher, concerned primarily with issues of performance, to be approved by the track adviser. MUS 111a and b (Private Instruction: Instrumentalists), or MUS 112a and b (Private Instruction: Voice), may be taken once only for major credit.

Electives include: MUS 109b, MUS 110b, MUS 113a, MUS 116a/b, and MUS 191a. See the full list of electives at the end of this section for electives offered outside of the music department.

B. Alternative programs: At any time prior to the completion of the junior year, the student may, in consultation with his or her adviser, submit an alternative 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 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. Satisfactory completion of 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 demonstrated proficiency).

B. Satisfactory completion of 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. Satisfactory completion of 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 program chair in final form no later than December 1 for a February degree, or April 1 for a May degree. For doctoral candidates, successful completion of the general examinations may be substituted for this thesis requirement.

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 alternative).

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. Completion of a master's research paper of professional quality and length (normally twenty-five to forty pages) on a topic related to the joint degree. The paper will be read by two faculty members, one of whom is a member of the music department, and one of whom is a member of the women's and gender studies core or affiliate faculty.

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 PhD programs in music. Beginning with the second year of residence, PhD 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. Satisfactory completion of 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 program chair no later than December 1 for a February degree, or March 1 for a May degree, of the academic year in which the PhD 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 MFA except the thesis.

B. Teaching: Preparation of graduate students for teaching careers is an integral part of the PhD programs in music. Beginning with the second year of residence, PhD 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 additional courses at the graduate level, normally MUS 401d (Dissertation Research), or other courses as recommended by the faculty.

E. Dissertation proposal: fifteen- to twenty-page prospectus of the dissertation developed in consultation with the dissertation adviser and presented to the musicology 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 program chair no later than December 1 for a February degree, or March 1 for a May degree, of the academic year in which the PhD 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 MA degree in music & women's and gender studies may not apply for the MFA 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 Studio

The Brandeis Electro-Acoustic Music Studio (BEAMS) with facilities for the composition of electronic music is 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.
Staff

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 period 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 Staff

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.
Staff

MUS 4a Introduction to Chinese Music

[ca nw]

Prerequisite: Open to all students; no musical background is required.
A general introduction to this history and practice of Chinese music, with a focus on existing musical activities and their historical traces. through listening, reading, and class discussion, students explore different musical genres and gain an understanding and appreciation of Chinese music idiom, as well as a general picture of how music lives and functions in Chinese-speaking communities. Usually offered every third year.
Ms. Chang

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 will be given on the first day of instruction. Usually offered every year.
Mr. Rakowski

Special Notes Relating to the School of Creative Arts Distribution Requirement

Private Instruction and Ensembles in Fulfillment of the 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 corequisite ensemble are required to fulfill the creative arts distribution requirement.

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

MUS 10a Early Music Ensemble

Offered exclusively on a credit/no credit basis. Yields 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

Corequisite: MUS 10a,b or MUS 12a,b. Offered exclusively on a credit/no-credit basis. Yields half-course credit. Vocal experience and sight-reading skill required. A maximum of four course credits will be allowed for all enrollments in Ensemble (MUS 10a,b–MUS 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, seventeenth-century oratorios, sixteenth-century motets and madrigals, nineteenth-century lieder, and twentieth-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 half-course credit. Placement auditions will be held at the start of the semester. A maximum of four course credits will be allowed for all enrollments in Ensemble (MUS 10a,b–MUS 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 sixteenth to the twentieth 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 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 fifteen 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 music well. 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 half-course credit. Placement auditions will be held at the start of the semester. A maximum of four course credits will be allowed for all enrollments in Ensemble (MUS 10a,b–MUS 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. Students prepare independently, outside of scheduled rehearsals. Usually offered every year.
Staff

MUS 14b Orchestra

Continuation of MUS 14a. See MUS 14a for special notes and course description. Usually offered every year.
Staff

MUS 15a Wind Ensemble

Offered exclusively on a credit/no-credit basis. Yields half-course credit. Placement auditions will be held at the start of the semester. A maximum of four course credits will be allowed for all enrollments in Ensemble (MUS 10a,b–MUS 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 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 eighteenth century and closing with musical theater, jazz, and art composers from the 1920s and 1930s. Usually offered every third year.

Staff

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.

Staff

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.

Staff

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.

Ms. Chang

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 nineteenth 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 twentieth 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 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 GPA 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

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.

Mr. Keiler

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, and will compose in a simple form. 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]

Prerequisites: MUS 101a,b and 102a,b.

Corequisite: MUS 104a.

This course builds on MUS 101. New topics include chromatic harmony and an introduction to twentieth-century techniques. More extended tonal composition. The required ear-training and keyboard lab meets separately. 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

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 twentieth-century classical repertoire will be discussed. Usually offered every second year.

Mr. Boykan

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 nineteenth 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 (Laptopting)

[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 sixteenth and seventeenth 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. Yields half-course credit. Placement auditions will be held at the start of the semester.

Students registering for MUS 111a must also register for a departmental Ensemble (MUS 10a,b–MUS 15a,b, or 116a,b); MUS 111a may NOT be taken alone. A maximum of four course credits will be allowed for all enrollments in Ensemble (MUS 10a,b–MUS 15a,b) alone or Private Instructions and Ensemble together. One credit may be applied toward the major and minor in music. May be taken as a noncredit course by registering in the XC section. Studio fee: \$200 fee for majors; approximately \$650 for non-majors.

Instrumentalists will take ten one-hour, private lessons per semester in the field of early music, jazz, or classical music while participating in a departmental ensemble on that instrument. Usually offered every year. Staff

MUS 111b Private Instruction: Instrumentalists

Continuation of MUS 111a. See MUS 111a for special notes and course description.

Usually offered every year. Staff

MUS 112a Private Instruction: Voice

Offered on a credit/no-credit basis. Yields half-course credit. Placement auditions will be held at the start of the semester.

Students registering for MUS 112a,b must also register for MUS 11a,b, MUS 12a,b, or by special arrangement MUS 10a,b; MUS 112a may NOT be taken alone. A maximum of four course credits will be allowed for all enrollments in Ensemble (MUS 10a,b–MUS 15a,b) alone or Private Instruction and Ensemble together. One credit may be applied toward the major and minor in music. May be taken as a noncredit course by registering in the XC section. Studio fee: \$200 fee for majors; approximately \$650 for non-majors.

Voice students will take ten one-hour, private lessons per semester. Fundamental skills of breathing, resonating, and relaxing will be taught along with repertory appropriate to the individual student. A ten-minute jury is required in second semester. 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; MUS 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). May be repeated for credit. May be undertaken as an extracurricular, noncredit activity by registering in the XC section. Vocalists may be admitted on an individual basis and must take University Chorus or Early Music Ensemble as a corequisite. Students will be auditioned at the beginning of the semester.

Students bring his/her own theoretical knowledge, experience, instinct to music-making through study and performance of chamber music in an informal master class setting. Through coaching, readings, listening and journal entries, this course 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 ten one-hour private lessons in preparation for performance of a full recital, to be given in the spring semester, 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 fall semester. Private lessons in support of recital preparation are provided by department funds. Usually offered every year.

Mr. Stepner

MUS 117b Junior Recital II

Continuation of MUS 117a. Includes final preparation for spring full recital. Usually offered every year.

Mr. Stepner

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 ten one-hour private lessons in preparation for performance of a full recital, to be given in the spring semester, 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 fall semester. Private lessons in support of recital preparation are provided by department funds. Usually offered every year.

Mr. Stepner

MUS 118b Senior Recital II

Continuation of MUS 118a. Includes final preparation for spring full recital. Usually offered every year.

Mr. Stepner

MUS 131b Music in Medieval and Early Modern Europe

[ca wi]

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 (c.800–c.1600). 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.
Staff

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 seventeenth- and eighteenth-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.
Staff

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.
Staff

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 twentieth-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 twentieth and twenty-first 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 twentieth and twenty-first century America? Usually offered every second year.
Mr. Chasalow

MUS 150a Women and Music, Past and Present: Style, Identity, Culture

[ca]

Examines the interaction between gender and culture in shaping music and musical life. Topics will vary; refer to the Schedule of Classes. Usually offered every fourth year.
Staff

MUS 160a Digital Pop from Hip-Hop to Mashup

[ca]

Examining the role of digital technologies in contemporary popular music, this course employs hands-on projects to understand the forms and techniques of hip-hop and dancehall, techno and mashups, among others, while studying each genre in historical and cultural context. Special one-time offering, was offered fall 2007.
Mr. Marshall

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 nineteenth-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 (MUS 121a–MUS 123b, or MUS 131b–MUS 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 are 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]

Prerequisites: 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]

Prerequisites: MUS 101a and b.

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

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 tenth through the sixteenth 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 seventeenth and early eighteenth centuries. Sample topics: Monteverdi operas; tonality in seventeenth-century music; Bach and theology; the beginnings of music criticism in the eighteenth 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. Staff

MUS 205a Proseminar in Music of the Nineteenth Century

A broad study of the principal stylistic developments and musical genres of the nineteenth century. Topics include significance of Beethoven on the musical thinking of the nineteenth 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 nineteenth and twentieth 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 pretonal music, including such issues as text–music relations, tonal structures, compositional planning, use of preexisting 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, seventeenth-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 eighteenth century music. Usually offered every fourth year. Staff

MUS 218b Seminar in the Music of the Nineteenth Century

A detailed exploration of one historical, analytical, or stylistic issue of current significance to nineteenth-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 Postromantic 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 nineteenth-century music, the postromantic 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.

Staff

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 second year.

Mr. Boykan

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 second year.

Mr. Boykan

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 231b Seminar in MAX/MSP

Advanced undergraduate students should consult with the instructor. Counts as a cross-listed course for theater MFA sound design students.

Topics related to the use of the MAX/MSP graphical programming language for composition, sound design, installation, and live performance. Participants engage in individual projects and study MAX patches by established practitioners. Individual and group research and presentations are required. Usually offered every third 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 nineteenth and early twentieth centuries. Composers such as Wagner, Wolf, Debussy, early Schoenberg, Bartok, and Stravinsky. Music from the Renaissance and early baroque may also be examined. 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.

Mr. Chafe

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 twentieth-century music and the revolution in sensibility at the end of the nineteenth 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 second year.

Ms. Chang

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.

Staff

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.

Staff

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

Cross-Listed Courses

The following courses may be taken as electives for the various tracks within the undergraduate major. Enrollment in such courses should be made in consultation with track advisers.

Composition Track**FA 119a**

Sound Art Studio

FILM 100a

Introduction to the Moving Image

PHYS 29b

Electronics Laboratory II

THA 50b

Sound for Theater, Film, and Television

Cultural Studies Track**AAAS 135b**

Global Hip-Hop

AAAS 171a

Reggae Representation, Race and Nation

ANTH 1a

Introduction to the Comparative Study of Human Societies

ANTH 26a

Communication and Media

ANTH 112a

African Art and Aesthetics

ANTH 126b

Symbol, Meaning, and Reality: Explorations in Cultural Semiotics

ANTH 129b Global, Transnational, and Diasporic Communities	HIST 132b European Thought and Culture since Darwin	ECS 100b European Cultural Studies Proseminar: Making of European Modernity
ANTH 184b Cross-Cultural Art and Aesthetics	HIST 169a Thought and Culture in Modern America	ENG 47b Modern English Fiction
COEX 250a The Arts of Building Peace	IGS 10a Introduction to International and Global Studies	FA 51a Art of the Early Renaissance in Italy
ECS 100a European Cultural Studies Proseminar: Modernism	PHIL 113b Aesthetics: Painting, Photography, and Film	FA 170b Nineteenth-Century European Painting and Sculpture
ECS 100b European Cultural Studies Proseminar: Making of European Modernity	RECS 149b The Rise and Fall of Russian Modernism: Cultural and Political Revolutions, 1900–1934	FREN 135a The Nineteenth Century
ED 101b Elementary School Curriculum and Teaching: Arts, Multiculturalism, and Other Topics	SOC 120b Globalization and the Media	GER 120a German Enlightenment and Classicism
ENG 64b From Libertinism to Sensibility: Pleasure and the Theater, 1660–1800	SOC 128a Religion and Globalization	HIST 130a The French Revolution
ENG 101a Studies in Popular Culture	SOC 154a Community Structure and Youth Subcultures	HIST 147a Imperial Russia
ENG 151b Theater/Theory: Investigating Performance	WMGS 105b Feminist Theories in Historical and Cross-Cultural Perspective	RECS 148a Russian Drama: Text and Performance
ENG 177b American Popular Music and Contemporary Fiction	<hr/> History Track	<hr/> Performance Track
GECS 170a Viennese Modernism, 1890–1938	AAAS 79b Afro-American Literature of the Twentieth Century	ED 101b Elementary School Curriculum and Teaching: Arts, Multiculturalism, and Other Topics
HIST 61a Cultures in Conflict since 1300	AMST 100b Twentieth-Century American Culture	ENG 151b Theater/Theory: Investigating Performance
	AMST 169a Ethnicity, Immigration, and Race in the United States	THA 4a Acting I: The Vocal-Physical Connection

The Philip W. Lown School of Near Eastern and Judaic Studies

The Philip W. Lown School of Near Eastern and Judaic Studies is the center for programs of teaching and research in the areas of Judaic studies, ancient Near Eastern studies, Islamic and modern Middle Eastern studies, and Jewish leadership 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, and the Schusterman Center for Israel 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 the section "Research Centers and Institutes" elsewhere in this *Bulletin*.

Department of Near Eastern and Judaic Studies

Courses of Study:
Minors
Major (BA)
Combined BA/MA
Master of Arts
Doctor of Philosophy

Objectives

The Department of Near Eastern and Judaic Studies (NEJS) 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 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 PhD program is also offered in Near Eastern and Judaic Studies and sociology. On the MA level, the department offers general and specialized programs. Also, a five-year BA/MA program is available to undergraduate majors in the department. A two-year joint MA 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 MA in Jewish professional leadership and the MA in Near Eastern and Judaic Studies is available.

How to Become a Major

Students who wish to major in Near Eastern and Judaic Studies meet with the undergraduate advising head and are assigned a faculty adviser in accordance with their individual areas of interest. Together with their adviser, 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.

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 (on leave 2008–2009)

Languages and cultures of ancient Mesopotamia. Ancient Near Eastern religions.

Guy Antebi

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 (on leave 2008–2009)

Yiddish language and literature.

Reuven Kimelman

Talmud. Midrash. Liturgy.

Jon Levisohn (on leave 2008–2009)

Jewish education.

Avigdor Levy (on leave 2008–2009)

Middle Eastern studies.

Joseph Lumbard

Classical Islam.

Kanan Makiya

Middle Eastern studies.

Antony Polonsky (on leave 2008–2009)

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 Adviser (on leave fall 2008)

Modern Jewish history and thought.

Esther Shorr (on leave spring 2009)

Hebrew language.

Ilana Szobel

Modern Hebrew literature.

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), Jacob Cohen (AMST), Gordon Fellman (SOC), Gregory Freeze (HIST), Patricia Johnston (CLAS), Edward Kaplan (ROMS), Ann Koloski-Ostrow (CLAS), Wellington Nyangoni (AAAS), Joseph Reimer (HRNS), Shulamit Reinhartz (SOC), Sharon Rivo (National Center for Jewish Film), Stephen Whitfield (AMST).

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 be in "Modern and Contemporary Jewish Studies" (see section C of the Judaic Studies track of the NEJS major below) and one course must be either in "Biblical and Ancient Near Eastern Studies" or in "Early Post-Biblical Judaism, Early Christianity, Classical Islam, Rabbinic, and Medieval Jewish Studies."

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 toward 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 adviser 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 adviser 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. Nonresident credit for purpose (not numeric course credit) may be granted for summer Ulpan programs at qualifying Israeli university programs, based on the approval of the Director of Hebrew and Arabic Languages in conjunction with the Study Abroad Office.

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 (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.

Requirements for the Major

The department offers two parallel tracks for the major, Judaic Studies; Bible and Ancient Near Eastern Studies.

Judaic Studies Track

A. Students must complete NEJS 5a (Foundational Course in Judaic Studies) as early as possible in the major. This course is usually offered every fall. 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- 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 NEJS⁵a.

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 requirement 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:

Biblical and Ancient Near Eastern Studies:
NEJS 8a, 9a, 29a, 101a, 101b, 102a, 104a, 104b, 106a, 106b, 110b, 111a, 111b, 112a, 113a, 113b, 114b, 115a, 115b, 116a, 117b, 118b, 119a, 121b, 122a, 122b, 123b, 184a

Early Post-Biblical Judaism, Early Christianity, Classical Islam, Rabbinic, and Medieval Jewish Studies:
NEJS 3a, 25a, 55a, 59b, 123b, 125b, 126a, 126b, 127a, 127b, 128a, 128b, 130a, 130b, 139a, 140a, 140b, 144a, 149a, 149b, 151b, 152a, 152b, 155a, 157b, 158a, 166a, 166b, 167b, 172b, 179a, 179b, 180a, 184a, 186a, 188a, 190b, 191a, 196a, 196b, 199a, IMES 104a

Modern and Contemporary Jewish Studies
NEJS 29a, 35a, 75a, 75b, 133a, 135a, 136a, 136b, 137a, 137b, 138a, 141a, 141b, 142a, 144a, 145a, 146a, 149b, 150b, 151a, 152a, 153a, 153b, 158a, 159a, 160b, 161a, 162a, 162b, 163a, 164a, 164b, 165a, 165b, 166a, 166b, 167a, 170a, 172a, 173b, 174a, 175a, 175b, 176a, 176b, 177a, 178a, 179b, 180b, 181a, 181b, 182a, 184a, 185a, 185b, 187a, 187b, 188b, 189a, 190a, 191b, 192a, 193a, 194a, 195a, 195b, 197b, 198b, 199b, YDSH 10a, 20b, 30a, 40b

D. In addition, students must complete the following three Hebrew language requirements:

1. Any fourth-semester Hebrew course except HBRW 41a. 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, 122b, NEJS 10a, 25a, 110b, 114b, 115a, 117b, 118b, 121b, 122b, 123b, 125b, 126a, 126b, 127b, 172b, 179a, 180a.
3. One course in modern Hebrew literature from among the following: HBRW 123a, 123b, 143a, 143b, 144a, 146a, 164b, 166b, 167b, NEJS 177a, 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 requirement 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 and Cuneiform; (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, philosophy, or literary theory), to be determined in consultation with the student's adviser.

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, HBRW 122a and b. (NEJS 10a 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 adviser. Those proposing to seek honors must 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.

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. Nonresident credit for purpose (not numeric course credit) may be granted for summer Ulpan programs at qualifying Israeli university programs, based on the approval of the Director of Hebrew and Arabic Languages in conjunction with the Study Abroad Office.

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.

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) 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 92a toward their major or minor. Students doing summer internships may register for course credit in the following fall semester. A minimum of a B+ GPA in NEJS courses is required for eligibility. For additional information, please contact the undergraduate advising head.

NEJS 92a 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 internship contract at www.brandeis.edu/registrar/forms should be used as a basis. This contract should at a 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 and b.

Additional information and forms may be found on the NEJS Web site.

Requirements for the Degree of Bachelor of Arts/Master of Arts in Near Eastern and Judaic Studies

Brandeis undergraduates who are NEJS or IMES majors are invited in their senior year to apply for admission to the five year BA/MA. Students must complete all requirements for the BA at the end of the fourth year, including the successful completion of the major in NEJS or IMES.

Program of Study

Fourteen courses are required:

A. Internal transfer credit: seven Brandeis undergraduate courses (NEJS, IMES, and/or approved cross-listed courses) numbered 100 or above for which grades of B- or higher have been earned.

B. Seven courses taken in the fifth year: four approved NEJS courses taught by NEJS faculty and three approved electives. Approved undergraduate language courses may be taken and count toward the required three electives.

C. Successful completion of one of the following: a comprehensive examination, a culminating project, or a master's thesis.

Resident Requirement

One year of full-time residence (the fifth year) is required subsequent to completing the BA.

Language Requirement

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

Requirements for the Degree of Bachelor of Arts/Master of Arts in Near Eastern and Judaic Studies & Women's and Gender Studies

Brandeis undergraduates who are NEJS or IMES majors with either a second major in WMGS or a minor in WMGS are invited in their senior year to apply for admission to the BA/MA joint degree in Near Eastern and Judaic Studies & Women's and Gender Studies. Students must complete all requirements and earn the BA, including the successful completion of the major in NEJS or IMES prior to the start of the one-year master's program.

Program of Study

Fourteen courses are required:

A. Internal transfer credit: seven Brandeis undergraduate courses (NEJS, IMES, WMGS, and/or approved cross-listed courses) numbered 100 or above for which grades of B– or higher have been earned.

B. Seven courses taken in the fifth year: four approved NEJS electives and three WMGS courses approved by the program adviser. Between the BA and the MA, the following WMGS courses must be completed: a course in feminist research methodologies (WMGS 198a, the Feminist Inquiry course offered through the Graduate Consortium in Women’s Studies, or an alternative), WMGS 205a or another course designated as a graduate foundational course in women’s and gender studies, and two elective courses in WMGS, one inside and one outside the NEJS department.

C. Successful completion of one of the following: a comprehensive examination, a culminating project or a master’s thesis. If a master’s thesis encompasses both a NEJS and a WMGS component it will satisfy requirement E below.

D. Participation in a fall semester noncredit Women’s and Gender Studies Graduate Proseminar.

E. Joint MA paper requirement: completion of a master’s research paper of professional quality and length (normally twenty-five to forty pages) on a topic related to the joint degree. The paper will be read by two faculty members, one of whom is a member of the Near Eastern and Judaic Studies department, and one of whom is a member of the women’s and gender studies core or affiliate faculty.

Resident Requirement

One year of full-time residence (the fifth year) is required subsequent to completing the BA.

Language Requirement

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

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 MA language examination (HBRW 102a and b and below, or ARBC 40b and below) among these eight courses, but may include them among the required fourteen courses. Students must obtain prior approval from the MA adviser before taking courses outside of NEJS. 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 MA adviser, 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 adviser(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. The Hebrew language requirement may be fulfilled in one of two ways:

1. By enrolling in and receiving a grade of B– or higher in a 40-level or higher Hebrew or Arabic course, or by passing a classical Hebrew text course;
2. By passing the language examination that is offered in April of every year.

Capstone

All candidates for the MA are required to complete a culminating assignment. Students must select one of the following culminating assignments:

1. Write an MA thesis.
2. Complete a significant final project.
3. Take an oral examination.

The thesis is typically fifty to one hundred pages and involves original research. A final project might involve creating a curriculum, curating an exhibit including writing a catalogue, and/or creating a Web site. The one-hour oral examination typically tests factual knowledge, analytical skills, and ability to synthesize relevant material. Further details may be found on the NEJS Web site.

Requirements for the Hornstein–Near Eastern and Judaic Studies Dual MA Program**Hornstein–Near Eastern and Judaic Studies Dual MA Program****Program of Study**

This program prepares future Jewish leaders to understand contemporary issues within the context of Jewish history, culture, and tradition. The program provides the knowledge, research skills, and practical tools necessary to envision and help shape twenty-first-century Jewish life. Graduates of this dual-degree program receive a Master of Arts in Jewish Professional Leadership from the Hornstein Program, and a Master of Arts from the Department of Near Eastern and Judaic Studies.

Degree Requirements

The dual degree requires eighty course credits, usually completed in five semesters, including the summer between years one and two. Approximately thirty-two credits are taken as Hornstein courses, thirty-six credits taken as NEJS courses, eight credits as electives and the remaining four credits are earned for the final project.

In the NEJS department, students take nine graduate-level (100-level or higher) NEJS or HBRW courses (thirty-six credits), including at least one pre-modern course. In the Hornstein Program, students take approximately thirty-two Hornstein credits that focus on contemporary issues and professional perspectives. Completing the overall curriculum are four credits for a final project and eight elective credits from outside Hornstein/NEJS which students select with the input of their advisers. These electives may be taken in Heller, IBS, psychology, sociology, cultural production, or other departments or programs.

A series of required cocurricular learning experiences complements the coursework, 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 advisers from Hornstein and NEJS.

Supervised Professional Field Experience

Supervised professional field experience forms part of the Hornstein program. It is designed to immerse students in the best professional practices within the Jewish community, to help students refine their practical skills, learn to turn theory into action, and become self-reflective and effective practitioners.

Field experience usually takes place in the summer and/or second year of the program and usually consists of approximately 125–250 hours of work managing a project jointly created by the student, the Hornstein faculty, and the supervisor in the field organization.

Foster Seminar in Israel on Contemporary Jewish Life

Students travel to Israel as a required part of the curriculum to examine contemporary issues in Israeli society and its relationship with diaspora communities.

Language Requirement

All candidates are required to demonstrate proficiency in modern Hebrew at a level comparable to two years of Brandeis training in order to graduate. Students not meeting this requirement upon entrance are required to enroll in courses in Hebrew language during their academic residency. Students may fulfill the Hebrew language requirement by passing (B- or above) a 40-level or higher Hebrew course

Final Project

Students must complete a master's project that reflects and integrates their study in this joint program.

Cocurricular Requirements**Hornstein Leadership Forum**

Meeting regularly throughout the year, this required forum brings innovative Jewish leaders into an intimate setting with Hornstein students for conversations about what makes a Jewish leader. Leaders share their vision for the coming generation of Jewish leadership and pose "real-life" scenarios from their experiences, challenging students to think through with the leader and one another possible responses. Students are involved in the planning and coordination of the seminar.

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 leadership with an outstanding leader of the Jewish communal world.

Residence Requirement

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

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 MA degree program must first be admitted to the MA 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 adviser and by the NEJS women's and gender studies adviser.

E. Participation in a fall semester noncredit Women's and Gender Studies Graduate Proseminar.

F. Joint MA paper requirement: completion of a master's research paper of professional quality and length (normally twenty to forty pages) on a topic related to the joint degree. The paper will be read by two faculty members, at least one of whom is a member of the Near Eastern and Judaic Studies department, and at least one of whom is a member of the women's and gender studies core or affiliate faculty.

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 MA adviser, 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 PhD 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 of the requirements for admission into that program and acceptance by that program's faculty. Movement from one adviser to another within a program is likewise dependent upon the consent of the new adviser.

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 adviser in consultation with the student's adviser.

Teaching Requirement

As part of the graduate training program in NEJS, all PhD 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 adviser(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 Web site.

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 Web site for details.

All exams, including the Hebrew and Arabic exams, are composed by the students' advisers. The formats for these exams differ throughout the department, but they are typically three-hour examinations, where a dictionary may be used. Typically, some part of a scholarly article must be translated. The questions and answers for this examination are all in English. Copies of prior examinations are available for students to consult.

Candidates are not normally admitted to the PhD 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 MA in NEJS.

Comprehensive Examinations

All candidates for the PhD are required to pass several comprehensive examinations. Specific requirements vary from program to program. Details may be obtained from the department Web site. 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 Web site.

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

Program of Study

Students must complete a total of twenty-one courses. Nine of these courses should be offered by the sociology department (comprising at least four graduate seminars plus the Approaches to Social Research Proseminar, which is required during each semester of course work following matriculation into the joint degree program). At least one of these sociology courses must be in theory. Additionally, 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 advisers.

Advising

Students are assigned advisers from the sociology department and from the NEJS department. Both advisers will work with the student to assure appropriate course coherency. An interdepartmental meeting between both advisers 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 advisers.

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 advisers 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 delineating 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 advisers 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, the proposal 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, or 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 anti-Semitism; 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 second year.

Mr. Decter

NEJS 5a Foundational Course in Judaic Studies

[hum]

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 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]

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. 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. Rosen

NEJS 25a Introduction to Talmud

[hum]

Prerequisite: A 30-level Hebrew course or the equivalent is recommended.

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

[ss hum]

Open to all students.

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.

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]

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 75a Yiddish Literature: From Myth to Modernism

[hum wi]

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.

Introduces students to Yiddish fiction, poetry, and drama created in the nineteenth and twentieth 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 nineteenth and early twentieth 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 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

(100–199) For Both Undergraduate and Graduate Students**NEJS 101a Elementary Akkadian**

[hum]

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 or the equivalent. 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]

Prerequisites: HBRW 30a, NEJS 10a, ARBC 30a, or permission of the instructor.

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 30a, NEJS 10a, ARBC 30a, 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, NEJS 10a, 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. Recent topics have included readings in the prophets. Usually offered every third year.

Mr. Abusch or Mr. Wright

NEJS 111a The Hebrew Bible/Old Testament

[wi hum]

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 year.

Mr. Brettler

NEJS 111b History of Israelite Religion

[hum]

Prerequisites: HBRW 122a or b, NEJS 10a, 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 eleven, 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, NEJS 10a, 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; and 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, NEJS 10a, 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, NEJS 10a, 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. This course 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.

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, NEJS 10a, 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, NEJS 10a, 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 119a The Torah: Composition and Interpretation

[hum wi]

Prerequisite: NEJS 10a or equivalent.

Explores Hebrew texts in the Torah or Pentateuch, examining their nature as collections of distinct documents or sources, many of which have a long prehistory, as well as the implications of this compositional model for their interpretation. Usually offered every third year.

Mr. Brettler

NEJS 121b Biblical Poetry: Love and Death

[hum]

Prerequisite: NEJS 10a, HBRW 122a 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 the *Schedule of Classes* for current topic. Usually offered every third year.

Mr. Brettler

NEJS 122a Magic and Witchcraft in the Ancient Near East

[hum nw]

Examines magical literature, rituals, and beliefs in the ancient Near East, especially Mesopotamia. Topics such as demonology, illness, prayer, and exorcism are covered; special attention is paid to witchcraft. This course is organized around the close reading of ancient texts. Usually offered every third year.

Mr. Abusch

NEJS 122b Biblical Narrative Texts: The Historical Tradition

[hum]

Prerequisite: HBRW 122a or b, NEJS 10a, 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 or Mr. Decter

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.

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, the 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.

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]

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 inter-relationships 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]

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 (nontextual) culture of American and European Jews since 1600.

Analyzes how objects, architecture, visual images, bodies, museums, and memorials 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]

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]

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]

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.

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

[hum ss]

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 and Mass Killing in the Twentieth Century

[hum]

Prerequisites: Basic knowledge of twentieth-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. Usually offered every fourth year.

Mr. Polonsky

NEJS 139a Philosophers, Poets, and Mystics: Jewish Intellectuals in the Middle Ages

[hum]

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, the influence of Islamic and Christian 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]

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, anti-Semitism, emigration, and current events. Usually offered every second year.

Ms. Freeze

NEJS 142a Modern History of East European Jewry

[hum]

A comprehensive survey of the history (economic, sociopolitical, and religious) of the Jewish communities in Eastern Europe from the middle of the eighteenth 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 145a History of the State of Israel

[hum]

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, anti-Semitism, identity, and assimilation. Usually offered every second year.

Mr. Sarna

NEJS 149a The Jews of Muslim and Christian Spain

[hum]

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 toward the NEJS major or minor with the written permission of the instructor.

Surveys the history of Poland from the middle of the eighteenth 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, Wartime England, and the Postwar 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; and 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, attitude of church and state toward Jews, ghetto, Jewish merchants and moneylenders, Renaissance and the Jews, Marranos and the Inquisition, *raison d'etat*, emancipation, Holocaust, and communities today. 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 anti-Semitism 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, Anti-Semitism, 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 eighteenth 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 nineteenth and twentieth 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 157b Medieval Jewish Philosophy

[hum]

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 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 German-Jewish Thought

[hum]

Traces the development of German thought from the late eighteenth to the twentieth 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 third year.

Ms. Fishman

NEJS 161b Representations of the City in Literature, Art, and Architecture

[hum nw]

The city is an artifact housing a community of anonymous persons, one that has carried great creative and destructive potential across the ages. Works of the imagination—in literature, theology, and architecture—expose unquantifiable dimensions of that potential. Examines ten such works with a view to what the city has been, is today, and can become. Usually offered every second year.

Mr. Makiya

NEJS 162a American Judaism

[hum ss wi]

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 the publication of 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

[hum ss]

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 twentieth 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 year.

Ms. Fishman

NEJS 165a Analyzing the American Jewish Community

[hum qr ss]

Prerequisites: NEJS 161a, 162a, 164a, or 164b.

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.

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 167b Jewish Women and Gender in Europe

[hum]

Examines Jewish women's experiences from antiquity to World War II through the lens of gender. Themes include the construction of gender roles and hierarchies in the family, religion, economic life, and the public arena; sexuality and reproduction; sociability and education—primarily in Europe. Usually offered every second year.

Ms. Freeze

NEJS 170a Studying Sacred Texts

[hum]

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 fourth 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 173b American Jewish Writers in the Twentieth Century

[hum]

American Jewish fiction in the twentieth 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 174a Reading Israel from the Margins: An Exploration of the Self in Modern Hebrew Literature

[hum]

Prerequisite: HBRW 141a, 143a, 144a, 146a or permission of the instructor.

An exploration of poetics and identity in modern Hebrew literature. By offering a feminist and psychoanalytic reading of various Hebrew texts, this seminar explores questions of self, identity, visibility, and marginality in the Israeli context. Usually offered every second year.

Ms. Szobel

NEJS 174b Line of Resistance: Israeli Women Writers on War and Peace

[hum]

Prerequisite: HBRW 141a, 143a, 144a, 146a, or permission of the instructor. Course is taught in Hebrew.

An exploration of nationalism and gender in Modern Hebrew literature. By discussing various Hebrew texts and Israeli works of art and film, this course explores women's relationship to Zionism, war, peace, the state, politics, and processes of cultural production. Usually offered every second year.

Ms. Szobel

NEJS 175a Jewish Women in Eastern Europe: Tradition and Transformation

[hum]

Examines women's roles in nineteenth- and twentieth-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]

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]

Best suited for students with strong reading skills and 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.

Ms. Fishman

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 177a Representing the Holocaust in Hebrew Literature

[hum]

A broad survey of Holocaust writings in Modern Hebrew literature. Examines the psychological, social, moral, and aesthetic challenges involved in representing the Holocaust in Israeli context through literary texts, theoretical research, works of art, and film. Usually offered every third year.

Ms. Szobel

NEJS 178a When a Man Loves a Woman: Love, Power, and Gender in Modern Hebrew Literature

[hum]

Taught in Hebrew. Prerequisite: HBRW 141a, 143a, 144a, or 146a or permission of the instructor.

Explores questions of romance, gender, marriage, and jealousy in the Israeli context by offering a feminist and psychoanalytic reading of Hebrew texts, works of art, and film. Usually offered every third year.

Ms. Szobel

NEJS 179a Jewish Literature of the Middle Ages and Renaissance

[hum]

Prerequisite: HBRW 40a, NEJS 10a, or equivalent.

An introduction to the Hebrew literature 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 180b (Re) Imagining Israel: Narrative, Identity, and Zionism in Hebrew Literature

[hum]

Main trends and myths in modern Hebrew literature. By reading both hegemonic and peripheral Hebrew texts, the course examines various aspects of Zionist/national discourse and will present a multilayered picture of Israeli culture through different voices and mediums. Usually offered every second year.

Ms. Szobel

NEJS 181a Jews on Screen

[hum]

Open to all students.

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.

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]

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 reflect and help to shape shifting definitions of the American Jew. Usually offered every third year.

Ms. Fishman

NEJS 184a Introduction to Jewish Museum Studies

[hum]

Using readings, case studies, field trips, and class discussions, this course gives students introductory theoretical, historical, bibliographic, and hands-on skills for interpreting and producing exhibitions, museums, and historic sites in American, Europe, and Israel. Usually offered every second year.

Ms. Smith

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.

Discusses the processes that led to the emergence of the modern Middle East: disintegration of Islamic society, European colonialism, reform and reaction, and the rise of nationalism and the modern states. Usually offered every second year.

Staff

NEJS 186a Introduction to the Qur'an

[hum nw wi]

Traces the history of the Qur'an as text, its exegesis, and its role in inter-religious polemics, law, theology, and politics. Examines the role of the Qur'an in modern Islamic movements. Usually offered every second year.

Mr. Lombard

NEJS 187a Political Islam

[hum nw]

Traces the recent reemergence 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.

Staff

NEJS 187b Shi'ism and Political Protest in the Middle East

[hum nw]

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.

Staff

NEJS 188a The Rise and Decline of the Ottoman Empire, 1300-1800

[hum nw ss]

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, and 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]

Examines the historical processes that led to the destruction of the Ottoman Empire and the rise of new nation-states in the Balkans and the Middle East: nationalism, European imperialism, and Ottoman reform and its ultimate failure. Usually offered every second year.

Mr. Levy

NEJS 189a The Arab-Israeli Conflict

[hum ss]

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.

Staff

NEJS 190a Describing Cruelty

[hum wi]

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 190b Islamic Philosophy

[hum]

An examination of the development and teachings of the Islamic philosophical tradition, covering its development from the Greek philosophical tradition and in response to Islamic teachings, and the relationship between Islamic philosophy and theology up to the Safavid period. Usually offered every second year.

Mr. Lombard

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 191b Messianism and the State of Israel

[hum]

Messianism is an important component in Jewish history. This course examines the messianic idea as a religious, political, and sociological phenomenon in modern Jewish history. Examining how the messianic narrative entered Jewish political discourse enables a critical discussion of its role in Zionist activities as an example of continuity or discontinuity with an older tradition. Usually offered every year.

Mr. Inbari

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]

Prerequisites: A 30-level Hebrew and a 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 193b Fundamentalism in Comparative Perspective

[hum]

Examines the phenomena of religious radicalism in comparative perspective—Judaism, Christianity, and Islam. Focuses on the religious players in the Middle East conflict, with special attention to the role of Jerusalem as a focus for religious extremism. Special two-time offering, spring 2008 and 2009.

Mr. Inbari

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 194b Sufi Teachings

[hum]

Prerequisite: IMES 104a or NEJS 186a or a course on Islam.

An examination of the teaching and practices of the Sufi tradition. Explores the foundations of Sufism, its relation to other aspects of Islam and the development of Sufi teachings in both poetry and prose. Usually offered every second year.

Mr. Lombard

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. Usually offered every fourth year.

Staff

NEJS 197b Political Cultures of the Middle East

[wi nw hum]

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 second year.

Mr. Makiya

NEJS 198b Modern Islamic Thought: The Eighteenth Century through the Contemporary Era

[hum]

An analysis of major trends in Islamic thought—Sunni, Shi, and Sufi—beginning with eighteenth-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 199b Contemporary Islamic Thought and Practice

[hum]

An overview of the major issues and trends in contemporary Islamic thought and practice. Explores themes including scriptural interpretation, worship and devotion, Islamic law, human rights, social justice, visions of religious leadership, democracy, extremism, representations of Islam, and globalization and transnational networks. Case studies of the United States and Europe, examining moderate and extremist voices, are used as the future of Islam is considered. Usually offered every second year.

Staff

(200 and above) Primarily for Graduate Students**NEJS 200a Akkadian Literary Texts I**

Prerequisite: NEJS 101b or permission of the instructor.

Usually offered every second year.

Mr. Abusch

NEJS 200b Akkadian Literary Texts II

Prerequisite: NEJS 200a or permission of the instructor.

Usually offered every second year.

Mr. Abusch

NEJS 202a Akkadian Mythological/Religious Texts I

Prerequisite: NEJS 101b or permission of the instructor.

Usually offered every second year.

Mr. Abusch

NEJS 202b Akkadian Mythological/Religious Texts II

Prerequisite: NEJS 202a or permission of the instructor.

Usually offered every second year.

Mr. Abusch

NEJS 206a Intermediate Ugaritic

Prerequisite: NEJS 106b.

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.

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.

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 210b Studing the Hebrew Bible

Open to students in the MAT program (Jewish Day School) and Hornstein students only.

Focuses on the work of reading Biblical texts. Students will learn different orientations to Bible study, including literary criticism and source criticism, and apply them to Biblical texts that contain central Jewish ideas. Usually offered every year in the summer.

Ms. Tanchel

NEJS 231a Current Trends in Jewish Studies

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

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

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 may enroll by permission of the instructor. Usually offered every third year.

Ms. Fishman

NEJS 234a Major Themes in Jewish Studies: Jews and their Neighbors

Traces the major theme of "Jews and their neighbors" in Jewish life from biblical times to the present while utilizing sources and methods to developed students' analytical skills and acquaint them with different historical eras and approaches. Usually offered every second year.

Mr. Sarna

NEJS 235b Philosophy of Jewish Education

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

Mr. Levisohn

NEJS 236a Seminar on Modern Jewish History and Historiography

Strongly recommended for all graduate students in Judaic studies.

Aims to introduce students to the emergence of history as an academic discipline in the nineteenth century and to provide some acquaintance with the classics of historical scholarship. It will also examine the emergence of Jewish historiography and analyze critically the works of the major Jewish historians. In addition, it will assess the contributions of the "new" historians to historical understanding and see how far their insights can aid in the study of key problems in Jewish history.

Usually offered every second year.

Mr. Polonsky

NEJS 253a Zionism and Its Critics: Contested Visions of Jewish Nationalism

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 285a Social History of the Middle East

Explores the major social transformations that have marked Middle Eastern history in the nineteenth and twentieth 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.

Staff

NEJS 285b Conflict and Controversies in Israeli History

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 287a Seminar on Nationalism and Religion in the Middle East

Examines major issues in the development of nationalism and its interaction with religion in the Arab countries, Israel, Turkey, and Iran in the twentieth century. Topics vary from year to year. Usually offered every second year.

Mr. Levy

NEJS 289a Seminar: States and Minorities in the Middle East

Examines major issues in the relations between the state and ethnic and religious minorities in the Arab countries, Israel, Turkey, and Iran in the twentieth 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 or the equivalent. Explores some of the ways in which Middle Eastern writers (Arabs and Israelis) have treated major episodes and foundation myths in the twentieth 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.

Staff

NEJS 293a The Question of Palestine

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. Usually offered every fourth year.

Staff

NEJS 298a Master's Project

Specific sections for individual faculty members as requested.

Staff

NEJS 299a Master's Thesis

Specific sections for individual faculty members as requested.

Staff

NEJS 299b Master's Thesis

Specific sections for individual faculty members as requested.

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 346a Readings in Biblical Hebrew and Related Studies**
Mr. Brettler
- 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**
Staff
- NEJS 351a Readings in Visual Culture and Religion**
Ms. Smith
- NEJS 352a Readings in the History of American Jewish Education**
Mr. Sarna
- NEJS 356a Readings in American Jewish Museum Studies**
Mr. Sarna or Ms. Smith
- 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 362b NEJS 362b Readings in Polish-Jewish Relations**
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 364a Yiddish Readings: Works of Chaim Grade and Isaac Bashevis Singer**
Ms. Kellman
- NEJS 364b Yiddish Readings in Post-Holocaust History**
Ms. Kellman
- NEJS 365a Yiddish Readings: Modernist Prose Fiction**
Ms. Kellman
- NEJS 366a Doctoral and Postdoctoral 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 379b Readings in Al-Ghazali**
Mr. Lumbard
- 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 383a Readings in Medieval Islam
Mr. Lumbard

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
Mr. Decter

NEJS 392a Readings in Arab Nationalism
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 396a Jewish Experience and Thought
Mr. Sheppard

NEJS 396b Readings in Israel Studies
Mr. Troen

NEJS 397a Readings in Jewish Women's Memoirs
Mr. Sheppard

NEJS 397b Readings on Middle Eastern Memory
Mr. Makiya

NEJS 398a History of Zionist Thought
Mr. Sheppard

NEJS 401d Dissertation Colloquium
Independent research for the PhD. Specific sections for individual faculty members as requested.
Staff

Cross-Listed Courses

AMST 121a
The American Jewish Woman: 1890–1990s

ANTH 118b
Peoples and Societies of the Middle East

ANTH 149a
Archaeology of Egypt and Canaan in Ancient Times

BISC 2b
Genes, Culture, History: A Case Study

FA 153a
Israeli Art

F ECS 147a
Jewish Identities in France since 1945

GECS 155a
Modern German Jewish History

IMES 104a
Islam: Civilization and Institutions

WMGS 140a
Diversity of Muslim Women's Experience

An interdepartmental program

Neuroscience

Courses of Study:
Major (BA/BS)
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 MS and PhD 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 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 PhD student will consist of laboratory rotations and dissertation research as well as formal courses. Students pursuing the MS degree typically take graduate-level courses and do either laboratory research or an in-depth library-based thesis.

How to Become a 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 adviser 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 PhD 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)

Jeffrey Agar

(Chemistry; Rosenstiel Center; Volen National Center for Complex Systems)

Susan Birren, Undergraduate Advising Head

(Biology; National Center for Behavioral Genomics; 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; National Center for Behavioral Genomics; Volen National Center for Complex Systems)

Leslie Griffith, Graduate Advising Head

(Biology; National Center for Behavioral Genomics; 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 (on leave 2008–2009)

(Biochemistry; Volen National Center for Complex Systems)

Paul Miller

(Biology; Volen National Center for Complex Systems)

Sacha Nelson

(Biology; National Center for Behavioral Genomics; Volen National Center for Complex Systems)

Daniel Oprian

(Biochemistry; Volen National Center for Complex Systems)

Suzanne Paradis

(Biology; National Center for Behavioral Genomics; Volen National Center for Complex Systems)

Joan Press

(Biology; Rosenstiel Center; Senior Honors Coordinator)

Michael Rosbash

(Biology; National Center for Behavioral Genomics)

Robert Sekuler

(Psychology; Volen National Center for Complex Systems)

Piali Sengupta

(Biology; National Center for Behavioral Genomics; Volen National Center for Complex Systems)

Gina Turrigiano

(Biology; National Center for Behavioral Genomics; Volen National Center for Complex Systems)

Arthur Wingfield

(Psychology; Director, Volen National Center for Complex Systems)

Requirements for the 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 51a (Biostatistics), NBIO 136b (Computational Neuroscience), NPHY 115a (Dynamical Systems, Chaos, and Fractals), 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 BA in neuroscience, or Option II, leading to a BS in neuroscience.

Among courses offered to fulfill the requirements of this concentration, no course may be taken pass/fail and no more than one grade of D in a semester course will be allowed.

Option I: The BA 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 the courses listed below under neuroscience electives—at least two courses must be selected from Group 1 and two from Group 2. Students must also take at least nine semester courses from the basic science electives.

Neuroscience Electives

Group 1: NBIO 136b (Computational Neuroscience), 143b (Developmental Neurobiology), 145b (Systems Neuroscience), 146a (Neurobiology of Disease), 147a (Neurogenetics), 148b (Cellular Neuroscience), 150a (Autism and Human Developmental Disorders), BIOL 149b (Molecular Pharmacology), NPHY 115a (Dynamical Systems, Chaos, and Fractals), QBIO 110a (Numerical Modeling and Biological System), QBIO 120b (Quantitative Biology Instrumentation Laboratory).

Group 2: NPSY 11b (Introduction to Behavioral Neuroscience), 12a (Sensory Processes), 16a (Motor Control), 22b (Introduction to Cognitive Neuroscience), 120b (Man in Space), 125a (Advanced Topics in Perception and Adaptation), 128b (Motor Control, Orientation, and Adaptation), 137b (Cognitive Modeling), 154a (Human Memory), 159a (Advanced Topics in Episodic Memory), 168b (Electrophysiology of Human Memory), 174b (Visual Cognition), 175b (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), 42a (Physiology), 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 99a and b (Senior Research) for one of the remaining two courses. Students must enroll in all laboratories that accompany electives used to satisfy these requirements.

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 BS Degree in Neuroscience

The BS 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 BS must also take at least ten 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 99a and 99b 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 BS/MS Program

Candidates for honors in neuroscience may be admitted to a special four-year BS/MS 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 the research sponsor, and a brief description of the proposed research project. To qualify for the BS/MS degree in neuroscience, students must complete a total of thirty-eight courses. These courses must include those needed to satisfy the requirements for the BS degree, as indicated above, plus three additional electives chosen from the neuroscience electives listed above. Of the ten electives required for the BS/MS 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 exams 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 MS in neuroscience if they complete six graduate-level courses in neuroscience. The six courses must include NBIO 140b and one laboratory or research-based course, 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. The laboratory research based course should be chosen in consultation with the neuroscience advising head from NEUR 298a/b, NEUR 299a/b, NEUR 300d or BIOL 155a and is typically taken in the spring. All students are required to take CONT 300b (Ethical Practice in Health-Related Sciences), usually offered in the spring. All students should enroll in NBIO 306d (Topics in Neurobiology).

Residence Requirement

The minimum residence requirement for the MS 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 course work 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).

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.

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]

Prerequisite: 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 16a Motor Control

[sn ss]

Prerequisites: PSYC 1a and MATH 10a, or permission of the instructor.

Surveys control of vertebrate posture and movement from various perspectives including muscle properties, reflex organization, central pattern generation, spatial representations, learning, and development. Emphasizes research in physiology, psychology, biomechanics, and computational theory. Usually offered every second year.

Mr. DiZio

Teaching Requirement

As part of their PhD 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 PhD, 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 PhD in neuroscience with additional specialization in quantitative biology, candidates must complete (a) the requirements for the PhD 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.

NPSY 22b Introduction to Cognitive Neuroscience

[sn ss]

Prerequisites: PSYC 1a or MATH 10a and sophomore standing in psychology or neuroscience.

Cognitive factors in perception, attention, memory and learning, motor control, plasticity and planning, and experience-driven neural plasticity. 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 NEUR 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 99a Neuroscience Senior Research

The first semester of a 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. Students should register for NEUR 99b for the second semester of research in the spring. 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 99a (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 99b Neuroscience Senior Research

A continuation of NEUR 99a. See NEUR 99a for course description.
Staff

NEUR 99e Senior Research

See NEUR 99a for course description.
Usually offered every year.
Staff

(100–199) For Both Undergraduate and Graduate Students

NPHY 115a Dynamical Systems, Chaos, and Fractals

[sn]

Prerequisites: PHYS 10a or 15a, or instructor's permission for approved equivalents.

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 and PSYC 52a.

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 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]

Prerequisite: 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 multicompartment 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.

Mr. Miller

NPSY 137b Cognitive Modeling

[sn ss]

Prerequisites: MATH 10b and PSYC 51a or NBIO 136b, or permission of the instructor.

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.

Mr. Fiser

NBIO 140b Principles of Neuroscience

[sn]

Prerequisite: BIOL 22b or permission of the instructor.

Examines the 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.

Mr. Lisman

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. Paradis and 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 neurodevelopmental and neurodegenerative disorders. Usually offered every second year.

Mr. Nelson

NBIO 147a Neurogenetics

[sn]

Prerequisites: BIOL 18a and BIOL 22a.

Topics include 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: roundworms, fruit flies, fish, mammals. Neurobiological areas: embryonic neural development, nerve cell differentiation and pattern formation, membrane excitability, responses to sensory stimuli, biological rhythms, and reproductive behavior. Usually offered every third year.

Ms. Paradis and Ms. Sengupta

NBIO 148b Cellular Neuroscience

[sn]

Prerequisite: NBIO 140b or permission of the instructor. May be taken concurrently with NBIO 140b.

Focuses on cellular and molecular 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. Nelson

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 visual learning experiments and neural network models. Usually offered every third year.

Staff

NPSY 159a Advanced Topics in Episodic Memory

[sn ss]

Prerequisites: 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

[sn ss]

Prerequisites: PSYC 51a, NBIO 140b, and 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. 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

[sn ss]

Prerequisite: PSYC 1a and one of the following: NPSY 12a, PSYC 13b, or NPSY 22b.

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 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 PhD students.*

Required seminar for first- and second-year graduate students in the neuroscience PhD 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. Fiser

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. Miller

NEUR 401d Dissertation Research

Independent research for the PhD degree. Specific sections for individual faculty members as requested.
Staff

**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.
Staff

Cross-Listed Courses**PSYC 13b**

Perception

Q BIO 110a

Numerical Modeling of Biological Systems

Q BIO 120b

Quantitative Biology Instrumentation Laboratory

BIOL 149b

Molecular Pharmacology

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 the PAX program advisers.

Committee

Gordon Fellman, Chair
(on leave 2008–2009)
(Sociology)

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)

Richard Parmentier (on leave fall 2008)
(Anthropology)

Andreas Teuber
(Philosophy)

Daniel Terris
(American Studies)

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 89a or PAX 92a (Internship in Peace, Conflict, and Coexistence Studies) or a senior honors thesis.

The internship consists of at least ten hours a week in a social-change organization in the greater Boston area, elsewhere in the United States, 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 fifteen to twenty pages at the end of the internship. The student is expected to meet weekly or biweekly with the supervisor and to e-mail weekly or biweekly if doing the work away from Brandeis. Internships are organized around, but not limited to, those we find through the Hiatt Career Center.

Internships in the sociology department (SOC 92a and SOC 89a) with a PAX focus will be evaluated for credit toward the PAX minor on a case-by-case basis.

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 89a Internship in Peace, Conflict, and Coexistence Studies

Prerequisite: Students must complete an eight- to ten-week full-time internship during the summer before the semester in which the student plans to enroll in this course.

Weekly seminar for students who have undertaken a summer internship related to peace, conflict, coexistence, and related international issues. Examples of internship sites include arts organizations, international courts and tribunals, human rights organizations, and democracy organizations. Students write extensively about their internship experience in the context of previous academic work that they have done in PAX, politics, anthropology and other disciplines. Usually offered every semester.

Mr. Fellman

PAX 92a Internship in Peace, Conflict, and Coexistence Studies

Usually offered every year.

Staff

PAX 120b Inner Peace and Outer Peace

[ss]

Examines the relationship between inner state and effective peacemaking at levels ranging from the self within itself to interpersonal, intergroup, and international relations. Addresses concerns about structural change and the relationship between inner state, peace building, and justice seeking. Usually offered every year.

Staff

Core Courses

PAX 92a

Internship in Peace, Conflict, and Coexistence Studies

SOC 119a

War and Possibilities of Peace

Core Elective Courses

ANTH 137b

Gender and the Sacred in Asia

ANTH 159a

Museums and Public Memory

COEX 250a

The Arts of Building Peace

ENG 128a

Alternative Worlds: Modern Utopian Texts

ENVS 15a

Reason to Hope: Managing the Global Commons for Peace

HSSP 102a

Global Perspectives on Health

LGLS 125b

International Law and Organizations

LGLS 130a

Conflict Analysis and Intervention

PAX 120b

Inner Peace and Outer Peace

PHIL 19a

Human Rights

PHIL 111a

What Is Justice?

POL 127a

Ending Deadly Conflict

POL 127b

Seminar: Managing Ethnic Conflict

POL 128a
The Politics of Revolution: State Violence and Popular Insurgency in the Third World

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 85a
Survey of Southern African History

AAAS 123a
Third World Ideologies

AAAS 126b
Political Economy of the Third World

AMST 175a
Violence (and Nonviolence) in American Culture

ANTH 129b
Global, Transnational, and Diasporic Communities

ANTH 136a
Kingdoms, Empires, and City-States: State Formation in Comparative Perspective

ANTH 139b
Language, Ethnicity, and Nationalism

ANTH 156a
Power and Violence: The Anthropology of Political Systems

BIOL 17b
Conservation Biology

BISC 2a
Human Reproduction, Population Explosion, Global Consequences

BUS 70a
Business in the Global Economy

COML 130a
Poetic Voices of Protest

COML 165a
Reading, Writing, and Teaching across Cultures

ECON 57a
Environmental Economics

ECON 175a
Introduction to the Economics of Development

ED 158b
Looking with the Learner: Practice and Inquiry

ED 159b
Philosophy of Education

ENG 17a
The Alternative Press in the United States: 1910–2000

ENVS 17b
Global Warming and Nuclear Winter

FREN 137a
The Twentieth and Twenty-First Centuries: Plague, War, and Human Power

HIST 139b
Fascism East and West

HIST 186b
War in Vietnam

LGLS 120a
Sex Discrimination and the Law

LGLS 124b
International Law and Development

NEJS 137a
The Destruction of European Jewry

NEJS 189a
The Arab-Israeli Conflict

NEJS 190a
Describing Cruelty

NEJS 192a
War and Peace in Israeli Thought and Praxis

PHIL 20a
Social and Political Philosophy: Democracy and Disobedience

POL 15a
Introduction to International Relations

POL 144a
Latin American Politics I

POL 144b
Latin American Politics II

POL 178a
The Rise of East Asia and the Pacific in the Global Political Economy

PSYC 135b
Seminar in Social Cognition

SOC 157a
Sociology of the Israeli-Palestinian Confrontation

Department of
Philosophy

Courses of Study:
Minor
Major (BA)

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 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.

Berislav Marusic

Theory of knowledge. Philosophy of mind and language. Philosophy of perception. Metaphysics. History of modern philosophy.

Kate Moran

Kantian ethics. Practical reason. Moral psychology.

Jerry Samet, Minors Adviser

Philosophy of mind. Philosophy of psychology and cognitive science. History of philosophy.

Marion Smiley, Honors Adviser

Moral, social, and political philosophy.

Palle Yourgrau

Philosophy of language. Philosophy of mathematics. Philosophy of time. Greek philosophy.

Affiliated Faculty

Richard Gaskins (on leave spring 2009)

American legal culture. Legal rhetoric. Environmental policy. Law, social policy, and philosophy.

Jon Levisohn (on leave 2008–2009)

Philosophy of education. Hermeneutics and the epistemology of the humanities. Jewish education.

Requirements for the Minor

A. All philosophy minors must complete satisfactorily at least five semester courses from among philosophy and cross-listed courses.

B. At least three semester courses counted toward the minor must be taught by faculty of the philosophy department.

C. At least one course must be upper-level (100 and above).

D. A maximum of one semester of PHIL 98a and b can be counted toward the minor; PEER 94a does not count.

E. No course with a grade below a C will count toward meeting the requirement of five courses for the minor; students 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 adviser, transfer students and those taking a year’s study abroad may apply up to two 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 adviser, transfer and cross-listed courses will count as lower-level electives.

Requirements for the Major

A. All philosophy majors must satisfactorily complete at least nine 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. Students should check the current *Schedule of Classes* or contact the philosophy undergraduate advising head to make sure that any course under consideration for philosophy credit is cross-listed in the semester in which the student plans to take it.

B. At least five semester courses counted toward the major must be taught by faculty of the philosophy department.

C. At least four courses must be upper-level (99 and above), distributed as follows:

1. At least one must be among the following core upper-level courses in moral, social, and political philosophy: PHIL 107–PHIL 112, PHIL 114–PHIL 116.

2. At least two must be among the following upper-level courses in metaphysics and epistemology: PHIL 130-147 and 150. PHIL 99 counts as an upper-level elective, but does not satisfy this distribution requirement.

D. At least one course must be in the history of philosophy (PHIL 161a, 162b, 168a, 170a, 179a, 180b, 181a).

E. At least one course must be in logic (PHIL 6a, PHIL 106b).

F. A maximum of one semester of PHIL 98a and b or PHIL 99a and b can be counted toward the major. (PEER 94A 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 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.

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. Staff

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 wi]

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 third 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 third 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 second year.
Ms. Moran

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 year.

Mr. Teuber and Staff

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. Discusses traditional arguments for and against the existence of God, the nature of faith and mystical experiences, the relation of religion to morality, and puzzles about the concept of God. Usually offered every second year.

Mr. Hirsch

PHIL 35a Philosophy of Science

[hum]

Philosophers in the twentieth 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 third year.

Mr. Berger or Mr. Hirsch

PHIL 36b Mind, Meaning, and Language

[hum]

Certain sounds we produce are meaningful; others are not. What is it that makes a sound meaningful? What settles what we mean? And how can we know what we mean? Readings include Grice, Searle, Putnam, Quine, and Davidson. Usually offered every second year.

Mr. Marusic

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. Greenberg, 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]

Covers the central issue in the philosophy of mind: the mind-body problem. This is the ongoing attempt to understand the relation between our minds—our thoughts, perceptions, feelings, and so on—and our bodies. Is the mind just a complex configuration of (neural) matter, or is there something about it that's irreducibly different from every physical thing? Topics include intentionality, consciousness, functionalism, reductionism, and the philosophical implications of recent work in neuroscience, cognitive science, and artificial intelligence. Usually offered every year.

Mr. Samet

PHIL 66b Contemporary Analytic Philosophy

[hum]

Covers major figures and schools of philosophy in the twentieth 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 second 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 twentieth 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]

A study of French existentialist philosophy and its reception, with special attention to the works of Jean-Paul Sartre and Simone de Beauvoir. Usually offered every second year.

Mr. Marusic

PHIL 98a Readings in Philosophy

A maximum of one semester of PHIL 98a,b or PHIL 99a,b can be counted toward the major.

Readings, reports, and discussions on assigned topics. Usually offered every semester.

Staff

PHIL 98b Readings in Philosophy

A maximum of one semester of PHIL 98a,b or PHIL 99a,b can be counted toward the major.

Readings, reports, and discussions on assigned topics. Usually offered every semester.

Staff

PHIL 99a Senior Research I

A maximum of one semester of PHIL 98a,b or PHIL 99a,b can be counted toward the major.

A senior whose GPA 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 toward the completion of a senior honors thesis. Usually offered every year.

Staff

PHIL 99b Senior Research II

Prerequisite: Satisfactory completion of PHIL 99a. A maximum of one semester of PHIL 98a,b or PHIL 99a,b can be counted toward 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

(100–199) For Both Undergraduate and Graduate Students

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 108a Philosophy and Gender

[hum]

Prerequisite: PHIL 1a or PHIL 17a.

Explores the place of gender in the works of 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 third year.

Ms. Smiley

PHIL 110a The Good Life or How Should One 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 political theory 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 year.

Ms. Smiley

PHIL 112b Philosophy and Public Policy

[hum]

Prerequisites: 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 example, it discusses the arguments for and against public funding of the arts, fire departments, patents, zoning laws, and national health care. Usually offered every fourth year.

Mr. Teuber

PHIL 113b Aesthetics: Painting, Photography, and Film

[ca hum wi]

Explores representation in painting, photography, and film by studying painters Rembrandt, Velazquez, 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 third year.

Mr. Teuber

PHIL 114b Topics in Ethical Theory

[hum]

Prerequisite: PHIL 1a, or PHIL 17a, or PHIL 23b.

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 year.

Ms. Smiley

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? 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, PHIL 17a, or POL 10a.

Explores social contract theories of political obligation, the right to rebel against the state, and the possibility of a global political community. Usually offered every second year.

Ms. Smiley

PHIL 117b Topics in the Philosophy of Law

[hum]

Prerequisites: Two courses in philosophy or legal studies, or one course in each, or one in either subject and one of the following:

POL 115a, POL 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. Usually offered every fourth year.

Staff

PHIL 119b Chinese Philosophy

[hum nw]

Focuses on the major philosophical schools of Classical China, covering the time between the twelfth century BCE through the unification of China in 221 BCE. 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 psycholegal 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 133a Consciousness, Brain, and Self

[hum]

Prerequisite: One course in philosophy, psychology, or neuroscience, or permission of the instructor.

Consciousness—sensing, feeling, thinking—is our life. But it's hard to understand how mere "meat puppets" like us could be conscious. Are scientists closing in on a solution? And if they are, what does that say about who we are and how we ought to live? Usually offered every third year.

Mr. Samet

PHIL 134b Philosophy of Perception

[hum]

Prerequisite: PHIL 1a or PHIL 66b or one course numbered PHIL 35a through PHIL 39b.

What do we perceive? Do we perceive objects in the world or do we infer on the basis of sensory data that there are such objects? And how do our answers to these questions depend on or shape our metaphysics? Usually offered every second year.

Mr. Marusic

PHIL 135a Theory of Knowledge

[hum]

Prerequisite: PHIL 1a or PHIL 66b or one course numbered PHIL 35a through PHIL 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. Greenberg, Mr. Hirsch, or Mr. Marusic

PHIL 136a Personal Identity

[hum]

Prerequisite: PHIL 1a or PHIL 66b or one course numbered PHIL 35a through PHIL 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 Nature or Nurture? The Innateness Controversy

[hum]

Prerequisite: One course in philosophy or permission of the instructor.

The question: 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? This interdisciplinary course covers: the main answers in the history of philosophy (from Plato through Logical Positivism); the contemporary philosophical debate on this question; and current scientific research in linguistics, psychology, ethology, artificial intelligence, and evolutionary biology. Usually offered every third year.

Mr. Samet

PHIL 138a Metaphysics

[hum]

Prerequisite: PHIL 1a or PHIL 66b or one course numbered PHIL 35a through PHIL 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. Greenberg, or Mr. Hirsch

PHIL 139b Topics in Logic

[hum]

Prerequisite: PHIL 1a or PHIL 66b or one course numbered PHIL 35a through PHIL 39b.

Topics may vary from year to year and the course may be repeated for credit. Topics in the past have 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, PHIL 6a, or PHIL 106b, 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 PHIL 66b or one course numbered PHIL 35a through PHIL 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 fourth year.

Mr. Samet

PHIL 142b The Subjective Point of View

[hum]

Prerequisite: PHIL 1a or PHIL 66b or one course numbered PHIL 35a through PHIL 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 third year.

Mr. Greenberg

PHIL 143a Consciousness and Self

[hum]

Prerequisite: PHIL 1a or PHIL 66b or one course numbered PHIL 35a through PHIL 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 PHIL 66b or one course numbered PHIL 35a through PHIL 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 third year.

Mr. Berger, Mr. Hirsch, or Mr. Yourgrau

PHIL 145b Topics in the Philosophy of Language

[hum]

Prerequisite: PHIL 1a or PHIL 66b or one course numbered PHIL 35a through PHIL 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 third year.

Mr. Berger or Mr. Hirsch

PHIL 146a Idea of God

[hum]

Prerequisite: PHIL 1a or PHIL 66b or one course numbered PHIL 35a through PHIL 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 148b Philosophy of the Humanities

[hum]

Prerequisite: PHIL 1a or PHIL 66b or one course numbered PHIL 35a through PHIL 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 fourth 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 fourth year.

Mr. Greenberg

PHIL 150b Topics in Epistemology and Metaphysics

[hum]

Prerequisite: PHIL 1a or PHIL 66b, or one course numbered PHIL 35a through PHIL 39b.

Topics vary each year; course may be repeated for credit. Usually offered every second year.

Mr. Berger, Mr. Hirsch, or Mr. Marusic

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 second 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 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' Meditations

[hum]

Prerequisite: One course in philosophy.

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: (1) a close reading of Descartes' *Meditations on First Philosophy*, the essential text of continental rationalism and the foundation stone of modern philosophy, and (2) a close reading of Hume's *Enquiry Concerning Human Understanding*, a central text of eighteenth-century British empiricism. Usually offered every fourth year.

Mr. Samet

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 God, Man, and World: Descartes, Spinoza, Leibniz

[hum]

Prerequisite: One course in philosophy.

The subject of this course is Rationalism, the seventeenth-century European philosophical movement that maintains the supremacy of "pure reason" as a means of obtaining substantial truths about the world. This course analyzes key writings of the three most influential rationalist thinkers of this period, attempting to elucidate several themes that not only characterize these writers as rationalists, but which continue to inspire philosophers and others who attempt to come to terms with the nature of the world and human existence. Students will read substantial portions of historically significant original works are, dissect and criticize them, consider some of the respected secondary literature, and also consider their relevance to contemporary philosophy. Usually offered every third year.

Mr. Samet

PHIL 180b From Sensation to Understanding: Locke, Berkeley, and Hume

[hum]

Prerequisite: One course in philosophy.

The subject of this course is Empiricism, the (mainly) British philosophical movement of the seventeenth and eighteenth centuries that develops and defends the view that our understanding of ourselves and the world is wholly based on our experience. Empiricism is one of the two great competing traditions characterizing what has come to be known as the Modern period in philosophy. Analyzes key writings of the three most influential empiricist thinkers of this period, and attempts to elucidate several themes which get to the heart of their empiricism, and which continue to exert a powerful influence on contemporary philosophical thought. Students will read substantial portions of historically significant original works, dissect and criticize them, consider some of the respected secondary literature, and also consider their relevance to contemporary philosophy. Usually offered every third year.

Mr. Samet

PHIL 181a Schopenhauer and Nietzsche: Art and Politics

[hum]

Prerequisite: One course in philosophy or European cultural studies.

Examines 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

PHIL 182a Wittgenstein's Philosophical Investigations

[hum]

An intensive study of Ludwig Wittgenstein's seminal work, *Philosophical Investigations*. This course should be of interest to philosophy and literature students who want to learn about this great philosopher's influential views on the nature of language and interpretation. Usually offered every second year. Mr. Flesch and Mr. Hirsch

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

Formal Semantics: Truth, Meaning, and Language

NEJS 159a

Major Trends in Modern Jewish Philosophy

POL 186b

Classical Political Thought

Physical Education

Objectives

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.

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.

John Evans

Fitness—D.D.R.

Scott Foulis

Team sports—basketball & volleyball.

Jessica Johnson

Aquatics. First aid. CPR.

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.

Colin Tabb

Power walking. Cardio fitness.

Jean-Robert Theodat

Fitness—Tae Kwon Do.

James True

Personal safety.

Richard Varney

Team sports. Racquet sports. Golf.

James Zotz

Aquatics. Pilates. Stress management.

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 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. This policy was instituted in the academic year 2004–2005 and is not retroactive. Participation in club sports or intramurals does not count toward the physical education requirement.

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 on the fitness test will exempt you from one physical education class or half of the requirement. A grade of 80 percent or better will exempt a student from two physical education classes or all of the 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 is allowed in 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 nonswimmer the basic skills of floating, treading water, and the crawl stroke. Usually offered in the fall semester.

Staff

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. Johnson and Ms. Rybko

PE 6a Sports Medicine

[pe-1]

An introduction to sports medicine. A basic understanding of human anatomy and sports is required. The course looks at many facets of sports medicine, including weight training, nutrition, drug education, flexibility, and rehabilitation. Each of the major joints of the body is examined anatomically, based on injuries sustained. Class also looks 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.

Staff

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.

Staff

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 is 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, ground strokes, 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 eyewear.

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.

Staff

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 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. Usually offered every semester.

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. Usually offered every semester.

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 or 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 that 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.

Students will develop and utilize their interpersonal skills through experiential and community engaged learning. They are exposed to core values including: citizenship, integrity, respect, civility, lifelong learning and embracing diversity. Topics covered in the course include: values clarification, health and safety, time and stress management, skills for academic success including approaching faculty. Usually offered every semester.

Mr. Adams or 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. Usually offered every semester. Mr. Tabb

PE 49a Tennis and Squash

[pe-1]

Covers tennis over the first half of the semester and squash for the second half. Usually offered every semester.

Mr. Lamanna

Courses of Related Interest

These count as activity courses toward 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

Department of

Physics

Courses of Study:

Minor

Major (BA/BS)

Combined BA/MS

Master of Science

Doctor of Philosophy

Objectives**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 course work 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:

1. Theoretical Physics

Quantum theory of fields; relativity; supergravity; string theory; condensed matter theory; statistical mechanics; biological physics.

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 faculty research advisers. The best graduate student research project and the best undergraduate research project are recognized with Stephan Berko Prizes.

How to Become a Major

Because 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 undergraduate advising head at the first opportunity. For most students, such consultation should take place before enrolling in courses at the beginning of the first year. PHYS 11a or 15a and 19a should normally be part of the first-semester program. Midyear students entering Brandeis in January need to consult the physics undergraduate advising head the summer before they enroll at Brandeis.

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 the graduate area in physics. Admission to advanced courses in physics will be granted following a conference with the student at entrance.

Faculty

Bulbul Chakraborty, Chair

Theoretical condensed matter physics.

James Bensinger

Experimental high-energy physics.

Craig Blocker, Graduate Advising Head (on leave fall 2008)

Experimental high-energy physics.

Zvonimir Dogic

Soft condensed matter physics. Biological physics.

Richard Fell

Theoretical quantum electrodynamics.

Seth Fraden

Physics of liquid crystals. Colloids. Macromolecules. Microfluidics.

Michael Hagan

Computation and theory in biological physics.

Matthew Headrick

String theory, quantum field theory, and geometry.

Lawrence Kirsch

Experimental high-energy physics.

Jané Kondev

Theoretical condensed matter physics. Biological physics.

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 (fall semester) (on leave spring 2009)
Theoretical astrophysics. Radio astronomy.

Azadeh Samadani

Experimental biological physics. Soft condensed matter physics.

Howard Schnitzer

Quantum theory of fields. String theory.

Geoffrey Svacha

Nonlinear optics and nanoscale physics.

John Wardle, Undergraduate Advising Head (spring semester)

Radio astronomy. Cosmology.

Hermann Wellenstein (on leave spring 2009)

Experimental high-energy physics.

Requirements for the Minor

Six semester courses in physics at the level of PHYS 10 or above. Note that PHYS 18a and 18b and PHYS 19a and 19b count as one semester course.

Requirements for the 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 eleven 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 31a. 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 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 eleven physics courses required for the BA in physics and six additional courses. Two of the additional six courses should be chosen from the following: PHYS 25b, 31b, 32b, 39a, 40a, 100a, 102a, 104a, 105a, 107b, 110a. Another two courses must be selected from the following: NPHY 115a, NBIO 136b, CHEM 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 any two MATH courses numbered higher than 21. No course with a grade of below C- can be used to satisfy the requirements of the major.

Combined BA/MS Program

A student may be admitted to a special four-year BA/MS program upon recommendation of the department and the Graduate School by May 1 preceding the senior year. The student must successfully complete at least thirty-eight courses. All the regular requirements for the MA 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 toward 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.

Special Notes Relating to Undergraduates

There are several natural tracks through the undergraduate physics courses. The first is: Year 1—PHYS 11a,b or 15a,b, PHYS 19a,b, MATH 10a,b; Year 2—PHYS 20a, PHYS 40a, PHYS 29a,b, MATH 15a and 20a or MATH 22a,b; Year 3—PHYS 30a, 31a (formerly 30b), PHYS 39a; Year 4—PHYS 31b, 100a.

The second, a premedical track, is: Year 1—PHYS 11a,b or 15a,b, PHYS 19a,b, MATH 10a,b; Year 2—PHYS 20a, PHYS 29a,b, PHYS 40a, CHEM 11a,b, 18a,b; Year 3—BIOL 22a (formerly BIBC 22a), BIOL 22b, BIOL 18a,b, CHEM 25a,b, 29a,b; Year 4—PHYS 30a, 31a (formerly 30b).

Students are encouraged to construct other tracks that might better suit their needs in consultation with their advisers.

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 courses selected from PHYS 25b, 32b, 39a, 100a, 102a, 103a, 104a, 105a, and 110a 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 some of the seven courses PHYS 25b, 32b, 100a, 102a, 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 advisers.

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: PHYS 10a,b, PHYS 11a,b, PHYS 15a,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 adviser 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 161a,b, 162a,b, and 163a. A laboratory course, PHYS 169b or QBIO 120b, is normally required in the first or second year. 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 that 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 or b, 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

For those accepted for full-time study, there is a one-year residency requirement. No transfer residence credit will be allowed toward the fulfillment of the master's requirements. Part-time students have no residency requirement.

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,b, 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 as well as the following:

Residence Requirement

The minimum residence requirement is three years. A student may obtain up to one year's residence credit toward the PhD requirements for graduate studies taken at another institution.

Teaching Requirement

It is required that all PhD candidates participate in undergraduate teaching during the course of their studies.

Course Requirements

In addition to the normally required first-year courses listed above, one laboratory course is required. After consultation with the graduate adviser, 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,b, 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. Although 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 PhD thesis by the middle of the fourth term in order to qualify for continued departmental support beyond the second year.

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

PHYS 10a Introduction to Physical Laws and Phenomena I

[sn qr]

Corequisite: MATH 10a or equivalent.

Usually taken with PHYS 18a.

An introduction to Newtonian mechanics, kinetic theory, and thermodynamics.

Usually offered every year.

Mr. Svacha

PHYS 10b Introduction to Physical Laws and Phenomena II

[sn qr]

Prerequisite: PHYS 10a. Usually taken with PHYS 18b.

An introduction to electricity and magnetism, optics, special theory of relativity, and the structure of the atom.

Usually offered every year.

Mr. Svacha

PHYS 11a Introductory Physics I

[qr sn]

Corequisite: MATH 10b or the equivalent.

Usually taken with PHYS 19a.

An introduction to Newtonian mechanics with applications to several topics. Usually offered every year.

Mr. Meyer

Thesis Research

After passing the advanced examination, the student begins work with an adviser, who guides his or her research program. The adviser 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 adviser 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 PhD 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

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 PhD in physics with additional specialization in quantitative biology, candidates must complete (a) the requirements for the PhD 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.

PHYS 11b Introductory Physics II

[qr sn]

Corequisite: MATH 10b or the equivalent. Usually taken with PHYS 19b. Prerequisite: PHYS 11a or equivalent.

An introduction to electricity and magnetism and the special theory of relativity. Usually offered every year.
Mr. Fell

PHYS 15a Advanced Introductory Physics I

[qr sn]

Corequisite: MATH 10b or the equivalent. Usually taken with PHYS 19a.

An advanced version of PHYS 11a for students with advanced preparation in physics and mathematics. An introduction to Newtonian mechanics with special applications to several topics. Usually offered every year.

Mr. Meyer

PHYS 15b Advanced Introductory Physics II

[qr sn]

Corequisite: MATH 10b or the equivalent. Prerequisite: PHYS 15a or the equivalent. Usually taken with PHYS 19b.

An advanced version of PHYS 11b for students with good preparation in physics and mathematics. An introduction to electricity and magnetism and the special theory of relativity for students with advanced preparation. Usually offered every year.

Mr. Fell

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.

Mr. Wellenstein

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.

Mr. Wellenstein

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 and PHYS 15a. 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 and PHYS 15b. 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, PHYS 11b, or equivalent.

A survey of phenomena, ideas, and mathematics underlying modern physics—special relativity, waves and oscillations, and foundations of wave mechanics. Usually offered every year.

Mr. Bensinger

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 is especially relevant to future elementary school teachers. Usually offered every year.

Mr. Svacha

PHYS 25b Astrophysics

[sn]

Prerequisites: PHYS 10a and b or PHYS 15a and b, and MATH 10a and b.

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 and b or PHYS 15a and b, and PHYS 18a and b or PHYS 19a and b.

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. Bensinger

PHYS 30a Electromagnetism

[sn]

Prerequisite: PHYS 20a 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 31a Quantum Theory I

[sn]

Prerequisites: PHYS 15a and b and PHYS 20a or permission of the instructor. This course may not be repeated for credit by students who have taken PHYS 30b in previous years.

Introduction to quantum mechanics: atomic models, Schrödinger equation, angular momentum, and hydrogen atom.

Multielectron atoms and interaction of atoms with the electromagnetic field. Usually offered every year.

Mr. Headrick

PHYS 31b Quantum Theory II

[sn]

Prerequisite: PHYS 31a (formerly PHYS 30b).

A continuation of PHYS 31a (formerly PHYS 30b). Topics include dependent perturbation theory, identical particles with applications to atomic, nuclear and condensed matter physics, scattering theory, and special topics as time allows. Usually offered every year.

Mr. Fell

PHYS 32b Microprocessor Laboratory

[sn]

Prerequisite: PHYS 29a or b.

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. Dogic or Mr. Meyer

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.

Mr. Dogic

PHYS 93a Research Internship

The physics research internship provide students with an opportunity to work in a research setting for one semester, usually on-campus, pursuing a project that has the potential to produce new scientific results. Student and faculty member mutually design a project that supports the research agenda of the group. Students must attend all research group meetings and present their findings in oral and written form at the end of the semester. The project typically includes theoretical, computational, and/or laboratory research, and may involve collaboration with other group members. In some cases, credit toward the physics laboratory requirement may be given. Course requires signature of the instructor, is subject to the availability of undergraduate research positions, and is typically open only to juniors and seniors. 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 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 102a General Relativity

[sn]

Prerequisites: PHYS 10a and b, PHYS 15a and b, and PHYS 20a, or permission of the instructor.

An introduction to the basic principles of general relativity. Topics include a review of special relativity, tensor analysis in curved space-times, the principle of equivalence, the Einstein equations, the Schwarzschild solution, and experimental tests of general relativity. 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.

Mr. Fraden

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.

Ms. Samadani

PHYS 107b Particle Physics

[sn]

Prerequisite: PHYS 30a or permission of the instructor. Corequisite: PHYS 31a (formerly 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 workload will be appropriate to each group. Usually offered every second year.

Mr. Blocker

PHYS 110a Mathematical Physics

[sn]

Prerequisite: PHYS 30a, PHYS 31a (formerly PHYS 30b), or permission of the instructor.

A selection of mathematical concepts and techniques useful for formulating and analyzing physical theories. Topics may include: complex analysis, Fourier and other integral transforms, special functions, ordinary and partial differential equations (including their theory and methods for solving them), group and representation theory, and differential geometry. Usually offered every year.

Mr. Headrick

NPHY 115a Dynamical Systems, Chaos, and Fractals

[sn]

Prerequisites: PHYS 10a or 15a, or instructor's permission for approved equivalents.

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. 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. Lawrence

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.
Mr. Kondev

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 workload will be appropriate to each group. Usually offered every second year.
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. Wardle

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 tunneling microscopy, numerical simulation and modeling, holography, electro-optics, phase transitions, rubber elasticity, laser tweezers, chaotic dynamics, and optical microscopy. Students work in depth on three or four experiments during the term. This course is co-taught with PHYS 39a. Usually offered every year.
Mr. Dogic or Mr. Meyer

(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 Physics Seminar I

Analysis of important recent developments in particle physics. Usually offered every fourth year.
Mr. Lawrence

PHYS 213a Advanced Examination Tutorial I

Supervised preparation for the advanced examination. Specific sections for individual faculty members as requested. Usually offered every year.
Staff

PHYS 213b Advanced Examination Tutorial II

Supervised preparation for the advanced examination. Specific sections for individual faculty members as requested. Usually offered every year.
Staff

PHYS 280a Advanced Readings and Research

Specific sections for individual faculty members as requested. Usually offered every year.
Staff

PHYS 280b Advanced Readings and Research

Specific sections for individual faculty members as requested. Usually offered every year.
Staff

PHYS 304a Condensed Matter Seminar I

Seminars in advanced topics in condensed matter physics. Usually offered every year.
Staff

PHYS 304b Condensed Matter Seminar II

A continuation of PHYS 304a. Usually offered every year.
Staff

PHYS 401a Dissertation Research

Independent research for the PhD. Specific sections for individual faculty members as requested. Usually offered every semester.
Staff

PHYS 401b Dissertation Research

Independent research for the PhD. Specific sections for individual faculty members as requested. Usually offered every semester.
Staff

Cross-Listed Courses**Q BIO 110a**

Numerical Modeling of Biological Systems

Q BIO 120b

Quantitative Biology Instrumentation Laboratory

BIOP 200b

Reading in Macromolecular Structure-Function Analysis

 Department of
Politics

 Courses of Study:
 Minor
 Major (BA)
 Combined BA/MA
 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 postgraduate 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 two degree programs leading to the Master of Arts in political science and Doctor of Philosophy in political science. 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. PhD 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, for example, economics, history, and sociology.

How to Become a 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 science 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.

Robert Art

International relations. U.S. foreign policy.

Kerry Chase

International political economy.

Shai Feldman

International relations. Middle East politics.

Mari Fitzduff

Conflict resolution. Coexistence.

Jill Greenlee

American politics. Women in politics.

Donald Hindley

Comparative politics. Southeast Asian and Latin American politics.

Jytte Klausen (on leave 2008–2009)

Comparative politics. Western Europe. Political economy of advanced industrial societies.

Daniel Kryder, Graduate Director

American political development.

Martin Levin (on leave spring 2009)

American politics. Politics of administration.

Mingus Mapps

Race and American politics. Race, inequality, and public policy.

George Ross

French and European politics.

Marion Smiley

Moral, social, and political philosophy.

Ralph Thaxton

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 (on leave 2008–2009)

Political theory. History of political thought. Nationalism. Cultural pluralism.

Requirements for the Minor

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 adviser 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 courses (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.

Requirements for the Major

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 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 requirements 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 non-departmental 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.

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 (Introduction to Comparative Government: Europe), POL 14b (Introduction to American Government), and POL 15a (Introduction to International Relations). Majors should consult with their politics advisers 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 adviser; (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 99a and POL 99b or 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.

Combined BA/MA Program

This program is designed to enable exceptional undergraduates to earn two degrees simultaneously during their period of study at Brandeis. 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 have 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 MA program. The program requires the completion of thirty-eight courses, six courses beyond the thirty-two required for completion of the BA. 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 b (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 BA/MA must complete all requirements for the program by the end of their eighth semester (for those entering as first-year students). If the requirements for the MA portion are not complete at that time, then the student is eligible only for the BA.

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 PhD 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), POL 214b (Selected Topics in World Politics), POL 215a (American Political Development), or POL 216a (Liberalism and Its Critics); five courses from more specialized offerings, which are 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 adviser (in consultation with the student and his/her adviser) 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 adviser 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 twelve 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: POL 212a (Research Methods and Methodology), POL 213a (Comparative Political Institutions and Public Policy), POL 214b (Selected Topics in World Politics), POL 215a (American Political Development), or POL 216a (Liberalism and Its Critics). In addition, students are required to take a Special Area of Competency Independent Study in their fourth semester.

There are several 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 sub-areas, 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 adviser 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 PhD. 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 B- or better course work 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 PhD.

Evaluation of the 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 PhD 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 PhD qualifying examinations must submit a dissertation prospectus by the end of the sixth term in the program. Extension of this deadline 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.

Special Note About Courses

Course Subgroupings

Introductory Courses (POL 10a through POL 15a)
 American Politics (POL 14b and POL 101a through POL 126a)
 Comparative Politics (POL 11b and POL 127a through POL 159a)
 International Politics (POL 15a and POL 160b through POL 180b)
 Political Theory and Methods (POL 10a and POL 181b through POL 192b)

Seminars for Graduate Students (POL 212a through POL 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. Yack or Staff

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, the 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.

Ms. Greenlee or 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

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 100b Political Science Methods: Research, Design, and Modes of Analysis

[ss]

Prerequisite: Sophomore standing or higher.

An introduction to nonstatistical research methods for analyzing political processes. Moves from selecting problems to composing a focused research question, examining relevant theory, conceptualizing variables, generating hypotheses, research design, research operations, and analysis. Uses examples from comparative, international, and American politics. Usually offered every year.

Mr. Kryder

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.

Staff

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 112b Democracy in America

[ss]

Examines how political culture, theory, institutions, and processes define democracy in America beginning with eighteenth century constitutional framework. Also looks at the development of constitutional limits and prescriptions. Usually offered every year.

Mr. Woll

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 twentieth 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.

Staff

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 to its critique. Usually offered every year.

Mr. Levin

POL 120b Seminar: The 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 123a Political Psychology

[ss]

Course open to juniors, seniors, and graduate students.

Explores public opinion, political socialization, and political behavior through the lens of psychology. Applying psychological theory to traditional topics in political science is emphasized. Usually offered every year.

Ms. Greenlee

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 124b Race, Inequality, and Social Policy

[ss]

Explores the causes and consequences of economic, social, and political inequality in the United States. Examines trends from the perspective of both liberal and conservative social scientists. Asks what forms of inequality matter and what should be done about them. Usually offered every year.

Mr. Mapps

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.

Ms. Greenlee

POL 126b Seminar: Ideas and Intellectuals in Politics

[ss]

The role of ideas and intellectuals in politics from the perspectives of political theory, and 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]

Prerequisite: POL 127b or permission of the instructor.

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 second year.

Mr. Burg

POL 127b Seminar: Managing Ethnic Conflict

[ss wi]

Prerequisite: Sophomore standing or higher. 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 twentieth-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 Democratization 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, and 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 135b Jordan, Israel, and the Palestinians: Between War and Peace

[ss]

Discusses the interrelationship between Jordan, Israel, and the Palestinian national movement from the Balfour Declaration and the establishment of the British Mandate over Palestine until the present. Special one-time offering, spring 2008.

Mr. Susser

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, examines 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 Seminar: 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 second 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]

Prerequisite: 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 twentieth-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.

Staff

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.

Staff

POL 162b Seminar: Use of Force, Ethical Issues

[ss]

Examines when it is legitimate to resort to force (*ius ad bellum*), and what rules should govern how wars are fought (*ius in bello*). Explores the Just War tradition of thinking about the *ius ad bellum* and *ius 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.

Staff

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.

Staff

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 the influence of gender on international political relations. Usually offered every second year.

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 to the conflict. Usually offered every third year.

Mr. Feldman

POL 165a Seminar: Globalization and Governance in the Trading System

[ss]

Examines three tiers of governance in the trading system: the rules and authority of international agencies such as the World Trade Organization; the policymaking functions of national political institutions; and the role and influence of corporations, labor unions, citizen groups, and other private actors. Usually offered every second year.

Mr. Chase

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

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]

Prerequisite: POL 15a.

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 173a Foreign Economic Policy

[oc ss]

Presents the history and politics of the foreign economic policy in the United States. Emphasis is on political and economic considerations that influence the domestic actors and institutions involved in the formulation of policy. Usually offered every year.

Mr. Chase

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 fifty 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 The Rise of East Asia and the Pacific in the Global Political Economy

[ss]

An introduction to East Asia and the Pacific in the global political economy. The focus is on the major players in East Asia—China, Japan, the two Koreas, and Vietnam—and their relations with India, Oceania, and the United States. Topics include U.S. expansion into the Pacific World prior to WWII, the rise of Japan as a political and economic force before and after WWII; the emergence of socialist China, focusing on China’s exclusion from the global economic community during the Cold War and its inclusion in the post-Cold War period; the fate of “neutralist” states in Southeast and South Asia; and the challenges posed to key global economic actors, including the United States, Japan, Australia, and India, by the rise of authoritarian China—specifically, by China’s leap into privatization and globalization and by its neocolonialist reach into the third world, including Latin America, Africa, and the Middle East. 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, Oakeshott, 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 Seminar: Democratic Theory

[ss]

Explores in depth the nature, virtues, and limitations of democracy as a way of organizing political affairs. Brings together classic texts, for example, 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. Yack or Staff

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.
Mr. Burg, Ms. Klausen, or Mr. Ross

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

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

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.
Ms. Greenlee or Mr. Kryder

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. Yack or Staff

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. Yack or Staff

POL 302a Readings in Politics

Specific sections for individual faculty members as requested.
Offered every year.
Staff

POL 302b Readings in Politics

Usually offered every year.
Staff

POL 340d Proseminar

Required of all PhD and MA 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

Usually offered every year.
Staff

POL 400d Dissertation Research

Independent research for the PhD 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 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

Postbaccalaureate Premedical Studies

Objectives

The postbaccalaureate premedical studies program at Brandeis is designed for people who have received a bachelor's degree from an accredited university and are interested in taking science courses that 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.

The program director is Kate Fukawa-Connelly from the Office of Academic Services.

How to Be Admitted to the Postbaccalaureate 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.

Requirements for the Program

Once accepted into the program, students consult individually with the program director to determine course placements and timing. 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, 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 I

CHEM 11b

General Chemistry II

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

Introduction to Physical Laws and Phenomena I

PHYS 10b

Introduction to Physical Laws and Phenomena II

PHYS 18a

Introductory Laboratory I

PHYS 18b

Introductory Laboratory II

 Department of
Psychology

 Courses of Study:
 Major (BA)
 Master of Arts
 Doctor of Philosophy

Objectives
Undergraduate Major

The main objective of the psychology major is to help students develop a solid background in the scientific method and a strong foundation in the fundamentals of psychology, making them highly competitive candidates for postgraduate study and also preparing them to be thoughtful, analytic, and discerning problem solvers. These features of the undergraduate program also make Brandeis psychology graduates especially attractive to employers in the mental health and business professions. Given the broad training in quantitative and research skills, psychology students are sought after in a wide range of professional areas including marketing and consulting, government and public policy, and social and mental health services. Many of our graduates go on to graduate school in law, business, medicine, public health, speech pathology, and social work, as well as psychology. Recent psychology majors have gone on to graduate work in clinical, applied, and scientific research areas of the field. Our faculty conduct research in diverse areas that include cognitive neuroscience, normal and abnormal development, social interaction, spatial orientation, perception, memory, emotion, life-span development, and effects of brain damage.

Graduate Programs in Psychology

The Department of Psychology offers a PhD and an MA program. There are two general areas of training within the PhD program: cognitive neuroscience and social developmental psychology. The goal of the PhD 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 a Major

Psychology majors study varied aspects of basic and applied research areas in the field. There are many opportunities for undergraduate involvement and experiential learning. The department has an active Psychology Club and chapter of the Psi Chi National Honor Society. A number of students write honors theses each year, while many more conduct independent study, research, or reading projects, some 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.

Each psychology major is assigned a faculty adviser from whom general advice about courses or career plans can be obtained. In addition, the psychology undergraduate advising head is available for consultation even before students declare psychology as a major.

To start the major, PSYC 1a should be taken no later than the sophomore year. We strongly encourage majors to take PSYC 51a (Statistics) and PSYC 52a (Research Methods and Laboratory in Psychology) in their sophomore year and no later than their junior year. Both of these courses require advance registration with the department two weeks prior to the university's preregistration period. Many of the advanced seminars require these two courses as prerequisites.

We encourage students who wish to do senior honors research to get involved in a faculty laboratory as early as possible. More information about the honors program is available on the psychology department's Web site.

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, previous research experience, and results of the Graduate Record Examination (Aptitudes and Psychology Achievement Tests).

There are two areas of interest in the psychology department graduate program: cognitive neuroscience and social developmental. Applicants to the program should cite their area of interest on the application form.

Faculty
Margie Lachman, Chair

Life-span development and aging. 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 (on leave fall 2008)

Visual information processing.

Angela Gutchess

Aging. Culture. Cognition.

Maurice Hershenson

Visual space perception. Visual information processing.

Derek Isaacowitz (on leave fall 2008)

Emotion and aging.

Donald Katz

Neural dynamics of gustatory perception and learning.

Raymond Knight (on leave spring 2009)

Clinical psychology. Experimental and developmental psychopathology.

James Lackner

Spatial orientation. Human movement control. Adaptation to unusual force environments.

Xiaodong Liu

Multivariate statistics. Educational evaluation and measurement.

Andrew Molinsky

Organizational behavior.

Nicolas Rohleder

Acute and chronic psychosocial stress.

Robert Sekuler

Visual perception. Cognitive processes.

Patricia Tun

Aging and speech comprehension and memory.

Malcolm Watson, Undergraduate Advising Head

Developmental psychology. Aggression.

Arthur Wingfield

Human memory.

Jerome Wodinsky

Comparative psychology. Learning theory. Sensory physiology.

Leslie Zebrowitz

Social psychology. Person perception.

Jutta Wolf

Molecular mechanisms that connect inflammatory processes to stress and depression.

Requirements for the Undergraduate Major

A. Eleven courses are required for the major; all courses that count toward the major must have a grade of C- or better.

B. PSYC 1a (Introduction to Psychology).

C. Four content courses: two from Group I and two from Group II:

Group I: Perception, Cognition and Neuroscience
NPSY 11b (Behavioral Neuroscience), NPSY 12a (Sensory Processes), PSYC 13b (Perception), PSYC 14a (Comparative Psychology), PSYC 15a (Biological Bases of Motivation), NPSY 16a (Motor Control, formerly NPSY 127a), PSYC 21a (Learning and Behavior), or NPSY 22b (Cognitive Neuroscience).

Group II: Social and Developmental
PSYC 31a (Personality), PSYC 32a (Abnormal Psychology), PSYC 33a (Developmental Psychology), PSYC 34b (Social Psychology), PSYC 36b (Adolescence and Transition to Maturity), PSYC 37a (Adult Development and Aging, formerly PSYC 101b), or PSYC 38a (Health Psychology, formerly PSYC 131b).

D. Two quantitative courses. All students must take PSYC 51a (Statistics), plus one of the following: PSYC 193b (Tests and Measurements), MATH 10a or MATH 10b (Techniques of Calculus), MATH 15a (Applied Linear Algebra), PSYC 210a (Advanced Psychological Statistics), or COSI 11a (Programming in Java and C). Note: MATH 36b (Mathematical Statistics) or ECON 83a (Statistics for Economic Analysis) may be taken in place of PSYC 51a.

E. Two research science courses. All students must take PSYC 52a (Research Methods and Laboratory in Psychology). The second course may be selected from any of the following: CHEM 11a, 11b, 15a, 15b; PHYS 10a, 10b, 11a, 11b, 15a, 15b; BIOL 22a (note the corresponding lab is not required for these chemistry, physics or biology courses) or from the following advanced research courses in the psychology department: PSYC 93a (Independent Research in Psychological Sciences), PSYC 99d (Senior Research in Psychology), or a seminar that has been designated as research intensive (meaning that it involves a significant independent research component).

PSYC 51a (Statistics) is a prerequisite for PSYC 52a and all advanced research intensive courses. PSYC 52a (Research Methods) is a prerequisite for all research-intensive courses. Any seminar used to meet the research science requirement cannot also be counted toward the advanced seminar requirement. Courses that satisfy the research intensive requirements are: NPSY 120b, PSYC 130b, PSYC 133a, PSYC 135b, PSYC 136b, PSYC 145b, PSYC 160b, PSYC 169b, PSYC 180a, NPSY 174b, NPSY 175b, and PSYC 253a.

F. Two advanced seminars (courses 100-level or above). Neither of these advanced seminars can be used to count for the quantitative or the research science requirement. PSYC 161a and b (Clinical Psychology Practicum I and II) count only as one course.

Note: The major requires eleven courses in total and a minimum of nine PSYC or NPSY courses. No more than five courses may be transferred from another school to count toward the major. A maximum of two AP[®] exams, with acceptable scores, in the following subjects can be used toward the requirements for the major: biology, chemistry, computer science, mathematics, physics, psychology, and statistics.

Special Note for Undergraduate Majors

The new set of requirements, as outlined above, take effect with the class entering Brandeis in the fall of 2007 and classes thereafter. However, current students who started at Brandeis prior to fall 2007 have the option of choosing to meet the old requirements, as stated in the *Bulletin* published the year of entry into Brandeis, or the new requirements, outlined above. Each student must choose one set of requirements or the other and will not be allowed to mix and combine the requirements.

Requirements for the Degree of Master of Arts

The Department of Psychology offers a terminal master of arts degree program in general psychology. The MA 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 PhD must apply for admission to that program. Please note that application to and acceptance into the MA program and application to and acceptance into the PhD program are separate and independent of each other.

Course Requirements

Successful completion of eight courses is required for the degree. Students are required to take two semesters of advanced psychological statistics, one semester of research methodology, and the master's thesis readings course that culminates in a master's thesis involving an empirical research project or a comprehensive literature review. Students are also required to choose four courses from two elective groups: the cognitive neuroscience group; and the social developmental group. A minimum of one course per group must be taken. If only one course is taken from the social developmental group, it must be the Proseminar in Social Developmental Psychology. Students are also strongly encouraged to register for and attend PSYC 316a (Social Developmental Research Seminar) both semesters, or to engage in an equivalent activity in the area of cognitive neuroscience.

Requirements for the Joint Degree of Master of Arts in Psychology & Women's and Gender Studies

Interested students must first be admitted to the PhD program.

A. PSYC 210a and b (Advanced Psychological Statistics I and II).

B. PSYC 211a (Graduate Research Methods in Psychology).

C. PSYC 300a and 302a (Proseminar in Social Developmental Psychology I and II).

D. A PSYC course numbered 220 through 240 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.

J. Completion of a master's research paper of professional quality and length (normally twenty-five to forty pages) on a topic related to the joint degree. The paper will be read by two faculty members, one of whom is a member of the psychology department and one of whom is a member of the women's and gender studies core or affiliate faculty.

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 PhD. The *Graduate Handbook* specifies the most complete, up-to-date program requirements.

Research

Each student shall 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 first 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 adviser, will appoint a three-member committee to administer the specialty examination. The examination includes both a written and an oral portion.

Cognitive Neuroscience Program in Psychology: First-year students will submit rotation reports on their research in journal form by the last scheduled day of class of each semester. The third report will be submitted by January 14 of the second year. 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 PhD 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 adviser. 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 adviser.

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 must be taken from areas in Group A and a minimum of two from areas in Group B.

Group A

1. Physiological/Sensory Processes
2. Perception
3. Learning/Comparative
4. Cognition/Memory
5. Cognitive Science

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 adviser. 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 adviser as chair of the committee. The dissertation adviser 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 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 PhD will be recommended to the Faculty Council of the Graduate School.

Special Note for PhD Candidates Earning an MA

Students in the PhD program may petition for a nonterminal master's degree upon completion of the following requirements: (1) one-year minimum residency, (2) acceptable master's thesis (an acceptable first-year research report for social developmental students or an acceptable third report for cognitive neuroscience students will count as a master's thesis), and (3) completed breadth requirements.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

PSYC 1a Introduction to Psychology

[ss]

A survey of contemporary psychology. Topics include brain and behavior, perception, memory, 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.

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]

Prerequisite: 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 or MATH 10a and sophomore standing in psychology or neuroscience.

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. Usually offered every semester. Mr. Sekular

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

NPSY 16a Motor Control

[sn ss]

Prerequisites: PSYC 1a and MATH 10a, or permission of the instructor.

Surveys control of vertebrate posture and movement from various perspectives including muscle properties, reflex organization, central pattern generation, spatial representations, learning, and development. Emphasizes research in physiology, psychology, biomechanics, and computational theory. Usually offered every second year.

Mr. DiZio

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 perception, attention, memory and learning, motor control, plasticity and planning, and experience-driven neural plasticity. 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 second year.

Ms. Lachman and Staff

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. Course will focus on 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 the 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 wi]

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 37a The Psychology of Adult Development and Aging

[ss]

This course may not be taken for credit by students who have previously taken PSYC 101b.

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 year.

Mr. Isaacowitz and Ms. Lachman

PSYC 38a Health Psychology

[ss wi]

Prerequisite: PSYC 1a. This course may not be taken for credit by students who have previously taken PSYC 131b.

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.

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 statistical software, and how to analyze journal articles. Usually offered every semester.

Mr. DiZio and Mr. Fiser

PSYC 52a Research Methods and Laboratory in Psychology

[qr ss]

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. 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.

Staff

PSYC 92a Internship and Analysis in Psychology

Provides an opportunity for the student to supplement an off-campus internship experience with a related academic project. The specific requirements of the research component are negotiated by the student and the sponsoring faculty member. Usually offered every year.

Staff

PSYC 93a Independent Research in Psychological Sciences

Supervised research experience in a psychology laboratory environment, culminating in a research proposal or report. 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**NPSY 120b Man in Space**

[sn ss]

Prerequisite: PHYS 10a and PSYC 52a.

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 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, 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 131a Child Development across Cultures

[ss]

Prerequisite: PSYC 33a or 36b.

In this seminar child development is compared across two cultures within the United States: the dominant European American culture and Navajo culture. The main objective of the course is to help students learn about the process involved as culture influences development. Usually offered every year.

Mr. Watson

PSYC 133a Seminar in Nonverbal Communication

[ss]

Prerequisites: PSYC 1a, 51a, and 52a or permission of the instructor.

Seminar in advanced topics in nonverbal communication covering theoretical and methodological issues. Topics will include the nonverbal communication of one or more 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.

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 second year.

Mr. Isaacowitz

PSYC 135b Seminar in Social Cognition

[ss]

Prerequisites: PSYC 1a, 34b, 51a, 52a, 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]

Prerequisites: PSYC 33a and 52a and permission of the instructor. 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 second year.

Mr. Watson

NPSY 137b Cognitive Modeling

[sn ss]

Prerequisites: MATH 10b and PSYC 51a or NBIO 136b, or permission of the instructor.

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.

Mr. Fiser

PSYC 145b Aging in a Changing World

[ss]

Prerequisites: PSYC 1a, 51a, 52a, 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, 51a, and 52a.

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

NPSY 154a Human Memory

[sn ss]

Prerequisite: NPSY 22b.

Presents a systematic analysis of current memory research and theory with an emphasis on visual 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]

Prerequisites: 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 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, and permission of the instructor. Students must enroll in this course in order to enroll in PSYC 161b and should enroll in this course only if they intend to enroll in PSYC 161b in the spring semester.

In conjunction with PSYC 161b, provides intensive supervised experience in mental health intervention. Students serve in helping roles as volunteers for eight hours a week in social service and mental health programs. They relate their experience to empirical and literary readings within the context of group supervision in weekly seminars. Usually offered every year.
Mr. Cunningham

PSYC 161b Clinical Psychology Practicum II

[ss]

Prerequisite: 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 serve in helping roles as volunteers for eight hours a week in social service and mental health programs. They relate their experience to empirical and literary readings within the context of group supervision in weekly seminars. Usually offered every year.
Mr. Cunningham

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

[sn ss]

Prerequisites: PSYC 51a, NBIO 140b, and 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, and 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

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. 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 180a Social Neuroscience and Culture

[sn ss]

Prerequisites: PSYC 1a, 51a, and 52a, or permission of the instructor.

Introduction to empirical research on a breadth of social neuroscience topics—including the self, stereotyping, and moral reasoning—with a more focused coverage of culture. Emphasis will be placed on literature comparing Eastern and Western cultures. Usually offered every second year.
Ms. Gutchess

PSYC 183a Social Cognition from a Cognitive Science Perspective

[ss]

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, and so on. Recommended for students taking the psychology GRE. Usually offered every semester.
Mr. Hershenson

NPSY 196b Advanced Topics in Cognition

[sn ss]

Prerequisite: PSYC 1a and one of the following: NPSY 12a, PSYC 13b, or NPSY 22b.

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 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 PhD-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, an introduction of logistic regression, 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 lecture offers supervised practice in research design, including experimental and correlational designs, data analysis and interpretation, and formal presentation of research results. Usually offered every year in the fall semester.

Ms. Lachman, Ms. Zebrowitz, and Mr. Liu

PSYC 215a Multivariate Statistics I: Applied Structural Equation Modeling*Prerequisites: PSYC 210a and b or equivalents.*

Covers theory, methods, and applications of structural equation modeling (SEM) using LISREL. Introduces the conceptual and procedural principles underlying SEM, enables students to analyze data by using SEM methods, and exposes students to SEM techniques used in the literature. Usually offered every second year.

Mr. Liu

PSYC 216a Multivariate Statistics II: Applied Hierarchical Linear Models*Prerequisite: PSYC 210a and b, or equivalent.*

Acquaints students with the basic theory, methods, and most importantly, applications of hierarchical linear models (HLM). This course is designed to introduce the conceptual and procedural principles underlying HLM; enable students to analyze data by using the HLM methods; and expose students to the literature in which HLM techniques have been used. Usually offered every second year.

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 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 Life-Span Development

Ms. Lachman

PSYC 235a Research in Organizational Psychology

Mr. Molinsky

PSYC 236a Research in Developmental Psychology

Mr. Watson

PSYC 237b Research in Perceptual Development

Staff

PSYC 239a Research in Human Motor Control

Mr. DiZio

PSYC 240a Research in Visual Recognition and Learning

Mr. Fiser

PSYC 241a Research in Aging, Culture, and Cognition

Ms. Gutches

PSYC 242a Research in Forensics

Mr. Knight

PSYC 243a Research in Emotion and Aging

Mr. Isaacowitz

PSYC 244a Research in Health and Aging

Staff

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*Prerequisites: PSYC 211a or PSYC 51a and PSYC 52a 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

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.
Staff

Cross-Listed Courses**PHIL 133a**

Consciousness, Brain, and Self

NBIO 150a

Autism and Human Developmental Disorders

LING 197a

Language Acquisition and Development

HS 373a

Children and Families of Color

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 PhD Specialization

The quantitative biology specialization is available only to students enrolled and working toward the PhD 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 PhD degree with a specialization in quantitative biology should apply to one of the participating PhD programs as described in the relevant section of this *Bulletin*. Enrolled PhD students who want to obtain the quantitative biology specialization should contact their PhD 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 noncurricular educational activities of the quantitative biology program.

Faculty Advisory Committee

Jeff Gelles, Co-Chair
(Biochemistry)

Jané Kondev, Co-Chair, Liaison to Physics PhD Program
(Physics)

Irving Epstein, Liaison to Chemistry PhD Program
(Chemistry)

Bruce Goode, Liaison to Molecular and Cell Biology PhD Program
(Biology)

Dorothee Kern, Liaison to Biophysics and Structural Biology PhD Program
(Biochemistry)

Eve Marder, Liaison to Neuroscience PhD Program
(Biology)

Christopher Miller, Liaison to Biochemistry PhD Program (on leave 2008–2009)
(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 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 and 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.

Mr. Hagan

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. Gelles

Cross-Listed Courses

BCHM 102a

Quantitative Approaches to Biochemical Systems

BCHM 104b

Physical Chemistry of Macromolecules

CHEM 147b

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 every other year. Ideally, students should take the core course (REL 107a) early in their career. Students should consult with their adviser and the head of the program to map out their particular design.

Committee

Patricia Johnston, Chair
(Classical Studies)

Tzvi Abusch (on leave 2008–2009)
(Near Eastern and Judaic Studies)

Bernadette Brooten
(Near Eastern and Judaic Studies)

Wendy Cadge (on leave 2008–2009)
(Sociology)

Jonathan Decter
(Near Eastern and Judaic Studies)

Gila Hayim
(Sociology)

Edward Kaplan
(Romance Studies)

Charles McClendon
(Fine Arts)

Jerry Samet
(Philosophy)

Ellen Schattschneider
(Anthropology)

The following faculty members are affiliated with the program:

Marc Brettler (NEJS)
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 (ROMS)
Avigdor Levy (NEJS)
Leonard Muellner (CLAS)
Richard Parmentier (ANTH)
Michael Randall (ROMS)
Jonathan Sarna (NEJS)
Eugene Sheppard (NEJS)
Govind Sreenivasan (HIST)
Cheryl Walker (CLAS)
David Wright (NEJS)
Palle Yourgrau (PHIL)

Requirements for the Minor

A. Core course: REL 107a (Introduction to World Religions). 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 two courses from the list of electives listed below.

D. A Senior Essay (REL 97a or b) may replace one of the two electives with the approval of the program chair.

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 GPA of at least 2.0 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 Introduction to World Religions

[hum nw]

This course serves as an introduction to the study of religion; it surveys some of the major religions of the world.
Staff

REL 131b The Dynamics of Religious Experience

[hum]

A comparative study of religious experience, including Christian, Jewish, nonbiblical, 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 151a The Buddha: His Life and Teachings

[hum nw]

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. Usually offered every year.
Staff

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 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

REL 151a

The Buddha: His Life and Teachings

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

AMST 167b

The Cultural Work of Religion in America

AMST 168b

American Religious History

ANTH 105a

Myth and Ritual

ANTH 137b

Gender and the Sacred in Asia

COML 179a

Life Stories, Spiritual and Profane

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**
Magic and Witchcraft in the Ancient Near East
- NEJS 127b**
The Jewish Liturgy
- NEJS 153b**
Abraham Joshua Heschel: Spirituality and Action
- 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 190b**
Islamic Philosophy
- NEJS 191b**
Messianism and the State of Israel
- NEJS 194b**
Sufi Teachings
- NEJS 196a**
Marriage, Divorce, and Sexual Ethics in Islamic Law
- 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

Romance Studies

Courses of Study:
See French and Francophone Studies.
See Hispanic Studies.
See Italian Studies.

Faculty

Edward Kaplan, Chair

French romanticism. Michelet. Hugo. Modern French poetry and theory. Baudelaire. Jabès. Bonnefoy. Religion and literature. Comparative literature. Translation.

French and Francophone Studies

Jane Hale

French and comparative literature. Twentieth-century French fiction and drama. Beckett, Queneau. Literature and painting. Francophone literature of Africa and the Caribbean. Comparative literature.

Hollie Harder, Director of Language Programs

French language and culture. Language pedagogy. Nineteenth- and twentieth-century French literature. Women's studies.

Michael Randall, Undergraduate Advising Head for French

Late medieval and Renaissance poetry, prose, and philosophy. Comparative Literature.

Esther Ratner

French language and culture.

Martine Voiret

French language and culture.

Italian Studies

Richard Lansing, Undergraduate Advising Head for Italian Studies

Dante. Italian medieval and Renaissance literature. Modern Italian literature. Comparative literature.

Paola Servino

Italian language and culture.

Hispanic Studies

Jorge Arteta

Spanish language.

Mary Nasielskier de Burstin

Spanish language.

Dian Fox

Spanish medieval and early modern drama, poetry, and prose. Cervantes. Women's and gender studies.

Elena González Ros

Spanish language and language pedagogy.

Scott Gravina

Spanish language.

Olmanda Hernández

Spanish language and Hispanic cultures.

James Mandrell

Modern and contemporary Hispanic literature. Comparative literature. Women's, gender, and sexuality studies. Film.

Raysa Mederos

Spanish language.

Ronnie Perelis

Early modern peninsular and transatlantic studies.

Ángela Pérez-Mejía

Colonial Latin American literature. Latin American film and cultural studies. Latin American women writers.

Lucía Reyes de Deu

Spanish language and culture.

Fernando Rosenberg, Undergraduate Advising Head for Hispanic Studies

Latin American and Latino studies. Comparative literature.

Requirements

For course offerings and requirements for the major, refer to the sections found elsewhere in this *Bulletin* for European Cultural Studies, French and Francophone Studies, Italian Studies, and Hispanic Studies.

An interdepartmental program

Courses of Study:
Minor

Russian and East European Studies

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)

Irina Dubinina

(German, Russian, and Asian Languages and Literature)

ChaeRan Freeze

(Near Eastern and Judaic Studies)

Gregory Freeze, Dean, Graduate School of Arts and Sciences

(History)

Robin Feuer Miller (on leave 2008–2009)

(German, Russian, and Asian Languages and Literature)

Antony Polonsky (on leave 2008–2009)

(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.

COML 160a

Contemporary East European Literature

FA 118b

Drawing upon Literature

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

The Art of Vladimir Nabokov

RUS 150b

Advanced Russian Language through Literature

RUS 153a

Russian Poetry in Russian: Undergraduate Seminar

Russian Language and Literature

Courses of Study:
Minor
Major (BA)

Objectives

The Russian program 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, 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 Web site at www.brandeis.edu/departments/grall.

Undergraduate Major and Minor

The core curriculum features courses in language, culture, and literature open to all students. Literature courses focusing on the classics of the nineteenth 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.

Bilingual students interested in Russian language study are encouraged to consult with the language coordinator to determine the appropriate course of study. Students may wish to broaden a major by combining it with a minor in Russian and East European studies (REES), a separate interdisciplinary program.

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 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.

How to Become a Major or a 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 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 Minor

- A.** Advanced language study: RUS 105a or 106b.
- B.** Literature Study in Russian: RUS 150b or RUS 153a.
- C.** Literature study: Any three RECS courses, which may include the cross-listed courses below.

Requirements for the Major

- A.** ECS 100a or ECS 100b (European Cultural Studies: The Proseminar) to be completed no later than the junior year.
- B.** Advanced language and literature study: RUS 105a or 106b, 150b, and 153a.
- C.** Literature study: Any five RECS courses, which may include the cross-listed courses below.
- D.** Majors wishing to graduate with departmental honors must enroll in and complete RUS 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 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. One semester of the senior thesis may be counted toward the five required RECS courses.

Courses of Instruction

(1–99) Primarily for Undergraduate Students

RUS 10a Beginning Russian I

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. Dubinina

RUS 20b Beginning Russian II

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. Dubinina

RUS 30a Intermediate Russian I

[fl]
Prerequisite: RUS 20b or the equivalent.
For students with some previous study of Russian (RUS 10a and 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. Dubinina

RUS 40b Intermediate Russian II

[fl hum]
Prerequisite: RUS 30a or the equivalent.
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. Dubinina

RUS 98a Independent Study

May be taken only with the permission of the adviser 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 adviser 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 40b or the equivalent or permission of the instructor.
For advanced students of Russian language who wish to expand their vocabulary and develop their grammar and reading skills. Explores aspects of contemporary Russian society and culture. Texts will be drawn from contemporary prose, the Russian press (including the Internet, selected films, and pop culture). Usually offered every second year.
Ms. Dubinina

RUS 106b Advanced Russian Language through Film

[fl hum]
Prerequisite: RUS 40b 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 and language will also be assigned. Usually offered every third year.
Ms. Dubinina

RUS 110a Russian Language for Russian Speakers

[hum wi]
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 third year.
Staff

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 nineteenth 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 nineteenth-century history and with reference to twentieth-century critical theory. Usually offered every second year.
Ms. Miller

RECS 148a Russian Drama: Text and Performance

[hum]

Open to all students. Conducted in English. Students may choose to do readings either in English translation or in Russian.

Examines the rich tradition of Russian drama and theater. Readings include masterpieces of the nineteenth and twentieth 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 Advanced Russian Language through Literature

[fl hum]

Prerequisite: RUS 40b or permission of the instructor. Taught in Russian.

A seminar 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. Usually offered every second year.
Ms. Dubinina

RUS 153a Russian Poetry in Russian: Undergraduate Seminar

[fl hum]

Prerequisite: RUS 105a or 106b or 150b, or permission of the instructor. Taught in Russian.

An undergraduate seminar focusing on the advanced study of Russian poetry in the original Russian and development of Russian oral and written language skills needed to analyze and discuss poetry. Includes a selection of the very best Russian poetry of the nineteenth and twentieth centuries. Usually offered every second year.
Mr. Powelstock

RECS 154a The Art of Vladimir Nabokov

[hum]

Open to all students. Conducted in English. Students may choose to read the Russian novels 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 twentieth century. Focuses on the major Russian- and English-language novels. 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

FA 118b

Drawing upon Literature

COML 160a

Contemporary East European Literature

COML 185a

Dickens and Dostoevsky

HUM 125a

Topics in the Humanities

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. 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, students must fill out the declaration forms from the Office of the University Registrar and meet first with one of the members of the program committee. A minor adviser will then be assigned by the director to help plan a course of study, including the timing of the internship/independent research and capstone requirements.

Committee

Anita Hill
(Heller School)

Marion Smiley
(Philosophy)

David Cunningham, Chair
(Sociology)

George Ross
(Politics; Sociology)

Melissa Stimell
(Legal Studies)

Richard Gaskins (on leave spring 2009)
(American Studies; Legal Studies)

Thomas Shapiro
(Heller School)

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. An internship approved by the SJSP internship director and the successful completion of SJSP 89a (Social Justice, social Policy Internship) which is usually offered in the fall semester. Internships undertaken for other majors or minors will not fulfill this requirement. The internship experience and the internship seminar combined count as one academic course.

D. One additional course approved by the program director.

E. No more than two courses may be double-counted for this minor and for any particular major.

F. A passing letter grade must be obtained in each course taken for the program. Pass/fail grading option is not allowed. Students must achieve a GPA of at least 2.00 in all courses for the program.

Courses of Instruction

(1–99) Primarily for Undergraduate Students

SJSP 89a Social Justice, Social Policy Internship

To obtain an internship for the fall term, students must discuss their placements with the SJSP internship instructor by April 1.

Supervised internship in a social justice, social service, social policy, or social research organization. Students will meet as a group and will complete research assignments. Usually offered every year in the fall semester.

Ms. Stimell

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
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

Theories of Social Policy, Social Justice, and Social Change

PHIL 20a

Social and Political Philosophy: Democracy and Disobedience

POL 154a

Seminar: Citizenship

Dynamics of Discrimination and Inequality
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

 Department of
Sociology

 Courses of Study:
 Major (BA)
 Master of Arts
 Doctor of Philosophy

Objectives
Undergraduate Major

The undergraduate curriculum provides students with the tools for understanding and 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 PhD may, by satisfying certain requirements, also receive the MA, or may earn a joint MA in sociology & women's and gender studies. The second option is a terminal MA degree in sociology; the third option is a terminal joint MA in sociology & women's and gender studies; the fourth option is a joint PhD in Near Eastern and Judaic Studies and sociology; the fifth option is a joint PhD in social policy (Heller School for Social Policy and Management) and sociology.

How to Become a 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.

Faculty
Karen V. Hansen, Chair

Feminist theory. Sociology of the family. Historical sociology. Sociology of gender.

Wendy Cadge (on leave 2008–2009)

Sociology of religion. Sociology of culture. Health and medicine. Immigration. Sexuality. Gender. Organizations. Research methods.

Peter Conrad (on leave fall 2008)

Sociology of health and illness. Deviance. Field methods.

David Cunningham, Graduate Chair

Social movements. Organizations. Community structure. Quantitative inquiry.

Gordon Fellman (on leave 2008–2009)

Marx and Freud. Social class. Peace, conflict, and coexistence studies. Israeli-Palestinian conflict. Empowerment. Psychoanalytic sociology. Masculinities.

Gila Hayim

Classical and contemporary social theory. Critical theory. Social movements. Existential sociology. Legal studies. Sociology of religion.

Marty Wyngaarden Krauss, Provost (Heller School)

Disability policy. Family caregiving. Mental retardation. Human services.

Laura J. Miller, Undergraduate Advising Head

Sociology of culture. Mass communication. Urban sociology. Consumption and marketing.

Shulamit Reinhartz

History of women in sociology. Qualitative and feminist methodology. Group dynamics. Jewish women's studies.

George Ross

Political sociology. Social theory. Economy and society. Comparative social structures. European politics and sociology. Globalization.

Thomas Shapiro (Heller School)

Stratification. Race.

Sara Shostak

Sociology of health and illness. Science and technology studies. Body and society. Qualitative research methods.

Carmen Sirianni

Civic engagement and innovation. Public policy for democracy. Political sociology. Work. Organizations. Theory.

Requirements for the Major

Students entering Brandeis in the fall of 2005 or after must fulfill the following requirements: ten semester courses, with 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, 118a, 136b, 141a, 146a, 164a, 181a, 183a

Health, Illness, and Life Course

HSSP 192b, SOC 169b, 176a, 177b, 187a, 188a, 189a, 190b, 191a, 193a, 196a

Political and Social Change

SOC 108a, 111a, 112b, 113b, 119a, 123b, 148b, 151a, 153a, 155b, 157a, 161a, 175b; HIST 115a, HS 110a, POL 153a, 156b, 159a

Gender and Family

SOC 105a, 112b, 115a, 117b, 130a, 131b, 132b, 137a, 138a, 138b

Institutions, Communities, and Culture

SOC 103a, 104a, 105a, 106a, 117a, 117b, 120b, 126a, 128a, 129a, 137b, 146a, 147a, 150b, 152a, 152b, 154a, 156a, 178a, NEJS 161a, 164b

C. Four additional sociology electives, for a total of eight sociology courses. SOC 1a and SOC 3b may not be used as electives.

D. In addition, students must take two semester courses numbered 100 or higher 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.

F. Students may apply an internship course (either SOC 89a or SOC 92a) only once toward the requirements for the major.

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 that are limited to twelve 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 3b and other sociology courses). Permission of instructor is necessary for undergraduates.

Requirements for the Degree of Master of Arts

Program of Study

The MA in sociology is designed for completion in one calendar year, with the degree awarded at the next official university degree conferral after completion of academic residency and requirements. Each MA degree candidate will devise a specialized program with a faculty adviser. The student's program must be approved by the graduate committee at the beginning of each semester of residence and will include the completion of six semester courses, including one course in sociological theory and one full course in methods. Students will also complete a master's research paper of professional quality and length. The paper will be read by the student's primary adviser, as well as by two additional sociology faculty members.

Language Requirement

There is no foreign language requirement for the master's degree.

Residence Requirement

One year.

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 alternative).

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. Completion of a master's research paper of professional quality and length (normally twenty-five to forty pages) on a topic related to the joint degree. The paper will be read by two faculty members, one of whom is a member of the sociology department, and one of whom is a member of the women's and gender studies core or affiliate faculty.

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 PhD program in sociology are expected to complete six semesters of the program's SOC 240a (Approaches to Social Research Proseminar), as well as fifteen additional courses. At least six of these courses must be formal graduate seminars offered by the Brandeis sociology department. Four additional courses must be completed within the Brandeis sociology department, either as graduate seminars, independent readings, advanced undergraduate/graduate seminars, or upper-division courses. The five remaining courses can be taken as the student chooses, including graduate courses at other Boston-area universities, in consultation with her or his adviser. The initial program of studies is arranged in consultation with the graduate student's adviser. 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 PhD students participate in undergraduate teaching. This typically means leading discussion sections or otherwise working in collaboration with individual professors. PhD students also have an opportunity to develop the craft of teaching through teaching workshops within the department and the Graduate School of Arts and Sciences.

Residence Requirement

The minimum residence for the PhD is three years.

Language Requirement

There is no foreign language requirement for the PhD.

Qualifying Examinations

The specific planning, evaluation, and accreditation of a student's course of study will be in the hands of each student's guidance accreditation committee (GAC), comprising 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 plan, 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 course work completion.

Dissertation and the Final Oral Examination

A dissertation proposal should be submitted soon after the GACs are completed. The dissertation committee should consist of three members from the sociology department faculty and an outside reader chosen with the advice of the committee members and approved by the graduate committee and the dean of the graduate school.

The PhD 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 twenty-one courses. Nine of these courses should be offered by the sociology department (comprising at least four graduate seminars plus SOC 240a (Approaches to Social Research Proseminar), which is required during each semester of course work following matriculation into the joint degree program). At least one of these sociology courses must be in theory. Additionally, 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.

Advising

Students are assigned advisers from the sociology department and from the Near Eastern and Judaic Studies department. Both advisers will work with the student to assure appropriate course coherency. An interdepartmental meeting between both advisers 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 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

The PhD in social policy and sociology is a joint degree of the Department of Sociology and the Heller School for Social Policy and Management. This option is available to students only after completion of at least one year of graduate study at the Heller School or in the sociology department (admission is not guaranteed) the following procedures apply.

Program of Study

Students entering the joint PhD program in social policy and sociology are expected to complete a total of eighteen courses. At least nine of these courses must be offered by the Brandeis sociology department (comprising at least four graduate seminars plus the Approaches to Social Research Proseminar, which is required during each semester of coursework following matriculation into the joint degree program). At least one of these sociology courses must be in theory. Additionally, 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 in research methodology (e.g., HS 401b [Research Methods]). 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 advisers 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.

Teaching Requirement

All joint PhD students must participate in undergraduate teaching. This typically means leading discussion sections or otherwise working in collaboration with individual professors. PhD students also have an opportunity to develop the craft of teaching through teaching workshops within the department and the graduate school of arts and sciences.

Language Requirement

There is no foreign language requirement for the joint PhD 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 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 PhD 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.

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 or 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]

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, Du Bois, 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 Fieldwork

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 90b Independent Fieldwork

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 92a 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 course work and with permission of the instructor. 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.

Usually offered in the summer term only.

Staff

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 MA degree in sociology and 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 second year.

Ms. Hayim

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 111a Political Sociology

[ss]

Social and institutional bases of public life (social capital, interest groups, movements, communities, parties, urban regimes) and relationships to politics and policy at local and national levels. Usually offered every year.

Mr. Sirianni

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 focusing 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 115a Masculinities

[ss]

This course may not be repeated for credit by students who took SOC 114a in spring 2006.

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, grass-roots organizing). Usually offered every second year.
Ms. Reinharz

SOC 117b Sociology of Science and Technology

[ss]

Provides an in-depth exploration of sociological approaches to science and technology. Includes explicit consideration of the role of science and technology in producing categories of gender and race. Usually offered every third year.
Ms. Shostak

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 second year.
Ms. Cadge or Ms. Shostak

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 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 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 in the summer term.
Mr. Conrad and Staff

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 wi]

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 year.
Ms. Cadge

SOC 130a Families

[ss]

Course counts toward the completion of the joint MA 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 among 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 toward the completion of the joint MA 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: SOC 1a or 3b. Registration priority given to juniors and seniors. Previous course on families or gender is strongly recommended. This course counts toward the completion of the joint MA degree in sociology & women's and gender studies.
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 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 138a Sociology of Gender and Race

[ss]

Examines gender and race as intersecting and interacting principles that organize societies. Uses a variety of media to analyze how gender and race (re)create forms of domination and subordination in labor markets, family structures, realms of cultural presentation (e.g., media), and social movements. Usually offered every second year.
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 oc]

Innovation and change in communities, 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 year.
Mr. Sirianni

SOC 148b Sociology of Information

[ss]

Examines the claim that information is a key political and economic resource in contemporary society. Considers who has access to information, and how it is used for economic gain, interpersonal advantage, and social control. Usually offered every third year.
Ms. Miller

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]

Prerequisite: SOC 1a or SOC 3b.

Registration priority given to juniors and seniors.
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 toward the completion of the joint MA 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 second year.

Ms. Cadge

SOC 175b Civic Environmentalism

[oc 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, and the greening of industry. May be combined with internships and action research. Usually offered every 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 third 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 Methods of Social Inquiry

[qr ss]

Introduces students to qualitative and quantitative approaches to social research. Throughout the course emphasis is on conceptual understanding, with hands-on applications and exercises. No statistical or mathematical background is necessary. Usually offered every year.

Ms. Cadge or Mr. Cunningham

SOC 183a Evaluation of Evidence

[qr ss]

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 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. Focuses on how gender, race, class, religion, and other dimensions of social organization shape individual experiences and opportunities for agency and resistance. Usually offered every year.

Ms. Shostak

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 second year.

Ms. Cadge

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 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, Foucault, Castells, 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

Provides an introduction to 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 and analysis. Each student will design and conduct his/her own independent research project. Usually offered every second year.

Mr. Conrad or Ms. Shostak

SOC 206b Advanced Topics in Family Studies

This course counts toward the completion of the joint MA 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 208a Social Problems Theory and Research

Explores the role of social problems theory, with a strong emphasis on social constructionism. Also examines the development and dilemmas of constructionism and aligned approaches. Students are required to undertake independent studies of particular social problems. Usually offered every second year.

Mr. Conrad

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, Race, and Class

Examines primarily gender, class, and race, but also addresses inequality as structured by citizenship status and sexuality. Examines how U.S. and other societies distribute resources accordingly, shape discourse and ideology, and foster individual and group identities. Usually offered every third year.

Ms. Hansen

SOC 214b Community Empowerment in the United States: Theory, Practice, and Policy

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 public policy. 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 240a Approaches to Sociological Research

Yields half-course credit. Required of graduate students for six semesters during the first three years of their course of study.

A seminar designed to guide graduate students through the process of producing sociological research. The course will be based on students' development of their own independent research and on considerations of larger professional issues related to research and publication. Usually offered every semester.

Ms. Cadge, Mr. Cunningham, and Ms. Shostak

SOC 401d Dissertation Research

Independent research for the PhD. 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 156b

West European Political Systems

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

An interdepartmental program
South Asian Studies

Courses of Study:
 Minor

Objectives

The South Asian studies program provides a minor (open to students in any major) for those who wish to structure their studies of South Asia or the South Asian Diaspora. The minor offers an interdisciplinary approach to understanding the literatures, histories, societies, cultures, religions, arts, and contemporary importance of South Asia and diasporic South Asian communities. South Asia, one of the world's most populous and significant regions, includes the modern nations of India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan, and in certain contexts Afghanistan, Maldives, Myanmar, and Tibet. Students completing the minor will come away with a strong understanding of the intellectual, cultural, political, economic, and social developments at key periods in South Asia's history and in the contemporary era.

How to Become a Minor

To enroll in the program, students must see one of the undergraduate advising head. Together they will select as an adviser a faculty member who seems best suited to that student's interests. Students in the minor work closely with the advisor to develop an individual plan of study. In addition to selecting courses at Brandeis, students may take advantage of the resources of neighboring institutions through the Boston Area Consortium. Courses may be taken at Boston College, Boston University, Tufts University, and Wellesley College. Study abroad in South Asia for a semester is also encouraged.

Program Faculty

Sarah Lamb, Program Co-Chair
 (Anthropology)

Harleen Singh, Program Co-Chair and Undergraduate Advising Head (on leave spring 2009)
 (German, Russian and Asian Languages and Literature)

Ulka Anjaria
 (English and American Literature)

Shilpa Dave
 (American Studies)

Nidhiya Menon
 (Economics)

Ellen Schattschneider
 (Anthropology)

Govind Sreenivasan
 (History)

Requirements for the Minor

The minor in South Asian studies requires a minimum of five semester courses, distributed as follows:

- A.** Introduction to South Asia (SAS 100a), the South Asian studies core course.
- B.** Four additional courses from the approved South Asian studies curriculum, taken from at least two different departments.
- C.** A minimum of three of the five courses required for the minor must be taken from Brandeis faculty. Courses taken at other institutions for credit must be approved by the student's adviser and program chair.

D. No course with a final grade below C- can count toward the SAS minor.

E. No more than two courses taken for the SAS minor can double-count toward any other single major or minor.

Students are also encouraged to spend one or two semesters abroad at an approved academic program in South Asia during their junior year. Appropriate courses taken abroad may count toward the minor. More information can be obtained in the Office of Study Abroad in Usdan 127.

Courses of Instruction

(1–99) Primarily for Undergraduate Students

SAS 92a Internship

Combines off-campus experience in a South Asia-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 minor. Staff

SAS 98a Independent Study

Usually offered every year. Staff

(100–199) For Both Undergraduate and Graduate Students

SAS 100a Introduction to South Asia

[ss nw]

An exploration of the history, societies, cultures, religions, and literature of South Asia—India, Afghanistan, Bangladesh, Bhutan, Nepal, Pakistan, and Sri Lanka. Uses perspectives from history, anthropology, literature, and film to examine past and contemporary life in South Asia. Usually offered every year. Ms. Lamb, Ms. Singh, or Mr. Sreenivasan

SAS 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

SAS 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

SAS 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

SAS 150b Indian Film: The Three-Hour Dream

[hum nw]

A study of Hindi films made in India since 1947 with a few notable exceptions from regional film, as well as some recent films made in English. Students will read Hindi films as texts/narratives of the nation to probe the occurrence of cultural, religious, historical, political, and social themes. Usually offered every second year. Ms. Singh

SAS 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 second year. Ms. Singh

Core Elective Courses

ANTH 134a

South Asian Culture and Society

ENG 20a

Bollywood: Popular Film, Genre, and Society

ENG 127a

The Novel in India

Elective Courses (requiring a paper and prior approval from the SAS chair)

The following courses include South Asia as one of the several areas studied. These courses would count toward the minor only if students discuss course content with the instructor and obtain prior permission from the program chair. Normally students wishing to take such a course for the minor will write a paper on South Asia or the South Asian Diaspora.

AMST 140b

The Asian-American Experience

AMST 142b

Love, Law, and Labor: Asian American Women and Literature

ANTH 129b

Global, Transnational, and Diasporic Communities

ANTH 137b

Gender and the Sacred in Asia

COML 122b

Writing Home and Abroad: Literature by Women of Color

ECON 176a

The Household, Health, and Hunger in Developing Countries

ENG 77b

Literatures of Global English

FA 12a

History of Asian Art

FA 13b

Buddhist Art

HS 236a

International Health Systems

HSSP 102a

Global Perspectives on Health

REL 151a

The Buddha: His Life and Teachings

Spanish Language and Literature

See Hispanic Studies.

Sustainable International Development Program

See Heller School for Social Policy and Management.

Department of Theater Arts

Courses of Study:
Minor
Major (BA)
Master of Fine Arts

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, sound design, design/technical educational theater, and musical theater 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 discrete 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 work.

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.

How to Become a Major or a 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 adviser within their particular area of interest or track.

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 and the USITT Convention (see Web site for dates and locations). 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

Susan Dibble, Chair

Movement for the actor. Dance.

Nancy Armstrong

Singing.

Jeff Bird

Scenic construction. Technical direction.

Debra Booth

Scenic design.

Leslie Chiu

Production lab.

Michael Chybowski

Lighting design.

Jennifer A. Cleary

Stage management. Theater practicum.
Theater education.

David Cosier

Drafting.

Nancy Doyle

Acting for the camera.

Karl Eigsti

Scenic design.

Eric Hill

Acting. Directing.

Arthur Holmberg

Dramatic literature. Theory history.
Performance theory.

Adrienne Krstansky (on leave spring 2008)

Acting.

Denise Loewenguth, Director, Costume Shop (on leave spring 2008)

Costume technology.

Marya Lowry

Acting. Voice production.

Seághan McKay

Computer drawing.

Ryan McKittrick

Theater literature. Theory and history.
Playwriting.

Robert Moody (on leave spring 2008)

Scene painting.

Janet Morrison (on leave fall 2009)

Acting. Director of performance studies.

Elizabeth Terry, Undergraduate Advising Head

Speech, dialects, and voice production.

Jennifer von Mayrhauser

Costume design and technology.

Robert Walsh

Stage movement and combat. Public speaking.

Dave Wilson

Lighting and sound design.

Requirements for the 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.

Requirements for the Major

All undergraduate majors must complete ten one-semester courses, two practicum courses, and one semester of THA 99a or b (or another course as approved by the undergraduate advising head). Total major requirement, including practicum courses, is the equivalent of twelve one-semester courses, and thirteen one-semester courses for students pursuing departmental honors. Required courses include:

A. THA 2a (Introduction to Theater Arts: From the Page to the Stage). Offered in the fall of each year, this course is a prerequisite for all practical theater courses. THA 2a requires a corequisite of THA 41a (Theater Practicum).

Students who choose to follow an LTH track may substitute an LTH course, as approved by their adviser for THA 2a.

B. THA 100a and b: Theater Texts and Theory I and II (offered in the fall and spring each year, respectively).

C. Two courses selected from the following elective requirements: THA 115b, 150a, 155a, 185b; CLAS 171a; ENG 33a, 64b, 133a, 143a; FREN 155b; HBRW 144a, 164b; HECS 150a; RECS 134b, 148a.

D. Complete requirements in selected track area (see below): acting, dance and movement, design/tech, directing, educational theater, musical theater, stage management, and sound design.

E. THA 99a or 99b, or other course as approved by faculty adviser to be appropriate as a senior-level course requirement.

Students applying for honors must complete THA 99a and 99b, bringing their required number of courses to thirteen. 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 adviser and the chair.

Undergraduate Tracks

Students must complete the equivalent of six one-semester courses in their chosen track area or a preapproved cross-track curriculum. Track areas include acting, dance and movement, design/tech, directing, educational theater, musical theater, stage management, and sound design. 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 (in addition to the corequisite enrollment of THA 41a that is required for THA 2a)
THA 42a	Acting Practicum

One of the following: THA 12b, 15a, 17a, 20b, 32a, 33b, 105b, 109a, 130a, or other courses as approved by track adviser.

One of the following: THA 9a, 9b, 10b, 110b, 120a, 120b, or other courses as approved by track adviser.

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 (in addition to the corequisite enrollment of THA 41a that is required for THA 2a)
THA 43a	Dance and Movement Practicum

Two of the following: THA 10b, 120a, 120b, 130a, or other courses as approved by track adviser.

Design/Tech Track (Set, Costume, and Lighting Design)

FA 17a	History of Art I or comparable course as approved by track adviser
FA 18b	History of Art II or comparable course as approved by track adviser
THA 232a	Life Drawing: Part 1 or FA 3a Introduction to Drawing
THA 41a	Theater Practicum (in addition to the corequisite enrollment of THA 41a that is required for THA 2a)
THA 45a	Design/Technical Practicum

Two of the following: THA 232a or FA 3a, FA 3b, THA 50b, 52b, 54b, 60a, 64a, 64b, or other courses as approved by track adviser.

Directing Track

THA 4a	Acting I: 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 (in addition to the corequisite enrollment of THA 41a that is required for THA 2a)
THA 44a	Directing Practicum

One of the following: THA 4b, 9a, 15a, 25a, 33a, 50b, 52b, 64a, 64b, 102b, 103b, 104a, or other courses as approved by track adviser.

Educational Theater Track

THA 4a	Acting I: The Vocal-Physical Connection
THA 70a	Directing
THA 101a	Stage Management Part I
THA 41a	Theater Practicum (in addition to the corequisite enrollment of THA 41a that is required for THA 2a)

One of the following: THA 42a, 43a, 44a, 45a, 46a, or 47a.

One course from the following movement, voice, movement/dance, or internship courses: THA 9a, 9b, 11a, 15a, 15b, 17a, 22b, 105a, 110a, 110b, 120a, 120b, 130a, or 92a 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, 52b, 54b, 60a, 64a, 64b, 104a, 185b.

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 (in addition to the corequisite enrollment of THA 41a that is required for THA 2a)
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 adviser.

Stage Management Track

THA 101a	Stage Management: Part I
THA 101b	Stage Management: Part II
THA 41a	Theater Practicum (in addition to the corequisite enrollment of THA 41a that is required for THA 2a)
THA 47a	Stage Management Practicum

One of the following: THA 4a, 9a, or 109a.

Two of the following: THA 50b, 52b, 54b, 64a, 70a, or other courses as approved by track adviser.

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 adviser and the chair.*

THA 41a	Theater Practicum (in addition to the co-requisite enrollment of THA 41a that is required for THA 2a)
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 adviser, the chair of theater arts and with permission of the music department:

MUS 52a	Opera
MUS 53a	Music for the Ballet

**Students interested in singing for musical theater may choose to replace THA 22b or 105a with the following courses from the music department in consultation with their adviser, 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 105a with the following courses from the music department in consultation with their adviser, 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 105a with the following courses from the music department in consultation with their adviser, 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.

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 Brandeis Theater Company (BTC). The company is the department's production wing which 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 performance and mentoring capacities within the department. Graduate acting students are subject to an annual review for readmission to the program. See the department Web site for complete graduate acting curriculum.

Required Courses for First-year Actors

THA 130a	Suzuki
THA 199a	Production Vocal Coaching Lab
THA 201a and b	Acting I
THA 202b	Ensemble Building II
THA 205a and b	Movement I: Parts I and II
THA 207a and b	Text and Context
THA 210a and b	Voice I
THA 212a and b	Speech I
THA 214a and b	Singing I
THA 215a and b	Rehearsal and Performance I
THA 258a Stage	Combat I

Required Courses for Second-year Actors

THA 130a	Suzuki
THA 199a	Vocal Production Coaching Lab
THA 255a and b	Movement II
THA 260a and b	Voice II
THA 262a and b	Speech II/ Dynamics
THA 264a and b	Singing II
THA 265a and b	Rehearsal and Performance II
THA 268a	Stage Combat
THA 283a and b	Acting II

Required Courses for Third-year Actors

THA 130a	Suzuki
THA 199a	Vocal Production Coaching Lab
THA 309a	Whole Voice Workshop
THA 310a	Singing III
THA 315a and b	Rehearsal and Performance III: Parts 1 and 2
THA 317a	Accent and Dialect Research
THA 319a	The Actor/Director Collaboration
THA 319b	Solo Performance
THA 355a	Career Workshop: Part 1, Acting for Camera
THA 355b	Career Workshop: Part 2, Auditioning
THA 399d	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) and THA 299d (Production Lab). 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 Web site for complete graduate design curriculum.

Course of Study for First-Year Design and Technology

THA 223a and b	Designing for the Theater
THA 225a and b	Set Design I (not required for Sound Design and Technology)
THA 233a and b	Costume Design I (not required for Sound Design and Technology)
THA 235a and b	Lighting Design I
THA 241a and b	Sound Design I
THA 226a and b	Drafting for the Theater: Sets (Elective for Costume Design and Technology, not required for Sound Design and Technology)
THA 231a and b	Drafting for the Theater: Costumes (Elective for Set Design, Lighting Design and Scenic Painting, not required for Sound Design and Technology)
THA 232a and b	Life Drawing (not required for Sound Design and Technology)
THA 249d	Production Lab I
THA 220d	Practicum I

Additional Courses for First-Year Sound Design and Technology

THA 242a,b Sound Techniques I: Parts 1 and 2 and four music electives from the following list:

MUS 5a	Fundamentals of Music
MUS 101a and b	Theory and Musicianship I w/ Lab (MUS 102a,b)
MUS 107a	Introduction to Electro-Acoustic Music
MUS 109b	Electro-Acoustic Music Composition
MUS 111a and b	Private Instruction: Instrumentalists

Course of Study for Second-Year Set Design

THA 275a and b	Set Design II
THA 285a and b	Lighting Design II or THA 280a,b
	Costume Design II
THA 284a and b	History of Civilization
THA 276a and b	Computer Drawing I
THA 278a and b	Scene Painting I
THA 290a and b	Design Drafting I (elective)
THA 299d	Production Lab II
THA 270d	Practicum II

Course of Study for Third-Year Set Design

THA 325a and b	Set Design III
THA 335a and b	Lighting Design III (prerequisite of THA 285a and b) or THA 330a and b
	Costume Design III (prerequisite of THA 280a and b)
THA 326a and b	Scenic Drawing
THA 328a and b	Scenic Painting II (elective)
THA 340a and b	Design Drafting (elective)
THA 349a and b	Production Lab III
THA 320a and b	Practicum III
THA 385a and b	Internship (upon recommendation of faculty)

Course of Study for Second-Year Costume Design

THA 280a and b	Costume Design II
THA 275a and b	Set Design II or THA 285a,b
	Lighting Design II
THA 284a and b	History of Civilization
THA 281a and b	Costume Drawing I
THA 282a and b	Costume Draping and Construction
THA 276a and b	Computer Drawing I
THA 293a and b	Costume Technology (elective)
THA 299d	Production Lab II
THA 270d	Practicum II

Course of Study for Third-Year Costume Design

THA 330a and b	Costume Design III
THA 293a and b	Costume Technology
THA 325a and b	Set Design III (prerequisite of THA 275a and b) or THA 335a and b
	Lighting Design III (prerequisite of THA 285a and b)
THA 326a and b	Scenic Drawing
THA 349d	Production Lab III
THA 320d	Practicum III
THA 385a and b	Internship (upon recommendation of faculty)

Course of Study for Second-Year Lighting Design

THA 285a and b	Lighting Design II
THA 275a and b	Set Design II or THA 280a and b
	Costume Design II
THA 284a and b	History of Civilization
THA 278a and b	Scene Painting I
THA 290a and b	Design Drafting I
THA 326a and b	Scenic Drawing (elective)
THA 299d	Production Lab II
THA 270d	Practicum II

Course of Study for Third-Year Lighting Design

THA 335a and b	Lighting Design III
THA 325a and b	Set Design III (prerequisite of THA 275a and b) or THA 330a and b
	Costume Design III (prerequisite of THA 280a and b)
THA 326a and b	Scenic Drawing (elective)
THA 320d	Practicum III
THA 328a and b	Scenic Painting II (elective)
THA 340a and b	Design Drafting (elective)
THA 349d	Production Lab III
THA 320d	Practicum III
THA 385a and b	Internship (upon recommendation of faculty)

Course of Study for Second-Year Costume Technology

THA 293a and b	Costume Technology
THA 280a and b	Costume Design II
THA 281a and b	Costume Drawing I
THA 284a and b	History of Civilization
THA 299d	Production Lab II
THA 270d	Practicum II

Course of Study for Third-Year Costume Technology

THA 343a and b	Costume Technology II
THA 282a and b	Costume Draping and Construction
THA 349d	Production Lab III
THA 320d	Practicum III
THA 385a and b	Internship (upon recommendation of faculty)

Course of Study for Second-Year Scene Painting

THA 278a and b	Scene Painting I
THA 284a and b	History of Civilization
THA 276a and b	Computer Drawing I
THA 299d	Production Lab II
THA 270d	Practicum II

Course of Study Required Courses for Third-Year Scene Painting

THA 328a and b	Scenic Painting II
THA 326a and b	Scenic Drawing
THA 349d	Production Lab III
THA 320d	Practicum III
THA 385a and b	Internship (upon recommendation of faculty)

Course of Study for Second-Year Sound Technology and Design

THA 295a and b	Sound Design II
THA 285a and b	Lighting Design II
THA 284a and b	History of Civilization
THA 296a and b	Studio Techniques II
THA 276a	Computer Drawing I
THA 299d	Production Lab II
THA 270d	Practicum II

Four music electives from the following:

MUS 103a and b	Theory and Musicianship II (taken with the lab MUS 104a, and b)
MUS 105a and b	Advanced Harmony and Counterpoint
MUS 107a	Introduction to Electro-Acoustic Music
MUS 111a and b	Private Instruction: Instrumentalists

Course of Study for Third-Year Sound Technology and Design

THA 351a and b	Sound Design III
THA 352a and b	Studio Techniques III
MUS 111a and b	Private Instruction: Instrumentalists
THA 349d	Music History and Composition as available
THA 320d	Production Lab III
THA 385a and b	Practicum III
	Internship (upon recommendation of faculty)

Courses of Instruction**(1-99) Primarily for Undergraduate Students****THA 1a The Theater in History I**

[ca]

An exploration of the development and 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 eighteenth 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 eighteenth century to the present. Usually offered every year.
Mr. McKittrick

THA 2a Introduction to Theater: 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. Chiu

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 semester.

Ms. Lowry, Ms. Krstansky, and Ms. Terry

THA 4b Acting II: Language in Action

[ca]

Prerequisite: THA 2a and THA 4a 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 semester.

Ms. Krstansky and Ms. Morrison

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.

Mr. Walsh

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.

Staff

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 breath work 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 oc]

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 9a or 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. Usually offered every year.

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, 4a and b, 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 b, 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 the 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 classical texts, including Shakespeare and the Greeks. Usually offered every second year.

Ms. Morrison

THA 41a Theater Practicum

Corequisite: THA 2a. Yields half-course credit (two semester-hour credits) toward 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

Prerequisites: THA 2a and 41a. Yields half-course credit (two semester-hour credits) toward 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, or the Undergraduate Theater Collective, or as part of a preapproved project within or outside the university. Students will meet periodically with their advisers to report on their progress. Usually offered every year.

Ms. Morrison

THA 43a Dance and Movement Practicum

Prerequisites: THA 2a and 41a. Yields half-course credit (two semester-hour credits) toward 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 or the Undergraduate Theater Collective, or as part of a preapproved project within or outside the university. Students will meet periodically with their advisers to report on their progress. Usually offered every year.

Ms. Dibble

THA 44a Directing Practicum

Prerequisites: THA 2a and 41a. Yields half-course credit (two semester-hour credits) toward 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 advisers to report on their progress. Usually offered every year.

Mr. Hill

THA 45a Design/Technical Practicum

Prerequisites: THA 2a and 41a. Yields half-course credit (two semester-hour credits) toward 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 or the Undergraduate Theater Collective, or as part of a preapproved project within or outside the university. Students will meet periodically with their advisers to report on their progress. Usually offered every year.

Ms. Booth

THA 46a Sound Design Practicum

Prerequisites: THA 2a and 41a. Yields half-course credit (two semester-hour credits) toward 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, or the Undergraduate Theater Collective, or as part of a preapproved project within or outside the university. Students will meet periodically with their advisers to report on their progress. Usually offered every year.

Mr. Wilson

THA 47a Stage Management Practicum

Prerequisites: THA 2a and 41a. Yields half-course credit (two semester-hour credits) toward 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, or the Undergraduate Theater Collective, or as part of a preapproved project within or outside the university. Students will meet periodically with their advisers to report on their progress. 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 second year.

Staff

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 second year.

Staff

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 92a 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 that utilize the resources of the professional theaters in the Boston area. Usually offered every year.

Ms. Cleary

THA 97a Senior Project

Students may complete a senior project to fulfill the final requirements of the major. Completion of this course does not qualify the student for departmental honors. Students should meet with their adviser to develop a suitable project. Usually offered every semester.

Staff

THA 98a Independent Study

Prerequisite: University GPA 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 GPA 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 THA 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 advisers before being allowed to enroll in the continuation of the thesis project, THA 99b, and must obtain permission of the adviser and department chair before registering. Offered every fall 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 advisers and must obtain permission from their advisers and the department chair before registering. Offered every spring semester.

Staff

(100–199) For Both Undergraduate and Graduate Students

THA 100a Theater Texts and Theory I

[ca]

The evolution of Western drama from its ritual origins through the mid-eighteenth 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 Texts 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 oc]

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 oc]

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 have 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.

Mr. McKittrick

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 second year.

Ms. Terry

THA 106a British, Irish, and Postcolonial Theater

[ca]

An exploration of the playwrights, political struggles, and aesthetic movements that shaped the evolution of British, Irish, and post-colonial drama in the twentieth century. Attention paid to race, class, gender, sexuality, and theater in performance. Playwrights include: Shaw, Yeats, Synge, O'Casey, Orton, and Churchill. Usually offered every second year.

Mr. Holmberg

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

[ca pe-1]

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 twentieth 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, Jose Limon, 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 alternative 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 the 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 the 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 the 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 180b Euripides' Hecuba in Performance

[ca]

The course starts by introducing Greek tragedy in its original context and culminates in the production of Euripides' *Hecuba* as part of the Brandeis Theater Company's 2008–2009 season. Explores aspects of language and interpretation in Euripides' play along with performance techniques specifically designed to accommodate performing Greek tragedy, including Suzuki method, lamentation, and singing for the Greek theater. Special one-time offering, spring 2009.
Mr. Hill and Ms. Visvardi

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 Han-ch'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 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. Required for first-year actors. Usually offered every third year.

Ms. Morrison

THA 201b Acting I: Part 2

A continuation of THA 201a. Work 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 202b Ensemble Building

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, 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 toward 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 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 215a Rehearsal and Performance I, Fall Productions

First-year actors are required to audition for and play as cast in fall season productions. Required for first-year actors. Usually offered every third year.

Staff

THA 215b Rehearsal and Performance I

First-year actors are required to audition for and play as cast in, the Brandeis Theater Company's plays of the spring season. 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.

Ms. Booth

THA 223a Designing for Theater: 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: 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, Sets: 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.

Mr. Cosier

THA 226b Drafting for the Theater, Sets: 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.

Mr. Cosier

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.

Ms. Loewenguth

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.

Ms. Loewenguth

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. von Mayrhauser

THA 233b Costume Design I: Part 2

A continuation of THA 233a. Required for first-year designers. Usually offered every year.

Ms. von Mayrhauser

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 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 prerecorded session material.

Usually offered every second year.

Mr. Wilson

THA 242b Studio Techniques I: Part 2

A continuation of THA 242a. Usually offered every second year.

Mr. Wilson

THA 249d Production Lab 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, pavane, 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 264a Singing II: Part 1

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 264b Singing II: Part 2

A continuation of THA 264a. Required for second-year actors. Usually offered every third year.
Ms. Armstrong

THA 265a Rehearsal and Performance II: Part 1

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.
Ms. Morrison

THA 265b Rehearsal and Performance II: Part 2

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.
Ms. Morrison

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 (SAFD). 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 the Laurie Theater. These design projects are supported by the design faculty in each area (scenery, costume, lighting, and scene painting). Required for second-year designers. Usually offered every year.
Mr. Eigsti

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.
Mr. Eigsti

THA 275b Set Design II: Part 2

Laboratory fee: \$25 per semester.
A continuation of THA 275a. Usually offered every year.
Mr. Eigsti

THA 276a Computer Drawing I: Part 1

This course is open to undergraduates by permission of the 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 the 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 the instructor.
A continuation of THA 277a. Usually offered every year.
Staff

THA 278a Scenic Painting I: Part 1

Laboratory fee: \$80 per semester. This course is open to undergraduates by permission of the 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 Scenic Painting I: Part 2

Laboratory fee: \$80 per semester. This course is open to undergraduates by permission of the 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. von Mayrhauser

THA 280b Costume Design II: Part 2

A continuation of THA 280a. Usually offered every year.
Ms. von Mayrhauser

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.
Staff

THA 281b Costume Drawing I: Part 2

Laboratory fee: \$20 per semester.
A continuation of THA 281a. Usually offered every year.
Staff

THA 282a Costume Draping and Construction: 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: 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: 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: 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, that is, 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 285a. 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: 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: Part 2

A continuation of THA 293a. Usually offered every year.

Ms. Loewenguth

THA 295a Sound Design II: Part 1

Prerequisites: 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

Prerequisites: THA 295a and 295b.

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 Lab II

See description for THA 249d (Production Lab 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 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 BTC 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 BTC graduate productions. 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

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.

Mr. Eigsti

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.

Staff

THA 331b Costume Drawing II: Part 2

A continuation of THA 331a. Usually offered every year.

Staff

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 Lab III

See description for THA 249d (Production Lab I). Required for third-year designers. Usually offered every year.

Ms. Chiu

THA 351a Sound Design III: Part 1

Prerequisites: THA 295a and b.

This course continues building on the skills and concepts developed in THA 295a and b. Different styles of production are studied as needed to fill out and complete the full course of graduate sound design. Usually offered every second year.

Mr. Wilson

THA 351b Sound Design III: Part 2

Prerequisite: THA 351a.

A continuation of THA 351a. Usually offered every second year.

Mr. Wilson

THA 352a Studio Techniques III: Part 1

Prerequisites: THA 296a and b.

This course continues on the foundation established in THA 242a and b in mixing and manipulating recorded music and sound, along with multitrack performance playback programming. Usually offered every year.

Mr. Wilson

THA 352b Studio Techniques III: Part 2

Prerequisite: THA 352a.

A continuation of THA 352a. Usually offered every second year.

Mr. Wilson

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.

Staff (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 MFA 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.
Mr. Walsh 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

CLAS 171a

Greek Epic and Athenian Drama

CLAS 180a

Lovers, Tyrants, and Other Enemies: Greek Tragedy from Aeschylus to Brecht

CLAS 181b

Eros: Love, Desire, and Identity in Ancient Greece

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

HECS 150a

Golden Age Drama and Society

RECS 134b

Chekhov

RECS 148a

Russian Drama: Text and Performance

An interdepartmental program

Women's and Gender Studies

Courses of Study:
Minor
Major (BA)
Master of Arts (Joint)

Objectives

Undergraduate Program

Women's and gender studies draws on the humanities, arts, and 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 thirty 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

Our ten joint MA 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 PhD programs in ten different fields are eligible to undertake the joint MA. Six of these fields—anthropology, English, music, Near Eastern and Judaic Studies, sociology, and sustainable international development—also offer a free-standing terminal MA with women's and gender studies.

How to Become a Major or a 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 adviser a faculty member well-suited to the student's academic interests. The adviser 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.

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 PhD 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 to one of the six 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 PhD 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 PhD students may pursue the joint MA at any time during their graduate career with the approval of their adviser and the women's and gender studies program. Prospective PhD students interested in pursuing a joint MA must apply directly to the PhD program through the home department, but should note their interest in the joint program in their statement of purpose.

Students pursuing the joint MA are encouraged to enroll in courses offered by the Graduate Consortium in Women's Studies at MIT.

Core Faculty

James Mandrell, Chair

(Romance Studies)

Joyce Antler (on leave 2008–2009)

(American Studies)

Silvia Arrom, Joint MA Adviser, Comparative History (on leave fall 2008)

(History)

Bernadette Brooten, Joint MA Adviser, Near Eastern and Judaic Studies

(Near Eastern and Judaic Studies)

Dian Fox, Undergraduate Advising Head

(Romance Studies)

ChaeRan Freeze, Director of Graduate Studies

(Near Eastern and Judaic Studies)

Karen Hansen, Joint MA Adviser, Sociology

(Sociology)

Anita Hill, Joint MA Adviser, Social Policy and Management

(Heller School)

Jane Kamensky

(History)

Sarah Lamb, Joint MA Adviser, Anthropology

(Anthropology)

Susan Lanser (on leave spring 2009)

(English and American Literature;
Comparative Literature)

Ángela Pérez-Mejía (on leave 2008–2009)
(Romance Studies)

Shulamit Reinharz
(Sociology)

Ellen Schattschneider
(Anthropology)

Harleen Singh (on leave spring 2009)
(German, Russian, and Asian Languages and Literature)

Marion Smiley
(Philosophy)

Faith Smith (on leave 2008–2009)
(African and Afro–American Studies;
English and American Literature)

Sabine von Mering
(German, Russian, and Asian Languages and Literature)

Affiliate and Visiting Faculty

Aliyyah-Abdur-Rahman
(English and American Literature)

Sarita Bhalotra
(Heller School)

Marc Brettler
(Near Eastern and Judaic Studies)

Olga Broumas
(English and American Literature)

Wendy Cadge (on leave 2008–2009)
(Sociology)

Mary Campbell, Joint MA Adviser, English and American Literature
(English and American Literature)

Shilpa Davé
(American Studies)

Susan Dibble
(Theater Arts)

Gordon Fellman (on leave 2008–2009)
(Sociology)

Elizabeth Ferry
(Anthropology)

Sylvia Fishman
(Near Eastern and Judaic Studies)

Matthew Fraleigh
(German, Russian, and East Asian Languages and Literature)

David Gil
(Heller School)

Laura Goldin
(American Studies)

Jill Greenlee
(Politics)

Jane Hale
(Romance Studies)

Deirdre Hunter
(Women's and Gender Studies)

Caren Irr
(English and American Literature)

Alice Kelikian
(History)

Thomas King
(English and American Literature)

Jytte Klausen
(Politics)

Lorraine Klerman
(Heller School)

Ann Koloski-Ostrow
(Classical Studies)

Adrienne Krstansky (on leave spring 2009)
(Theater Arts)

Nidhiya Menon
(Economics)

Robin Feuer Miller (on leave 2008–2009)
(German, Russian, and Asian Languages and Literature)

Paul Morrison
(English and American Literature)

Phyllis Mutschler
(Heller School)

Carol Ready, Joint MA Adviser, Sustainable International Development
(Heller School)

Mitra Shavarini
(Women's and Gender Studies)

Nancy Scott
(Fine Arts)

Sara Shostak
(Sociology)

Ilana Szobel
(Near Eastern and Judaic Studies)

Eva Thorne
(Politics)

Judith Tsipis
(Biology)

Lawrence Wangh (on leave 2008–2009)
(Biology)

Leslie Zebrowitz, Joint MA Adviser, Psychology
(Psychology)

Requirements for the Minor

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.

No course with a final grade below C– can count toward fulfilling the requirements for the minor in women's and gender studies.

All minors are encouraged to submit a senior paper on women's and gender studies to be considered for the Giller-Sagan Prize.

Requirements for the Major

Nine courses are required for the major and 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 198a will be offered each fall, WMGS 105b each spring, and WMGS 5a in both semesters. 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, 121a, 123b, 124b, ENG 28b, 46a, 114b, 134a, 144b, 145b, 234a, FA 61b, 173a, GECS 150a, HISP 125b, HIST 55b, 153a, 154b, 157a, 173b, MUS 150a, NEJS 115b, 128b, 175a, RECS 137a, SAS 170b.

2. At least one course must engage in a systematic and comprehensive exploration of cultural differences, including racial, class and/or ethnic difference within or across cultures. These courses include but are not limited to: AAAS 125b, 133b, AMST 144b, ANTH 144a, 145a, 178b, COML^o122b, ENG 87a, 107a, 197b, HISP 168b, 195a, HIST 173b, NEJS 196a, PHIL 18a, SAL 101a, SAS 110b, SOC 138a.

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. Students must receive a C or higher on their senior essay and two WGS core faculty members must sign off on the completed essay in order to fulfill the requirement.

Students are encouraged to revise the essay based on the comments of their core faculty readers and submit the revised copy to be considered for the Giller-Sagan Prize at the end of the spring term. Outstanding submissions will also be published in the undergraduate research section of the women's and gender studies Web site.

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 and b do not count as one of the nine courses required for the major.

No course with a final grade below C- can count toward fulfilling the requirements for the major in women's and gender studies.

No course counting for the major may be taken on a pass/fail basis. However, students who maintain a grade average of 3.30 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.

Requirements for Special BA/MA Programs

Brandeis undergraduates who are NEJS or IMES majors with either a second major in WMGS or a minor in WMGS are invited in their senior year to apply for admission to the BA/MA joint degree in Near Eastern and Judaic Studies & Women's and Gender Studies. Students must complete all requirements and earn the BA, including the successful completion of the major in NEJS or IMES prior to the start of the one-year master's program.

Program of Study

Fourteen courses are required:

A. Internal transfer credit: seven Brandeis undergraduate courses (NEJS, IMES, WMGS, and/or approved cross-listed courses) numbered 100 or above for which grades of B- or higher have been earned.

B. Seven courses taken in the fifth year: four approved NEJS electives and three WMGS courses approved by the program adviser. Between the BA and the MA the following WMGS courses must be completed: a course in feminist research methodologies (WMGS 198a, the feminist inquiry course offered through the Graduate Consortium in Women's Studies, or an alternate), WMGS 205a or another course designated as a graduate foundational course in women's and gender studies, and two elective courses in WMGS, one inside and one outside the NEJS department.

C. Successful completion of one of the following: a comprehensive examination, a culminating project or a master's thesis. If a master's thesis encompasses both a NEJS and a WMGS component, it will satisfy requirement E below.

D. Participation in a fall semester noncredit Women's and Gender Studies Graduate Proseminar.

E. Joint MA paper requirement: Completion of a master's research paper of professional quality and length (normally twenty-five to forty pages) on a topic related to the joint degree. The paper will be read by two faculty members, at one of whom is a member of the Near Eastern and Judaic Studies department, and one of whom is a member of the women's and gender studies core or affiliate faculty.

Resident Requirement

One year of full-time residence (the fifth year) is required subsequent to completing the BA.

Language Requirement

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

Requirements for the Joint Degree of Master of Arts in American History & Women's and Gender Studies

Program of Study

During the course of their work toward the PhD, students in American history may earn a joint MA with women's and gender studies by completing the following requirements in conjunction with program requirements for the MA.

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 adviser 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. Completion of a master's research paper of professional quality and length (normally twenty-five to forty pages) on a topic related to the joint degree. The paper will be read by two faculty members, one of whom is a member of the history department and one of whom is a member of the women's and gender studies core or affiliate faculty.

Requirements for the Joint Degree of Master of Arts in Anthropology & Women's and Gender Studies

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 course work (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 alternative).
- 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 adviser.
- F. Participation in a fall semester noncredit women's and gender studies graduate proseminar.
- G. Completion of a master's research paper of professional quality and length (normally twenty-five to forty pages) on a topic related to the joint degree. The paper will be read by two faculty members, one of whom is a member of the anthropology department and one of whom is a member of the women's and gender studies core or affiliate faculty.

Language Requirement

There is no foreign language requirement for the joint master's degree.

Requirements for the Joint Degree of Master of Arts in Comparative History & Women's and Gender Studies

Program of Study

During the course of their work toward the PhD, students in comparative history may earn a joint MA with women's and gender studies by completing the following requirements in conjunction with program requirements for the MA.

- 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 adviser 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. Completion of a master's research paper of professional quality and length (normally twenty-five to forty pages) on a topic related to the joint degree. The paper will be read by two faculty members, one of whom is a member of the history department and one of whom is a member of the women's and gender studies core or affiliate faculty.

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 adviser 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. Completion of a master's research paper of professional quality and length (normally twenty-five to forty pages) on a topic related to the joint degree. The paper will be read by two faculty members, one of whom is a member of the English and American literature department and one of whom is a member of the women's and gender studies core or affiliate faculty.

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. Completion of a master's research paper of professional quality and length (normally twenty-five to forty pages) on a topic related to the joint degree. The paper will be read by two faculty members, one of whom is a member of the music department and one of whom is a member of the women's and gender studies core or affiliate faculty.

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 MA degree program must first be admitted to the MA 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 alternative).
- 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 adviser and by the NEJS women's and gender studies adviser.
- E. Participation in a fall semester noncredit women's and gender studies graduate proseminar.
- F. Completion of a master's research paper of professional quality and length (normally twenty-five to forty pages) on a topic related to the joint degree. The paper will be read by two faculty members, one of whom is a member of the Near Eastern and Judaic Studies department and one of whom is a member of the women's and gender studies core or affiliate faculty.
- 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 MA adviser, candidates may receive transfer credit for up to four courses at a university abroad.

Requirements for the Joint Degree of Master of Arts in Psychology & Women's and Gender Studies

Interested students must first be admitted to the PhD 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 PSYC course numbered 220 to 240 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.

J. Completion of a master's research paper of professional quality and length (normally twenty-five to forty pages) on a topic related to the joint degree. The paper will be read by two faculty members, one of whom is a member of the psychology department and one of whom is a member of the women's and gender studies core or affiliate faculty.

Requirements for the Joint Degree of Master of Arts in Social Policy & 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. A course in feminist research methodologies (WMGS 198a, the feminist inquiry course offered through the Graduate Consortium in Women's Studies, or an alternative).
- 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. Completion of a master's research paper of professional quality and length (normally twenty-five to forty pages) on a topic related to the joint degree. The paper will be read by two faculty members, one of whom is a member of the Heller School faculty and one of whom is a member of the women's and gender studies core or affiliate faculty.

Please refer to the Heller School section found elsewhere in this *Bulletin* for complete information on PhD policies and procedures as this MA is open only to PhD students in social policy.

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 alternative).

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 a fall semester noncredit women's and gender studies graduate proseminar.

F. Completion of a master's research paper of professional quality and length (normally twenty-five to forty pages) on a topic related to the joint degree. The paper will be read by two faculty members one of whom is a member of the sociology department, and one of whom is a member of the women's and gender studies core or affiliate faculty.

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 Sustainable International Development & Women's and Gender Studies

Program of Study

Students must fulfill all first-year requirements for the MA in Sustainable International Development as described in the Heller School section found elsewhere in this *Bulletin* as well as the following:

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 alternative).

C. Two elective graduate courses in women's and gender studies (one inside the Heller School and one outside the Heller School).

D. Participation in a semester noncredit women's and gender studies graduate proseminar.

E. Completion of a master's research paper of professional quality and length (normally twenty-five to forty pages) on a topic related to the joint degree. The paper will be read by two faculty members, one of whom is a member of the Heller core or adjunct faculty and one of whom is a member of the women's and gender studies core or affiliate faculty.

F. Participation in the SID/MA Capstone Week.

G. Courses in both programs will be reviewed to determine which would satisfy the requirements for both programs.

Please refer to the Heller School section found elsewhere in this *Bulletin* for complete information on MA policies and procedures.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

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 92a 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 adviser. 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

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.

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]

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 nineteenth 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.
Staff

WMGS 140a Diversity of Muslim Women's Experience

[ss]

A broad introduction to the multidimensional nature of women's experiences in the Muslim world. As both a cultural and religious element in this vast region, understanding Islam in relation to lives of women has become increasingly imperative. Usually offered every second year.

Ms. Shavarini

WMGS 146a Gender, Technology, and the Body

[ss]

Explores the ways in which specific technologies are involved in establishing gender as a natural fact or in reshaping it through bodily manipulation. Investigates technologies ranging from photography, film, and anthropometry to bodybuilding and cosmetic surgery. Usually offered every year.

Staff

WMGS 198a Women's and Gender Studies Research Seminar

[ss]

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

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. Usually offered every year.

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

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.

AMST 102a

Women, the Environment, and Social Justice

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

ANTH 127a

Medicine, Body, and Culture

BIOL 160b

Human Reproductive and Developmental Biology

BISC 2a

Human Reproduction, Population Explosion, Global Consequences

COML 108a

Creating New Histories and Identities beyond the Nation: Transnational Female Voices in the U.S.

ECON 69a

The Economics of Race and Gender

ENG 16a

Nineteenth-Century African-American Literature: Texts and Contexts

ENG 87b

Queer Readings: Beyond Stonewall

ENG 121a

Sex and Culture

ENG 127b

Migrating Bodies, Migrating Texts

ENG 128a

Alternative Worlds: Modern Utopian Texts

ENG 131b

Feminist Theory

ENG 138a

Making Modern Subjects: Caribbean/Latin America/U.S.A. 1850–1950

ENG 151a

Queer Studies

ENG 157b

American Women Poets

ENG 181a

Making Sex, Performing Gender

ENG 201a

Gender Studies

ENG 213b

Alternative Worlds: Utopia, Science, and Gender

ENG 230b

Feminist Theory

FA 19b

Lives of the Artists

FA 131b

Center Stage: Women in Contemporary Art

GECS 167a

German Cinema: Vamps and Angels

HIST 179a

Labor, Gender, and Exchange in the Atlantic World, 1600–1850

HIST 206a

Problems in American Women's History

- HS 319a**
Work and Individual and Social Development
- HS 515a**
Race/Ethnicity and Gender in Health and Human Services Research
- HS 527a**
Law and Policy: Gender Equality in Theory and Practice
- LGLS 120a**
Sex Discrimination and the Law
- LGLS 126b**
Marriage, Divorce, and Parenthood
- NEJS 29a**
Feminist Sexual Ethics in Judaism, Christianity, and Islam
- NEJS 141a**
Russian Jewish History, 1917 to the Present
- NEJS 165b**
Changing Roles of Women in American Jewish Societies
- NEJS 166a**
Carnal Israel: Exploring Jewish Sexuality from Talmudic Times to the Present
- NEJS 172a**
Women in American Jewish Literature
- NEJS 233a**
Gender and Jewish Studies
- PHIL 108a**
Philosophy and Gender
- POL 125a**
Women in American Politics
- POL 159a**
Seminar: The Politics of the Modern Welfare State: Women, Workers, and Social Citizenship
- PSYC 160b**
Seminar on Sex Differences
- SOC 105a**
Feminist Critiques of Sexuality and Work in America
- SOC 115a**
Masculinities
- SOC 117a**
Sociology of Work
- SOC 130a**
Families
- SOC 131b**
Women's Biography and Society
- SOC 132b**
Social Perspectives on Motherhood and Mothering
- SOC 169b**
Issues in Sexuality
- SOC 189a**
Sociology of Body and Health
- SOC 206b**
Advanced Topics in Family Studies
- SOC 210b**
Gender, Race, and Class
- THA 110a**
Moving Women/Women Moving
-
- Elective Courses: Historical Focus**
- 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
- ENG 28b**
Queer Readings: Before Stonewall
- ENG 46a**
Nineteenth-Century American Women Writers
- ENG 114b**
Gender and the Rise of the Novel in England and France
- ENG 134a**
The Woman of Letters, 1600–1800
- ENG 144b**
The Body as Text
- ENG 145b**
Jane Austen: Gender, Art, and History
- ENG 234a**
Writing British Women, 1660–1800: Critical Inquiries
- FA 61b**
Inventing Tradition: Women as Artists, Women as Art
- FA 173a**
Georgia O'Keeffe and Stieglitz Circle
- GECS 150a**
From Rapunzel to Riefenstahl: Real and Imaginary Women in German Culture
- HISP 125b**
Literary Women in Early Modern Spain
- 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
- MUS 150a**
Women and Music, Past and Present: Style, Identity, Culture
- NEJS 115b**
Women and the Bible
- NEJS 128b**
History of Jewish and Christian Women in the Roman Empire
- NEJS 175a**
Jewish Women in Eastern Europe: Tradition and Transformation
- RECS 137a**
Women in Russian Literature
- SAS 170b**
South Asia in the Colonial Archive
-
- Elective Courses: Cultural Differences**
- AAAS 125b**
Caribbean Women and Globalization: Sexuality, Citizenship, Work
- AAAS 133b**
The Literature of the Caribbean
- AMST 144b**
Signs of Imagination: Gender and Race in Mass Media
- ANTH 144a**
The Anthropology of Gender
- ANTH 145a**
Anthropology of the Body
- ANTH 178b**
Culture, Gender, and Power in East Asia
- COML 122b**
Writing Home and Abroad: Literature by Women of Color

ENG 87a Sex and Race in the American Novel	HISP 168b Latin America Narrated by Women	PHIL 18a Philosophy of Race and Gender
ENG 107a Caribbean Women Writers	HISP 195a Latinos in the United States: Perspectives from History, Literature, and Film	SAS 101a South Asian Women Writers
ENG 197b Within the Veil: African–American and Muslim Women’s Writing	HIST 173b Latin American Women: Heroines, Icons, and History	SAS 110b South Asian Postcolonial Writers
	NEJS 196a Marriage, Divorce, and Sexual Ethics in Islamic Law	SOC 138a Sociology of Gender and Race

Yiddish

Faculty

Ellen Kellman
(Near Eastern and Judaic Studies)

Special Notes Relating to Undergraduates

For requirements for the minor in Yiddish and East European Jewish Culture, please see Near Eastern and Judaic Studies.

Courses of Instruction

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 Science
 Master of Business Administration
 Master of Public Policy
 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, and the accomplishments of Heller alumni.

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:

- Aging
- Behavioral Health
- Children, Youth, and Families
- Health
- Hunger and Poverty
- International and Community Development
- International Health
- Social Policy
- Substance Abuse
- Work and Inequality

The Heller School was ranked among the top three U.S. graduate schools of social policy in 2007 by *U.S. News & World Report*. The Heller School offers the PhD in social policy, the MBA, the MA in sustainable international development, the MS in international health policy and management, and the MPP in social policy. The Heller School offers dual- and joint-degree options with coexistence and conflict, sociology, women's and gender studies, and the Hornstein Jewish Professional Leadership Program.

The Heller School provides its doctoral and master's 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, which include:

- The Schneider Institutes (Institute on Healthcare Systems and Institute for Behavioral Health)
- Institute on Assets and Social Policy
- Institute for Child, Youth, and Family Policy
- Center for International Development

Objectives

Heller's five 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, disability, 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 health and human development.

Heller's doctoral program in social policy (PhD) educates students for careers in research, teaching, administration, and policy analysis. The Heller MBA 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 (MA) 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 (MS) trains young professionals to play increasingly responsible roles in the health and well-being of the world's poorest children and families. The master of public policy in social policy (MPP) trains young and mid-career professionals for roles as policy analysts, researchers, advocates, and evaluators in public and private organizations. 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 Doctor of Philosophy in Social Policy
 Heller's doctoral program educates students for careers in research, teaching, 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 in order to apply knowledge 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 PhD program with the Department of Sociology, and a joint MA in social policy & women's and gender studies.

The Heller MBA

The Heller MBA program prepares leaders for management positions within nonprofit, for-profit, and public institutions pursuing social missions. It offers all the basic management disciplines of any MBA program, providing the technical foundation 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 MBA unique when compared to traditional programs in management, public administration, health administration, social work, and public health. The Heller School offers a dual MBA/MA with the Hornstein Jewish Professional Leadership Program, a dual MBA/MA in sustainable international development, and a dual MBA/MS in international health policy and management.

The Master of Arts in Sustainable International Development

Heller's MA program in sustainable international development (SID) imparts the knowledge and skills necessary to design and 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 Heller School offers a dual MA with the coexistence and conflict program, joint MA in sustainable international development & women's and gender studies, and a dual MA/MBA in sustainable international development.

Admission

The Master of Science in International Health Policy and Management

The one-year MS 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. Graduates accomplish 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. Heller also offers a dual MS/MBA.

The Master of Public Policy in Social Policy

The Heller MPP in social policy prepares students for policy roles within community agencies, state and federal government, and think tanks. Heller's high standards for rigorous and unbiased analysis are important assets to students headed for careers that will use their skills in advocacy, policy research, policy implementation and community work. The MPP program provides students with the skills necessary to design, implement, reform, analyze, and promote innovative solutions to society's most critical problems. The MPP is a two-year degree program that follows the traditional academic year from late August to May. The Heller School offers a dual MPP/MA with the Hornstein Jewish Professional Leadership Program.

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, PO Box 549110, Waltham, Massachusetts 02454-9110 and may also be found on the Web site or by contacting the Office of Admissions at 781-736-3820 or 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 PhD program in social policy is the first business day following January 1. Applications to the MBA, MA, MS, and MPP programs are reviewed on a rolling basis, and applications are accepted each year until the incoming class is full.

Test Scores and Deadlines

The PhD Program

Applicants to the PhD program in social policy must submit application materials by the first business day following January 1 for a fall start (late August). 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 PhD program in social policy 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.

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 and www.ielts.org.

The Heller MBA

The Heller MBA program accepts applications to its sixteen-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 late August. Applicants to the Heller MBA 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 MBA 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.mba.com/mba/takethegmat.

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 and www.ielts.org.

The MA/Sustainable International Development Program

The MA 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 résumé/CV. A problem statement is required for applicants to the MA one-year, accelerated-track option.

Academic Regulations

Standardized test scores are not required of applicants to the MA 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 alternative confirmation of language proficiency is presented to the Office of Admissions. Further information about these tests can be found at www.toefl.org and www.ielts.org.

The MS/International Health Policy and Management Program

The MS 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 résumé/CV.

Standardized test scores are not required of applicants to the MS 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 alternative confirmation of language proficiency is presented to the Office of Admissions. Further information about these tests can be found at www.toefl.org or 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.

The MPP Program

The MPP program accepts applications to its two-year degree program on a rolling basis and reviews an applicant's file as it becomes complete. The program begins each year in late August, so applicants are advised to complete their applications in the beginning of the year (January/February). All applicants must submit the completed application form and fee, statement of purpose, transcripts, test scores, letters of recommendation, and professional résumé/CV.

Applicants to the MPP 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.

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 and www.ielts.org.

For complete information about academic regulations governing the Heller School's PhD, MBA, MS, MA, and MPP 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 result in withdrawal.

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 advisers in planning their program of study. All students file an Individualized Learning Plan (ILP) with the Heller School 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. Auditors may not take examinations or expect evaluation from the instructor. No credit is given for an audited course. To audit a course, the written permission of the instructor must be obtained on an add/drop form and returned to the Heller School Office of Student Records by the deadline established in the *Academic Calendar*.

Change of Program

Students are allowed to drop courses after the end of the online registration period. To do so, an add/drop form must be 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 (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 date published in the academic calendar for the term. 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. All grade changes are subject to the approval of the University Registrar.

Academic Residency Requirements

PhD Program

Full-time students have a two-year residency period and must finish all requirements for the degree in ten years. Part-time students have a three-year residency period and have twelve 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 ten years.

MBA Program

Full-time students have a sixteen-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 MBA/MA in Jewish professional leadership have a twenty-seven-month residency period.

MA Program

Students have a one-year residency requirement and must complete all degree requirements within five years. Students in the dual MA in coexistence and conflict as well as the joint MA in women's and gender studies have a two-year residency requirement.

MS Program

Students have a one-year residency requirement and must complete all degree requirements within five years.

MPP Program

Students have a two-year residency requirement and must complete all degree requirements within five years. Students in the dual MMP/MA in Jewish professional leadership have a twenty-seven month residency requirement.

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; PhD dissertations; and regular course work.

A full-time resident student must take a minimum of twelve 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.

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. Part-time students are expected to enroll in two courses per term unless otherwise approved by their program director. Part-time students must register as continuation status in any semester in which they are not enrolled in courses.

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 office of admissions and financial aid with an explanation of why full-time study is no longer possible.

Post-Resident Students

A graduate student who has completed the residence requirement but who needs to utilize the full range of academic and university facilities while completing other degree requirements is a post-resident student. This includes doctoral students who do not have approved dissertation proposals. Post-resident students must enroll in a status course (CONT 500a), as they are considered to be full-time students.

Continuation Students

A doctoral student who has completed all degree requirements (including the dissertation proposal hearing) except the dissertation is eligible for continuation status. Students in this category must enroll in a status course (CONT 500), as they are considered to be full-time students. 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.

MA students are considered full-time continuation students during their second year when engaged in their field projects.

Special Students

No more than two courses taken for credit may be transferable to degree candidacy if the student is admitted to the doctoral program, the MPP, or the MBA. No more than four credits (two module courses or one full-semester course) may be transferable to degree candidacy if the student is admitted to the MS or MA program in Sustainable International Development. Successful completion of a course(s) as a Special Student does not guarantee admission into any degree program. Special Students are considered with all other applicants to the School.

Leave of Absence

Students may petition for a leave of absence. The petition must have the approval of the student's 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 reregister until the missing work has been completed.

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.

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.

Graduate Cross-Registration

The Heller School has cross-registration agreements with Bentley College School of Business Administration, Boston College, Boston University, Massachusetts Institute of Technology, Tufts University, and University of Massachusetts Boston. A full-time graduate student at The Heller School may enroll in one graduate-level course per term (excluding the summer term) at any one of these institutions. 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. To enroll in a graduate course at one of the host institutions, a student should obtain a cross-registration petition from the Heller School Office of Student Records, and should present this petition to the registrar's office 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.

Due to differences in academic calendars among the colleges in the consortium, it is not advisable for degree candidates to enroll in a cross-registered course in their final semester.

Fees and Expenses

Tuition and Fees

The following tuition and fees are in effect for the 2008–09 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 15, 2008, for the fall semester and January 9, 2009, 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 percent 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 (MA/SID only): \$650

Payable by all MA students in their second year.

Tuition

PhD Program

Full-time: \$36,122 per year
Post-resident: \$2,258 per year
Continuation: \$1,130 per year
Part-time: \$3,350 per course or \$837.50 per credit

MBA Program

Full-time: \$18,061 per semester (four consecutive semesters program)
Part-time: \$3,350 per course or \$837.50 per credit

MA/SID Program

\$36,122 for first year
\$1,130 continuation fee for second year

MS Program

\$36,122 per year

MPP Program

\$36,122 per year

Technology Fee: \$218 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. Students are entitled to twenty official 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: \$40 per year

Graduate Activity Fee: \$40 per year

Student Health Services Fee: \$590 per year (optional)

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

Student Health Insurance Plan (single coverage): \$1,464 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 percent 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 PhD 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; and three xerographic softbound copies (for the chair, department, and Library). The final doctoral fee also covers the cost of the diploma.

Note: All candidates for the PhD degree must file their application for degree and pay the \$235 final doctoral fee at the office of student records and enrollment.

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 percent of the term's tuition.

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

On or before the fifth Friday following the opening day of instruction: 50 percent 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 percent if the student leaves on or before the second Friday; 50 percent 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 dean for admissions and financial aid 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 percent of the dropped course's tuition fee.

On or before the fifth Friday following the opening day of instruction: 50 percent 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 percent 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 to \$17,100. Limited housing is available in the university's graduate residence halls. Costs for on-campus housing range approximately from \$3,243 to \$3,976 per semester for a single person. Graduate housing may include kitchen facilities, but students may also purchase university meal plans.

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 Heller School's Web site at www.heller.brandeis.edu, or contact the Office of Admissions.

Faculty

See the school's Web site at www.heller.brandeis.edu for a full faculty listing.

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 during the year in residence and a master's project in the second year. During spring semester, students work with a primary adviser to plan a second-year master's project that can be an internship at a development organization, a 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 adviser. 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 MA 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

A master's paper is required for the granting of the degree.

Requirements for the Joint Degree of Master of Arts in Sustainable International Development & Women's and Gender Studies

Program of Study

Students must fulfill all first-year requirements for the MA in Sustainable International Development as described above, as well as the following:

- 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 alternative).
- C. Two elective graduate courses in women's and gender studies (one inside the Heller School and one outside the Heller School).

D. Participation in a semester noncredit women's and gender studies graduate proseminar.

E. Completion of a master's research paper of professional quality and length (normally twenty-five to forty pages) on a topic related to the joint degree. The paper will be read by two faculty members, one of whom is a member of the Heller core or adjunct faculty and one of whom is a member of the women's and gender studies core or affiliate faculty.

F. Participation in the SID/MA Capstone Week.

G. Courses in both programs will be reviewed to determine which would satisfy the requirements for both programs.

Requirements for the Dual Degree of Master of Arts in Sustainable International Development & Coexistence and Conflict

Program of Study

This dual-degree program prepares students for careers in emergency response and rehabilitation programs, as well as for development work in areas of conflict. Students will build their understanding of the structural and psychosocial causes of conflict and violence and will be able to analyze strategies for interventions. They will also gain a poverty and development context for understanding and responding to conflict situations. A total of seventy semester course credits are required to complete the program.

Students must complete thirty-two credits in the first year which include twenty-two credits in required courses from the Heller MA/SID program. The balance of credits are filled by electives as specified by the Heller MA/SID program with an additional four credits from the approved list of conflict and coexistence program electives. Students must also participate in the MA/SID Capstone in May of their first year and are required to make a presentation related to their anticipated topic of their master's paper.

In the second year, students must complete the remaining thirty-eight credits from COEX which includes eighteen credits of required courses. The other twenty credits are comprised of four credits from approved COEX courses, four credits from approved courses in the MA/SID program, and the remaining twelve credits are earned through successful completion of a field project undertaken in the summer between the first and second year and a master's paper. Preparation for the summer field project is undertaken in the prior spring semester as part of the research course. The submission deadline for the written report from the field project and the master's paper is December 1.

Admission

This dual-degree program has a single (combined) application that reflects the admissions criteria set by each program; applicants must apply for the dual degree at the outset. To gain acceptance applicants must be admitted by both programs, meet the MA/SID requirements for accelerated track students, and demonstrate the maturity as well as the writing skills to complete both degrees in an integrated fashion.

Requirements for the Joint Degree of Master of Arts in Social Policy & 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. A course in feminist research methodologies (WMGS 198a, the feminist inquiry course offered through the Graduate Consortium in Women's Studies, or an alternative).

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. Completion of a master's research paper of professional quality and length (normally twenty-five to forty pages) on a topic related to the joint degree. The paper will be read by two faculty members, one of whom is a member of the Heller School faculty and one of whom is a member of the women's and gender studies core or affiliate faculty.

Please refer to the requirements for the PhD, as this MA is open only to PhD students in social policy.

Requirements for the Degree of Master of Business Administration

Program of Study

The Heller MBA requires sixty-eight credits over sixteen months in residence, including fifty credits in the core curriculum, twelve credits in a chosen policy concentration, and six additional elective credits. Policy concentrations include: social policy and management; health care policy and management; child, youth and family policy and management; aging policy and management; and sustainable development.

Residence Requirement

Students must be in residence for a minimum of sixteen months. Full-time students begin in the fall semester, continue through the spring, take a full course load in the summer, and finish at the end of the following fall.

Team Consulting Project

The Heller MBA culminates in the team consulting project: a real-world, practical experience where students have the opportunity to apply the analytical and problem-solving skills they have developed at Heller to an organization pursuing a social mission. Working under the supervision of a faculty adviser, students work in teams of three to five, providing management consulting services to a variety of organizations and agencies over a four-month period. By working with real organizations that are facing human resource, operational, financial, strategic, and other management challenges, students are better prepared to function as successful professionals after graduation.

Requirements for the Dual Degree of Master of Business Administration/Master of Arts in Sustainable International Development

Admission

All applications for dual degrees will be reviewed by the admissions committee of each program, using the same standards for admission that are used for all other degree applicants. If a student does not meet the criteria for admission to one of the degree programs, the student will retain the option of attending the program to which he or she is accepted. This dual-degree option is restricted to MA students who spend the second year in residence and students admitted to the accelerated MA program.

Degree Requirements

The dual degree requires eighty-two course credits comprised of specific MA/SID courses totaling twenty-two credits, and specific MBA courses totaling fifty credits. The remaining credits are taken as electives. The program is usually completed in five semesters, including the summer between years one and two.

Team Consulting Project

The Heller MBA culminates in the team consulting project: a real-world, practical experience where students have the opportunity to apply the analytical and problem-solving skills they have developed at Heller to an organization pursuing a social mission. Working under the supervision of a faculty adviser, students work in teams of three to five, providing management consulting services to a variety of organizations and agencies over a four-month period. By working with real organizations that are facing human resource, operational, financial, strategic, and other management challenges, students are better prepared to function as successful professionals after graduation.

Requirements for the Dual Degree of Master of Business Administration/Master of Science in International Health Policy and Management

Admission

All applications for dual degrees will be reviewed by the admissions committee of each program, using the same standards for admission that are used for all other degree applicants. If a student does not meet the criteria for admission to one of the degree programs, the student will retain the option of attending the program to which he or she is accepted. This dual-degree option is restricted to MS students on the management track.

Degree Requirements

The dual degree requires eighty-four course credits comprising specific MS courses totaling sixteen credits, and specific MBA courses totaling fifty credits. The remaining credits are taken as electives. The program is usually completed in five semesters including the summer between years one and two.

Team Consulting Project

The Heller MBA culminates in the team consulting project: a real-world, practical experience where students have the opportunity to apply the analytical and problem-solving skills they have developed at Heller to an organization pursuing a social mission. Working under the supervision of a faculty adviser, students work in teams of three to five, providing management consulting services to a variety of organizations and agencies over a four month period. By working with real organizations that are facing human resource, operational, financial, strategic, and other management challenges, students are better prepared to function as successful professionals after graduation.

Requirements for the Dual Degree of Master of Arts/Master of Business Administration (Hornstein-Heller School for Social Policy and Management MA/MBA Program)

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.

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 MBA from the Heller School for Social Policy and Management.

Degree Requirements

The dual degree requires eighty course credits comprised of specific Hornstein courses totaling approximately thirty-two credits, specific Heller courses totaling thirty-eight credits and one four-credit Near Eastern and Judaic Studies course. The remaining credits are taken as electives. The program is usually completed in five semesters, including the summer between years one and two.

Supervised Professional Field Experience

Supervised professional field experience forms part of the Hornstein program. It is designed to immerse students in the best professional practices within the Jewish community, and to help students refine their practical skills, learn to turn theory into action, and become self-reflective and effective practitioners.

Field experience usually takes place in the summer and/or second year of the program and usually consists of approximately 125–250 hours of work managing a project jointly created by the student, the Hornstein faculty, and the supervisor in the field organization.

Foster Seminar in Israel on Contemporary Jewish Life

Students travel to Israel as a required part of the curriculum to examine contemporary issues in Israeli society and its relationship with diaspora communities.

Language Requirement

All students are expected to know the Hebrew alphabet prior to beginning their studies. Fluency in Hebrew at a level comparable to one year of Brandeis University training is required for graduation. Students not meeting this requirement upon entrance are required to enroll in courses in Hebrew language during their academic residency. Students may fulfill the Hebrew language requirement by passing (B- or above) a 20-level or higher Hebrew course.

Cocurricular Requirements

Hornstein Leadership Forum

Meeting regularly throughout the year, this required forum brings innovative Jewish leaders into an intimate setting with Hornstein students for conversations about what makes a Jewish leader. Leaders share their vision for the coming generation of Jewish leadership, and pose "real-life" case studies from their experiences, challenging students to think through with the leader and one another possible responses. Students are involved in the planning and coordination of the seminar.

Starr Colloquium

Students spend three days during their first academic year 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 leadership with an outstanding leader of the Jewish communal world.

Residence Requirement

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

Requirements for the Degree of Master of Science in International Health Policy and Management**Program of Study**

Students must successfully complete ten 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 Dual Degree of Master of Arts/Master of Public Policy (Hornstein-Heller School for Social Policy and Management MA/MPP Program)**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.

Program of Study

This program prepares professional leaders with the full complement of policy analysis and development skills, as well as specialized knowledge of Judaic studies and contemporary Jewish life. The program blends the Heller School's public policy 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 a Master of Public Policy from the Heller School for Social Policy and Management.

Degree Requirements

The dual Master of Arts in Jewish Professional Leadership/Master of Public Policy in Social Policy is a rigorous, interdisciplinary degree program that provides students with the skills necessary for advanced careers in the government, non-profit, and private sectors.

The dual-degree requires eighty-two course credits comprised of specific Hornstein courses totaling approximately thirty-four credits, specific Heller courses totaling thirty-two credits, and four Near Eastern and Judaic Studies credits. The remaining credits are taken as electives. The program is usually completed in five semesters, including the summer between years one and two.

Dual-degree students must meet the MPP second-year thesis requirement and will generally focus their theses on Jewish community-related policy. Thesis advisers will include the instructor of the thesis seminar and a designee from the Hornstein program.

Supervised Professional Field Experience

Supervised professional field experience forms part of the Hornstein program. It is designed to immerse students in the best professional practices within the Jewish community, and to help students refine their practical skills, learn to turn theory into action, and become self-reflective and effective practitioners.

Field experience usually takes place in the summer and/or second year of the program and usually consists of approximately 125–250 hours of work managing a project jointly created by the student, the Hornstein faculty, and the supervisor in the field organization.

Foster Seminar in Israel on Contemporary Jewish Life

Students travel to Israel as a required part of the curriculum to examine contemporary issues in Israeli society and its relationship with diaspora communities.

Language Requirement

All students are expected to know the Hebrew alphabet prior to beginning their studies. Fluency in Hebrew at a level comparable to one year of Brandeis University training is required for graduation. Students not meeting this requirement upon entrance are required to enroll in courses in Hebrew language during their academic residency. Students may fulfill the Hebrew language requirement by passing (B- or above) a 20-level or higher Hebrew course.

Cocurricular Requirements**Hornstein Leadership Forum**

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Residence Requirement

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

Requirements for the Degree of Master of Public Policy in Social Policy**Program of Study**

Students must successfully complete sixteen courses. The core curriculum fits into three categories: concepts, methods, and tools. Nine courses are required, including an introductory policy foundations course. A minimum of three courses is required in a student's chosen concentration, allowing for four electives. Concentrations include: health; behavioral health; children, youth, and families; poverty alleviation and development; aging; and general social policy. A final master's thesis with optional field research is also required.

Residence Requirement

Two years in residence as a full-time student.

Master's Thesis

In addition to course work, students will complete a thesis with the guidance of faculty and senior research advisers in the various concentrations, working closely with the Heller School's research institutes and centers.

Requirements for the Degree of Doctor of Philosophy in Social Policy**Program of Study**

Students entering the PhD program in social policy must complete a total of fifteen courses as approved by the program director. Successful completion of a doctoral seminar related to one's area of concentration is also required. Students may specialize in health or behavioral health; children, youth, and families; or assets and inequalities.

Residence Requirement

The minimum residence for the PhD is two years.

Qualifying Paper

Upon completion of course work, each student must complete an integrative comprehensive paper. This paper is usually administered at the end of the student's fourth semester.

Language Requirement

There is no foreign language requirement for the PhD degree.

Dissertation and Final Oral Examination

A dissertation proposal should be submitted within two years 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

The PhD in Social Policy and Sociology is a joint degree of the Department of Sociology and the Heller School for Social Policy and Management. This option is available to students only after completion of at least one year of graduate study at the Heller School or in the sociology department's PhD program. If the student is accepted by the complementary department (admission is not guaranteed), the following procedures apply.

Program of Study

Students entering the joint PhD program in social policy and sociology are expected to complete a total of eighteen 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 (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 advisers from the sociology department and from the Heller School. Advisers in both departments work together with students to assure appropriate coherency in their program of courses. An interdepartmental meeting between advisers and students should take place at least once a year.

Residence Requirement

The minimum residence for the joint PhD degree is three years.

Language Requirement

There is no foreign language requirement for the joint PhD 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 Graduate 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 PhD 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

Students enrolled in the PhD program in social policy may elect to pursue a joint master's degree in social policy & women's and gender studies, 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 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 MA is for a select group of students interested in pursuing an additional interdisciplinary perspective. Students in the program must be willing to do additional course work, take part in a proseminar, and write a master's paper.

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) and a full-year course carries two semester course credits (eight semester-hour credits). Exceptions are noted under the individual course descriptions. Certain courses factor toward rate of work and do not carry course credit toward degree requirements. Occasionally, courses are awarded additional semester-hour credits, yet count as only one semester course toward degree requirements. 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

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]

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 251b 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. Usually offered every summer.
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. Usually offered every year.
Mr. Whalen

HS 228a Social Entrepreneurship

Explores how entrepreneurship has become a driving force in the social enterprise sector, provides tools for developing and evaluating new ventures, and explores the blurring line between for-profit and nonprofit social initiatives. The course also teaches hands-on social venture business plan development tools, form assessing markets to developing financial and operating plans. Usually offered every year. Ms. Carlson

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. Usually offered every second year. 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. Usually offered every year. 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. Usually offered every year.

Mr. Gaumer or Mr. Nandakumar

HS 236a International Health Systems

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, and the role of public and private sectors in providing health care, regulation, and consumer behavior. Usually offered every year. Mr. Gaumer or Mr. Nandakumar

HS 239b International Health Economics

Provides a rigorous economic framework that addresses positive and normative issues in the economics of health in developing countries. Topics 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- and middle-income countries. Usually offered every year.

Mr. Gaumer or Mr. Nandakumar

HS 240b Professional Skills: Critical Reading and Writing

Yields half-course credit.

Provides students with training and experience in critical reading for development purposes and in professional writing. Combining lectures, discussions, and classroom exercises in weekly class sessions, the course is based around regular written submissions on which students receive extensive feedback. Usually offered every year.

Ms. Green

HS 240f Master's Project Preparation

Prerequisite: Open only to MA SID students. Meets for one-half semester and yields half-course credit.

This course is organized around three linked, logical, sequential topics that together make up the second-year project proposal: the development problem and its importance; what the evidence says about the topic; and the strategy or approach to answer the development question. Usually offered every year.

Mr. Godoy

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. Usually offered every year.

Mr. Fournier

HS 243a MBA Capstone

Required for Heller MBA students. Yields half-course credit.

A classroom-based experience in critical analysis and skill building designed as a culminating experience in which students are expected to integrate different aspects of the core MBA curriculum. The course work is designed to support the team consulting project, a three-month project in which groups of three to five students work with mission-driven organizations to address pressing management challenges. Usually offered every summer.

Mr. Janson

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. Usually offered every summer.

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. Usually offered every year.

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. Usually offered every year.

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. Usually offered every year.

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. Usually offered every year.

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. Usually offered every year.

Ms. Anderson

HS 251b Managerial Accounting

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. Usually offered every year.

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. Usually offered every year.

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. Usually offered every year.

Mr. Chilingerian

HS 253f HIV/AIDS and Public Policy

Meets for one-half semester and yields half-course credit.

This half-semester course is geared toward students with limited experience in HIV/AIDS as a public policy issue. In the first sessions, students learn the key perspectives to frame the HIV/AIDS epidemic as a policy issue, including an economic perspective, a social impact perspective, and a rights perspective. The second half of the course reviews lessons from the international experience in responding to the epidemic. Attention is given to sector-based interventions and necessary coordination between sectors for specific interventions to be effective. Usually offered every year.

Ms. Kaufman

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 effectiveness in developing policies and practices to enhance the value of people in the organizations served. Usually offered every year.

Ms. Gittell

HS 254f Macroeconomic Policy for Development Professionals

Meets for one-half semester and yields half-course credit.

Aims to provide the basic conceptual tool kit and develops basic macroeconomic concepts necessary to understand trends and their impact. Examines and critiques what is commonly called the "Washington consensus," the view advocating liberalization and the opening up of the economies of the developing world as the path to development. To do this, we look at the empirical record of the actual experience of some developing countries in the recent past. Usually offered every year.

Ms. Finnoff

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. Usually offered every year.

Mr. Hahn

HS 258a Operations Management in Service Organizations

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. Usually offered every year.

Ms. Gittell

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. Usually offered every year.

Staff

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 historical contexts as well as contemporary situations. Usually offered every year.
Ms. Ready

HS 263f Applied Geographic Information Systems (GIS)

Meets for one-half semester and yields half-course credit. Prerequisite: HS 297f 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 understanding of the potential of GIS as a tool for planning and evaluating development projects. Includes a computer lab. Usually offered every year.
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. Usually offered every year.
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. Usually offered every year.
Mr. Olson

HS 265f Applied Ecology for Development Planners

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. Usually offered every year.
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. Usually offered every year.
Staff

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. Usually offered every year.
Mr. Russell-Einhorn

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. Usually offered every year.
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 policymakers, 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 year.
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. Usually offered every year.
Ms. Holcombe

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. Usually offered every year.
Mr. Ashe

HS 274a 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 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. Usually offered every year.
Ms. Bhalotra

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. Usually offered every year.
Ms. Roper or Ms. Snell

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. Usually offered every year.

Ms. Howard or Mr. Simon

HS 280f Microenterprise 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. Usually offered every year.

Mr. Ashe

HS 281f The Learning Organization: Research and Advocacy

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. Usually offered every year.

Mr. Arena-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. Usually offered every year.

Mr. Boyer or Mr. Olson

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. Usually offered every year.

Ms. McSweeney or 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. Usually offered every year.

Mr. Obote Joshua

HS 285a Marketing

An overview of marketing with a focus on how to formulate marketing strategies and identify and evaluate strategy-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. Usually offered every year.

Ms. Lu

HS 285f Rights-Based Approach to Development I

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. Usually offered every year.

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. Usually offered every year.

Ms. Roper

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. Usually offered every year.

Ms. Holcombe

HS 290a Economic Analysis for Managers

Open to Tufts MD/MBA students only.

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. Friedman

HS 290f Rights-Based Approach to Development II

Prerequisite: HS 285f or permission of the instructor.

Builds HS 285f with a deeper exploration of human rights in practice. Topics covered include human rights and transnational corporations; the International Criminal Court and other forms of individual accountability for human rights violations; the rights to participation, transparency, and access to information in the context of development; the nature and role of political human rights in a development context; human rights advocacy and the integration of human rights indicators with development indicators; human rights in conflict situations; the role of human rights in UN development agencies; and finally critical responses to rights-based approaches. Usually offered every year.

Ms. Green

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. Usually offered every year.

Ms. Quintiliani

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. Usually offered every year.

Ms. Messer

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. Usually offered every year.

Mr. Godoy

HS 297f Introduction to Geographic Information Systems

Meets for one-half semester and yields half-course credit.

A primer for nonspecialists on GIS and its capabilities as a tool for planning and monitoring. Includes a computer lab. Usually offered every year.

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. Usually offered every year.

Mr. Short

HS 299b Team Consulting Project

A capstone educational experience for students nearing the end of the MBA program. Working under the supervision of a faculty adviser, teams of three to five MBA and Heller/Hornstein students provide management consulting services to nonprofit, community-based health and human services agencies. Usually offered every year.

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. Usually offered every year.

Mr. Short

HS 300a Theories of Social Policy, Social Justice, and Social Change

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 that are key variables of social policy and social change practice. Usually offered every year.

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. Usually offered every year.

Ms. Howard

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, and so on. Usually offered every third year.

Mr. Gil

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 using an analytic framework centered on eligibility, benefits, administration, financing, and behavioral incentives to assess perennial issues in social welfare and analyze contemporary challenges. Usually offered every year.

Mr. Doonan

HS 303b Policy, Implementation, and the Lawmaking Process

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. Usually offered every year.

Ms. Seidman

HS 306f Survey Design and Data Analysis for Development

Meets for one-half semester and yields half-course credit. This course may not be repeated for credit by students who took HS 259f section 7 in spring 2006.

An introduction to survey design and applied principles of data analysis in development. Topics covered include: research design (hypothesis formulation, model building, experimental research design), data collection (principles of survey design, definition and measurement of variables, cross-sectional and panel surveys, focus groups and pilot tests of surveys), and data analysis (statistical and social significance, univariate and bivariate analysis, multivariate analysis). Usually offered every year.

Mr. Godoy

HS 308f Masculinities and Gender Relations in Sustainable Development

Meets for one-half semester and yields half-course credit. This course may not be repeated for credit by students who have taken HS 259f with this same topic in previous years.

This course seeks to expand the understanding of the relational nature of gender by focusing on the implications of incorporating men and masculinities in gender mainstreaming practices. Usually offered every year.

Mr. Obote

HS 309f International Law for Development Practitioners

Meets for one-half semester and yields half-course credit.

An introduction to the basic principles of international law for non-lawyer professionals working in international development. Covers core terminology of international law that development practitioners are likely to encounter, explains how international agreements such as treaties are created and implemented, and examines how international disputes, on issues ranging from environmental laws to the use of force, are resolved. Also provides an overview, in an international law context, of the roles of international institutions such as the United Nations and the World Court and of private actors like corporations and NGOs. Usually offered every year.

Ms. Green

HS 311a Management of Aging Services and Delivery

An overview of current practice and future issues in management of aging services and delivery systems taught by professionals currently active in the field. Covers the range of service organizations and programs for people who are aging, the challenges and issues faced by managers in the day-to-day operations of these services, and how they meet these challenges and develop successful solutions. Discusses the policy challenges and range of program options available for providing services to elders. Usually offered every year.

Ms. Bhalotra

HS 312f National and International Perspectives on Youth Policy and Programs

Meets for one-half semester and yields half-course credit.

Young people (10–24 years of age) account for 29 percent of the population in low- and middle-income countries. Over 100 countries have a significant bulge in their youth populations and vulnerability in terms of literacy, employability, skill training, life skills, and more. Of special interest in this course are the subset of policies and programs that aim to connect young people to the economic and education mainstream. It is these programs that will be the special but not exclusive focus of this course. Usually offered every year.

Mr. Hahn

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. Usually offered every third year.

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. Usually offered every third year.

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 worldwide, placing the United States in this context. An examination of the sources for this phenomenon includes globalization, economic restructuring, public policy, and social mobility. Usually offered every year.

Mr. Shapiro

HS 325f The Right to Water

Meets for one-half semester and yields half-course credit.

This course, co-taught by a professor of biology and a professor of human rights, focuses on the issue of access to clean water and sanitation from a human rights perspective. It looks at issues of water—both science and policy—with a focus on the societal arrangements and governmental choices that impact on access to water at the household level. At the core of the class are the decision points and modes of decision making with regard to water policy, which we examine both from a technical perspective, to understand the factual issues, and from a rights perspective, to understand the relevant international standards and how they apply, in a practical sense, at national levels. Usually offered every year.

Ms. Green and Mr. Olson

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. Usually offered every year.

Ms. Klerman

HS 335f Perspectives on Youth Policy, Program Management, and System Design

Meets for one-half semester and yields half-course credit.

This seminar is offered to both deepen student understanding of one of the great challenges facing our nation and many developing countries and to explore emerging and best practices related to policy, management and systems/program design to address those challenges and create sustainable conditions for preparing youth for college, work, and life. Usually offered every year.

Ms. Curnan

HS 340a Aging Policy

Covers a wide range of social policy issues related to aging individuals and societies. Views social policy broadly to include public policies at the federal, state, and local levels; policies of private organizations; and informal policies of families, religions, and racial and ethnic groups. Lays a base of the historical and ideological antecedents of current policies in aging and presents and critiques alternatives for the future. Also covers the process of policy formation, including how aging plays out in the political sphere. The orientation is primarily toward aging policy in the United States, but policy alternatives from other industrial countries will be introduced for comparative purposes. This course is appropriate for both masters and PhD students. Usually offered every year.
Mr. Leutz

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. Usually offered every year.
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. Usually offered every year.
Mr. Friedman

HS 356f Issues in Social Policy

Meets for one-half semester and yields half-course credit.

This course builds on HS 355f to consider some of the challenges that will face social policy now and in the future. In many countries with developed welfare states, there are pressures for retrenchment, and some countries have already cut back on programs. But there remain many unmet needs. Plus, there is ongoing interest in policies to increase equality and social inclusion. This course is meant to challenge students to think about how to design policies to weave through these competing pressures. Usually offered every year.
Mr. Friedman

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 and may include such topics as unemployment and inflation, Social Security, and the economics of race and gender. Usually offered every year.
Mr. Friedman

HS 373a Children and Families of Color

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. Usually offered every year.
Ms. Nguyen

HS 401b Research Methods

Prerequisite: Open only to PhD students who have 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. Usually offered every year.
Ms. Perloff and Mr. Tompkins

HS 403b Qualitative Research

Open to PhD 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. Usually offered every year.
Ms. Kammerer

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. Usually offered every year.
Mr. Fournier

HS 405a Applied Econometrics

Prerequisite: HS 404b. Limited to students in the Heller PhD 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. Usually offered every year.
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. Usually offered every second year.
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. Usually offered every second year.
Mr. Saxe

HS 409a Advanced Econometrics

Prerequisites: HS 404b and 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 the computer lab. Usually offered every year.
Mr. Hodgkin

HS 410a Applied Research Seminar: Quantitative

Open only to PhD students.

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 findings from previous studies; and synthesizing and communicating the results of data analysis, placing study objectives and results in the context of prior research. Usually offered every year.
Mr. Ritter

HS 411b Applied Research Seminar: Qualitative

Prerequisite: HS 403b or permission of instructor. Open only to PhD students.

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. Usually offered every year.
Ms. Kammerer

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. Usually offered every second year.
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. Although 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. Usually offered every second year.
Ms. Reif

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: how to operate within the SAS interactive environment and how to use the SAS programming language to build usable data sets and perform analyses. Usually offered every year.
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. Usually offered every year.
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, rule making, 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. Usually offered every year.
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. Usually offered every year.
Mr. Prottas

HS 426f Advanced Techniques of Cost-Effectiveness and Cost-Benefit Analysis

Prerequisite: HS 422f or permission of the instructor. Meets for one-half semester and yields half-course credit.

Provides students with advanced techniques to conduct or critically review cost-effective studies, both in the United States and internationally. Students learn how to present a research question, design a study, obtain and analyze relevant data, and analyze results. Usually offered every year.
Mr. Shepard

HS 427f Immigration I: Melting Pot or Boiling Point?

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. Usually offered every year.
Ms. Nguyen

HS 428f Immigration II: Melting Pot or Boiling Point?

Prerequisite: HS 427f. Meets for one-half semester and yields half-course credit.

International migration is a preeminent global phenomenon that plays a central role in the formation of multinational societies, especially so in the United States. Its study has become one of the most vital interdisciplinary fields for theory and research. Immigration is a transformative force, producing profound and unanticipated social changes in both sending and receiving societies, in intergroup relations, and among the immigrants themselves and their descendants. Immigration is followed predictably not only by acculturative processes on the part of the immigrants, but also by varying degrees of nativism and xenophobia about the alien newcomers on the part of the natives, which in turn shape the immigrants' adaptation. And quintessentially, immigration begets ethnicity-collectivities, who perceive themselves and are perceived by others to differ in language, race, religion, national origin, ancestral homeland, cultural heritage, and memories of a shared historical past. Usually offered every year.
Ms. Nguyen

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 has an impact on institutions and individuals. Usually offered every year.

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. Usually offered every year.

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. States' 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. Usually offered every year.

Mr. Doonan

HS 508f Managed Care

Meets for one-half semester and yields half-course credit. Prerequisite: HS 513a 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. Usually offered every year.

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 important, how to critically review studies done by others. Usually offered every year.

Mr. Hahn

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. Usually offered every year.

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. Usually offered every year.

Mr. Altman and Mr. Wallack

HS 515a Race/Ethnicity and Gender in Health and 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 lifestyle. 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. Usually offered every year.

Ms. Nsiah-Jefferson

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. Usually offered every year.

Mr. Chilingirian

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. Usually offered every second year.

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. Usually offered every second year.

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. Usually offered every second year.

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. Usually offered every second year.

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. Usually offered every second year.

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. Usually offered every year.

Staff

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) phenomena 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. Usually offered every year.

Ms. Gittel and Mr. Chilingirian

HS 527a Law and 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, it looks specifically at laws aimed at securing women's economic equality with emphasis on workplace antidiscrimination provisions. In the final weeks, it examines the problems of violence against women in the home and elsewhere and the law's response to it. Usually offered every year.

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. Usually offered every year.

Ms. Hill

HS 529a Inequalities, 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. Usually offered every year.

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, rule making, 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. Usually offered every year.

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. Usually offered every year.

Ms. Boguslaw

HS 572a Economics of Behavioral 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. Usually offered every second year.

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. Usually offered every second year.

Ms. Horgan

HS 602c Children, Youth, and Families Dissertation Seminar

Staff

HS 603c Health Policy Dissertation Seminar

Staff

HS 604c Assets and Inequalities Dissertation Seminar

Staff

HS 605c Behavioral Health Dissertation Seminar

Staff

HS 777a Social Welfare Tutorial

Staff

HS 777f Social Welfare Tutorial

Staff

HS 800g Proseminar

Priority given to Heller students; other students may enroll with permission of the instructor. Yields one-quarter course credit (one credit). May be repeated for credit, as the seminar topic varies.

Usually offered every fall.

Staff

HS 801g Proseminar

Open only to Heller students. Yields one-quarter course credit (one credit). May be repeated for credit, as the seminar topic varies.

Usually offered every spring.

Staff

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 Web site, www.brandeis.edu/global, or by contacting its administrative offices at Brandeis.

Objectives

The Brandeis International Business School (IBS) 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.

Degree Programs

MAief Program

The Lemberg MA 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.

MBA Program

The MBA at IBS is a two-year professional degree, and 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" MBA degrees.

MSF Program

The MS in finance is a ten-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.

PhD Program

The PhD 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. The program prepares students for research, teaching, and policy making careers in business, government, and international agencies.

Combined BA/MA Programs

Brandeis and Wellesley College undergraduate students may apply for admission to a special BA/MA track within the Lemberg MAief Program in the spring of their third year.

Admission

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 Web site and by contacting the Office of Admissions.

Test Scores and Deadlines

Applicants for the Lemberg MAief Program must submit the results of either the GMAT or the GRE. Applicants for the MBA and MSF programs must submit GMAT scores. PhD 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 the Lemberg MAief program and MBA program, IBS offers an early action and scholarship priority deadline of December 15.

Lemberg MAief Program: November 15 and February 15 Priority Deadline for Scholarships/April 15 Final Deadline.

Lemberg MAief Program, BA/MA track: March 15.

MBA Program: November 15 and February 15 Priority Deadline for Scholarships/April 15 Final Deadline.

MSF Program: January 7 for spring entry/April 15 for summer entry/August 1 for fall entry.

PhD Program: January 15. Note: Admission is offered only in even years (2008, 2010, etc.).

Academic Regulations

Registration

Every resident, postresident, 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.

Please refer to the Academic Calendar for specific deadlines for adding and dropping courses. In order to drop a class after the end of the registration period, a student must receive permission from the instructor either by completing the Add/Drop form available from the IBS Office of Administration and Student Services or the Office of the University Registrar's website. The completed form with all necessary signatures must be returned to the Office of the University Registrar, Kutz 121.

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.

Course Exemptions

Students may request an exemption from one or more required courses if comparable academic work was done prior to beginning an IBS program. The work must be relevant and relate closely with the material covered in the IBS class, which the program directors will determine. The request must be in writing on a requirement completion form, which may be obtained from the IBS Office of Administration and Student Services. A course syllabus and transcript must accompany the completed form. All requests for course exemptions must be made during a student's first semester at IBS. Obtaining an exemption from a required course does not reduce the amount of courses needed to complete the program; rather, exempted courses need to be replaced with electives.

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 date published in the academic calendar for the term. 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 a change in a permanent incomplete, provided the petition is signed by the instructor of the course and the program chair. All grade changes are subject to the approval of the University Registrar.

Residence Requirements

Residence requirements vary by program and can be found in a later section 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 500a (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 (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.

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 petition if they wish credit to be accepted for any courses they took 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.

Leave of Absence

Students may petition for a leave of absence. The petition must have the approval of the associate 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.

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.

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 may 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.

Graduate Cross-Registration

A full-time graduate student at Brandeis may enroll in one graduate course each term at Boston College, Boston University, Tufts University, Bentley College, or Babson College. Information on courses for cross-registration at each of the host institutions is available at the graduate school office of each institution.

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

Due to differences in academic calendars among the colleges in the consortium, it is not advisable for degree candidates to enroll in a cross-registered course in their final semester.

Fees and Expenses

Tuition and Fees

Tuition

Tuition for full-time resident students for the 2008–2009 academic year is \$18,061 per semester (or \$36,122 per two-semester academic year) for Lemberg, MBA, and PhD students. The same tuition rate applies to the required semester abroad. The tuition rates for the part-time MSF is \$3,350 per course or \$837.50 per credit. 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 15, 2008, for the fall semester and January 9, 2009, 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 percent of the outstanding balance, whichever is greater.

Technology Fee: \$218 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. Students are entitled to twenty 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: \$40 per year

Graduate Activity Fee: \$40 per year

Student Health Services Fee: \$590 per year (optional)

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

Student Health Insurance Plan (single coverage): \$1,464 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 percent 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 PhD 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 PhD degree must pay the \$235 final doctoral fee at the Office of Student Financial Services before they file the application for their 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 the IBS 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 to \$17,100. Limited housing is available in the university's graduate residence halls and is usually reserved for exchange students during the fall semester. Costs for on-campus housing range from approximately \$3,243 to \$3,976 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. 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 MSF program. MAief and MBA students are sometimes offered partial tuition scholarships, but in all cases are expected to finance their own living expenses. Exceptional PhD 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
Peter Petri Global Fellowship
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 Web site 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.

Carol Osler, Director of the MAief Program

Asset pricing. Currency market. Exchange rates.

Benjamin Gomes-Casseres, Director of the MBA Program

International business. Alliance management. Business strategy.

Blake LeBaron, Director of the PhD Program

International finance. Exchange rates. Artificial stock markets.

Brenda Anderson

Accounting and financial analysis.

Preeta Banerjee

Strategy. Entrepreneurship. Innovation.

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.

Can Erbil

Development economics. Political economy. International trade. Economic modeling.

Kathryn Graddy

Applied microeconomics. Empirical industrial organization.

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.

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.

Elif Sisli Ciamarra

Corporate finance. Corporate governance. Hedge fund performance.

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 Web site, www.brandeis.edu/global.

Combined BA/MA Program

The International Business School offers a BA/MA for qualified Brandeis undergraduates who wish to earn the Lemberg Master of Arts in International Economics and Finance (MAief) with one year of post-BA study. Students may apply for admission to this special track within the Lemberg MAief program in the spring of their third year. Students in this track 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 BA.

Students who are interested in the program should apply in the spring of their junior year but no later than March 15. Applications may be made online through the Brandeis International Business School. Students must submit a completed application, official undergraduate transcripts, three letters of recommendation, essays, and a resume. The GRE is not required for admission to the program. A mandatory interview is required of all applications. Admission into the program will be announced in mid-April. A student's preparation for the Lemberg MAief Program normally includes: Introduction to Economics (ECON 2a), Analysis of Economics Problems (ECON 8b), Microeconomic Theory (ECON 80a), and Statistics (ECON 83a).

IBS also invites qualified Wellesley students to apply for the BA/MA program.

Program of Study

Students admitted to the program must fulfill all BA requirements and receive their BA before full matriculation into the graduate MAief program. It is important to note that students in the BA/MA program are considered undergraduates until they have successfully satisfied all of the requirements for the BA. Students planning to complete their BA in the fall semester of their senior year should expect to remain in the MAief program for an additional three semesters.

In general, BA/MA students at IBS have to meet the same requirements as two-year Lemberg MAief students. The following provides special guidance for BA/MAs.

Sixteen semester courses (sixty-four credits), both required and elective, are mandatory for completion of the program. Students should refer to the MAief course requirements for a general overview. In a number of cases, undergraduate ECON classes can be used to fulfill MAief program requirements, but may not reduce the total number of credits required. A detailed description of all required course substitutions can be found in the IBS Student Academic Guide. Students should plan their schedule upon admission to the program. Specific courses can vary, but students should plan on taking courses in the following areas: accounting, financial theory, international macroeconomics, international trade, corporate finance, and quantitative methods.

Residency

The BA/MA program requires four semesters of residency at Brandeis from the semester students begin the program—two at the undergraduate level and two at the graduate level. During these two years students need to complete sixteen IBS courses even if they have taken elective or required courses before they begin the program.

International Experience Requirement

BA/MA students need to fulfill the international experience requirement, unless they are exempted for having lived or worked abroad. Most BA/MAs fulfill this requirement by a study abroad semester at one of our partner schools in the fall semester of their second year in the MAief program. The study abroad experience should be economics/business related. Timing of foreign study is determined on a case-by-case basis. IBS has affiliations with leading universities around the world, including in France, Denmark, Italy, Germany, Spain, Mexico, Brazil, Israel, Japan, China, and Taiwan.

Please note: Students who go abroad during their undergraduate study are not automatically exempt from the BA/MAief semester abroad requirement without departmental approval.

Language Requirement

BA/MA students must fulfill the language requirement for the undergraduate degree; there is no additional language requirement for the master's degree.

Requirements for the Degree of Master of Arts

Program of Study

Students must successfully complete an approved schedule of at least sixteen 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 BA/MA track, one year of residence as a graduate student is required. Students admitted through the University of Paris Dauphine program complete three semesters of full-time residence at Brandeis.

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 Web site 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 Web site 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 option receive the MA in international economics and finance with a concentration in international finance (or international economic policy or international business).

Requirements for the Degree of Master of Science in Finance (MSF)

Program of Study

Students must successfully complete an approved schedule of ten 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 may concentrate in one of two fields: business finance or international investments. Concentrating requires taking three semester courses (or the equivalent) in the field beyond the required courses. Students who complete this option receive the MS in finance with a concentration in business finance (or international investments).

Requirements for the Degree of Master of Business Administration (MBA)

Program of Study

Students must successfully complete a minimum of sixteen 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 Web site 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 Web site or the Office of Student Services.

Concentrations

Students concentrate in one of four fields: international business, international finance, international economic policy, or socially responsible business. 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 MBA in international finance (or the MBA in international economic policy) instead of the MBA in international business, which is the automatic concentration for a student not seeking one of the other two options. A concentration in socially responsible business required four semester courses, consult the program chair about which courses are appropriate for the requirement.

Requirements for the Degree of Doctor of Philosophy

Program of Study

Requirements include successful completion of formal course work, 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 PhD 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 PhD will submit a dissertation in a form approved by his or her dissertation director and by a committee appointed by the director of the PhD 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; 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
F	Half-semester course, half-course credit
G	Quarter-course credit

A semester course carries one semester course credit (four 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.

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

Meets for one-half semester and yields half-course credit.

Surveys 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.

Mr. Carver

BUS 220a Organizational Behavior

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

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

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 226f Managing Global Human Capital

Meets for one-half semester and yields half-course credit.

An introduction to the human resource function and international considerations for HR. Topics include management practices in the areas of employment, compensation, leadership development, and policies and procedures. Students will learn the nuances of managing human capital in multinational firms. Usually offered every year.

Mr. Suderow

BUS 227f Leading People and Organizations

Meets for one-half semester and yields half-course credit.

This half-semester course presents successful management and leadership practices on how to supervise people in global enterprises through the use of case studies, individual and team research, and hands-on approaches. Usually offered every year.

Mr. Suderow

BUS 230a Entrepreneurship

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.

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

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

Prerequisite: FIN 212a. Meets for one-half semester and yields half-course credit.

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: The Emerging Markets

Prerequisite: BUS 235f. Meets for one-half semester and yields half-course credit.

The course looks at the analysis, financing, and management of income-producing real property in the Emerging Markets. Using case discussion, we will explore how developers and investors identify projects, determine value, design marketing strategies, and obtain financing in their various markets. Usually offered every year.

Mr. Bayone

BUS 238f Real Estate Development

Prerequisite: BUS 235f. Meets for one-half semester and yields half-course credit.

As a follow-up to BUS 235f, this course focuses on market analysis, site selection, planning, acquisition, and permitting. Using case and "real life" examples, students will apply these skills to retail, office, multifamily residential, and industrial development. Usually offered every year.

Mr. Katzen

BUS 250a Global Marketing

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.

Ms. Wang

BUS 251a Financial Product Marketing

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 254a Marketing Strategy

Prerequisite: BUS 252a is strongly recommended as a foundation.

Examines the value of building, sustaining, and communicating a company's brand and its value proposition through promotional activities and channels of distribution. A competitive, online simulation is used to enhance case studies. Usually offered every year.

Ms. Zimmerman

BUS 255f Consumer Behavior

Meets for one-half semester and yields half-course credit.

Focuses on consumer behavior and the underlying cognitive process at various purchase stages. Provides students hands-on experience collecting and interpreting qualitative consumer behavior data.

Through team projects and case studies, students explore how consumer motives, values, and perceptions influence their purchase decisions and the firm's marketing mix strategies. Usually offered every year.

Ms. Wang

BUS 256f Marketing Research

This course may not be repeated for credit by students who have taken BUS 253a in previous years. Meets for one-half semester and yields half-course credit.

An introduction to quantitative marketing research methods and models. Provides students hands-on experience and essential tools for analyzing consumer preference data and marketing information. Explores how analytics guide marketing decisions such as new product development, market segmentation, targeting and positioning. Students will also learn to use software packages such as SPSS and Excel. Usually offered every year.

Ms. Wang

BUS 260a Competition and Strategy

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 MBA students and recommended for other business students. Usually offered every year.

Ms. Banerjee or Mr. Gomes-Casseres

BUS 261a Technology Strategy

May not be repeated for credit by students who took BUS 261f in previous semesters.

Focuses on skills and strategies needed to develop businesses based on new technologies. Through discussion of cases and concepts, the course explores innovation and technology management, strategy, marketing, financing, and performance of new ventures in entrepreneurial or existing firms. Usually offered every year.

Ms. Banerjee

BUS 262f Alliance Strategy

Meets for one-half semester and yields half-course credit.

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. Discusses ideas from the theoretical, empirical, and normative research on the topic, and applies 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

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 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 267f Investment Banking

Corequisite: FIN 201a. Meets for one-half semester and yields half-course credit.

A study of the role of investment banks in the capital markets, with particular focus on M&A, stock and fixed income underwriting, asset securitization, global financial markets, and trading. Usually offered every year.

Mr. Ho

BUS 269f The Future of Global Financial Institutions

Meets for one-half semester and yields half-course credit.

Analysis of the current and future role of global financial institutions, key drivers influencing the industry, and strategic challenges and opportunities facing today's financial services' CEOs. Usually offered every year.

Staff

BUS 270a International Management and Business Development

Focuses on how large and small businesses operate across national borders.

Through discussion of cases and concepts, the course explores the strategy, management, and performance of multinational enterprises. Special focus on business development strategies of new enterprises pursuing opportunities in international markets. Usually offered every year.

Ms. Banerjee

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 developments such as lean or world-class manufacturing, just-in-time operations, time-based competition, and business reengineering. 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

Meets for one-half semester and yields half-course credit.

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 skills necessary to effectively design, negotiate, and manage transnational deals. Usually offered every year.

Mr. Cohen

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

Meets for one-half semester and yields half-course credit.

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 Failures to Best Practices

Prerequisite: FIN 212a. 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 279f Corporate Fraud: Detection and Prevention

Prerequisite: FIN 212a. Meets for one-half semester and yields half-course credit.

Exposes students to the problem of fraudulent financial reporting, including its causes, impact, and practical, cost-effective responses. Using actual and simulated case material, students will acquire skills needed to identify, investigate, and report findings on corporate fraud. Usually offered every third 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 The Legal Environment for Global Managers

Prerequisite: It is recommended that students have taken a core of economics or finance courses. 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

May be repeated twice for credit with permission of the instructor.

Provides students with the opportunity to apply their skills and knowledge to solving actual client problems. Includes up to twenty-one students, who in teams of three, will be assigned to one of seven projects for the duration of the course. The projects involve a wide array of management topics, such as: strategy, marketing, organization, mergers and acquisitions, profit improvement, cost reduction, customer service, and process improvement. Usually offered every year.

Mr. Sherden

BUS 297a Internship

Prerequisite: Two semesters at IBS or permission of program director. Yields half-course credit. This course may not be repeated for 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 adviser. 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 297g Internship

Prerequisite: Two semesters at IBS or permission of program director. Yields quarter-course credit. This course may be repeated twice for 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 adviser. 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

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.

Staff

BUS 299a Master's Project

Prerequisite: Two semesters at IBS or permission of program director.

A student wishing to complete a master's project under the guidance of a faculty adviser 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

Meets for one-half semester and yields half-course credit.

Designed for first-year MA 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 IBS 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

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. Ballantine or Ms. Mann

ECON 202a Applied International Macroeconomics

Prerequisite: ECON 201a or the equivalent.

Reviews basic domestic and international macroeconomics, including the goals and functioning of monetary authorities, national income and balance of payments accounting, PPP, interest parity, and the relative merits of different exchange-rate regimes. Advanced topics include exchange-rate crises, hyperinflation, inflation stabilization, and "global imbalances." Lectures, assignments, and tests stress applications to countries throughout the world. Also covers the basic skills required to understand and manipulate macroeconomic data. Usually offered every year.

Ms. Osler

ECON 205f Applied Business Cycle Analysis

Prerequisites: ECON 201a and 202a. Meets for one-half semester and yields half-course credit.

Focuses on the determinants of short-run economy-wide fluctuations in output, unemployment and inflation. Develops the time-series tools needed to summarize the data and provides an introduction to macroeconomic forecasting and empirical policy analysis. Usually offered every second year.

Mr. Hall

ECON 210f Fundamentals of Statistical Analysis

Meets for one-half semester and yields half-course credit.

Intended for students with little or no prior coursework in statistics. Introduction to statistical thinking and analytic methods, emphasizing business decision-making. Considerable use of statistical software (Stata), readings, cases, and projects permits focus on concepts, models, and interpretation of results. Topics include descriptive statistics, financial models, estimation, hypothesis testing, and regression analysis. Usually offered every year.

Mr. Carver

ECON 211f Introduction to Econometrics

Prerequisite: Statistics or ECON 210f. Meets for one-half semester and yields half-course credit.

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. 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

Prerequisites: Statistics and math.

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

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

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

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 rights 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

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

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). 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 253a Asia: Center of World Economy

With half of the world's population, one quarter of its output, and twice its growth rate, Asia is emerging as the center of the world economy. This course examines Asia's economic dynamism and the companies, investments, and policies that are shaping its future. Usually offered every year.

Mr. Petri

ECON 260a International Trade Policy and Institutions

Prerequisite: ECON 201a.

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. Petri

ECON 261f Services in World Markets

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 262f Outsourcing and Offshoring: Information Technology and Globalization

Meets for one-half semester and yields half-course credit.

Outsourcing and offshoring raise questions of economic theory, business strategy, and policy emphasis for both industrial and emerging economies. This course examines and assesses empirically different theories of the multinational firm. Addresses how pervasive application of information technology exposes firms to business opportunities and economies to policy challenges. Usually offered every year.

Ms. Mann

ECON 270a Economic Development Strategies

Prerequisite: ECON 201.

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 271a Agents of Development: Individuals, Households, and Firms

Prerequisite: ECON 201a.

Studies the micro agents of development—individuals, households, and firms. Explores the foundations of health and nutrition, population growth, labor power, credit, technology adoption, child labor, corruption, and outsourcing in developing countries. Discusses how households in developing countries cope with risk. Usually offered every year.

Ms. Menon

ECON 274f Investment Policy in Developing Countries

Prerequisites: ECON 201a and a reasonable understanding of basic macro- and microeconomics. Meets for one-half semester and yields half-course credit.

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

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.

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 Internship

Prerequisite: Two semesters at IBS or permission of program director. This course yields half-course credit. This course may not be repeated for 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 adviser. 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 297g Internship

Prerequisite: Two semesters at IBS or permission of program director. This course yields quarter-course credit. This course may be repeated twice for 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 adviser. 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

Normally available for a student who wishes to pursue advanced reading or 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.

A student wishing to complete a master's project under the guidance of a faculty adviser 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

Prerequisites: Microeconomics and math.

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 second year.

Staff

ECON 302a Advanced Microeconomics II

Prerequisites: Microeconomics and math. 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 second year.
Staff

ECON 303a Advanced Macroeconomics I

Prerequisites: course work in microeconomics and mathematics. 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 second year.
Staff

ECON 304a Advanced Macroeconomics II

Prerequisite: ECON 303a. 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.
Staff

ECON 307f Empirical Methods for Dynamic Economic Models

Prerequisite: ECON 304a. Meets for one-half semester and yields half-course credit. An advanced topics course on contemporary methods to solve, estimate, and evaluate structural models of the microeconomy. Usually offered every year.
Mr. Hall

ECON 312a Advanced Econometrics

Prerequisite: ECON 215a. 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 second year.
Ms. Li

ECON 314f Topics in Applied Econometrics

Prerequisite: Ph. econometrics core course. 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. Meets for one-half semester and yields half-course credit. Agent-based models are used to build computational model 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. 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 332f Topics in Empirical International Economics: Questions, Methods, and Data

Prerequisite: Open to IBS PhD students only. Meets for one-half semester and yields half-course credit. Students present and discuss current working papers in international economics focusing on the questions that are being asked, the empirical methods used, and the sources of data. Course prepares students for the thesis process and for presenting thesis work. Usually offered every second year.
Ms. Mann

ECON 335f Central Banking

Prerequisites: ECON 302a and 304a. 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 PhD-level class that assumes a basic knowledge of theoretical econometrics. Usually offered every second year.
Staff

ECON 340a Industrial Organization

Prerequisite: ECON 302a. 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 second year.
Ms. Sanyal and Ms. Graddy

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.
Ms. Tovar

ECON 365f International Trade Agreements and Disagreements

Prerequisite: ECON 302a. 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 201a. 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. Jefferson

ECON 380f Computable General Equilibrium Modeling: Theory and Application

Prerequisite: PhD-level microeconomics. 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. Starts from a small closed economy and proceeds to examine 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

Prerequisites: ECON 302a and 304a.

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 or statistics (may be taken concurrently). May not be taken for credit by students who have taken ECON 171a in previous years. Students who have taken ECON 171a should enroll in FIN 301a.

Covers topics related to financial economics, including investors' attitudes toward risk, capital allocation, portfolio selection, asset pricing models (Capital Asset Pricing Model and the Arbitrage Pricing Theory), the efficient market hypothesis, fixed income markets, equity valuation, and options and futures markets. Usually offered every year.

Mr. Hilscher or Ms. Sisli Ciamarra

FIN 202a International Corporate Finance

Prerequisite: ECON 201a.

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.

Mr. Ballantine, Ms. Bulan, or Ms. Ciamarra

FIN 210f Accounting Principles

Open only to MSF students. Meets for one-half semester and yields half-course credit.

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.

Mr. Keith

FIN 211f Accounting Principles II

Prerequisite: FIN 210f. Meets for one-half semester and yields half-course credit.

Builds on the accounting principles course designed for MSF students. Topics include accounting for debit equity securities, cash flow, financial statement analysis, and international accounting. Usually offered every summer.

Mr. Keith

FIN 212a Accounting and Financial Analysis

May not be taken for credit by students who have taken FIN 210f or 211f.

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 Intermediate Financial Accounting

Prerequisite: FIN 212a.

Provides an extensive expansion of the traditional introduction to financial accounting courses. Additional topics include deferred taxes, pensions and other post retirement benefits, earnings per share, share base compensation and leases.

Usually offered every year.

Mr. Keith

FIN 214a Managerial Accounting

Prerequisite: FIN 212a.

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 or 212a or 213a.

Meets for one-half semester and yields half-course credit.

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; not offered in 2008–09.

Staff

FIN 216f Financial Statement Analysis

Prerequisite: FIN 212a. Meets for one-half semester and yields half-course credit.

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 212a. Meets for one-half semester and yields half-course credit.

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 212a. 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

Prerequisite: FIN 201a. 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 222f International Capital Markets

This seminar provides students with a better understanding of the forces driving change in the international capital markets and how change is reflected in selected sub-sectors of the capital market. Usually offered every year.

Mr. Thompson

FIN 223f Project Finance

Prerequisites: FIN 202a, 217f. 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 and financed via a combination of non-recourse debt and equity. Usually offered every year.

Mr. Canella

FIN 230a Trading and Exchanges: Focus on Foreign Exchange

Prerequisites: ECON 171a or FIN 201a, basic statistics.

The microeconomics of financial markets, with special focus on the foreign exchange market. Topics include market structure, transparency, determination of bid-ask spreads, price discovery, common trading strategies, currency market efficiency. Usually offered every year.

Ms. Osler

FIN 231a Creating and Managing Value

Prerequisite: FIN 202a (may be taken concurrently).

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. Canella

FIN 232a Mergers and Acquisitions Analysis

Prerequisites: FIN 201a and 202a (may be taken concurrently).

Reviews the core concepts involved in mergers and acquisitions; value, negotiation, deal structuring, corporate strategy and value added, financing, and tax consequences. Usually offered every year.

Mr. Ballantine

FIN 233f Relative Values of Securities

Prerequisites: FIN 201a and 212a or 210f. 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 235f Investing in Energy

Meets for one-half semester and yields half-course credit.

Looks at most of the factors affecting the supply, demand, and price of energy in global markets. Examines the volatility, risk, and uncertainty of energy markets over the past forty years, and the changing role of the key players in the market. Usually offered every year.

Mr. Ballantine

FIN 241f Financial Planning and Control

Prerequisite: FIN 202a (may be taken concurrently).

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

Prerequisite: FIN 212a. 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) 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

Prerequisite: FIN 242f. 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. 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. Topics include leasing, venture leasing, and Special Purpose Entities (SPEs), among others.

Mr. Canella

FIN 246a Applied Corporate Finance

Prerequisites: FIN 202a and 212a, or 210f.

Explores the application of core finance disciplines to real-world situations. Students who take this course should have completed course work 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

Prerequisites: FIN 201a and 202a.

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.

Mr. Alt

FIN 250f Financial Forecasting

Prerequisite: ECON 210f or equivalent. 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 254f Financial Manias and Crises

Prerequisite: FIN 201a. Meets for one-half semester and yields half-course credit. 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 MSF students, but MAief and MBA 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 255f World Financial Centers

Meets for one-half semester and yields half-course credit. Open only to students who completed FIN 255a in a prior semester.

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. Sherrington

FIN 258a Mathematics for Finance I

Prerequisite: Open to IBS students only. Covers at a fairly rigorous level much of the mathematics needed for an investment finance career (e.g., security analysis, portfolio management, trading, investment banking) and prepares students for a follow-up course needed for quantitative finance. Usually offered every year.
Mr. Reitano

FIN 261a Fixed Income Securities

Prerequisites: FIN 201a or 301a, or permission of the instructor. Studies fixed income securities; cash flow structures, pricing risk measures; features of major fixed income sectors; valuation of fixed income securities with embedded options; portfolio management and performance measurement; interest rate derivatives and applications to asset/liability management. Usually offered every semester.
Mr. Ho

FIN 263a International Portfolio Management

Prerequisite: FIN 201a or 301a. May not be taken for credit by students who have taken FIN 262a in previous years. A blend of advanced theory and state-of-the-art practice with a two-fold aim: to ground students in the theory of international portfolio investments and to immerse them in the application of global portfolio management in the real world. Usually offered every year.
Mr. Perelstein

FIN 263f International Equity Portfolio Management

Prerequisite: FIN 201a. Meets for one-half semester and yields half-course credit. Provides an overview of quantitative techniques as they apply to investment management. Geared to a hands-on experience with students using state-of-the-art optimization software. Topics include optimization, performance attribution, alpha factor creation. Several guest speakers. Usually offered every year.
Mr. Perelstein

FIN 264f Equity Portfolio Management

Prerequisite: 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.
Staff

FIN 265f Portfolio Management of Alternative Assets

Prerequisite: FIN 201a. Meets for one-half semester and yields half-course credit. An exploration of the theory and practice of investing in alternative assets, including hedge funds, private equity, commodities and timber. The course will cover the process for managing alternative investments. Students will simulate managing a fund of alternative investments. Usually offered every year.
Mr. Perelstein

FIN 266f Hedge Fund Management

Prerequisite: FIN 201a. Meets for one-half semester and yields half-course credit. 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.
Mr. Gross

FIN 270a Options and Derivatives

Prerequisites: FIN 201a, 301a, or permission of the instructor. Introduces students, at a reasonable mathematical level, to a broad range of topics related to the securities, markets, pricing, and applications of financial derivatives. Special focus is placed on how financial arbitrage is used to price derivatives. Usually offered every semester.
Mr. Reitano

FIN 271a Pricing Derivatives on Equities and Other Tradable Securities

Prerequisites: FIN 201a or 301a; 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 278a Integrated Financial Analysis

Prerequisite: FIN 202a. Jointly taught by faculty from Brandeis University and Babson College, course held at Brandeis University. 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 Financial Risk Management

Prerequisite: FIN 201a or 301a. Introduces many of the approaches financial institutions take to model, quantify, and manage risk. Types of risk covered include financial (equity, interest rate, and credit), as well as operational. Students will be expected to have some exposure to financial derivatives from FIN 201a or 301a as well as to the basic concepts from calculus and statistics. Usually offered every year.
Mr. Reitano

FIN 282f Real Options in Decision-Making

Prerequisite: FIN 202a. Corequisite: FIN 217f and 270a. Meets for one-half semester and yields half-course credit. This course may not be repeated for credit by students who have taken FIN 282a in previous years. Combines traditional valuation with options valuations, using Black-Scholes. When firms accelerate, decay, or invest in parts of a project, with more investment to be evaluated later, the firm's value can change, and is measurable as an option price. Usually offered every year.
Mr. Canella

FIN 285a Computer Simulations and Risk Assessment

Prerequisite: FIN 201a. 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 Internship

Prerequisite: Two semesters at IBS or permission of program director. Yields half course-credit. May not be repeated for 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 adviser. 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 297g Internship

Prerequisite: Two semesters at IBS or permission of program director. Yields quarter course-credit. May be repeated twice for 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 adviser. 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 or 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. A student wishing to complete a master's project under the guidance of a faculty adviser 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 FIN 201a. Studies the investment environment, financial securities, and markets; portfolio theory with utility function-based asset allocation; equilibrium models in the capital markets such as the CAPM and APT; fixed income and equity security pricing; security analysis; introduction to derivative securities; portfolio management and performance measurement. A research paper is required. Usually offered every year.
Mr. Reitano

FIN 305f Asset Pricing

Prerequisite: ECON 301a. Meets for one-half semester and yields half-course credit. A course in asset pricing for PhD candidates. Topics include risk aversion and choice under uncertainty, no arbitrage and stochastic discount factor, mean variance analysis, factor models, and recent empirical puzzles. Focuses on theory and empirical applications. Usually offered every second year.
Mr. Hilscher

Rabb School of Continuing Studies

Division of Graduate and 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 more than 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 five master's degree programs, requiring ten to twelve three- or four-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)

Master of Science in Information Assurance (est. 2008)

In 2008, the division introduced a six-course Graduate Certificate in Virtual Team Management and Communication. The division also offers credit-bearing graduate certificate programs of five, six, or seven courses, embedded in each of the master's 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 (Web-supported learning), receiving the New England Association for Schools and Colleges' (NEASC) approval for its first online credential (Graduate Certificate in Software Engineering) in 2004. Three complete degrees, the Master of Software Engineering, Master of Science in Information Technology Management, and Master of Science in Projects and Programs (spring of 2009), 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, nonresident 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 biomolecular data, and the development of novel computational tools. Students' work will support better understandings of biological systems, human disease, and drug development, ultimately affecting 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 information technology's 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).

Admission

Academic Regulations

The **Master of Science in Information Assurance** addresses the growing need for information security professionals who possess a balance of analytical skills and business sense. The program is unique in its emphasis on the policy, management, and technology aspects of information security and risk management. Students gain a combination of technology and management expertise that will enable them to make educated technical decisions in order to support enterprise-wide security objectives.

How to Apply

Admission policies and procedures for graduate degree and certificate programming in the Division of Graduate Professional Studies are described in detail on both the division Web site (www.brandeis.edu/rabbgrad) and the *Student Handbook* located on the Web site. 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. Although Brandeis graduate students from other units are eligible to register for GPS courses, they must pay full tuition for any course taken.

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 twelve courses to complete a ten-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.)

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 these pages 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.

Auditing Courses

Auditing Rabb School courses is not permitted.

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.

Fees and Expenses

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.

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 final 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.

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.

Tuition and Expenses

The following tuition and fees are in effect for the 2008–2009 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, prearranged 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: \$2,110

Tuition per four-credit course: \$2,815

Late registration fee: \$60 (in addition to the fees 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 nonrefundable 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

Although 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 degree of Master of Software Engineering requires one core course plus at least one choice from each of three core areas: programming, design, and testing/quality control. It further requires six electives, totaling ten courses (30 credits). Specific courses may be found at 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 degree of Master of Science in Information Technology Management requires six core courses and four electives, totaling ten courses (30 credits). Specific courses may be found at 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.

Requirements for the Degree of Master of Science in Project and Program Management

Program of Study

The degree of Master of Science in Project and Program Management requires six core courses and four electives, totaling ten courses (30 credits). Specific courses may be found at 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.

Requirements for the Degree of Master of Science in Bioinformatics

Program of Study

The degree of Master of Science in Bioinformatics requires two foundation courses, three core courses; one advanced programming language, one scripting language, one database course, and four electives, totaling twelve courses (36 credits). Specific course lists may be found at 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 biosystems, 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.

Requirements for the Degree of Master of Science in Information Assurance

Program of Study

The degree of Master of Science in Information Assurance requires four core courses and six electives, totaling ten courses (30 credits). Specific course lists may be found at www.brandeis.edu/rabbgrad/students/programs.php.

Learning Outcomes

Graduates are able to:

- Assess risks to the security of proprietary information in an organization and understand the technical, organizational, and human factors associated with these risks.
- Evaluate information technology tools designed to protect against threats facing organizations.
- Assess the impact of security policies on existing complex systems and organizational objectives while simultaneously considering regulatory requirements and compliance.
- Oversee the information assurance lifecycle of an organization, including planning, acquisition, development and evolution of secure infrastructures.

Requirements for Sequential Master's Degrees

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).

Graduate Certificates

The credit-bearing graduate certificates embedded in each of the master's degree programs above (involving five, six, or seven courses, depending upon the 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>.

The Graduate Certificate in Virtual Team Management and Communication is designed for middle and upper-middle managers, engineers, and others who find themselves directing enterprise-crucial activities involving dispersed, sometimes culturally complex teams on a regular basis. By now, almost every professional position in any field requires working with and directing others via the Internet. The Graduate Certificate in Virtual Team Management and Communication uses the lens of communication (theory, practice, and tools) and applied anthropology to teach students to understand and manage the development and direction of teams at distance, the dynamics of both local and distant communication within an organization, the impacts of distance and diversity on business practices and activity, the expectations of diverse legal and ethical environments, and culturally diverse business habits and practices by region.

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. Courses offered online are presented in ten discrete weekly modules contemporaneous with the ten week, on-campus term.

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.

Requirements for the Graduate Certificate in Virtual Team Management and Communication

Program of Study

The graduate certificate in virtual team management and communication requires that students complete six courses (18 credits).

Learning Outcomes

Graduates are able to:

- Apply knowledge of a culturally contextual nature to their work, so as to foster better team building and direction, enabling the development and achievement of business goals across regional, cultural, and corporate boundaries.
- Apply current communication theory, methods, and technologies to facilitate effective communication, team building, and the development of mutual confidence among diverse players.
- Carry out general expectations for corporate social responsibility and ethical behavior, identifying issues and applying theory to recommend informed and responsible solutions.
- Evaluate the challenges of human resources dispersed country- or world-wide, helping to formulate and implement strategies for facilitating the work of distributed employees and teams and maximizing their productivity.

RBIF 100 Introduction to Bioinformatics Scripting and Programming

This thirteen-week, four-credit, required course is meant as a high-content introduction to scripting and programming with applications in bioinformatics. It is appropriate for students with little or no previous programming experience. Students will complete a scripting and programming project with bioinformatics data. This course will give introductory students the capability to perform simple programming tasks as well as extend their training in Perl and Java. Usually offered every year.
Staff

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 102 Genomics and Genetics

This course begins by building a foundation in DNA and RNA structure and gene and chromosome architecture as well as basic sequence analysis. Students are introduced to genome sequencing projects, the landscape of the human and model organism genomes, and applications used on that information, such as gene-finding algorithms. Students are then introduced to the concepts of human genetics, populational studies, and technologies at the interface between genetics and genomics. Usually offered every year.
Ms. Taylor

RBIF 103 Probability and Statistics

This thirteen-week, four-credit, required 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 constitutes 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 106 Drug Discovery and Development

There are high expectations for bioinformatics to contribute to drug discovery. This course explores issues faced during drug discovery and development. Topics include: target identification, target validation, structure-based drug discovery, high-throughput screening, toxicity studies, pharmacology, and clinical trials. Students will work on a model discovery effort targeting trypanosomes. Usually offered every year.
Staff

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

RBIF 108 Computational Systems Biology

This course aims at an integrative, system-level understanding of biological systems by analyzing quantities of experimental biological data using computational techniques such as model building. We will seek to study interacting systems by defining basic structures of the biological network in a living cell, how biological systems respond to changing conditions and maintain robustness and stability, and how we can make predictions based on our modeling results. Usually offered every year.
Staff

RBIF 109 Biological Sequence Analysis

Sequence alignment is an important tool in many bioinformatics projects because of its importance in predicting biological function and roles in biological systems. Students will be introduced to the nature, character, and special features of biological sequences: DNA, RNA, and protein. Students will also learn about the major repositories of sequence information as well as the specifics of methods used in sequence analysis. Usually offered every year.
Staff

RBIF 110 Macromolecular Biophysics

This course covers the basis of molecular interactions and biological experimental technologies. The course covers topics in basic macromolecular structure and system thermodynamics of DNA, RNA, lipids, carbohydrates, and proteins, with a focus on structure and energetics. This course is geared towards a fundamental understanding of macromolecular and biological energetics at the molecular level. Usually offered every year.
Staff

RBIF 111 Scientific Programming and Statistical Analysis

This course is the first of a two-part series. This is an advanced mathematics and applied statistics course that will introduce students to data analysis methods and statistical testing. This course will cover descriptive statistics with an introduction to inferential statistics. Students will be introduced to programming in R. Usually offered every year.
Staff

RBIF 112 Biological Data Mining and Modeling

Prerequisite: RBIF 111. This is the second course of a two-part series. This course focuses on the use of inferential statistics as it applies to biological data. It builds on what was learned in the RBIF 111. This includes data modeling and experimental design, modeling and testing of significance, general linear models, and applications of these methods to large-scale biological data sets. Usually offered every year.
Staff

RBIF 113 Management, Modeling, and Warehousing of Biological Data

Prerequisites: RBIF 101, RBIF 102, and RBIF 109. In order to be properly utilized, biological data storage systems must be designed to cross-reference against a host of different sources. In addition, biological data tends to have certain formatting issues with storage and transmission. This course will address these topics by introducing relational databases and their design as related to biological data management. Usually offered every year.
Staff

RBIF 114 Design and Analysis of Microarray Experiments

Prerequisites: RBIF 102, RBIF 109, and RBIF 111.

Microarray analysis is a common method of mRNA and genomic analysis. These types of experiments have fundamental statistical and data processing knowledge requirements that require specialized knowledge in the field. This course will build on the statistical programming course. The course will also introduce students to iterative methods of experimental design and measuring significance in microarray experiments, as well as methods to introduce biological context in the post-processing stage. Usually offered every year.
Staff

RBIF 120 Advanced Research Projects in Computational Biology

In this course, students are introduced to the basic techniques of bioinformatics research and its grounding principles in the scientific method in a weekly series of lectures. A committee of instructors will assist each student in the design and execution of an advanced research project in bioinformatics. Student projects will be required to incorporate programming and database-focused integration and management of empirical data. Usually offered every 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

RBIO 102 Molecular, Cell, and Developmental Biology

This thirteen week, four-credit, required course covers the relationship of the cell and the genome, and how cells read the genome: from DNA to protein, control of gene expression, internal organization of the cell, intracellular compartments and protein sorting, the cell cycle and programmed cell death, the mechanics of cell division, cell junctions, cell adhesion, and the extracellular matrix, development of multicellular organisms, cancer, the adaptive immune system, pathogens, infection, and innate immunity. Usually offered every year.
Staff

RCHE 101 General, Organic, and Biochemistry

This thirteen week, four-credit, required course introduces principles of general chemistry, organic chemistry, 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; and immunochemistry. Usually offered every year.

Mr. Wynn and Mr. Pollastra

RCOM 102 Professional Communication

This course prepares professionals with communication skills necessary for success in their fields. Students will gain knowledge, skills, and competencies required for interpersonal, small-group, and public communication. Students will have extensive practice writing and speaking on a variety of informative and persuasive topics. Usually offered every year.

Ms. Lesser

RIAS 101 Foundations of Information Assurance

This course provides an understanding of the fundamental elements of computer security and information assurance. The course will cover a basic understanding of communications and IT infrastructures—their vulnerabilities, as well as the size and complexity of security threats faced by organizations. Building on an understanding of these infrastructures, the development of security practices, policies, awareness and compliance programs, and legal and regulatory issues will be examined. Usually offered every year.

Mr. Murphy

RIAS 110 Applied Cryptography and Access Control

Prerequisites: This course assumes prior knowledge of programming in any popular language for applications development. The objective of the course is to provide coverage from the ground up of the concepts, applied mechanisms, and practices of using cryptography and access control techniques in software applications. The class time will be divided between lecture and hands-on lab exercises. Most cryptography and access control exercises will be done using the Java-based runtime environment. Students also have the opportunity to choose either the Java or Microsoft .NET environments for their assignments. Usually offered every year.

Staff

RIAS 115 Information Technology Forensics and Investigations

The course covers both the principles and practice of digital forensics. It investigates the societal and legal impact of computer activity, including computer crime, intellectual property, privacy issues, legal codes; risks, vulnerabilities, and countermeasures; and the methods and standards for extraction, preservation, and deposition of legal evidence in a court of law. This course reviews the specific manifestations of cyber crime, including hacking, viruses, and other forms of malicious software, and methods to investigate cyber crime, focusing on requirements for collection and reporting of evidence for possible use in criminal cases. Usually offered every year.

Staff

RIAS 120 Securing Applications, Web Services, and SOA

The objective of the course is to provide coverage from the ground up on applied security concepts, technologies, techniques, patterns, best practices, and checklists intended for securing Web-based applications, XML Web services, and SOA. The course illustrates the real-world security challenges in IT applications and drills down on strategies for identifying security threats and risks, adopting a security design methodology, implementing security architecture using patterns and best practices and performing security testing and production deployment. Usually offered every year.

Mr. Nagappan

RIAS 125 Principles of Incident Response and Disaster Recovery

This course presents methods to identify vulnerabilities and take appropriate countermeasures to prevent, mitigate, and manage information failure risks for an organization. Topics include: the preparation of a disaster recovery plan, assessment of risks in the enterprise, development of policies and procedures, an understanding of the roles and relationships of various members of an organization, implementation of the plan, testing, and rehearsal of the plan, and recovering from a disaster to ensure business continuity. Usually offered every year.

Staff

RIAS 130 Security Testing and Auditing

In this course, we will examine testing for security vulnerabilities, both as part of the security development lifecycle, and as part of an auditing program that ensures that our security policy objectives are still met. The course will address the importance of a security development process, and demonstrate how security testing is a critical component in that process. We will focus on threat modeling techniques and patterns, and then determine how to create tests to determine that these threats have been mitigated, using a combination of case studies and lab exercises to demonstrate the effectiveness of these tests. Usually offered every year.

Staff

RMGT 101 Perspectives on Information Technology

This course serves as an introductory course in the IT management curriculum. This course also serves as a strong foundation for the two-course sequence in strategic IT management: RMGT 102 and RMGT 103.

This course provides an overview of all areas of information technology. It is designed to help students understand enough about each area to be able to recognize the major issues involved in determining when and how each technology is most appropriately deployed. Following this course, students are encouraged to select electives that allow deeper study into various specific topics of interest. Usually offered every year.

Mr. Bird

RMGT 102 Strategic Information Technology: Operational Strategy

It is highly recommended that students successfully complete RMGT 101 prior to taking this course.

This course examines strategic operational issues from the perspective of the CIO or IT director: how should the IT organization best be managed? Through the use of case studies, this course explores best practices for deploying limited financial and human resources for optimal results. Usually offered every year.

Staff

RMGT 103 Strategic Information Technology: Organizational Strategy

Prerequisite: RMGT 101.

This course looks at strategic issues for the IT organization within the context of the larger organization and the relationship between the two. This course is designed to help today's and tomorrow's IT directors/CIOs effectively exploit information systems technologies within the context of a company's overall business needs. Usually offered every year.

Staff

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, Mr. Holberton, or Mr. Balzer

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 or Mr. Goncalves

RMGT 120 Legal and Ethical Practices in IT

From privacy and security to free speech and intellectual property to globalization and outsourcing, the issues and controversies of the information age are serious, complex, and pervasive. This graduate-level course is intended to instill an understanding of the many legal, ethical, and social issues associated with information technology and the modern age. It addresses these legal and ethical issues from all perspectives: technical, social, and philosophical. Usually offered every year.
Mr. Reinhart

RMGT 175 IT Security and Compliance

This course in information assurance will allow students to obtain key bodies of knowledge and specializations in security, privacy, and compliance associated with information systems. Students will acquire an understanding of various technologies in emerging areas of information assurance, like computer and network security, digital forensics, cryptography, and biometrics. Current privacy legislation and technical means of providing privacy and IT compliance will be covered. Usually offered every year.
Mr. Reinhart

RPGM 2 Introduction to Programming in Java

The course objective is to introduce fundamental syntax and semantics of Java, with special focus on data types, objects, loops, expressions, class methods, class hierarchies, and graphics. The students will learn to instantiate and use Java build-in classes, and create their own classes and class hierarchies. At end of the course, the students will also learn the basics of GUI programming and will be able to write and run their own Java applets. Offered as needed.
Staff

RPJM 10 Microsoft Project for Project Management Professionals

This three-week, noncredit 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 life cycle will be discussed, demonstrated, and illustrated. Usually offered every year.
Mr. Parker

RPJM 101 Foundations of Project Management

This course will provide the student with an understanding of the history, current practice, and future directions of project management. Principles and concepts of project management will be presented and discussed within the context of the knowledge areas and process groups defined in the Project Management Body of Knowledge (PMBOK). Usually offered every year.
Ms. Milne or Mr. Hassey

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 103 Advanced Scheduling and Control

This course shows how to employ scheduling and resourcing techniques on a multi-project basis to generate the maximum value across the portfolio. Drawing upon the disciplines of operations management and controls, this course will devote a significant amount of time to the development, implementation, execution, and control of a detailed project plan, performed by teams of students. Usually offered every year.
Mr. Devaux or Mr. Parker

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 and 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, Ms. Guerin, or Mr. Stewart

RPJM 113 Negotiating and Conflict Resolution

Negotiations occur to resolve a conflict of interest between two or more parties. This course will explore characteristics of a negotiation situation, interdependence in negotiation, value creation differences, levels of conflict, and major strategies for conflict management. Exercises and case analysis are used to illustrate important concepts. Usually offered every year.
Mr. Raben

RPJM 114 Managing Projects across Cultures and Geographies

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 115 Challenges in Project Management

This course examines the various challenges that more often than not arise within the project lifecycle. It also examines the reasons these issues occur, when in the lifecycle they tend to happen, and solutions for preventing, minimizing, and/or mitigating these challenges. Also, because many of the challenges faced by project managers are relationship-based, this class will discuss why communication and planning are such critical skills in project management. Usually offered every year.
Ms. Bateman

RPJM 117 Program Management: Theory and Practice

This course will provide the student with an understanding of the history, current practice, and future directions of program management. Principles and concepts of program management will be presented and discussed within the context of the knowledge areas and process groups defined in the Project Management Body of Knowledge. Through readings, lectures, discussions, and extensive use of case studies, the student will become familiar with program management theory and techniques and learn how to apply them to real situations. Usually offered every year.
Mr. Carter

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

RPJM 119 Managing New Product Development Projects

This course focuses on the elements of a world-class new product development process backed by real-world examples and case analysis, providing an overview of the best practice tools and techniques required by the new product development team. Usually offered every year.
Staff

RPJM 120 Project Management Capstone

Prerequisite: Students must be formally accepted for admission to the Master of Science in Management of Projects and Programs. This course is intended to be completed as the final course within the student's program.

This capstone course develops an integrated understanding of overall program and project management practices and techniques. The capstone course is intended to be completed in one semester. As a major part of the capstone course, students will be responsible for completing a capstone project. Usually offered every year.
Staff

RSEG 102 Advanced Programming in Java

This course explores advanced topics of Java programming language: object-oriented programming, collection framework, exception handling, and the 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 103 Advanced Programming in C++

This course provides a solid foundation of C++ with focus on object-oriented concepts and programming techniques. Emphasis is placed on classes, objects, abstract data types, inheritance, polymorphism, and templates. All of the C++ language constructs are covered in the course. Usually offered every year.
Ms. Yurik

RSEG 104 Advanced Programming with .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. Zilbermintz

RSEG 105 Java Enterprise Programming

This course is dedicated to Java Enterprise Edition (JEE) and presents the following advanced topics: Java EE Applications Architecture, Servlets, Java Server Pages (JSP), JSP Custom tags, Unified Expression Language, JavaServer Faces (JSF), Enterprise Java Beans (EJB), and a complete Java Enterprise Application architecture, design and implementation. Usually offered every year.
Mr. Yurik

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 108 Advanced C Programming for UNIX/Linux

This course is intended to provide an accelerated survey of C programming, with an eye to providing students with the knowledge they need to explore and practice using the SUS/POSIX system interfaces for programming on UNIX/Linux systems. This course will then build on this foundation to explore techniques for application of the UNIX system interfaces. 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 110 UNIX Tools

This course is an introduction to several UNIX tools and techniques: common commands, shells and shell programming, regular expressions, sed, awk, cron, make, and a skimming of Perl. Comparisons to Windows will be used to illustrate similarities and differences and to illuminate the UNIX system. This is a lecture course, supported by live demonstrations. The course includes weekly homework assignments, a midterm, and final exams. All exams are take-home. Usually offered every year.
Mr. Hemdal

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 120 Software Development Methodologies

This course is designed to give students who have a basic familiarity with programming and modern computing systems a deeper understanding of such topics as requirements engineering, architectural design, dependable systems development, and process improvement. The course is presented in a combination of lectures, discussion forums, and chat sessions to build and refine skills necessary to work effectively in today's information age organizations. Students will design a software project throughout the duration of the course. Usually offered every year.
Staff

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 131 Software Testing Techniques

This course covers a broad range of topics related to software testing techniques. The course provides an introduction to testing consumer and business software under normal business conditions. Software projects are often characterized by a budget that is too small, a staff that is too small, and a deadline that is too soon. This course demonstrates how to achieve the best testing results possible under these difficult circumstances. 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 145 Linux Administration

This course introduces students to the tasks, challenges, and philosophies behind Linux system administration using the Fedora Core distribution. This course presents Linux administration both as a subject of value in its own right and as an accessible starting point to study UNIX administration in general. This is a hands-on lab course covering the following topics: Linux installation, managing network connections, modems, printers, day-to-day tasks, managing disk space, backup and recovery, e-mail and Web services, security issues with Linux, system performance monitoring, disaster preparedness, and special topics based on student interest. Usually offered every year.

Mr. Hemdal

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 160 Computer Networks and Data Communications

This course focuses on the transport of multimedia information among distributed computer systems. We examine how modern communication protocols satisfy the differing requirements of the services that generate and use multimedia information. We use the Internet and private corporate networks as examples. Usually offered every year.

Mr. Leiden

RSEG 161 Web Development Technologies

The course provides an extensive examination of client- and server-side technologies used in developing Web applications. On the client side, we learn how to create attractive and well-functioning Web Pages using XHTML, Cascading Style Sheets (CSS), and JavaScript. The server-side Web development focuses on Web development with servlets JavaServerPages (JSP), Struts, and JavaServerFaces (JSF). Web applications, built with these technologies, access and interact with databases using Java Data Base Connectivity (JDBC). Usually offered every year.

Mr. Yurik

RSEG 167 Service-Oriented Architecture: Distributed Enterprise Computing

This course focuses on architecture, organization, and lessons drawn from real-world examples. The student will learn how IT architecture is the technical enabler for an SOA and how the IT architecture and the business organization are mutually dependent. The major topics covered include identifying services, assigning appropriate service types, and allocating ownership of data to services. Usually offered every year.

Mr. Reinhart

RSEG 168 Architecture for Business and E-Commerce

This course studies business, e-commerce, and enterprise applications from architecture, design, and development methodologies perspectives. A combination of lectures and projects will familiarize students with multi-tier and enterprise application architecture, service-oriented architecture, architectural layers, usability issues, and data architecture. Object-oriented, client/server, and e-commerce models for business applications will be explored. Usually offered every year.

Ms. Yurik

RSEG 170 Database Management

This course provides students with a thorough introduction to data modeling; relational, object-oriented, and object-relational database design concepts and issues. The design emphasis will be explored through a combination of team and individual projects as well as exposure to hands-on database implementations. Usually offered every year.

Staff

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. Usually offered every year.

Mr. Gibson

RSEG 172 Network Security

This course will provide an overview of network security principles and practices. Through a combination of lecture and hands-on activities, students will gain an understanding of firewalls, intrusion detection systems, host-based security principles, and security tools such as network scanners. Usually offered every year.

Mr. Brooks

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 180 Windows Programming with C#

This is a programming course that will teach you how to develop Windows applications using the C# (pronounced "C sharp") programming language. You will learn the new Microsoft .NET environment for developing and running software applications, featuring ease of development of Web-based services, rich standard runtime services available to components written in a variety of programming languages, and inter-language and inter-machine interoperability. Usually offered every year.

Mr. Cramer

RSEG 290 Special Topics

Special topics courses are offered each semester. Please see the *Schedule of Classes* for specific topics offered.

Staff

General University Requirements

Objectives

The general university requirements for students 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.

General University Requirements

Students are held responsible to the requirements in place and published in the *Bulletin* in the year they enter Brandeis. Thus the requirements listed below apply to students entering Brandeis in fall 2008 and thereafter. Students who entered in a previous semester should consult the appropriate *Bulletin*.

A. University Seminar

All students in their first year will complete one semester course from the USEM program.

B. University Writing

All students in their first year will complete one semester course from the UWS program.

Students will complete one writing-intensive course, and either a second writing-intensive course or an oral communication course.

Students normally complete the writing-intensive or oral communication component of the writing requirement in their second or third year. Courses numbered at the 90 level may not satisfy the writing-intensive or oral communication 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 at the 30 level) 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, for example, in satisfying the requirements of a major or minor. Between and among general university requirements, the only limitations on double-counting are as follows: 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 90 level 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, USEM, UWS, writing-intensive, and oral communication 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. All students who wish to enroll in 20- or 30-level courses must complete a language placement test. The number of class hours required per week in any given course may vary depending on departmental requirements.

Following 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, 19a, 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 is designed to encourage students to explore societies, cultures, and experiences beyond those of the Western tradition. The common goal of the courses in the program is to acquaint students with world views, indigenous intellectual traditions, historical narratives, and social institutions that have developed largely outside 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 will be able to broaden their understanding of human achievements and potentialities beyond the Western heritage. As the world becomes increasingly interconnected, and at the same time more diverse, such an understanding is all the more necessary.

Through the study of non-Western societies in their original settings, it is expected that students will also gain a better understanding of minority groups and diasporic cultures (such as African-American, Latino, Asian, and Muslim) in the United States and the West in general. Non-Western courses expand students' horizons and help them better understand their own history and culture.

Courses that satisfy the requirement may have Western components or modes of analysis, but their primary purpose is to foster an understanding of non-Western cultures, experiences, and perspectives. For example, in a course on the political economy of Africa that employs Western methodologies, the history and culture of Africa still occupy a central place. The program draws attention to the intellectual and methodological problems inherent in the study of cultural systems other than those of the West.

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 163b

Africa in World Politics

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

Anthropology 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 Asian Culture and Society

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 Film: The Changes of Chinese Culture

COML 122b

Writing Home and Abroad: Literature by Women of Color

COML 146b

Classical East Asian Poetics

ECON 26a

Latin America's Economy

ECON 30a

The Economy of China

ECON 122b

The Economics of the Middle East

ECON 176a

The Household, Health, and Hunger in Developing Countries

ENG 20a

Bollywood: Popular Film, Genre, and Society

ENG 77b

Literatures of Global English

ENG 127a

The Novel in India

- ENG 167a**
Introduction to Postcolonial Literature
- 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 Literatures
- HISP 111b**
Introduction to Latin American Literature
- HISP 163a**
The Latin American Boom and Beyond
- HISP 164b**
Studies in Latin American Literature
- HISP 168b**
Latin America Narrated by Women
- 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 181a**
Seminar on Traditional Chinese Thought
- IMES 104a**
Islam: Civilization and Institutions
- JAPN 120a**
Readings in Contemporary Japanese Literature
- JAPN 120b**
Readings in Modern Japanese Literature
- JAPN 125b**
Putting Away Childish Things: Coming of Age in Modern Japanese Literature and Film
- JAPN 130a**
The Literature of Multicultural Japan
- JAPN 135a**
Screening National Images: Japanese Film and Anime in Global Context
- JAPN 140a**
The World of Early Modern Japanese Literature
- JAPN 145a**
The World of Classical Japanese Literature
- LGLS 124b**
International Law and Development
- MUS 3b**
Introduction to World Music
- MUS 4a**
Introduction to Chinese Music
- NEJS 113b**
Law in the Bible and the Ancient Near East
- NEJS 116a**
Ancient Near Eastern Religion and Mythology
- NEJS 122a**
Magic and Witchcraft in the Ancient Near East
- NEJS 144a**
Jews in the World of Islam
- NEJS 161b**
Representations of the City in Literature, Art, and Architecture
- 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 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
Introduction to World Religions

REL 151a
The Buddha: His Life and Teachings

SAS 100a
Introduction to South Asia

SAS 101a
South Asian Women Writers

SAS 110b
South Asian Postcolonial Writers

SAS 150b
Indian Film: The Three-Hour Dream

THA 130a
Suzuki

USEM 22b
War and Revolution in the Middle East

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

BIOL 60b
Evolution

CHEM 11a
General Chemistry I

CHEM 11b
General Chemistry II

CHEM 15a
Honors General: Principles of Material Evolution I

CHEM 15b
Honors General: Principles of Material Evolution II

CHEM 150b
Special Topics in Chemistry

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

COSI 123a
Statistical Machine Learning

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

PHYS 10a

Introduction to Physical Laws and Phenomena I

PHYS 10b

Introduction to Physical Laws and Phenomena II

PHYS 11a

Introductory Physics I

PHYS 11b

Introductory Physics II

PHYS 15a

Advanced Introductory Physics I

PHYS 15b

Advanced Introductory Physics II

PHYS 39a

Advanced Physics Laboratory

PSYC 51a

Statistics

PSYC 52a

Research Methods and Laboratory in Psychology

SOC 181a

Methods of Social Inquiry

SOC 183a

Evaluation of Evidence

University Seminars

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 provide an interactive small class environment where students, under the close guidance of faculty, can experience the intense intellectual engagement of a seminar with fellow students. The topics and texts of the courses are 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. Seminars incorporate multiple perspectives (disciplinary or interdisciplinary) in addressing significant issues, questions and problems.

These courses are also skill-oriented, facilitating the development of analytical and writing or oral communication skills. Seminar discussions, under faculty guidance, help students to formulate key questions and to construct a critical analysis of the author's or artist's assumptions, evidence, and argumentation. In addition, they allow students to develop and share insights and ideas, thus learning from each other.

All first-year students are required to satisfactorily complete one USEM.

Courses of Instruction

USEM 1b Jewish Literatures in Eastern Europe

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

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 2c Physical Science Frontiers

A year-long seminar open only to first-year students in the physical science scholars program. This seminar is designed to introduce students to topics of current research in mathematics, computer science, physics, and chemistry. The class time includes both lectures and interactive activities. Ms. Charney (Mathematics) and Mr. Hickey (Computer Science)

USEM 3a On Slavery, Religion, and Women

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

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 ten hours of volunteer service to a literacy program. Ms. Hale (Romance Studies)

USEM 5a The Police and Politics in the Sixties and Now

Police are rarely the focus of scholars or citizens concerned with bringing out political change or social justice, but they should be. How cops understand their mission, how they prepare for it, and when they choose to use force—these factors have mattered a great deal to social movement outcomes, and by extension, to the evolution of American politics. This seminar investigates the turbulent social and political change of the 1960s from the unfamiliar vantage point of the police, and compares the meaning of the police in that era to our sense of the police today. Mr. Kryder (Politics)

USEM 5b Conceptions of the Good Life

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

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 6b The Enlightenment

Examines the eighteenth-century Enlightenment as a source of the cultural world we inhabit today. Looks at political, philosophical, scientific, and literary texts. Mr. Hulliung (History)

USEM 7b The Concept of Time

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

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 8b Freedom of Will, Responsibility, and Blame

Are we free or is freedom just a convenient illusion? Is free action compatible with a material world that seems to follow deterministic laws? What does it mean to hold somebody responsible? What are we doing when we praise or blame people for their actions? Readings include historical and contemporary philosophical writings, and students will have an opportunity to apply some of their knowledge to an analysis of free will as it appears in film or literature. Ms. Moran (Philosophy)

USEM 9a The Wandering Hero in Ancient Literature

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 the 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

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

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 Youth and Democracy

Examines the roles that youth can play as active citizens in public problem solving, and social action in schools, communities, universities, politics, NGOs, and a range of other institutional settings. Mr. Sirianni (Sociology)

USEM 12a The “I” in the Storm: Writers Respond to Totalitarianism

Each of us grapples with issues of freedom and social conformity as we struggle to develop and define our identity. This struggle is even more complex for artists and writers living under totalitarian regimes. This seminar examines essays, novels (including graphic novels), and memoirs by twentieth- and twenty-first-century writers that portray the experience of individuals under totalitarianism. What special moral challenges do they face? How do these works explore strength and weakness in the human spirit? Ms. Kellman (Near Eastern and Judaic Studies)

USEM 12b Hand and Brain

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

An examination of a variety of works written between the eighteenth and twentieth 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

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 14b I, Ratbot: Mind Control in Fiction and Reality

Computers only do what they are programmed to, unless they have “bugs.” Our minds, unpredictable organic computers, may have evolved “bugs” that enable us to be “programmed” without inserting electrodes. This theme is explored through fiction, pseudoscience, and real science. Mr. Pollack (Computer Science)

USEM 15a Journeys to Enlightenment

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 Studies)

USEM 15b The Black Panther Party

This seminar studies the history, legacy, and controversy of one of the most popular and infamous Black Power era organizations, the Black Panther Party. Examining the group's combination of militant rhetoric and paramilitary accoutrements, along with social-minded programs that offered an alternative vision to the Civil Rights Movement, students will gain an understanding for how the group and its leaders engaged in a quest for black liberation by any means necessary. Focus includes the Panthers' dark underside and obstacles plaguing its existence such as lack of internal democracy, sexism, and ideological disputes, all forcing the group to succumb to a campaign of systematic harassment, incarceration, and murder during the late 1960s and early 1970s. Mr. Joseph (African and Afro-American Studies)

USEM 16b Ten Masterworks of Western Classical Music

Live performance of five important solo chamber works, and listening assignments of ancillary orchestral, operatic and choral works. Performers and students discuss the music in question and their responses to it. Readings and listening assignments provide the focus for discussion. Mr. Stepner (Music)

USEM 17a Through a Gendered Lens: Women and Men in Modern Jewish Culture

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 nineteenth 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

Explores changing definitions of ethnoreligious identity over the course of the twentieth 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

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

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

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

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, for example, 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

Open only to first-year students in the Lerman Neubauer scholars program. The middle of the twentieth 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*; Edward Said, *Culture and Imperialism*; George Orwell, *Burmese Days*; Jamaica Kincaid, *A Small Place*; Joseph Conrad, *Heart of Darkness*; V.S. Naipaul, *A Bend in the River*; Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*. Ms. Thorne (Politics)

USEM 20b Art and the Asian City: Tokyo, Shanghai, Hong Kong

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 21a "What Can We Know?" Popular and Philosophical Perspectives on Skepticism Explores philosophical and popular perspectives on the limits of knowledge.

We will study philosophical texts about skepticism, and we will reflect on representations of skepticism in contemporary movies such as *The Matrix*, *Fight Club*, and *The Truman Show*. Mr. Marusic (Philosophy)

USEM 22b War and Revolution in the Middle East

Considers the impact of war and revolution in the shaping of the modern Middle East starting with the Arab-Israeli war of 1967. Focuses on the violent turning points that have changed the lives of millions of people. Mr. Makiya (Near Eastern and Judaic Studies)

USEM 23a Opera as Drama

Explores the literary, theatrical, and musical dimensions of opera. The course may be organized in one of several ways, such as 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 23b Religious Pluralism and Jewish Life

Pluralism is one response to the diversity of American society. Using the Jewish community as a case, the question of how people holding different beliefs can productively engage with each other in an open society is explored using the social sciences and humanities.

Ms. Shevitz (Hornstein Jewish Professional Leadership Program)

USEM 24a Greeks Bearing Gifts into the Future: Classical Myths Told and Retold

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 24b The Howl of Simple Words: Reading Gender in Israeli Literature and Cinema

The poet Rachel Bluwstein describes her poetics as “the howl of simple words.” With these words she exposes the normative expectation of women’s writing at the beginning of the century, on the one hand, and the subversive potential that lies in women’s creativity, on the other. This seminar explores this ongoing duality in Modern Hebrew literature and Israeli cinema.

Ms. Szobel (Near Eastern and Judaic Studies)

USEM 25a The Artist Behind their Work

No previous painting or drawing experience required.

Students will gain a deeper appreciation for the artist’s approach, style, and content through the execution/replication of a chosen artist’s work, along with extensive research defining the artist’s life, including the political, social, and economic effects that inspired his/her work.

Mr. Moody (Theater Arts)

USEM 25b Trials of Truth, Power, and Justice

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

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, the information age is doing to the core human idea of property.

Mr. Pollack (Computer Science)

USEM 26b Maps of Hidden Worlds: From the Cosmos to the Human Genome

Explores the science behind making maps of worlds that we cannot perceive with our senses. In particular, this seminar examines maps of the universe around us and maps of the cells within us. The approach is historical, covering the great discoveries that have culminated in the mapping of the cosmic microwave background radiation, and the sequencing of the human genome. Some of the questions considered are: How does one measure the distance to a galaxy far, far away? How do we know the age of the universe? What does it mean to sequence the human genome? What is nature’s nanotechnology and how do we discover it?

Mr. Kondev (Physics)

USEM 27a Ancient Mysteries, Cults, and Myths

An investigation of the phenomenon of the ancient mystery cults as preserved in the surviving art and literature of antiquity.

Ms. Johnston (Classical Studies)

USEM 28b The Jewish Family: Past and Present

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

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 30a The Shape of Space

What shape is the universe? How can we tell? This course will explore ideas from geometry and topology in two and three dimensions and their relation to cosmology. Students will work in groups on problems, games, and exercises of the imagination to develop an understanding of these geometric objects.

Ms. Charney (Mathematics)

USEM 30b Development of Play, Art, and Creativity

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

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

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

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: Reimagining the Classics

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 Studies)

USEM 34a A Haunted America: American Dreamers as Wanderers, Visionaries, Isolates

In Langston Hughes’ poem “Dream Deferred,” the question is posed, “What happens to a dream deferred?” Examines what happens to the twentieth-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

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 a 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 Studies)

USEM 35a Biological Time

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?”—so 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 time scales—most prominently, daily rhythms of behavior and internally controlled “temporal order” for physiological and biochemical processes?

Mr. Hall (Biology)

USEM 36a Romanticism in Nineteenth-Century Music

An exploration of the ideas that inspired nineteenth-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

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 Calderon to Dorfman.

Ms. Fox (Romance Studies)

USEM 37a For Our Own Protection? The Power of Censorship

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 Studies)

USEM 37b Art and Memory

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

This seminar focuses on the “portrait” of the artists from the Renaissance to the twentieth century, including self-portraits, images of the studio and models, biography, and the artist’s 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

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

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 Studies)

USEM 39b Human Rights in Literature, Film and Performance

Artistic languages have been important tools for bearing witness to human rights abuses and can serve as symbolic tribunals for processing particular cases, leading to a new arena for asking fundamental philosophical and political questions concerning the discourse human rights. We will look at fiction, testimonials, theater and film, dealing with problems that are intrinsic to the definition and implementation of human rights: How is “human” defined in relation to the possession of rights? How is “universal” drawn and what does it exclude? We will pay particular attention to Latin American cultural production, but without excluding other regions.

Mr. Rosenberg (Romance Studies)

USEM 40a Language, Logic, and Meaning

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 40b What a Good Idea! Technology and Innovation in Society

Open only to first-year students in the Lerman Neubauer scholars program.

Explores the historical, economic and social context of the process of innovation, beginning in pre-modern times but with emphasis on the science-based innovation system that arose during the nineteenth century.

Mr. Jaffe (Economics)

USEM 41a Darwin’s *On the Origin of Species*

This class focuses on one of the centrally important texts in modern Western science: Charles Darwin’s *On the Origin of Species*. The publication of the *Origin* completely transformed Western society, providing a new paradigm that ranks in its far-reaching effects with those of Copernicus, Galileo, and Newton. Although Darwin’s work is often cited, frequently celebrated, and sometimes maligned, it is seldom read. This course provides students the opportunity to read and study the *Origin* in its entirety. We focus closely on the text itself, paying particular attention to Darwin’s ideas and the structure of his arguments. Along the way, we consider the strengths and weaknesses of these arguments, his use of evidence, and the historical and philosophical context of his ideas.

Mr. Morris (Biology)

USEM 42a Sufism: Islamic Mysticism

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 42b China in the Western Imagination

An exploration of the many meanings of China to Western observers from Marco Polo to the present day. Materials include writing by philosophers and missionaries, diplomats and travelers, journalists, poets and fiction writers, each of whom found China—whether by means of investigation or purely by imagination—a civilization that stood as the antithesis of the one from which they came. The class seeks to understand not only what these writers had to say about China itself, but also (and perhaps more importantly) how they used the contrasting example of China to critique or otherwise illuminate the European or American culture in which they themselves lived.

Mr. Platt (History)

USEM 43a Get the Hero

War hero, superhero, my hero, anti-hero; these are just a few varieties of “hero” that exist in our language and culture. This course seeks to defamiliarize what this word means in our world, looking instead to its ancient origins. Focusing on Greece, where the term was invented, as well as Rome, Mesopotamia, the Middle East, and India, students will discover the shared notions of “hero” as well as key distinctions within each respective cultural context. This course will read, discuss, and write about epics, comedies, tragedies, Plato, and parts of the New Testament.

Mr. Muellner (Classical Studies)

USEM 43b Speaking Truth to Power? The Intellectual and Social Responsibility

Study of key nineteenth- and twentieth-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

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 Studies)

USEM 45a Relativism, Absolutism, Pluralism

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, subcultures, religions, civilizations, historical periods, and so on.

Mr. Samet (Philosophy)

USEM 46a Feast and Famine: Food and Social Relations

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 46b Cities and Cyberspace

How are cities and cyberspace related? How do anonymity and transiency, characteristics common to both, shape social identity and social relationships? These questions are addressed in an exploration of urbanism and the worlds of computer-mediated communication.

Mr. Jacobson (Anthropology)

USEM 46c Life Science Research: Yesterday, Today, and Tomorrow

Open only to first-year students in the life science scholars program.

A year-long course which acquaints students with cutting-edge researchers from the Brandeis community and their research techniques in the life sciences.

Mr. Rosbash (Biology)

USEM 47a From Word to Image: Creating the Theatrical Essay

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

Men are made, not born. A male baby identifies with his mother. How is the male identity created? Using primarily movies, but also short stories, poems, and plays, this course explores the twisting and turning road to manhood with insights from psychology, sociology, and anthropology.

Mr. Holmberg (Theater Arts)

USEM 48b The Rational and Irrational

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 49a Text and Subtext

A close study of eight classics of Western literature and film that explore how their surface contents connect with meanings that they convey only indirectly. The literary works to be examined range from Sophocles to Ibsen. Two film classics will be analyzed on the same basis.

Mr. Binion (History)

USEM 49b Communities

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

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 twentieth-century America. We will visit museums, speak with artists, read art history, consider some sociological theory, and examine other germane readings.

Ms. Reinhartz (Sociology)

USEM 51a Trauma and Memory in the Literary Imagination

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. Studies the ways trauma is figured in Holocaust literature, memoirs about the family, a novel about the legacy of slavery, and in individually chosen texts. The study ends with a unit on witnessing today's traumas, from 9/11 to Hurricane Katrina, and the role of visual documents in the process of bearing witness to extreme experiences.

Ms. Skorczewski (English and American Literature)

USEM 52a Race and Representation

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 nineteenth- and twentieth-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 53a Between Conflict and Cooperation: Muslims, Christians, and Jews in Medieval Spain

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

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

Examines classic and contemporary accounts of equality and inequality in Western and non-Western societies. We first read influential philosophical texts on human equality and inequality and then confront these speculative accounts with empirical and cross-cultural evidence from "egalitarian" and "hierarchical" societies. In subsequent units we read several historical, sociological, and autobiographical texts that enable us to compare systems of inequality based on various combinations of dimensions such as gender, ethnicity, rank, and class. The origins of an ideology of individual equality in the Western tradition and ways that obvious evidence of inequality is "naturalized" and "rationalized" in contemporary American culture are examined.

Mr. Parmentier (Anthropology)

USEM 55a Tales of Travel

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 Studies)

USEM 55b How to Travel

What does it mean to be part of a community? How do we engage with and come to understand communities other than our own? This seminar uses stories, essays, recipes, maps, Web sites, films, music, field trips, and more to explore "how we travel."

Mr. Cunningham (Sociology)

USEM 56a Traveling Texts: Real and Imagined Journeys

Travel writing is situated in a historically and ethically charged terrain, and we will consider some key elements such as race, gender, culture, religion, and society through the examination of fiction, memoirs, and film about journeys, real and imagined. Travel and writing are inextricably linked and many of the most intrepid explorers/travelers would remain unsung if not for what was written by them and about them. Similarly, writers often look for inspiration in the encounters afforded by travel to a new landscape; and in the age of global cinematic experience, one cannot ignore the influence of films and their depiction of journeys. This course will pay careful attention to the ways in which the "non-Western" is constructed through the writing of "Western" travel writers, and to the phenomenon of colonial travel and tourism. We will look at fictional and real journeys of authors such as Swift, Defoe, Dickens, Conrad, and others, in addition to films like *Indiana Jones and the Temple of Doom*, *Out of Africa*, and *Latcho Drom*.

Ms. Singh (German, Russian, and Asian Languages and Literature)

USEM 56b Place, Memory, and Identity

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

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?

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 58b Animal Kingdoms

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

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

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 61b Stigmatized Identities

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

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 62b How Science Is Really Done

Science is seen by many as the "culture of our times," yet popular misconceptions about science abound. This course examines a variety of discoveries to learn how scientists actually go about their work and how ethical issues and competition affect discovery. The required readings explore ways in which science as a creative activity is linked to pursuits in the humanities. A genuine interest in science is required.

Ms. Cohen (Biology)

USEM 63b Political Argument

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 64a True Crime and American Culture

This seminar explores a series of enduringly fascinating cases from the true-crime files of American culture. Our crime-scene investigations will range from 1692 Salem to 1994 Brentwood; our lineup will include witches, outlaws, kidnappers, gangsters, murderers, and serial killers; and our evidence will be drawn from literature, film, and television.

Mr. Doherty (American Studies)

USEM 65a Critique of Erotic Reason

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 postreligious 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 65b Cult Books and the Popular Imagination

In this seminar, we will read works (from Rousseau, Goethe, Byron, Nietzsche, Hesse, Buber, Camus, and Kerouac) that were considered "cult books." How did these texts come to assume nearly religious qualities for certain epochs, generations, or ethnic groups?

Mr. Dowden (German, Russian, and Asian Languages and Literature)

USEM 66a The "West" through "Eastern" Eyes: Modern Chinese and Japanese Travels Abroad

The late nineteenth and early twentieth centuries 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, and 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 On Friendship

This seminar examines philosophical and literary accounts of friendship, paying special attention to descriptions of situations that test friendships—for example, falling in love, competing with one another, or struggling for survival. Readings include Aristotle, Cicero, Montaigne, Emerson, Bronte, Twain, Camus, and Atwood.

Ms. Irr (English and American Literature)

USEM 67a Politics as Seen through Fiction

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 67b Public Intellectuals in American Life

This course examines the role and influence of public intellectuals in American society. The primary focus is on the twentieth and twenty-first centuries, although students explore the work of some of America's first "homegrown" public intellectuals in the nineteenth century as well. Students are asked to consider what constitutes an "intellectual" body of work, and how and why that work might be rendered relevant to a mass audience. They explore the ideas put forth by some of the most influential public intellectuals in American life, and they are challenged to consider the impact the modern university has had on public intellectualism.

Ms. Farrelly (American Studies)

USEM 68b The Art of Living

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

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

Dramatically explores the social evolution of American identity in theatrical works of the twentieth 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 70b At the Border of Art and Life

An art historical examination of how artists and others have conceived of the distinction between art and life or challenged its very existence. Art to be discussed includes examples from the 1960s to the present.

Mr. Kalb (Fine Arts)

USEM 71b Right and Society

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

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

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, Michelangelo, and Raphael.

Mr. Flesch (English and American Literature)

USEM 74b Women's Biography and Society

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

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 "Motherland" 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

Examines how societies seek to justify their basic legal rules. Readings are 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

Where did the idea of the computer come from? Examines its cultural, nonengineering 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 78a Praying for a Cure? Religion, Health, and Healing in America

This seminar examines how a range of religious traditions understand the relationships between religion, health, and healing in contemporary American life. Investigates how religious and medical leaders respond to these beliefs and how medical institutions do (and do not) incorporate religion and spirituality into their care of patients.
Ms. Cadge (Sociology)

USEM 79a Environment as Modern Myth: Books, Movies, and Marketplace

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

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. Dave (American Studies)

USEM 81b Monsters and Messiahs: The Scientist in Theater and Film

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 nonscience students.
Mr. Epstein (Chemistry), Mr. Hill (Theater Arts), and Mr. Petsko (Biochemistry/Chemistry)

USEM 82b War in World History

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 83b Science in Art

How do we know whether that painting or that sculpture is "genuine"? Usually, it's because we take the word of the museum or 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 displayed.
Ms. Ringe (Chemistry/Biochemistry)

USEM 84a Fin de Millenium

In contrast to le fin de siecle signaling a promising new direction in art and literature in the Western world, le fin de millenium created a sense of foreboding about the future of our civil society. In the span of the hundred years that mark the end of the millennium the West has traveled from Freud's look back on our Hellenic heritage of the unconscious mind in the form of Sophocles' *Oedipus Rex* to the literary critic Geoffrey Hartman's reflection on 9/11. In between we'll stop at the literary and artistic milestones of Thomas Mann, Evelyn Waugh, Virginia Woolf, Kingsley Amis, Saul Bellow, Isaac Bashevis Singer, Philip Roth, John Updike, and Art Spiegelman. Could we have had any idea that the twenty-first century and the new millennium would begin with a struggle against world-wide terrorism that embraces the ideology of Jihadism?
Mr. Greenberg (Philosophy)

USEM 84b The American Immigrant Experience

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 Nonconformity in Premodern Europe

Explores the ways in which "deviant" behavior was defined and punished by some, but also justified and even celebrated by others in premodern Europe. Topics include vagrancy, popular uprisings, witchcraft, religious heresy, and the status of women.
Mr. Sreenivasan (History)

USEM 86a The Face in the Mirror: Drawing Out the Self

This course will take an in-depth look into self-portraiture studied through a series of drawings and paintings on paper using drawing materials and water-soluble paints, exploring various avenues of the practice throughout the duration of the course. Discussions will focus on studio practice as well as historical through contemporary artists' approaches to the subject, which will help students utilize these strategies in their work to help express themselves.
Mr. Wardwell (Fine Arts)

USEM 86b The Art of Seeing Things Invisible

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 from psychology, art, biology, speculative fiction, comparative zoology, philosophy, and computer science is explored.
Mr. Sekuler (Psychology)

USEM 87a Be a Mensch! Write!

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 other works.

Ms. von Mering (German, Russian, and Asian Languages and Literature)

USEM 87b Seeking Justice: Jews and Germans

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

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 writers 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 89b College 101

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 nonfiction accounts, memoirs, and fiction about the college experience.

Mr. Engerman (History)

University Writing

First-year students entering in the fall of 2007 and thereafter must satisfactorily complete one UWS course, one writing-intensive course, and either a second writing-intensive course or an oral communication course.

Some students will 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 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, USEM, UWS, or other writing or oral communication courses. Transfer students may have their credits evaluated to see whether 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 or oral communication components of this requirement are normally completed in a student's second or third year. Writing-intensive and oral communication courses, which are offered in departments throughout the university, are based in academic disciplines and include writing or oral communication as an integral part of the course work. Writing-intensive courses involve frequent writing assignments, opportunities for rewriting, and consultations with the instructor. Oral communication courses involve instruction, feedback, and at least two assignments to develop oral communication skills. Writing-intensive and oral communication courses may serve multiple purposes, advancing students toward majors, minors, non-Western and comparative studies, or distribution requirements. Courses numbered at the 90 level shall not be eligible for a writing-intensive or oral communication designation.

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.

Staff

UWS ##a and ##b University Writing Seminar

University writing seminars (UWS) focus on strategies and techniques of college-level argument taught through the exploration of a subject. Course readings of 400–500 pages typically include books and articles as well as excerpts of longer works collected in source packets. In three papers of increasing complexity (twenty-five pages total), students learn to frame analytical questions, make original claims, structure complex ideas, integrate sources of various kinds, and revise for greater cogency and clarity. Each course assigns a close reading essay, a lens essay, and a research-based argument. Students prepare for each of the three major essays through short predraft assignments as well as through drafts that faculty comment on in writing and discuss with the student in individual conferences. Students examine their own writing in draft workshops and in small groups. The course also teaches basic skills of research, from using the library to appropriate citation of sources.

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 135b

Global Hip-Hop

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

American Religious History

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

CHIN 105a

Advanced Conversation and Composition I

CHIN 105b

Advanced Conversation and Composition II

CHIN 120a

Readings in Contemporary Chinese Literature: Advanced Chinese Language

CHIN 120b

Readings in Contemporary Chinese Literature: Advanced Chinese Language 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 103b

Madness and Folly in Renaissance Literature

COML 165a

Reading, Writing, and Teaching across Cultures

ECS 100a

European Cultural Studies Proseminar: Modernism

ECS 100b

European Cultural Studies Proseminar: Making of European Modernity

ED 100b

Exploring Teaching (Secondary)

ED 155b

Education and Social Policy

ENG 7a

American Literature from 1900 to 2000

ENG 19b

The Autobiographical Imagination

ENG 26a

Detection and Analysis: Deciphering Theories of Madness

ENG 35b

Staging the Novel: Reading and Writing Adaptations

ENG 39a

Poetry: Beginner's Ear

ENG 40b

The Birth of the Short Story: Gods, Ghosts, Lunatics

ENG 46b

American Gothic Romantic Fiction

ENG 64b

From Libertinism to Sensibility: Pleasure and the Theater, 1660–1800

ENG 79a

Directed Writing: Beginning Screenplay

ENG 79b

Writing Workshop: From Memory to Craft

ENG 105b

The English Novel, Jane Austen to Thomas Hardy

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 139b

Intermediate Screenwriting

ENG 144b

The Body as Text

ENG 145b

Jane Austen: Gender, Art, and History

ENG 181a

Making Sex, Performing Gender

FA 63a

The Age of Rubens and Rembrandt

FA 171a

Impressionism: Avant-Garde Rebellion in Context

FA 174b

Postimpressionism and Symbolism, 1880–1910

FA 191b

Studies in Renaissance and Baroque Art: Caravaggio

FA 197b

Methods and Approaches in the History of Art

FREN 106b

The Art of Composition

FREN 110a

Cultural Representations

FREN 111a

The Republic

FREN 113a

French Fiction

FREN 122b

The Renaissance: When France Became France

FREN 142b

City and the Book

GER 105aLearning 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

HISP 106b

Spanish Composition, Grammar, and Stylistics

HISP 136b

Latino Cultural Expression: Literature, Performance, and Film

HISP 164b

Studies in Latin American Literature

HISP 193b

Topics in Cinema: Global Latin American Cinema

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 164b

The American Century: The U.S. and the World, 1945 to the Present

HIST 169a

Thought and Culture in Modern America

HIST 170a

Italian Films, Italian Histories

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 186b

War in Vietnam

ITAL 105a

Italian Conversation and Composition

JOUR 15a

Writing for Broadcast and the Internet

JOUR 107b

Media and Public Policy

JOUR 112b

Literary Journalism: The Art of Feature Writing

JOUR 114b

Arts Journalism

LALS 100a

Seminar: Topics in Latin American and Latino Studies

LAT 110b

Advanced Latin Composition

LGLS 132b

Environmental Law and Policy

MATH 23b

Introduction to Proofs

MATH 47a

Introduction to Mathematical Research

MUS 44a

Mozart

MUS 131b

Music in Medieval and Early Modern Europe

NEJS 75a

Yiddish Literature: From Myth to Modernism

NEJS 75b

Classic Yiddish Fiction

NEJS 111a

The Hebrew Bible/Old Testament

NEJS 119a

The Torah: Composition and Interpretation

NEJS 140a

History of the Jews from the Maccabees to 1497

NEJS 162a

American Judaism

NEJS 176a

Seminar in American Jewish Fiction: Philip Roth and Cynthia Ozick

NEJS 186a

Introduction to the Qur'an

NEJS 190a

Describing Cruelty

NEJS 197b

Political Cultures of the Middle East

PHIL 19a

Human Rights

PHIL 20a

Social and Political Philosophy: Democracy and Disobedience

PHIL 22b

Philosophy of Law

PHIL 110a

The Good Life or How Should One Live?

PHIL 113b

Aesthetics: Painting, Photography, and Film

PHYS 39a

Advanced Physics Laboratory

POL 127a

Ending Deadly Conflict

POL 127b

Seminar: Managing Ethnic Conflict

POL 151a

Seminar: Cultural Pluralism and Democratic Governance

PSYC 36b

Adolescence and the Transition to Maturity

PSYC 38a

Health Psychology

RECS 130a

The Russian Novel

RUS 110a

Russian Language for Russian Speakers

SOC 129a

Sociology of Religion

THA 104a

Playwriting

THA 150a

The American Drama since 1945

USEM 4a

Literacy and Development

USEM 8a

Metamorphosis

USEM 14a

Imagining the Other: Encounters in North America from Columbus to the Revolution

USEM 21a

"What Can We Know?" Popular and Philosophical Perspectives on Skepticism

USEM 24a

Greeks Bearing Gifts into the Future: Classical Myths Told and Retold

USEM 32b

Crime and Punishment in History

USEM 34a

A Haunted America: American Dreamers as Wanderers, Visionaries, Isolates

USEM 49a

Text and Subtext

USEM 51a

Trauma and Memory in the Literary Imagination

USEM 75a

United States and Africa

USEM 78a

Praying for a Cure? Religion, Health, and Healing in America

USEM 85b

Breaking the Rules: Deviance and Nonconformity in Premodern Europe

Oral Communication

The oral communication requirement aims to enhance students' ability to communicate and listen effectively in a range of contexts, to critically evaluate orally presented information and arguments, and to consider specific techniques for using language as a communication tool. Oral communication courses, which may be offered in any department or program, include at least two opportunities per course to develop and practice oral communication skills through a wide range of possible assignments. Courses involve instruction on topics such as appropriate style and effective delivery, theories of effective communication and clarity of expression, ideas and voice, and assessment of students' communication skills through feedback by instructor and classmates.

Each Brandeis undergraduate entering in the fall of 2007 and thereafter must satisfactorily complete one writing-intensive and either a second writing-intensive or an oral communication course. The following list of oral communication courses should be considered preliminary, and students should consult the most recent list of approved courses in the *Schedule of Classes* to assure that they will receive requirement credit. Courses that satisfy the requirement in a particular semester are designated "oc" in the *Schedule of Classes* for that semester.

Courses of Instruction

AMST 102a

Women, the Environment, and Social Justice

AMST 140b

The Asian-American Experience

AMST 191b

Greening Campus and Community: Improving Environmental Sustainability at Brandeis and Beyond

BIOL 60b

Evolution

BIOL 134b

Tropical Ecology

ED 102a

Secondary Curriculum, Instruction, and Assessment

ENVS 89a

Environmental Internship

GER 103a

What You Always Wanted to Know

GER 104a

Let's Talk! Shall We?

ITAL 128a

Mapping Modern Italian Culture: Inherited Conflicts

LGLS 121b

Law and Social Welfare: Citizen Rights and Government Responsibilities

LGLS 130a

Conflict Analysis and Intervention

LGLS 132b

Environmental Law and Policy

LING 140a

Architecture of Conversation: Discourse and Pragmatics

LING 197a

Language Acquisition and Development

POL 173a

Foreign Economic Policy

SOC 147a

Organizations and Social Change

SOC 175b

Civic Environmentalism

THA 15b

Public Speaking: The Art of Oral Communication

THA 101a

Stage Management: Part I

THA 101b

Stage Management: Part II

USEM 4a

Literacy and Development

USEM 7b

The Concept of Time

USEM 12a

The "I" in the Storm: Writers Respond to Totalitarianism

USEM 30b

Development of Play, Art, and Creativity

USEM 33b

Then and Now: Reimagining the Classics

USEM 37a

For Our Own Protection? The Power of Censorship

USEM 41a

Darwin's "On the Origin of Species"

University Organization

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 president of the university, the chair of the Fellows, the president of the Brandeis National 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 225 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 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 various centers and institutes. Other responsibilities include sponsored research administration and technology licensing.

The dean of arts and sciences has administrative responsibility for undergraduate research and, with the dean of the graduate school, the graduate 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 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 Brandeis International Business School oversees the academic, professional, and development activities of the university's second professional school. Research areas of the school include economic policy, finance, global entrepreneurship, international business, regional economics integration, and trade and exports.

The Faculty Senate

The Faculty Senate, elected by the Faculty as its official representative body, addresses matters relevant to the educational and research missions of the university, including academic freedom, faculty rights and responsibilities, governance, and university policies regarding appointments, tenure, and promotion.

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, academic services (including advising, disability services,

study abroad, international students and scholars, and student enrichment services), 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 administers and executes critical university-wide internal and external communications, overseeing the communications emergency response plan and directing 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, as well as carries out the university's public affairs and media relations initiatives.

The senior vice president and general counsel is the chief legal advisor to the president, the Board of Trustees, and the university's senior management officers.

Brandeis National Committee

The Brandeis National Committee (formerly BUNWC) is an organization committed to providing financial support to the university. Since its founding in 1948, it has contributed more than \$110 million to the libraries for the acquisition of books and research journals, restoration and preservation, development of computer technology, and student work assistance. More recently, its mission was expanded to fund student scholarships and fellowships.

The organization's national center is located in the Goldfarb Library, where professional staff members collaborate with volunteers and the university to coordinate fundraising efforts and to develop educational programs for members within chapters across the country. The National Women's Committee connects its members to Brandeis through fundraising and through activities that reflect the values of the university.

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www.heller.brandeis.edu

International Business School

Admissions and Financial Aid Information
Office of Admissions
Lemberg Academic Center
781-736-2252
800-878-8866 (catalog and application
requests only)
781-736-2263 (fax)
admission@lemborg.brandeis.edu
www.brandeis.edu/global

Rabb School of Continuing Studies**Graduate Professional Studies**

781-736-8787
rabbgrad@brandeis.edu

The Brandeis University Summer School

781-736-3424
summerschool@brandeis.edu

**The Osher Lifelong Learning Institute at
Brandeis University**

781-736-2992
bolli@brandeis.edu

www.brandeis.edu/rabb
www.brandeis.edu/rabbgrad
www.brandeis.edu/summer
www.brandeis.edu/programs/bolli

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Block System

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 8:30	A	A	A	A	A
9:00 9:30	B	G S ₆	B	B	G S ₇
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 ₂	F	F	N S ₄
2:00 2:30	K S ₁		R K S ₃	R	R
3:00 3:30	L	P	L		P
4:00 4:30		S ₅			
5:00 5:30	M		V M	V S ₈	
6:00 6:30	Q X ₁ Y		X ₄ Q X ₂ Y	Q X ₃	
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
 S₁ = 2:00–5:00 M [= K + L]
 S₂ = 1:30–4:30 T [= N + P]
 S₃ = 2:00–5:00 W [= K + L]
 S₄ = 1:30–4:30 F [= N + P]

S₅ = 4:30–7:30 T
 S₆ = 9:00–12:00 T [= G + H]
 S₇ = 9:00–12:00 F [= G + H]
 S₈ = 5:00–8:00 Th
 V = 5:00–6:30 T Th
 X₁ = 6:30–9:30 M
 X₂ = 6:30–9:30 W
 X₃ = 6:30–9:30 Th
 X₄ = 6:30–9:30 T
 Y = 6:30–8:00 M W

Final Examination Schedule 2008–09

Fall Term 2008

Examination Date	Examination Time	Examination Block(s)
Thursday, December 11	9:15 am–12:15 pm	H, S ₆
	1:30–4:30 pm	Language/Economics Common Exams*
	6:00–9:00 pm	L, P, S ₃ , V, X ₃ , S ₈
Friday, December 12	9:15 am–12:15 pm	F
	1:30–4:30 pm	Economics Common Exams*
	6:00–9:00 pm	none
Monday, December 15	9:15 am–12:15 pm	Math/IBS Common Exams*
	1:30–4:30 pm	A, K, S ₁
	6:00–9:00 pm	N, R, S ₂ , S ₄ , X ₁
Tuesday, December 16	9:15 am–12:15 pm	D
	1:30–4:30 pm	B
	6:00–9:00 pm	G, S ₇ , S ₅ , X ₄
Wednesday, December 17	9:15 am–12:15 pm	E
	1:30–4:30 pm	J
	6:00–9:00 pm	M, Q, S ₂ , Y
Thursday, December 18	9:15 am–12:15 pm	C
	1:30–4:30 pm	Other Common Exams/ Conflict Resolution
	6:00–9:00 pm	Other Common Exams/ Conflict Resolution

Spring Term 2009

Examination Date	Examination Time	Examination Block(s)
Friday, May 1	9:15 am–12:15 pm	H, S ₆
	1:30–4:30 pm	Language/Economics Common Exams*
	6:00–9:00 pm	none
Monday, May 4	9:15 am–12:15 pm	F
	1:30–4:30 pm	Economics Common Exams*
	6:00–9:00 pm	N, R, S ₂ , S ₄ , X ₁ , Q, Y
Tuesday, May 5	9:15 am–12:15 pm	Math/IBS Common Exams*
	1:30–4:30 pm	A, K, S ₁
	6:00–9:00 pm	M, X ₄ , V, P, S ₅
Wednesday, May 6	9:15 am–12:15 pm	D
	1:30–4:30 pm	B
	6:00–9:00 pm	L, S ₃ , X ₂
Thursday, May 7	9:15 am–12:15 pm	E
	1:30–4:30 pm	J
	6:00–9:00 pm	G, S ₇ , X ₃ , S ₈
Friday, May 8	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. Exams of multisectioned courses may be moved from one common exam block to another in order to reduce exam conflicts for student enrolled in such courses. Questions concerning exam date for courses that meet in two or more blocks should be referred to the Office of the University Registrar.

2008–09 Additional Key Dates for Graduate Students

Fall Term 2008

Monday	October 6	February PhD candidates should submit penultimate copies of dissertations to program chairs.
Friday	October 31	Last day for February graduate degree candidates (certificates, final and continuing master's and PhD) to file Application for Degree. See application for details.
Monday	December 18	Final day for faculty certifications that all February master's candidates have completed degree requirements, including language(s) and theses, and all PhD candidates have defended dissertations.

Spring Term 2009

Thursday	January 15	Final day for February graduate doctoral degree candidates to deposit their dissertations at their graduate school office.
Monday	March 2	Last day for May graduate degree candidates (certificates, final and continuing master's and PhD) to file Application for Degree. See application for details. May PhD candidates should submit penultimate copies of dissertations to program chairs.
Wednesday	May 6	Final day for May PhD candidates to deposit dissertations at their graduate school office. Final day for faculty certification that all May master's candidates have completed degree requirements, including language(s) and theses.
Monday	June 1	Last day for August graduate degree candidates (certificates, final and continuing master's and PhD) to file Application for Degree. See application for details. August PhD candidates should submit penultimate copies of dissertations to program chairs.
Friday	July 31	Final day for faculty certifications that August PhD candidates have defended dissertations.
Friday	August 14	Final day for August PhD candidates to deposit dissertations at their graduate school office. Final day for faculty certification that all August master's candidates have completed degree requirements, including language(s) and theses.

2008–09 Academic Calendar

Fall Term 2008*

Monday– Thursday	August 18 September 11	Registration period for graduate and undergraduate students.
Sunday	August 24	Residence halls open for new undergraduate students.
Tuesday	August 26	Residence halls open for returning students.
Thursday	August 28	First day of instruction.
Monday	September 1	Labor Day: No university exercises, staff holiday.
Thursday	September 11	Last day to add classes. All work for spring term 2008 undergraduate incompletes due to instructors.
Thursday	September 18	Last day for undergraduates to elect a pass/fail option for the current term and to request a P grade for the preceding term. Grades replacing spring 2008 undergraduate incompletes due in the University Registrar's Office.
Monday	September 29	Brandeis Tuesday: Tuesday class schedule in effect.
Tuesday– Wednesday	September 30 October 1	Rosh Hashanah: No university exercises.
Monday	October 6	Last day to drop Module I courses (instructor's and chair's permission required).
Thursday Friday	October 9 October 10	Yom Kippur: No university exercises.
Monday	October 13	Columbus Day: Classes in session, staff holiday.
Tuesday	October 14	Sukkot: No university exercises.
Thursday	October 16	Last day for undergraduates to drop courses without a "W" transcript notation (instructor's permission required).
Friday	October 17	Undergraduate midterm grades due.

Tuesday	October 21	Shimini Atzeret: No university exercises.
Monday Wednesday	October 27 November 5	Registration period for spring term 2009.
Friday	October 31	Last day to add Module II classes.
Friday	November 14	Last day for undergraduates to drop courses with a "W" transcript notation (instructor's permission required). Last day for graduate students to drop courses or change grading option of classes to audit (instructor's and chair's permission required).
Thursday– Friday	November 27 November 28	Thanksgiving holiday: No university exercises, staff holiday.
Tuesday	December 9	Last day of instruction. Last day to voluntarily withdraw from the term (written notification required).
Wednesday	December 10	Study day.
Thursday– Thursday	December 11 December 18	Final examination period.
Friday	December 19 at 12 noon	Residence halls close.
Tuesday	December 23	Fall term grades due.

*Note: Makeup examinations for spring term 2008 will be held September 3, 4, and 8, 2008.

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 ensure 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.